



**WELCOME TO
YEAR 4**

MEET THE TEAM

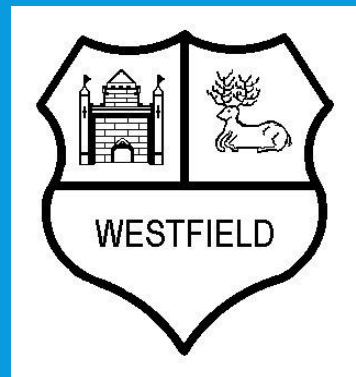


Class Teacher – Mrs Freemantle
TA – Miss Jordan
Support Staff – Mrs Waheed



START AND END OF THE DAY

- Soft start from 8:35-8:45
- Please be prompt as we will be doing soft start regulation activities first thing which is very important to help the children be ready for their learning.
- Registers are at 8:45. Anyone arriving after this time will be marked as late and need to go to the office if my external door is locked. Please do not bang on the window.
- Drop children at the outside door – Please allow them to walk in alone and do not enter the classroom.
- Collection at 3:15
- Please collect from the bottom playground, We will line the children up and dismiss them one at a time when we see their adult.



TIMETABLE

Willow Class Timetable - Autumn 1 2026-2027

	8:35 - 8:45	8:45 - 9:00	9.00- 9.10	9:10-9:30	9:30-10:30	10:30- 10:45	10:45 - 11:00	11:00-12:00	12:00 - 1:00	1:00-2:00	2:00-2:55	3:00 - 3:15
Monday	Soft Start	The good Morning Club	Assembly	Guided Reading	Handwriting & English	Playtime	Maths Fluency	Maths	Lunchtime	Science	French /PHSE	Story
Tuesday				Guided Reading	English		Maths Fluency	Maths		Science	Art	Story
Wednesday				Guided Reading	Handwriting & English		Maths Fluency	Maths		Geography	RE	Story
Thursday		Swimming			Maths Fluency		Maths	English		Computing	Story	
Friday		Celebration assembly		Guided Reading	Handwriting & English		Maths Fluency	Maths		Music /PHSE	PE/PHSE	Story



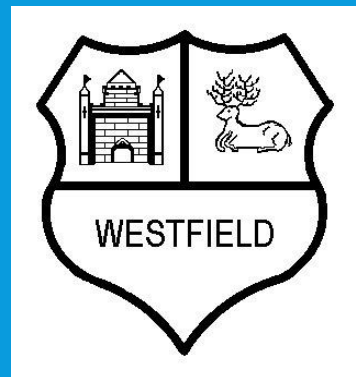
UNIFORM

- Please ensure everything has your child's name on it even if it is a preloved item.
- Blue school jumper only, no other jumpers or hoodies.
- Long hair must be tied up.
- No jewellery – stud earrings are fine.
- No nail varnish please.
- No (re)dying of hair.
- Suitable footwear



P.E

- PE - Friday
 - Trainers (worn all day) and change of socks
 - Blue PE t-shirt and jumper (in the cold)
 - Dark (preferable black) short or tracksuit bottoms (in the cold)
- Swimming - THURSDAY
 - Meet at the sports centre by 8.45am **latest**
 - Swim stuff worn under uniform for a quick change.
 - Parents don't stay
 - Walked back by school staff



READING

- Reading is so important in Year 4, reading for fluency and comprehension
- Please listen to your child read a minimum of 3 times a week but ideally everyday
- Children need to read chapter books start to finish
- I would love volunteers to come in and listen to readers in school
- Reading comprehension is super important and really helps the children with their literacy.



MTC – TIMES TABLES CHECK

Statutory guidance

Multiplication tables check: administration guidance

Updated 4 April 2024

<https://urbrainy.com/mtc>

Contents

1. Introduction
2. Preparing for the check
3. Administering the check
4. After the check



Print this page

1. Introduction

The multiplication tables check (MTC) is statutory for all year 4 pupils registered at state-funded maintained schools, special schools and academies, including free schools, in England.

This guidance is for schools administering the MTC and expands on section 10 of the [2024 key stage 2 \(KS2\) assessment and reporting arrangements \(ARA\)](#). It includes information to ensure that schools can:

- access the MTC service
- prepare administrators for check administration
- administer the check
- view and download results
- provide feedback on the MTC service

HOME LEARNING



Home support and education is so important, this year I will be setting homework due the following week on a Friday and due back on a Wednesday.

- Daily reading is expected and please can ADULTS ONLY write in the reading records
- Multiplication practice flash cards / online games daily.
- Spellings
- Maths based on that weeks learning
- English will be a set page from the CPG book.
- Specific work per child may be sent home if we feel they need a little extra practice.



COOKIE



CURRICULUM MAP

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	• Whole School 'Explore and Engage Unit' • Narrative (Quest story) - Arthur and the Golden Rope (by Joe Todd Stanton) • Persuasive Speeches - The King who Banned the Dark (by Emily Haworth Booth)	• Explanation: Until I met Dudley (by Roger McGough and Chris Riddell); Rosie Revere, Engineer (by Andrea Beaty and David Roberts); This Book Thinks You're an Inventor (by Georgia Amson-Bradshaw and Harriet Russell); and How Everything Works (by Clive Gifford and James Gulliver Hancock) • Narrative: Starbird (by Sharon King-Chai); Zeraffa, Giraffa (by Dianne Hofmeyr and Jane Ray) • Poetry: Free verse poems. A Small Dragon (by Brian Patten)	• Newspaper reports: Real-Life Mysteries (by Susan Martineau; illus. by Vicky Barker) Travel Leaflets: Take A Bite (by Aleksandra Mizielinska & Daniel Mizielinski), Africa, Amazing Africa (by Atinuke), The Big Book of the UK (by Imogen Russell Williams) & India, Incredible India (by Jasbinder Bilan)	• Narrative: Leon and the Place Between (by Angela McAllister and Grahame Baker-Smith) • Poetry: Haiku Moon Juice (by Kate Wakeling)	• Persuasive Speeches: Malala's Magic Pencil (by Malala Yousafzai) & Greta and the Giants (by Zoe Tucker) • Non-Chronological Report: Amazon River (Earth's Incredible Places (by Sangma Francis) • Poetry: Stars With Flaming Tails (Valerie Bloom)	• Narrative: The Girl Who Stole an Elephant (by Bizzara Farook) • Poetry: Take One Poet Michael Rosen Quick Let's Get Out of Here • Whole School 'Explore and Engage Unit'
Maths	• Place Value – Order and Compare Numbers Beyond 1000 • Rounding, Estimation and Magnitude • Securing Addition and Subtraction Mental Fluency • Securing Formal Written Addition and Subtraction Fluency • Counting in Multiples of 6, 7, 9, 25 and 1000 • Multiplication and Division Facts (Times Tables) • Factor Pairs, Integer Scaling and Correspondence Problems • Problem Solving Including Measures to Apply Place Value, Mental Strategies and • Arithmetic Laws • Multiply and Divide a One or Two-digit Number by 10 and 100 • Measure – Conversion of Units • Measures – Compare, Estimate and Calculate • Discrete and Continuous Data (Time Graphs), Including Application of Scales and • Division • Perimeter		• Properties of Shape • Symmetry • Decimal Numbers • Calculating With Decimals • Measure – Money • Problem Solving Involving Decimals to Two Decimal Places • Add and Subtract Fractions with the Same Denominator • Finding Fractions of Quantities • Fractions in the Context of Measure • Equivalent Fractions, Ordering and Comparing • Multiply Two and Three-digit Numbers by a One-digit Number Using a Formal-Written Layout • Divide Two and Three-digit Numbers by a One-digit Number Using a Formal-Written Layout		• Time – Read, Write Calculate and Convert Time on Analogue and Digital 12- and 24-Hour Clocks • Statistics – Interpret and Present Continuous and Discrete Data, Solve Problems incorporating Measures • Roman Numerals to 100 and Zero • Negative Numbers – Counting through Zero and Calculating in Context • Geometry – Angles • Geometry – Properties of Triangles • Geometry – Coordinates in the First Quadrant and Translations • Geometry – Position and Direction, incorporating Angles and Plotting Points of a Shape • Multiplication and Division Review • Area • Fractions Review • Application and Problem solving – developing operation sense	



CURRICULUM MAP

Science	Energy: Electricity and Circuits Exploring appliances that use electricity in their setting, children learn how to work with electricity safely and build circuits. Children investigate electrical conductors and insulators and explore the relationship between the number of bulbs and bulb brightness. Real scenarios and historical discoveries inform children about scientific progression and home safety	Animals including humans: Digestion and food Using models, children describe the function of key organs in the digestive system. Children identify the types of human teeth to create their own model and investigate factors that impact our dental health. They compare human teeth to other animals' and consider this in the light of prior knowledge about predators, prey and food chains. Children take on the role of a naturalist investigating animal faces for clues about diet, digestion and dentition	Materials: States of matter Investigating the properties of solids, liquids and gases, children learn about the different states of matter. They explore changes of state using relatable examples and use this to explain changes to water through the water cycle. Childrens investigate the relationship between temperature and rate of evaporation while broadening their experience of working scientifically	Materials: States of matter Investigating the properties of solids, liquids and gases, children learn about the different states of matter. They explore changes of state using relatable examples and use this to explain changes to water through the water cycle. Children investigate the relationship between temperature and rate of evaporation while broadening their experience of working scientifically	Living things and their habitats: Classification and changing habitats Identifying different ways living things can be grouped, children make classification keys to explore which grouping methods are most effective. Childrens study ways that habitats may change over time and understand that humans can have both positive and negative effects on their surroundings. They play the role of naturalists and review the impact of conservation programmes.	Energy: Sound and vibrations Exploring different ways of producing sounds, children learn about the relationship between vibrations and what they hear. They use examples of echolocation to develop their understanding of how sound travels between objects and investigate the role of insulation to protect our ears. Children explore how pitch and volume can be altered and make their own musical instruments to demonstrate these principles.
Computing	Digital Citizenship and E-safety: How do we behave safely and respectfully <u>on line</u> ?					
	Computing Systems and Networks: The Internet Childrens will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the <u>internet</u>, <u>and</u> will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information. This unit requires devices with an internet connection. Chrome Music Lab is used in one lesson to demonstrate content which can be produced on the World Wide Web.	Creating Media: Audio Production Childrens will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Childrens will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. <u>In order to</u> record audio themselves, Children will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, children will evaluate their work and give feedback to their peers.	Programming: Repetition in shapes This unit is the first of the two programming units in Year 4. <u>and</u> looks at repetition and loops within programming. Childrens will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.	Data and Information: Data logging Childrens will consider how and why data is collected over time. Childrens will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Childrens will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Childrens will spend time using a computer to review and analyse data. Towards the end of the unit, children will pose questions and then use data loggers to automatically collect the data needed to answer those questions.	Creating media: photo editing Childrens will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can <u>have</u>, <u>and</u> evaluate the effectiveness of their choices.	Programming: Repetition in games Childrens explore the concept of repetition in programming using the Scratch environment. It begins with a Scratch activity <u>similar to</u> that carried out in Logo in Programming unit A, where children can discover similarities between two environments. Childrens look at the difference between count-controlled and infinite <u>loops</u>, <u>and</u> use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout.



CURRICULUM MAP

History	How have children's lives changed? Investigating the changes in children's lives through time, children learn how spare time, children's health and work have changed. They explore the most crucial change - work - in more detail, learning about a day in the life of a working child before learning about the significance of Lord Shaftesbury and his impact on schools and working conditions.		British <u>history</u>: How hard was it to invade and settle in Britain? Developing their understanding of why people invade and settle, children learn about the Anglo-Saxon invasion and Viking raids. They learn about Anglo-Saxon beliefs and how Christianity spread. They investigate Anglo-Saxon settlements and investigate how the period of Anglo-Saxon rule came to end.		How did the achievements of the Ancient Maya impact their society and beyond? Investigating historical and archaeological evidence, children explore the achievements of ancient peoples like the Maya. By making inferences and observing artefacts, they study the Ancient Maya's settlements in rainforests, the cultural significance of chocolate and the impact of their beliefs, inventions and decline within and beyond their society.							
	Geography	Why are rainforests important to us? Focusing on the link between biomes and climate, children will locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics. They investigate the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions. Learning about the people who live in the rainforest, children discuss the impact of human activity locally and globally.		Where does our food come from? Looking at the distribution of the world's biomes and mapping food imports from around the world, children learn about trading fairly with a specific focus on Côte d'Ivoire and cocoa beans. They explore where the food for their school dinners comes from and the pros and cons of local versus global.		What are rivers and how are they used? Exploring the different ways water is stored and moves, the children develop an understanding of the water cycle. They name and map major rivers both in the UK and globally. Children learn about the features and courses of a river and how they are used by humans, before studying a local river to spot these features.						
Art		Drawing: Power Prints Using everyday electrical items as a starting point, children develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print.		Craft and Design: Light and Dark Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Children learn about composition and plan their own still life to paint, applying chosen techniques.		Sculpture: Mage Materials Exploring the way different materials can be shaped and joined, learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp and creating their own sculptures.		Painting and Mixed Media: Fabric of nature Using flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to a design a repeating pattern suitable for fabric.				
	DT	Torches Children apply their scientific understanding of electrical circuits to create a torch made from recycled and reclaimed materials and objects. They design and evaluate their product against set design criteria		Making a slingshot car Transform lollipop sticks, wheels, dowel and straws into a moving car. Children use a glue gun to construct, make the launch mechanism, design and create the chassis of a vehicle using nets		Digital world Design, program, prototype and brand a Micro: bit timer <u>a</u> specified <u>amount</u> of minutes. Pupils carry out research and existing product analysis to determine how a programmable product could be personalised to their needs		Adapting a recipe Work in groups to adapt a simple biscuit recipe, to create the tastiest biscuit ensuring that the creation comes within the given budget of overheads and costs of ingredients.		Structure Exploring pavilion structures, learning about what they are used for and investigate how to create strong and stable structures before designing and creating their own pavilions, complete with cladding		Fastenings Building upon their sewing skills from <u>previous</u> years, children design and create a book sleeve; exploring a variety of fastenings and selecting the most appropriate for their design based on strength and appropriate - use
RE		Christianity and Judaism										
	Are all religions equal? Exploring the origins of various religions, children discover geographical and historical connections.		What makes some texts sacred? Building on enquiry about the place of scripture and look at different ways scriptures are used		Just how important are our beliefs? Children will find out how people show commitment to their beliefs, as questions about why people choose to demonstrate their beliefs.		Who was Jesus really? Children will consider Jesus' life, interactions, prophecies and consider the perception of miracles.		Why is the Bible the <u>best-selling</u> book of all time? Exploring the history of the Christian Bible and investigating its relevance to many Christians today.		Do people need to go to church to show they are Christians? We are learning to understand how important going to church is to show someone is a Christian	



CURRICULUM MAP

French	Je me présente. Children focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality	Ma famille Childrens will have the knowledge and skills to make a presentation about their own / a fictitious family in both spoken and written form in French. Childrens will start to integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. Childrens will demonstrate an increasing knowledge of grammar and the use of the possessive in French to manipulate language, thus starting to create more personalised responses as the unit supports the change from 1st person singular to 3rd person singular.	Boucle d'or et les Trois Ours Children will learn to listen more carefully so as to be able to understand a familiar fairy tale recounted in French using picture, word and phrase cards. Childrens will be exposed to more language and will be encouraged to use a variety of activities to support their learning. This unit links strongly to transferable literacy skills.	En classe Children will have the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in French. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary and a better understanding of the negative form, demonstrating a growing ability to create independent responses	Au salon de thé. Children will have the knowledge and skills necessary to perform a short role-play in a French tea room. This is a unit that consolidates much of the grammar covered in our Early Learning teaching type (nouns, gender, determiners and plurality) so that children can say and write what they are ordering to eat and/or drink using a wider range of vocabulary alongside very useful transactional language.	Quel temps fait-il? Children will have the knowledge and skills to describe the weather and to also present a weather forecaster pretending to be on television. This enables us to link the weather vocabulary with map work, compass points and general geography. This unit improves both language and cultural knowledge.
PE	Game Sense (Invasion) - Develop passing and creating space - Combine passing, moving and shooting - Introduce dribbling: Keeping control - Introduce defending and the concept of marking Swimming	Dance: Cats - Responding to stimuli working together - Extending sequences with a partner in character - Exploring two contrasting Relationships and interlinking dance moves Swimming	Swimming Bridges - Introduce marking Bridges - Introduction to bridges - Application of bridge learning onto apparatus - Develop sequences with bridges - Sequence formation - Sequence completion	Swimming Netball - Refine passing and receiving - Develop passing and dribbling creating space - Develop passing, moving and shooting - Refine passing and shooting - Develop footwork	Athletics - Develop running at speed - Exploring our stride pattern - Exploring running at pace - Understand and apply tactics when running for distance - Javelin - Standing Triple Jump Game Sense (Net/Wall) - Creating space to win a point on a court with a net/wall - Introduce forehand (underarm shots) using our hands - Introduce forehand (underarm shots) using rackets	Rounders - Introduce to rounders - Introduce overarm throwing - Apply overarm and underarm throwing - Introduce stopping the ball - Application of stopping the ball in a game Cricket - Develop an understanding of batting and fielding - Introduce bowling underarm - Develop stopping and returning the ball - Develop retrieving and returning the ball - Striking the ball at different angles and speeds



CURRICULUM MAP

Music	This little light of mine Pentatonic scale, Gospel music, off-beat, rhythm, call-and-response	The Pink Panther Timbre, tempo, rhythm, dynamics, atmosphere, music from a film	Composing with colour Creating music inspired by colour and art, composing using a non-musical stimulus, timbre, dynamics, rhythm, texture, suite, graphic score	The doot doot song Chords (A minor, C and F major), acoustic guitar style, song structure, relaxed swing feel, 2-bar phrases	Fanfare for the common man Fanfare, timbre, dynamics, texture, silence	Spain To create music inspired by Spain, habanera rhythm, triplet rhythm, fitting two rhythms together, count musically, structure ideas	Global Pentatonics Pentatonic scale, different music traditions and cultures, graphic/dot notation	The horse in motion To create music inspired by one of the first ever motion pictures showing the movement of a horse, composing to a moving image, graphic score, orchestration, ostinatos, dynamics	Favourite Song Triads, chords: C, F, G major, A minor, chord structure, folk-rock styles
PSHE	Being me in my world: The children explore being part of a team. They talk about attitudes and actions and their effects on the whole class. The children learn about their school and its community, who all the different people are and what their roles are. They discuss democracy and link this to their own School Council, what its purpose is and how it works. The children learn about group work, the different roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. They also learn about considering other people's feelings.	Celebrating Difference: The children consider the concept of judging people by their appearance, of first impressions and of what influences their thinking on what is normal. They explore more about bullying, including online bullying and what to do if they suspect or know that it is taking place. They discuss the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen. The children share their own uniqueness and what is special about themselves. They talk about first impressions and when their own first impressions of someone have changed.	Dreams and Goals The children consider their hopes and dreams. They discuss how it feels when dreams don't come true and how to cope with/overcome feelings of disappointment. The children discuss making new plans and setting new goals even if they have been disappointed. The class explore group work and overcoming challenges together. They reflect on their successes and the feelings associated with overcoming a challenge.	Healthy Me The children look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and what role they play. The children reflect on their friendships, how different people make them feel and which friends they value the most. The children also learn about smoking and its effects on health; they do the same with alcohol and then look at the reasons why people might drink or smoke. Finally, they learn about peer pressure and how to deal with it successfully.	Relationships Learning in this year group starts focusing on the emotional aspects of relationships and friendships. <u>With this in mind, children</u> explore jealousy and loss/bereavement. They identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. The children learn that change is a natural in relationships and they will experience (or may have already experienced) some of these changes. Children revisit skills of negotiation particularly to help manage a change in a relationship. They also learn that sometimes it is better if relationships end, especially if they are causing negative feelings or <u>they are</u> unsafe. Children are taught that relationship endings can be amicable	Changing Me Bodily changes at puberty are revisited with some additional vocabulary, particularly around menstruation. Sanitary health is taught, including introducing children to different sanitary and personal hygiene products. Conception and sexual intercourse are introduced in simple <u>terms</u> so the children understand that a baby is formed by the joining of an ovum and sperm. They also learn that the ovum and sperm carry genetic information that carry personal characteristics. The Puzzle ends by looking at the feelings associated with change and how to manage these. Children are introduced to Jigsaw's Circle of change model as a strategy for managing future changes.			



THE GOOD MORNING CLUB



I need to energise



I need to focus



I need to celebrate!



I need to connect



I need calm



I need help

BEHAVIOUR



At Westfield we acknowledge that positive experiences create positive feelings, and that in turn, positive feelings create positive behaviour. Staff will model positive relationships and interactions, use positive phrasing with the children and spend time with children to support them in making positive behaviour choices – that result in pro-social behaviour - where required.

Pro-social behaviours are any actions which benefit the individual and others around them.

- Giving meaningful and specific verbal praise and positive feedback
- Allocating roles and responsibilities
- Communicating a child's pro-social behaviours with parents and/carers as appropriate
- Using stickers, certificates, merits, value of the week, marbles etc/
- Building in 'motivators' following the engagement of 'adult directed activities'
- Awarding Teacher and Head Teacher stickers/awards
- Acknowledging pupils in Friday Celebration assembly
- Recognising care and respect of the learning environment
- Modelling and teaching children to self-regulate using resources that help pupils to stay calm and to understand their own emotions



BEHAVIOUR



- Class rewards – each class has its own reward system for whole class rewards In year 4 the children are working towards earning their own desk pets.
- Merits are received for positive work. Headteachers certificates are then received on receipt of 10 merits
- Values certificates are given out each week to a child in each class who has demonstrated the value that week
- Maths wizards certificates are given when child achieve the next level
- Please share any outside achievements with us, we love to hear about them and celebrate what the children have achieved.
- Celebration assembly on Fridays at 9am – all parents are welcome

BEHAVIOUR



- The Behaviour policy – Please ensure you have read it and are clear on our procedures within school. This includes our behaviour steps and level letters.

	REMINDER
Step 1	- Positive reminder - What is the expectation - May include <u>non-verbal</u> cues
Step 2	VERBAL WARNING GIVEN
	- Use of positive phrasing with reminder of expectation including what the consequence will be
Step 3	CONSEQUENCE IN CLASS
	- Proportionate to the behaviour - Maximum 10 minutes - e.g. move location in classroom, time to reflect, finish work in own time
Step 4	RESET
	- Positive reset of behaviour expectations given
Step 5	CONSEQUENCE IN ANOTHER CLASSROOM
	- Follow steps 1 - 4 - Proportionate to the behaviour - Maximum 10 minutes - Log on CPOMS – behaviour seen and consequence given
Step 6	CONSEQUENCE INVOLVING Senior Leadership Team:
	- Follow steps 1 - 4 - Consequence given involving the KS Lead/ Deputy/ Head - Parental contact and follow up where necessary - Log on CPOMS – behaviour seen and consequence given
Step 7	CONSEQUENCE INVOLVING Headteacher:
	- Follow steps 1 - 4 - Consequence given involving the Head - Parental contact and follow up where necessary - Log on CPOMS – behaviour seen and consequence given

HERTFORDSHIRE COUNTY COUNCIL

Headteacher
Miss E Leach

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Level Letter

Date: _____

Dear _____

Unfortunately, _____ has made behaviour choices which have negatively impacted on themselves and others around them.

Please discuss your child's actions with them, reinforcing our school values and the positive behaviour choices they should have made.

As discussed, we will sit down with _____ in the morning and set them up for a positive day.

Please fill in the lower part of this letter and return it to school tomorrow and if you wish to discuss anything further, please contact the office to make an appointment.

We thank you for your continued support.

Yours sincerely _____

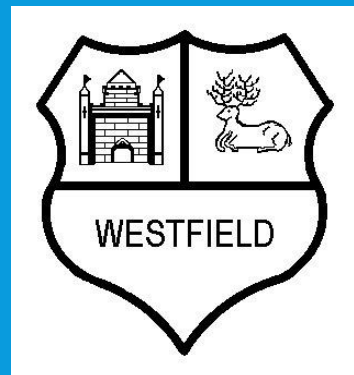
On behalf of the Senior Leadership Team

I have read this letter and spoken with my child.

Child's name: _____

Class: _____

Parent/Carer signature: _____



MOBILE PHONES



- We are supporting the 'Smartphone free childhood' campaign. As such we actively encourage you not to purchase a smart phone for your child.
- As a town the schools are working together to have a collective approach on this moving forward.
- Please read more about it at <https://smartphonefreechildhood.co.uk/>
- Mobile phones are allowed in Y5 and Y6. They are to be handed in as soon as they enter school and will be returned at the end of the day
- If your child does have a mobile phone, please carefully monitor their interaction on it. The social media issues which occur happen at home continue into school and significantly impact mental health and learning. We need to work together to support our children.

HELPING IN SCHOOL



- Parent volunteers are very welcome in school, either regularly or ad-hoc. A DBS check is required – forms from the office.
- Reading with children – we really appreciate this in KS2.
- Could anyone help with weekly reading to my class?
- WISPA are always wanting and needing parental engagement – please get involved! The funds they raise help to provide a range of wider opportunities for your children as well as resources in school

REMINDERS



- Most children benefit from having a piece of fruit at break time
- No sweets/ chocolate in lunchboxes
- Please let us know if pick up arrangements change
- Let the office know of any regular pick up changes
- Encourage your children to talk to the adults in school – we cannot help if we do not know. Any problems that arise are better dealt with there and then rather than at a later time
- Stationery is provided so please leave all personal items at home
- Named water bottle

SCHOOL TRIPS

- Victorian Museum (TBC Autumn 2)
- Residential – Summer Date to be Confirmed
- Another trip fundraised by the children TBC

- Everything we do is because we believe it will benefit the children. If you think there is something we should know that will help us help your child, please do tell us!
- Please catch us at the start or the end of the day for any quick messages. For any longer discussions, please arrange a meeting.



QUESTIONS

