

Class Booklet

Year 3



Welcome to
Our Lady's

Welcome to Our Lady's

Welcome to Year 3, the teaching team are very excited to be working with you and your child this year!

How to contact us:

If there is anything you wish to discuss with the class teacher, please contact the school office to arrange an appointment.

Other notices should be written in your child's contact book. **Please make your child aware a note has been written so they are able to notify the class teacher.**

Meet the staff

**Miss Orme
(Class Teacher)**



**Mrs Azika
(Learning Support Assistant)**



**Mrs Sontea
(Learning Support Assistant)**



Moving into Year 3 – A Typical Day

Moving into Year 3, will look a little bit different this year. As we transition the children from Key Stage 1 into Key Stage 2, we have moved the element of Continuous Provision into Year 3. This will mean the children will have access to Continuous Provision to complete their independent learning projects throughout the day. However, there are higher expectations in line with the Year 3 curriculum. There is also an increased level of expected independence on the children during these Continuous Provision sessions.

A typical day in Year 3 will start with the children entering the classroom to complete set early work tasks. These can be based around English, maths, reading, retrieval, creative thinking or problem solving.

The children will then join the rest of school in assembly by 8.50am.

Following this, children will return to the classroom for a whole-class input, after which they will complete an activity based on that key learning. This will lead into the children's break time.

When children return from break time, they will either complete an English session, teacher-led 'Masterclass' or begin a Continuous Provision session until lunchtime.

Lunchtime is 12-1pm.

After lunchtime, the children will be read to for 10 minutes. This is to expose the children to a wide variety of vocabulary; this will also aid their comprehension skills as discussions around the class reading book takes place. Year 3 children will then have a maths session, followed by a Continuous Provision session. However, on Monday afternoons, the children will have their ukulele session and on Thursday afternoons, they will have their Forest School Inspired Learning session.

On a Thursday, RE will be taught throughout the morning.

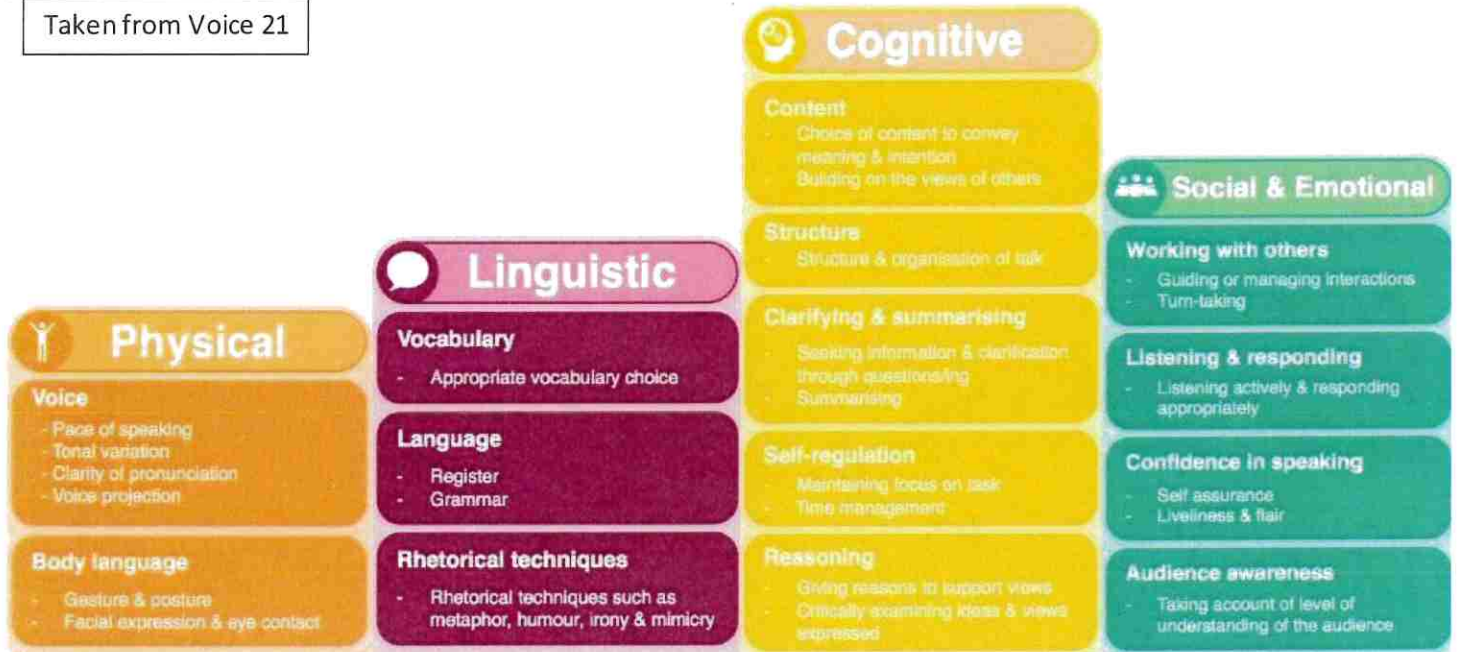
During Continuous Provision sessions, children are expected to complete a series of challenges each term. Each challenge is carefully planned and linked to curriculum statements. During this time, child may have a 'Masterclass' in which they are taught a skill relating to the challenge. The children will then complete an 'Apprentice Task' to apply and practise the skill before they use it to complete a challenge.

OUR CURRICULUM									
WE ARE AIMING HIGH									
Jesus, the teacher, guides our every step.									
Love		Honesty		Community		Respect		Justice	
To provide a welcoming and caring community inspired by the Spirit of Christ that ensures everyone is able to be happy, valued, confident, safe and empowered.									
Building for better futures				Our children will lead happy & fulfilling lives				Extending boundaries of learning	
Learning-focused environment, built on nurturing positive relationships, enabling all to feel safe & thrive		Expert subject knowledge, based on an understanding of cognition & learning		High expectations of conduct & learning behaviours		Exceptionally clear modelling of key concepts: a well-sign-posted learning journey		Precisely targeted questioning to accurately identify misconceptions and reshape activities	
								Challenge for all, with rich opportunities for mastery & breadth	
								Purposeful marking and feedback	
								Opportunities to embed concepts into long-term memory; to recap, apply & make connections	
								Accurate assessment informs next steps planning	
								Teachers passionately model a growth mindset and engage in life-long learning	
Playing and exploring				Active learning				Creating and thinking critically	
Active communicator		Independent learner		Reflective evaluator		Information processor		Pro-active social thinker	
Communication & language		Physical development		Personal, social & emotional development		Art & Design		Computing	
English		Mathematics		Religious Education		Science		Design Technology	
		Children's interests explored		Passionate, inspired teachers		Inspiring learning environments		Visits, visitors, events & experiences which increase cultural capital	
Memorable, meaningful, cross-curricular themes									
Inclusion, equality & aspiration at the heart		Celebration of individual achievement & success		Timely intervention & reasonable adjustment		Equal rights, equal access		Ecological awareness	
Drug education		Sex education		Online safety		Anti-bullying		Ant-racism	
								Protection from extremism	
								Health & first aid	
								Connected with local, national & global communities	
								Equipped for a dynamic future	
								Keeping safe at home, school & in the locality	
Impact 1: Emotional				Impact 2: Social				Impact 3: Intellectual	
Children are happy and enjoy coming to school. Parents and carers are happy with the school and high proportions would recommend us to others.				Children demonstrate our vision and values in their learning and behaviour in and around school. Children learn to make the right choices for their safety. The choices children make benefit the school and local community.				Children consistently achieve highly, particularly the most disadvantaged. Children make at least expected progress and attain in line with or better than national expectation. Children with SEND achieve the best possible outcomes from their starting points.	
Nationally generated performance information about pupil progress and attainment (IDSR)				Internal school self-evaluation and first-hand evidence of how pupils are doing				Discussions with pupils about what they have remembered about the content they have studied	
				Listening to a range of pupils read				External validation of judgements through school improvement partnerships and across the LA and Deanery	

The importance of Oracy

Oracy is about being a strong and effective communicator. This means that it also refers to the range of speaking and listening skills, behaviours, and language necessary for communicating and working with others so that it makes sense to them. There are four key areas for Oracy skills; they are the physical, social and emotional, linguistic and cognitive aspects of learning.

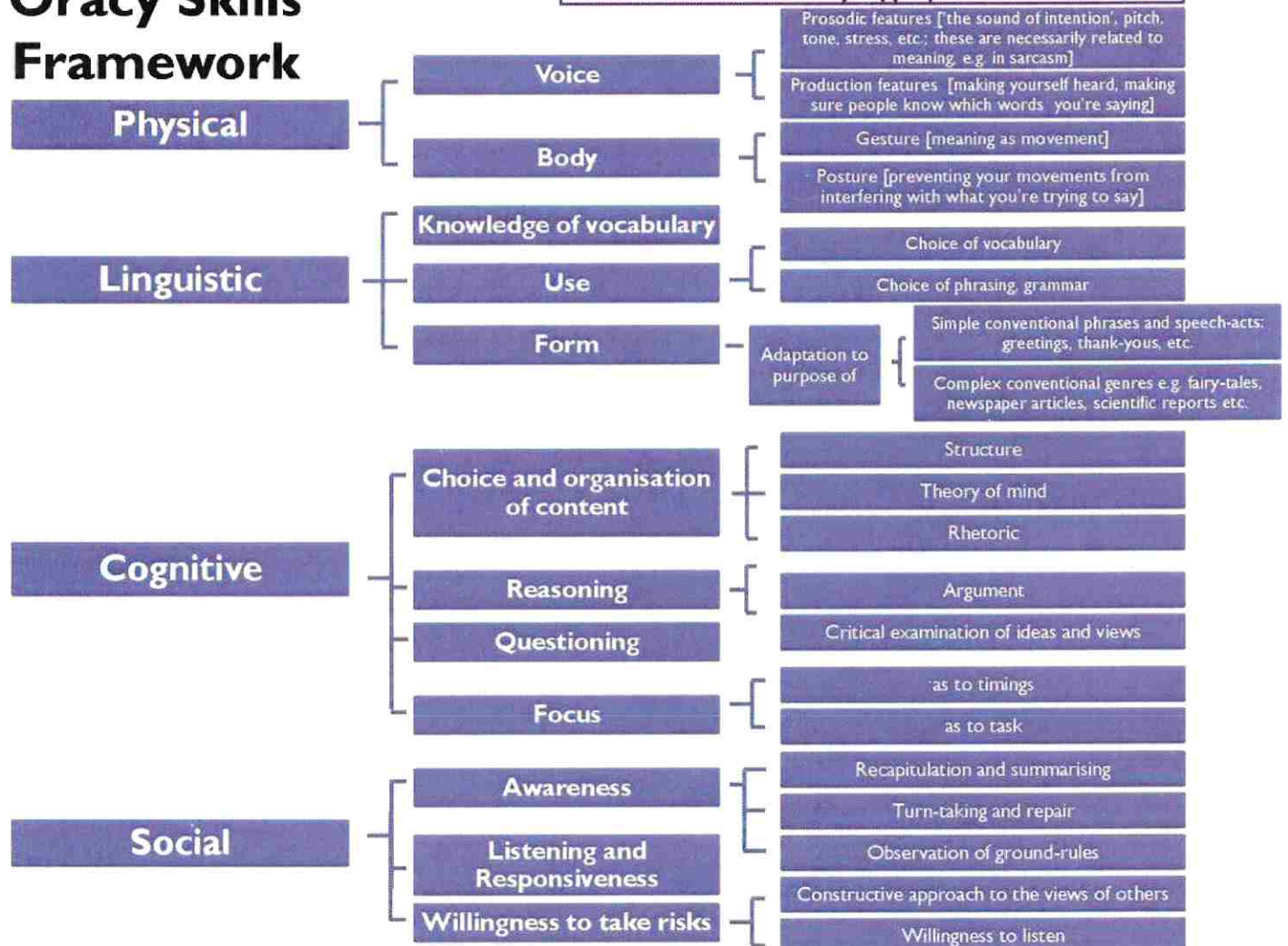
Taken from Voice 21



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Oracy Skills Framework

Exercise of all skills is always appropriate to context



Why is Oracy so important for children?

- Good oracy skills can help children in every subject that they learn in school. It enables them to express their thoughts and opinions about what they are learning and interact with others thoughtfully and productively.
- Communicating effectively also means that children will be able to express themselves when they do not understand something or perhaps need a little more support with a specific topic. With good oracy skills, they can reach out and explain what they are thinking and what they need help with.
- Having good oracy skills is vital for outside the classroom too. Building strong relationships depends on effective communication, so children will need to develop their oracy skills to form friendships with their peers and teachers.
- Teaching oracy at a young age means that children will have a greater chance of growing up into adults who can healthily express their feelings and be more capable of dealing with a range of emotions.

What are the types of communication?

Verbal communication has to do with the words we use when speaking:

- Pitch (speaking in a loud voice vs. whispering)
- Tone (calm, firm, loving, gentle, angry, accusatory)
- Word choice
- Language/dialect (using words that your child understands)

Nonverbal communication has to do with body language:

- Physical touch (hugs, high fives)
- Hand gestures (thumbs up)
- Facial expressions (smiling, frowning)
- Eye contact (direct, indirect)
- Personal space (body autonomy)

Early Language: Language Development

- By 22 months – a child's language development can predict outcomes at age 26
- By 2 years – 75% of a child's brain growth has occurred
- By ages 3-6 years – a child's narrative skills are a powerful predictor of literacy skills at 8-12 years
- By 5 years – a child's vocabulary will predict their educational success and outcomes at age 30

As a school, we will continue to work on the importance of the physical skills of literacy by expecting children to be active listeners and clear communicators. The key focus this year will be on how children can develop their linguistic skills by using appropriate vocabulary and grammar as well as sentence stems to support their ideas. We will also focus on the importance of the social aspects of Oracy. All classes will have Oracy homework sent home for parents to support their children in their Oracy development.

How We Teach...

Oracy:

Throughout the year, we will be focusing on our theme of 'Talk, Talk, Talk'. We are aiming to spend time teaching the children about the importance of speaking and listening skills and the need for precision in their use of vocabulary. The children will understand this through the phrases 'Active Listening' and 'Talented Talking'. These phrases and their definitions including the use of body language are taught at the beginning of the year and re-visited consistently. Oracy skills are a vital part of learning and are essential in meeting the aims of the National Curriculum. We will teach the children how to:

- explain their understanding and ideas clearly;
- discuss with others to deepen their learning and understanding;
- be competent in speaking and listening;
- make formal presentations;
- demonstrate skills and information to others;
- and participate in debates.

English:

In Year 3, English is taught in whole class sessions.

Reading in Year 3, will mainly focus on whole class teaching of reading skills in order to encourage the children to learn from each other and have an in depth class discussion.

The key content domains we teach in reading are:

- 2a: Give/explain the meaning of words in context
- 2b: Retrieve and record information/identify key details from fiction and non-fiction
- 2c: Summarise main ideas from more than one paragraph
- 2d: Make inferences from the text/Explain and justify inferences with evidence from the text
- 2e: Predict what might happen from details stated and implied
- 2f: Identify/explain how information/narrative content is related and contributes to the meaning as a whole
- 2g: Identify and explain how meaning is enhanced through choice of words and phrases
- 2h: Make comparisons within the text

These skills will be taught using high quality texts in order to give the children a greater understanding of different genres and embed this understanding. This approach ensures the children can write in various styles and will have experience of high-level vocabulary. The children will be given opportunities to enhance their writing through shared writes, scaffolded writing, before planning, drafting and editing their own writing. Grammar Punctuation and Spelling (GPS) will be taught discretely within the lessons, which will ensure they use the expected grammar within their work.

Maths:

Maths is taught as a whole class session. In Year 3, we aim for children to become fluent in their mathematical thinking, applying their knowledge to a range of situations. The children will also be developing their problem solving and reasoning skills through our maths lessons. During our maths lessons, children will be taught using concrete and pictorial manipulatives to aid their learning before moving onto abstract representations.

Children are also expected to continue with their work on Times Tables Rock Stars (TTRS) to develop their multiplication and division knowledge.

RE:

RE will be taught on a Thursday morning. The topics of RE throughout the course of the year will include: Homes, Visitors, Listening and Sharing, Giving All, Energy, Special Places.

RE lessons will consist of a variety of tasks including scriptural analysis that can be done in a variety of ways e.g. through art, dance, drama and outdoor experiences. At the end of each topic, children will take part in a celebration.

How we celebrate learning in Year 3

In Year 3 and throughout the school, the children are encouraged to use their Learning Behaviours in all aspects of their learning. These behaviours aim to develop a safe, calm and productive learning environment. Furthermore, these behaviours are essential life skills that the children will be able to transfer into any part of their educational journey.

Our school's Learning Behaviours are: effective investigator, problem solver, pro-active social thinker, active communicator, independent learner, self-manager, creative thinker, information processor and reflective evaluator.

When children demonstrate these, they are celebrated in a variety of ways. This includes:

- Headteacher awards
- Certificates
- House Points
- Earning tokens and prizes.
- Stickers
- Star of the Week
- Sashes Celebration
- Sharing new learning with parents on the Evidence Me app

Throughout the year, children will be aiming to achieve different statements that are included in their sash booklet, this is reviewed periodically and the correct awards are given.

We love to celebrate learning in Year 3 and it is important to remember that even if the children do not succeed first time, it creates many learning opportunities for them; they will be encouraged to always continue to try until they succeed

Learning Behaviours

What are Learning Behaviours?

The school's learning behaviours have been designed to support all pupils with how they should approach learning across all subjects of the curriculum so that they can develop their knowledge and skills, and then successfully apply them in a variety of contexts. The expectations of these Learning Behaviours will look different in each year group but we have grouped them into nine key areas. They are: effective investigator, problem solver, pro-active social thinker, active communicator, independent learner, self-manager, creative thinker, information processor and reflective evaluator. These learning behaviours are not taught or used in isolation and when combined they help children to become successful and active learners.

We recognise that these need to be seen alongside basic expectations for oracy because these are, in many ways, both the key to unlocking access to many of these areas of learning, and central to developing the ability of learners to assimilate, enjoy, voice and reflect on their learning. Our children will face huge challenges in the wider world and by working to develop these Learning Behaviours with them, they will develop skills and attitudes that will help them be successful in the future.

Please find a copy of the expectations for learning behaviours relevant to your child's current year group on the class website page.

Our Learning Behaviours

Pro-active
Social Thinker

Independent
Learner

Effective
Investigator

Information
Processor

Problem
Solver

Self-Manager

Creative
Thinker

Active
Communicator

Reflective
Learner

Outdoor Learning

Direct experience outdoors is powerful, motivating and has impact and credibility. Therefore, outdoor learning at Our Lady's Catholic Primary School is about engaging children in many different ways, ensuring that learning is being brought to life as well as making connections across the curriculum and developing their social skills and learning behaviours. At our school, we believe that all children have the right to experience the unique and special nature of being outdoors. Outdoor learning is integrated into the curriculum, including during forest school inspired learning and the use of Multiple Intelligences. (See MI curriculum examples) We ensure that experiences and sessions are frequent with a continuous flow from outdoor to indoor and vice versa with all lessons supporting learning.

What is Outdoor Learning?

Outdoor Learning is a broad term that includes: outdoor play in the early years, school grounds projects, environmental education, recreational and adventure activities, personal and social development programmes, expeditions, team building, leadership training, management development, education for sustainability, adventure therapy ... and more. Outdoor Learning does not have a clearly defined boundary but it does have a common core.

All forms of Outdoor Learning value direct experience

Outdoor Learning can provide a dramatic contrast to the indoor classroom. Through skilled teaching, interpretation or facilitation, outdoor experiences readily become a stimulating source of fascination, personal growth and breakthroughs in learning.

Outdoor Learning is active learning in the outdoors

In Outdoor Learning, participants learn through what they do, through what they encounter and through what they discover. Participants learn about the outdoors, themselves and each other, while also learning outdoor skills. Active learning readily develops the learning skills of enquiry, experiment, feedback, reflection, review and cooperative learning.

Outdoor Learning is real learning

Not only does Outdoor Learning happen in the natural environments where participants can see, hear, touch and smell the real thing, it also happens in an arena where actions have real results and consequences. Outdoor Learning can help to bring many school subjects alive while also providing experiential opportunities for fulfilling the National Curriculum.

Outdoor Learning broadens horizons and stimulates new interests

There is no limit to the experiences and curiosities that outdoor environments and activities can arouse. Participants frequently discover potential, abilities and interests that surprise themselves and others. Safety codes provide clear boundaries and learning goals give clear direction, but Outdoor Learning draws in energy and inspiration from all around. 'Broadening horizons' is a common outcome.

Outdoor Learning is becoming more integrated

Many forms of Outdoor Learning are crossing traditional boundaries: recreation providers are paying more attention to personal and social development; development-training providers are showing more interest in the environment and sustainability; field studies are becoming more active and developmental. Participants' experiences are enriched as providers develop a broader vision and more integrated practice.

Uniform and Timetable for Forest School Inspired Learning

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	Year 2		Reception		Year 4
PM	Year 6	Year 5	Year 1	Year 3	

Forest School Uniform	
Black/navy jogging bottoms or leggings and a sweatshirt Black/navy t-shirt Wellington boots	During Winter: Hat, scarf, gloves and thick socks

Since the forest school sessions began, it has become increasingly common for children to be wearing expensive/fashionable forest school clothing. These are not appropriate for the sessions as they will get ruined, particularly in the coming autumn and winter months. For true learning to take place in the outdoor environment, children cannot be concerned with muddying or damaging expensive clothing. There are pictures below to help all understand the expectations.



Multiple Intelligences

What is intelligence?

According to Dr Howard Gardner (1983), 'An intelligence entails the ability to solve problems or fashion products that are of consequence in a particular cultural setting or community.'

Multiple intelligences are a powerful and empowering tool as they allow learners to learn what they really need. They describe skills, potential and preferences. Multiple intelligences do not work alone in the learning process, they work in conjunction with learning styles and thinking skills. Mike Fleetham states, 'Learning styles are the different ways in which a learner takes in information. Thinking skills are the different ways in which a learner processes, stores and retrieves information. Multiple intelligences are the different skills and talents a learner uses to make products and solve problems – to demonstrate learning.'

There are eight multiple intelligences that we will focus on and we have called our intelligences 'wise' to ensure that everybody clearly understands that this is not an academic focus but a further development of learning behaviours and how we approach the way in which pupils learn. The multiple intelligences are:

- Body Wise (Kinaesthetic Intelligence)
- Logic Wise (Logical/Mathematical Intelligence)
- Music Wise (Musical Intelligence)
- Word Wise (Verbal/Linguistic Intelligence)
- Visual Wise (Spatial Intelligence)
- Self-Wise (Interpersonal Intelligence)
- People Wise (Intrapersonal Intelligence)
- Nature Wise (Naturalist Intelligence)

There are four different approaches to how multiple intelligences can support teaching and learning. They are:

- building on strengths;
- developing talents;
- enhancing understanding;
- solving problems.

At Our Lady's Catholic Primary School, these are the cornerstones of our Multiple Intelligences.

- Everyone is WISE (Wonderfully, Intelligent, Skilful, Experimenters) in their own unique way.
- There are at least eight ways to be wise.
- Our intelligences combine and work together.
- Everyone has each intelligence.
- Intelligences can develop and grow.
- All year groups have key definitions related to their abilities.

Our Catchphrase is:

- Everyone is **WISE!**
(**Wonderfully Intelligent Skilful Experimenters**)

Word Wise

Understands the meaning of words and uses precise vocabulary
Expresses themselves clearly when talking, loves to debate and enjoys the art of conversation
Can explain ideas effectively to others

Self-Wise

Sets personal goals and works to achieve them
Is able to plan and make decisions
Effectively and independently uses the school learning behaviours
Enjoys spending time alone and feels good about themselves

Logic Wise

Asks questions
Spot mistakes quickly
Understands, recognises and categorizes information and patterns
Organises thoughts clearly and makes connections

Visual Wise

Can recognise and imagine objects, 3D shapes, patterns, events and ideas in their heads
Are creative thinkers and enjoy completing art projects
Can create visual aids to remember ideas

Multiple Intelligences

Nature Wise

Keen to learn from, care for, protect and understand the environment
Enjoys forest school sessions and being outside
Recognises different plants and species of animals

People Wise

Has empathy towards others and knows how they feel
Will offer service to all and are peacemakers
Are active communicators and team players and work well with others
Enjoy making friends and meeting new people

Body Wise

Really active
Great co-ordination
Enjoys sport, moving, acting and dancing
Uses body to learn new practical skills and shares this with others

Music Wise

Expresses themselves through music and instruments
Enjoys listening to, playing, making and mixing music
Learns through music and easily remembers songs
Relaxes to music

How We Assess Learning

When your child is in Year 3, as like any other class, there will be ongoing assessments to ensure we are meeting the needs of your child. Teacher judgement will take place: your child will either be Working Towards (WTS), Expected Standard (EXP) or working at Greater Depth (GDS) and this will be reported to you at the end of Terms 1, 4 and 6.

Throughout Key Stage 2, we also use a range of Assessment for Learning (AfL) techniques which are approaches that create feedforward aimed to improve children's skill and understanding. Furthermore, these approaches encourage the children to become more involved in the learning process and allow them to gain confidence in what and how they are expected to learn.

The different types of AfL used in Year 3 are:

- Self-Assessment (SA): This involves providing the children with a task or high-level thinking question that aims to encourage them to reflect, evaluate or deepen their thinking of their learning.
- Peer Assessment (PA): This is a cooperative task in which the children discuss their learning and consider what went well and what improvements could be made.
- Feedforward to marking: The children are given whole class feedforward sheets in which they are directed to one of four tasks by the teacher to make improvements, to evaluate or reflect upon their learning. Other marking may include verbal feedforward – the teacher speaks directly to the child about what they have learnt.
- Retrieval Practice: A strategy in which children are encouraged to recall information and to pull on knowledge previously learnt, allowing the teacher to assess what they remember in a short amount of time.
- 5Bs: This strategy encourages the children to become more independent in their approach to their learning. They are encouraged to firstly use their brain followed by seeing what information is available on the board. If the child still requires support, they should see if anything in their book can support them before checking with their learning partner (buddy). Finally, they should go to a member of staff (boss) if they need further support.

Our Lady's Catholic Primary School Behaviour Blueprint for KS2



The Our Lady's Way... This is how we do it here...

At Our Lady's Catholic Primary School, high expectations of learning, behaviour and respect for each other underpins everything we do. God makes each member of our community in His image and likeness, and in our interactions with each other, we encounter God each day. At KS2, we use the 4Rs (**ROUTINES, ROLES, RIGHTS & RESPONSIBILITIES**) to help us to strive to create independent, articulate thinkers and learners who have the skills to become active and responsible global citizens who are confident to make the right choice.

Relentless Routines

Wonderful Walking	Legendary Lining up	Protective Playtimes	Terrific Transitions	Talented Talkers
Active Listening	Clean Cloakrooms	Learning Champions	Perfect Presentation	Mission Makers

Expectations of Relentless Routines

- **Wonderful Walking** – We will remember to walk sensibly around the school as we know that if we run, we could get hurt. We will walk in a straight line when going to and from assembly, and after break and lunchtimes. We will walk up and down the stairs using the one way system. We will remind others to do the same.
- **Legendary Lining Up** – We should line up sensibly, quietly and quickly making sure that we do not disturb others. If there is no space in the line, we will go to the back of the line. Safety first!!
- **Protective/Perfect Playtimes** – We will always make sure we are looking after the play equipment by playing with it nicely and putting it away neatly and carefully. Also, we will make sure we do not leave anyone out, and if we see someone on their own, we will invite them to play with us if they want to. If we are playing a game and others want to join, we will ask them to wait until the game is over and then they can join the game.
- **Terrific Transitions** – When we move from one subject to another we will make sure that we listen carefully to any instructions and clear out desks of any unnecessary items so that we can get on with our work quickly. When moving from the classroom to other areas in the school, we will make sure that we are wonderful walkers and we can make legendary lines.
- **Clean Cloakrooms** – We will always make sure that we keep the cloakrooms and the toilets clean. We will always put our coats and bags on our pegs. If something is on the floor, we will pick it up and see if it has a name on it, and return it to its rightful owner. If there is no name, we will tell an adult. When changing for PE, we will make sure all of our belongings are hung up neatly. If there is a mess on the floor in the toilets, we will do our best to clean it up or ask an adult for help.
- **Active Listening** – We will always make sure we are listening to all the instructions the adults and peers are giving us. We will show them that we are listening by giving them eye contact and appropriate facial expressions.
- **Talented Talking** – We will make sure we think about what it is we want to say before saying it. We will make sure that we are being respectful and are using our physical oracy skills of talking clearly using an appropriate tone and pitch. When asking questions, we take the time to think if it is the right time to ask it, and we will be clear on what it is we are asking and we will be respectful towards others when they ask questions.
- **Perfect Presentation** – To ensure we have perfect presentation, we will make sure that our shirts are tucked in and we are sitting up properly in class, ready to learn. In our books, our written presentation should be neat, with handwriting joined. We will make sure that we write on the lines in our books and glue in our sheets so that they do not stick out of the page. We will also make sure that our tables are clear of unnecessary items so we are able to concentrate when listening and learning.

Roles

We have many roles that we need to fulfil whilst at Our Lady's. The roles are: Yourself (the most important one), Valued Community Member, Reader, Writer, Mistake Maker, and Reflector. Below is an explanation of each role.

Yourself: This is our most important role. We need to be who we are and celebrate our uniqueness. We need to ensure that we are doing our best to follow our 4Rs of Routines, Roles, Rights and Responsibilities. We should always try to be reflective on how we conduct ourselves, and try to do our best in school. We should have a positive attitude towards ourselves and others by being a good role model and respecting everyone.

Valued Community Member: This is our second most important role. We will try to create a class, school, parish and global community that will work together to help everyone. We will understand how we can use our Catholic Social Teaching to make a difference and complete our action plans. We will also try to follow Laudato Si and care for our environment like Pope Francis has asked us to do. We will try to be good role models by using our school values and become mission makers.

Reader: This is one of our learning roles. Everyone has the right to read and understand what they have read. We will learn from books and develop a love for reading so that we can broaden our minds and imaginations. We want to discover the power of words and share this with everyone.

Writer: This is also a learning role. This is an important skill to develop, as it will help us share our ideas and passions. We need to have good handwriting (or typing skills), a desire to learn and use new words as well as using the correct vocabulary and grammar to help us create pieces of work that inspire others. Through self and peer assessment, we will improve our skills and help others to do the same.

Mistake Maker: This is the next of our learning roles. It is fine to make a mistake, in fact, to learn we need to make many mistakes as they will help us overcome our problems. Mistakes teach us that we should never give up and we need to share our mistakes with others as they can help us solve them. We should not be afraid to make a mistake, it is all part of our learning journey.

Reflector: This is our final learning role. Reflecting will help us grow as learners and role models. Every day we can share time together reflecting on how successfully we have used our learning behaviours to grow as independent and active learners, the behaviour steps to remind us of the good choices we can make, and how we have used our school values to help ourselves and others grow and be more like Jesus. If we reflect regularly, it will help us make better decisions in the future in all that we do and say.

Rights

All members of Our Lady's have rights. Here are the following rights for pupils and staff.

Pupil Rights

- I have the right to be myself.
- I have the right to be respected by all.
- I have the right to feel safe.
- I have the right to learn.
- I have the right to be heard and speak up for my beliefs.
- I have the right to ask as many thoughtful questions as I would like.
- I have the right to make mistakes and learn from them.
- I have the right to feedforward advice as an essential part of my learning.
- I have the right to be a Mission Maker and Learning Champion.
- I have a right to express my concerns and worries.
- I have a right to be listened to when appropriate.
- I have the right to ask for help when needed.
- I have the right to make the right behaviour choices, but understand when my behaviour is not appropriate.
- I have the right to work independently as well as working with a learning partner.
- I have the right to be welcomed into other year groups.

Adult Rights

- We have the right to be ourselves.
- We have a right to feel safe.
- We have a right to be listened to.
- We have a right to be respected and treated as equals.
- We have a right to be able to teach so that all can learn.
- We have a right to make a decision and that it is acted upon. All adult guidance is to be respected.
- We have a right to say 'No' when it is necessary.
- We have a right to expect that all the 4Rs (Routines, Roles, Rights and Responsibilities) as well as learning expectations about assessment for learning, curriculum tasks and presentation of work will be met.
- We have a right to explain learning clearly and when it does not happen, we will be supported.
- We have a right to make mistakes and learn from them.
- We have the right to ask for help when needed.

Responsibilities

Beyond your routines, roles and rights, we all have responsibilities as a member of our community.

Pupil Responsibilities

- **I have a responsibility to meet and greet everyone I come into contact with.** (I will say good morning/afternoon, try to use Makaton, ask how they are and use my manners at all times.)
- **I have a responsibility to get to class on time.** (I will not spend all my time talking in the toilets. If I am late, I will not disrupt the class; I will quickly and quietly sit down.)
- **I have a responsibility to know and follow the routines of the year group I am in.** (I know that if I make a mistake, I will need to reflect upon my choices.)
- **I have a responsibility to monitor my behaviour choices.** (I will ensure that I do not disrupt the learning of my class. I will try to use the behaviour steps, school values, mission statements to help me.)
- **I have a responsibility to be a talented talker and active communicator.** (I will not talk when others are talking, I will visually focus on the speaker and respect their point of view even if I do not agree with it.)
- **I have a responsibility to self-regulate when leaving the classroom.** (I may go to the toilet when I need to, but I need to work at keeping my leaving to a minimum. I will walk out of the classroom and around the school sensibly and respectfully.)
- **I have a responsibility to take ownership for my learning.** (I must understand that I need to work to the best of my abilities, ensure my presentation meets expectations, use my multiple intelligences, use my 5Bs and learning behaviours and be accountable for the work I produce and the feedforward advice given to improve it when necessary.)
- **I have a responsibility to be sensitive and respectful of others' viewpoints.** (I need to listen to and respect the adults of the school. I need to listen even if I do not always agree as I can learn from others and I will listen to the adults of the school. I am able to understand how I can help and understand other pupils and not purposefully exclude them. I will try to use my words wisely so that I do not upset those around me)
- **I have a responsibility to clean my desk space before I leave for the day.**
- **I have a responsibility to care for my property and the property of the school.** (I will try not to lose my possessions and if I do, I will try to find them. I will hang up my coat and bag on my peg. I will take my wellington boots off at the back door. I will make sure the dinner hall is left clean and tidy, I will put resources back from where I took them. If I break equipment, I will let an adult know. I will tidy up my mess. I will not purposefully damage property e.g. writing on rubbers, scribbling on books, lack of care of books)
- **I have a responsibility to help others.** (I will try to help those in need by offering a helping hand.)

Adult Responsibilities

- **We have a responsibility to meet and greet everyone we come into contact with.** (We will say good morning/afternoon, try to use Makaton, ask how they are and use our manners at all times.)
- **We have a responsibility to take a calm, helpful and caring approach when interacting with everyone.** (We will listen to pupils and try to resolve the situation. We will be patient and understanding of other staff members. We will use our words wisely and know that if a change cannot happen in 30 seconds, we need to rethink our approach.)
- **We have a responsibility to use our school values and be a mission maker.** (We will try to follow the school values and make them part of all that we do whilst in school. E.g. we will forgive and move on and not hold a grudge. We will respect the faith of others.)
- **We have a responsibility to know all the children in our care when we are in the classroom and around the school.** (We will take the time to find out about each pupil. We will know your worries, celebrate your successes and be your guide in life.)
- **We have a responsibility to be a learning champion.** (We will show you how you can become an independent and active learner by using the 5Bs, multiple intelligences and different learning behaviours. We need to explore how we can help you to learn. We need to explain any misconceptions and show learning in all situations. We expect and welcome responses from everyone.)
- **We have a responsibility to clean our space and any resources that we use before we leave for the day.** (We will not leave the school in a mess! We will ensure that resources and equipment are used with respect.)
- **We have a responsibility to monitor behaviour choices of all pupils.** (We will remind you of the school's expectations using the Behaviour Blueprint, Celebrate your successes and ensure that you learn from any mistakes. We will act as role models for you.)
- **We have a responsibility to safeguard all children and their families.** (We know that everyone is responsible for the care of all pupils and this include online safety. We will act when concerned for any pupil and their family. We will help comfort children when they need our help.)

How can we earn tokens?

- Always being ready to learn, following instructions.
- Being Talented Talkers and Active Listeners.
- Respecting everyone at all times.
- Always being ready to learn and have a clear learning environment.
- Helping others by using our School Values.
- Showing kindness to all.
- Sharing ideas and developing on those others have given.
- Using our learning behaviours at all times.

The Token System



Year 3 have opportunities to earn tokens by following the school's Behaviour Blueprint, demonstrating our School Values and by using the Learning Behaviours. Children can buy prizes from the token shop and organise class celebrations.

Key Conversations

- What happened?
- What were you thinking at the time?
- Why did you do this?
- What have you thought since?
- How did this make people feel?
- How are you feeling right now?
- What should we do to put things right?
- How can we do things differently in the future?

How adults can help...

Active 30 Second Interventions

- **I have noticed that** you are... (having trouble getting started, wandering around etc...) right now.
- **At Our Lady's, we ...** (refer to the Behaviour Blueprint, School Values & Class Mission Statement – ready, respectful and safe).
- **That was unexpected** – how can we change that?
- **Because of that**, you need to... (refer to action support behaviour e.g. moving to another table, complete learning at another time).
- **See me for 2** (or up to 3) minutes after class/break or lunchtimes.
- **Do you remember yesterday/last week when you...** (refer to previous positive behaviour and behaviour steps)?
- **This is who I need to see today...**
- **Thank you for listening ...** then use behaviour steps to give the child a reward.

Zones of Regulation

The Zones of Regulation is a cognitive behavioural approach that is used to teach self-regulation strategies through categorising all of the different ways we feel into four clear and concrete coloured zones. The framework provides strategies to teach children and young people to become more aware of and be independent in controlling their emotions and impulses, managing their own sensory needs and improving problem-solving abilities. It aims to help children move towards independent regulation. It is a visual and structured programme that teaches children to develop their understanding of emotions in both themselves and in others, to understand how their emotions and behaviours affect everybody around them, and learn what tools they can use to manage these feelings.

What are the goals of the programme?

- To recognise and communicate the different zones.
- To learn tools to stay in or move between zones.
- To develop an individualised set of tools for each pupil.
- For both adults and the children themselves to recognise triggers and when to use tools.
- To recognise others' emotions and how own behaviour impacts others.
- To be able to independently regulate: to control emotions/impulses, manage sensory needs and improve problem-solving skills.

There are four zones within the programme: (See the diagram below for further explanation)

- The Blue Zone is used to describe a low state of alertness and arousal.
- The Green Zone is used to describe a calm state of alertness. This is the zone where optimal learning occurs.
- The Yellow zone is used to describe a heightened state of alertness and elevated emotions; however, the child still has control over their emotions.
- The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A child may not have control over their own emotions and behaviours if they are in the red zone.

How can you help yourself?

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
			
How might you feel?	How might you feel?	How might you feel?	How might you feel?
sad tired bored moving slowly	happy okay focussed ready to learn	nervous confused silly not ready to learn	angry frustrated scared out of control
What might help you?	What might help you?	What might help you?	What might help you?
Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help

The Zones can be compared to traffic signs:

- The Blue Zone can be compared to the rest area signs where one goes to rest or re-energize.
- When given a green light or in the Green Zone, one is “good to go”.
- A yellow sign means be aware or take caution, which applies to the Yellow Zone.
- A red light or stop sign means stop, and when one is the Red Zone this often is the case.



The zones of regulation teaches children and young people that all zones are natural to experience and it is okay and acceptable not to be in the green zone. We all experience multiple, (if not all four!) zones every day and can be in more than one zone at the same time. It is important to learn what to do in order to get back to the green zone, if you are not feeling happy and the framework teaches children and young people to manage their emotions based on the environment and its demands, and the people around them at any given time. **It is important to remember that there are NO bad zones.**

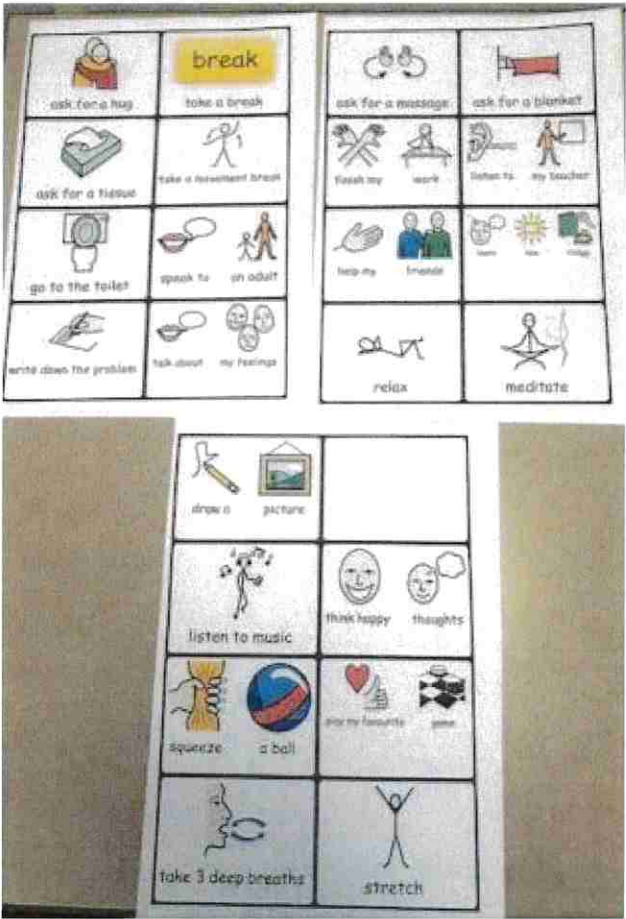
So what does the zones of regulation look like in practice?

Children are encouraged to ‘check in’ to the zone station when they arrive in school in the morning, and throughout the day. This may need to be supported and modelled by adults initially, e.g. “you were feeling happy earlier but I think you look a bit excited now, shall we change you to the yellow zone?” This may need to be simpler at first, e.g. just one emotion per zone.



Children are encouraged to learn about what different emotions look like in other people, their friends, their family and the ir teaching staff. You Tube is an amazing resource for this element, just type in Zones of Regulation!

Children will have visuals for different ‘tools’ available from the beginning of the programme and adults are encouraged to model alongside this, e.g. “I think you might be a bit excited, shall we go to the relaxation corner?”



Once children have developed their understanding of emotions, they can begin to relate this to themselves and discussions can be had around what helps them get back to green zone. Children are encouraged to talk about feelings! When people in their environment are sad, or frustrated or anxious, talking about this will support their understanding and consolidate their learning further, e.g. “I know ___ is feeling sad isn’t he, he’s in the blue zone right now, and what can we do to help him get back to green?”

Vision, Mission Statement and Values

Our Lady's Catholic Primary School is a welcoming and caring community inspired by the Spirit of Christ that allows all gathered to develop and deepen their relationship with God. We strive to ensure that everyone is able to be happy, valued, confident, and safe and empowered, thus allowing them to discover their individual talents and strengths through a creative and life-long learning experience.

Why have a Vision Statement?

A vision statement provides a clear direction for a school. It drives it forward, striving for improvement. Our Vision is:

To provide a welcoming and caring community inspired by the Spirit of Christ that ensures everyone is able to be valued, confident, safe and empowered.

What is a Mission Statement?

A mission statement articulates the vision of the school. It is central to the strategic development of the school. It offers an explanation of the school's aims and rationale. Our Mission Statement is:

Our Lady's School is founded on faith in Jesus Christ and the life of the school community is centred in His presence.

This is Our Mission:

Our faith and love for God is cherished and developed through worship, prayer and forgiveness.

Understand how to guide others to have a more active relationship with Jesus, celebrating us as Mission Makers and Servant Leaders.

Respect and involve our parents showing them how we learn, how we use our Multiple Intelligences and how we become Learning Champions.

Live, learn and love, creating a caring, safe and friendly environment where all are welcome.

Always represent the school by being a great role model.

Develop our community by working in partnership with everyone. (School, Home and Church)

You can show others how we can work together to become active global citizens.

Strive to be the best that we can be.

What are values?

Values are the moral code of the school and are based on 'The Beatitudes'. There are seven school values and the children studied people from the bible and role models who embody these values. Here are the school values.

Forgiveness
(The Prodigal Son,
St Joan of Arc &
Nelson Mandela -
Y1)

Compassion
(The Good
Samaritan, St
Francis of Assisi &
Michelle Obama -
YR)

Faithfulness
(Noah's Ark, St
Therese of
Lisieux & Oscar
Romero - Y5)

Our School Values (Based on 'The Beatitudes')

Being Humble
(King Solomon,
St John Vianney
& Saint Mother
Theresa - Y3)

Truthfulness
(The story of
Zacchaeus, St
Bernadette &
Malala Yousafzai
- Y2)

Service to All
(The Story of
Ruth, St Anthony
of Padua & Pope
Francis - Y6)

Peacemakers
(The story of
Isaac, St
Elizabeth of
Portugal &
Gandhi - Y4)

The Token System

In Year 3, the children continue to use a token system to encourage and motivate them to take responsibility for their learning whilst working together to earn a whole class reward. Throughout the day, the children have opportunities to earn tokens by following the school's Behaviour Blueprint, demonstrating our School Values and by using the Learning Behaviours. An adult will give the children tokens as they earn them as recognition for their positive behaviour. The children then get to keep their tokens in their own personal token pots.

Once each term, the children get the opportunity to spend the tokens that they have collected at the 'Token Shop', where they can choose a small treat.

Throughout Year 3, the children work together to earn tokens for their class bank. As the class build up their tokens, they will receive three prizes. The children get to decide as a class what these prizes are with the prizes becoming more exciting as the class work together to collect more tokens.

Sashes

In Year 3, we will continue with our sashes work with the children. These targets are reviewed throughout the year with the class team and the children. When the children complete these targets, they may be given an extra challenge. This is to encourage the children to continue to work towards other badges that they can earn. Any work related to the sashes completed in school or at home, is to be uploaded to 'Evidence Me'. There will be a celebration assembly in Term 6, where the children will receive the badges that they have earned throughout the year.

'Five Things to do before I leave Year 3' should be completed throughout the year.

- Term 2 – The children should focus on achieving the statements towards the 'Being Responsible' badge.
- Term 3 – The children should focus on the oracy component of their Sash awards.
- Term 4 – The reading strands should be completed throughout this term.
- Term 5 – Year 3 will focus on the 'Social and Friendship' strands of their sash awards.

Please see separate sashes letter, which will be sent via email, for further information regarding deadlines for completion of each badge as well as further guidance regarding the use of Evidence Me.

Health and Relationships Education

In Year 3, we use Ten Ten: Life to the Full for our Health and Relationships work. This work begins towards the end of the year. The children work through three modules in Key Stage 2. The modules are:

Module 1: Created and Loved by God – children explore how they are unique, made by God. This is a focus on personal relationships e.g. friendships.

Module 2: Created to Love Others. This module builds on module 1, and helps children understand the strategies for being safe online and in their daily lives.

Module 3: Created to Live in Community. This explores how we are all living in the same world, and the importance of looking after this.

Packed Lunch Examples

In order for your child to be able to make the most of their day at school, it is ideal for them to have a lunch which will provide them with the energy they will need.

Please click the link below to see advice and ideas for packing a healthy lunchbox, from the NHS Better Health healthier families website. (Previously Change4Life)

<https://www.nhs.uk/healthier-families/recipes/healthier-lunchboxes/>

Please be advised that nuts may **not** be included in packed lunches, including nut based spreads such as peanut butter and Nutella.

Helping your child throughout Year 3

During your child's time in Year 3, your help and support will be greatly appreciated.

Your help and support will be valuable to both the teaching team and your child's learning in many ways.

Reading at home:

Please listen to your child read **every day** for at least 10 minutes. While your child is reading, it is really important to discuss the story with your child in detail. Asking each other questions about the story will help your child to answer their comprehension sheets and develop key skills for reading. There is a bookmark in your child's book folder that will help in the forming of questions relating to different reading skills. If your child has finished the book, please read another book from home.

It is really important for children to hear adults read to them to expose them to different reading styles, books and fosters the love for reading and storytelling.

Once you have read with your child please remember to sign and date their contact book, to let the teaching staff know that your child has regular reading practice.

Homework:

Please read with your child **every day**.

Practising multiplication facts will be important for their progression and development in mathematics throughout Year 3.

Homework will be designed around activities and experiences that your child can enjoy with you as a family. The children have created a list of five things they would like to complete with their families at home by the end of Year 3, that once completed will help them achieve their sash awards. Shared experiences such as, going to the park, playing board games, gardening, cooking and spending quality time together, provide valuable opportunities that will support your child's learning.

PE Kits and Uniform:

Please ensure your child has a **FULL** PE Kit in school on a **Monday** and the children will be reminded to take it home on a Friday. Children should also have wellies in school for use at forest school. Children also have access in school for waterproof overalls to use while at forest school. Children will partake in forest school in **ALL WEATHERS**. Please ensure **all** uniform is clearly labelled with your child's name.

As your child is now in Year 3, they are expected to wear a button-up shirt (including top button, not velcro) and their ties should not be elasticated. Please spend time teaching your child these skills. If your child's school shoes have laces, they are expected to be able to tie these independently.

Water Bottles:

Children are allowed to bring water bottles with a 'sipper top' into the classroom every day. We keep them accessible and they are encouraged to drink water throughout the day to keep them hydrated. Please ensure that only water is in their bottle and it is clearly labelled with their name.