

Norton Juxta Kempsey CE Primary School Parent Information 2025-2026



Welcome to Hazel Class



Monday	Mrs Marshall & Mrs Thompson Latham
Tuesday	Mrs Marshall & Mrs Thompson Latham
Wednesday	Mrs Marshall & Mrs Thompson Latham
Thursday	Miss Vale & Mrs Thompson Latham
Friday	Miss Vale & Mrs Thompson Latham

Daily Routine

(subject to change)

- ▶ 9.00 Registration and home-school link books
- ▶ 9.10-9.20 Collective Worship
- ▶ 9.20-10.00 RWInc
- ▶ 10.00-10.30 English
- ▶ 10.30-10.45 Break time and snack
- ▶ 10.45-11.00 SPaG
- ▶ 11.00 -12pm – Maths
- ▶ 12.00-1.00 Lunch OPAL
- ▶ 1.00-1.15 Maths Fluency/Handwriting
- ▶ 1.15-2.00 Afternoon session 1
- ▶ 2.15-2.30 Playtime
- ▶ 2.30 – 3.15 Afternoon session 2
- ▶ 3.15 Storytime
- ▶ 3.30 End of day



Curriculum

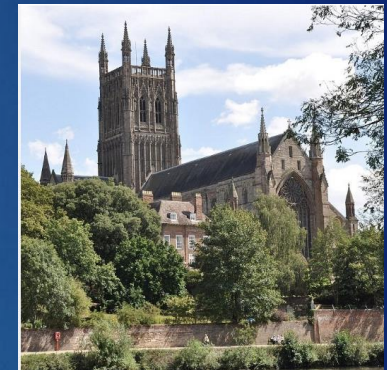
- ▶ WOW days Now Press Play
- ▶ Wow out - End product
- ▶ Visits and Visitors



St James Church



Worcester Parkway Station



Worcester Cathedral



Mosque Visit



Flics Gymnastics



Coventry Transport Museum

Themes and Topics in Year 2



	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Houses and Homes (Comparing Tudor, Victorian and Modern Homes) The great Fire of London	Where do we live? (Continents and Oceans)	A Voyage of Discovery (A history of transport)	Significant People (In the history of transport and invention)	We are Britain (United Kingdom countries, cities and seas)	Mi casa su casa (Contrasting Mexico and England)

Reading

- ▶ **Shared reading** - during lessons, everyday, cross-curricular.
- ▶ **Library Book** – changed weekly in library sessions
- ▶ **Reading books** – RWInc books will be sent home for your child to read and discuss with you.
- ▶ **Accelerated Reader** is introduced in year 2.

Reading at home

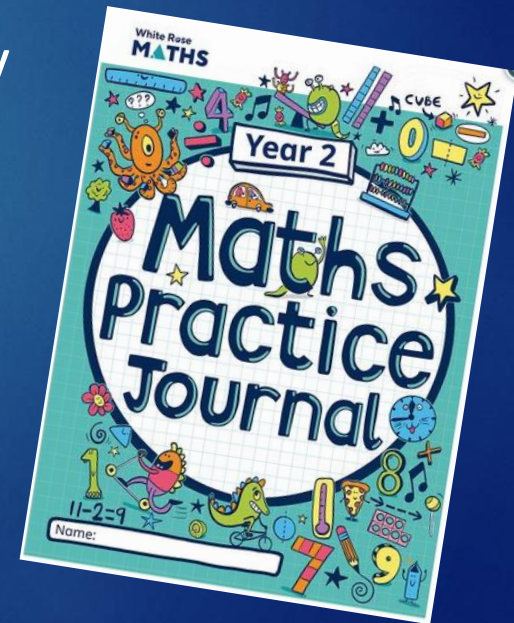
- ▶ Record book title and write a response to the book they have read
- ▶ Regular reading is expected – house points given on a Friday.



Maths



- ▶ All aspects of maths are covered (Shape, measures, time, calculations, problem solving)
- ▶ We complete oral, practical and written work
- ▶ Children taught daily
- ▶ CPA (concrete, pictorial, abstract) maths policy
- ▶ Mastery Approach (keep up not catch up)
- ▶ White Rose is followed
- ▶ Mad Maths Monday – Problem Solving Lesson
- ▶ Maths fluency taught in addition to normal
- ▶ maths lessons.



School Christian Values



Love

Trust

Respect

Friendship

Compassion

Courage

Forgiveness

Personal Skills and Learning Behaviours



- ▶ · Three rules- RRS- Be Respectful, Be Responsible, Be safe
- ▶ · Positive Behaviour Praised through:
 - ▶ - Green is Great chart (children devise behaviour focus for that day/lesson linked to rules or something the class need to work on) Green Card is given to the child's name once the behaviour has been shown in class. Class celebrate once all achieved green card.
 - ▶ - Good News Cards- children going above and beyond expectations- sent home on same day stating which behaviour being shown
 - ▶ - Congratulations Cards
 - ▶ - House Points
 - ▶ - Jar of Joy - jar filled up every time the School Value is demonstrated for that half term. Class decides on reward once full

Behaviour Policy

- ▶ After consultation with staff, children and parents a new Behaviour Policy was implemented 2023/24.
- ▶ A restorative approach has been implemented to allow for the children to reflect more on their behaviour and take more ownership.
- ▶ The Policy will have 6 steps that include:

1	Remind- praising positive behaviours.
2	Final Reminder- referring back to positive behaviour using 30 sec script (RRS) already exhibited by the child that day.
3	Time In (Calm Corner or other agreed location). Followed up with a restorative conversation. Recorded on ScholarPack. (Behaviour Plan on Provision Map).
4	Time In (agreed location- out of classroom) with a member of SLT. Followed up with a restorative conversation. Recorded on ScholarPack, Behaviour Incident Form completed with teacher and child, which is sent home to parents.
5	Positive Behaviour Card. In place for a week, focussing on specific behaviour/s and created by the teacher and headteacher alongside the child. Multiple opportunities for success. Weekly review.
6	Individual Behaviour Plan- tailored to child's needs.

Behaviour Policy

Step 1 - Remind	Praise the positive behaviours Where behaviour does not meet your expectations, a reminder of the expectations for children of Responsible, Respect, Safe.
Step 2 - Final Reminder	<p>The 30 second script, at the child's level, involves a conversation with the pupil that goes to redress their behaviour in the first instance. The key to these conversations is framing the pupil in the positive light we know they can exhibit:</p> <ul style="list-style-type: none">• I noticed you are having trouble with [state the behaviour you see to separate the behaviour from the child].• I am wondering if you are feeling [.....]?• You know we have a Ready, Respect, Safe rule in the classroom. It was the rule about [lining up / bringing toys into school / not allowing others to learn] that you broke.• Do you remember when you [did that kind thing for.....]? That is who I need to see today.• When I come back in * minutes, I want to see your wonderful [.....]. Thank you for listening. <p>The 30 second script can go a long way to reduce the disruption in lessons, build a positive relationship and enable children to reset their behaviour. Praise in Public (PiP) and Remind in Private (RiP).</p>

Behaviour Policy

<p>Step 3 - Time in (Calm Corner) (Behaviour Plan on Provision Map).</p>	<p>The child will be asked to go to the Calm Corner in the classroom where they will access a calm box containing items to support the child's regulation. Items within the box will help the child to re-engage their prefrontal cortex, such as breathing and grounding techniques.</p> <ul style="list-style-type: none">○ The teacher will have a chance to speak to the child away from the class and will use WIN; 'I am wondering, imagining, noticing...'○ Boundaries are reset.○ Child is asked to reflect on their next step. Again, they are reminded of their previous positive behaviour for learning.○ Usually, after no more than 10 minutes the child is given the opportunity to re-engage with the learning and / or follow instructions.○ If this is at playtime, the child should have 'time in' by standing with the adult.
<p>Step 4 - Time In (Nurture Base)</p>	<p>A member of the SLT will escort the child from the classroom and give them time to regulate and reflect on their behaviour. They will be given the opportunity to complete their work in a designated place, decided by and arranged by the class teacher and appropriate to the child's age and need (eg a quiet space, another classroom, with another member of staff). The length of time away from their base class will be decided by the class teacher and discussed with a member of the SLT, as appropriate.</p> <p>They may miss some playtime on that day (as deemed appropriate by the teacher). On their return to class, the final stage of the three Rs (repair- restorative conversation) will be discussed and a 'clean slate' approach will be used from that moment.</p> <p>Parents will be informed at the end of the day through a Behaviour Form filled in with child and teacher.</p> <p>Incident is logged as a Stage 3</p>

Behaviour Policy

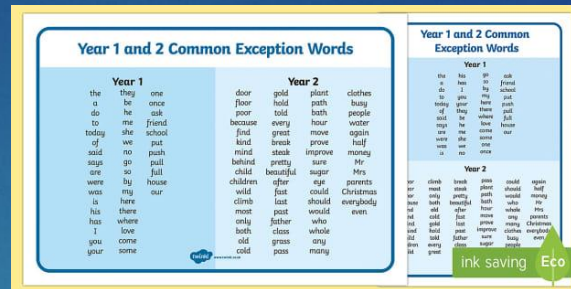
<p>Step 5 - Positive Report Card (PRC) and Behaviour Plan on Provision Map</p>	<p>The Positive Report Card will support the child by setting a precise behaviour target that is achievable. The behaviour target will remain in place for a week, there will be 30 opportunities for success each recognised by a sticker. An achievement target (the number of stickers to be achieved) will be set by the Head Teacher, Class Teacher and Mentor in conjunction with the child. A review is held at the end of each week and a decision made as to the best course of action. A child must achieve 30 stickers 2 weeks running for it to be considered that the PRC is no longer needed for support. A mentor will be assigned to the child to offer support.</p> <p>The SLT member will determine a space appropriate to the school and the age of the child where the child will work for the remainder of the session or day depending on age and individual needs.</p> <p>They will not be able to access lunchtime or playtime, whichever is first, and the SLT member has the discretion to keep them off the playground if this puts other children at risk.</p> <p>A meeting with parents will be held with class teacher and member of SLT in order to discuss the triggers as noted on Provision Map and to seek a positive solution to avoid further negative behaviours from happening.</p> <p>The Head Teacher has the discretion to apply a fixed-term exclusion at this stage if it is deemed that removal from the playground or classroom will not regulate the behaviour or that the risk to other children and staff cannot be managed.</p> <p>Incident is logged as a Stage 4</p>
<p>Step 6 - Individual Behaviour Plan Recorded on Provision Map</p>	<p>A child's behaviour may deteriorate before it improves when an Individual Behaviour Plan is introduced.</p> <p>Rewards and reinforcements used to promote positive social behaviour must be immediate and at a high frequency in the early stages of an Individual Behaviour Plan for maximum success, especially with younger children.</p> <p>The Individual Behaviour Plan will include clear expectations for behaviour and targets that provide limited (maximum of three) unambiguous and, above all, achievable targets for the child's behaviour. 'To stay on task at all times' is not a realistic target for any child. Specific targets will be identified through the Thrive assessment.</p> <p>This can only be given when a child has worked their way through Consequences. If there is an immediate situation that warrants exclusion, then a Fixed Term referral needs to be made by the class teacher to the Head Teacher. The decision to exclude lies with the Head Teacher.</p> <p>Fixed term and permanent exclusions must meet the statutory guidance as set out in DFE Exclusions from Maintained Schools</p>

Assessment

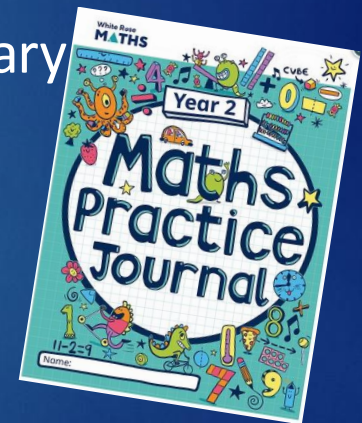


- ▶ On going teacher assessment
- ▶ Termly RWInc updates
- ▶ Informs parents evening and mid-year conversations
- ▶ Year 2 – Phonics check for any pupils who did not meet pass mark in Yr1
- ▶ Yr2 SAT's used as end of year assessment (now non-statutory)
- ▶ School pupil online tracking system used to monitor progress and achievement.
- ▶ End of year reports

Homework



- ▶ Please read every day and record in the home school link book as per mentioned
- ▶ Practise number facts using Numbots & Times Table Rockstars
- ▶ Learn RWInc sounds and read books sent home
- ▶ Use knowledge organisers as a starting point for vocabulary development and key knowledge acquisition
- ▶ Seesaw to communicate homework tasks
- ▶ Maths - review of the week
- ▶ 5 spellings per week - based on Yr2 spelling rules
- ▶ Continuously practice ks1 common exception words - in home school link books



Uniform



- ▶ Uniform list on website
- ▶ NJK PE kit – worn on PE days
- ▶ Winter kit- joggers/leggings (navy blue),
- ▶ PE t-shirt – logo
- ▶ New hoodie or school jumper/cardigan
- ▶ Named Water bottles
- ▶ No jewellery and earrings must be removed by pupil or covered for PE. (please provide tape)



Communication



- ▶ Home School link book. Specific communication pages and reading record pages.
- ▶ School web site
- ▶ Text Messages/Arbour parent app
- ▶ Newsletters emailed
- ▶ Specific curriculum activity enquires only via Seesaw (other enquires via the school office)
- ▶ Any worries – please make an appointment to speak to your child’s class teacher, in the first instance.

Questions



- ▶ Please email any specific questions or enquiries that have not been answered to: office@nortonprimary.worcs.sch.uk

- ▶ Class webpage:

<https://norton-juxta-kempsey.secure-primariesite.net/class-pages/>

We look forward to working
with you
and your child.

