# Welcome to

## Year 1/2

# High Lane’s Approach to Mixed Age Learning

**If you were unable to make the Zoom meeting about our approach to mixed age learning, please read through our PowerPoint or watch the recorded meeting:**

Thank you for your questions and feedback so far. We wanted to address some of your questions tonight:

Questions from Reception parents

- **Will our current Reception class children stay together because they are a smaller class or will they be split too?**

*We are expecting the current Reception class to remain as a group throughout the school. New children may join as we get new children joining the school, but it is not in our plan to split the current group.*

- **When next year’s Reception class move up to Year 1 will our year group be moved back with the younger ones?**

*No, as far as possible, we are trying to create a consistent model for the children.*

# High Lane’s Approach to Mixed Age Learning

- **If they stay with the year above throughout school what happens in Year 6 when half the group moves on and its a small class again?**

*When Reception get to Year 5, we expect numbers in the school to be able to support a smaller class again. At this point, our preferred option would be that Year 5 and Year 6 operate as two classes with some time together for subjects that lend themselves to larger groups, depending on numbers (eg PE). This will coincide with the current Year 2s moving on to High School.*

- **How will the day be structured? Do they feel our year group are ready for the big jump from EYFS to Key Stage 1 given they have been with much younger children and not used to formal structured learning as much? How are they going to learn the Year 1 curriculum alongside children who have already just done this?**

*These questions will be answered during the presentation.*

# High Lane's Approach to Mixed Age Learning

**If you were unable to make the Zoom meeting about our approach to mixed age learning, please read through our PowerPoint or watch the recorded meeting:**

Thank you for your questions and feedback so far. We wanted to address some of your questions tonight:

- **Have any of the teachers at HLPS taught mixed age groups before?**
  *Yes. Miss Royle, Mrs Callaghan, Mrs Hancock, Mrs Humphries and Miss Lloyd all have experience of mixed aged learning. Miss Roper also taught the mixed age bubble during the lockdowns.*

- **Why allocate children to classes and not by ability or other criteria?**
  *Ability and friendship groups can change over time. A decision linked to these at this time might not be the best one in future year groups.*

- **How will the social change of classes changing be managed?**
  *Teachers will plan for PSHE and circle time sessions to 'check in' and develop children's wellbeing and relationships with others in the class. Playtimes will be together to support children in mixing with different classes.*
  *Close contact with parents will also be key here.*

# High Lane’s Approach to Mixed Age Learning

- **Will the classes formed next year continue to stay as a class?**
  *There are no plans to change these classes throughout their journey at High Lane. There will have to be a slight change once some children leave at the end of Year 6. At this point, we would envisage having the numbers and therefore funding in school to create a single Year 6 class.*

- **Will other classes in KS2 join to form mixed aged classes?.**
  *There are no plans to change our classes moving into Year 4, 5 and 6.*

- **Will classes moving from EYFS always be in mixed aged classes from this point?**

*This will depend on the numbers in our EYFS unit moving through to KS1. We are already seeing an increase in numbers to our EYFS unit. If numbers continue to rise, we would have the funding to learn in single age groups again.*

- **Why can’t money for funding a sports coach be used to fund an additional teacher?**
  *Funding a sports coach is significantly cheaper than employing a full time teacher. Sports Premium funding can be used to fund sports coaches to support our PE offer but not an additional teacher.*

# High Lane's Approach to Mixed Age Learning

- **Why has the additional teacher in EYFS not been used to keep single age classes in Y1, 2 and 3?**

*This is quite complex.*

- *In the previous three years, our Reception, Year 1 and Year 2 class total numbers have been just above 60. Under infant class size regulations (max 30) we had to create 3 classes. We applied and were awarded some funding from the LA towards this (around 0.5 of a teacher's salary) and they have supported us in keeping single age classes for the last few years.*

- *In March, it was confirmed that in September, we will have fewer that 60 pupils in Reception, Year 1 and Year 2. Therefore, we could not apply for this funding and the LA expected us to combine classes to balance the budget. The chosen model was discussed and agreed as being the best model with LA representatives and Governors.*

- *However, at the end of April when Nursery numbers were confirmed, it became apparent that we would have more than 30 in our High Lane Harts. This was not allowed under 1 teacher. Applications will rise by 2-3 each term as we have more N1 children join in January and April. We applied for financial support to enable us to continue to offer places to these children and the LA agreed to fund an additional teacher for the EYFS for this year.*

- *Applications for LA funding will continue to be made as appropriate, depending on annual intake.*

# A little bit about us…

**Classteacher** - Overall responsibility for the class

Mrs Callaghan

**Additional Adults**
Mrs Haylock – Will cover the class when the Classteacher has planning time

**Teaching Assistants**
Consistent additional adults will also support learning in our classroom regularly.

# What will a typical week in Year 1/2 look like?

| | 9:00/10 – 10:00 | | 10:15 – 10:30 | | 10:45 – 11:40 | | 12:40 – 1:45 | | | 2:05 – 3:10 | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Monday PPA AM | Morning Task Number facts 20 mins | PE | Assembly | 10:30– 10:45 - Break Time | Maths | 11:40 – 12:40- Lunchtime | Phonics | English | 1:50 – 2:05 - KS1 Break Time | Computing/Individual reading | |
| Tuesday | Morning Task h/writing 20 mins | English | PSHE | | Maths | | Phonics | Science | | Art | |
| Wednesday | Morning Task Spelling 20 mins | PE | Singing Assembly | | Maths | | Phonics | English | | Individual reading | Science |
| Thursday | Morning Task Key skill revision 20 mins | English | PSHE | | Maths | | Phonics | Topic | | Individual reading | Music |
| Friday | Morning Task Topic challenge 20 mins | English | Celebration Assembly | | Maths | | Phonics | RE/PSHE | | Topic/PSHE | |

# Daily Routines/Timetables

**P.E.**
Children will have PE lessons twice a week. These days will be confirmed over Class Dojo. Your child will need to come into school in their school PE kits on these days.

**Ukulele**
Opportunities to start lessons are planned for the Autumn Term

**Clubs**
Opportunities to start clubs are planned for the Autumn Term

# The National Curriculum - what does this mean for the children?

**English: Writing**

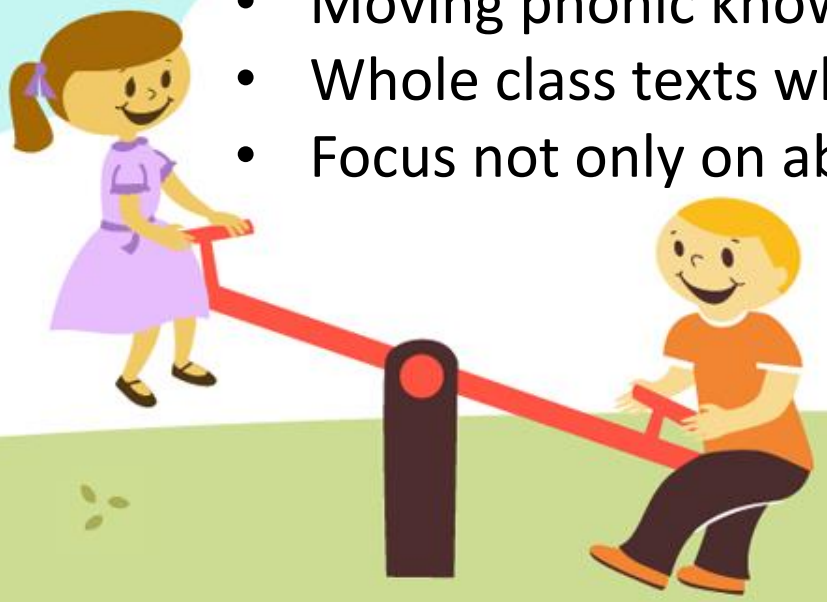
- Strong emphasis on spelling, punctuation and grammar (SPaG)
- Handwriting must be formed correctly and moving towards joined, fluent and legible
- Spoken English has a greater emphasis – presenting, debating etc.
- Developing a love of literature and being able to talk confidently about what they've read – strong links to secure writing!
    - Drafting, evaluating and editing their own work with growing independence

| Year 1 | Year 2 |
| --- | --- |
| **Spelling**<br>Continuing to develop application of phonics in writing<br>Learning of common exception words<br>Understanding plural endings and suffixes (ing, ed, er, est) | **Spelling**<br>Consolidating application of phonics in writing and a movement towards spelling rules<br>Consolidating common exception words and learning homophones<br>Extending understanding of suffixes (ment, ness, full, less, ly) |
| **Handwriting**<br>Learning to form lower-case and capital letters in the correct direction, starting and finishing in the right place<br>Learning to use spaces consistently between words. | **Handwriting**<br>Learning to form lower-case and capital letters of the correct size relative to one another<br>Learning to use some of the diagonal and horizontal strokes needed to join letters and understand which letters,<br>Learning to use spacing between words that reflects the size of the letters. |
| **Composition**<br>Sequencing sentences to form short narratives<br>Re-reading what they have written to check that it makes sense | **Composition**<br>Writing narratives about personal experiences and those of others (real and fictional), writing about real events, poetry an other different purposes.<br>Writing down ideas and/or key words, including new vocabulary<br>Encapsulating what they want to say, sentence by sentence<br>Using expanded noun phrases |
| **Grammar**<br>Learning to leave spaces between words<br>Learning to join words and join clauses using "and“<br>Learning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark<br>Learning to use a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’ | **Grammar**<br>Learning to use sentences with different forms: statement, question, exclamation, command<br>the present and past tenses correctly<br>subordination (using when, if, that, or because) and co-ordination (using or, and, or but<br>Accurate sentence demarcation (capital letters & full stops), commas in lists and apostrophes for omission & singular possession |

# The National Curriculum - What does this mean for the children?

**English: Reading**

- More children reading – greater engagement
- Focus on ‘high quality’ texts
- Whole class, group, paired and individual reading used. This approach highlights literature of interest
    - Moving phonic knowledge into fluency when reading.
    - Whole class texts which highlight literature of interest
    - Focus not only on ability to read but **understanding what is read** – VIPERS skills



| Year 1 | Year 2 |
| --- | --- |
| **Decoding**<br>Learning to apply phonic knowledge to decode words<br>Speedily read all 40+ letters/groups for 40+ phonemes<br>Read accurately by blending taught GPC<br>Read common exception words suffixes (-s, -es, -ing, -ed, etc.) and contractions<br>Read multisyllable words containing taught GPCs<br>Read aloud phonically-decodable texts | **Decoding**<br>Securing phonic decoding until reading is fluent<br>Read accurately by blending, including alternative sounds for graphemes and multisyllable words<br>Read common suffixes, exception words<br>Read most words quickly & accurately without overt sounding and blending |
| **Word Meanings**<br>Discussing word meanings, linking new meanings to those already known | **Word Meanings**<br>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary |
| **Understanding**<br>Drawing on what they already know or on background information and vocabulary provided by the teacher<br>Checking that the text makes sense to them as they read and correcting inaccurate reading<br>Making inferences on the basis of what is being said and done | **Understanding**<br>Discussing the sequence of events in books and how items of information are related including non-fiction texts<br>Drawing on what they already know or on background information and vocabulary provided by the teacher<br>Checking that the text makes sense to them as they read and correcting inaccurate reading<br>Making inferences on the basis of what is being said and done<br>Answering and asking questions |

# The National Curriculum

**How can you support with the Year 1/2 objectives for English?**

**Reading**

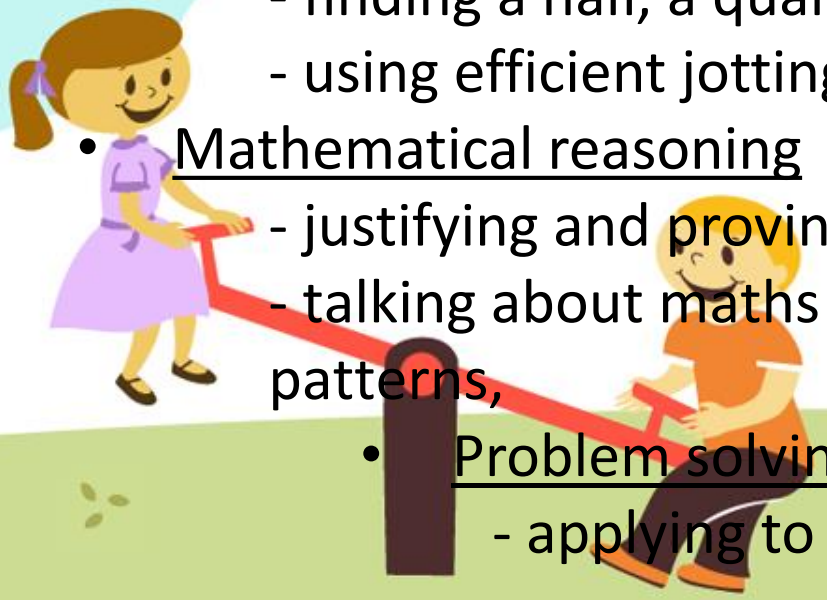
- Reading daily with your child and discussing the book with them
- Talk about words – can your children define a word without using the word they are defining?
- Can your child predict what might happen?
- Can your child summarise what happened on a page, in a chapter, in a whole text?
- Visit a library and encourage your child to choose different types of books
- **Grammar:** Can your child spot different word classes: noun, adjectives, verbs, adverbs?

- **Writing:** When writing can they use finger spaces, capital letters, full stops and check their spelling and punctuation?
- **Spelling:** Can your child use the right graphemes? (ai, ay, ey, a-e etc)
- **Spelling:** Can your child spell common exception words and homophones correctly? (too/two/to, for/four, their/there/they're)

# The National Curriculum - what does this mean for the children?

**Maths**

- <u>Developing mathematical fluency</u>
  - counting in 1s, 2s, 5s and 10s
  - automatic recall of number bonds
  - automatic recall of multiplication and division facts (Y2)
  - finding a half, a quarter and (Y2) a third
  - using efficient jottings and mathematical equipment
- <u>Mathematical reasoning</u>
  - justifying and proving their ideas
  - talking about maths –saying what they know and notice, spotting patterns,
- <u>Problem solving</u>
  - applying to a range of problems and persevering in seeking solutions



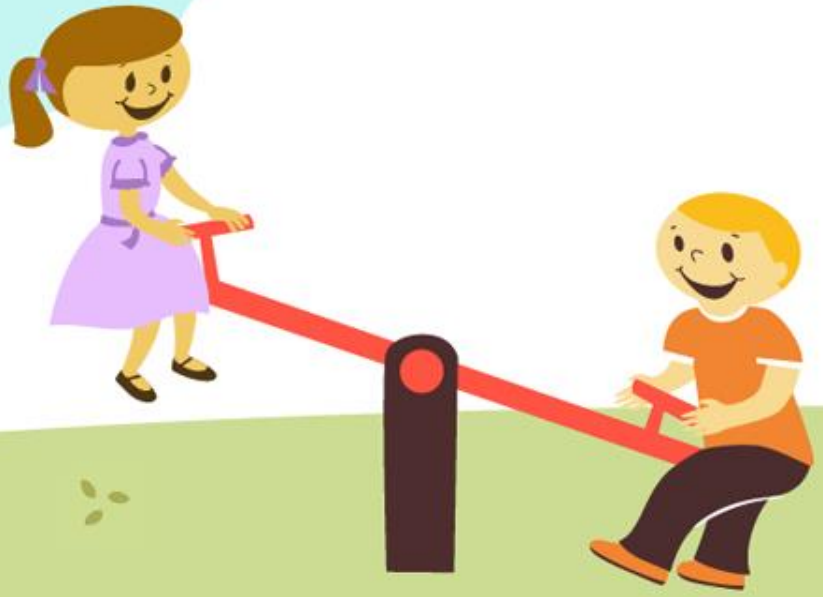
| Year 1 | Year 2 |
| --- | --- |
| **Counting**<br>Count, read and write to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number<br>Count in multiples of twos, fives and tens | **Counting**<br>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward |
| | **Place Value**<br>Recognise the place value of each digit in a two-digit number<br>Compare and order numbers from 0 up to 100; use <, > and = signs |
| **Representing Number**<br>Identify and represent numbers using objects and pictorial representations & use language of: equal to, more than, less than (fewer), most, least<br>Read and write numbers from 1 to 20 in numerals and words<br>Read, write and interpret mathematical statements (+, – & =) | **Representing Number**<br>Identify, represent and estimate numbers using different representations, including the number line<br>Read and write numbers to at least 100 in numerals and in words |
| **Addition and Subtraction**<br>Identify one more and one less<br>Represent and use number bonds and related subtraction facts within 20<br>Add and subtract one-digit and two-digit numbers to 20, | **Addition and Subtraction**<br>Use place value and number facts to solve problems<br>Recall and use addition and subtraction facts to 20 fluently<br>Add and subtract numbers using concrete objects, pictorial representations, and mentally |
| | **Multiplication and Division**<br>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers<br>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs |

# The National Curriculum

**Maths -** How can you help with the Y1/2 maths objectives?

**Practise addition and subtraction facts (number bonds) as often as possible.**

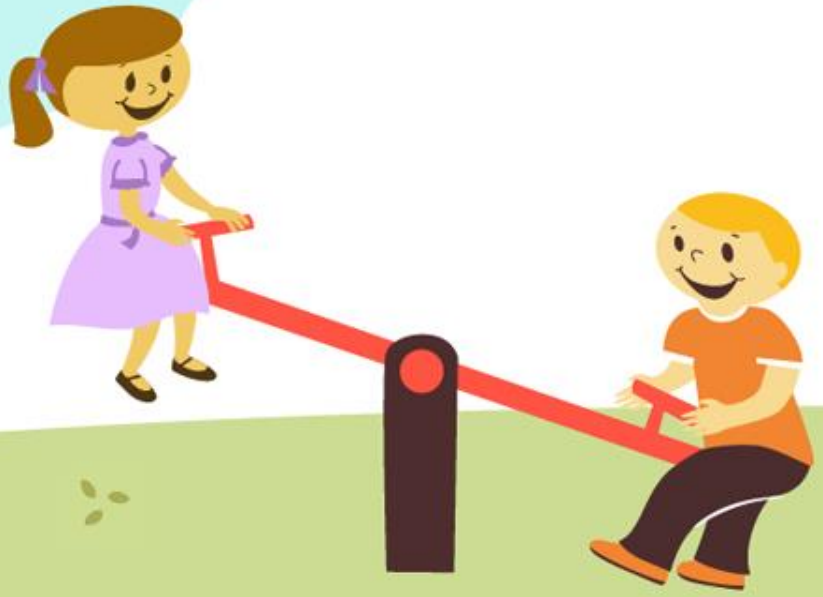
**Practise counting in 2s, 5s and 10s. (Y1 and Y2).**
**Practise times tables 2, 5, 10 in as many ways as you can (Y2).**



- Use maths practically in the home.
- Practise telling the time with analogue clocks
- Let them weigh ingredients for cooking.
- Let them help measure up for a new carpet.
- Go to the shops and buy something with real money.
- Count the change they find around the house.
- Notice and talk about different shapes and patterns.

# The National Curriculum
# The Broad and Balanced Curriculum

At High Lane Primary School, we strongly believe that interest and engagement encourages enthusiasm for learning. Our curriculum has been designed to captivate our children's curiosity. Our year group topics allow our children to develop key skills in a meaningful context. Children develop knowledge and skills in all subjects of the National Curriculum: English, Maths, Science, Computing, PSHE, PE, History, Geography, RE, Art and Design & Technology, Music and Spanish.



How can you help?

- engage your child in family visits that support school topics and interests of your child

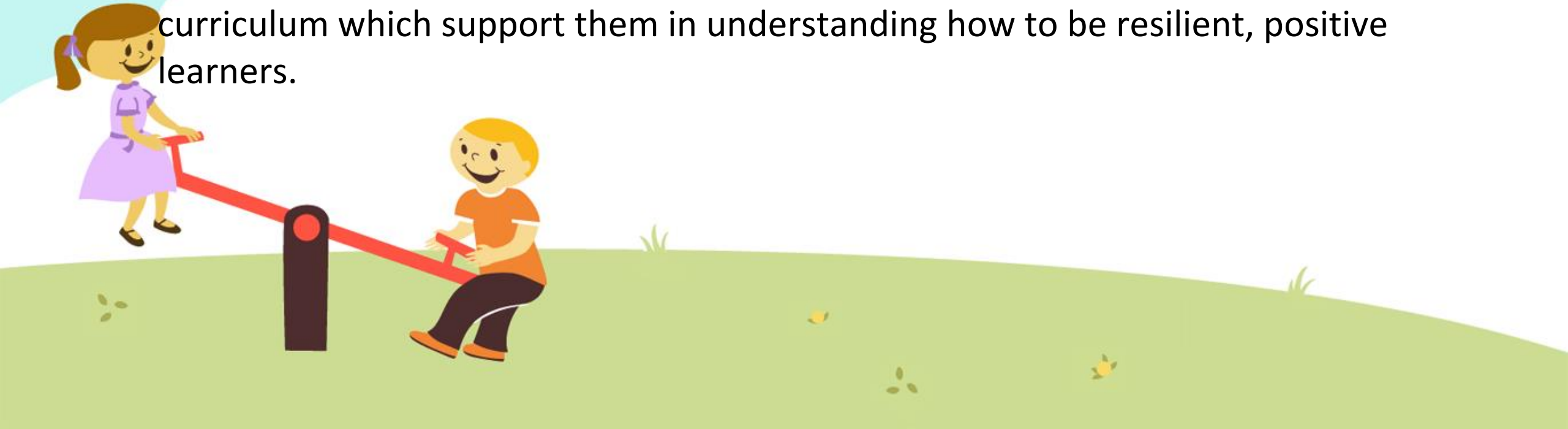
Encourage your child to:

- ask questions and hypothesise about how things in our world work
- listen to different types of music or learn and practise an instrument
- join sports or creative arts clubs in or outside of school
- make and design things at home
- talk about the places you are travelling to – where they are and what they are like

# The National Curriculum
# Wellbeing and Lifelong Learning

At High Lane, we believe that supporting children to build the skills they need for coping with life positively is incredibly important.

For our mixed aged classes, carefully planned sessions will be built in to support children in building relationships. They will also continue to have lessons through their PSHE curriculum which support them in understanding how to be resilient, positive learners.



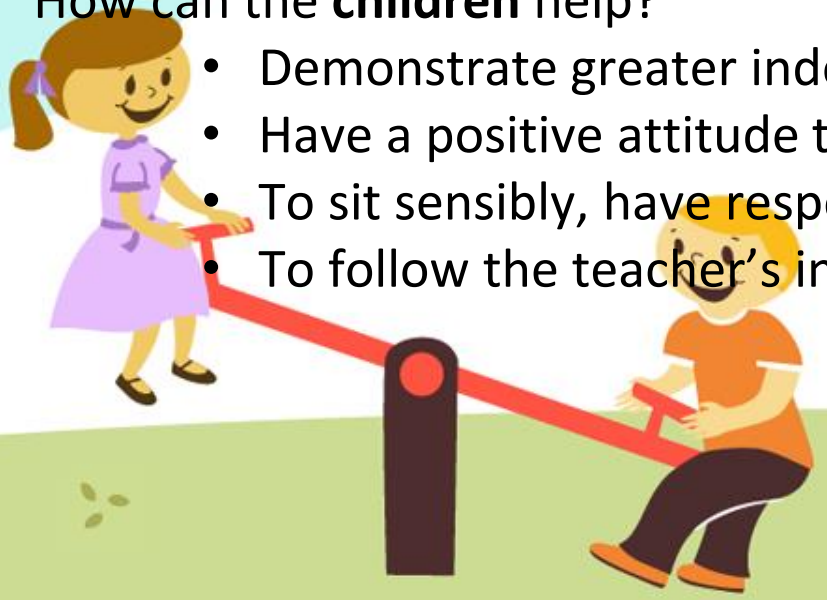
# The National Curriculum
# Wellbeing and Lifelong Learning

How can you help?

- Encourage your child to show you information from school
- Encourage your child to get their clothes, coat and snack ready the night before, ensuring they have everything they need for the next school day
- Promote table manners and social skills at home
- Encourage your child to talk positively about their learning and friends

How can the **children** help?

- Demonstrate greater independence
- Have a positive attitude to their learning
- To sit sensibly, have respect for others
- To follow the teacher's instructions
- To try their best to wash their hands properly
- To give homework to the teacher on time
- To listen and be respectful with support workers in class
- Maintain a growth mindset – **'I can do it!' 'A mistake is a learning step!'**



# Assessment at High Lane

**At High Lane, our priority is happy, healthy children who reach <u>their</u> full potential. We spend lots of time getting to know your children to better understand their strengths and areas where they may need more practice and support.**

**The 'Road to Recovery'**

The past two years have been very unpredictable for children, families and school staff. We have worked hard as a school to develop a recovery curriculum to support the needs of our children. We feel confident in our curriculum as our practice is already to ensure we understand any gaps in learning and plan for learning that is personalised to meet your child's needs.

To help us to assess your child's understanding and progress we use:

- On-going assessment of work in books and discussions and interactions in class
- Recording independent application of knowledge and skills in a range of activities
- Assessments at the beginning and end of units to show progress
- End of term/year tests

# Assessment at High Lane

**Reporting your child's attainment and progress**

We make judgements as to whether your child is working at 'age related expectations' throughout the year. We talk to you about these at parents evenings and report this through your child's end of year report. You can also contact your Classteacher at any time in the year to discuss your child's progress.

# Home/School Partnership

A good home/school relationship is essential if we are to provide the best all around education and preparation for the future.

How we can help:

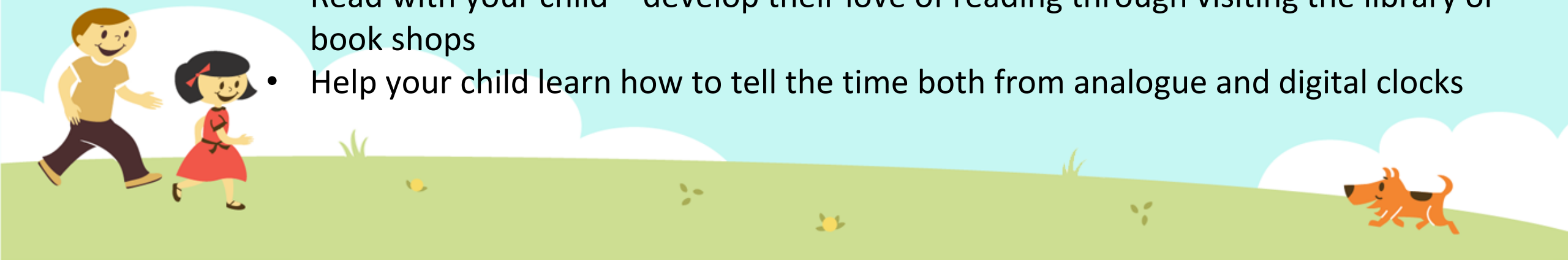
- Making sure your child is safe, happy, cared for and learning well whilst at school
- Keeping communication channels open
- Providing you with information like this
- Informing you of upcoming events
- Making you feel welcome when you visit
- Ensuring school rules are applied consistently

# Home/School Partnership

A good home/school relationship is essential if we are to provide the best all around education and preparation for the future.

How **you** can help:

- Ensure your child has all the equipment/uniform they need - including in date inhalers/medication
- Reinforce school rules when on school grounds (social distancing, keeping your child with you a all times, wearing a mask)
- Ensuring child's reading and homework books are in school on the correct days
- Keep communication channels open - Check Class Dojo and Parent Mail regularly!
- Attending meetings like this
    - Support fundraising  and PTFA efforts where possible
        - Read with your child – develop their love of reading through visiting the library or book shops
        - Help your child learn how to tell the time both from analogue and digital clocks



# What to do if you have a question or concern

- **First** – Please make an appointment to speak to see **me**. **Contact me through Class Dojo or phone the school office so we can arrange a time that is best to talk over the phone.** I will be able to take action to address it or suggest who can help.
- **Second** – If you feel that you need to take your concern further, you can make an appointment with Mrs Humphries.

If something happens at home that you feel we need to know about (e.g. family bereavement):

Please let us know as soon as possible if you are able.
This information is confidential and will only be shared on a 'need to know basis'.
Please contact the school office straight away if there are changes to contact details or your child's medical information

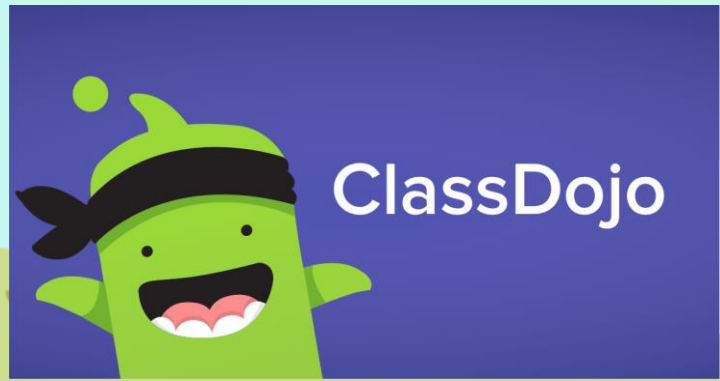
# Class Dojo

Class Dojo allows families to become part of our school community and is a great communication tool between home and school.

So that everybody can really make the most of Class Dojo, please remember these important points:

- Please ensure that any comments made are positive and linked to your child's learning or wellbeing.
- Teachers will try to respond to you within 3 working days. During the evenings and weekends, teachers may set their Dojo to 'quiet time' so do not expect a response during these times.
- **Do not** share photographs from Class Dojo on social media, when other children other than your own are in the photograph.
- Please **do not** use Class Dojo to inform teachers of absences or appointments. If in doubt of who to contact, please refer to the **Information for parents** leaflet sent home at the beginning of the year.

- We will be moving classes over to their new year groups and teachers at the end of the year.



# Homework

**Over the past few years, we have spent a lot of time designing our homework policy to ensure appropriate tasks and amount of homework is set for each age group. We have also spent the last year reflecting on how we can use our remote learning experiences to support us in improving our homework policy further and will continue to develop the policy with this in mind.**

**Daily Reading -** It is important for your child to read aloud daily to an adult. This can be a book from school or a book from home. Please complete the reading record with your child wherever possible.

**Spellings -** Spellings will be sent home via Class Dojo or Google Classroom and set electronically on Spelling Shed. They can be practiced on the spelling shed website or on separate pieces of paper.

**Maths Shed Activities -** Online activities will be set each week. Please let me know if your child cannot access these at home.

**Please note...**
Additional homework may start to be set via Class Dojo or Google Classrooms to support other areas of learning. A message will be sent via ClassDojo to confirm this as and when appropriate.
Please watch out for logins at the beginning of the year.

# Reading

**Reading is one of the most important parts of your child's development!**

- It is important for your child to read aloud daily to an adult. This can be a book from school or a book from home.
- Please complete the reading record with your child wherever possible. This helps us to understand the range of books your child is reading.
- Reading Owls Website can be used for additional electronic books.
- Wherever possible, read with your child and develop their love of reading through visiting the library or book shops

Useful websites:

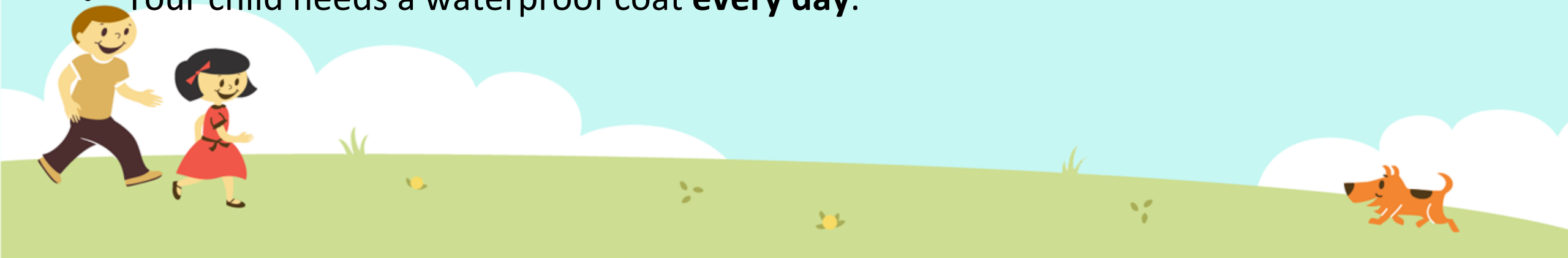
- http://www.lovereading4kids.co.uk
- http://www.readingzone.com/
- https://www.waterstones.com/campaign/books-of-the-month

| Percentile Rank | Minutes of Reading Per Day | Baseline - Words Read Per Year | Plus 10 Minutes – Words Read Per Year | Percentage Increase In Word Exposure |
|---|---|---|---|---|
| 98 | 65 | 4,358,000 | 5,028,462 | 15% |
| 90 | 21.1 | 1,823,000 | 2,686,981 | 47% |
| 80 | 14.2 | 1,146,000 | 1,953,042 | 70% |
| 70 | 9.6 | 622,000 | 1,269,917 | 104% |
| 60 | 6.5 | 432,000 | 1,096,615 | 154% |
| 50 | 4.6 | 282,000 | 895,043 | 217% |
| 40 | 3.2 | 200,000 | 825,000 | 313% |
| 30 | 1.8 | 106,000 | 694,889 | 556% |
| 20 | 0.7 | 21,000 | 321,000 | 1429% |
| 10 | 0.1 | 8,000 | Based on reading level, ~300,000 words | |
| 2 | 0 | 0 | | |

Distribution of time spent reading books outside of school, with estimated words read per year and projection of increased words per year if each child's average daily time spent reading were increased by ten minutes. Adapted from *Adams (2006)*, with baseline data from *Anderson, Wilson and Fielding (1988)*.

# What does your child need to have in school?

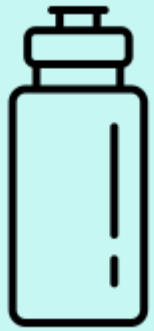
- School Uniform: Your child should wear school uniform on all days expect PE days
- On PE days: Your child must wear . This should include trainers that your child can fasten themselves. Please be mindful of the weather as we move into winter.
- Your child needs a jumper or cardigan **every day** as the classroom is cooler when our windows are open.
- Your child needs a waterproof coat **every day**.



# What does your child need to have in school?

- Your child needs to keep a face mask/scarf in school for first aid purposes.
- Your child may keep a wash bag in school with soap and moisturiser.
- A healthy **nut-free** snack in their **coat pocket**.
    - A lunchbox if your child has packed lunches.
        - ***If your child has a school dinner, please ensure you have made the menu selections on time.***
- **Inhaler** (if needed)
- Children **don't** need their own stationery, we have provided your child with their own pencil case with all the equipment they need.

# Water Bottles



**Children need to bring a clean water bottle to school everyday.**

- In the morning, children will place their water bottles (filled and cleaned at home) into a container on their lunch trolley.
- Water bottles will then be cleaned and distributed in class.
- Water bottles will be taken home at the end of each day and returned each morning.

**Please note...**

**Only water should be put in the water bottles**

**Only 0.5l water bottles with wide necks should be sent into school**

# Special Educational Needs and Disabilities

Children and young people with SEND have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age.

SEND can be in the areas of:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

Around one in five children has SEND at some point during their school years. Some children have SEND right through their time in school.

# What to do if you think your child may have SEND?

- Don’t worry! There is a lot we can all do to make sure they are happy and learn well at school.
- Speak to your child’s class teacher. They will make a note of your concerns and make sure they are passed on.
- Arrange an appointment to speak to the school SENCO (Mrs Humphries/Miss Royle).

You know your child best. Your opinions are invaluable in helping us to find the right support for him or her.

# What will we do if we think your child may have SEND?

- We will talk with you about why we think your child may benefit from SEN Support.
- We may carry out additional assessments to help us personalise his/her learning.
- A shared plan will be put in place, with targets and strategies to help them (Support Plan). You will be asked for your input into this.
- They may be offered time in one of our intervention groups. These are usually led by teaching assistants. TAs are trained and experienced in leading the interventions we offer. **Not all children in interventions have SEND, some just need a little more time achieving an objective/concept.**
    - We may ask for additional input from external experts. You will always be asked for your permission before this happens.
    - We will ask you if you would like to share any background information from your child's early childhood that you feel is relevant to us understanding and supporting your child's needs.

- You can find out more about the school's approach to SEND from:

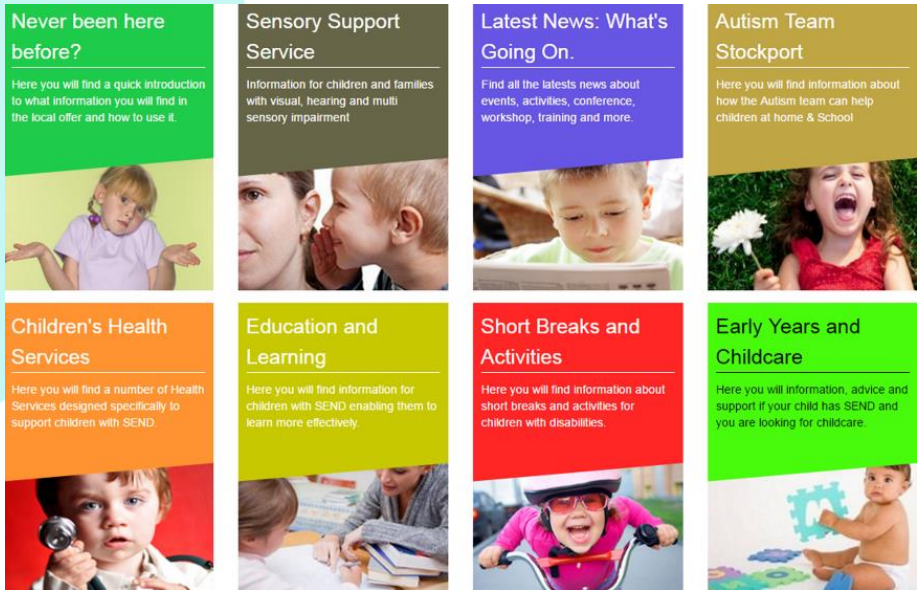
  - The school's website

    http://www.highlane.stockport.sch.uk

  - Stockport's Local Offer Website – a 'one stop shop' for all things SEND.

    https://stockport.fsd.org.uk

    Or search 'Stockport SEND'



# Thank you for your time.

Please do not hesitate to contact me via Class Dojo with any questions you may have.