



**St Michael's**  
C.E. Primary School

**Welcome to Year 3!**

# Senior Leadership Team



Mrs S-A Roberts  
Headteacher



Mr R Bhatti  
Deputy  
Headteacher



Mr T Immanuel  
Deputy  
Headteacher



Ms G Joyce  
Assistant  
Headteacher for  
Inclusion



Mrs C Bird  
Assistant  
Headteacher



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# Welcome to St Michael's!



Miss H Ducille  
Y3 Teacher



Miss S Timerick  
Y3 Teacher



Miss L King  
Y3 Teacher



Miss H Perrin, Miss C Robinson and Miss Cuffy  
Y3 Teaching Assistants



Mrs C Brazier  
LKS2 Teacher/Phase Leader



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*Courage to Flourish in the Love of  
God*

# *Courage to Flourish in the Love of God*



Our school vision and values support building positive relationships and teach everyone how to live within both our community and as good citizens of the world.

# School Prayer

God of Love ,

Bless our school and make  
us strong and courageous  
in everything that we do.

Help us to flourish in the  
love of God.

Amen



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# St Michael's Church



As a Church school, we have strong links with St Michael's Church and liaise closely with Reverend Ruth who visits us regularly. Reverend Ruth will visit throughout the year to lead Collective Worship.



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# High expectations!

We want all of our children to have a good character and be successful in their:

- Relationships and behaviour
- Attendance
- Learning
- Achievements in class and extra curricular activities



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# The role of Parents and Carers

Crucial in developing and maintaining good relationships, behaviour and successful learning and outcomes. We work with parents to:

- Take part in the life of the school
- Support the school help your child follow the school rules and achieve their best
- Build positive relationships with the school and work together so that your child receives consistent messages
- Attend all parental consultations and meetings during the year
- Celebrate your child's successes in school



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# The importance of good attendance

- Children have the right to attend school and receive a full time education
- Good attendance gives your child the chance to achieve their best
- Attendance below 90% is classed as persistently absent (PA) - one day a fortnight being missed!
- St Michael's current PA is 18%!
- Class teachers receive a half termly update with the details of the PA children in the class

0 days off in a year 0 lessons missed	100%
2 days off in a year 10 lessons missed	99%
5 days off in a year 25 lessons missed	97%
10 days off in a year 50 lessons missed	95%
14 days off in a year 70 lessons missed	93%
20 days off in a year 100 lessons missed	90%



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# Attendance – Fixed Penalty Notices

- Starting on August 19th, 2024, a new National Framework for Penalty Notices was introduced across England. This is a government-led initiative to create more consistency in how penalty notices are used for unauthorised absences, such as term-time holidays.
- Under the new framework:
- The penalty will remain at £80 if paid within 21 days, or £160 if paid after 21 days but within 28 days.
- If the penalty is not paid within 28 days, the local authority will have to decide whether to prosecute for the original offence or withdraw the notice.
- This change is being made by the Department for Education, not by our school.



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# ATTENDANCE

# WHAT THE NEW RULES MEAN FOR ME

# 1

I'm a single parent of one child and we want to go on holiday for a week.

Your holiday will not be authorised and you must talk to the school before you book anything. Because your child will miss 5 school days you will be given a penalty notice fine. The fine is £160 but if you pay it in 21 days it will be reduced to £80.

# £160



# 2

FOR EVERY CHILD A PENALTY IS GIVEN.



+ £160 + £160 + £160 + £160

4 children & 1 parent = £640

Reduced to £320 if paid in 21 days

# IRREGULAR ATTENDANCE

# 10 IN 10

# 5

If your child is absent for 10 or more sessions in 10 weeks and their absences are unauthorised. The school will consider prosecution.

# 1 Day = 2 Sessions

# 3

# FOR A FAMILY OF TWO PARENTS



+ £160 + £160 + £160 + £160

4 children & 2 parents =  
**£1280**

Reduced to £640 if paid in 21 days

If in any period of not more than 3 years, your child has a 2nd and 3rd leave of absence or pattern of irregular attendance...

# 4

# 2ND TIME

2 parents and  
1 child = £320  
2 children = 640  
3 children = 960  
4 children = 1280

No discount for early payment



# 3RD TIME

A penalty notice fine will not be given. Instead, your case will be taken to court.  
A magistrate can fine each parent  
£2500 for each child  
**1 parent & 4 children = £10,000**  
**2 parents & 4 children = £20,000**



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# The St Michael's Way. Our Behaviour Curriculum

At St Michael's, we develop children's character and Christian spirit through our behaviour curriculum, called, 'The St Michael's Way'.

Staff teach weekly behaviour lessons focusing on a different aspect of the Behaviour Curriculum.

Teachers will demonstrate these behaviours and ensure pupils have time to practise these.



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# Our School Rules



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At St Michael's CE Primary School, our learning behaviours are:

**Be Ready**

**Be Respectful**

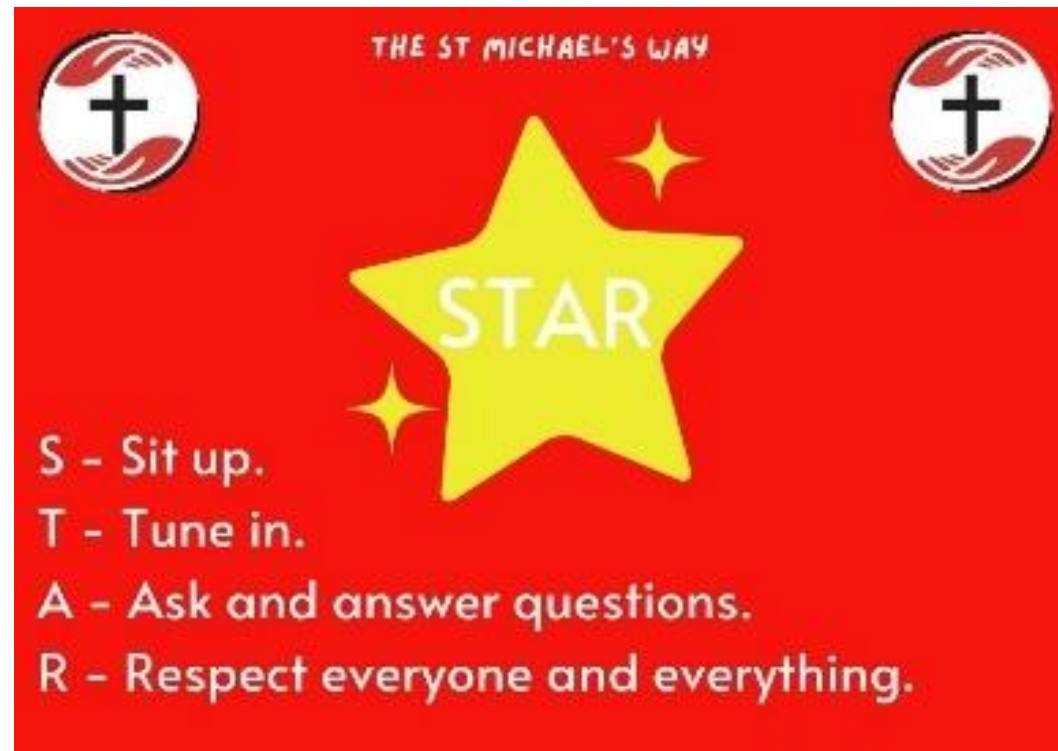
**Be Responsible**





# STAR Behaviour

Children will be encouraged to exhibit STAR behaviours. When pupils are noticed for exhibiting the star behaviours, they will move up the Zone Board.



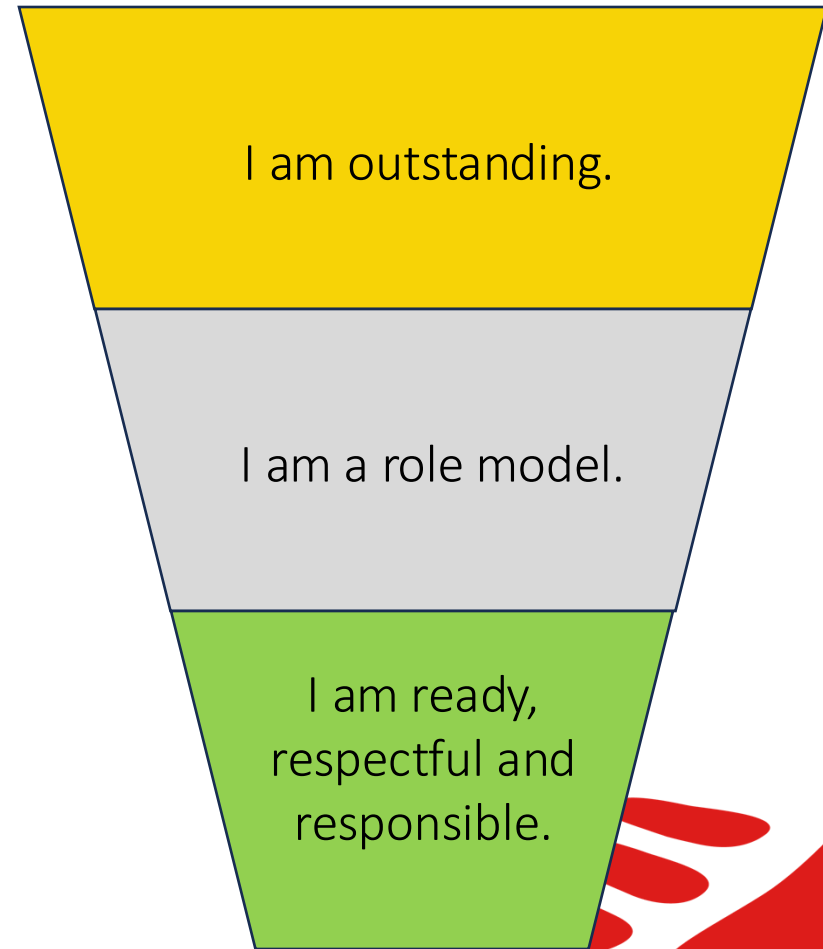
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# Zone Board

Each classroom has a behaviour board which contains a Zone Board. Each child starts in the green zone and can move up the Zone Board for showing positive behaviour.

**Each new day is a fresh start.**



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Staff will explicitly teach the children the appropriate voice levels for different activities.

# Voice Levels



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When moving around the school building children should demonstrate appropriate behaviour by following WOW Walking.

# Wow Walking



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Children are expected to use Marvellous Manners at all times both in and out of the classroom.

# Marvellous Manners



**MARVELLOUS MANNERS**

#1 Say 'please' when you are asking for something.

#2 Say 'thank you' to show gratitude.

#3 Let any waiting adults through a doorway.

#4 Say 'good morning/afternoon' to adults if spoken to.

#5 Wait patiently for an adult to speak before speaking.

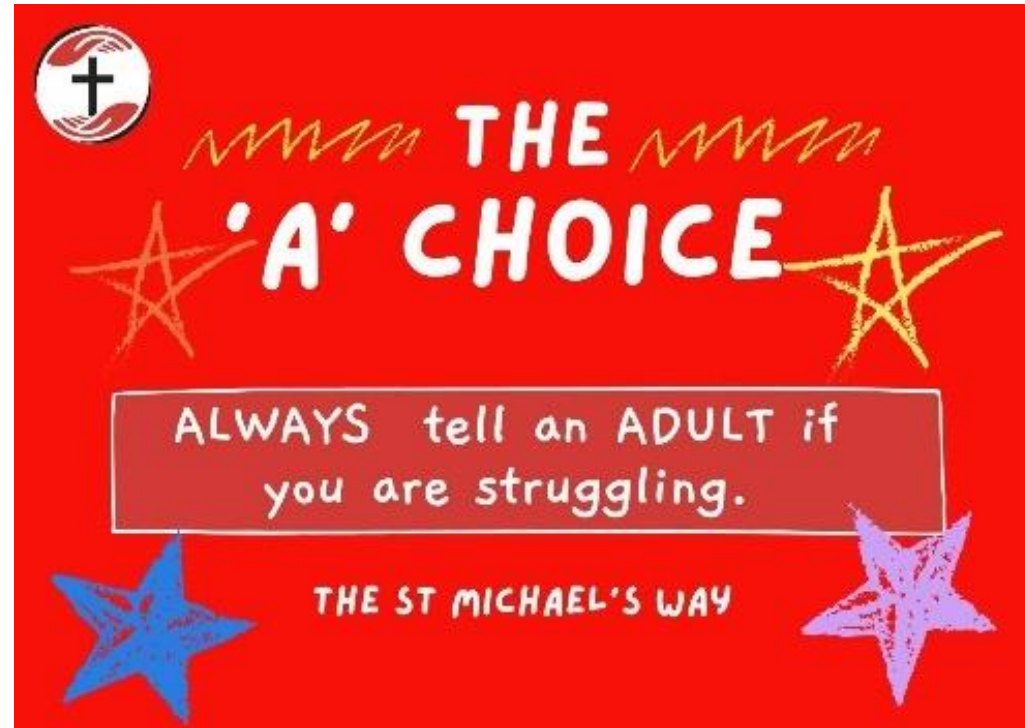
THE ST MICHAEL'S WAY



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# The A Choice

We ask children to tell an adult if they are struggling (this may be with another pupil) or with their own behaviour. We ask them to make the 'A' choice.



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# Recognition and Rewards

Verbal and non-verbal praise for choices

Use of class Zone Board for learning behaviours

Phone calls home to parents/carers

Praise postcard from class teachers or senior leaders

Weekly Celebration Worship

Half-termly Headteacher Awards

Pupil of the Month

Team Points



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**IF YOU REWARD CHILDREN  
FOR GOING OVER AND ABOVE  
THEN THERE IS NO LIMIT TO  
THEIR EXCELLENT  
BEHAVIOUR. [#ADULTSCHANGE](#)**

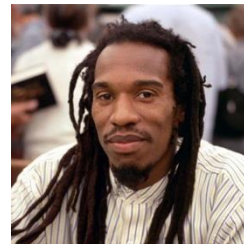


# Team Points

- Children from every class are allocated a Team. The team system is an effective way of promoting team spirit and encouraging children to aim high and take pride in achieving Team Points.
- The Team who has earned the most points over a term will be given a choice of reward.
- There will be winning team each half term, who will be able to come to school in their team colours on the last Thursday of the half term. Parents will be informed via text.



**Biles**  
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**Zephaniah**  
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# Managing and Modifying Negative Behaviour

"Inevitability of the consequence, not the severity"

"What you ignore you permit and what you permit you condone"

Tom Bennett



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# A Stepped Approach

1. Redirection – Gentle encouragement/guidance.

2. Reminder – A reminder of the expectations – Be Ready, Be Respectful, Be Responsible - delivered privately wherever possible. The teacher makes learner aware of their behaviour. The learner has a choice to do the right thing.

3. Last chance – The child is spoken to privately and given a final opportunity to engage. They are offered a positive choice to do so and reminded that this is their time to reflect.

4. Time owed – The child will be given a red card and a consequence given to miss some of their social time. A restorative conversation will take place.

5. Internal referral – Work completed in an alternative location in the school. Time will also be spent with a member of the Senior Leadership Team during social time reflecting on their behaviour choices and identifying positive steps for the future.

6. Formal meeting – There will be a formal meeting with the Headteacher where there will then be agreed targets that will be monitored over the course of two weeks.



# Uniform

- 
- White polo shirt (with/without logo).
  - Red sweatshirt or cardigan (with or without logo).
  - Grey or black trousers, skirt or pinafore.
  - Red and white check dress (summer).
  - Grey or black shorts (summer).
  - Black shoes.
- 



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# Uniform

Uniform is available to order from Kids Essentials in Northfield.

<https://kidsessentialsschoolwearbirmingham.co.uk/>



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# PE Kit

Red or Black Shorts
White T-Shirt
Black Pumps/Trainers
Red PE Hoodie with Logo
Tracksuit bottoms/warm tops needed for outdoor games in winter



Pumps are needed for indoor PE and must come in a separate bag for children to change into for the lesson. Trainers are not to be worn inside. Please make sure that your child has a pair of pumps onsite in case the weather means we need to do P.E inside.



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# Water and Snacks

You are asked to send in a water bottle each day and children are encouraged to drink throughout the day. The bottles are kept in a basket in the classroom. Please label your child's bottle to ensure they can find it.

They are offered water or milk and a piece of fruit. You can order your child toast through School Fund united for 25p per day.



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# Lunch

You will need to order the school meal from School Fund United. If you wish to provide your child with a packed lunch the lunch boxes should be **nut free and kiwi free** to ensure there are no issues with allergies. Water should be provided for lunch time.



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# Lunchtime

This year we are splitting lunchtime so that children have plenty of time to eat, play and get ready for learning in the afternoon.

This is to ensure that:

- Children have a calm afternoon;
- Children are ready to learn
- Conflicts from the playground have been resolved.



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# Maths



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<b>Year 3</b>	Number: Place Value	Number: Addition and Subtraction	Number: Multiplication and Division	Number: Fractions	Number: Fractions	Geometry: Shape
	Number: Addition and Subtraction	Number: Multiplication and Division	Measurement: Length and Perimeter	Measurement: Mass and Capacity	Measurement: Money Measurement: Time	Statistics

White Rose Maths

Teach using the concrete, pictorial, abstract methods.

Daily arithmetic practise we call MOT

Daily Reasoning and Problem Solving



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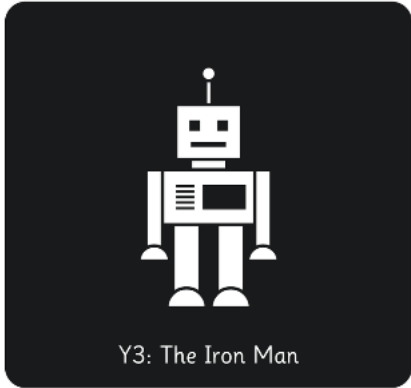
Times tables



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# Writing



## Genres

- Narrative
- Recounts
- Newspaper report
- Letters
- Explanation

- Daily sentence practice
- Extended writing twice per half term




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# History and Geography

<p><b>History</b></p>		<p>Stone Age, Iron Age, Bronze Age</p> <p>Was it better to live in the Stone Age, Iron Age or the Bronze Age and why?</p>		<p>Ancient Egypt</p> <p>What makes the Egyptians a successful civilisation?</p>	<p>Reign Over Us</p> <p>Which Monarch had the greatest impact on life in Britain and why?</p>
<p><b>Geography</b></p>	<p>Journey to Europe</p> <p>Which country would you most like to visit and why?</p>		<p>Climates and Biomes</p> <p>What are biomes and climate zones?</p>		



# Wider Curriculum



# 3D Timetable - Autumn 1

	8:50 – 9:10	9.15-10.15	10.15 – 10.30	10:35 – 11.30	11:30- 12.10	12.10- 12.25	12.25 – 1.25	1.25-1.40	1.40-2.25	2.25-3		3:00- 3:10
<b>Mon</b>	Collective worship	Writing	Playtime	Maths	Reading	Times Table booklet	Lunchtime	Handwriting	Science	Spelling test  Teach Spellings 2.25-2.45	St Michael's Way Introduce and activity 2.45-3	RFP
<b>Tues</b>	Brass 8.45-9.35	After brass instruments packed away Handwriting 9.45-10.10		Writing	Reading	Times Table booklet		Handwriting	Maths	PE 2.25-3		RFP
<b>Wed</b>	Collective Worship	Writing		Maths	Reading	Times Table booklet		Handwriting	MFL/Computing Alternate each week.	PE 2.25-3		RFP
<b>Thurs</b>	Collective Worship  Spacemaker	Writing		Maths	Reading	Times Table booklet		Handwriting	Geography	ART		RFP
<b>Fri</b>	Collective Worship  Praise	Writing		Maths	Reading	Times Table booklet		Handwriting	RE	PSHE		RFP

# 3T Timetable - Autumn 1

	8:50 – 9:10	9.15-10.15	10.15 – 10.30	10:35 – 11.30	11:30-12.10	12.10-12.25	12.25 – 1.25	1.25-1.40	1.40-2.25	2.25-3		3:00-3:10
Mon	Collective worship	Writing	Play time	Maths	Reading	Times Table booklet	Lun chti me	Handwriting	PE 1.40-2.25	Spelling test  Teach Spellings 2.25-2.45	St Michael's Way Introduce and activity 2.45-3	RFP
Tues	Collective Worship	Writing		Reading 10.30-11.10	Brass 11.10-12.10	Times Table booklet		Handwriting	Maths	Science	RFP	
Wed	Collective Worship	Writing		Maths	Reading	Times Table booklet		Handwriting	PE 1.40-2.25	Computing/MFL Alternate each week	RFP	
Thurs	Collective Worship  Spacemaker	Writing		Maths	Reading	Times Table booklet		Handwriting	Geography	ART	RFP	
Fri	Collective Worship  Praise	Writing	Maths	Reading	Times Table booklet	Handwriting	RE	PSHE	RFP			

# Homework and how to help your child at home

- Reading – read the book sent home with your child and complete their reading record daily.
- Spelling – complete the weekly homework sheet, practice their weekly spellings with them and you can also go on spelling shed with them.
- Maths – Times Table Rockstars- more chance of moving up in the 99 club.
- Extra curricular activities- choir and others added throughout the year.



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# School Development Plan

**To enhance the teaching, learning and assessment experiences for pupils with Special Educational Needs and Disabilities.**

**Key Performance Indicators:**

- Pupils with Special Educational Needs and Disabilities at St Michael's CE Primary School will experience personalised and effective teaching, learning, and assessment practices tailored to their individual needs.
- The school is fully engaged with the consortium Developing Local Provision (DLP) project.
- Classroom walls reflect diversity and inclusion
- Resources are easily accessible so that children are supported to access the curriculum.
- Reduced persistent absence rate for all SEND pupils
- Reduced number of exclusions / suspensions
- Improved percentage of all SEND pupils achieving age related expectations in Reading in Years 2 and 6.
- Improved reading ages for children with SEND
- Specialist provision that facilitates personalised expertly delivered a curriculum for those children with ASC.



**School Development Plan**  
2024-2025

**To review and adapt the core curriculum to address the diverse learning needs of all students – focus on reading, writing and maths.**

**Key Performance Indicators:**

- Improved outcomes in reading, writing and maths across the school.
- Improved outcomes in the Year 4 Multiplication Check.
- The diverse learning needs of all students, including those with SEND and disadvantaged backgrounds, will be addressed effectively, leading to improved engagement, progress, and outcomes across these key subject areas.
- The school will see increased student achievement, confidence, and overall well-being, creating a more inclusive and supportive learning environment for all learners.

**To enhance the provision and delivery of foreign languages, music and computing.**

**Key Performance Indicators:**

- Updated and revised curriculum and scheme of work in line with National Curriculum expectations.
- Identification of areas for improvement that feed into professional development cycle.
- Improved outcomes in these subject areas.

**To ensure that the roles, responsibilities and accountability of all leaders (HT, DHTs, AHTs, Phase Leaders) are clear to all.**

**Key Performance Indicators:**

- A structured accountability framework will further develop a culture of transparency and ownership among leaders, ultimately benefiting the entire school community.
- Leaders will have an even better understanding of their duties, leading to increased efficiency and effectiveness in driving the school towards its goals.

**To ensure current teaching methods and practices impact effectively on pupil outcomes through the development of a comprehensive Teaching and Learning Framework.**

**Key Performance Indicators:**

- Pupils at St Michael's CE Primary School will benefit from improved teaching practices that are tailored to their needs, leading to enhanced learning outcomes and overall academic achievement
- The systematic review, revision, and monitoring of teaching methods will ensure that all pupils, including those with SEND and those from disadvantaged backgrounds, receive high-quality education that prepares them for success in their future endeavours.
- All teachers are judged to be "good" or better, including all ECTS meeting career-stage expectations.

**To review the impact of the school's Christian distinctiveness.**

**Key Performance Indicators:**

- Quality of teaching in RE will be at least good.
- Through its vision and practice, the school is living up to its foundation as a Church school and is enabling pupils and adults to flourish.
- The culture encourages justice and courageous advocacy, enabling pupils to make ethical choices and to be agents of change.
- Eco award achieved.
- Spirituality opportunities within the curriculum enhances and enriches individuals' spiritual development.
- The religious education curriculum is challenging, accurate, well sequenced, well-balanced, relevant, and diverse.
- Assessment will be used to inform adaptive teaching to ensure good outcomes for all.



We look forward to working in partnership with you to ensure that your child has a successful year and achieves their very best!



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