



# Boughton Primary School

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Head Teacher:

Mary James

Senior Leaders:

Jodie Sadler (Deputy Head Teacher)

Elaine Webster (School Business Manager)

21<sup>st</sup> September 2018

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Dear Parents

We are fully back in the swing of things now and the summer holiday is a distant memory! The children all seem to have returned with a very positive attitude to their learning and behaviour. Last week we welcomed our new Reception class and they are settling in very well, thanks to their Year 6 chums.

I thought it was timely to write to you, to inform you of some arrangements during the coming term.

## **Teachers' PPA (Planning, Assessment and Preparation time)**

As you will be aware, all teachers are entitled to time out of the classroom each week, in order that they can fulfil their duties regarding planning, preparation and assessment. This is a statutory entitlement and we try our best to ensure that we use our own Boughton Primary staff to cover in order to minimise disruption to the children. The PPA timetable is:

Monday afternoon: Mrs Cook, covered by Mrs Hamlyn and Mrs Augustin

Miss Page, covered by Mrs Osborne and Mrs Warfield

Miss Henson, covered by Miss Goodman

Tuesday afternoon: Miss Willix, covered by Mrs Osborne and Mrs Loveday

Miss Croxford, covered by Miss Goodman

Wednesday afternoon: Miss Sadler\*, covered by Miss Goodman (\*time to fulfil management duties)

Thursday afternoon: Mrs de Pass, covered by Miss Goodman

Friday afternoon: Miss Sadler, covered by Miss Goodman

All of our teachers also have additional responsibilities, for example, leading a subject across the school or co-ordinating provision for special educational needs; this means that they will sometimes have additional time out of the classroom to fulfil these extra duties.

In addition, we have some staff training and development during the next few weeks. Some of these sessions or days will be covered by supply teachers; again, where possible, we use internal cover so that your children are working with familiar adults each day.

In my experience, a small amount of disruption now will pay dividends in the long term, as we further strengthen the skill-set of our team.

## Progress Books Y1 to Y6 and Reporting to Parents

At our staff meeting last week we mapped out the dates for Progress Books to be sent home each term (see below). We have made a few adjustments to how these will look, with some differences between Y1, Y2 and KS2.

Parents with older children in the school will be aware of our “Learning Ladders” in the books. We will be continuing these but have changed the timing and method of assessments to inform them. In order that we capitalise on opportunities to address gaps in learning, we have moved the timings of the standardised tests we use from Y2 to Y6, to fall in line with the Statutory Assessment Tasks (SATS) in May. We use PIRA (Progress in Reading Assessment) and PUMA (Progress and Understanding Maths Assessment), which generate a scaled score. These assessments will take place at the end of term 1, term 3 and term 5; the outcomes will be combined with ongoing teacher assessment and reported via the Learning Ladders in November, March and June.

The targets set at the start of each term within the progress books will be based on a combination of the curriculum coverage for the term, alongside the gaps in each child’s knowledge, understanding or application of skills identified through ongoing, day-to-day teacher assessment.

In Y1 the process is slightly different as we will not introduce scaled score assessments until the summer term. Therefore, the progress book will be used to identify what the class will be working on over the next 6 weeks, with targets for children to meet expectations or beyond (bronze, silver, gold), which will be differentiated according to individual abilities and needs; plus ways to support your child’s learning at home. Progress books will be sent out in line with the other year groups and parent comments are invited within these each term.

<b>Date</b>	<b>What to expect</b>
Monday 24 <sup>th</sup> September 2018	Progress Book 1: targets for term 1
Monday 15 <sup>th</sup> October 2018 4 – 7p.m.	Informal Parents’ Evening – an opportunity to see your child’s work so far this year and chat to their teacher and teaching assistant
Monday 5 <sup>th</sup> November 2018	Progress Book 2: learning ladder update (Y2-Y6), targets for term 2
Monday 14 <sup>th</sup> January 2018	Progress Book 3: targets for term 3
Monday 4 <sup>th</sup> March 2018	Progress Book 4: learning ladder update (Y2 – Y6), targets for term 4
Week commencing 11 <sup>th</sup> March 2018 (days and times to be confirmed)	Formal Parents’ Evening – 10 minute appointment with your child’s teacher to discuss progress, attainment and targets for the rest of the year
Monday 29 <sup>th</sup> April 2018	Progress Book 5: targets for term 5
Monday 10 <sup>th</sup> June 2018	Progress Book 6: learning ladder update (Y2 – Y6), targets for term 6
Friday 12 <sup>th</sup> July 2018	End of year reports

In line with feedback from parents, we have adjusted the progress sheets that go home in the progress books. These now feature a grade for three additional areas:

*Readiness for Learning; Behaviour for Learning; Effort in Learning (see overleaf).*

Readiness for learning (A, B, C)		Behaviour for learning (A, B, C)		Effort in learning (A, B, C)	
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This means being prepared with everything they need, e.g. reading book, homework, PE kit.	This means behaviour in lessons, attitude to learning.	This means working to full capacity in order to reach potential.
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We have added these additional grades to give an indication of each pupil's approach to learning in the classroom, in order that parents can give due praise for excellence in these areas or talk with their children about any reasons there may be if the grades are lower than expected.

The progress book is just one way of keeping parents informed and in no way replaces conversations about learning and effort at school; do make sure you attend our parents' evenings in order to discuss any aspect of your child's progress and achievement.

### **Minimum Expectations for homework and support at home**

We ask that children in all year groups read a minimum of **5 times** per week.

With *emerging* readers, this will usually involve an adult reading to them, sharing bedtime stories, beginning to identify sounds, letters and words in texts.

With *developing* readers, we ask that the children become more independent in their reading habits but still have the opportunity to read with and be read to by an adult at home.

*Established* readers will usually be reading completely independently but even in Y5 and Y6 we shouldn't underestimate the value of being read to! This is not because the children can't do it themselves but because it can really help to bring a book to life and make reading an even more enjoyable experience.

Every year group from Y1 to Y6 provides information to parents regarding home-learning opportunities. As a minimum, we ask that children practise the following **each week**, according to their age/stage of learning:

*Phonemes (sounds), including the alternative spellings for sounds already learnt; spellings patterns when these are introduced*

*Common Exception Words – reading and spelling (in isolation, then in the context of sentences/stories)*

*Counting, number bonds, addition and subtraction (increasing the number range as children become secure)*

*Multiplication tables and the corresponding division facts*

As each element is secure, children move on to use and apply their knowledge in different contexts. In this way they are heading towards mastery of each skill or concept.

Yours sincerely

Mary James

Head Teacher

*'Excellence through Effort and Enjoyment'*