

William Ransom Maths Information Evening



The background of the slide is a collection of colorful wooden blocks scattered on a light pink surface. The blocks are in various colors including yellow, blue, green, and pink. Some blocks have numbers on them (1, 3, 5, 6, 8, 4, 2, 0), one has an equals sign (=), and another has a decimal point (·).

OUR AIMS OF THE EVENING

To give you an overview of Maths at William Ransom

To show you where our calculation policy can be accessed

To provide you with an insight into the curriculum aims

To provide you with useful links you may wish to use at home

WHITE ROSE

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Autumn term	<p>Number</p> <hr/> <p>Place value</p> <p><i>Free trial</i></p> <p>VIEW</p>				<p>Number</p> <hr/> <p>Addition and subtraction</p> <p>VIEW</p>			<p>Measurement</p> <hr/> <p>Area</p> <p>VIEW</p>	<p>Number</p> <hr/> <p>Multiplication and division A</p> <p>VIEW</p>				<p>Consolidation</p>
Spring term	<p>Number</p> <hr/> <p>Multiplication and division B</p> <p>VIEW</p>			<p>Measurement</p> <hr/> <p>Length and perimeter</p> <p>VIEW</p>		<p>Number</p> <hr/> <p>Fractions</p> <p>VIEW</p>			<p>Number</p> <hr/> <p>Decimals A</p> <p>VIEW</p>				
Summer term	<p>Number</p> <hr/> <p>Decimals B</p> <p>VIEW</p>		<p>Measurement</p> <hr/> <p>Money</p> <p>VIEW</p>		<p>Measurement</p> <hr/> <p>Time</p> <p>VIEW</p>		<p>Consolidation</p>	<p>Geometry</p> <hr/> <p>Shape</p> <p>VIEW</p>		<p>Statistics</p> <p>VIEW</p>	<p>Geometry</p> <hr/> <p>Position and direction</p> <p>VIEW</p>		

WHITE ROSE

Step 1 Represent numbers to 1,000

Step 2 Partition numbers to 1,000

Step 3 Number line to 1,000

Step 4 Thousands

Step 5 Represent numbers to 10,000

Step 6 Partition numbers to 10,000

Step 7 Flexible partitioning of numbers to 10,000

Step 8 Find 1, 10, 100, 1,000 more or less

Step 9 Number line to 10,000

Step 10 Estimate on a number line to 10,000

Step 11 Compare numbers to 10,000

Step 12 Order numbers to 10,000

Step 13 Roman numerals

Step 14 Round to the nearest 10

Step 15 Round to the nearest 100

Step 16 Round to the nearest 1,000

Step 17 Round to the nearest 10, 100 or 1,000

End of block assessment (version B)

The background of the slide is a collection of colorful wooden blocks scattered on a light pink surface. The blocks are in various colors including green, yellow, red, blue, and orange. Some blocks have numbers (1, 2, 3, 4, 9) and mathematical symbols (plus, minus) printed on them. A white rectangular box with a black border is positioned in the upper middle of the slide, containing the text 'THE WEBSITE'.

THE WEBSITE

The website provides all the information needed.

<https://www.wransom.herts.sch.uk/>

Maths information is found under the 'Curriculum' tab at the top



KS1 & 2 Information for Parents

How you can
support your child in
English

English:

- Reading
- Phonics
- Writing
- Speaking and Listening

Bug Club Phonics Overview

Reception

Phases 2, 3 and 4

Year 1

Phase 3 revision

Phase 5 to be completed by May half term

Phase 6 may be taught after the Screening Check depending on the cohort

Year 2

Phase 5 revision/alternatives

Phase 6

Phonics in Year

1

13 – wh ph

14 – ay a-e eigh/ey/ei

15 – ea e-e ie/ey/y

16 – ie i-e y

17 – ow o-e o/oe

18 – ew ue u-e u/oul

19 – aw au al

20 – ir er ear

21 – ou oy

22 – ere/eer are/ear

23 – c k ck ch

Phonics in Year

2

Phase 5 alternatives

24 – c(e) c(i) c(y) sc st se

25 – g(e) g(i) g(y) dge

26 – le mb kn gn wr

27 – tch ea s wa o

Suffixes

-ing

-ed

-s

-es

Prefixes

re-

un-

[Phonics videos – help your child learn to read - Oxford Owl](#)

Google Oxford Owl Phonemes – how to pronounce pure sounds

How to pronounce pure sounds



How to pronounce
pure sounds

Learn how to pronounce all 44 phonics sounds, or phonemes, used in the English language with these helpful examples.

What can you do at home?

- Help your child to complete any Phonics homework they bring home
- Encourage your child to use their phonics when they are reading at home
- Useful websites: phonicsplay.co.uk
topmarks.co.uk
phonicsbloom.com
- Listen to your child read every night – sign and date the Reading Records. Make sure their reading books are in school every day.
- Bug Club reading books set weekly for Years 1 and 2

Useful documents for parents:

- **SPAG Glossary and definitions**
- **Word grids to support spelling**
- **Statutory spellings**
- **End of year writing expectations**
- **Reading Tips for parents**
- **End of year reading expectations**
- **Recommended reading lists by year group**

Keystage 2 -What can you do at home?

READING

Help your child develop fluency in reading

- Regular reading with your child at home (the more the better and please record this in the reading record)
- Prosody – model good intonation and let them imitate you; do some shared reading and echo reading
- Our reading scheme is not a race!

OTHER READING SKILLS

- **Comprehension**
- **Prediction**
- **Inference**
- **Summary**
- **Visualising**
- **Working out the meaning of new vocabulary within and across sentences**

WRITING

- **Spelling (differentiated)**
- **Keystage 2 – joined handwriting**
- **Talk for writing**
- **Free writing/ Write for fun**
- **Full stops & capital letters**

MARKING AND FEEDBACK AT WILLIAM RANSOM



REASONS FOR CHANGE



Pupil voice

Staff voice

Evidence based research

Policy based research

Pupil Voice



“Marking looks like ticks, stickers, stamps and house points.”

“We don’t read the comments because we can’t or they are in joined up.”

“We find it more helpful when a teacher talks to us about our work so we know what to do.”

“We don’t like other children marking our work because we can’t read their writing and they might do it wrong. Sometimes it’s scruffy on our work.”

“We want to see if we have made any mistakes straight away.”

“It’s better when a teacher talks to us because they can explain properly and we don’t have to wait until the next lessons.”

What does the evidence say? ⁺ •

The Education Endowment Foundation suggests effective feedback should:

- **Redirect or refocus either the teacher's or the learner's actions to achieve a goal.**
- **Be specific, accurate and clear.**
- **Encourage and support further effort.**
- **Be given sparingly so that it is meaningful.**
- **Put the onus on students to correct their own mistakes, rather than providing correct answers for them.**
- **Alert the teacher to misconceptions, so that the teacher can address these in subsequent lessons.**

What does the evidence say? ⁺ •

- **While children like praise, some evidence suggests it may be ineffective in improving pupil progress. It may distract the learner away from the learning.**
- **Very little support for acknowledgment marking.**
- **No added benefit to written feedback over verbal.**
- **Correcting mistakes does not support pupil progress.**

**REACH FOR THE
STARS!**





We are going to encourage children to 'reach for the stars' during the feedback process.

What does this mean?

REACH Principles

Our REACH Principles are there to guide teachers and students through the feedback process. Children should be reminded about them and encouraged to engage fully.

	Teachers	Students
Reread	Work with student or a group	On your own or with an adult
Extend	Learning through questioning and support	Your learning by asking questions and for help when you need it
Action	Not acknowledgement and use to inform next lesson	Make your improvements and do your self-evaluation
Challenge	For next time...	For next time...

Self-Evaluation

FEEDBACK



I have found this very tricky and made a lot of mistakes. I have needed lots of help.

+



I have found this tricky in places. I have only made one or two mistakes. I have not needed much help with this.



I have not found this very tricky. I have not needed any help and I have not made any mistakes.

Success criteria can be made more specific, with teacher instruction on how to achieve each number of stars.

Why did you give yourself these stars?

What did you find easy or tricky?

This can be done verbally or with the assistance of an adult, where required.

What will this look like?



- Children using a green pen for; marking, proofreading, editing, self and peer (P) assessment, self-evaluation of learning and responding to feedback
- When you see your child's work it won't tend to have written comments on it. However, teachers may still write in books when going through work with children.
- When you see green pen in books it means they have received feedback and are acting on it.

How are things going?



- **Good understanding shown in assemblies**
- **Positive pupil voice**
- **Positive feedback from external experts**

The Benefits of Change



- **Greater impact for children leading to greater progress**
- **Greater flexibility for teachers**
- **More independent learners**
- **More time available to teachers for planning and assessing**

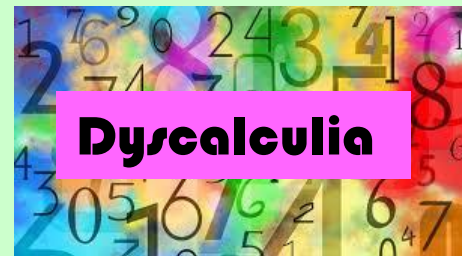
**Mental
Health**



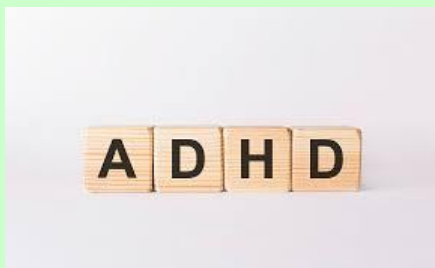
SEND



SENSORY DIFFERENCES



Visual Impairment



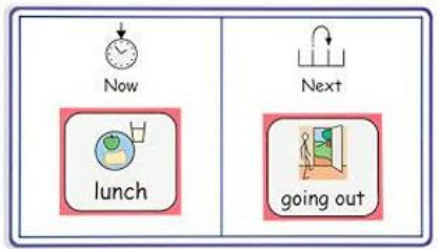
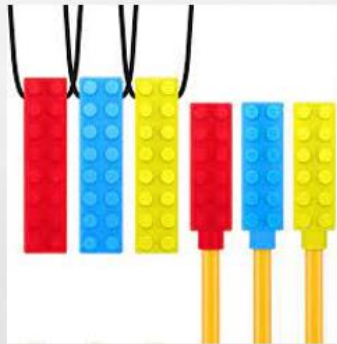
Hearing Impairment



- ✓ Listen and advise
- ✓ Signpost
- ✓ Refer
- ✓ Assess
- ✓ Make 'reasonable adjustments'

- ✗ Diagnose
- ✗ Provide 1:1 support
- ✗ Get EHCPs

(for all the children who have it recommended by another service)



Universal Offer

Therapeutic School

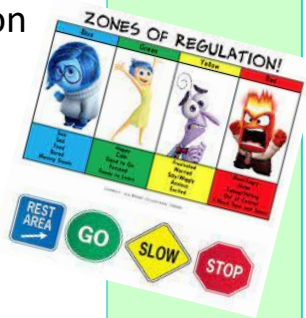
Wellbeing Assemblies

Zones of Regulation

Sycamore Office

PSHE Lessons

Worry Boxes



For Individuals

Sport and Talk

Drawing and Talking

ELSA support

Attachment support

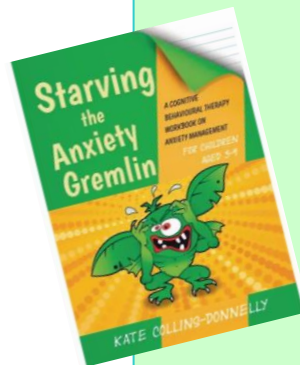
Meet and Greet

Cognitive Behavioural
Therapy books

Circle of Friends

Feelings prism

Individual playground
resources



For groups

Friendship groups

Lego Therapy

Peer Play Leaders

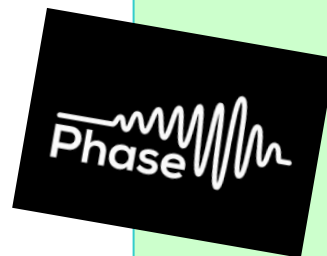


External Providers

PHASE for Y5/6

Boxing Saves Lives

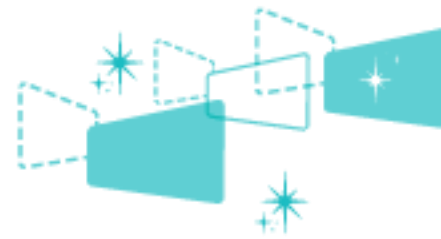
MHST



THE LET GROW EXPERIENCE

Because independence is
childhood's rocket fuel.





When adults step back...
Kids step UP!



It's a simple life-changing
homework assignment:

“Go home and do something new
on your own.”



Climb a tree,
Run an errand,
Make a meal...





The choices are endless and
the impact: ***immediate.***



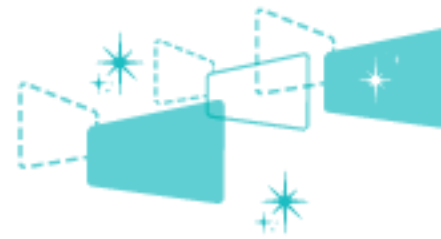
Simply by experiencing
some independence...
kids find themselves:

- ✓ engaged
- ✓ excited
- ✓ and curious



They analyze situations,
evaluate consequences,
and discover how resourceful
they really are.





Everyone sees the change:

- ✓ educators
- ✓ parents
- ✓ the kids themselves



Independence leads to
new problem-solving,
resilience—and joy.





LET GROW



Attendance

Raise your child's attendance

Raise their chances



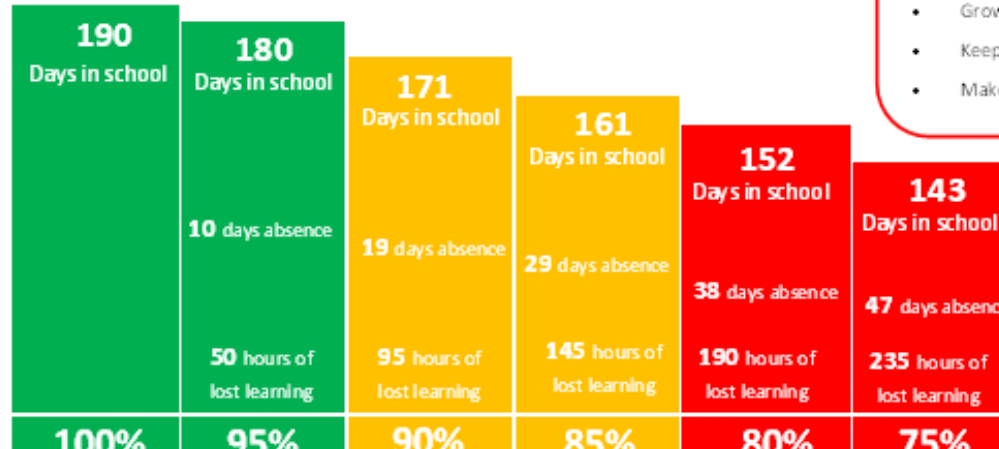


ATTEND TODAY - ACHIEVE TOMORROW!

School and future success starts with good attendance!

When children attend school they:

- Can achieve their full potential
- Have better career prospects
- Learn how to be healthy
- Grow in confidence
- Keep up with the work
- Make new friends

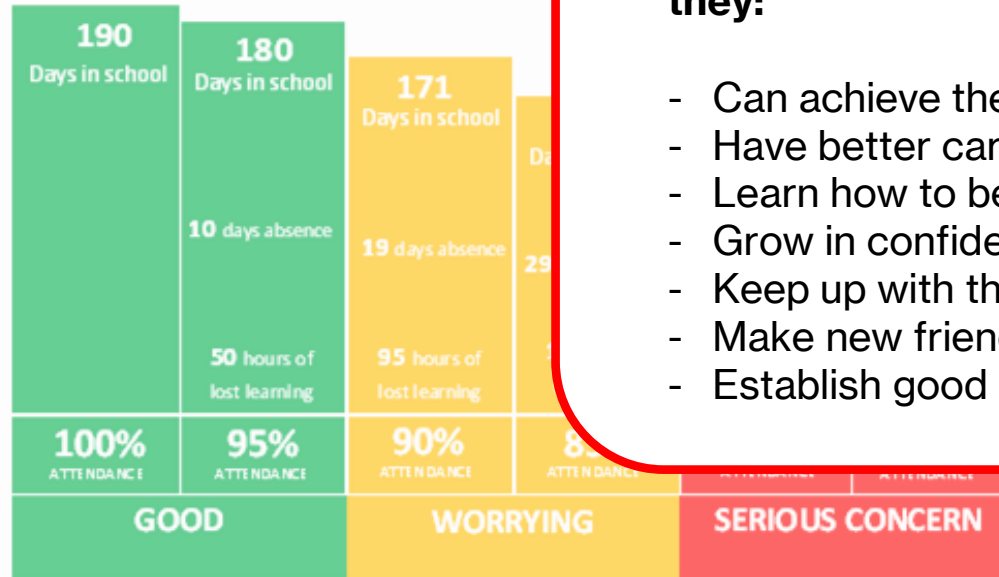


Good attendance at William Ransom Primary School means being in school at least 95% of the time (180-190 days).



ATTEND TODAY - ACHIEVE TOMORROW!

School and future success
attendance



When children attend school they:

- Can achieve their full potential
- Have better career prospects
- Learn how to be healthy
- Grow in confidence
- Keep up with the work
- Make new friends
- Establish good routines

Good attendance at William Ransom Primary School means being in school at least 95% of the time (180-190 days)

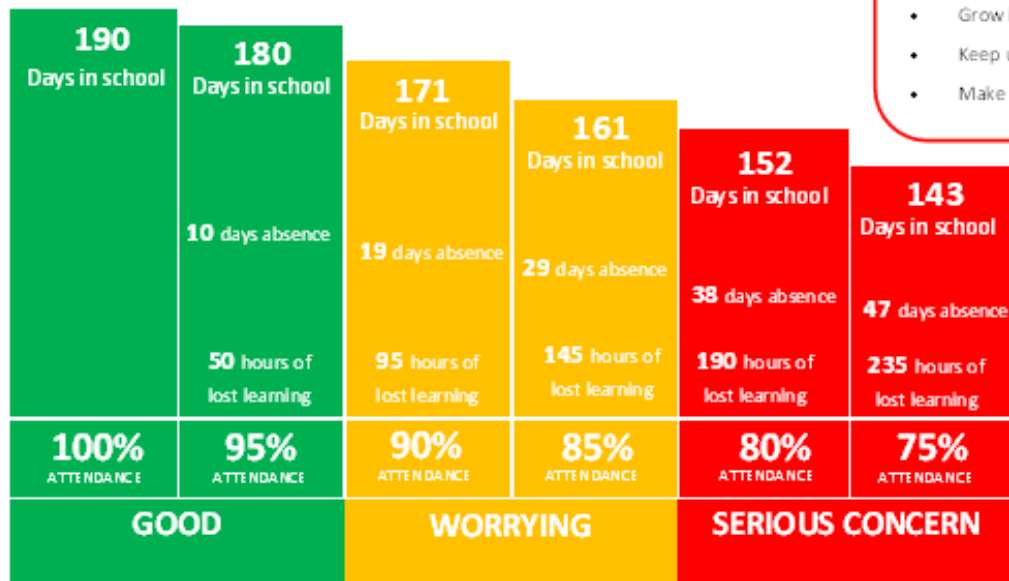


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When children attend school they:

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Good attendance at William Ransom Primary School means being in school at least **95%** of the time (180-190 days)

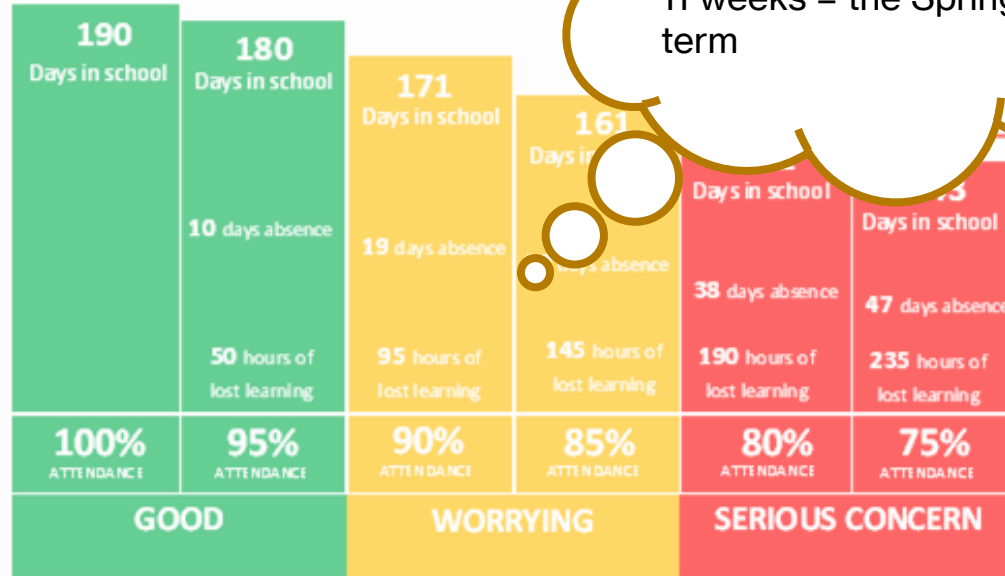


ATTEND TODAY

School and future success
attendance

90% attendance across
Reception and Key Stage
1 equals 57 days.

11 weeks = the Spring
term



Good attendance at William Ransom Primary School means being in school at least 95% of the time (180-190 days)

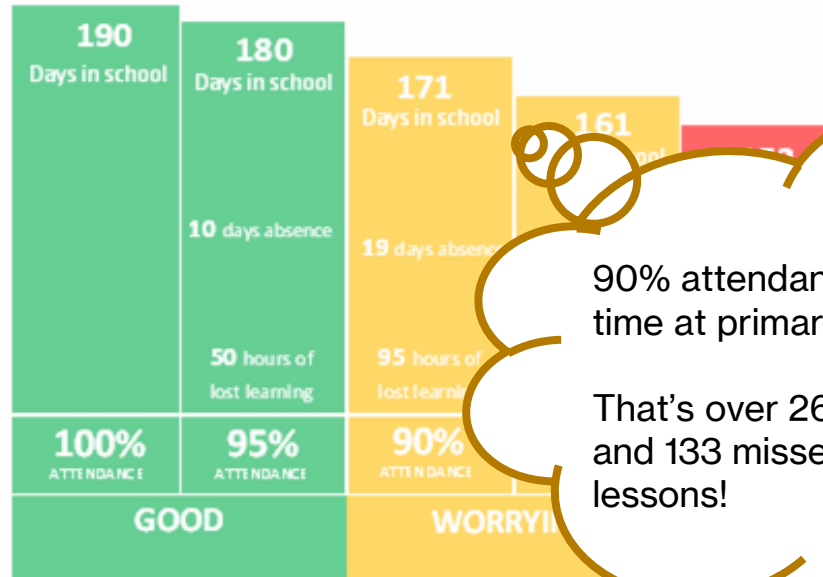


ATTEND TODAY - ACHIEVE TOMORROW!

School and future success starts with good attendance!

When children attend school they:

- Can achieve their full potential
- Have better career prospects
- Learn how to be healthy
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- Keep up with the work
- Make new friends



90% attendance across your child's time at primary school is 133 days!

That's over 26.5 weeks at school and 133 missed Maths and English lessons!

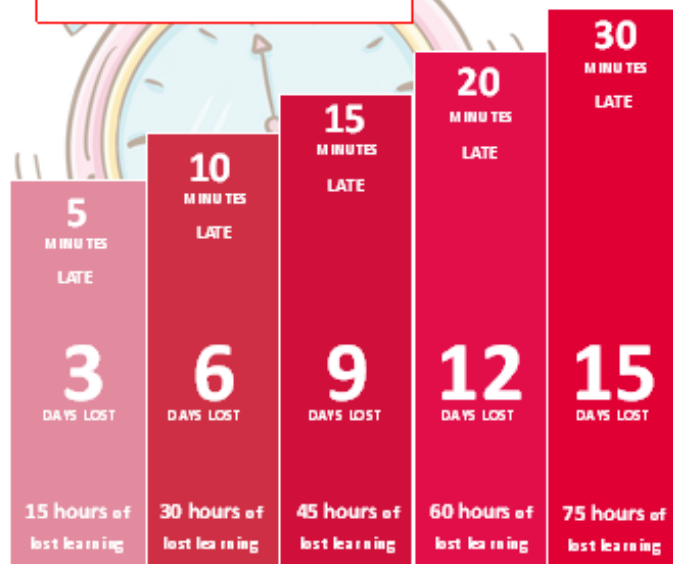
Good attendance at William Ransom Primary School means being in school for at least 180 days of the school year (180-190 days)

Daily LATENESS equates to ...



Did you know?

Arriving after the register closes is recorded as an unauthorised absence.



If your child is **late** they are missing out.

If your child is **regularly late** it will affect their learning in school.

5

MINUTES

LATE

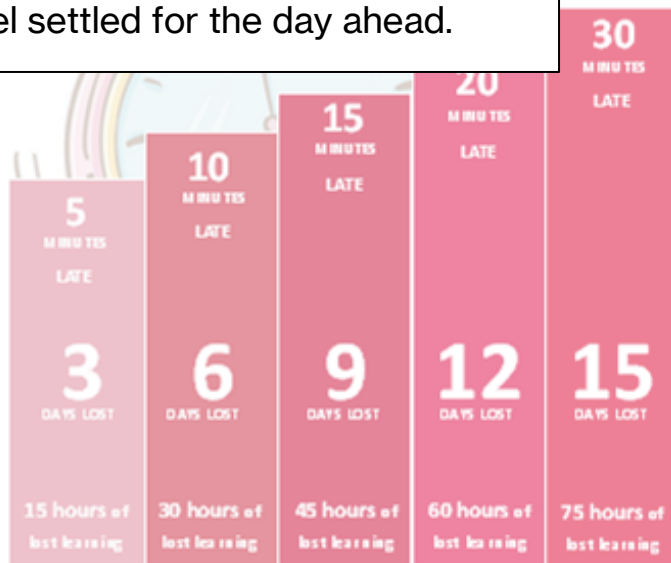
3

DAYS LOST

15 hours of
lost learning

'It's just five minutes! They won't have missed anything important.'

Children arriving late to school will have missed the interaction with others on the playground. It is also a time when they have the opportunity to regulate their emotions, build relationships with their peers and feel settled for the day ahead.



If your child is **late** they are missing out.

If your child is **regularly late** it will affect their learning in school.

Daily LATE equates to

Did you know?

Arriving after the register closes is an unauthorised absence.



If your child is **late** they are missing out.

If your child is **regularly late** it will affect their learning in school.

Being 10 minutes late for school means the children start the day unsettled and it can often lead to increased anxiety. Children not only miss valuable information given at the start of the day but they often don't want to enter the classroom by themselves.

10
MINUTES
LATE

6
DAYS LOST

30 hours of
lost learning

Daily LATENESS equates to ...



Did you know?

Arriving after the register closes is recorded as an unauthorised absence.



15
MINUTES
LATE

9
DAYS LOST

45 hours of
lost learning

Children are missing the beginning of the first lesson of the day. In Key Stage 2, this lesson is often Maths and the children will continuously be missing the introduction to the lesson's learning. This not only disturbs their own learning but also the learning of others in the classroom.

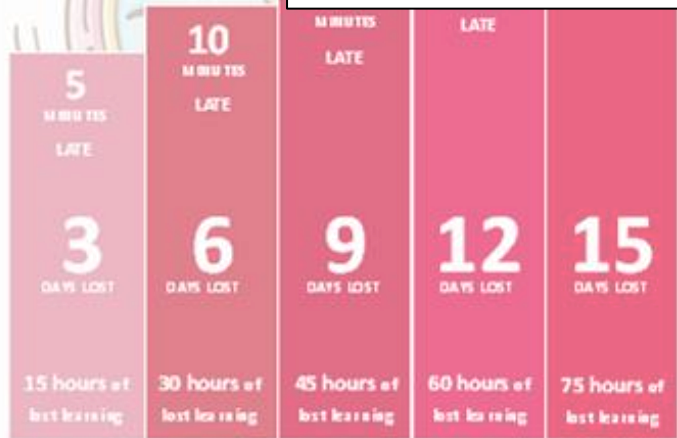
15
DAYS LOST

hours of
lost learning

school.

Daily LATE equates to

Did you know?
Arriving after the register closes is
unauthorised absence.



If your child is **late** they are missing out.

If your child is **regularly late** it will affect their learning in school.

The register is closed. Your child's lateness now counts as an unauthorised absence.

If your child is regularly late at school, they are missing out on important learning and it will affect their learning at school.

20

MINUTES

LATE

12

DAYS LOST

60 hours of
lost learning

What can you do to help?

- Talk to your child about school and education. Take a positive interest in their work and progress.
- Instil the value of education and regular school attendance within your home environment.
- Immediately inform school if your child is unable to attend, including the reason for absence and expected date of return.
- Avoid unnecessary absences. Wherever possible make appointments for the doctors, dentists etc. outside of school hours.
- Ask the school for help if your child is experiencing difficulties.
- Inform the school of any change in circumstances that may impact on your child's attendance.
- Support the school and acknowledge the importance of children receiving the same messages from both school and home.
- Encourage routine at home (E.g. bedtimes, homework, preparing school bag etc.)
- Avoid taking your child out of school during term-time.
- Ensure your child arrives at school on time.



What are you most **WORRIED** about when your child is **ONLINE**?



LGfL[♥]

SafeguardED

Summary of parental concerns (3 – 17 yr-olds)

Parental concerns

Sharing personal information online



65% Them giving out personal details to inappropriate people

62% Companies collecting information about what they are doing online

Exposure to inappropriate content



75% Seeing adult or sexual content

77% Seeing any other type of inappropriate content

Experiencing harm or detriment



70% Them being bullied online/cyberbullying

68% Seeing content which encourages them to hurt or harm themselves

59% The possibility of them being influenced by extreme views online

51% The pressure on them to spend money online

Reputational damage



55%

Damaging their reputation either now or in the future

% Parents whose child age 3-17 goes online

YOU don't need to be an **EXPERT** ... be a **PARENT**

- **It's your choice** - **Don't let others dictate when the right time is** to use tech.
- **Stay involved** – make **time to communicate**, talk about what they are doing. What do they enjoy? What makes them laugh?
- **Don't quiz them** – have regular **conversations**. What's their favourite app? What is the best site to learn new things from?
- **Join in** - **watch them** play a game and join in. Who are they playing with? Do they know the other players?
- **'Show me how...'** – **ask their advice** to help you with your privacy settings, who you should add as a friend, are there any risks?
- **Lead by example** - children learn as much from watching as they do from being told not to do something, so **model** good behaviour
- **Reassure them** - tell them that they **won't get in trouble** and that you are always there **to help**.

