



Family Learning Conversation Booklet

Dear Parents/Carers,

Welcome to the first edition of our family learning conversation booklet. This booklet is designed to support you through a structured conversation with your child about school and how as a parent/carer you can engage with them about school and their learning.

This is a guide and by no means a document that you feel has to be completed as if you were at school, that is not our intentions!

What we want to do is provide ideas for discussion around your child's passport which shows you their learning progress this Autumn Term.

We see these Consultation Days with your child's teacher as really crucial to inform you of what we can do together, in partnership, to support your child doing the very best they can each day at school. Current parent voice say **96%** agree that the school supports their child at home.

We have added other useful information on the back pages that we hope will help you if needed. Please also always refer to the website as we do try hard to keep this as up to date as possible.

If you have a number of children that attend our school, then please do feel free to do the booklet altogether as a family conversation.

If you can aim to complete this before your teacher appointment then this would help to lead to a rich conversation about your child's learning.

Thank you.

The Teaching Staff at Orchard Meadow Primary School

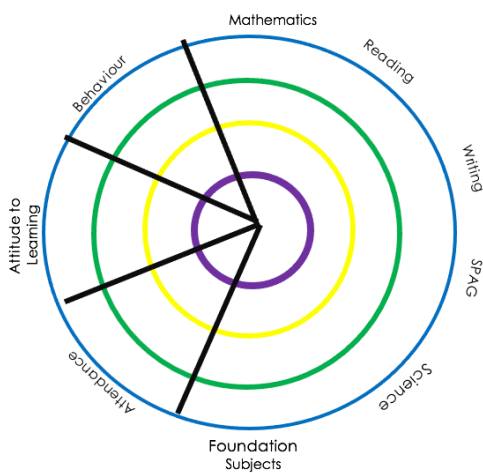
The Passport:

Soon you will be receiving, if not already have, your child's passport for learning this Autumn Term.

Pupil Passport Year 3 Autumn

Name:

Maths <input type="checkbox"/> Progress EBI:	Reading <input type="checkbox"/> Progress EBI:	Foundation Subjects <input type="checkbox"/> Progress EBI:	Attitude to Learning EBI:
Writing <input type="checkbox"/> Progress EBI:	Science <input type="checkbox"/> Progress EBI:	Attendance Number Lates: Number Unauthorised: Number Ill: EBI:	Behaviour <input type="checkbox"/> Current % EBI:



Additional Comments:

What am I reading now?

What will I read next?

	Curriculum Subjects	Attendance	Behaviour Expectations	Attitude to Learning
	Working Below the expected level for your child's age	Below 90%	Across a range of subjects, I find it hard to make the right choices and follow the school rules.	I don't try my best in a range of subjects. Often I don't complete my work. I do not work hard to improve across the curriculum.
	Working Towards the Expected Level for your child's age	90-95%	In some subjects I find it hard to make the right choices and follow the school rules.	I could work a little harder in my subjects. Often I don't ask for help and do not complete a satisfactory amount of work. At times I demonstrate a growth mindset with support and prompts.
	Working At Expected Level for your child's age	95-97%	I make appropriate choices and follow the school rules whilst I am in school.	I work hard in all my subjects. I normally ask for help when I am stuck and in most subjects try my hardest to improve.
	Working at Greater Depth for your child's age	97-100%	My behaviour is exemplary, I always follow the school rules and strive to improve my behaviour in order for it to support my learning and progress.	I try my hardest in all of my subjects. I ask for help when I am stuck and continually strive to improve.

This passport gives you the insight to how your child is doing in their subjects. You use the colour key. On the back of the passport these is key next steps for learning for your child that you can support at home

Family Discussion:

When looking at your child's passport:

- How did you **child feel they have done** this term in their subjects?
- What is their **favourite part of the school** timetable?
- What do they **find hard** about school? Is this reflected in their progress?
(Make sure you talk to the teacher about this and what can be done to help)

- What books have they enjoyed **reading** at school ? and at home?

- What does the teacher say about **attitude to learning** ? *Does this match what your child thinks? Is there anything that would help your child?*

- As a school we have had a real focus on low level behaviour that may interrupt your child’s concentration or others in the class. **What does the behaviour box say?** Are there new habits for learning that you child can develop?

- Does your child use **their Chromebook** (yr2+) to help their learning at home? *Do they do Times table Rockstars and Bedrock Vocabulary regularly? Does it help them learn?*

When looking at the **next steps boxes**:

	Reading	Writing	Maths
Year 3	<ul style="list-style-type: none"> • read further exception words (see English Appendix 1: Spelling) and note the unusual correspondences between spelling and sound, and where these occur in the word • draw on contextual evidence to make sense of what is read, and participate in discussion to explore words with different meanings • ask questions to enhance understanding of the text • make predictions based on details stated • explain and discuss their understanding of what they have read • identify basic themes and conventions • retrieve and record information from non-fiction texts 	<ul style="list-style-type: none"> • use further prefixes and suffixes and understand how to add them <p>Plan</p> <ul style="list-style-type: none"> • use simple organizational devices in narrative writing e.g headings and subheadings • can create settings, characters and plots in narratives <p>Draft and write</p> <ul style="list-style-type: none"> • proof-read for spelling and punctuation errors <p>demonstrate appropriate use of:</p> <ul style="list-style-type: none"> • extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although • use inverted commas to punctuate direct speech 	<ul style="list-style-type: none"> • Count in multiples of 4, 8, 50 and 100. • Find 10 or 100 more or less than a given number. • Recognise the place value of each digit in a three digit number (hundreds, tens, ones). • Solve number problems and practical problems involving these ideas. <p>Add and subtract numbers mentally, including:</p> <ul style="list-style-type: none"> • A 3 digit number and ones; • A 3 digit number and tens; • A 3 digit number and hundreds. • Recall and use multiplication and division facts for the 3, 4 and 8 times tables. • Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two digit numbers times one digit numbers, using mental and progressing to formal written methods. • Count up and down in tenths: recognize that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. • Recognize, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators. • Recognise and show, using diagrams, equivalent fractions with small denominators. • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g) volume/capacity (l/ml). • Add and subtract amounts of money to give change using both £ and p in practical contexts. • Tell and write the time from an analogue clock, including using Roman numerals from 1 to X11 and 12 hour and 24 hour clocks. • Identify right angles, recognize that two right angles make a half-turn, three make three quarters of a turn and four a complete turn: identify whether angles are greater than or less than a right angle. • Interpret and present data using bar charts, pictograms and tables

How does your child feel about those?

Do they need anything to support them at home?

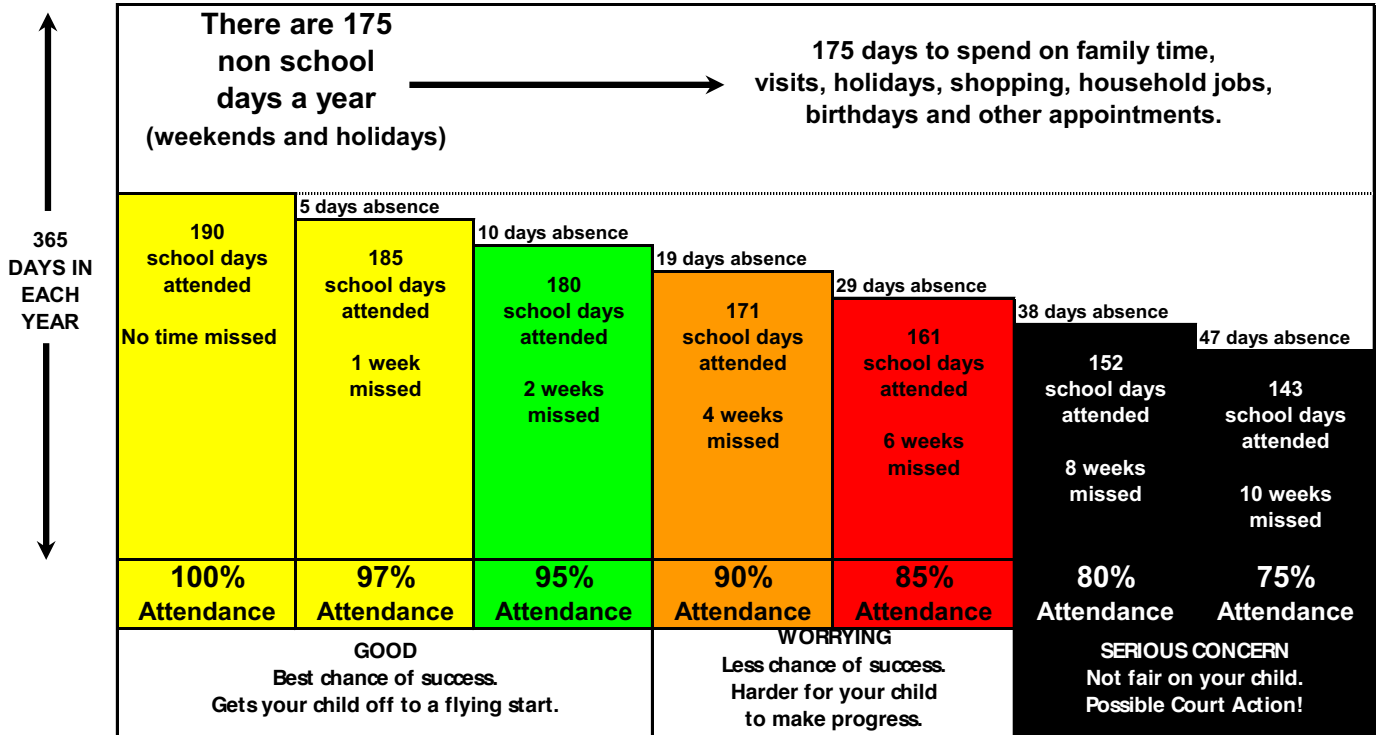
Are they a surprise to your child?

Discuss findings with teacher.

Attendance:

Coming to school everyday is crucial for your child progress. The way the curriculum (subjects) is taught means that missing days can and will have an impact on your child's learning and sequence of learning. Please spend some time discussing what Autumn term has been like for your child.

Attendance matters!



- ✓ What has your child's attendance been like this year so far?
- ✓ Do they enjoy going to school?
- ✓ Has it been hard at any point to get them to school?
- ✓ Please discuss with teacher if needed.

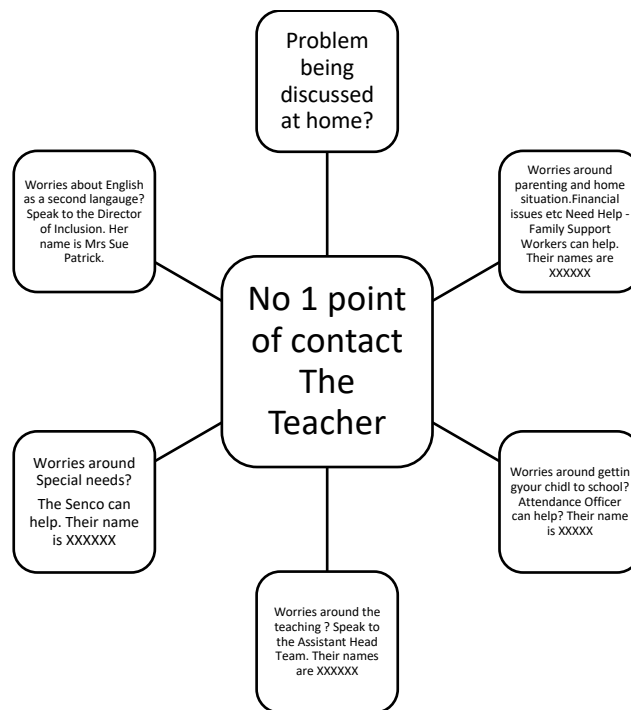
Parent Support Section

It is hard to sometimes keep your child positive about school if they are coming home upset. We have a team in school to help you if you are finding this to be the case. What is important is that you speak to your teacher first as it is vital they know what is going on.

If your child is loving school please tell them that too. All our teaching staff work very hard to make lessons and learning fun, accessible and achievable for your child. The staff get up each day with passion in their heart to get it right, so it is important to talk through any issues but just as important to let them know they are doing an amazing job *!(especially in the current challenges we all face...)*

However, we also expect that at times school is a challenge for our children. On our website there is a lot of advice and services that you can tap into on the parent section. Please use this.

Also in school you can make contact with the following in this order:



Please see below some model questions to ask your child about school each day to help them reflect on positives:

- Who did you play with today? What was the game?
- What did you find tricky ? How did you solve it? (this is about working with growth mindset) Maybe you are not there yet? What could you do to help yourself?
- What did you have for lunch ?
- Who did you work with today?
- How did Mrs/Miss/Mr help you today?
- What was your happy time today?
- What new fact did you learn today?
- Who made you laugh today?
- Who made you smile today?