



# Bordesley Green Primary School



We care, we create, we champion.  
Individually we succeed, together we  
excel.



# Bordesley Green Primary School



Your Childs Assistant Head teacher is Mrs Denton



# Your Child's Team

## Nursery




Nursery Teacher  
Ms Inniss






# Parents



We want to support you as parents too. We recognise that some families have faced many added challenges due to the pandemic. Thank you for supporting your children in the best way that you can with home learning-the children have benefitted from this greatly. If you would like to talk someone about any worries you may have, or need more information on services that can support you in these difficult times, please see our Parent Ambassador, or email:



[thehub@bordsgrn.bham.sch.uk](mailto:thehub@bordsgrn.bham.sch.uk)





# The Recovery Curriculum



We have thoroughly enjoyed welcoming the children back to school. We have adapted our curriculum to meet the needs of our school community.



We recognise that all our children will have had very different experiences during the time of lockdown and with the ongoing pandemic and we have carefully thought through how we can support all children on their return to school, both emotionally and with their learning.





# Recovery Curriculum

In order to help the recovery process at Bordesley Green Primary, we will have a clear focus on the following areas:



**Building Relationships**

**Managing Feelings and Emotions**

**Engagement with Learning**

**Identifying and Addressing Gaps in Learning**

**Wellbeing**





# Our School Values



- Resilience
- Empathy
- Self-control
- Perseverance
- Equality
- Courage
- Teamwork

## RESPECT

One child per class who has shown our school values in their good behaviour will be picked each week to receive an award from Mr Holmes





# Our School Rules

All children have the right to develop their potential and be safe and so must take on the responsibility of following our school rules.

We will:

**Use kind hands, feet and words to everyone**

**Be honest**

**Respect our equipment, school and grounds**

**Listen carefully and follow instructions**

**Work hard and help others to work hard too**

**Demonstrate self-control**

**Show empathy towards others**



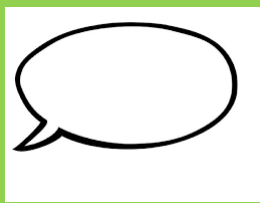


# Our Positive Behaviour System

In keeping with our school motto, “Being Great Produces Stars”, children are rewarded with stars for following the school rules and for demonstrating positive learning behaviour in school.

In every classroom, we have a “Good to be Green” display, on which every child has a card and an aim to keep it showing “Good to be Green” at all times. This represents meeting behaviour expectations. At the end of each week, 5 stars are awarded to every child who has maintained this green through the week.








# Consequences



Staff will use the following process when dealing with inappropriate behaviours:

1. A verbal reminder of appropriate behaviour is given.
2. A blue card is given: children will miss 5 minutes of their playtime.
3. A yellow card is given : children spend 15 minutes in Time Out. (Children can work towards moving back to a green card from both a yellow and blue, by improving their behaviour choices and hence earn back their breaktime.)
4. Children can move onto a red card if their behaviour does not improve. A red card may be given straight away for the following incidents: violent behaviour, stealing, bullying, racism, deliberately damaging school property and equipment and persistent refusal to follow instructions given by an adult.
5. A red card will result in children missing 30 minutes of their lunch time in Time Out.
6. Parents will be spoken to by the class teacher regarding their child's behaviour after their first red card.
7. Further red cards will lead to more formal meetings between parents and class teacher, followed by members of the Leadership Team meeting with parents. By the fourth red card, children are put on a behaviour report card with the Headteacher.








# Our Curriculum: broad, balanced and full of cultural legacy



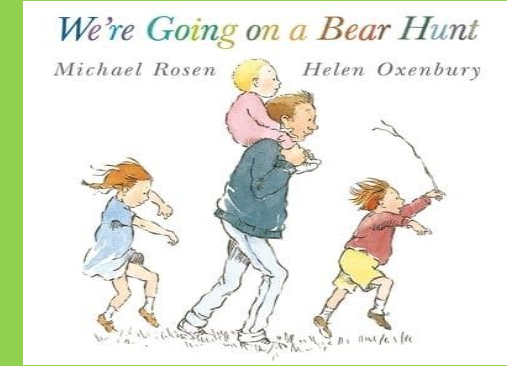
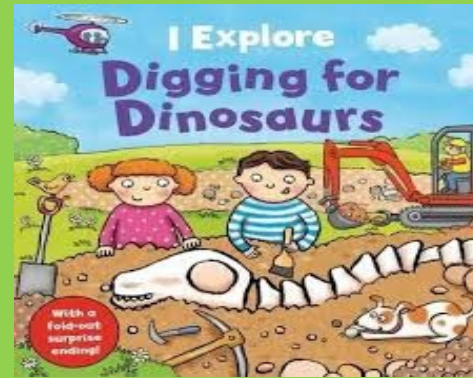
At Bordesley Green Primary, we recognise that every child is on their own learning journey and we will strive to ensure that the children are supported to do the very best they can. As part of our recovery curriculum, we are looking forward to immersing the children in a **broad and balanced curriculum that reflects their cultural heritage.**

We will continue to deliver creative, engaging topics so that the learning is fun and purposeful. We will also weave relevant English or Maths objectives.





Ourselves



## Nursery Topics

In Nursery topics are based on quality core text which are used to develop engagement in both stimulating activities and stories.

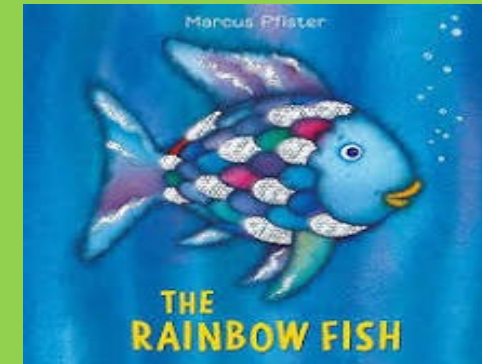
(books)



Eggs- Humpty Dumpty








Mini\_Beasts  
The Hungry Caterpillar







# English

## Our Vision




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- \*Every child will be challenged to reach their full reading and writing potential
    - \*Children to develop a love of literature that will guide them through their education enabling them to have natural curiosity and a thirst for knowledge.
    - \*Reading and writing will be interwoven throughout the curriculum
  - \*All children will have equal access to an English curriculum that is challenging, exciting and personalised
  - \*Children will be exposed to literature that represents who they are and allows them to establish their identity and cultural heritage
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# Reading



Reading is the foundation to all other learning. We now have an exciting new reading system in school called Reading Eggs. Your child will receive an individual log-in for this and will be able to use this at home. This programme will enable your child to access a huge online library as well as be set specific tasks that are tailored to their age and stage by their teacher. The more your child completes in the programme, the more rewards they will receive.



Ensuring that your child is reading every day is a fantastic way to support their education



## Writing

- I can tell you about my drawings and paintings and what my writing means.
- I can make the lines and marks that I want with a pencil.
- When you write my name, I can copy some of the letters by myself on my piece of paper



## Reading






- I can join in with rhymes and I recognise when words start the same, like 'big boat' and 'tall tower'.
  - I can join in with my favourite stories and guess what will happen next.
- I can talk about the places and people in stories and the important things that are happening.
- I can recognise my own name and words that are special to me, like "mummy" and my favourite shops and foods.
- I hold the book the right way up and turn the pages carefully when I look at it on my own.





# Maths



## Our Vision

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- \*All children will reach their individual mathematical potential.
  - \*All children will be confident, competent and able to reason.
  - \*All children will be able to explain 'how' or 'why' and identify how they could improve.
  - \*All teaching staff will teach competently and confidently, with secure mathematical and pedagogical knowledge, in order to maximise progress and attainment.
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# Maths



Maths is taught in a cycle. The same topics are covered at different points through each year, with children building gradually within each topic and also increasingly seeing how the different topics link together.





One of the key things we encourage, to help children with their maths, is to learn key facts. This includes facts like number bonds and times tables. If they “know” these without having to think about them, they can then focus their thinking power on more complicated problems and explain ‘how’ and ‘why’ (reasoning and problem solving). For this reason, we really value your support practising these facts at home.



# Maths




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- I can say numbers in order from 1 to 10.
  - I use my fingers, pictures or marks to show you how many things there are.
  - Sometimes I can match a numeral to the right number of things, like “3” to three balls.
  - I talk about the numbers I see when we are outdoors.
  - I know that I can count claps and jumps as well as things like apples and buses and dinosaurs
  - When I am doing puzzles, I look at the missing shapes to see what could fit.
  - I choose to play with different sorts of building sets and talk about what I am making.
  - I can use words like “under”, and “next to” to describe where things are.
  - I see shapes when we are outdoors, like square windows and triangle and circle shapes in road signs..
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# Tests and Assessments


Teachers assess children all the time. Listening to their answers, observing them in lessons and marking their independent work all gives us valuable information about the things they can do and what they need to work on next.




However, we do also use more formal testing at times to help build this picture of their achievement:



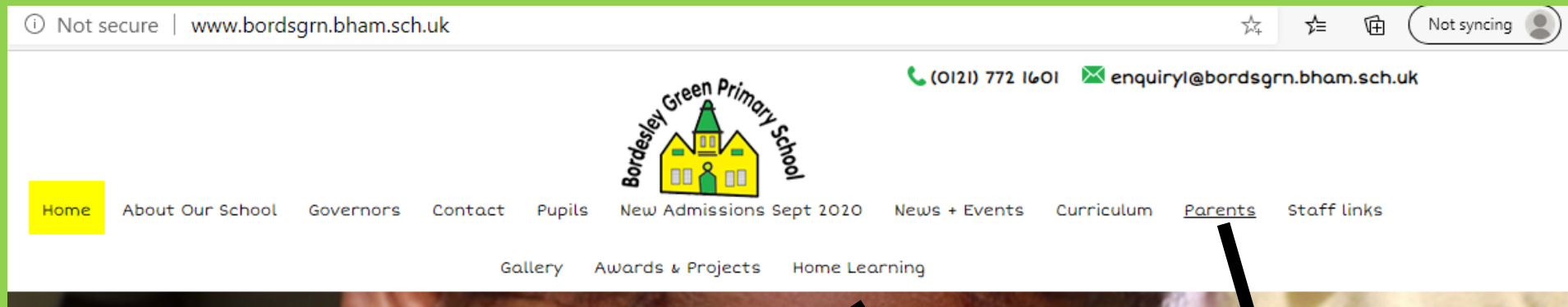
- At the end of Year 1 (June), children sit the Phonics Check
- In Year 2 and Year 6, children complete statutory national assessments in English and Maths during May
- In June, Year 4 will complete a statutory times tables test



We also use in-school tests at other times in the year for all other year groups to give us an understanding of what children can do independently based on the prior few months of learning.



# Working in Partnership-Our Website



BGPS Storytime Videos  
Nursery Home Learning  
Year 1 Home Learning  
Reception Home Learning  
Year 2 Home Learning  
Year 3 Home Learning  
Year 4 Home Learning  
Year 5 Home Learning  
Year 6 Home Learning  
Useful Websites

COVID-19 Important Information for Parents  
Parents Online Safety  
Uniform  
School App  
Parent Survey  
Inspire Workshops  
Home School Agreement  
Parent Information



## Key Days in Nursery



Home Reading Books- Friday  
PE Days – Friday

