



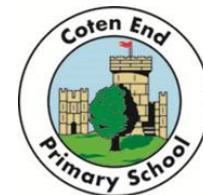
Year 3

Introduction Evening

September 2025

Staffing

The Senior Leadership Team includes:



Sarah Sheepy
Executive Headteacher



Nick Williams
Head of School



Orlando Graña
Deputy Head



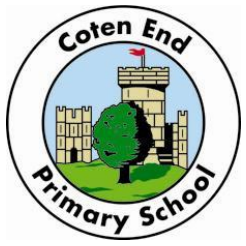
Kerry Pope
Deputy Head and DSL



Joseph Lingard
Phase Leader

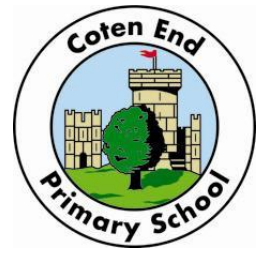


Liz Munday
SENDCo



Staffing

The class teachers in Year 3 are:



Verity Slatem
3SS



Sophie Sandhu
3SS



Clare Carey
3CC



Lisa Arben
3LA

The teaching assistants in Year 3 are:



Vienne Tso
3SS



Sarabjeet Vinning
3CC



Sue Higgins
3LA

Coten End Primary School

Parent Smartphone Agreement

In partnership with parents, Coten End Primary School has a full ban on smartphones for children attending the school.

Where a phone is needed for communication between parent and child, we recommend a basic phone that does not have access to the internet. GPS tags can be used for peace of mind.



Coten End Primary School's position on smartphones

In view of mounting evidence that access to a personal smartphone is harmful for children, we recommend that children are not given a smartphone for personal use until the age of 14 at the earliest, ideally not until they reach 16.

As such they are banned for children at Coten End Primary School and cannot be brought onto the school site by pupils.

If children are found with a smartphone during the school day, the device will be confiscated by staff and returned to a parent or carer at the end of the school day.

We are aware that local secondary schools are also reviewing smartphone policies.

Full copy of the Smartphone Agreement



Annex 1



Year 3: Curriculum



The children experience a varied curriculum at Coten End.
An overview of the year's curriculum content can be found on the website.

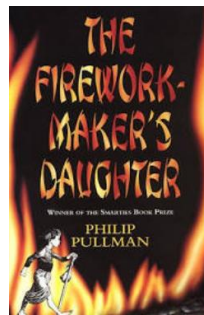
The learning themes in Year 3 are:



Tribal Tales

History – Changes in Britain from
Stone Age to Iron Age

Art – Cave Paintings



The Firework Maker's Daughter

Science – Forces and
Magnets

Geography – Mountains,
Volcanoes and
Earthquakes

DT – Pop up books



Fossil Hunters

Science – Rocks and
Fossils

PE - Swimming

Year 3: Curriculum



Viva España!

PE – Flamenco dance
with Suzanne

Geography – Fieldwork
project (Climate and
Weather)

MFL – Introduction to
Spanish



Tomb Raiders

History – Ancient
Egypt

DT – Cookery

MFL (French/Spanish), Music,
PSHE, PE and Computing taught
weekly.
RE – x3 units across year

Year 3: Curriculum Enrichment

Children take part in a range of curriculum enrichment experiences throughout the year.



In Year 3, curriculum enrichment includes:

Autumn

Tribal Tales Theme Day – October

Spring

Fossil Hunters Theme Day - February

Visit to Cross Hands Quarry - April

Summer

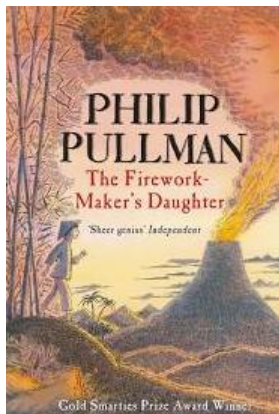
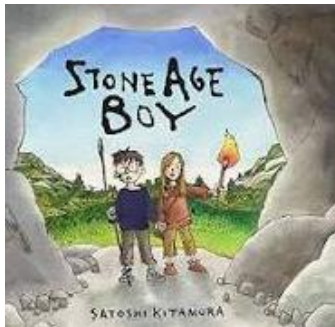
Umberslade Adventure Visit – July

Year 3: Key Texts

During lessons, the children will have opportunities to read and explore a wide variety of rich literary texts, including:



AUTUMN

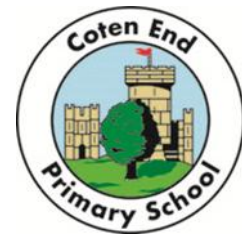


SPRING



SUMMER





End of Year 3 Expectations

We have created a pack of useful information that will be uploaded to Google Classroom:

- Key Skill Walls for Maths and Writing
- Examples of questions to ask when reading to support comprehension (VIPERS)
- A recommended reading list
- Calculation methods for the four operations
- Year 3 and 4 Spelling List
- Examples of writing at expected standard

Come and Learn sessions will take place through the year.



Year 3: Homework

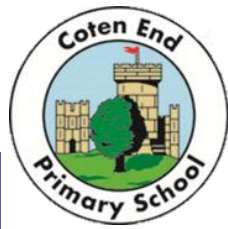
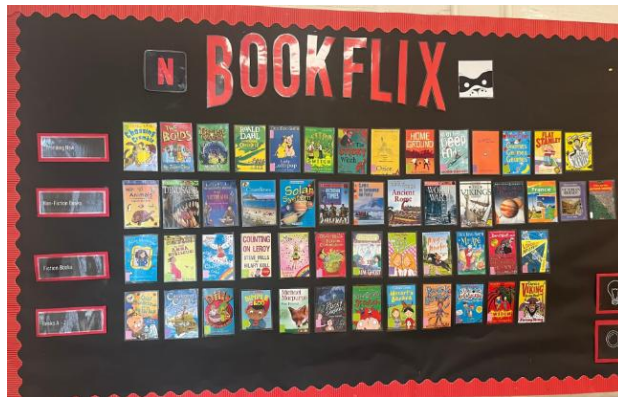
- Accelerated Reader has been very successful in increasing the amount of reading and will continue, alongside myON for homework.
- Mathematics: Task related to current or prior teaching.
- myON reading task assigned to be read and quiz completed
- Daily reading – AR quiz to be completed in school when a book is finished
- Regular multiplication fact practice – TT Rockstars
- Spellings will no longer be tested weekly, but lists will be put on Google Classroom for practice at home. The spelling rules will be taught in school.

Homework is set on a Thursday and marked together as a class on Monday.

Reading

We have a very wide selection of books, across a range of genres, located in our school library. You will also find that many of the children's books at home can be found on AR as there are quizzes on more than 200,000 books, ensuring children never run out of choices. Use this link to check whether a book is part of the AR scheme:

www.arbookfind.co.uk



RENAISSANCE
myON

myON ensures all students can engage in frequent, high-quality reading practice with unlimited, 24/7 access to over 7000 thousand digital books



AcceleratedTM
Reader



Uniform



- Grey or black trousers
- Pinafore dress or skirt
- Grey or black trousers or shorts
- Red or white polo shirt
- Red sweatshirt or jumper or cardigan
- Red and white summer dress
- Grey or white socks
- Grey, white or red tights
- Black shoes (trainers, Vans, Dr Marten-style boots, and sandals are not suitable)
- Wellies
- A suitable coat for all weathers (any colour) – a hoodie is not an acceptable alternative for a coat.

PE Kit



Children to have PE kit in school and will change into this on their PE days.

3SS' PE Day will be on Tuesday afternoon.

3CC and 3LA will have PE on a Thursday afternoon.

It is possible that children may go home in their PE kits on those days and they should then be returned to school the next day.

PE kit will be sent home every fortnight for washing.

The following PE kit may be worn:

- Red or white round necked t-shirt
- Black PE shorts or skort
- Black or navy blue jogging bottoms
- Black or navy blue tracksuit top or sweatshirt (not a hoodie)
- Trainers for outdoor PE (Years 1-6)

There should be no branded logos/designs on any of the PE clothing nor should children wear any football kit.

If these are brought to school for PE, the children will be asked to take them home again and will be given spare PE kit to wear for the lesson that day.

OPAL (Outdoor Play and Learning)

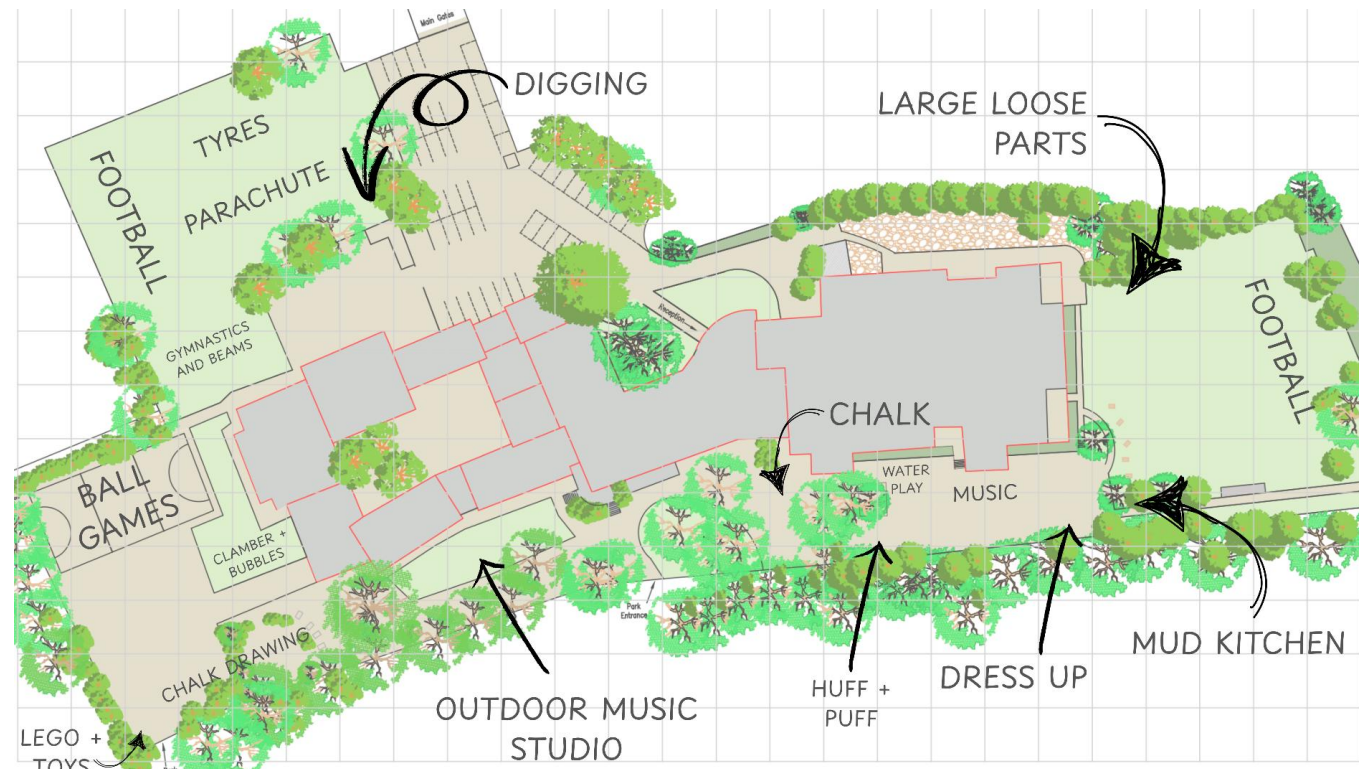


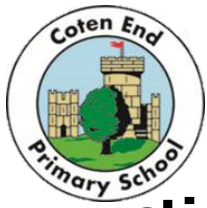
We have come very far with our play offer over the last 18 months.

We have lots of welly donations from last year so please do have a look at the end of tonight for a suitable pair.

Wet weather gear! Optional, but if your child has got waterproof trousers as well as a waterproof coat, they are welcome to bring them in.

Children must have wellies in school.





Relationships and Behaviour

At Coten End, we aim to create a happy, safe, caring, stimulating and inclusive environment for all. Our vision is that everyone at Coten End is valued, treated with respect and fulfils their potential - through an ambitious and inclusive curriculum.

BE RESPECTFUL

BE SAFE

- The school's rules, in red, have been successfully embedded, over the last 2 years – through the school's Relationships and Behaviour Policy; the policy can be found on the school website.
- Positive behaviours are encouraged by all staff.
- Praise is given regularly and attributed to specific behaviours (e.g. 'Thank you for listening and showing respect, whilst I am talking.')
- Some low-level behaviours are purposefully ignored – staff 'positively notice' and choose to highlight positive behaviours (in an attempt for these to be copied by others) so negative attention is avoided, where possible.
- Staff are constant role models - offering stability, by being measured and consistent, to create a calm, safe and supportive environment.

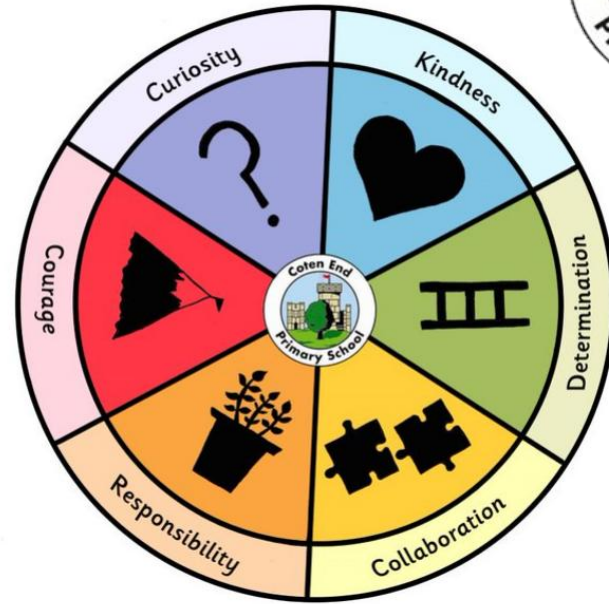
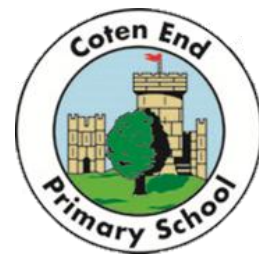


Relationships and Behaviour



- The school's values, above, continue to play an integral role in promoting positive behaviour choices in school. They are referred to when offering praise; children are rewarded with stickers and certificates related to the values – and the values are directly referenced when having restorative conversations with children.
- The school's restorative approach encourages pupils to take responsibility for their actions and understand the consequences of their behaviour on others. 'Repair' may be through actions or an apology (sometimes this is supported/facilitated by an adult).
- As well as the relationships that staff build with children, the relationship between teachers and parents/carers is equally as important and is reciprocal in nature. Just as parents/carers may look to the school for support, the school may also reach out to parents. Having an open relationship, where any issue can be discussed, is key to a successful year.
- Hierarchy, related to role in school, is not used. All staff offer the same consistent messages to children – so that children know that all staff have the same expectations of behaviour and that behaviour choices are dealt with in the same way.
- The use of 'Zones of Regulation', and other self-regulation strategies, are explicitly discussed with children to help children regulate their emotions (with the support from adults), so they are ready to learn.

Awards



Values Awards and two Achievement Awards will be presented each week in assembly.

Year 3 Celebration Assembly will take place in the Upper School Hall on Friday morning at 9:05.

Mathematician and Writer of the Week will be presented in the school corridor via the office weekly.



Communication

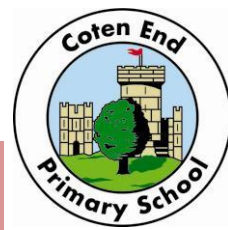
Ways in which communication is shared:



- **School App - MCAS (mychildatschool.com):** communication from school office, lunch orders and payments, trip payments, absence notifications – **essential, please enable push notifications**
- **School website:** newsletters every fortnight, class blogs, knowledge organisers
- **Google Classroom:** homework, spelling

Please update us of any changes of address, phone number, medical needs as a matter of urgency.

Attendance



We are committed to working in partnership with families to achieve the best possible attendance for your child.

- Set high expectations regarding your child's attendance at school
- Absence from school affects your child's progress both academically and socially
- Target of no more than **three days** absence per academic year
- Avoid absence from school where possible
- Contact the school office each day before 9.30am either by email, telephone or via the app
- DO NOT take family holidays during term time – risk of penalty notice > 10 days consecutive absence
- Avoid GP and dental appointments during school hours
- If your child is reluctant to come to school, share any concerns with the appropriate member of school staff to seek support at the earliest opportunity
- See the Attendance policy which can be found on the school website
- Attendance Lead –Kerry Pope Parent Support Advisor – Nicky Pittaway
- Coughs and colds don't usually mean a child needs to be kept at home. We can keep their medicine e.g., Calpol in the school office and administer it, with your permission, to help them through their day.






Lateness and Punctuality

We are aware that consistent lateness can have an affect on a child's entitlement to education.

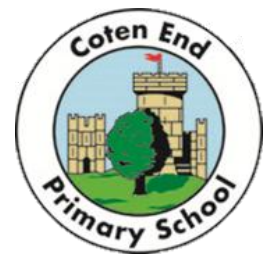
As a school we have clear expectations that children should be in on time, each day. When appropriate, parents/carers will receive half termly information when the school is concerned about your child's lateness.

EVERY MINUTE COUNTS		
MINUTES LATE PER DAY	EQUIVALENT OF MISSING	HOW MANY LESSONS THIS IS MISSED
5 MINUTES	3.4 SCHOOL DAYS A YEAR	17 LESSONS
10 MINUTES	6.9 SCHOOL DAYS A YEAR	35 LESSONS
15 MINUTES	10.3 SCHOOL DAYS A YEAR	51 LESSONS
20 MINUTES	13.8 SCHOOL DAYS A YEAR	69 LESSONS
30 MINUTES	20.7 SCHOOL DAYS A YEAR	104 LESSONS



- School doors open at **8.40am** and close at **8.50am**.
- Any child who arrives after 8.50am will need to do so through the school's main office.
- Children who are late must sign in through the school's system with a reason, accompanied by a parent.
- All late episodes are recorded on the school's registration system along with the minutes absent, past 8.50am.
- Each week the Attendance Support Team will monitor those children who are late and record any patterns of punctuality concerns.
- If necessary, parents/carers will be contacted to discuss their child's punctuality.
- When there are consistent punctuality concerns or patterns, it may result in further conversations with a member of the Attendance Support Team. This could result in a meeting and a support plan to be implemented.

Online Safety



At Coten End, we provide children with an effective, reactive Online Safety curriculum through, but not limited to, our Computing, PSHE and RHSE lessons.

At school:

- We encourage children to consider what positive, healthy and respectful online relationships looks like.
- How to use technology safely and how/where they can seek support and advice.
- Our online safety programme is regularly revisited – this includes relevant and up to date messages about internet usage, video gaming and apps we are made aware of.
- Key online safety messages will be reinforced during assemblies and activities annually on World Safer Internet Day.
- Pupils are taught to be critically aware of the materials/content they access online and be guided to validate the accuracy of information – including the use of AI.

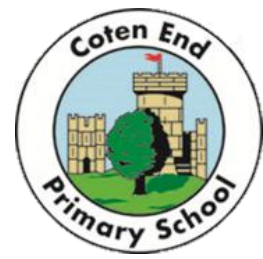
The key online safety themes explored within our curriculum include:

1. Self-image and identity
2. Online relationships
3. Online reputation
4. Online bullying
5. Managing online information
6. Health, Well-Being and Lifestyle
7. Privacy and security
8. Copyright and ownership

Children are encouraged to have open and honest conversations about their activity online. If school staff have any concerns surrounding a child's online activity, they have a duty to report it as a safeguarding concern.



Online Safety



There has been a noticeable rise in how technology use at home can affect children within school. We regularly see stress, anxiety and mental health issues linked to use of social media, video apps and gaming.

Screen Time:

Excessive screen time in children can potentially lead to dopamine-related issues, similar to addiction, impacting focus, motivation and emotional regulation. The rapid rewards offered by digital platforms can overwhelm the developing brain, making it harder for children to self-regulate and find pleasure in other activities.

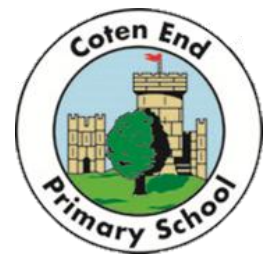
Screens release dopamine, a 'feel-good' neurotransmitter and hormone, associated with pleasure and reward. The brain develops a tolerance to dopamine, cause children to crave more screen time to achieve this 'feel-good' effect. If screen time is reduced or stopped, withdrawal-like symptoms such as irritability, restlessness and difficulty concentrating may occur.

Social Media:

Online games, social media and video chat programs provide opportunities for children to connect and play with their friends, parents and relatives. However, most social media sites and apps have age restrictions due to older content that could be accessed and for which children below that age are not prepared for.

13+	13+	13+	12+	13+	13+	18+	Check age recommendations

Online Safety



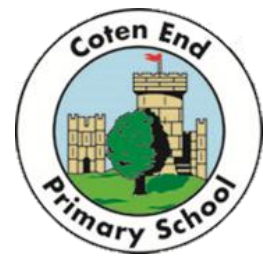
The most impactful online safety comes from home:

- Have an open and honest dialogue around use of technology – it is important as parents and educators that we react calmly to incidents – we want children to feel safe, not scared.
- Have a balance in screen time – create boundaries and rules together.
- Enable content filters on devices, including gaming consoles.
- Use child-friendly versions of apps/websites e.g. YouTube Kids – be aware of age ratings!
- Regularly check messages and internet usage.
- Model healthy internet usage - consider tech-free zones in your household e.g. no bedrooms.
- Turn off screens at least 30 minutes – 1 hour before bed.



Online Safety

Further Support:



Websites with further information for parents, carers and young people:

- www.saferinternet.org.uk
- www.commonsemmedia.org
- www.thinkuknow.co.uk
- www.net-aware.org.uk
- www.internetmatters.org
- www.childnet.com
- www.nspcc.org.uk/keeping-children-safe/online-safety
- <https://nationalcollege.com/experts/national-online-safety>

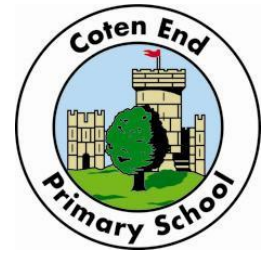
Check age ratings:

- www.bbfc.co.uk - films
- <https://pegi.info/page/pegi-age-ratings> - games





Pupil Premium



If your child is eligible for Free School Meals, they are also entitled to a range of support in school funded by the Pupil Premium Grant.

This includes access to additional learning and extra-curricular opportunities, academic support, financial support for school trips and a fully funded music lesson or sports club.

Even if children are only eligible for Free School Meals for a short time, they continue to receive Pupil Premium funding for **6 years**.

You can find out if your family is eligible on the Warwickshire County Council website: <https://www.warwickshire.gov.uk/education-learning/apply-free-school-meals>



Pupil Premium



Eligibility

To apply for free school meals, visit:
<https://www.warwickshire.gov.uk/education-learning/apply-free-school-meals>

Families who receive the following are eligible for free school meals:

- income support
- income-based Jobseeker's Allowance (JSA)
- income-related employment and support allowance (ESA)
- guarantee element of state pension credit
- Universal Credit (with an annual income of less than £7,400)
- Both income-based and contribution-based JSA/ESA if you receive the same amount for both. You should also qualify if you receive both, but the income-based amount is greater, but not if the contribution-based amount is greater.
- Families who are awarded Child Tax Credit and have an annual income assessed by HMRC to be no more than £16,190, providing there is no entitlement to Working Tax Credit (unless in respect of a 4-week 'run-on').



Questions?

Please speak to your child's class teacher individually if you would prefer.