



Somerdale Educate Together

Make yourself comfortable.



Tea & Coffee available at
the back.





Somerdale Educate Together

Forum Structure:

7-14 days before the forum.	Friday before the meeting.	During the forum	After the forum (within 7 days)
Online form sent to families to enable feedback.	Forum Agenda sent to families based on feedback.	Member(s) of SLT to update families on each agenda item and allow further questioning.	Summary of feedback and actions sent to all families.

Forum Dates:

Term	Date	Time/Location
1	Wednesday 2 nd October 2024	9am/school hall
2	Tuesday 3 rd December 2024	2:30pm/school hall
3	Monday 27 th January 2025	4pm/school hall
4	Friday 28 th March 2025	9am/school hall
5	Thursday 15 th May 2025	2:30pm/school hall
6	Wednesday 2 nd July 2025	9am/school hall



Forum Rules and Guidelines:

To ensure the meeting is constructive and respectful, we kindly ask that all participants follow a few simple guidelines:

- **Respectful Communication:** Everyone's opinions and ideas are valued, so we ask that all contributions are made in a respectful and considerate manner.
- **Focus on Solutions:** When discussing any concerns or suggestions, we aim to keep the conversation positive and focused on finding solutions.
- **Stay on Topic:** To ensure we make the most of our time, we kindly request that discussions remain focused on the agenda topics.
- **Confidentiality:** While feedback is encouraged, we ask that specific pupil or family concerns be addressed privately with the relevant staff members rather than in the forum.



Somerdale Educate Together Development Plan 2024/2025

Teaching & Learning	Parents & Community
<ul style="list-style-type: none"> To develop effective teaching and learning practice through the High-Quality Teaching Framework. To ensure all statutory outcomes meet/exceed the expected standard. The Pre-School offer is clearly defined. Significant increase in admission numbers. Pupil Premium children to make accelerated progress in Mathematics, Reading & Writing during the 2024-25 academic year. 	<ul style="list-style-type: none"> There is a clear Wrap-Around Care offer which is communicated to families. Wrap Around Care has a program of engaging activities which are varied and meet the needs of all age ranges. Enhance Families understanding of the behaviour & relationship policy Parents have clear expectations regarding communication at Somerdale.
Curriculum	Staff support & Development
<ul style="list-style-type: none"> All year groups meet the school's curriculum expectations in Science, Geography & History. 	<ul style="list-style-type: none"> To further develop LSAs role in supporting children within the classroom & with SEND.
Behaviour & Safety	Site & Admin
<ul style="list-style-type: none"> Pupils are confident communicating and modelling the set of beliefs and behaviours which underpin the school's pupil culture. Development of play during break & lunchtimes. 	<ul style="list-style-type: none"> Introduce a new 3-year IT plan to support and enhance learning and effectively manage administrative tasks.

Parent/Carer Forum- Meeting Agenda



Term 4	Agenda Item
1	Annual Parent/Carer Questionnaire Results and Key Actions
2	KS1/2 Learning Environment Working Party Outcomes + Feedback from PINs Environment Audit.
3	RE:SET Relationships Project – Collaboration with TENDER
4	Mental Health Support Team (Update)
5	School Website: Class Pages – Support Documents
6	Geography and History: Knowledge Organisers
7	School Clubs Offer Update
8	FoSET: Outdoor Project – Update/ Future Events
9	Any Other Business (AOBs)



Parent/Carer Survey Results

Statement	Strongly Agree / Agree	Neither Agree/ Disagree	Disagree	Strongly Disagree
My child enjoys school	90%	9%	1%	0%
The school has a happy & positive atmosphere.	96%	4%	0%	0%
The school site is sufficiently secure, and my child feels safe and well cared for.	96%	4%	0%	0%
The outdoor environment is well used to support the learning of my child.	78%	17%	5%	0%
Somerdale is teaching my child to be environmentally friendly.	92%	8%	0%	0%
Teaching at the school is good or better.	92%	6%	2%	0%
I am pleased with the progress my child is making at school.	87%	8%	4%	1%
I am kept informed about my child's learning at school.	77%	12%	10%	1%
I think the school keeps me well informed about my child's learning in English and Maths.	52%	30%	5%	13%
My child brings home reading books regularly.	83%	10%	7%	0%
Somerdale has high expectations for my child which helps them to reach their full potential.	78%	20%	1%	1%
I think the school gets involved with the local community.	80%	18%	1%	1%
The school encourages children to care for each other and develop a sense of responsibility.	93%	7%	0%	0%
I think the children's behaviour around the school is generally good.	92%	7%	1%	0%
I think the children's behaviour in my child's class is generally good.	75%	17%	8	0%
I think that the school's systems for managing behaviour is effective.	68%	24%	7%	1%
I am confident that Somerdale deals with challenging behaviour effectively.	62%	29%	8%	1%
My child enjoys playtimes at school.	92%	7%	1%	0%
I know the rewards that my child can receive at school for effort, good work/behaviour.	92%	6%	2%	0%
My child feels that they could talk to a member of staff at school if they have a problem.	92%	6%	0%	2%
Somerdale treats my child fairly.	92%	6%	2%	0%
Somerdale helps to promote healthy lifestyles.	88%	10%	2%	0%
Enquires on the phone at reception or by email are dealt with effectively and courteously.	88%	10%	2%	2%
I feel welcomed when coming into the main reception area.	94%	6%	0%	0%
I believe my concerns would be dealt with by the school in a prompt and satisfactory manner.	79%	17%	4%	0%
As a parent I feel valued and informed about decisions regarding the school.	84%	15%	1%	0%
The school encourages parents and carers to play an active part in school life.	93%	6%	1%	0%
The school keeps me fully informed about the events that are happening in school.	93%	6%	1%	0%
The school provides good quality wrap around care.	58%	32%	7%	3%
The school website and social media platforms provide me with a clear and up to date picture of what is happening in school.	75%	21%	4%	0%

40 responses which included:

- I love Somerdale's ethical curriculum and can see it reflected at home when my children are kind and thoughtful and ask questions about fairness and equity for everyone.
- The values and ethos. Friendly staff. Clear communication re: School Improvement plans. I feel like the staff have high aspirations for all the children at the school and only want the best for all of them.
- The staff are very approachable, warm and caring. The outdoors space is well kept and the children enjoy the playtimes. We liked the afterschool sports clubs that were available to join.
- Positive ethos with excellent teaching and shading support staff.
- Friendly environment but also challenging my children to improve and get better.
- It's a lovely, friendly school and I feel the staff are approachable. My children really enjoy school.
- Friendly, welcoming atmosphere.
- My children both enjoy coming to school. The staff are quick to respond to worries - there is a warm and caring welcome. They are enjoying learning more as they grow - the KS2 curriculum is engaging them! :)
- You put the children at the centre. The kids know it and feel it - that is what makes it so special.
- My child is very happy at school, staff are welcoming and friendly, child's needs are met.
- I love the child-centred approach where the voice of the child is considered and acted upon where appropriate. It feels like a really nurturing and safe environment.
- The school itself has a sense of community and identity.
- Inclusive policies and diverse curriculum.
- The fact that the focus is on developing good humans rather than exam results.
- The children are genuinely engaged in decisions around their education and the running of the school.
- Inclusivity is valued. Friendly and approachable teachers. Children's voices are heard and encouraged.
- The overarching feel of the school is one of kindness and understanding.

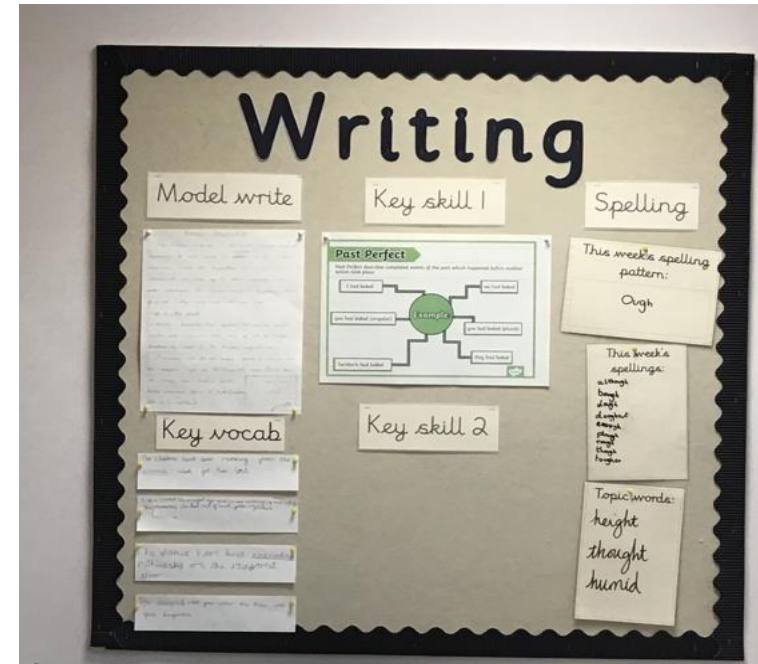
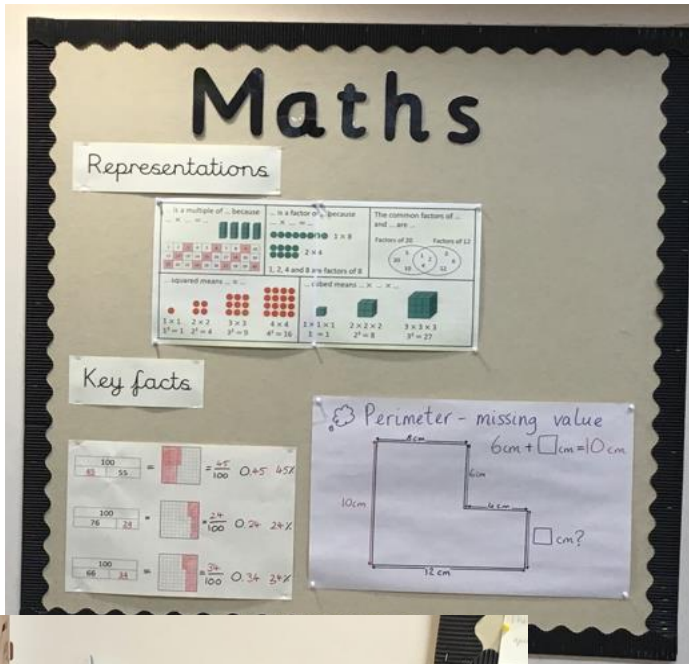
KS1 & KS2 Environment Work Group



Before



KS1 & KS2 Environment Work Group



Updated Classroom Environments

Mental Health Support Team Update



Anxiety
Low Mood
Anger
Panic

Self-esteem
Body Image
Worries
Social Anxiety

We are a team of Education Mental Health Practitioners (EMHPs) from the NHS. We work with children and young people aged 5-18 years to provide early mental health support within schools for mild to moderate mental health difficulties.

We provide:

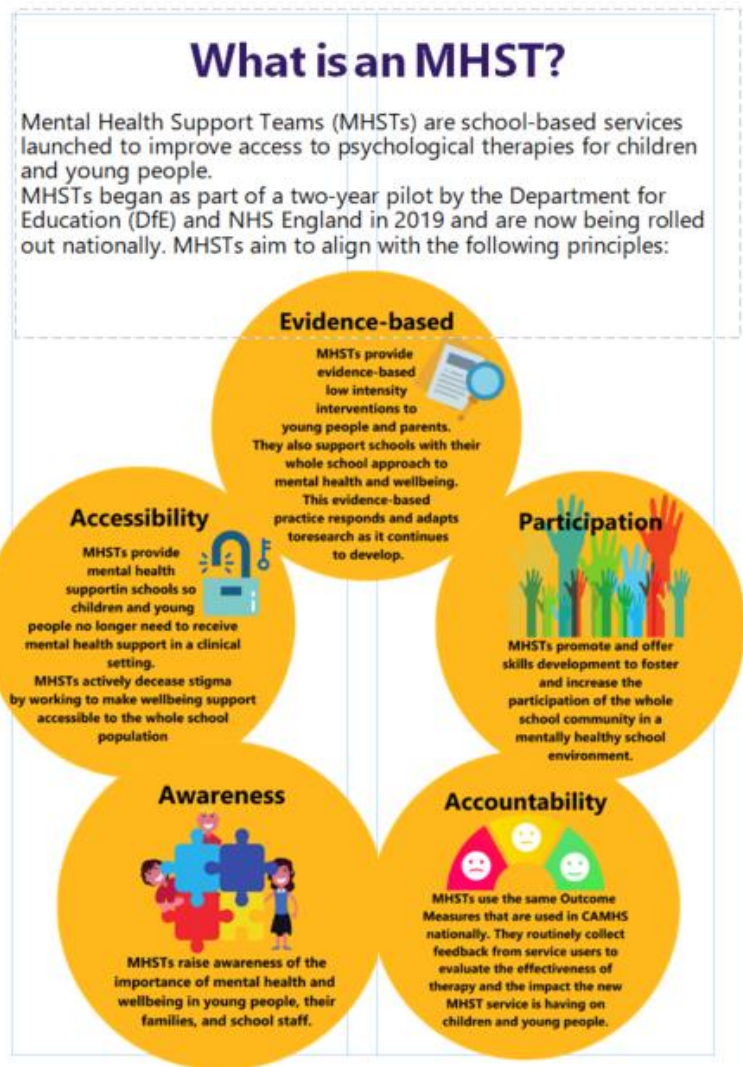
1 1:1 Sessions

Talk to us about your feelings in a safe space. You will work with us for 6-8 sessions

2 Groups

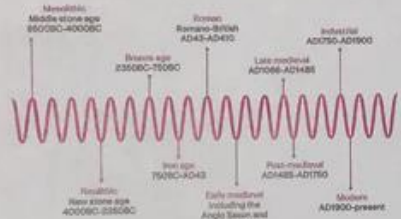
We provide a range of group work to assist young people who are facing similar difficulties

If you would like support from an EMHP, speak to your teacher or a member of the pastoral team.



Geography & History Knowledge Organisers.

Key vocabulary	
settlement	a village, town or city where people live
settler	a person who moves to a new place with the intention to stay there
vegetation belt	the different types of plant life that grows in a certain area
agriculture	the farming of crops or animals
industrial	businesses that provide products or services
leisure	time spent away from work relaxing
retail	shops selling products to people
Mesolithic age	Middle Stone Age time period



Skills - We are geographers!

1. Use the eight points of a compass
2. Use four figure grid references
3. Use map symbols and keys effectively



Year 4 Term 3 Why did the Romans settle in Bath?



Key knowledge:

1. Many UK settlements today were created by early settlers: Romans, Vikings, Anglo-Saxons
2. Bath has been settled since the Mesolithic age
3. Place names show us who settled in an area and what it was like:

Roman	Anglo Saxon	Vikings
-chester	-ham = village	-by = village
-caster = castle	-ton = farm	-thorpe = farm
-cester	-ford = river crossing	-toft = house
	-carr = bog	
e.g. Gloucester	e.g. Keynsham, Bitton, Salford	e.g. Derby

4. Romans called Bath 'Aquae-Sulis' meaning the waters of Sulis. The Anglo-Saxons later called it 'Badum', meaning "At the Baths". It was eventually shortened to Bath.
5. Early settlers took what they needed from the landscape - woods, rivers, hills etc. The River Avon was a necessary resource for early settlers local to this area.
6. Land is used in different ways in settlements (housing, agriculture, industrial, leisure, retail). Early settlers used land in different ways to modern settlers.
7. Settlers considered the following when finding a settlement:

Necessary	Desirable (wanted)	Unwanted
shelter	entertainment/shops	open to attack
water supply	education	exposure to weather
food	green space	prone to flooding
electricity/fuel supply	neighbours	
	healthcare	
	transport links	

8. A temple was constructed in AD 60-70.

Key vocabulary	
source	Where a river starts
meander	When a river winds on its course
tributary	Where a smaller river flows into a bigger one
confluence	Where two rivers meet
river channel	What the river flows in
drainage basin	The area of land that empties its water into a river
delta	A large, silty area where the river splits into many different slow-flowing channels that have muddy banks
mouth	Where the river meets the sea
irrigation	The watering of land to make it ready for agriculture



Year 4 Term 4 How does a river change on its course to the sea?



Key knowledge:

1. Rivers are split into three courses:
 - Upper Course:** The source of a river is often in hills/mountains where rain falls. It starts narrow and quickly travels downhill, cutting through rocks. You may see waterfalls.
 - Middle Course:** Land is flatter and often river is flowing through a valley. The river becomes slower and wider and meanders. The river drops its rocks, sand and silt so sometimes sand bars or islands are formed.
 - Lower Course:** At the mouth of the river it flows slowly and land is flat. Often there's a river delta.



2. Key features of the river (picture)
3. Over time the river erodes (wears away) the riverbanks and bed. As it cuts through the land its banks become higher. As the flow of water slows the river drops rocks, sand and silt. This builds up the bank on one side so the river meanders. This is called **deposition**.
4. The River Danube starts in Germany in the Black Forest Mountains. It flows through Germany, Austria, Slovakia, Hungary, Croatia, Serbia, Bulgaria, Romania, Ukraine and into the Black Sea. It is 2,850km long.
5. The River Avon starts in the village of Acton Turville and flows through Gloucester and Wiltshire through to Somerset. It is 134 km long.

Rivers in the UK:



Skills - We are geographers!

1. Use the eight points of a compass
2. Use four figure grid references
3. Use map symbols and keys effectively

Learn together
to live together



Pre School - Turtles

Year Five - Elephants

Reception - Otters

Year Six - Tigers

Year One - Wildcats

Online Safety Tips

Year Two - Hedgehogs

Eco School

Year Three -
Bumblebees

Pupil Voice and
Leadership

Year Four - Puffins

Term 1 Curriculum Overview



Term 2 Curriculum Overview



Term 3 Curriculum Overview



Term 4 Curriculum Overview



Subject	Assessment Week	Teacher Assessment	NFER Assessments in Reading & Maths	SAT's Practice
Term 2	2nd December 2024	All Year Groups	Year 4	N/A
Term 4	17th March 2025	All Year Groups	Year 4	N/A
Term 6	30th June 2025	All Year Groups	Year 4	N/A

Statutory Assessment Dates 2024-25

Year Group	Assessment Schedule
Year 4 Multiplication Tables Check	2 week period from Monday 2nd June 2025 (Following week back-up for anyone absent)

Through an enquiry approach, our curriculum is responsive. We nurture, develop and build on children's interests and passions; make links to their local environment so that learning is relevant, lifelong and builds the broad skills and knowledge for the world ahead. With an ethical focus in which children learn about rights, through rights and for rights, our children have the confidence to question the world around them, allowing them to be active participants to shape their community. Our children are stewards of the environment, developing strong core moral values which celebrates openness, diversity, and equity.

This document provides an overview of the planned sequence of learning for a term. Actual teaching and timings may differ as teachers adapt teaching and learning opportunities as they teach to ensure teaching is responsive to children's needs.

Subject/Area/Focus	Week 1 24 th -28 th Feb	Week 2 3 rd -7 th March	Week 3 10 th -14 th March	Week 4 17 th -21 st March	Week 5 24 th -28 th March	Week 6 31 st March-4 th April
Key Events/Assessments		World Book Day 6 th March	Science week		Earth day heroes trip?	
School Values	Kindness and dignity					
Unicef Rights Respecting Schools – Main Focus	Article 24: Children have the right to the best health care possible, clean water to drink, healthy food and a clean and safe environment to live in. Article 28: Every child has the right to an education. Article 29: Every child's education should develop their abilities and talents and help them to respect people, live peacefully and protect the environment.					
Main Enquiry Questions	How does a river change on its course to the sea? How do solids, liquids and gases change? Zero Carbon Schools Project – action stage					
Learn Together, including RE	12 - Calculating our carbon footprint	13 - Selecting a project: Which topic will we choose?	14 - Selecting a project: Generating ideas	15 - Planning our projects	16 - Developing our projects	
Focus Text	Danny Champion of the World					
Phase and key objectives	Phase 1: Opening experience Teaching key vocabulary Reading and immersion in text Speaking and listening Book talk Grammar skill 1 Writing opportunities	Phase 2: Writer talk Analysing author's style Identifying organisational features Identifying language features Exploring key events, themes, characters Grammar skill 2 Writing opportunities	Phase 3: Planning (mapping/boxing up) Oral rehearsal Modelled and shared writing Drafting Feedback and target setting Editing and revising	Phase 1: Opening experience Teaching key vocabulary Reading and immersion in text Speaking and listening Book talk Grammar skill 1 Writing opportunities NFERs	Phase 2: Writer talk Analysing author's style Identifying organisational features Identifying language features Exploring key events, themes, characters Grammar skill 2 Writing opportunities	Phase 3: Planning (mapping/boxing up) Oral rehearsal Modelled and shared writing Drafting Feedback and target setting Editing and revising
Main Grammatical Focus	Fronted adverbials Recap speech punctuation	Speech punctuation Present perfect tense	Present perfect tense	Expand noun phrases with prepositions	Subordinate clauses	
Spelling	Challenge words	Words where 'au' makes an /or/ sound	Words ending in '-tion'	Words ending in '-sion'	Words ending in '-cian'	Challenge words
Home Learning Support	For more information on the focus of the steps, please click here. Spelling Shed Home Use (For weekly spellings including interactive games)					
Main handwriting Focus	Handwriting booklet using statutory spelling words	Continuation of handwriting booklet				
Home Support	Access letter join at home to practice letter formation and spelling. Available on desktop, laptop and tablet.					

Somerdale Educate Together

	Monday	Tuesday	Wednesday	Thursday	Friday
8.40 – 8.50 Gates open	Morning activity and interventions	Morning activity and interventions	Morning activity and interventions	Morning activity and interventions	Morning activity and interventions
By 9am	Register completed	Register completed	Register completed	Register completed	Register completed
9 – 9.05am	Times Tables Booklets	Times Tables Booklets	Times Tables Booklets	Times Tables Booklets	Times Tables Booklets
9.05 – 10am	English	English	SPAG and handwriting	English	English
10 – 10.30am	VIPERS	VIPERS	VIPERS	Library/DEAR	VIPERS quiz
10.30 – 10.45	Playtime				
10.45 – 11am	Spelling quiz	Spelling 1	Spelling 2	Spelling 3	Handwriting
11am – 11.50pm	P.E	Maths	English	Maths	Maths Timetables
11.50-12.00	Timetables				
12pm – 1pm	Lunchtime				
1pm – 1.10pm	Register & Class Story				
1.10pm – 2pm	Maths	Geography	Maths	Science	P.E
2pm – 2.50pm	Learn Together	Learn Together	Design and Technology	Spanish/computing	PSHE/Picture News
2.50 – 3.10pm	Celebration assembly	Learn Together assembly	Singing assembly	Values assembly	
3.10pm – 3.20pm	Times Tables Booklets	Times Tables Booklets	Times Tables Booklets	Times Tables Booklets	Times Tables Booklets
3.20pm	Home Time				

Friends of Somerdale Educate Together (FOSET) Update

Last year FOSET funded Phase 1 of the Somerdale Educate Together outdoor masterplan. This year we are aiming to fund Phase 2 of the masterplan and the school has already received new benches for the play areas, which were part of Phase 2. We have also provided a friendship bench which was requested by the Anti-Bullying Team.

Outdoors Masterplan – Phase 2, 3 & 4 2024/2025



Our next target is Phases 3 and 4 of the Masterplan, this includes a new play den, a timber ball wall and a pergola. These will provide an area for imaginative play, a communication space, increased ball game provision and shade in the summer months.

To achieve our target, please do keep supporting our events and initiatives such as the upcoming **Easter Disco** (afterschool on the 2nd April) and our **Easter Trail** (running from the 5th-21st April). Watch out too for tickets coming out after the easter holidays for our quiz being hosted by Mike at the Somerdale Pavillion on Friday 9th May.



Can you help us reach our fundraising target?



Does your organisation, company or business offer:



Grants or donations for community projects?



Matched funding?



We also have great sponsorship opportunities
for businesses big and small!

Please get in touch via friendsofsomerdale@hotmail.com!

We are also very keen for other support to reach the target ASAP and are therefore asking our supportive community to check out any opportunities that might be available within their organisations, companies and businesses. FOSET has a dedicated grants lead, so we can give you all the support you need if the application needs to come directly from the employee....please don't let any paperwork put you off!

If you know of any opportunities, please email us at friendsofsomerdale@hotmail.com or fill out this form <https://forms.office.com/r/zPV2s8sqJU> and we'll be in touch!



Any Other Business?

