



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 5 | Agenda Item |
|--------|--|
| 1 | School Development Plan Update |
| 2 | End of Year School Report Format |
| 3 | Transition Event Details (2025-26) |
| 4 | RE:SET Relationships Project – Collaboration with TENDER |
| 5 | Smartphone Free Schools Update |
| 6 | Listening Team – School Travel Plan |
| 7 | Gold Rights Respecting School Accreditation Update |
| 8 | World Cultural Diversity Day – Update |
| 9 | Careers Fair Update – 2025-26 |
| 10 | FoSET Update |
| 11 | Any Other Business (AOBs) – Agenda items can be added by emailing Info@somerdaleet.org.uk . |



Transition Events

| Term 6 |
|--|
| Week 1 |
| <ul style="list-style-type: none">• Transition letter and timetable sent home to parents/carers• New Reception parents/carers transition letter sent home |
| Week 2 |
| <ul style="list-style-type: none">• New Reception parent/carers induction evening |
| Week 3 |
| <ul style="list-style-type: none">• Staff meeting focus – Transition• Teacher & SLT write letters to new their class |
| Week 4 |
| <ul style="list-style-type: none">• Staff meeting focus – Transition• Virtual class/ school tour added to class pages |
| |



Term 6

Week 5

- Class teachers to visit children's current class (01.07.25)
- Enhanced transition for SEND children (supported by SENDCO)
- Transition afternoon new reception (Group A 12:45-1:45pm) (Group B 2-3pm) (03.07.25)
- Transition afternoon in children's new classroom (03.07.25)/ B&NES secondary school transition day.

Week 6

- Transition afternoon new reception (Group B 12:45-1:45pm) (Group A 2-3pm) (11.07.25)
- Transition afternoon (Reception- Year 6) (11.07.25)
- SEND transition staff meeting

Week 7

- New Reception family picnic on Somerdale Green
- Last day: changing pens

Year 6- Secondary School Transition Meeting

23rd June 2025





Somerdale
Educate Together

Annual Report to Parents
2024-2025 for
Insert Child's Name
Year One to Year Six
Teacher: Name
Teaching Assistant: Name

Child's Voice

Class Teacher Comments

-relationships, behaviour
- Learning behaviours
-Learn Together/ETAT values/Rights (sense of self etc)
-Brief comment on English/maths

Signed

English

| Progress | Better than Expected | Expected | Limited |
|----------|----------------------|----------|---------|
|----------|----------------------|----------|---------|

English Next Steps or ideas to help Home Learning

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Mathematics

| Progress | Better than Expected | Expected | Limited |
|----------|----------------------|----------|---------|
|----------|----------------------|----------|---------|

Mathematics Next Steps or ideas to help Home Learning

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Effort in Learning Areas

| | | | | |
|---------------------|-----------|------|--------------|-------------------|
| Reading | Excellent | Good | Satisfactory | Needs improvement |
| Writing | Excellent | Good | Satisfactory | Needs improvement |
| Maths | Excellent | Good | Satisfactory | Needs improvement |
| Science | Excellent | Good | Satisfactory | Needs improvement |
| Geography | Excellent | Good | Satisfactory | Needs improvement |
| History | Excellent | Good | Satisfactory | Needs improvement |
| Computing | Excellent | Good | Satisfactory | Needs improvement |
| Art | Excellent | Good | Satisfactory | Needs improvement |
| Design & Technology | Excellent | Good | Satisfactory | Needs improvement |
| Music | Excellent | Good | Satisfactory | Needs improvement |
| PE | Excellent | Good | Satisfactory | Needs improvement |

Headteacher's Comments

Signed

Attainment Summary (Non-Statutory Assessment Year Groups)

Attainment

| Subject | End of Year Teacher Assessment |
|---------|--------------------------------|
| Reading | Expected |
| Writing | Working Towards Expected |
| Maths | Expected |

Key

Attainment is relative to the age-related expectations for the year group and split into the following descriptors

Expected: Child has met the national expectations for their year group.


Above: Child is working at greater depth within the national expectation.

Working Towards Expected: Child is working within the objectiveAs for their year group but has not yet achieved national expectations for their year group.

Significantly Below: Child is working below national expectations for their year group.



Statutory Year Group (Reception)

| Attainment | | |
|--|---|----------|
| Key | | |
| Emerging - Children are working towards the Early Learning Goal and are working below national expectations. | Expected - Children are working at the Early Learning Goal and are working in line with national expectations. | |
|  | Listening, Attention and Understanding -Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group <u>interactions</u> ; -Make comments about what they have heard and ask questions to clarify their <u>understanding</u> ; -Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. | Expected |
| | Speaking -Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced <u>vocabulary</u> ; -Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when <u>appropriate</u> ; -Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. | Expected |
| | Gross Motor Skills -Negotiate space and obstacles safely, with consideration for themselves and <u>others</u> ; -Demonstrate strength, balance and coordination when <u>playing</u> ; -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. | Expected |
| | Fine Motor Skills -Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all <u>cases</u> ; -Use a range of small tools, including scissors, paint brushes and <u>cutlery</u> ; -Begin to show accuracy and care when drawing. | Expected |
| | Self-Regulation -Show an understanding of their own feelings and those of others, and begin to regulate their behaviour <u>accordingly</u> ; -Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when <u>appropriate</u> ; -Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. | Expected |
| | Managing Self -Be confident to try new activities and show independence, resilience and perseverance in the face of <u>challenge</u> ; -Explain the reasons for rules, know right from wrong and try to behave <u>accordingly</u> ; -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. | Expected |
| | Building Relationships -Work and play cooperatively and take turns with <u>others</u> ; -Form positive attachments to adults and friendships with <u>peers</u> ; -Show sensitivity to their own and to others' needs. | Expected |
| | Comprehension | Expected |

| Subject | Assessment Week | Teacher Assessment |
|---------|-------------------|--------------------|
| Term 2 | 2nd December 2024 | Reception |
| Term 4 | 17th March 2025 | Reception |
| Term 6 | 30th June 2025 | Reception |

Statutory Assessment Dates 2024-25

| Year Group | Assessment Schedule |
|------------|--|
| Reception | Reception baseline assessment for each child in the first 6 weeks after they enter reception |

Reception Baseline Information for Guardians



Information for parents: Reception baseline assessment



Statutory Year Group (Y1)

Attainment

| Subject | End of Year Teacher Assessment |
|---------|--------------------------------|
| Reading | Expected |
| Writing | Expected |
| Maths | Expected |

Key

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Expected: Child has met the national expectations for their year group.

Above: Child is working at greater depth within the national expectation.

Working Towards Expected: Child is working within the objectives for their year group but has not yet achieved national expectations for their year group.

Significantly Below: Child is working below national expectations for their year group.

Phonics Screening Check

| | |
|----------------------------------|---------------------------|
| Score (out of 40) | 37 |
| Met or not met expected standard | Met the expected standard |

Pass mark: 32

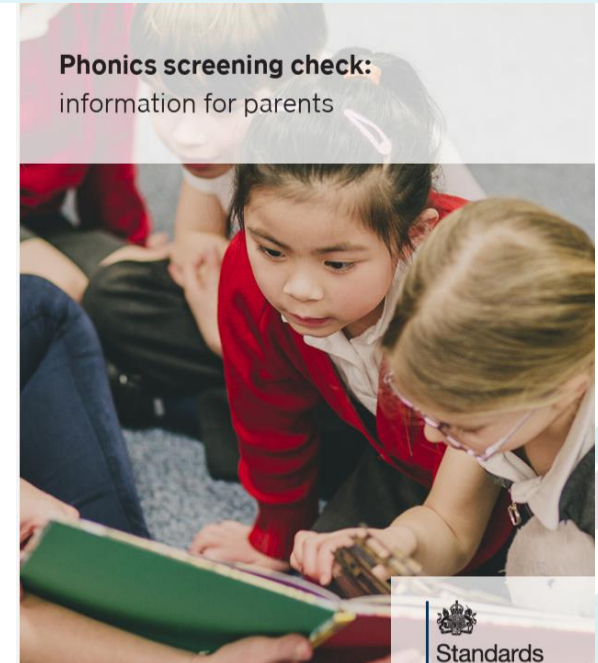
Statutory Assessment Dates 2024-25

| Year Group | Assessment Schedule |
|----------------|--------------------------------------|
| Year 1 Phonics | Week Commencing Monday 9th June 2025 |

Phonics Screening Check - Information for guardians



Phonics screening check:
information for parents



Standards

Statutory Year Group (Y4)

Attainment

| Subject | End of Year Teacher Assessment |
|---------|--------------------------------|
| Reading | Working Towards Expected |
| Writing | Significantly Below |
| Maths | Expected |

Key

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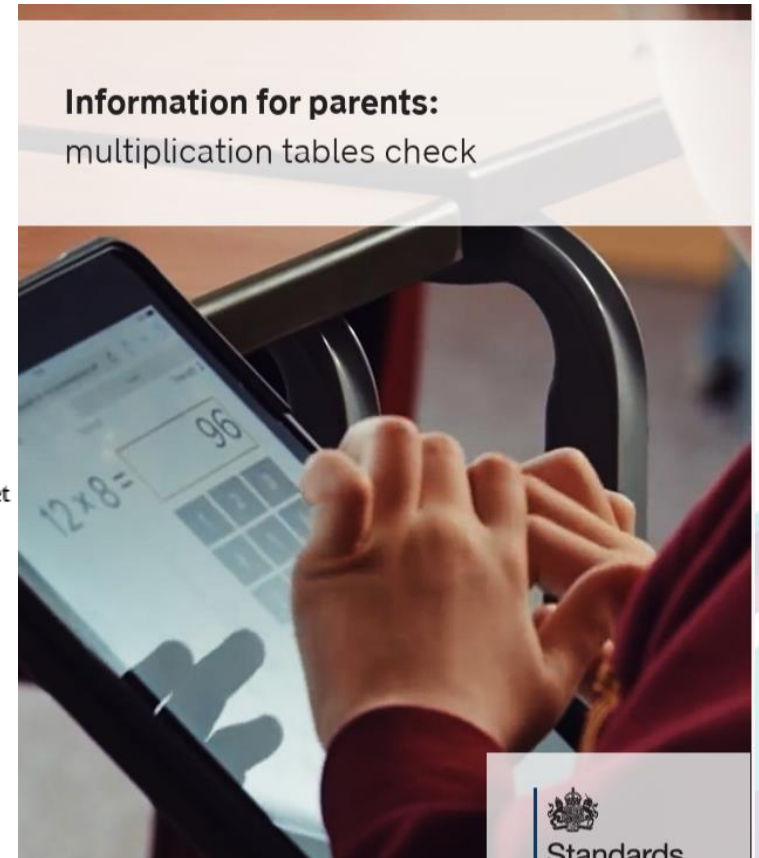
Multiplication Tables Check

| | |
|-------------------|----|
| Score (out of 25) | 18 |
|-------------------|----|

Multiplication Check Information for Guardians



Information for parents:
multiplication tables check




Standards

Statutory Year Group (Y6)

Attainment

| Subject | Teacher Assessment | SATs Paper (Scaled Score) | SATs Paper – met the expected standard |
|--|----------------------------------|---------------------------|--|
| Reading | N/A | 107 | Yes |
| Grammar, Punctuation and Spelling (SPaG) | Not Applicable | 105 | Yes |
| Writing | Working at the expected standard | Not applicable | Not applicable |
| Maths | N/A | 109 | Yes |
| Science | Working at the expected standard | Not applicable | Not applicable |

Teacher assessment outcomes take into accounts the results of statutory national curriculum tests in English, reading and mathematics (SATs)

Key

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Significantly Below: Child is working below national expectations for their year group.

SATs Information for Parents



SATs Parents Meeting Nov 2024



**2025 key stage 2
national curriculum tests:**
information for parents



Standards



1. Protects Mental Health

- Early smartphone use is linked to increased anxiety, depression, and low self-esteem.
- Social media and constant notifications can overwhelm young minds.



2. Supports Brain Development

- The brain is still developing rapidly in primary years.
- Too much screen time can interfere with concentration, memory, and critical thinking.



3. Encourages Real Social Skills

- Children need face-to-face interaction to learn empathy, communication, and emotional regulation.
- Smartphones can reduce opportunities for real conversations and teamwork.



4. Improves Focus and Learning

- Smartphones are distracting in classrooms and at home.
- Limiting them helps kids stay focused on reading, writing, and problem-solving.



5. Better Sleep Habits

- Screen use before bed disrupts sleep patterns.
- Poor sleep affects mood, attention, and school performance.



6. Promotes Physical Activity

- Kids with smartphones tend to be more sedentary.
- Delaying access encourages more play, sports, and outdoor exploration.



7. Reduces Exposure to Harmful Content

- Even with filters, children can stumble upon violent, sexual, or inappropriate content.
- Early use increases risk of cyberbullying and online predators.



8. Prevents Early Addiction

- Many apps are designed to be addictive.
- Children may develop an unhealthy attachment or depend on devices for entertainment.





Parents/Carers views on becoming a Smartphone free school will be obtained via an online survey (Term 6 Week 1).

Should the community be in favour of the school becoming a smartphone free school then guidance will be produced along with a Somerdale Smartphone Free School Pledge.



Somerdale Educate Together Presents

World Cultural Diversity Day



Celebrating food & culture in Somerdale

Food music dance games
crafts

Friday 6th June

Career Showcase - Show of Interest Form. Somerdale Educate Together Primary School





**RIGHTS
RESPECTING
SCHOOLS**

unicef 
UNITED KINGDOM

GOLD – RIGHTS RESPECTING

**Reaccreditation
visit Tuesday
20th May**



Listening Team

- Developing a travel plan for the school.
- Looking at how we can improve road safety in the area.



KS2 Production

The Wizard of Oz



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



Any Other Business?

