



Welcome to our Year 4

Meet the teacher



A bit about me..

- I have been teaching for 6 years.
- I have a Masters Degree in Child Mental Health and Well-being.
- I have taught in Manchester, Abu Dhabi and Liverpool.
- I enjoy going to the gym, reading and drinking coffee.
- I love travelling.
- I love teaching and feel very blessed to have been given the opportunity to teach here.



Catholic Life

Our Lady of Walsingham Catholic Primary School endeavours to provide our children with an enriched Catholic Life experience, by “With Christ as our Light, We Learn, Love and Shine, With Excellence.”





Our Lady of Walsingham Catholic Primary School



Proud to be part of
Pope Francis
Catholic Multi Academy Trust



Please make sure you visit our new website:
www.olwcatholicprimary.org

Uniform



Uniform Policy

Uniform Requirements
Years 1 - 6

Autumn & Spring Term

Boys:

- Grey trousers (short or long)
- Pale blue shirt and school tie
- Royal blue jumper (logo optional)
- Grey socks
- Black shoes or plain black trainers

Girls:

- Grey skirt, pinafore or trousers
- Pale blue blouse and school tie
- Royal blue cardigan or jumper (logo optional)
- Grey/black tights or white socks
- Black shoes or plain black trainers

Pupils also require: a coat, water bottle. KS1 pupils will also need a bookbag.

Summer Term (after Easter to July – optional)

Boys:

- Pale blue polo shirt
- Grey shorts
- Grey socks
- Black shoes
- Royal blue jumper (logo optional)

Girls:

- Blue checked/striped dress, skirt, or skort
- White socks
- Black or white shoes (no open-toe footwear)
- Royal blue cardigan or jumper (logo optional)

Pupils also require: a sun hat and water bottle.

Uniform Requirements
PE kit Years 1 - 6

Pupils should come to school wearing their PE kit on designated days:

- Pale blue polo shirt or t-shirt
- Navy shorts
- Navy tracksuit bottoms
- Trainers (outdoor)
- Black pumps (indoor)
- Royal blue hoodie (logo optional)

Swimming Years 3 - 6 (you will be informed which term in advance)

Girls – full swimming costume

Boys – lycra shorts or trunks

Swimming cap

The following are not permitted:

Bikinis or tankinis

Loose-fitting shorts

Board or surfer shorts

Loose clothing can present a safety risk in the water.

If cultural requirements require alternative arrangements, please contact the school so we can support you in finding safe, suitable options.

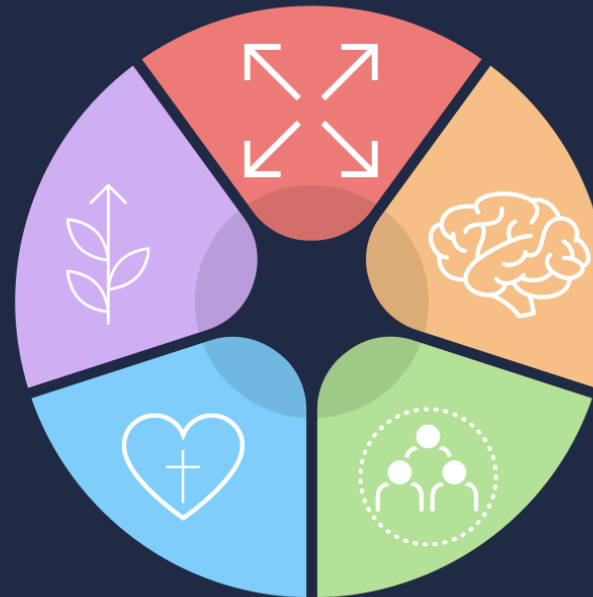
Please be aware: The Aquatics instructor has the right to refuse participation if correct swimwear is not worn.

We have our own bespoke curriculum vision to ensure that we provide the most ambitious and exciting learning opportunities for our pupils.

We will keep you informed of what your child is learning about on class Dojo and on our class pages on the school website.

To see your child's curriculum for the year, please visit the 'Learning' tab on our website and find our whole school curriculum map.

BUILD Curriculum



Broad

Our curriculum provides a wide range of subjects and experiences, offering pupils opportunities to explore and develop their talents across various disciplines.



Understanding

Our approach is carefully considered so our pupils make lasting changes in their long term memory.



Inclusive

Our inclusive curriculum promotes equality, and ensures that all pupils, including those with SEND, have equal access to high-quality education.



Loving

Everything we do here is built upon a foundation of love and care where pupils feel secure, joyful, and motivated to learn.



Develop

A comprehensive curriculum inspiring growth through global awareness and lifelong learning.

Whole School Curriculum



OLW Whole School Curriculum Map



Whole school expectations for behaviour



We have a specific behaviour curriculum which all children are taught, reminded and expected to follow. This sits alongside our new 'Relationships and Positive Behaviour' Policy, which is launching this year.

The Graduated Response (SEND)

How we identify, support and review pupils' additional needs

Assess

We gather information from teachers, parents, assessments and the child to understand needs.

Plan

Together we agree outcomes, support strategies and any reasonable adjustments.

Do

The support is delivered in class and through targeted interventions where needed.

Review

Progress is monitored and next steps are agreed with parents and the pupil.

Parents are involved throughout the process. The cycle may be repeated to ensure support remains effective and responsive to your child's needs.

Before any referral to external agencies is considered, schools are expected to follow the Graduated Response cycle of Assess, Plan, Do, Review. This process ensures that a pupil's needs have been carefully identified, appropriate evidence-based support has been implemented, and the impact of that support has been reviewed over time. Following this graduated approach helps ensure that any referrals are well-informed, supported by evidence, and compliant with the SEND Code of Practice (2015). While some referrals may be made at any stage where there is an urgent or specific need, most services will expect to see evidence of the Graduated Response before accepting a referral.

Attendance Matters

Please ensure your child is in school on time.
Follow the school attendance policy.

There are so many reasons that attendance is important. Here are just a few:

- **Strong start in learning** - Regular attendance helps pupils keep up with reading, writing and maths.
- **Good habits from the beginning** - Coming to school every day builds routines that last through later years.
- **Confidence and friendships** - Being in school helps pupils make friends, feel included and grow in confidence.
- **Missing days means missing out** - Even a few days' absence can make it harder for pupils to catch up.
- **Ready for the future** - Good attendance in primary lays the foundation for success in secondary school and beyond!

School Sessions

School start and end times are shown in the tables below.

Breakfast club - Opens at 8.00am

School Doors Open 08.45am

	EYFS	Key Stage 1	Key Stage 2
Morning Session 1	08.55	08.55 - 10.30	08.55 - 10.45
Morning Break	N/A	10.30 - 10.45	10.45 - 11.00
Morning Session 2	N/A	10.45 - 12.00	11.00 - 12.00
Lunch	11.30 - 12.30	12.00 - 13.00	12.00 - 13.00
Afternoon Session	13.00 - 15.10	13.00 - 15.10	13.00 - 15.15

Total time in school including breaks over a typical week is 30 hours 25 minutes.

Every Day Counts: Attendance Matters

Persistent Absence (PA)
Attendance below 90%

This means missing around 19
school days a year (almost 4
weeks).

Severe Absence (SA)
Attendance below 50%

This means missing around 95
school days a year.

Impact of Missed Days

95% attendance = 10 days
missed

90% attendance = 19 days
missed

80% attendance = 38 days
missed

Good attendance supports learning, friendships, confidence and future success.

Events & key dates will be sent out this week



Our Lady of Walsingham Catholic Primary School Key Dates 2026 – 2027

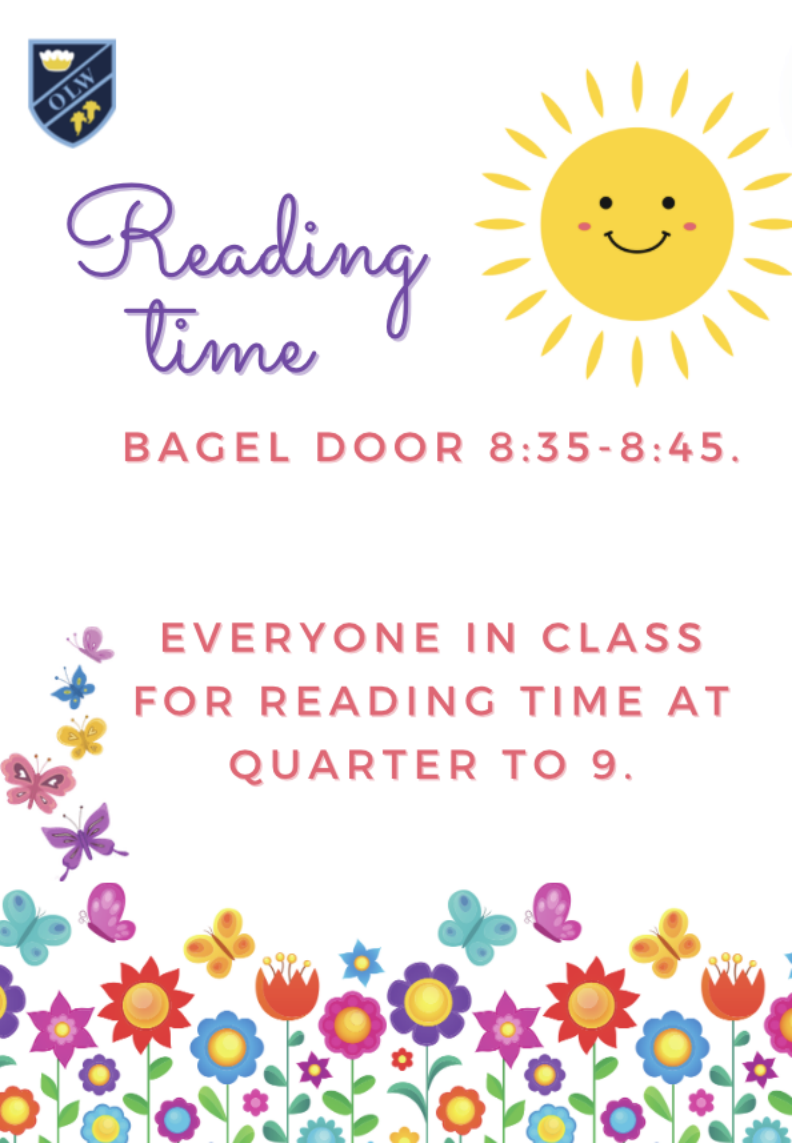


Please find a list below of key dates that we wanted to give you as much notice about in advance. Pencil these dates in your diary and we will send out further information for each nearer the time. Please note, **these dates are subject to change**, but we will keep as close to them as possible and advise you of any changes as early as we can. Keep an eye on Dojo as our main source of communication!

Date	Time	Event
1 st September	SCHOOL CLOSED	INSET Day 1
2 nd September	ALL DAY	<u>School opens</u> for KS1 & KS2. Nursery & Reception, please see your transition timetable. Please ensure children wear full school uniform.
8 th September	9:00 – 9:30	Parent/Teacher meetings for Years 1-6 in classrooms
9 th September	ALL DAY	School Photograph Day – Please ensure your child is looking smart!
24 th September	9:15am	Feast of Our Lady of Walsingham Mass, led by Year 6, at church – All welcome!

Keep an eye on Dojo, Parent App school texts and the website!

Reading at the heart of our curriculum



Home Reading Expectations

At our school, we encourage children to read a few pages of their home reading book every night. We understand that this isn't always possible with busy family schedules, but regular reading at home – even for just 10 minutes – makes a big difference to children's progress and confidence.

In school, we use a program called **Accelerated Reader**. After finishing a book, children take a short online quiz that checks their understanding. This helps us to see how well they have understood what they have read and guides them towards books that are matched to their level and interests.

Mathematics

ARK Mathematics Lesson Structure

'Do Now'

The 'Do Now' acts as a 'hook' into children's learning and engulfs children with confidence for the lesson ahead. It engages children with preparation for learning and reinforces foundational knowledge. ...

Transition Point

In KS1 and Lower KS2, all children are chanting/ singing as they move from carpet to tables.

Talk Task/ Let's Explore

Children are given the opportunity to practise the newly learned skill. Children work in pairs, using the given stem sentences and using manipulatives accurately.

Transition Point

In KS1 and Lower KS2, all children are chanting/ singing as they move from carpet to tables.

Plenary

Review the learning and extra challenge.



Introduction of aim

The aim of the lesson is introduced to the children to allow them to make links to previous taught knowledge and to activate their own schema.

'New Learning'

With a focus on the core learning, we explain the content of the lesson and use strategies to begin to embed this new learning. This includes, by the use of choral response, saying the star words. The teacher models using concrete manipulatives, where applicable, and pupils respond by answering in full sentences.

Transition Point

In KS1 and Lower KS2, all children are chanting/ singing as they move from carpet to tables.

Develop Learning

References are made to previously learnt models/ representations/ skills/ concepts and misconceptions are anticipated and incorporated. The independent task is modelled

Independent Activity

Pupils are provided with a task in which they can apply their learning. Within this, appropriate adaptations are implemented.



Oracy



Know & Remember



Scaffold Support



Question



Collaborate



Independence



4 - A - Day

Focus On Core Facts

Sessions target key number facts: number bonds, times tables, place value fluency, and mental strategies. Each day of the week can focus on a different area of mathematics, ensuring that pupils don't go extended periods of time without revisiting content.

Adaptive Challenge

Activities are pitched to stretch each pupil appropriately, supporting both fluency and progression. However, where possible it is important for all pupils to have access to the same materials

Building Long Term Memory

Cognitive science tells us that information is more likely to be stored in long-term memory when it is recalled regularly over time. Retrieval practice strengthens neural connections, reducing the risk of forgetting.

Enhancing Mathematical Confidence

Quick and successful recall boosts pupils' confidence, which in turn, fosters greater engagement and persistence with mathematical tasks.



Introduction

4 - A - Day provides children with an additional maths session that lasts for 15 minutes. This takes place daily after lunch and is independent to their Maths lesson. The session focuses on recall and mental agility in mathematics.

Cumulative and Interleaved

Sessions revisit previously taught facts alongside new ones, strengthening long-term retention.

Retrieval, Not Just Rehearsal

Activities require pupils to recall facts from memory, not simply re-read or repeat them.

Reducing Cognitive Load

If pupils must work out basic facts each time they are needed, valuable working memory space is consumed. Automatic recall frees up cognitive capacity for higher-order reasoning and problem-solving.

Supporting Equality and Inclusion

A consistent, daily approach helps ensure that all pupils - regardless of background - receive repeated, structured opportunities to master essential number facts, reducing the attainment gap. Addressed early enough, this regular practice may reduce barriers that pupils might encounter further on in their education.



Oracy



Core Facts



Cumulative



Cognitive Load



Long Term Memory



Confidence

Inform parents that every Friday there is an arithmetic focus and pupils will complete quizzes, just like spelling, which will be sent home weekly.



Lunches

WEEK 3	 MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Main dish	 Creamy tomato pasta	Chicken fillet burger with baked wedges	Roast gammon with new potatoes	All day breakfast	Crispy fish fingers with chunky chips
Vegetarian Main dish	Cheese quiche with Spanish potatoes	Veggie sausage hotdog with baked wedges	Vegan keema with 50/50 rice	Vegetarian all day breakfast	 Quorn™ nuggets with chunky chips
Accompaniments	Sweetcorn & broccoli Salad bar	Peas & coleslaw Salad bar	Carrots & cauliflower Salad bar	Baked bean and mushrooms Salad bar	Peas & baked beans Salad bar
Desserts	Raspberry buns	 Coconut & cherry flapjack	 Ginger biscuit & fruit	Chocolate sponge & custard	 Fruit meringue
Fresh fruit or yoghurt	Fresh fruit or Yoghurt	Fresh fruit or Yoghurt	Fresh fruit or Yoghurt	Fresh fruit or Yoghurt	Fresh fruit or Yoghurt
Jacket potato	Jacket potato & today's choice of filling	Jacket potato & today's choice of filling	Jacket potato & today's choice of filling	Jacket potato & today's choice of filling	Jacket potato & today's choice of filling



IT'S A HOOT

TO EAT MORE FRUIT

KEY

-  1 OF YOUR 5 A DAY
-  MEAT FREE MONDAY
-  CHEF'S CHOICE
-  PLANT-BASED (VEGAN)

A WORLD OF FUN WITH FOOD



"Allergens and intolerances"
 All of our food is lovingly hand crafted and prepared on site daily. We have an allergen procedure in place, so please ensure you make our catering team aware of your allergens/ your child's allergens prior to using the restaurant. Our kitchens are used for multi-purpose production so we cannot guarantee the above dishes are completely free from allergenic ingredients or traces of these.

HEALTHY SCHOOL PACKED LUNCHES

Fuel Your Child's Learning Every Day!

A healthy packed lunch helps children stay focused, active, and ready to learn throughout the school day.

WHAT TO INCLUDE



A HEALTHY MAIN ITEM

Sandwich, wrap, pitta, bagel, or pasta salad
Choose wholemeal options where possible.



FRUIT & VEGETABLES

Apple, banana, grapes, orange segments
Carrot sticks, cucumber sticks, cherry tomatoes, pepper slices



PROTEIN FOODS

Cheese
Lean meat or chicken
Tuna, egg, or hummus



DAIRY OR DAIRY ALTERNATIVE

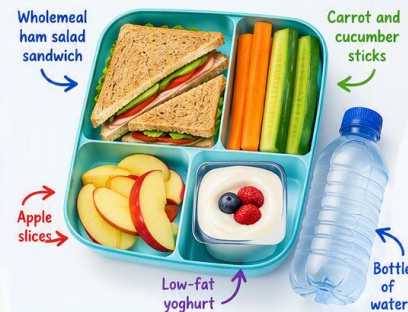
Yoghurt
Cheese portion
Dairy-free alternative if required



A HEALTHY DRINK

Water
Milk
Sugar-free flavoured water

BALANCED PACKED LUNCH EXAMPLE



A lunch like this provides a good balance of carbohydrates, protein, vitamins, and minerals to keep children energised for the afternoon.

TOP TIPS FOR PARENTS



Include at least **one piece of fruit** every day.



Try to add a **vegetable** snack.



Use **reusable containers** where possible.



Freeze a small bottle of water overnight to help **keep lunch cool**.



Encourage children to help choose and prepare **healthy options**.



PLEASE DO NOT PACK



NUTS OR PRODUCTS CONTAINING NUTS

To protect children with severe allergies.



CHOCOLATE AND CHOCOLATE BARS



SWEETS AND CONFECTIONERY



FIZZY DRINKS



ENERGY DRINKS

HEALTHY LUNCHES = HAPPY LEARNERS!

Thank you for helping us create healthy habits for life. ♥



Breakfast club & After school club

- All children are welcome to attend a free breakfast club each morning. You **MUST** book in the day before. This allows us to adequately and safely staff the club and also prepare catering. If your child is not booked in, we will have to refuse entry.
- After school club has to be booked by the day before at a price of £10 per child. The club runs from 3:15 – 5:45pm.

Keep an eye on social media, Dojo and Text messages/emails.



Our Lady of Walsingham Catholic Primary School



What's happening at Our Lady of Walsingham Catholi...



Photo/Video



Event



File

All stories

Upcoming

[View all](#)

JULY

20 Inset day
MON All day

[+ Create event](#)

