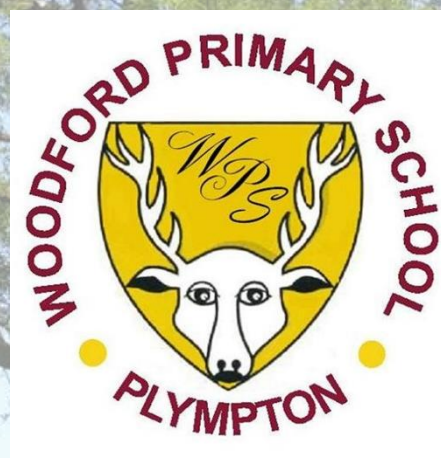


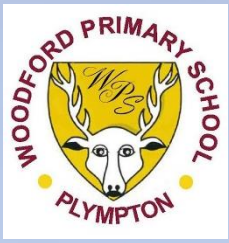


WESTCOUNTRY
SCHOOLS TRUST

Getting to know Year 3

Silver Birch & Apple class
2025 / 2026





Welcome



A Message from Mrs Patrick...

Welcome to the new academic year. Starting school this September, our number one priority is ensuring that the children build strong connections with their new teaching team so that they feel safe, respectful and ready to learn in their new environments. The first days and week have been centred around relationship building, learning new routines and expectations. This ensures children build confidence in their understanding of a new curriculum, enhanced expectations and their new year group. This strong foundation enables a love of learning and strong personal wellbeing to grow.

Our aim for all children is to grow their potential, enabling them to achieve high personal performance through our knowledge-rich curriculum. The curriculum is supported by our strong behaviour culture; an ethos of wellbeing and care; our STRIVE values; promotion of positive mental health and having high expectations for all our children so they achieve maximum success in all aspects of school life.

Please do message me on class dojo or email woodford.primary.school@plymouth.gov.uk should you wish to get in touch. Alternatively, I am at the main entrance in the mornings to welcome the children into school.

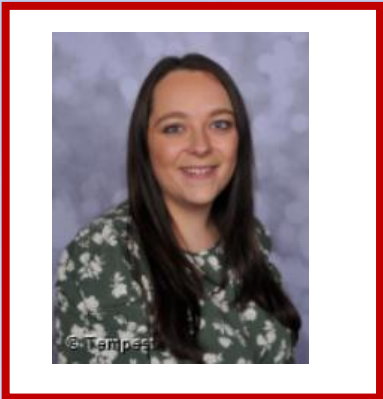
We look forward to working positively in partnership to achieve the very best for your child.



WESTCOUNTRY
SCHOOLS TRUST



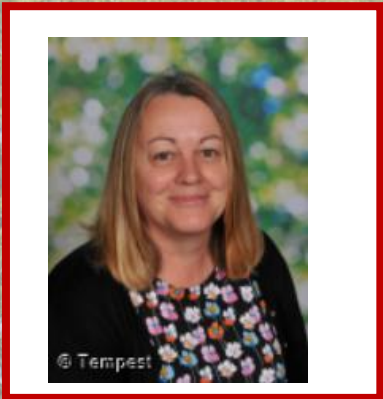
Meet the Year 3 Team



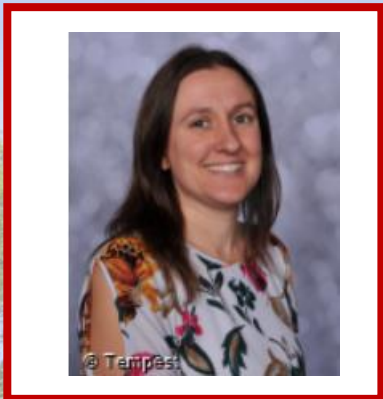
Miss Crouchen
(Silver Birch
class teacher)



Miss Lucas
(Apple class
teacher)



Mrs Evans
(Teaching
assistant)



Mrs Aryton
(Teaching
assistant-
inclusion team)

Mrs Milbourn Milbourn – ELSA and parent support
Mrs Mumford- PPA cover
Mr Wallis- PPA cover (Argyle)





Meet the Leadership Team



Mrs Patrick
Headteacher



Mrs Rose
Deputy
Headteacher



Miss Ritchie
Assistant
Headteacher and
SENCo



Mr Bennett
EYFS/KS1 Phase
Leader



Meet the Safeguarding Team



Mrs Patrick
Headteacher



Miss Ritchie
Assistant
Headteacher
and SENCo



Mr Bennett
EYFS/KS1 Phase
Leader



Mrs Milbourn
PSA



Mrs Latham
Attendance
Officer

Should you have any concerns about a child, please talk to a member of staff or alternatively email safeguarding@wps.plymouth.sch.uk.

Safeguarding a child is everyone's responsibility.



Attendance



We welcome your child into school every day. Strong attendance supports strong academic success and positive social and emotional learning.

Attendance is monitored by our school attendance team on a regular basis so that we can ensure that every child has the maximum opportunity to receive their education. We offer support when needed to work with families for the best outcomes.

If for any reason your child cannot attend school on a particular day, please inform the school office at the start of the day. Please do not message class teachers on dojo regarding attendance. We must follow the attendance policy.



Excellent attendance grows potential for all.

Woodford Primary School

Attendance Ladder



At Woodford Primary School, we promote excellent attendance.

Attendance is important for attainment, wellbeing and wider outcomes for children.

Excellent attendance promotes high expectations.

Attendance is everyone's responsibility.

Communication and relationships are key in supporting excellent attendance.

Parents have a legal duty to ensure their child has an appropriate education.

Schools have a legal duty to take an attendance register twice daily.

INFORMATION

The school day starts at 8:50.

Morning registration is open for 10 minutes.

Telephone the main office 01752 336228 if your child cannot attend school on that day.

Medical appointments, wherever possible, should be arranged out of school hours.

Westcountry Schools Trust does not support authorisation of term-time holidays.

Fixed-term penalty notices will be issued.

ATTENDANCE CHAMPIONS



-  Mrs Latham
Attendance Officer
-  Mrs Patrick
Head Teacher
-  Mrs Milbourn
PSA



STRIVE for Success



These are our values in school that help us to be responsible and informed citizens who have a positive impact on the world that we live in.

Self-motivation

- Set goals and take positive risks.
- Be brave and believe!
- STRIVE to achieve the end goal.

Resilience

- Persevere and make mistakes to learn.
- Self-reflect to improve performance.
- Listen and act on feedback.

Valued Contribution

- Negotiate, listen carefully and learn to compromise.
- Build and maintain healthy relationships.
- Contribute to team learning.

S

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Thinking

- Ask questions.
- Experiment with own and others' ideas.
- Articulate, reflect and respectfully challenge attitudes and viewpoints.

Independence

- Attend and be punctual.
- Be ready for learning.
- Identify opportunities, organise and plan.

Empathy

- Be self-aware with feelings, emotions and actions.
- Show compassion.
- Understand and feel with others.



Information for Parents ~ Behaviour in School




Woodford Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Positive relationships and behaviour make our school a safe, respectful environment to enable effective learning to take place.

Structures, routines, positive norms, taught behaviour, high expectations and consistent consequences are fundamental to the success of our school behaviour culture. Calm and orderly classrooms requires the dedication, persistence and consistency of all staff to support children to achieve maximum success.



How we celebrate positive behaviours.

-  Positive Noticing
- Praise Stickers 
- Dojo points
- Merits
- Star of the day
- Headteacher Awards
- Whole class dojo reward
- Positive verbal feedback
- Messages home
- Woodford Wonders

Behaviour Success		
'Safe, Respectful and Ready to Learn'		
Reminder	 reminder	An adult will remind me of the behaviour that is expected so that I can focus on learning and make the right choice.
Reflect Year Team	 discuss	I have not made the right choice with the expected behaviour. My adults will talk with me to help me correct it. A 'Needs Work' Dojo will be added to inform my parents/carers.
Reflect Phase Team	 plan	I am finding it difficult to make the right choices. My Phase Leader will help me to improve this and make a plan of support. They will monitor this and let my parents/carers know my progress.

This are the steps used when children need support to demonstrate a safe, respectful and ready to learn attitude. They are consistent across the whole school.

How we respond to behaviours that do not meet our school expectations, teaching and coaching responsibility for actions, choices and consequences.

- Reminder
- 'Needs Work' Dojo notification
- Message home
- Reflection - time to talk with an adult to fix the behaviour
- Reflection - discussion with key stage phase leader to set a plan
- Parent and school meetings
- Meeting with external agencies
- Internal seclusion
- Suspensions
- Permanent exclusions

We hold boundaries, limits and expectations firmly but are gentle and relational with the child.

Technology in School - Our Rules

Woodford Primary School is committed to creating a positive learning environment - in class and online.

I know that I can only take photos with **permission** from an adult and any people I am taking photos of.

I know that I can only use an iPad if there is an **adult** in the room.

We are iPad **PALS**
Permission
Adults
Learning
Safe

Your story is rubbish...

I know that I only use the iPad to support my **learning**.

I know that I can only watch videos or visit websites an **adult** has asked me to use.

I know that I can only write **safe** and respectful comments or messages.



We will all make safe, respectful choices when we are online.



English

Book Writes and
Re-Think Reading

Maths

NCETM
Mastering Number
TT Rockstars

Our Curriculum

We use the National Curriculum
and the following resources
support the curriculum planning
and learning:



Reading

Read Write Inc
Accelerated Reader
Re-Think Reading

Computing

Purple Mash

Science

Purple Mash

French

Rachel Hawkes

Grammar and Spelling

EdShed

Humanities- RE, history and geography

Opening Worlds

PE

Arena PE and
iMoves

Handwriting

Letterjoin

PSHE

Jigsaw

Music

Charanga

ART and Design











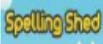


Kapow

Design Technology

Kapow

Our Learning this term

Each term, you will receive a parent overview of the curriculum. This helps support the learning partnership.

Curriculum Areas			
<p>English:</p> <p>We will be reading <i>The Beasties</i> by Jenny Nimmo and learning new vocabulary linked to this. We will be orally rehearsing sentences, using descriptive language and starting to construct multi-clause sentences. The children will innovate and write their own short version based on the <i>Beasties</i> text. Children will read daily in their daily reading sessions, immersing in whole class texts and listening to the class novel at the end of the day. The children will have weekly spelling learning and use spelling shed to practise these in different ways.</p> 	<p>Maths:</p> <p>The children will be retrieving prior knowledge by reviewing strategies for adding and subtracting across 10. They will represent additions and subtractions in a variety of representations. Children will continue to secure their knowledge of place value to 100 and apply addition and subtraction. They will be bridging 100: counting on and back in 10s, adding/subtracting multiples of 10.</p>	<p>Science:</p> <p>In our Rocks and soils unit the children will be learning:</p> <p>To name and describe the different layers of the earth and know where rocks come from. They will be working scientifically by comparing and grouping together different kinds of rocks. Children will describe in simple terms how fossils are formed when things that have lived are trapped within rock. Finally, they will recognise that soils are made from rocks and organic matter and be able to compare and discuss the different types of soils.</p> 	
<p>History:</p> <p>We will be exploring Ancient Egypt. We will be looking at Howard Carter's big surprise and what he managed to uncover. We will then explore how the Ancient Egyptians lived and their different beliefs.</p> <p>Geography:</p> <p>We will be learning about Rivers focussing on the River Indus. Finding out about how rivers are formed, how they change over time and shape the land and learning about Britain's longest river, the Severn.</p> <p>RE:</p> <p>The children will be reading the story of Rama and Sita and exploring the Hindu belief system. They will be thinking about what the Rama and Sita story means to Hindus and their worship to light and dharma.</p>	  	<p>Computing:</p> <p>The children will be using the Purple Mash program to continue their learning about Internet safety, they will be thinking about how you can use the internet to communicate safely, looking at web pages and identify fact and fiction. They will learn about the meaning of age restrictions and to how to turn for help if they see inappropriate content or have inappropriate contact from others.</p> 	<p>Art:</p> <p>The children will be exploring drawing techniques involved in still life compositions. They will identify shapes within objects to help them draw more accurately. They will also explore shading to create light or dark effects in their work. The children will collect a varied range of textures using frottage.</p> 
<p>PE (Monday and Friday)</p> <p>In PE this term, the children will be developing their skills within basketball and gymnastics. During basketball we will be practising our ball skills and transferring this into game situations. Within gymnastics we will use different jumps and rolls to create a sequence and perform this.</p> 	<p>Music:</p> <p>In Music, the children will be gaining confidence through performance - listening, singing, composing and performing a variety of musical genre.</p> 	<p>French: rachelhawkes.com</p> <p>In French, the children will be using basic French vocabulary, phonics and grammar knowledge to describe themselves and others. They will learn new vocabulary e.g. greetings, adjectives to describe mood and character, days of the week, nouns for possessions, positional prepositions in, on, and under.</p>	<p>PSHE:</p> <p>This term's PSHE learning follows the Jigsaw unit 'Being me in my world' where children will discuss how to make people feel welcome and care about other people's feelings. We will celebrate our own personal strengths and set goals within a class charter recognising that everyone has a right to learn.</p> 
<p>How I can support my child this term:</p> <p>Please use the Learning Partnership Planner to record reading and practise at home. Message the class teacher on Class Dojo should you have any issues with curriculum, learning, wellbeing or behaviour.</p>		<p>Home learning</p> <p>TTRockstars and Numbots – it is essential that children practise their number skills regularly to support with maths learning in class.</p> <p>Weekly spellings and maths retrieval, which are given out on a Friday each week. Use spelling shed to practise termly word lists and use different methods of practising spelling e.g. pyramid, colourful letters, boxing up.</p> <p>Reading at least 3 times a week and record success in your child's planner.</p>	
  			



Our Timetable



	8:40	8:50	9:00	10:00	10:30	10:45	11:00	12:00		1:00	2:00	3:00	
Monday	Meet & greet	Registration	Maths	Reading	Assembly- head teacher	Break	English	Lunch	Meet and greet/Registration	PE	Art	Class Story	
Tuesday	Meet & greet	Registration	Maths	Reading	Assembly- picture news		English			RE	Computing	Class Story	
Wednesday	Meet & greet	Registration	Maths	Reading	Singing		English			History	Jigsaw	Class Story	
Thursday	Meet & greet	Registration	Maths	Reading	iMoves Mindfulness		English			Geography	Handwriting	Music	Class Story
Friday	Meet & greet	Registration	Maths	Spelling	Achievement		Science			PE (Adam)	French (Tina)		Cass story



This document shows you what your children will be aiming to achieve by the end of year 3 in reading, writing and mathematics.

These are available on our school website.

[Woodford Primary School - Our Classes](#)

Year 3 Standards

Reading

- continue to apply phonic knowledge and skills until reading is fluent
- read accurately words of two or more syllables
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read aloud books quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately,
- re-read these books to build up their fluency and confidence in word reading.

WHAT I CAN DO TO HELP MY CHILD:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction
- discussing the sequence of events in books and how items of information are related
- being introduced to non-fiction books that are structured in different ways
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- continuing to build up a repertoire of poems learnt by heart,
- checking that the text makes sense to them as they read and correct inaccurate reading
- making inferences on the basis of what is being said and done
- explain and discuss their understanding of their books, poems and other material, both those that they listen to and those that they read for themselves.

WHAT I CAN DO TO HELP MY CHILD:

- Read books with your child and talk about the story, the poems or the information in them. What parts of the book have they enjoyed the most and why?
- Allow your child to read at their own pace and encourage them to re-read their favourite stories. This will help to begin recognising familiar letters, words and develop fluency.

Make use of our online resources to support your child's learning.

Maths

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- Identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100, use <, > and = signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems.
- solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- applying their increasing knowledge of mental and written methods.
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

WHAT I CAN DO TO HELP MY CHILD:

- Talk about maths when cooking, working out change, counting how many cars you can see.

Maths

- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems
- recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
- write simple fractions for example, $\frac{3}{2}$ of 6 is 9 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.
- Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- Identify 2-D shapes on the surface of 3-D shapes (for example, a circle on a cylinder and a triangle on a pyramid)
- compare and sort common 2-D and 3-D shapes and everyday objects.

WHAT I CAN DO TO HELP MY CHILD:

- Help your child to count on and back from any number. Help them to recite their times tables.—2, 5 & 10.

Maths

- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm), mass (kg/g), temperature ($^{\circ}$ C), capacity (litres/ml) to the nearest appropriate unit
- compare and order lengths, mass, volume/capacity and record the results using >, < and =
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
- compare and sequence intervals of time
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- use mathematical vocabulary to describe position, direction and movement
- interpret and construct simple pictograms, tally charts, block diagrams and simple tables
- ask and answer questions about tallying and comparing categorical data.

Make use of our online resources to support your child's learning.

Writing

- Write narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing for different purposes
- planning or saying out loud what they are going to write about
- incorporating what they want to say, sentence by sentence
- make simple additions, deletions and corrections to their own writing
- re-reading to check that their writing makes sense and that verbs are used correctly and consistently
- proof-reading to check grammar and punctuation
- read aloud what they have written with appropriate intonation to make the meaning clear.

WHAT I CAN DO TO HELP MY CHILD:

- Encourage your child to want to write. Let them use crayons, pencils, felt-tips & paints to make patterns and pictures.
- Write down a story your child tells you—they will see. Get them to suggest words and phrases.

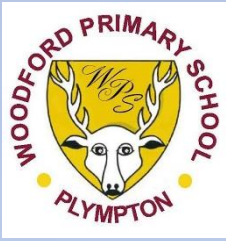
Writing

- segmenting spoken words and representing them by graphemes, spelling many correctly
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones (there, their, they're)
- add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly
- form lower-case letters of the correct size relative to one another
- start using some of the tall strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

write capital letters and digits of the correct size, slant, position to one another and to lower case letters

- use spacing between words that reflects the size of the letters.
- learning how to use both familiar and new punctuation correctly including exclamation marks, question marks, commas for lists and apostrophes
- learn how to use sentence forms with different non-exclamation, comma, expanded noun phrases to describe noun phrases [for example, the blue butterfly]
- Use the present and past tenses correctly
- Use subordination (using when, if, that, or because) and co-ordination (using or, and, but)

Make use of our online resources to support your child's learning.



At Woodford we use a scheme called *Letterjoin*.
This is the letter formation your child is expected to
use in their writing:

Handwriting...

Cursive Lower Case Letters

a b c d e
f g h i j k
l m n o p
q r s t u
v w x y z

Capital Letters

A B C D E
F G H I J K
L M N O P
Q R S T U
V W X Y Z



Reading

Learning to read is the most important thing your child will learn at our school. Everything else depends on it, so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible.

We want your child to love reading - and to want to read for themselves. This is why we put our efforts into making sure they develop a love of books as well as simply learning to read. Parent's support with regular reading at home can really make a difference!

Please use the home learning planner to communicate the reading completed. Staff will monitor this and offer support.





Accelerated Reader

As children finish the RWI scheme, they will move onto Accelerated Reader. Children will choose a book at the right level for them, which will be determined by a Star Reader test that assesses their reading comprehension. From this, Accelerated Reader will allocate each child a ZPD (Zone of Proximal Development). The ZPD is a numerical range, which gives your child a wide choice of books to choose from that will be at the right level of challenge and help them to progress with their reading. Once children have completed a book, they will then quiz on it and receive a score to see how much of it they have understood. Furthermore, Accelerated Reader provides children with a target to achieve based on how many books they have successfully quizzed on and we hope this will further ignite a love for reading at Woodford. Children will need to pass 3 books attaining 80% or more, to move up through the bands. We will be giving certificates this year for the number of books passed.




 **Accelerated Reader®**





Home Learning

Woodford
Primary School



Learning Partnership
Planner

Name	
Class	
Year	

'STRIVE for Success'



Learning Partnership Planners, which every child will have received promote the high value we put on home/school links and continuing school learning at home.

Home learning must be recorded in them each week and planners then shared with the class teacher. Retrieval quizzes will be completed in the planner to enable you as parents to track your child's progress and success. When children read in school, this will be recorded to support the reading progress for your child, alongside the comments regarding reading at home.

These are to be valued and looked after by children. Replacements will need to be purchased should your child lose or damage them.

Please support home learning by recording reading comments and noting the fluency practice with phonics, spelling and number facts.



Daily Routines



- Registration- 8.40-8.50
- Break- 10.45-11.00 (please provide own snack)
- Lunch – 12.00-1.00
- PE days- Monday and Friday
- End of day- 3.20 (walk to meet form must be filled out in order for us to let your child leave independently. Children are taught to return to class if their adult is not at decided meeting point).



All children are expected to wear school uniform.
It consists of the following items:

**School uniform/
PE kit**

In Winter our uniform is maroon sweatshirts/jumpers/cardigans with school badge and grey skirts/pinafores or trousers. We also encourage children to wear white polo shirts also with the school badge on them.

In Summer, children can wear shorts and summer dresses (maroon and white striped or checked).

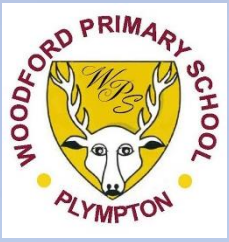
P.E. kit consists of t-shirt in your child's team colours Red (Plym) Yellow (Tamar) Blue (Dart) Green (Tavy) and black shorts for indoor activities. Foundation Stage children wear white t-shirts with the school logo.

Children do P.E. indoors barefoot but will require plimsolls/velcro trainers for outdoor activities.

Track suits or jogging bottoms can be worn for outdoor P.E sessions during the Autumn and Spring terms.

PE Kits can be worn to school on class PE days and outdoor learning days only.





What to bring each day

- A **small** bag or book bag
- A named water bottle
- Packed lunch (if not having a school meal). Please remember to **not** include peanut or nut products
- Fruit snack If your child has medication please ensure the correct forms have been completed. These forms can be downloaded from the school website.



Parent partnership

We are very keen to promote positive parent/school partnership.

Our main form of communication between the classroom and home is through Class Dojo, so please ensure you are signed up to this.

Communication will take place **between 8:00 and 6:00** on weekdays. This is for family and staff wellbeing.



Throughout the year, we will have opportunities to discuss your child and their learning. To do this we use Dojo, Teams, telephone calls and face-to-face meetings.

AUT-Dojo review SPR-mid year learning reviews SUM-annual reports

There will also be opportunities throughout the year for your children to share their learning with you through our learning open afternoons.

Woodford Primary School

Home - School Communication Charter

Positive relationships between home and school are vital to good communication and for the wellbeing of pupils, parents, carers and staff. This Charter sets out how communication will be managed to make sure it is productive and supportive of the children at Woodford. Our aim is to ensure that all communications and discussions with families are positive, supportive and move matters forward in a mutually respectful manner.

In addition to parents' evenings, school events, etc., there may be occasions when parents or carers wish to communicate with the school directly with questions or information related to their child. To make sure that this is effective, these principles will be applied.

Our commitment as a school

We will:

- ensure that there is regular, proactive communication about your child's achievement and wellbeing;
- respond to emails, dojo messages, phone calls or requests for meetings usually within two working days;
- if there is an urgent matter, the school administration team will ask an appropriate member of staff to deal with the issue as soon as possible;
- display polite, professional and respectful conduct at all times;
- acknowledge receipt of an email – and confirm that a fuller response will be sent within two/three working days.

Our expectations of parents and carers

Parents and Carers will:

- ensure that any communication with the school, whether by email or telephone, is polite and respectful;
- make use of information channels in place, such as the school website, Class Dojo and newsletters, for keeping up to date with routine information;
- give an outline of what the issue is, to make sure the query is directed to the right person;
- use the school email or main reception telephone number as first point of contact (the school will forward your request to the appropriate staff member);
- ensure emails and Class Dojo messages are brief and clear;
- refrain from sending multiple emails regarding the same query;
- understand that a teacher or member of staff may be unable to respond on the same day/immediately due to prior commitments e.g. teaching, planned meetings;
- understand that teachers or other school staff will not respond outside of school hours, i.e., evenings or weekends;
- understand that teachers will only respond within the hours of 08:00-18:00 on working days;
- use any school social media channels appropriately and any personal social media in a way that is not defamatory or abusive.

If there is an in-person meeting, everyone must show mutual respect. The meeting will focus on resolving the issues that are relevant to the child and family. No offensive language, insults or personal attacks on school staff will be tolerated. If any such incidents occur, the meeting or call can be terminated with immediate effect. A parent, carer or pupil may only record a meeting or conversation with the express permission of all parties to that call or meeting. Teachers will provide a summary of the meeting, including the agreed actions.



WESTCOUNTRY
SCHOOLS TRUST

Class Dojo

We will continue to use Class Dojo for showing some of the children's fantastic learning. If you are having difficulty accessing your child's page, please let us know via the school office





School website

Our school website is an excellent place to find out key information about the school. We hope you find it helpful.

Our parent handbook can also be found on the website.



[Woodford Primary School – Home](#)

[Parent Handbook](#)



KS2 Leadership Positions

School Council

This position does not require a letter of application. Instead, please prepare a speech to deliver to your class on Friday 26th September. The School Council is designed to give children some ownership of the issues that are important to them in their school. Children will work with Mrs Beresford who has a great projects lined up already.

Reading Ambassador

We have a huge library in school and lots of books in both KS1 and KS2. Our Reading Ambassadors will help Miss O'Brien and Mrs Mumford to organise the new books and reading areas, support children when they are taking quizzes and changing books and help to choose books to use in class and on the playground.

Eco Council

Our team help to keep the school tidy during the week using the litter picking equipment during break and lunch times. We will continue to work with the Devon Wildlife Trust to suggest ways that the school can become more environmentally friendly and take on a project with the local community to help support this and look after our local area.

Anti-Bullying Ambassador

We have a very enthusiastic team already in place and the children are very excited about introducing new initiatives in school this year and supporting the adults to ensure our school is a safe and happy place. Children also support We have 2 or 3 slots open on this team to children who are currently in year 3, year 4 or year 5.

Digital Leaders

Our Digital Leaders will continue to work with Miss Riggs and Mrs Marples to create new displays for the ICT suite in autumn term, help plan Safer Internet Day and to learn how to use Micro:bit coding. Digital Leaders can then put their skills to good use by running an after-school coding club for other children in the summer term.



WESTCOUNTRY
SCHOOLS TRUST

Any questions?

If you have any further questions please contact the teaching team in the first instance.

Please remember the messaging part of Class Dojo is for matters related to learning only.

Thank you 😊



OUR SCHOOL NEEDS YOU

ANNUAL GENERAL MEETING

Wednesday 17th September,
7.30pm at School
Refreshments provided

The current Committee are stepping down from their roles - volunteers are needed to keep the PTFA running for 2025/2026

Join us on Facebook -
Woodford PTFA Members Group



All parents, carers, grandparents, friends and staff are part of the PTFA. EVERY child in school benefits from the funds we raise.

Anyone and everyone can help with organising and planning and putting on events **but** the PTFA cannot exist without a Committee.

There are 3 roles needed for the PTFA to continue: Chair, Treasurer and Secretary

This year we have organised:
3 discos, Pumpkin Hunt, Christmas cards, Christmas Fayre, World Book Day Chocolate, Summer Colour Run, plus the Pre-Loved Uniform Shop and Bags 2 School



WHY DO WE NEED A PTFA?

We have funded the first stage of renovations for the Reflective Garden, Virtual Santa and Advent Calendar, Falconry Display, donations to Year 6 Leavers books and hoodies, New Starter teddies, and more!

Without volunteers to put on events, none of this will be possible next year

Please consider stepping up for 2025/2026

Speak to a current Committee member to find out more about their role -
email woodfordptfa@gmail.com

If you cannot join the Committee - can you:

- commit to practically support at least one event this school year?
- give 30 minutes per week to serve in the Pre-Loved Uniform Shop?
- Ask your employer about Match Funding?
- Contact local businesses for sponsorship or donations