

# Y4 WELCOME MEETING

## SEPTEMBER 2025



**Mr Sam Isaacs - Headteacher**  
**Mr Harris - Y4 Teacher**  
**Miss Christie - Y4 Teacher**  
**Mrs Anna Campbell - Acting  
Deputy Headteacher and SENCO**

**Respect**

**Believe**

**Enjoy**

**Pride**

**Share**

*"Be yourself, be anything, we are the future."*

# WELCOME MEETING AGENDA



- **A Warm Welcome & Our Shared Commitment**
- **School Headlines – A Snapshot of Where TGMS Stands**
  - Performance and Survey Data
  - School Development Objectives
  - Starting Strong: How Parents Can Support Our Key Objectives and Approaches
  - Your Role as a TGMS Parent: Let's Stay Connected
- **This Academic Year: Looking Ahead**
  - Woodrow 2026



# OUR SHARED COMMITMENT - TGMS'S VISION



Delivering an *unmissable* education at the heart of the community: we support every child to obtain the *skills, knowledge and mindset* to become *Autonomous Learners*, equipped with *self-belief and resilience* for their future.

Respect

Pride

Believe

Share

Enjoy

*“Be yourself, be anything, we are the future.”*

# A WARM WELCOME & OUR SHARED COMMITMENT



- **Partners** in a shared journey across KS2
- A simple guiding question: *How does it benefit the children?*
- We hugely value your openness so we can work together to keep the pupils safe and to maximise their education



**Headteacher**  
**Mr Isaacs**



School Business  
Manager  
**Ms Chalk →**  
**Mrs Rutter**



*Acting Deputy Headteacher*  
*Assistant Headteacher Inclusion and*  
*SENDCo*  
**Mrs Campbell**

Assistant Headteacher  
Teaching and Learning  
**Miss Billingham**  
*Maternity Leave*



The value of **Share**

# SCHOOL HEADLINES



- TGMS is ambitious, inclusive, and thriving
- Performance Data: End-of-Y6 2025

	Benchmarked Data (Y3)	TGMS Secure+ (EXS +)	National Secure+	TGMS Above (GDS)
Reading	67%	90% ↑↑	74%	57%
Writing	50%	73% ↑↑	72%	13%
Maths	69%	89% ↑↑	74%	43%
RWM combined	53%	70% ↑↑	62%	13%
SPaG	N/A	92%	73%	52%

- Pupil Survey 2025: Highlights

We must continue **Conflict Conundrums**

😊  
At school or at home, there is an adult I trust

95%  
2024: 97%

😊  
At school or at home, there is an adult who really cares about me

94%  
2024: 94%

😊  
I can do most things if I try

84%  
2024: 85%

😊  
At school or at home, there is an adult who listens to me when I have something to say

86%  
2024: 79%

😊  
School trips and workshops are effective

97%  
2024: 96%

😊  
I can work out my problems

71%  
2024: 53%

😊  
Bullying either doesn't happen or is dealt with effectively

88%  
2024: 80%

The value of **Share**



# SCHOOL HEADLINES

- TGMS is ambitious, inclusive, and thriving
- The [Ofsted report](#) confirms our direction
- The real TGMS story is even richer
  - *“Pupils’ personal development is exceptional. The school provides extremely strong welfare and pastoral support steered by the school’s values.”*
  - *“Pupils flourish” and benefit from a “rich set of experiences that develop their understanding of the world around them.”*
- Now is the time to refine what happens in the room
- Let’s keep making TGMS **Unmissable**

- **Good** in Quality of Education
- **Good** in Behaviour and Attitudes
- **Outstanding** in Personal Development
- **Good** in Leadership and Management

**Your continued support  
makes our progress  
possible**



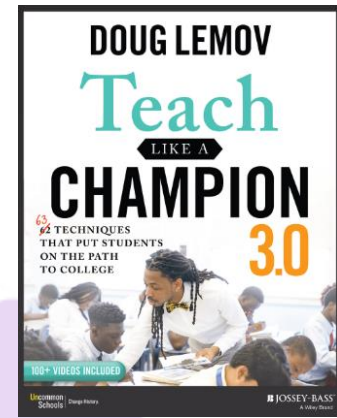
## The value of **Share**

# SCHOOL HEADLINES – IN THE ROOM IMPROVEMENTS

- **Ofsted-identified area for further development:**
  - *In a small number of subjects, we need to ensure we are consistently checking that pupils have securely understood and remembered their learning, so we can close any gaps more quickly.*
  - *Pleasing that this aligned with our self-evaluation*
- 1) **Teaching Habits & Attention**
  - Embed consistent routines (Teach Like a Champion – Doug Lemov)
    - Teaching, Learning and Curriculum Principles [Version 2](#)
    - Improved learning
    - Improved behaviour (perception by pupils and staff)
- 2) **Managing and Supporting LSAs More Effectively**
  - Whole-school process for LSA deployment and development
- 3) **Further Areas in the School Development Plan:**
  - ICT upgrades across the curriculum; Guiding Digital Childhoods; School AI principles; Premises Development (incl. the fabulous new Rainbow Room); Onboarding Premises/Office Staff; Refining the Curriculum (particularly Writing – 2<sup>nd</sup> year of FLAP Writing)

# FUNDAMENTAL PRINCIPLES OF TLAC: HOW TO GET THE MOST FROM ALL TEACHING

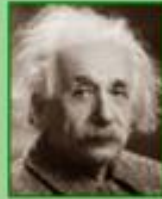
- “Attention is the currency of learning.”
  - – Doug Lemov
- “What we attend to becomes our reality.”
  - – Marian Diamond
- “The brain is not designed to think; it’s designed to save you from having to think.”
  - – Daniel Willingham
- “Learning is a change in long-term memory. If nothing has changed in long-term memory, then nothing has been learned.”
  - – Paul A. Kirschner
- “The teacher's task is not to drill the child, but to set up conditions under which the child can most effectively learn.”
  - – William James



# TEACHING HABITS & ATTENTION

"I never teach my pupils.  
I only attempt to provide  
the conditions in which  
they can learn."

- Albert Einstein



Full 7-minute Episode on BBC iPlayer: [Click Here](#)



**Bandit – Bluey's Dad**

# TGMS Terrific Learners

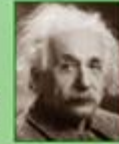


## What TGMS Terrific Learners do:

1. Enjoy challenge and don't give up
2. Listen carefully with full attention
3. Ask great questions
4. Work well with others and by ourselves
5. Learn from mistakes
6. Know when to ask for help
7. Build on others' ideas in discussions
8. Practise new skills to make them habits
9. Use routines to stay focused
10. Show creativity in how we think and present our learning
11. Can apply the Three Methods

*"I never teach my pupils. I only attempt to provide the conditions in which they can learn."*

- Albert Einstein



**Observe and Wonder:**  
Look carefully and ask questions

**Investigate and Try:**  
Try things out; don't give up

**Think and Connect:**  
Use what you know to create

So, this year's **TGMS Terrific Learners** has been inspired by Einstein.

In partnership with the school, how can you promote the **Terrific Learner** principles with your child?

# STARTING STRONG: HOW PARENTS CAN SUPPORT TRANSITION INTO NEW CLASS



- **Identify, encourage and celebrate** positive habits you see forming
  - Reading routines – quality over quantity
  - Multiplication tables games and apps (e.g., Times Table Rockstars)
  - Building independence: dressing, organising school bag, handing in homework, remembering PE kit, etc.
  - Establishing good sleep routines and healthy screen habits (*much more support to come on this!*)
- Make use of the [Curriculum Area](#) of our website
- Stay Connected: The TGMS Parental Engagement Model



# TGMS's Parental Engagement Model



## Parental Involvement with the School

## Parental Involvement with Schooling

## Parental Engagement with Pupil's Learning

Better Outcomes for our Pupils

- Parents and Carers attend Parents' Evenings and receive information about their child
- Parents ensure their child does their daily reading and weekly homework including spelling, multiplication tables and English/Maths/Topic task(s)
- The school suggests and leads learning interventions, both in and out of school, to accelerate the pupil's learning

- Parents discuss their child's progress and learning behaviours with the teacher on Parents' Evenings, then apply the advice to support their child at home
- All homework is consistently completed, including daily reading (balance of independent and collaborative comprehension), and multiplication tables and spelling verbal practice
- Parents contribute their views towards learning interventions (academic, social, emotional)
- Parents attend the school's parental support workshops

- Active discussion between parents and teacher regarding the pupil's learning on Parents' Evenings, using Termly Scorecards and data from internal assessments to support
- Homework is completed with a mindful balance between independence and support
- Parents lead home intervention using Termly Scorecards and assessment data to inform the areas to support their child with
- Parents use the school's remote learning platforms to engage their children
- The parents and school are successfully aligned for the benefit of the pupil

# STARTING STRONG: HOW PARENTS CAN SUPPORT TRANSITION INTO NEW CLASS



- The TGMS Parental Engagement Model: Key areas for alignment
  - Safeguarding and Well-being
  - Academic approach (beyond simply grades)
    - *For Secondary Transfer Test (11+) related conversations, please reach out to the Senior Leadership Team.*
    - *Y4 and Y5 pupils sit the optional CAT4 assessments in October to support/guide parents and teachers in this area*
  - Attendance: 96%+ target
  - Behaviour: a reminder of some policy principles

# Behaviour



Low (repeated and after warnings)	Medium	High
<ul style="list-style-type: none"> <li>• Calling out</li> <li>• Out of seat</li> <li>• Near-by distraction</li> <li>• Running in school</li> <li>• Work avoidance</li> <li>• Not following instructions</li> <li>• Name calling/teasing</li> <li>• Snatch/throw to disrupt</li> <li>• Misuse of equipment (no damage)</li> <li>• Not lining up</li> <li>• Pushing</li> <li>• Littering</li> <li>• Risky play</li> </ul> <div data-bbox="34 575 498 981" style="border: 2px solid green; padding: 10px; margin-top: 20px;"> <p style="text-align: center;"><b>We Learn From Our Mistakes:</b> All pupils, including perpetrators, need support.</p> </div>	<ul style="list-style-type: none"> <li>• Not accepting responsibility</li> <li>• Vandalism/graffiti (low cost)</li> <li>• Refusal to follow instructions</li> <li>• Using objects with intent to hurt</li> <li>• Targeted/repeated name-calling/teasing</li> <li>• Refusal to complete work</li> <li>• Disrupting class</li> <li>• Rude to adults</li> <li>• Deliberate use of feet to hurt (i.e. kicking)</li> <li>• Deliberate use of hands to hurt (i.e. hitting)</li> <li>• Deliberate use of mouth to hurt (i.e. biting)</li> <li>• Deliberate actions to upset</li> <li>• Swearing (reaction/to shock)</li> <li>• Stealing (minor)</li> <li>• Leaving the classroom without permission or not following a specific behaviour plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Threatening/intimidating (pupils)</li> <li>• Threatening/intimidating (staff)</li> <li>• Show/touch private parts or other forms of sexual harassment</li> <li>• Discriminatory language (gender, sexuality, race, religion, heritage)</li> <li>• Vandalism/graffiti (repair/replace)</li> <li>• Disruption stops learning</li> <li>• Running away/ around school</li> <li>• Risk to safety</li> <li>• Swearing (intimidate/ threaten)</li> <li>• Bullying (verbal, physical, cyber, excluding)</li> <li>• Stealing (major)</li> <li>• False accusations against staff</li> <li>• Fighting</li> <li>• Refusal to leave/ blocking room</li> <li>• Open defiance to staff</li> <li>• Derogatory to staff</li> <li>• Assault on staff</li> <li>• Bringing/sharing prohibited items</li> <li>• Attempting to leave the premises</li> <li>• Risk of/actual injury to others</li> <li>• Incidents of misuse linking to the Online Safety Policy:                             <ul style="list-style-type: none"> <li>○ Unsuitable materials (internal sanctions)</li> <li>○ Illegal materials (contact police)</li> </ul> </li> </ul>

**Low Level:** Unlikely to have parent follow-up unless repeated concerns.

Includes repeated missed homework, repeated sloppy uniform (pupil-initiated), and deliberately not taking pride (e.g. littering and mess, or scribbles/doodles in books)

**Medium-High Level:** Likely to have a parent follow-up to liaise on approach.

## Follow-up Action

<ul style="list-style-type: none"> <li>• Up to 2 warnings given (with explicit reasoning) encouraging the child to change their choice</li> <li>• If warnings do not change the behaviour, a <b>Yellow Card</b> is to be issued to the child and recorded on CPOMs</li> </ul>	<ul style="list-style-type: none"> <li>• Instant Yellow Card is given (with explicit reasoning)</li> <li>• Discussed with an adult to offer a reflection</li> <li>• Complete a CPOMs log</li> </ul>	<ul style="list-style-type: none"> <li>• Radio the office to liaise with SLT for instant support – all High-Level behaviour is at a <b>Red Card</b> level (appreciating context, including a pupil's additional needs).</li> </ul>
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# YOUR ROLE AS A TGMS PARENT: LET'S STAY CONNECTED



- **Early Engagement:** joining the Friends Of Tylers Green Middle School (our PTA – AGM on the 24<sup>th</sup> of September), reading and Environment Area volunteers
- **Parent Governorship:** Currently, we have one vacancy. See the [website](#) for more details.



# LET'S STAY CONNECTED: ONLINE SAFETY



## Chiltern Area Partnership Guiding Digital Childhoods Project:


2. At what age do you believe it is appropriate for a child to have a smartphone?		Responses	%
	Under 9	2	<1
	9-11	92	12
	12-14	395	54
	15 or older	248	34
3. How concerned are you about the impact of smartphones on your child's: Mental health (e.g., anxiety, self-esteem)?		Responses	%
	Very concerned	423	57
	Somewhat concerned	270	37
	Not concerned	44	6
4. How concerned are you about the impact of smartphones on your child's: Social skills (e.g., face-to-face interactions, friendships)?		Responses	%
	Very concerned	344	47
	Somewhat concerned	295	40
	Not concerned	98	13
5. How concerned are you about the impact of smartphones on your child's: Sleep habits?		Responses	%
	Very concerned	273	37
	Somewhat concerned	268	36
	Not concerned	196	27

16. If large numbers of parents voluntarily signed themselves and their child up to a register of commitment to the Four Principles, do you think this would help you delay your child entering the smartphone world?

	Responses	%
Yes	480	67
No	235	33

# LET'S STAY CONNECTED: ONLINE SAFETY



- More vital than ever to educate children about Online Safety
  - Beyond statutory levels of Online Safety education → 
- Guiding Digital Childhoods Project:

- Liaise with the other 11 schools in CAP
- Parent and pupil workshops
- Parent and pupil resources
- *Smartphone Free Childhoods* – sign the Parent Pact

1

## **No smartphones before high school**

Parents should delay children's entry into round-the-clock internet access by giving only basic phones (phones with limited apps and no internet browser) before 9th grade (roughly age 14).

2

## **No social media before 16**

Let kids get through the most vulnerable period of brain development before connecting them to a firehose of social comparison and algorithmically chosen influencers.

3

## **Phone-free schools**

In all schools from elementary through high school, students should store their phones, smartwatches, and any other personal devices that can send or receive texts in phone lockers or locked pouches during the school day to free up their attention.

4

## **More independence, free play, and responsibility in the real world.**

That's the way children naturally develop social skills, overcome anxiety, and become self-governing young adults.



*"Be yourself, be anything, we are the future."*



**Mr Isaacs**  
HT



**Miss Billinghamurst**  
AHT



**Mrs Campbell**  
AHT



**Miss Killick**  
Learning Support Assistant



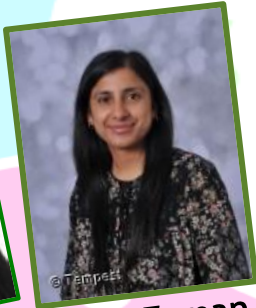
**Miss Christie**  
Teacher  
4C



**Mr Harris**  
Teacher  
4H



**Mrs Yacomeni**  
Learning Support Assistant



**Miss Zaman**  
Learning Support Assistant



**Mrs Green**  
Maths Teacher



**Miss Routledge**  
Learning Support Assistant



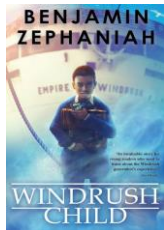
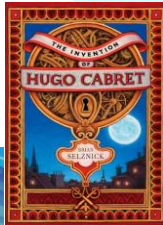
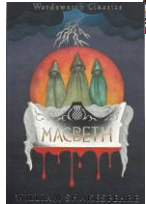
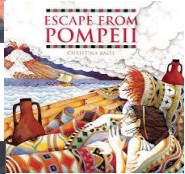
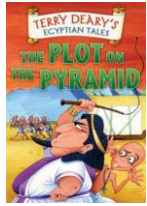
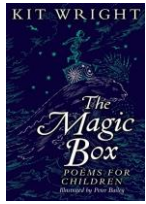
**Mrs Wood**  
Music Teacher



**Mr Shillito**  
PE Teacher



# Y4 CURRICULUM TOPICS

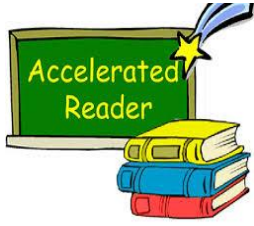


Term	Topic	Experience Days
Autumn 1	Ancient Egyptians	Egyptian Workshop
Autumn 2	Ancient Egyptians	Ashmolean Museum Trip VR Day
Spring 1	Romans	Shakespeare Workshop
Spring 2	Shakespeare	Woodrow Residential
Summer 1	Windrush	
Summer 2	Rivers	Rivers Trip

# Y4 TOP TIPS: ENGLISH AND MATHS



- We teach English in class groups and appropriately scaffold the tasks to meet the needs of all children, using a range of strategies and resources.
- Daily reading and writing lessons, with embedded spelling, punctuation and grammar (SPaG).
- Presentation - focus on neat handwriting and pride in their work.
- Phonics embedded in guided reading for all, and intervention groups for pupils who need additional support. We also use Bug Club Phonics for these.
- We group the children in maths to best facilitate the way they learn (not based on ability):
  - Supported (a smaller group with additional adult help)
  - Parallel (balance of scaffolded learning and independence, and additional challenge)



# ACCELERATED READER

We use Accelerated Reader software to help us assess and monitor your child's progress.

- **Diagnostic** tests - (Star Reader tests): these are taken at half termly intervals throughout the year.
- **Tracking** – The tests give us the children's reading ages and ZPDs (their reading levels)
- **Identify** – They also highlight any dips/jumps in progress to inform our monitoring and intervention programs.

**IT ADDS UP!**

If you read just 15 minutes a day, in one year you will have read over 1,000,000 words!

A cartoon illustration of a boy with orange hair, wearing a blue shirt and green shorts, sitting on a stack of five books and reading a book.

Reading ability is like a muscle. If you don't exercise it often, you will not maintain the same level of reading ability as you get older. So - "use it or lose it!"

A cartoon illustration of a girl with orange hair, wearing a green shirt and white headphones, sitting and reading a book.



# Welcome To Tylers Green Middle School

*Be yourself, be anything, we are the future*

From all of us at TGMS, have a wonderful and safe summer break!



LETTERS



MENTAL HEALTH



CALENDAR



SCHOOL CLUBS



READING



SEARCH

## Reading and Accelerated Reader

Home >> Children >> Pupil Resources >> Reading and Accelerated Reader



Parent Guide to Accelerated Reader

### Accelerated Reader quizzes



Please use this link to access quizzes from home

### Accelerated Reader Book Finder



AR Book Finder - Parent Guide



Please use this link to search for books on Accelerated Reader

### A selection of recommended books suitable for children aged 5 to 12.



Popular titles - ages 5 to 8






Popular titles - ages 9 to 12



# Y4 TOP TIPS: ICT PREPARATION



## ICT, Log-Ins and Confidentiality:

- Your children will have a Log In for the following platforms:
  - ✓ My Maths 
  - ✓ Accelerated Reader 
  - ✓ Google Classroom (linked with their email)
  - ✓ Bug Club phonics 
  - ✓ Times Table Rock Stars 
- For safety reasons and to model best-practice to our children, we are moving away from the writing down of usernames and passwords. Please work with your children to memorise theirs



## Y4 Top tips: Our PSHE and RSE Scheme

The government made Relationships and Health Education **statutory from September 2020** in primary schools.



### Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

Sex education is **not** compulsory in primary schools; some topics in years 4, 5 and 6 will be optional.

**Jigsaw PSHE** meets all the expectations of the DfE guidance and covers the compulsory topics that need to be delivered by the end of KS2.



# Y4 PSHE and RSE Overview



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 7-8</b>	<ul style="list-style-type: none"> <li>Setting personal goals</li> <li>Self-identity and worth</li> <li>Positivity in challenges</li> <li>Rules, rights and responsibilities</li> <li>Rewards and consequences</li> <li>Responsible choices</li> <li>Seeing things from others' perspectives</li> </ul>	<ul style="list-style-type: none"> <li>Families and their differences</li> <li>Family conflict and how to manage it (child-centred)</li> <li>Witnessing bullying and how to solve it</li> <li>Recognising how words can be hurtful</li> <li>Giving and receiving compliments</li> </ul>	<ul style="list-style-type: none"> <li>Difficult challenges and achieving success</li> <li>Dreams and ambitions</li> <li>New challenges</li> <li>Motivation and enthusiasm</li> <li>Recognising and trying to overcome obstacles</li> <li>Evaluating learning processes</li> <li>Managing feelings</li> <li>Simple budgeting</li> </ul>	<ul style="list-style-type: none"> <li>Exercise</li> <li>Fitness challenges</li> <li>Food labelling and healthy swaps</li> <li>Attitudes towards drugs</li> <li>Keeping safe and why it's important online and off line scenarios</li> <li>Respect for myself and others</li> <li>Healthy and safe choices</li> </ul>	<ul style="list-style-type: none"> <li>Family roles and responsibilities</li> <li>Friendship and negotiation</li> <li>Keeping safe online and who to go to for help</li> <li>Being a global citizen</li> <li>Being aware of how my choices affect others</li> <li>Awareness of how other children have different lives</li> <li>Expressing appreciation for family and friends</li> </ul>	<ul style="list-style-type: none"> <li>How babies grow</li> <li>Understanding a baby's needs</li> <li>Outside body changes</li> <li>Inside body changes</li> <li>Family stereotypes</li> <li>Challenging my ideas</li> <li>Preparing for transition</li> </ul>
<b>Ages 8-9</b>	<ul style="list-style-type: none"> <li>Being part of a class team</li> <li>Being a school citizen</li> <li>Rights, responsibilities and democracy (school council)</li> <li>Rewards and consequences</li> <li>Group decision-making</li> <li>Having a voice</li> <li>What motivates behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Challenging assumptions</li> <li>Judging by appearance</li> <li>Accepting self and others</li> <li>Understanding influences</li> <li>Understanding bullying</li> <li>Problem-solving</li> <li>Identifying how special and unique everyone is</li> <li>First impressions</li> </ul>	<ul style="list-style-type: none"> <li>Hopes and dreams</li> <li>Overcoming disappointment</li> <li>Creating new, realistic dreams</li> <li>Achieving goals</li> <li>Working in a group</li> <li>Celebrating contributions</li> <li>Resilience</li> <li>Positive attitudes</li> </ul>	<ul style="list-style-type: none"> <li>Healthier friendships</li> <li>Group dynamics</li> <li>Smoking</li> <li>Alcohol</li> <li>Assertiveness</li> <li>Peer pressure</li> <li>Celebrating inner strength</li> </ul>	<ul style="list-style-type: none"> <li>Jealousy</li> <li>Love and loss</li> <li>Memories of loved ones</li> <li>Getting on and Falling Out</li> <li>Girlfriends and boyfriends</li> <li>Showing appreciation to people and animals</li> </ul>	<ul style="list-style-type: none"> <li>Being unique</li> <li>Having a baby</li> <li>Girls and puberty</li> <li>Confidence in change</li> <li>Accepting change</li> <li>Preparing for transition</li> <li>Environmental change</li> </ul>
<b>Ages 9-10</b>	<ul style="list-style-type: none"> <li>Planning the forthcoming year</li> <li>Being a citizen</li> <li>Rights and responsibilities</li> <li>Rewards and consequences</li> <li>How behaviour affects groups</li> <li>Democracy, having a voice, participating</li> </ul>	<ul style="list-style-type: none"> <li>Cultural differences and how they can cause conflict</li> <li>Racism</li> <li>Rumours and name-calling</li> <li>Types of bullying</li> <li>Material wealth and happiness</li> <li>Enjoying and respecting other cultures</li> </ul>	<ul style="list-style-type: none"> <li>Future dreams</li> <li>The importance of money</li> <li>Jobs and careers</li> <li>Dream job and how to get there</li> <li>Goals in different cultures</li> <li>Supporting others (charity)</li> <li>Motivation</li> </ul>	<ul style="list-style-type: none"> <li>Smoking, including vaping</li> <li>Alcohol</li> <li>Alcohol and anti-social behaviour</li> <li>Emergency aid</li> <li>Body image</li> <li>Relationships with food</li> <li>Healthy choices</li> <li>Motivation and behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Self-recognition and self-worth</li> <li>Building self-esteem</li> <li>Safer online communities</li> <li>Rights and responsibilities online</li> <li>Online gaming and gambling</li> <li>Reducing screen time</li> <li>Dangers of online grooming</li> <li>SMART internet safety rules</li> </ul>	<ul style="list-style-type: none"> <li>Self- and body image</li> <li>Influence of online and media on body image</li> <li>Puberty for girls</li> <li>Puberty for boys</li> <li>Conception (including IVF)</li> <li>Growing responsibility</li> <li>Coping with change</li> <li>Preparing for transition</li> </ul>
<b>Ages 10-11</b>	<ul style="list-style-type: none"> <li>Identifying goals for the year</li> <li>Global citizenship</li> <li>Children's universal rights</li> <li>Feeling welcome and valued</li> <li>Choices, consequences and rewards</li> <li>Group dynamics</li> <li>Democracy, having a voice</li> <li>Anti-social behaviour</li> <li>Role-modelling</li> </ul>	<ul style="list-style-type: none"> <li>Perceptions of normality</li> <li>Understanding disability</li> <li>Power struggles</li> <li>Understanding bullying</li> <li>Inclusion/exclusion</li> <li>Differences as conflict, difference as celebration</li> <li>Empathy</li> </ul>	<ul style="list-style-type: none"> <li>Personal learning goals, in and out of school</li> <li>Success criteria</li> <li>Emotions in success</li> <li>Making a difference in the world</li> <li>Motivation</li> <li>Recognising achievements</li> <li>Compliments</li> </ul>	<ul style="list-style-type: none"> <li>Taking personal responsibility</li> <li>How substances affect the body</li> <li>Exploitation, including 'county lines' and gang culture</li> <li>Emotional and mental health</li> <li>Managing stress</li> </ul>	<ul style="list-style-type: none"> <li>Mental health</li> <li>Identifying mental health worries and sources of support</li> <li>Love and loss</li> <li>Managing feelings</li> <li>Power and control</li> <li>Assertiveness</li> <li>Technology safety</li> <li>Take responsibility with technology use</li> </ul>	<ul style="list-style-type: none"> <li>Self-image</li> <li>Body image</li> <li>Puberty and feelings</li> <li>Conception to birth</li> <li>Reflections about change</li> <li>Physical attraction</li> <li>Respect and consent</li> <li>Boyfriends/girlfriends</li> <li>Sexting</li> <li>Transition</li> </ul>

# REMOTE LEARNING AND HOMEWORK



At TGMS, we utilise Google Classroom: a blended learning platform developed by Google for educational institutions. It simplifies creating, distributing, and marking children's learning.

**My Maths homework:** Set Monday, due Thursday (My Maths lunchtime support club is available)

The first one is to be set next week

**English/Topic homework:** Set Thursday, due Monday. This will be a blend of bookwork and Google Classroom tasks

**Spellings:** Set Friday for the following Friday

**Homework Club:** On Fridays, if struggling to complete at home

# HEALTHY EATING

- Sports top water bottle (named) – not overly enormous and metal, please
- Fresh fruit or vegetable snack (named container) for morning break
- Balanced, healthy lunch





# UNIFORM

- **Be Smart, Be Proud:** Our uniform is a key part of our school identity. Wearing it correctly not only builds pride but also helps support a focused learning environment. Let's bring that smart look back with exceptional standards!
- **Hair Matters:** Hair longer than shoulder-length must be tied back so pupils can actively participate in lessons, and so we can keep everyone safe and engaged.
- **Jewellery & Watches:** For health and safety, only plain stud earrings and watches are allowed. All jewellery must be removed (or safely taped) for PE lessons.
- **Shoes Matter:** We've noticed standards slipping when it comes to footwear. Please ensure your child wears practical, safe, and smart shoes to school—no trainers, open toes, or fancy alternatives.
- **Uniform Support Available:** Need help finding or affording uniform items? Our PTA runs a pre-loved uniform shop, where items are available from just £1. It's a simple, cost-effective way to keep your child looking sharp.



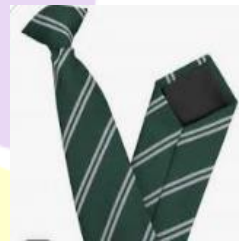
# PE KIT AND EQUIPMENT

- **Must be named** (stitched/iron-on name badges are best).
- Kit in school at all times.
- Must include: socks, indoor kit, outdoor trainers and warm outdoor kit.
- Swimming kit for Y4

We will notify parents when swimming will start. Note, only some Y4 pupils will take part in swimming interventions – those who need additional support to reach the KS2 standards that most pupils reached in Y3.



Note: Please help your child to learn how to fasten their own ties.



# STATIONERY EQUIPMENT



Small, practical pencil case (no big furry unicorns please!)

## Essentials:

- School's recommended handwriting pen
- Pencils (including colours)
- Small ruler
- Glue stick
- Rubber

## Extras:

- Whiteboard pen
- Gel/felt pens
- Maths equipment
- Purple editing pen



# SCHOOL COMMUNICATION



- Parent Portal – Arbor
- Extra-curricular Opportunities:
  - Private music lessons during the school day
  - Clubs – staff-led and private lettings
  - Pupil Premium funding – 1 paid-for opportunity per term
- Parent meetings, SEND meetings, Open Classrooms, Reports
- White Cards – sent home last week to all pupils. Please complete and return ASAP.
- Free School Meals/Pupil Premium – We encourage you to complete the form and return it to us. If eligible, there are real benefits for you and your child.
- Class Representatives – We would really appreciate at least one per class to liaise with the office and the PTA.
  - The WhatsApp groups are useful, but not an official school communication channel



# SCHOOL COMMUNICATION

- All emails directed to TGMS staff must be sent to the School Office: [office@tylersgreenmiddle.co.uk](mailto:office@tylersgreenmiddle.co.uk). This is the most reliable way to get a message to teachers. Please add this email address as a contact
- **Illness** – to be communicated by 9 a.m. on a daily basis to the School Office by phone or email
- **Absences for short medical visits or appointments:** Please email the School Office
- **Leave of Absence request form (if absence is a half day or more):** on our website under Families > Forms
- **School Events:** Website Calendar under News and Events > Diary dates (you can subscribe to the calendar)
- **Letters:** Each year group has a website page for year-specific letters, in addition to the whole school letters, found under Families > Letters/presentations
- **Google Forms:** used for signups, consent, etc - The link will be sent to you via email if there is a form for you to complete

# ANSWERS TO F.A.Q.



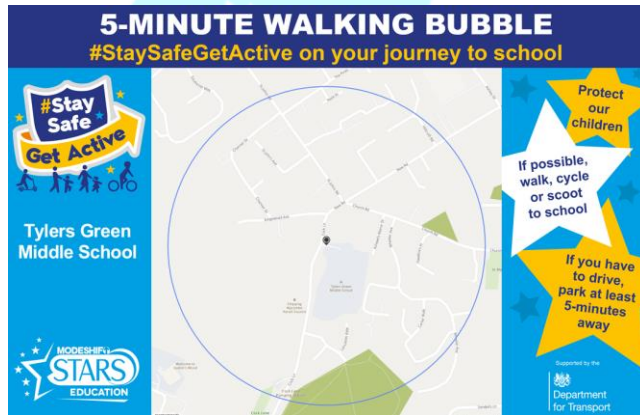
- Handwriting pens can be purchased from the office for £1
- We have a card machine in the office which can be used for the above transactions, and others (20p transaction fee)
- School clubs offer – secure your child’s places with our letting partners ASAP through links on our website. Sign-ups for staff-led clubs will be sent out in September
- **Concerns and complaints** - We are very proud of our track record in being open and honest with our parents, working with them and embracing feedback. However, we have a robust policy which outlines the process if you have a concern or complaint:

<https://tylers-green-middle-school.secure-primariesite.net/policies/>

# ANSWERS TO F.A.Q.



- **Advice concerning drop-off and collection around our school:** We have an aim of creating a voluntary car-free zone around our school. This is good for everyone's health and safety, promoting clean air and supporting our relationships with our community and neighbours. Please respect our 5-minute Walking Bubble and Parking Promise.



- **Volunteering:** We regularly ask for parent volunteers to support with trips, events and art – please look out for the invites and respond if you can!
- **Work opportunities:** Keep an eye out for vacancies posted on our website



# YEAR 4 VISIT TO WOODROW 2026



Tylers Green Middle School  
Parents Meeting

# WHAT IS THE PURPOSE OF THE VISIT?



**For children to :**

- Be involved in educational, challenging, social and team building activities which cannot easily be provided at school
- Have the opportunity to take responsibility for themselves
- Experience staying away from home

# STAFF



- ▶ Miss Christie
- ▶ Mr Harris
- ▶ LSAs TBC
- ▶ Staff involved throughout the school on a daily/nightly basis, and the daily staffing includes a member of staff for each group, extra members for support and 3 night-time staff

# WHAT ACTIVITIES ARE WE GOING TO DO?

## ▶ Rotation of activities including:

- Day activities might include:
- Jacob's ladder
- Low Ropes
- Nightline
- Archery
- Den building
- Bushcraft
- and more...



Normally 4 activities per day plus an evening activity such as camp fire and manor mystery.



# PROVISIONAL DATES/TIMINGS



## Monday 23<sup>rd</sup> Feb 2026

Monday morning, take the children directly to the centre for 10.00 am. Please do not be early!



The children should arrive in their outdoor clothes and shoes with their day bag separate from their overnight bag.

Inside their day bag, the children should have their packed lunch

(in a disposable bag), a bottle of water, inside shoes and a pen or pencil.

## Wednesday 25<sup>th</sup> Feb 2026

Pick up the children after lunch at 2 pm.



# HOW CAN YOU PREPARE YOUR CHILD?

- Organise a sleepover before 23<sup>rd</sup> of February
- Reassure them that they'll have so much fun with their friends
- Teach them to make a bed
- Encourage them to wash/shower themselves
- Encourage them to organise their own belongings
- Teach them to keep their bedroom tidy
- Pack their bags together





# Communication:



Children are not allowed to phone home.  
No mobile phones

Any communication will be by Email unless in the case of an emergency, when we will telephone parents.

Emergency contact may be made with the school party via the school mobile out of school hours.



# MEDICAL MATTERS

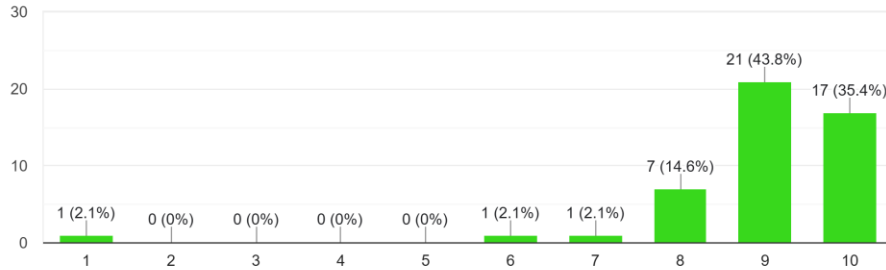
- Hayfever tablets, Piriton, etc must not be carried by the children.
- If they are needed, please complete a medical form prior to the trip.
- Please discuss any relevant personal matters with the TGMS staff to avoid any embarrassment or upset.



# CHILDREN'S PERCEPTIONS OF WOODROW

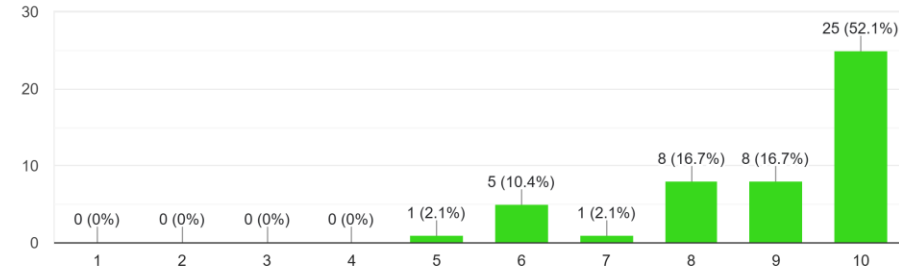
How much did you enjoy your experience at Woodrow?

48 responses



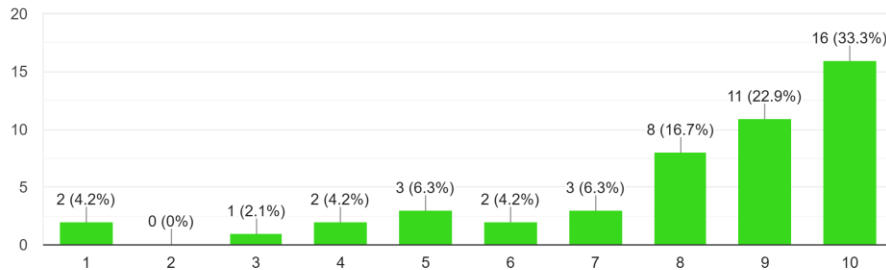
The Woodrow staff were helpful and supportive

48 responses



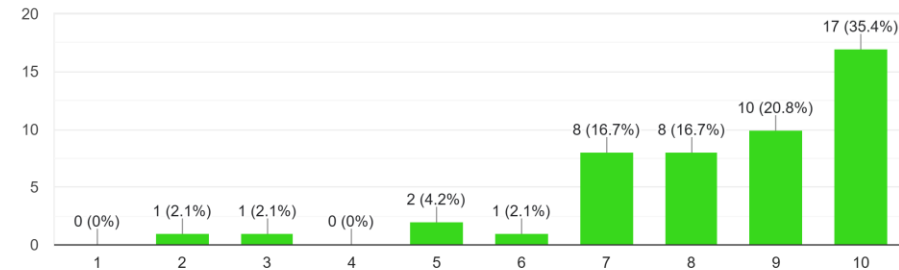
Did you like the food at Woodrow?

48 responses



Woodrow has helped me develop my resilience

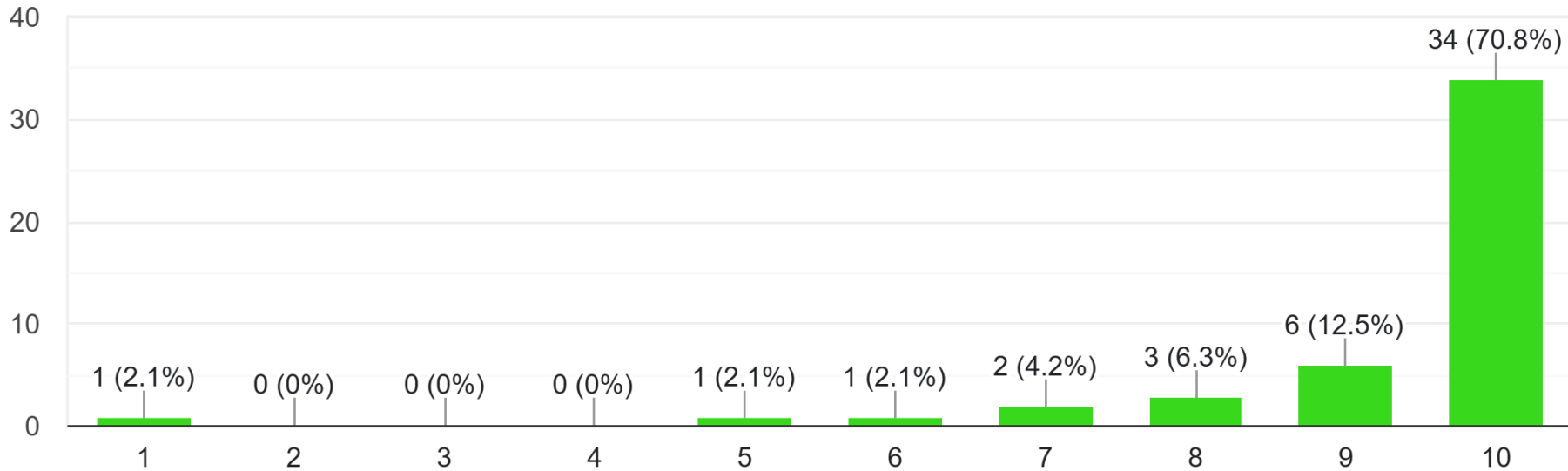
48 responses



# CHILDREN'S PERCEPTIONS OF WOODROW

I would recommend Woodrow to others

48 responses



# COST OF TRIP – EXPECTED



With the booking not yet officially confirmed by Woodrow, let's look at last year's costs. It's common for a provider to have around 5% annual increase, but we will confirm.

- ▶ Total cost of trip is £228 – this covers accommodation, meals, tuition, use of specialist equipment and insurance
- ▶ In accordance with DfE regulations, £107.50 is compulsory to cover board and lodging, and the school is requesting an £120.50 voluntary contribution (activities and tuition)
  - ▶ *Whilst there is no obligation to pay the voluntary contribution, this trip cannot be funded without the overwhelming majority being paid*
- ▶ Initial deposit £65 by Friday 26<sup>th</sup> September then the balance is to be paid by 10<sup>th</sup> January 2025
- ▶ Online form also to be completed by 26<sup>th</sup> September to confirm your child's place
- ▶ Cancellation charges may apply if you then withdraw your child, details in initial letter

# NEXT...



▶ Please complete the online form and pay the deposit on Arbor to confirm your child is attending the trip – deadline is Friday 26<sup>th</sup> September.

▶ Nearer the trip, you will receive the packing list and will need to complete online consent form regarding photos, medication and emergency contacts



▶ Please complete all forms promptly to help with trip administration



# THANK YOU VERY MUCH FOR ATTENDING THIS WELCOME EVENING

If you would like to ask us any further questions, please feel free to catch one of us after this meeting.