

**New School Year**

**Parent Information Meeting**

**Thursday 4th September**

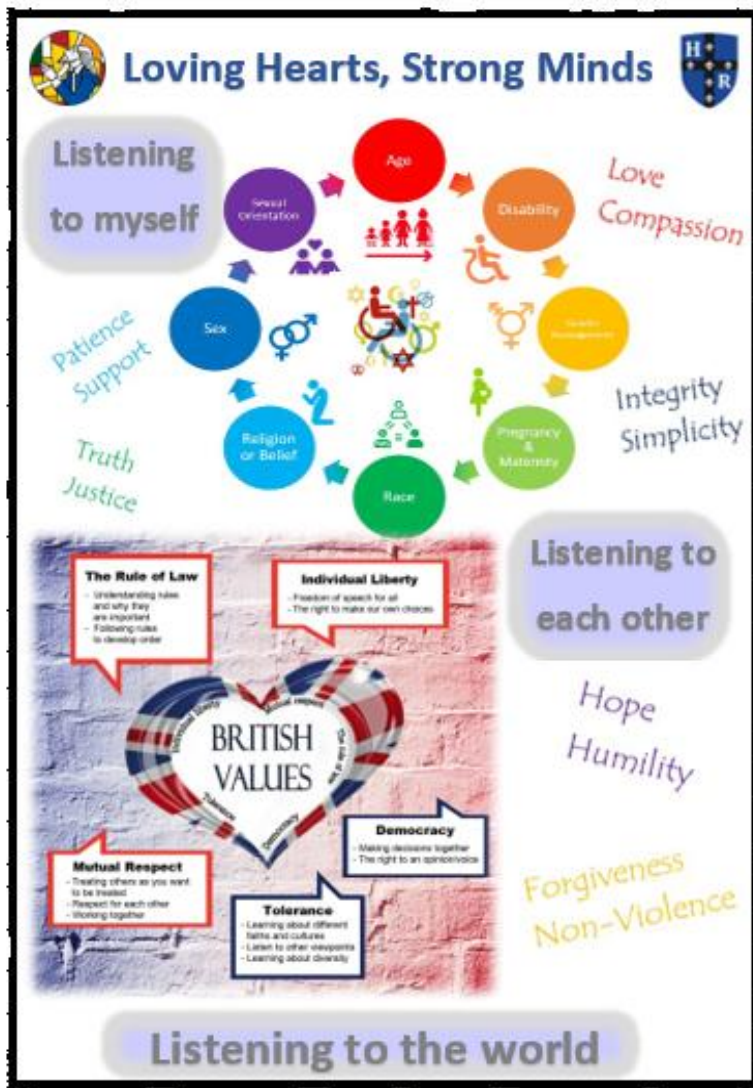


**Our Vision**

'Building **loving hearts** and **strong minds** with God and each other.'

**Our Mission**

'**Growing Ambitious** and **Empowered** individuals through  
an **Exceptional** Curriculum, **Compassionate Support** and **Catholic Community**.'



## Our Vision

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## Our Mission

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- Listening to myself when we explore lessons about my emotions or how to be a friend to others. Draw links to BV - Mutual respect / PC - Race, Religion, Gender - treating people equally...
- Listening to each other when we learn about relationships, antibullying, safer Internet etc... Links to BV - Individual Liberty, Tolerance and Mutual Respect.
- Listening to the world when we explore concepts such as CST (Catholic Social Teaching Principles), Geography Awareness day and Black history Month. Again draw links to the BV and CST principles this links to...
- **Focus on the Gospel Values** which is our HR way of bringing both the BV and PC together. These directly link to the **Character behaviours** to help us live out the values out each day and enable *Our hearts to be Loving and our Minds to be Strong*.

## Ambitious and Empowered – Personal development and Behaviour and attitude

TAUGHT - Cojo's - linked to role models

Pupil Leadership – how pupils are given the chance to LIVED OUT –

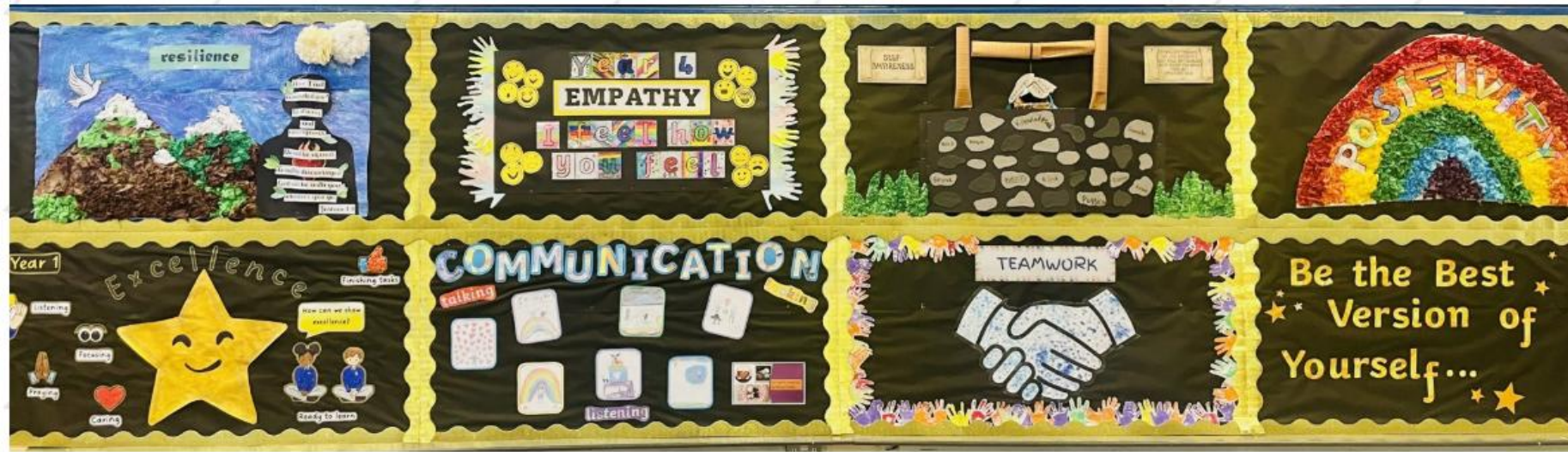
DAILY – Focus this year especially on the role of play ambassadors

Character focused

HOLISTIC – Forest School Provision for all

Development of whole child

Driven by school values



**Holy Rosary**

**Catholic Voluntary Academy**

*Part of the St Ralph Sherwin Catholic Multi Academy Trust*

*Loving Heart – Strong Mind*



## Ambitious and Empowered

Individuals who can contribute to society – HR  
WAY – the way we do things here and WHY... 'Best  
version of self...'

Human dignity

The common good

Solidarity

Subsidiarity upholds human dignity and freedom by ensuring people  
have a voice in decisions affecting them

The option for the poor

Stewardship of creation

These principles, derived from Scripture and Church wisdom, provide a  
moral framework for evaluating societal issues and guiding personal  
conduct, emphasizing justice, love, peace, and the inherent sacredness  
of all human life.



*Loving Heart – Strong Mind*



## CST: The Common Good

This book will help us to think about:

- 1) Our responsibility to others
- 2) Learning from the past
- 3) Doing what is right for everyone
- 4) The difference one person can make.



## Ancient Greece

The Common Good:

- DEMOCRACY
- EDUCATION
- RELIGION




**Ambitious and Empowered – Personal development and Behaviour and attitudes**

Individuals who can contribute to society – HR WAY – the way we do things here and WHY... 'Best version of self...'

*Loving Heart – Strong Mind*



Prior Learning and Retrieval Practice of core knowledge  
consistent and embedded


<b>Holy Rosary CVA</b>			
Geography Driver: How does food arrive on the shelf?	International Trade	LKS2	Pentecost 2

### Prior Knowledge

- ✓ Continents and oceans of the world.
- ✓ Differences in climate zones, the Mediterranean from ours.
- ✓ How climate affects how residents live.
- ✓ Location of hot and cold areas in relation to the Equator, North and South Poles.


**Climate zones**



Key vocabulary	Definition
Trade	Buying and selling goods and services
Goods	Items that can be bought and sold. Sometimes they are called products
Import	Goods or services purchased from one country and brought into the UK
Export	Goods or services made in the UK and sold to another country.
Global	Around the world
Climate	Weather conditions over a period of time.



### The Global Supply Chain



The global supply chain shows the different stages manufactured goods go through in their journey from source to sale.

The different stages of transforming natural resources or raw materials into finished products for sale.

### Globalization


  

## Core Knowledge


- Why trade is important and how it is done.
- The impact of climate and natural resources on crop growth.
- That some countries are more developed than others.
- The importance of 'Fairtrade'.

## The Bigger Picture

How will we be global citizens?



What are our responsibilities in looking after the world around us?







HR WAY

# RESILIENCE

*Determined, self controlled, persistent, courageous, diligent, independent, conscientious.*

**GOSPEL VALUE -  
INTEGRITY**

**CATHOLIC SOCIAL TEACHING -  
THE DIGNITY OF WORK AND  
PARTICIPATION**

**HOLY ROSARY RULE -  
5. TRY NEW THINGS AGAIN... AND  
AGAIN...AND AGAIN**



**JOSHUA 1:9 -**  
Remember that I have commanded you to be determined and confident! Do not be afraid or discouraged, for I, the Lord your God, am with you wherever you go."



HR WAY

# EXCELLENCE

*Creative, curious, inquiring, proud, critical thinker.*

**GOSPEL VALUE -  
SIMPLICITY**

**CATHOLIC SOCIAL TEACHING -  
PEACE, THE COMMON GOOD**

**HOLY ROSARY RULE -  
6. BE THE BEST VERSION OF YOURSELF, BE  
LIKE JESUS.**



**2 Corinthians 8:7**  
But since you excel in everything—in faith, in speech, in knowledge, in complete earnestness and in the love we have kindled in you[a]—see that you also excel in this grace of giving.



HR WAY

# SELF-AWARENESS

*SELF-CONFIDENT, SELF-DISCIPLINED,  
HUMOROUS, HUMBLE, ADAPTABLE*

**GOSPEL VALUE -  
HUMILITY**

**CATHOLIC SOCIAL TEACHING -  
DIGNITY, THE COMMON GOOD**

**HOLY ROSARY RULE -  
1.TREAT EVERY MEMBER OF THE  
COMMUNITY LIKE YOU WANT TO BE  
TREATED**



**Proverbs 20:5**  
The purpose in a man's mind is like deep water, but a man of understanding will draw it out.



# Communicating with home when things need some more work...



What about when things are working well... making sure parents supported to know what the school day might have looked like...

Good morning/afternoon,

Xx and I had a restorative conversation today to support them in using the character behaviour of ..... whilst in class/at playtime/ the hall

If you'd like to know any more details about the behaviour or the conversation, let me know by return message.

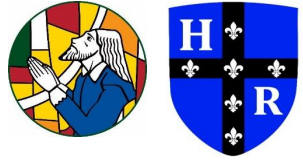
If staff feel there is a pattern of specific behaviour (2/3 over a week) being shown that the pathway reminders are not managing to address, this should be brought to the attention of SLT who will bring this to the priority pupil or Inclusion team discussions for further actions..

**As part of our restorative and relational journey the following message will replace neutral dojos... Further information is detailed in the school behaviour policy. <https://www.holyrosaryburton.srscmat.co.uk/wp-content/uploads/sites/29/2025/09/SRS-Behaviour-Policy-2025-2026.pdf>**

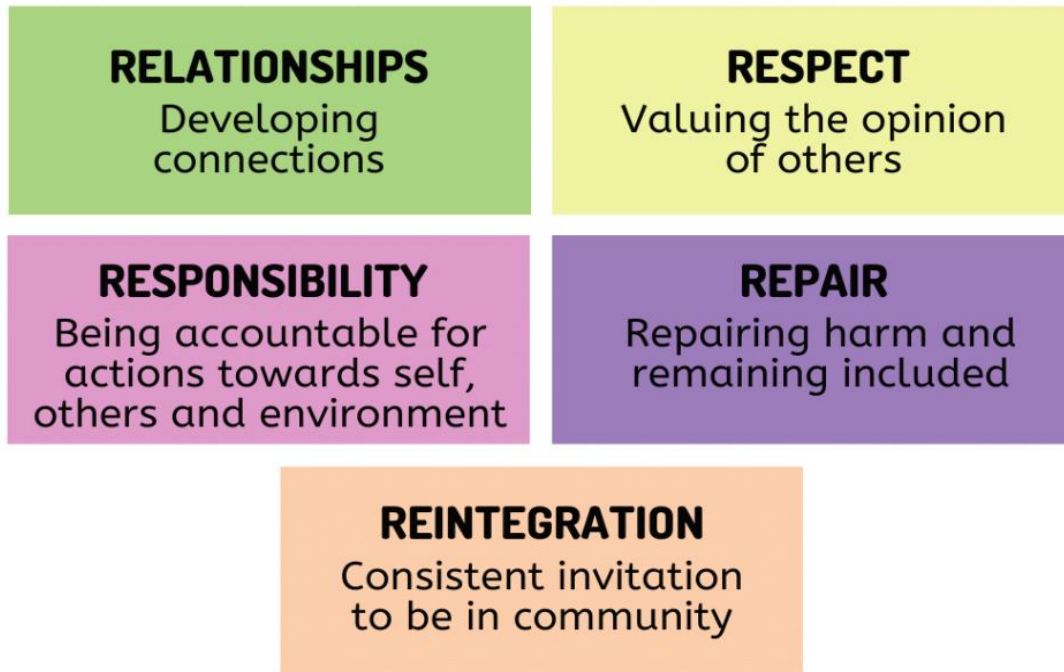


# Restorative and Relational Practice

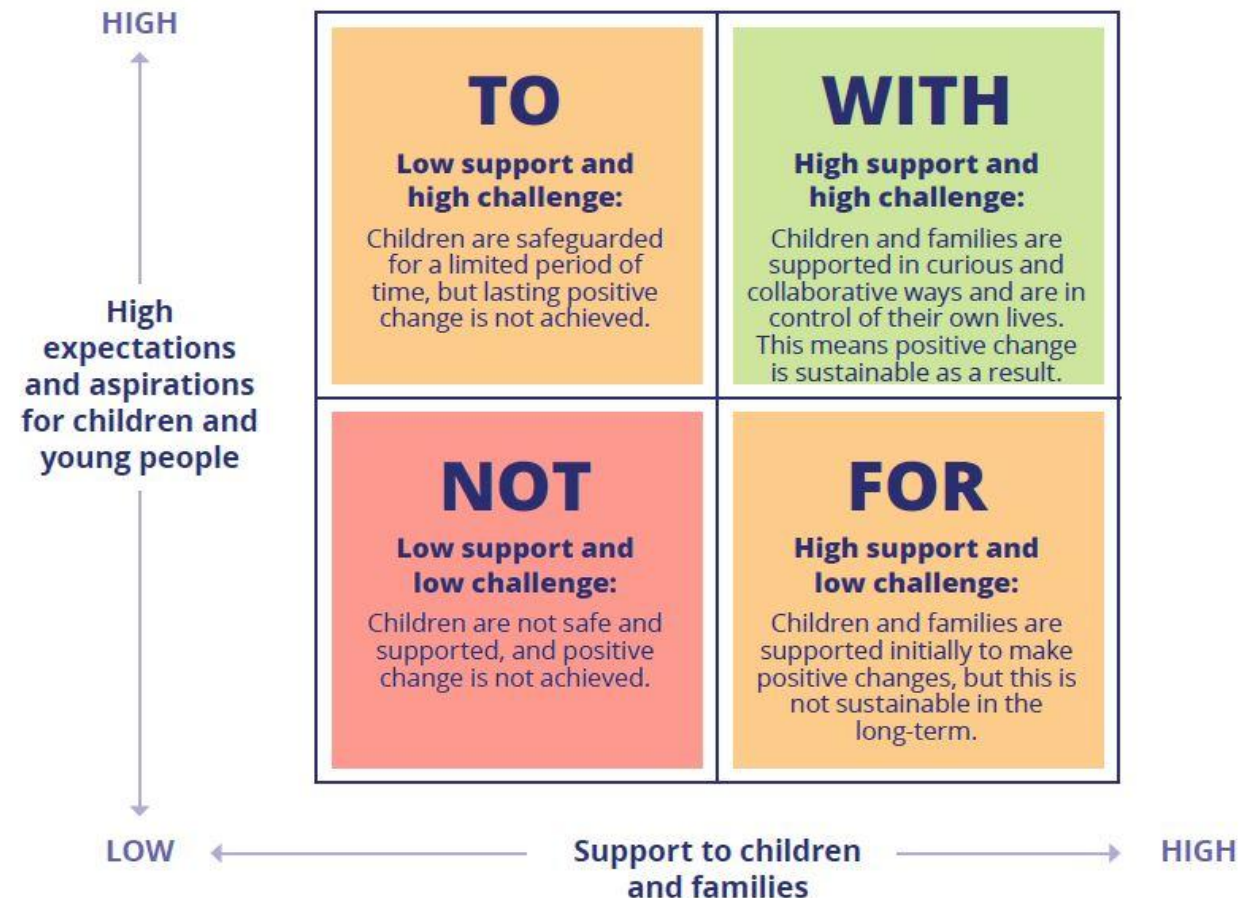
## A Parent Guide...



### The 5 Principles of RESTORATIVE PRACTICES



### Relationship Window Practitioner-Family Relationship





Holy Rosary CVA

# RELATIONAL & RESTORATIVE PRACTICE



Join us every Thursday morning for our Parent Group on Relational & Restorative Practice. Learn simple, practical strategies to strengthen connections, manage conflicts calmly, and support your child's growth at home.

- ✓ friendly
- ✓ supportive
- ✓ practical

**For More Information**

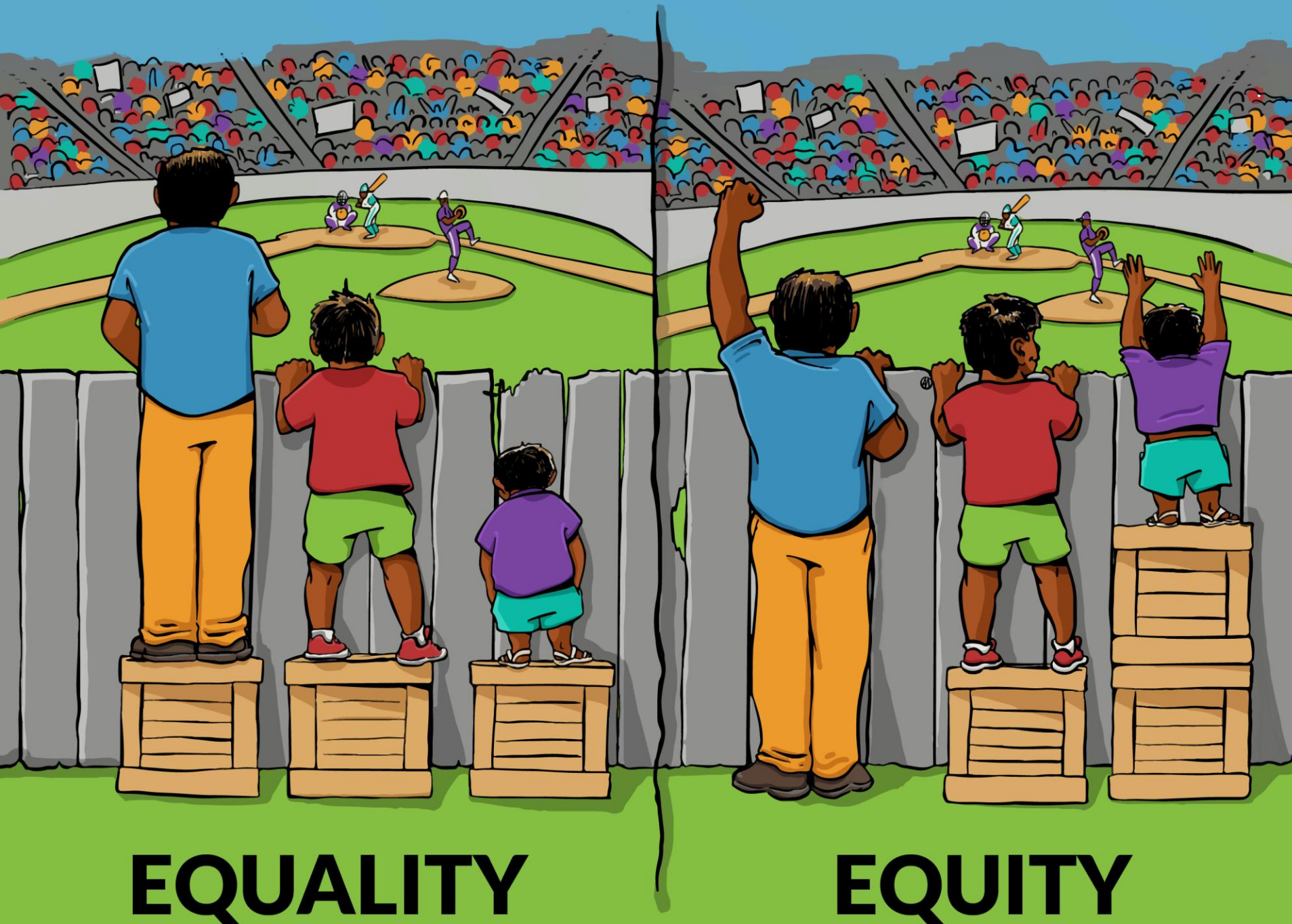
[oclaxton@hrb.srscmat.co.uk](mailto:oclaxton@hrb.srscmat.co.uk)

[tmiller@hrb.srscmat.co.uk](mailto:tmiller@hrb.srscmat.co.uk)

THURSDAY  
**18TH  
SEPT**  
**9:15**





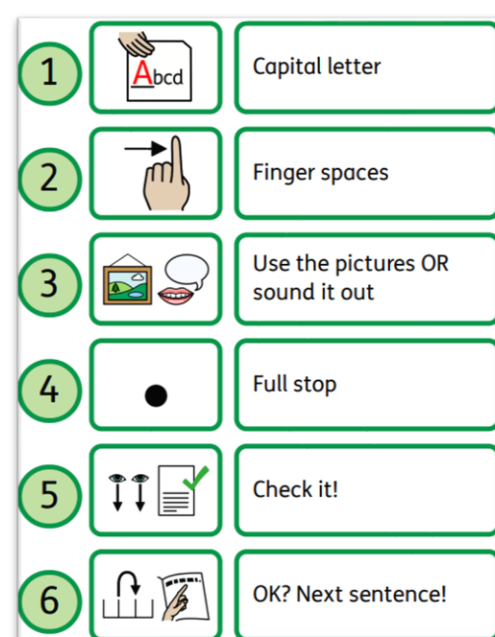
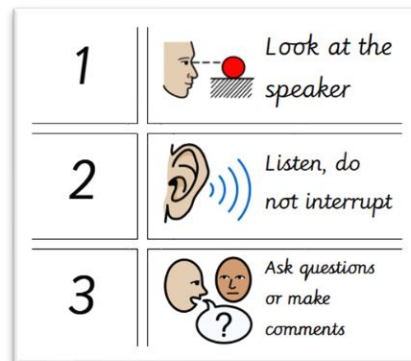
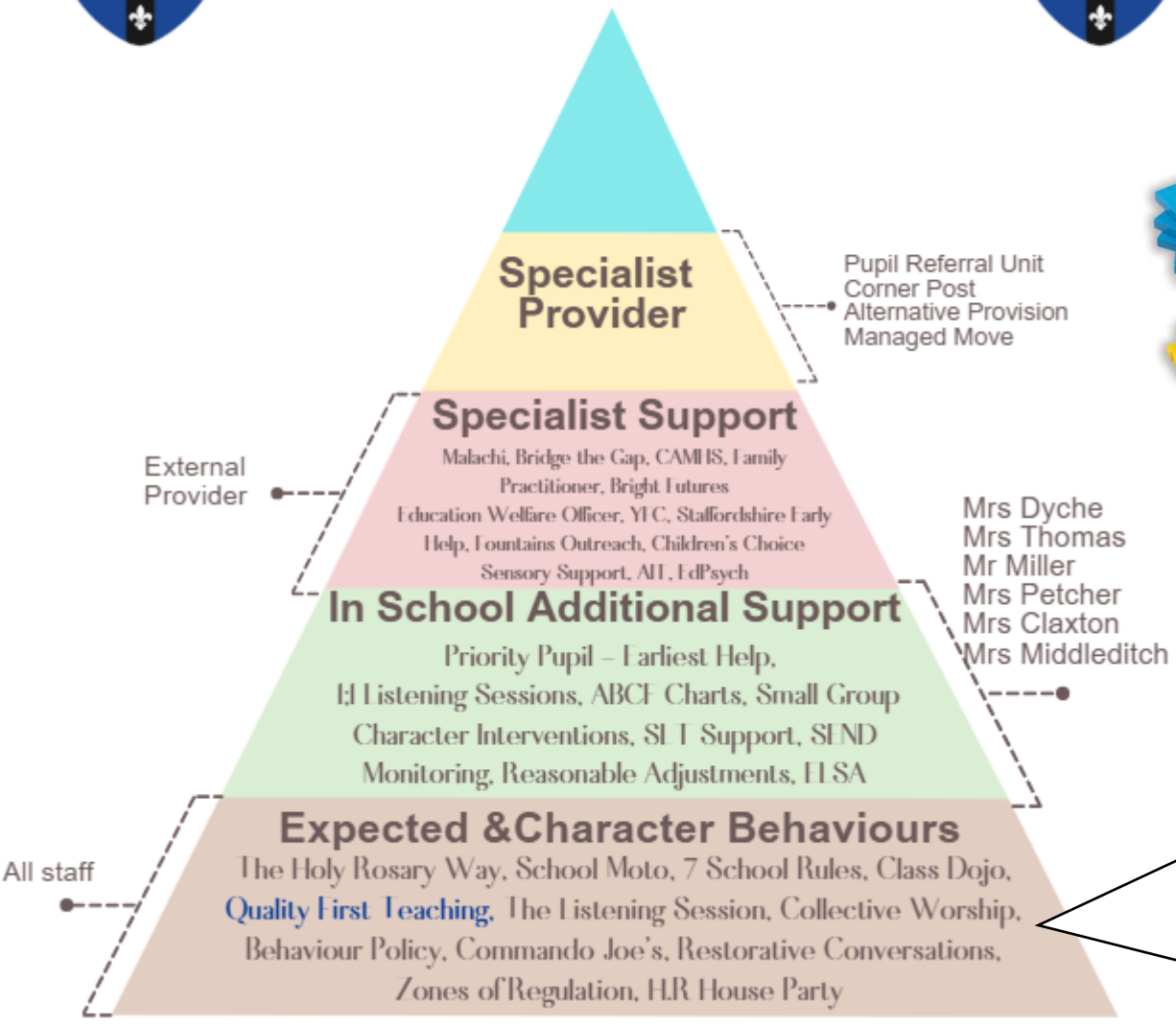


**Belief that with  
the right  
support, all  
children can  
achieve the  
same high  
expectations!**

**How do we  
work together  
to identify  
barriers and set  
children up to  
succeed...?**



# THE HOLY ROSARY WAY GRADUATED RESPONSE



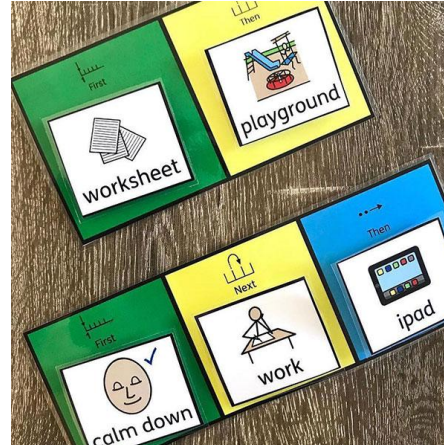
**“Inclusion by Design” at the heart of our curriculum & classroom teaching.**

**These are strategies that hinder no-one and help everyone, for example visual cues, visual timetables, task chunking, teacher modelling, collaborative learning...**



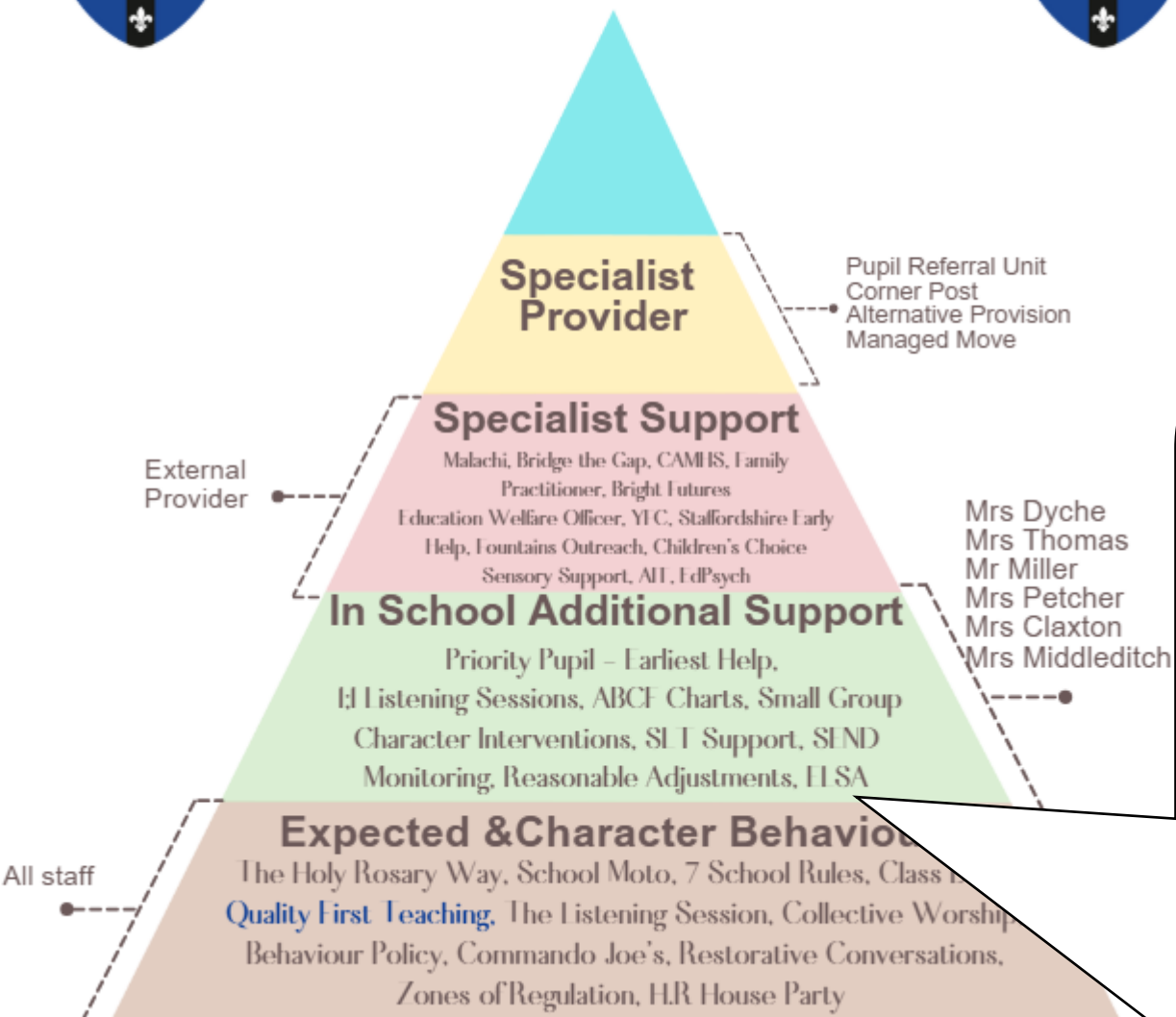


# THE HOLY ROSARY WAY GRADUATED RESPONSE



Starting work

				Date	LO
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## Where concerns might arise...

If you or the class teacher holds concerns about your child's learning, or about their social and emotional well-being, then please speak with the class teacher and/or myself to discuss how we can work together to best support your child.

This support might include:

- A physical adjustment e.g. concentration tool or wobble cushion, or a specific seating arrangement
- Specific classroom support e.g. use of Now & Next board, individual task chunking or adaptations in their work
- Movement breaks
- A 1:1 or small group intervention

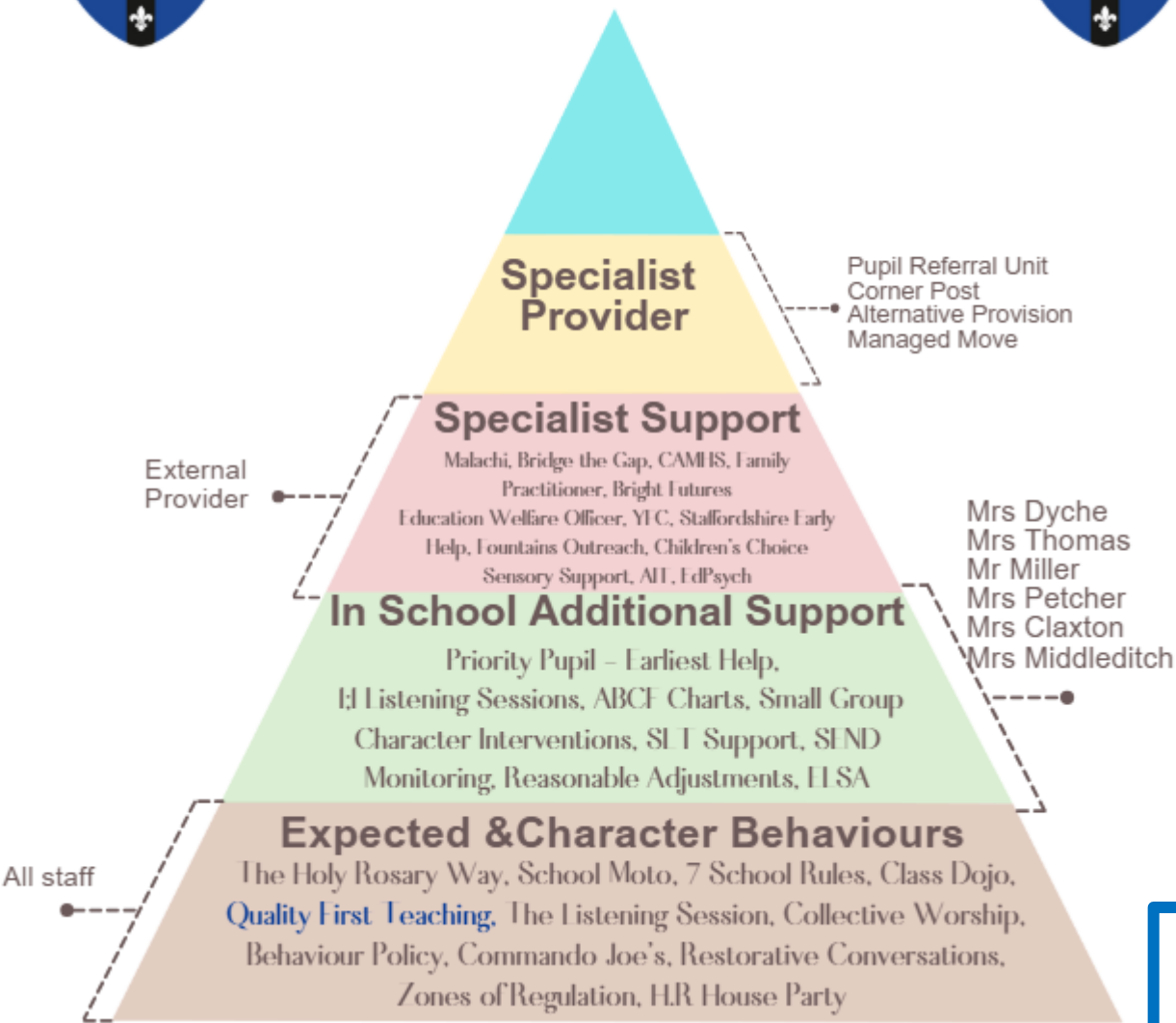
Pupils on the SEND register will receive a learning plan that outlines this provision. You will meet termly with the class teacher to review progress against these targets. Children may be removed where the plan is no longer required because children are able to access learning through "inclusion by design".



# THE HOLY ROSARY WAY GRADUATED RESPONSE



## Where further support or advice may be sought



If a child is still making limited progress with the adaptations and support in place, then specialist support or advice may be sought.

This might include services such as:

- Speech and language therapy
- Educational psychologist
- CAMHS
- Autism inclusion team
- Inclusion Hub
- Family support referral
- Community paediatrics

Where multiple services have been accessed, this may also support a needs assessment for an EHCP.

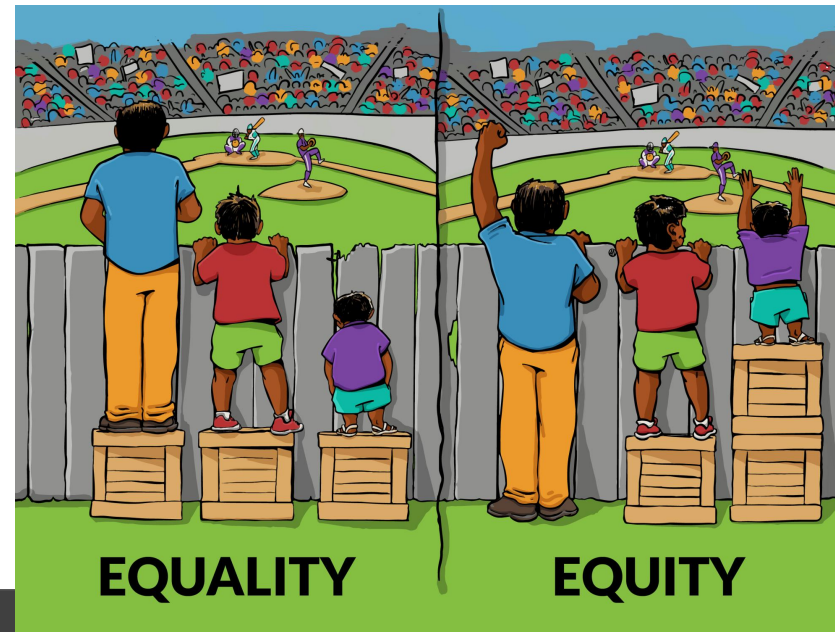
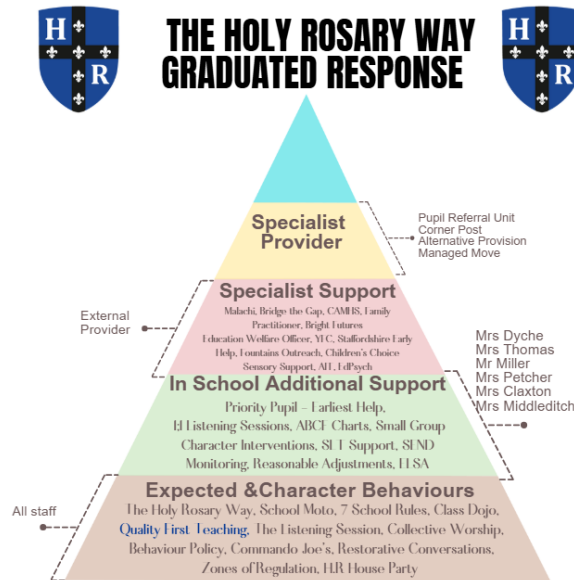
**Contact Mrs Claxton by Class Dojo  
message, or email  
[oclaxton@hrb.srscmat.co.uk](mailto:oclaxton@hrb.srscmat.co.uk)**



# Current School Improvement Focus...

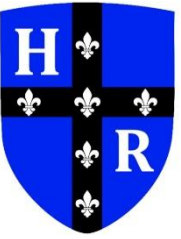


- Sometimes, the work that pupils are given to complete is not matched well enough to what pupils need to practise. This means that some pupils lose focus and do not make as much progress through the curriculum as they could. The school should continue to ensure that teachers consistently match work to the needs of pupils.



## Current School Improvement Focus

*Sometimes, pupils are not given sufficient opportunity to develop their learning through appropriate discussion. This means that some pupils do not have enough chances to connect, rehearse and apply their learning in order for it to become part of their long-term memory. The school should **continue to ensure** that teachers facilitate appropriate discussion of subject content to support pupils' learning over time.*



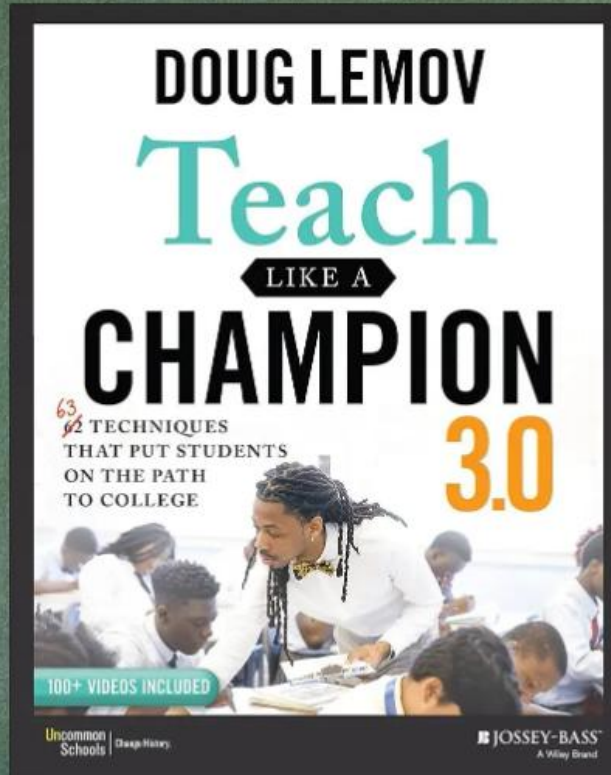
**TEACH LIKE A CHAMPION** – whole class active learning. Focus on pupils understanding their part in the learning, active listening, active voices

- Every student takes ownership of their educational journey.
- By setting personal goals and tracking their progress, students develop a sense of responsibility for their success.
- This approach builds confidence, resilience and independence.
  
- FOCUSED FEEDBACK systems : the pace of lessons is designed to keep students engaged and challenged.
- Allows for adaptation in how quickly or slowly students make progress.
- Everyone is given the appropriate level of challenge to foster growth and maintain motivation.
- We ensure that no student is left behind.

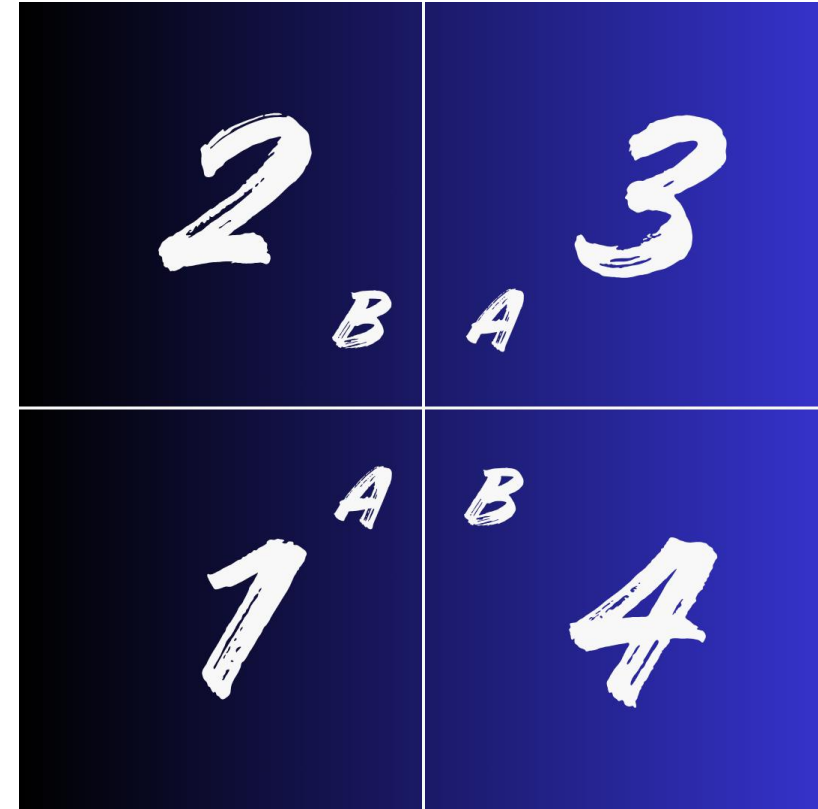
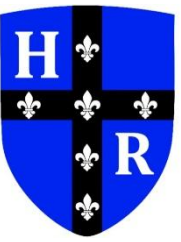




# Pedagogy



- collaborative learning
- cooperative interdependence
- productive struggle
- equal participation
- active listening
- high expectations





20:00

Name:

Angela

Number:

...

Partner:

A

Team:

2

Activate Windows  
Go to Settings to activate Windows.

< 3/9 >



# Continuous all-write round robin

- 1) Take it in turns
- 2) Think it
- 3) Say it
- 4) Write it
- 5) Tile it

fact

fact

fact

fact

