



# INSIDE THE CLASSROOM: A PARENT'S GUIDE

Understand how your child learns, how they are assessed and how you can help.

**TUESDAY 23<sup>RD</sup> SEPTEMBER, 6:30PM, SCHOOL HALL**

- How we help every child succeed.
- Meet the teachers and subject leaders.
- What your child will learn this year.
- How progress is assessed
- How you can support learning at home



*All parents and carers are warmly invited.*



# INSIDE THE CLASSROOM: A PARENT'S GUIDE

Understand how your child learns, how they are assessed and how you can help.

## Ciara Walsh

Foundation Stage (P1/2)  
Numeracy Coordinator  
Shared Education  
Extended Schools  
Deputy Designated Teacher for  
Child Protection

## Orla Doherty

Key Stage One (P3/4)  
Literacy Coordinator  
ICT Coordinator  
Assessment Coordinator  
Interventions  
Designated Teacher for  
Child Protection

## Amy Quigg

Key Stage Two (P5/6)  
World Around Us Coordinator  
Catholic Ethos and RE  
School Council

## Jackie Donnelly

Key Stage Two (P7)  
PE and Sport Coordinator  
Emotional Health and Wellbeing  
Eco Council



# VISION

**Our vision is for our school to be a place, “where hearts and minds grow.”**

# MISSION

Our Catholic Primary School is committed to providing a nurturing, inclusive environment that supports the holistic development of every child. Through a rich curriculum and strong pastoral care, we help pupils grow academically, spiritually, and socially. We foster confidence, compassion, and a love of learning, following in the footsteps of Jesus.



## Faith

is at the heart of who we are. It guides us to be kind, respectful, honest, humble, forgiving, and thankful. By following Jesus' example, we learn to care for others and show love in our words and actions.

# VALUES



## Collaboration

means working together as a team, listening to each other, and showing respect for everyone's ideas. It helps us learn how to solve problems together and find ways to make things better when we disagree.



## Reflection

means taking time to think about our learning, choices, and behaviour. It means asking what went well, what could be better, and how we can keep improving. It is also about thinking carefully before acting.



## Determination

means never giving up, even when things are difficult. It teaches us to keep trying and stay strong, because every mistake is a chance to learn and get better. With determination, we realise that hard work helps us reach our goals.



## Independence

means learning to manage our own time and keep track of our belongings. It's about doing our best and setting high standards for ourselves, even when no one is watching.



## Courage

means trying new things even if they seem a little hard or scary. In our learning, we are curious, think in creative ways and explore new ideas. We learn to be brave and believe in ourselves.



READY



RESPECTFUL



SAFE







# Board of Governors

The Board of Governors oversee the general running of the school and are ultimately responsible for the education provided in St. Mary's Gortnaghey Primary School.

Our school attempts to attract members with as wide a range of experience as possible on its Board of Governors.

The term of office on the Board of Governors is four years and parents have an opportunity to become a Governor.

They can be proposed and elected to the Board of Governors, with elections held once every four years.

Nominated by Trustees	Rev. Fr. Gerard Sweeney Mr Shane McCartney Mr Fergal McGuigan Mrs Mary McCrea (Secretary)
Nominated by Department of Education	Miss Julie McCullagh (Chairperson)
Nominated by Education Authority	Mrs Nolene Burke (Vice-Chairperson) Mr. Eugene Mc Manus
Parent Representative	Mrs Jenny-Leigh Grieve
Teacher Representative	Miss Orla Doherty
School Principal	Mrs Mary Jackson

# Child Protection & Safeguarding

## OUR SAFEGUARDING TEAM

If you have a worry, you can talk to...



**Miss Doherty**

Designated Teacher for Child Protection



**Mrs Walsh**

Deputy Designated Teacher for Child Protection



**Julie McCullagh**

Chairperson of the Board of Governors



**Fr. Gerard Sweeney**

Designated Governor for Child Protection

**OR ANY OTHER ADULT IN OUR SCHOOL**



We have a primary responsibility for the care, welfare, and safety of all the children in our care. We aim to provide a caring, supportive, and safe environment where individuals are valued for their unique talents and abilities, an environment in which all our children can learn and develop to their full potential. The welfare of the child is our paramount consideration.

If you have a Child Protection related concern, feel free to contact us on 02877741984 or via our school communication app, Just2Easy. Alternatively, parents can email us at [odoherty151@c2kni.net](mailto:odoherty151@c2kni.net) or [cwalsh152@c2kni.net](mailto:cwalsh152@c2kni.net).



# The Curriculum

*"The Northern Ireland Curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives."*

The NI Curriculum has three objectives. These are:

1. To develop the young person as an individual
2. To develop the young person as a contributor to society
3. To develop the young person as a contributor to the economy and environment

## **Whole Curriculum Skills and Capabilities**

Thinking, Problem Solving and Decision Making  
Managing Information  
Being Creative  
Working with Others  
Self-Management

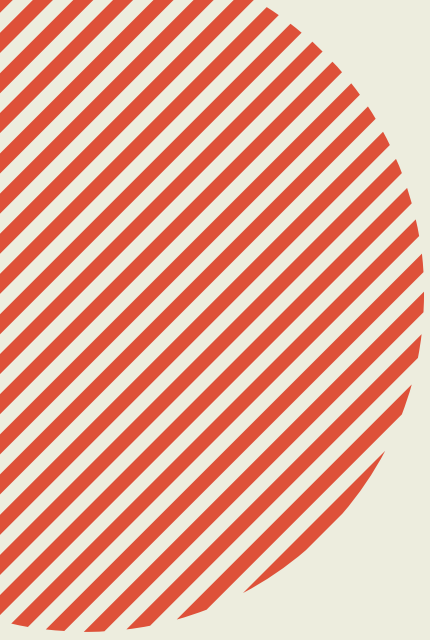
## **Formally Assessed Skills**

Communication  
Using Mathematics  
Using ICT

## **Learning Areas**

Religious Education  
Language and Literacy  
Mathematics and Numeracy  
Personal Development and Mutual Understanding  
The World Around Us  
Physical Education  
The Arts





# Foundation Stage

**P1 AND P2**

Mrs Walsh, Sonya, Eilis & Claire

Numeracy, Shared Education, Extended Schools & Deputy Designated  
Teacher for Child Protection







# Foundation Stage

An introduction to early learning for parents

- Foundation Stage covers Years 1 and 2 for children aged 4 to 6, focusing on early formal education.
- Curriculum and Teaching – The curriculum emphasizes a balanced approach with engaging teaching methods tailored to young learners.
- Home-School Partnership – Strong collaboration with parents supports each child's development and learning journey. We use Just2Easy as a platform to allow parents/ carers to directly contact the teacher.
- Nurturing Environment – Creating a supportive and stimulating atmosphere fosters children's growth and success.
- Promoting independence (Individual pencil pots, placing coats, putting lunch boxes etc. away, class jobs)
- Homework – consists of twice weekly numeracy & literacy activities, daily reading, online activities using Mathletics and Reading Eggs beginning with Fast Phonics .
- Daily individual reading, phonics lessons and story telling.
- Daily Play (Indoor & Outdoor)





# Foundation Stage

Learning through Play



## **Purposeful Play**

Children learn through well-planned, purposeful play that develops curiosity, creativity, and confidence.

## **Developmental Focus**

Play activities promote social interaction, problem-solving, and communication skills in young learners.

## **Guided Learning**

Teachers and staff observe and guide children to meet learning goals while keeping play fun and supportive.

## **Holistic Growth**

Play-based learning fosters academic, emotional, and social growth, preparing children for future education.

**Learning is child-centred, building on their interests and experiences.**



# Topic Cycle Overview



Topic Overview	Term 1	Term 2	Term 3
Cycle 1	A time to rhyme/ Toys	Brr its freezing/ On an adventure	Lets get growing/ Lifecycles
Wrtiting Genre	Instructions	Report	Explanation
Cycle 2	Hey, hey look at me!	Once upon a time ...	People who help us/ Here comes the sun
Writing Genre	Persuasive	Narrative	Recount





# Supporting Your Child at Home

## Parental Support at Home

- Parents reinforce learning by daily conversations, completing homework, daily reading, and encouraging independence in everyday tasks.
- Educational Play, play simple games involving counting, sorting, and storytelling help improve cognitive and language skills in children.
- Celebrate Progress - By recognizing effort and progress builds children's confidence and encourages motivation to learn.
- Collaboration with Schools - Parents are encouraged to communicate openly with teachers and participate in school activities for cohesive support.





# Mathematics and Numeracy

## Our Whole-School Approach to Numeracy

- Maths Mastery Approach
- Consistent Teaching Strategies
- Use of Visual and Hands-on Materials
- Embedding Reasoning and Problem-Solving



## Key Pillars of Numeracy Learning - Fluency, Retrieval, Reasoning & Problem Solving

- Fluency in Number Facts
- Retrieval Practice
- Mathematical Reasoning
- Problem Solving Skills



# Mathematics and Numeracy

How Numeracy Develops Across keystages in St. Mary's PS Gortnaghey

Foundation Stage Basics - Children develop early math skills like counting, sorting, and pattern recognition through play and practical activities.

Key Stage 1 Number Sense - Students build on basics by learning addition, subtraction, and practical math connected to daily life experiences.

Key Stage 2 Advanced Concepts - Curriculum expands to multiplication, division, fractions, decimals, and data handling with formal written methods.

Mathematical Reasoning - Students are encouraged to reason mathematically and solve increasingly challenging problems confidently





# Mathematics and Numeracy

## Ensuring Every Child Succeeds in Maths

### Targeted Numeracy Support

'Catch Up Numeracy' provides extra help through focused sessions to address specific gaps in understanding.

### Personalised Learning Plans

Small group and one-to-one support allow tailored learning plans to meet individual student needs.

### Continuous Assessment and Monitoring

Regular assessments identify students needing help and track progress for effective intervention.

### Collaborative Support Environment

Working with parents and carers creates a supportive space where children gain confidence in maths.

## Practical Ideas for Parents

### Regular Practice Benefits

Consistent times tables and number bonds practice boosts fluency and builds math confidence in children.

### Engaging Math Games

Playing number games such as board games or online activities makes learning math fun and interactive. St. Mary's subscribe to Mathletics and TT Rockstars.

### Everyday Math Application

Involving children in activities like cooking and shopping applies math skills to real-life situations.

### Positive Attitude Encouragement

Encouraging effort and a positive outlook towards math helps children develop resilience and a love of learning.



# Key Stage One

## P3 AND P4

Miss Doherty, Rachel & Orlagh

Literacy, ICT, Assessment, Interventions & Designated Teacher for Child  
Protection



# Our Week at a Glance...

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00am – 9.30am	Values Assembly (9.00–9.15am) Hymn Practice (9.15–9.45pm)	NW L&N Retrieval AR Guided Reading	NW L&N Retrieval AR Guided Reading	NW L&N Retrieval AR Guided Reading	NW L&N Retrieval AR Guided Reading Collect
9.30am – 9.45am	Prayers/ Register/ Calendar	Prayers/ Register/ Calendar	Prayers/ Register/ Calendar	Prayers/ Register/ Calendar	Prayers/ Register/ Calendar
9.45am – 10.30am	Literacy Phonics	Literacy Comprehension	Literacy Creative Writing	Literacy Grammar	Assessments (9.30–10.15)
10.30am – 11.00am	<b>B</b>	<b>R</b>	<b>E</b>	<b>A</b>	<b>K</b> (Early Break & Duty – 10.15)
11.00am – 11.15am	<i>Take 10</i>	<i>Take 10</i>	<i>Take 10</i>	<i>Take 10</i>	Handwriting (10.45.00–11.15)
11.15am – 12.10pm	Numeracy Number	PE	Numeracy Topic	PE	<b>Art / Music</b>
12.15pm – 1.00pm	<b>L</b>	<b>U</b>	<b>N</b>	<b>C</b>	<b>H</b> Duty
1.00pm– 2.00pm	<i>Religion (1.00–1.45pm)</i>	Numeracy Number	<b>Topic</b>	Numeracy Topic	Tidy Friday
	NW L&N Retrieval AR Guided Reading				<b>Good Work Assembly</b>
2.00pm – 2.50pm	Structured Play Outdoors	<b>ICT</b>	Structured Play Indoors	PDMU Compliments / S&T Circle Time	Golden Time Friday Treat
2.50pm–3.00pm	Home-time Preparation	Home-time Preparation	Home-time Preparation	Home-time Preparation	Home-time Preparation
After Schools 3.00pm–4.00pm	<i>Booster (Term 2)</i>	<i>Skills School</i>	<i>Lego Club</i>	<i>Mindful Colouring</i>	

- Promoting independence (Tidy Friday, jobs)
- Positive mindset (affirmations, compliments, take 10, sensory room)
- Weekly spelling & number assessments
- Homework
- Daily reading
- Keywords
- Retrieval (literacy & numeracy New Wave books)
- Play (Indoor & Outdoor)
- Practical lessons using resources, IWB, iPads



Topic Overview	Term 1	Term 2	Term 3
Cycle 1	Food Glorious Food	Weather Watchers	Them Bones
Cycle 2	Home Sweet Home	It's a Bug's Life	Space Explorers

# Topic Cycle Overview

## FOOD GLORIOUS FOOD

Instructional Writing



## WEATHER WATCHERS

Recount Writing



## THEM BONES

Report Writing





# Language and Literacy

The 3 statutory areas within the teaching of language & literacy are:

**Talking & Listening**

**Reading**

**Writing**

## *Talking & Listening*

Songs & rhymes in Foundation Stage  
Weekend news  
Weekly Show & Tell in KS1  
Compliments  
Presentation of final pieces of work to class  
Opportunities for peer & self assessment  
Weekly WS Celebration assemblies  
Charanga programme to be implemented this year  
Opportunities for children to read at mass & take part in WS Christmas Carol Service & Nativity

## *Reading*

### **Foundation stage:**

Sounds Write approach to phonics  
Decodable readers focusing on Initial Code

### **Key Stage 1:**

Daily reading in guided reading groups  
AR access each morning to encourage independence with their reading



Sounds Write approach to phonics

### **Key Stage 2:**

AR access daily  
Whole class novel & comprehension  
Termly assemblies to celebrate whole school success with reading.

## *Writing.*

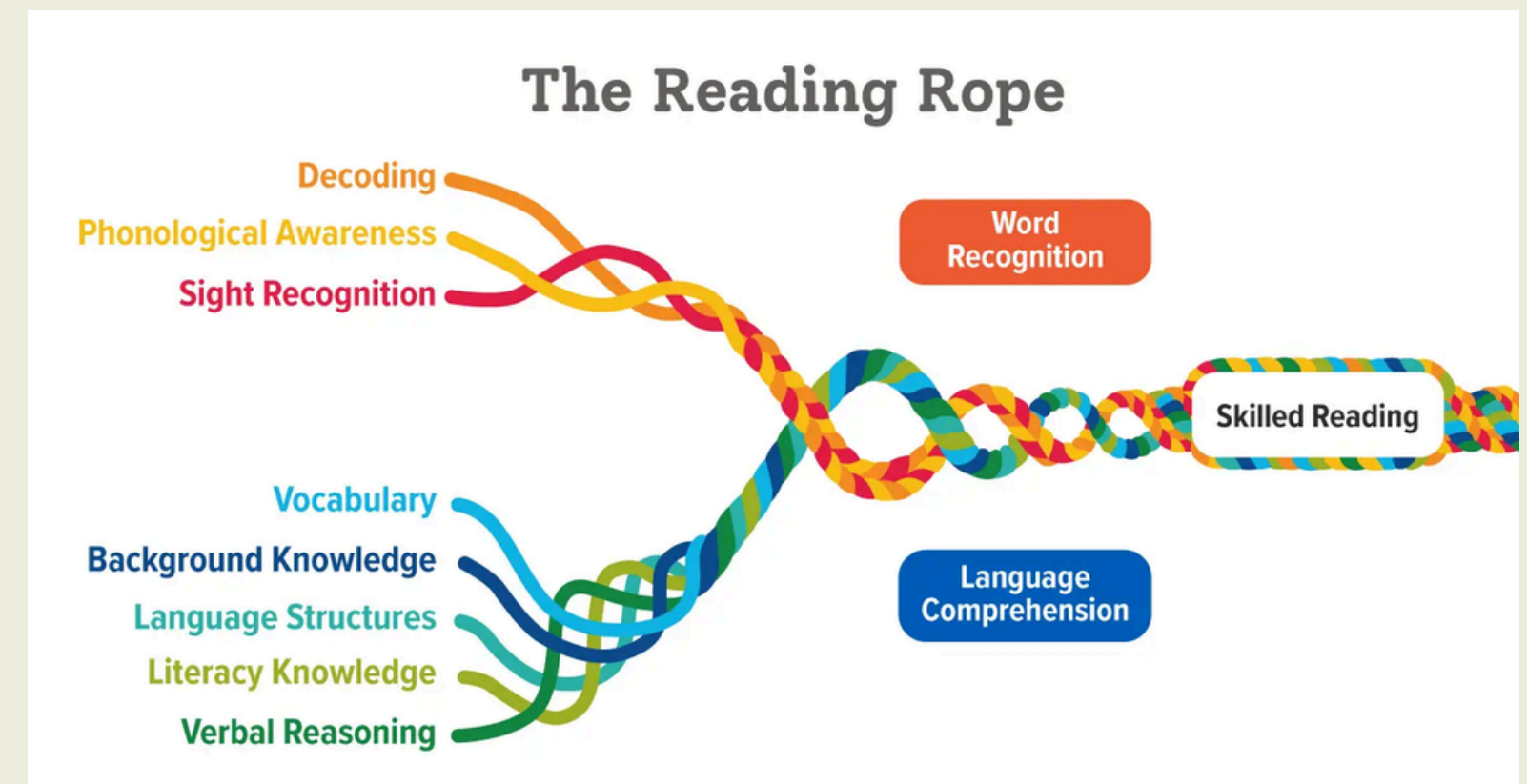
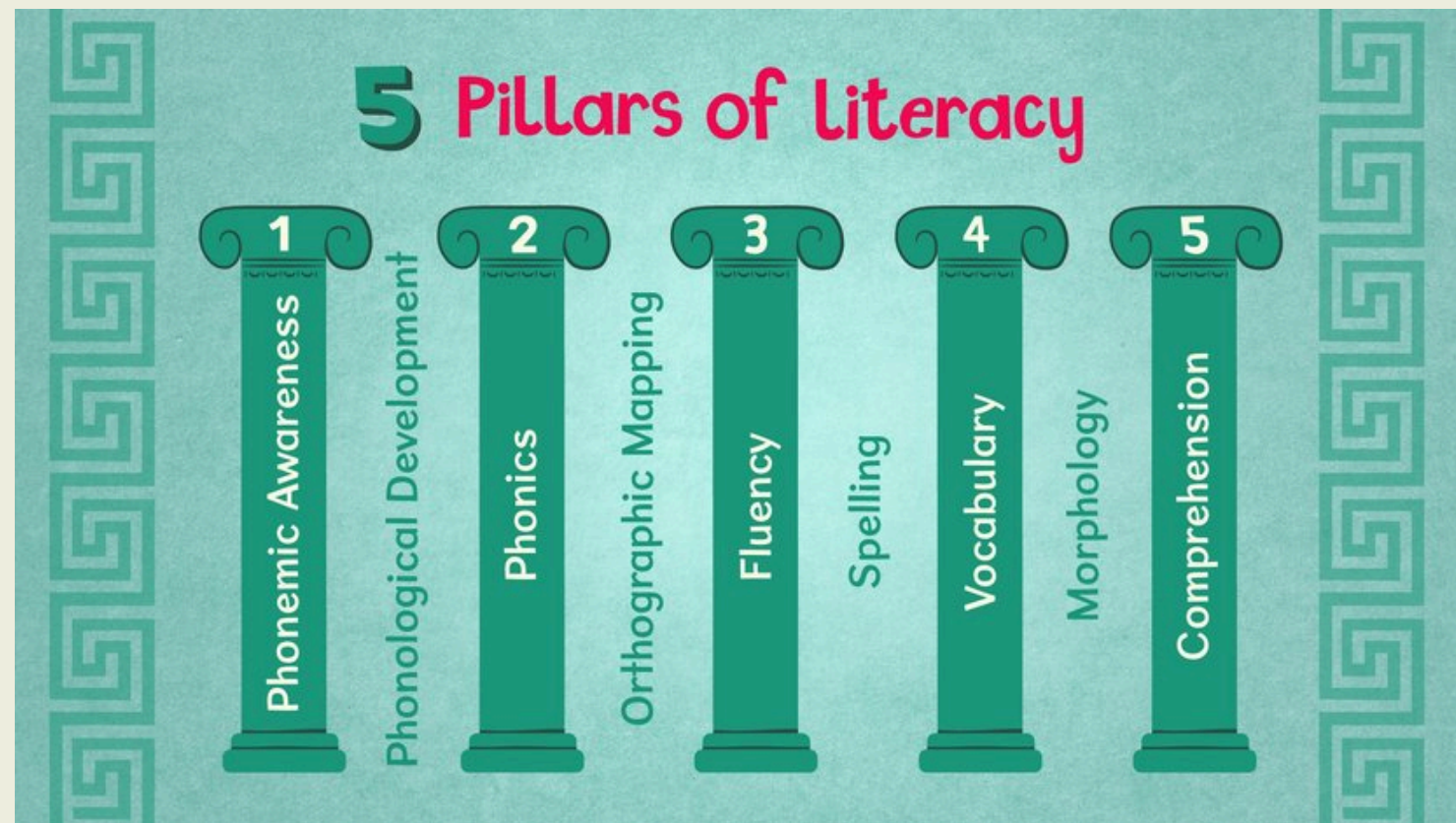
Anne McErlane whole school training  
1 focus genre per term  
6 step process to produce a final piece of writing which is linked to the class topic  
Identical Creative Writing displays in each classroom for continuity & retrieval  
Development of features within each key stage  
Progression framework used for teaching grammar & SPAG in each year group  
Ongoing review to literacy provision in school based on evidence based learning





# Science of Reading

The Science of Reading is everything that is scientifically known about how children learn to read, and the most effective way for reading to be taught. The Science of Reading is not a methodology or system designed to teach reading, it is a process which uses the scientific basis for teaching reading, and helping children become competent readers.



Implementing a Science of Reading approach within the teaching of language and literacy throughout the whole school is one of the key focuses within our literacy action plan as well as our SDP. Staff development and training is crucial, and we endeavor to continue to grow and adapt the teaching and learning of literacy in our school to best help our children to become skilled readers.



# Using ICT

## 5 Requirements for Using ICT:

- Explore
- Express
- Exchange
- Evaluate
- Exhibit

	CYCLE 1 TERM 1	CYCLE 1 TERM 2	CYCLE 1 TERM 3	CYCLE 2 TERM 1	CYCLE 2 TERM 2	CYCLE 2 TERM 3
DIGITAL FOR LIFE & WORK	Digital Proficiency	Digital Etiquette & Identity	Digital Security & Privacy	Digital Wellbeing & Online Safety	Digital Law	Digital Consumer
DESIRABLE FEATURE CATEGORY	Digital Art & Design	Digital Audio	Digital Storytelling: Film & Animation	Digital Storytelling: Presenting	Digital Storytelling: Publishing	Computational Thinking & Coding / Managing Data

Whole school focus each term

ICT awards to be given termly this year

Levels for ICT uploaded to CCEA in P4 & P7

Class sets of iPads & newly refurbished ICT suite with monitor

Upgraded equipment is a focus for ICT AP this year (iPads & IWBs)

Staff training & CPD on the use of AI in the classroom



# Assessment

## Formal Assessments

There are a 3 main areas your child will be assessed in formally through their primary school journey:

- **Cognitive Ability Testing**

Pre-CAT (P3)

CAT (P4 & P6)

- **Literacy**

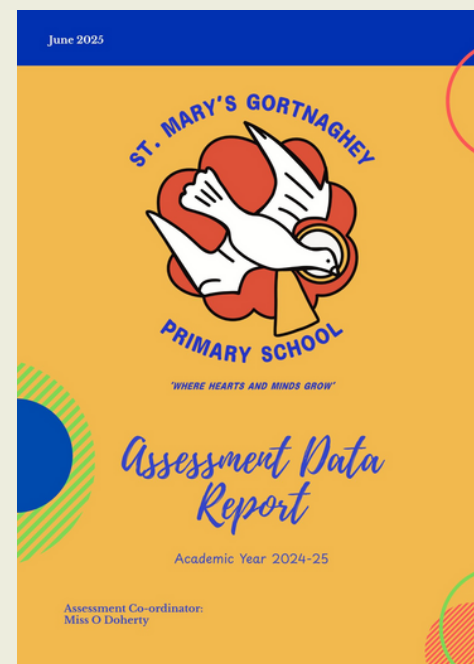
Progress Test in English (PTE) (P3-7)

CCEA Adaptive Assessments: Primary Literacy (P4-7)

- **Numeracy**

Progress Test in Maths (PTM) (P3-7)

CCEA Adaptive Assessments: Primary Numeracy (P4-7)



## Informal Assessments

There are also informal ways which your child's teacher will assess where they are in key learning areas:

Observations (P1&2)

BASEline (P1)

MIST (P2)

PUMA (Termly Numeracy Assessment P1-7)

PM Benchmarking (Termly Reading Assessment P3+)

Termly Keyword Assessment (P3+)

Phonological Skills Test (P1-4)

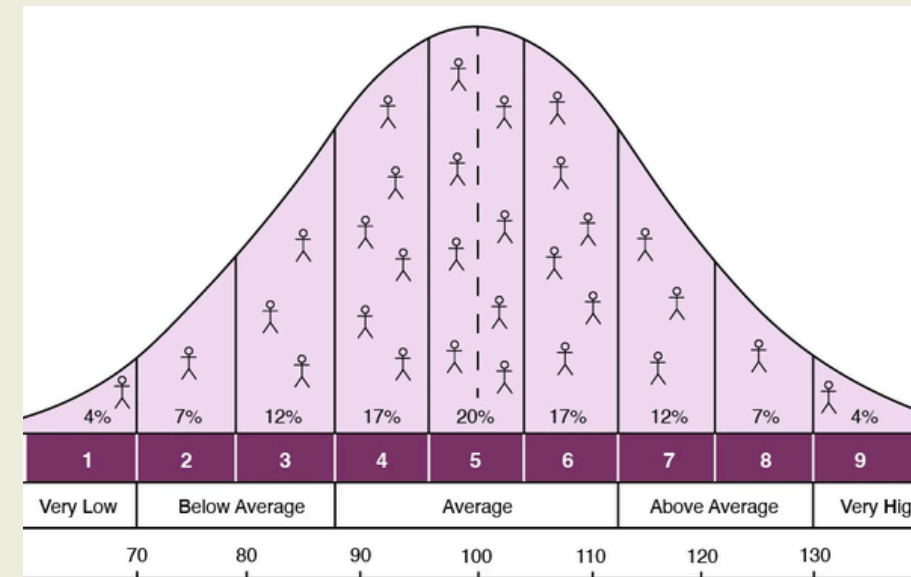
AR Star Reader Test (Termly P3-7)

Dyslexia Screener (P3)

Dyscalculia Screener (P3)

CCEA Tasks in Literacy, Numeracy & ICT (P3-7)

PASS Pupil Wellbeing Survey (Annually P1-7)



**Assessment Data Reports are written annually and the end of year data is used to determine which children will avail of additional support through our literacy and numeracy intervention programmes.**



# Interventions



Catch Up Literacy is a structured one-to-one intervention for learners who find reading difficult. It uses a book-based approach to support learners in their reading of a book so they activate both dimensions of reading – word recognition processes (including phonics) and language comprehension processes.

Catch Up Literacy is designed for use with struggling readers rather than beginner readers.

Catch Up Numeracy is a structured one-to-one intervention for learners who find numeracy difficult. It involves 15-minute individual sessions delivered twice a week. It is grounded in academic research and addresses 10 key components of numeracy, designed for struggling learners rather than beginning learners.



Nessy is an award winning, global educational company that specialises in early literacy. The company is led by reading and dyslexia specialists and follows the Science of Reading.

The Nessy platform includes programs for reading, spelling, mathematics, writing and typing. The Nessy online training, provides information about dyslexia and the most effective teaching methods, to both parents and educators.



Amira is an online reading solution that drives measurable reading growth by merging neuroscience with AI. Amira listens as students read aloud, using advanced speech recognition and natural language processing to continuously assess reading mastery and inform practice and instruction, powering true differentiation. It identifies reading difficulties in real time and delivers micro-interventions based on decades of reading and neuroscience research.

This year, Hamilton Brookes and researchers from Oxford Brookes University have teamed up with the Department of Education in Northern Ireland to deliver a national study, Reading with AI, using Amira, the AI reading assistant. The research project will run in the academic year 2025/26, and will include teacher training, data collection and analysis and a final report with results and insights. Children in P3, P5 and P7 will take part in the study, completing a baseline reading assessment in October and a follow up comparative assessment in March.

# Key Stage Two

P5 AND P6

Miss Quigg and Samantha

Catholic Ethos and RE, The World Around Us, The Arts, School Council



# Our week at a glance

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00	Register and Dinner Role				
9.00 - 9.30	Literacy and Numeracy Retrieval  Values Assembly	Literacy and Numeracy Retrieval			Literacy and Numeracy Retrieval  Weekly Tests
9.30 – 10.15	Literacy				
10.15 – 10.30	Break and Snack				
10.30 – 11.00	Reading and Spelling				
11.00 – 12.00	Numeracy				
12.00 – 12.15	Times Tables				
12.15 - 1.00	Lunch				
1.00-2.00	RE	PE	Music	PE	Finishing Up Work / Plenary Celebration Assembly
2.00 – 3.00	WAU	Art/STEM	ICT	PDMU	Golden Time

# Our Topics this year

## TERM 1:

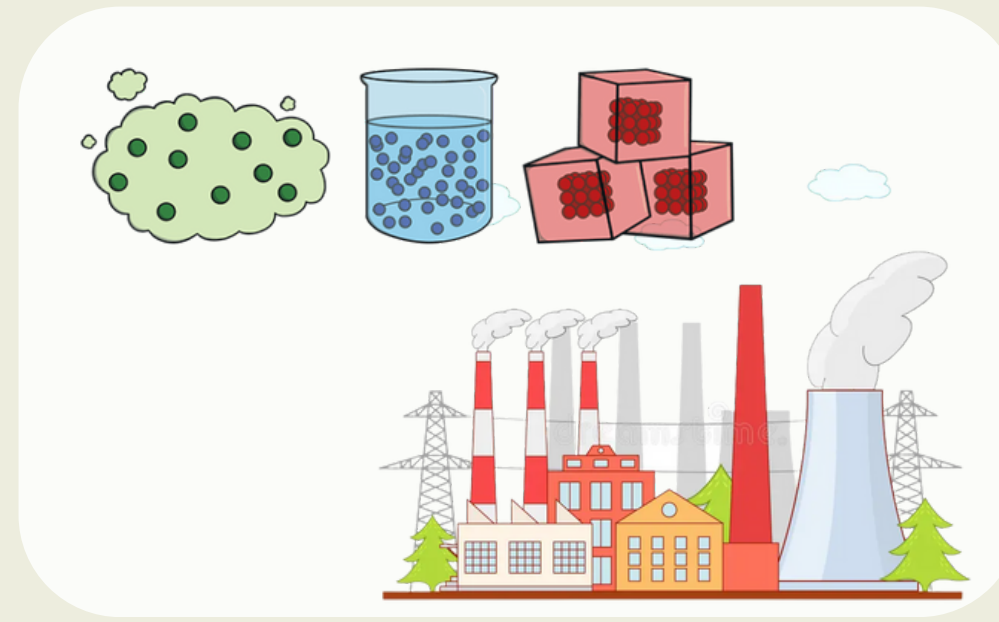
### ANCIENT EGYPT



Leadership, trade, medicine, religion and architecture

## TERM 2:

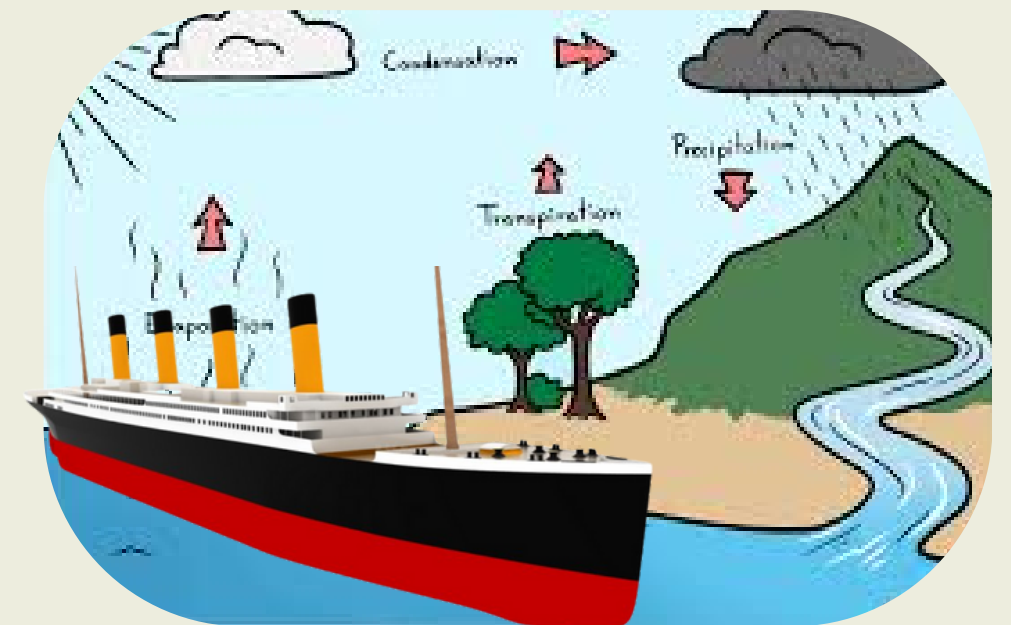
### HOW ITS MADE



Properties of materials, industry, recycling and states of matter

## TERM 3:

### WATER



The water cycle, floating and sinking and the Titanic



# Catholic Ethos



## FROM OUR MISSION:

Our Catholic Primary School is committed to helping pupils **grow spiritually** and to follow in the footsteps of Jesus.

Through living out our School's Christian Values, we have high aspirations to grow as a whole school community and follow Jesus' example.







# Catholic Ethos

**OUR CATHOLIC ETHOS IS LIVED DAILY.**

A particular strength is our **strong connection** with the Church of the Immaculate Conception, Gortnaghey, with regular visits, special events and sacramental preparation being held there.





# Catholic Ethos

## OUR ETHOS IS LIVED THROUGH:

Monday Morning **Assembly**  
Friday Afternoon **Celebration**  
Weekly **Singing Worship**  
Classroom **Reflection Areas**  
**Seasonal Religious Events**

Each provide an opportunity for the entire school to join in prayer as one and to be inspired by each other and God.



# Religious Education

Religious Education (RE) holds a central place in our curriculum, supporting our school's values and Catholic beliefs through weekly RE lessons.

## AIM:

Help children **understand God's unconditional love** through story, prayer, and other learning experiences. We reflect on the scriptures, how they shape our beliefs and impact ourselves, our community, and the wider world.



Grow in Love is the Catholic religious education programme we use to implement the Core Syllabus for Religious Education (NI).



# World Around Us

The World Around Us is taught through our termly topics.

## OUR CURRICULUM AIMS TO BE:

### Cross-Curricular:

Including the CCEA recommended skills of

- Communication
- Using Mathematics
- Using ICT
- Thinking Skills
- Personal Capabilities

### Knowledge-Rich:

Content should be coherent with clear purposeful, **progressive** knowledge that allows pupils to **revisit prior learning** and develop their understanding

### Creative:

Develop knowledge through art and experimenting so pupils can **apply and explore** their **knowledge practically**

### Empowering:

Help children to develop empathy and to become active **agents of positive change** within their community, so they can shape the future

# World Around Us

## ENVIRONMENT AND SOCIETY



History



Geography

## SCIENCE AND TECHNOLOGY



Technology and Design



Science

# World Around Us

## ENVIRONMENT AND SOCIETY



Research and Investigation



Opposition and Protest



Women, Families and Young People



History



Work and Employment



International Relations



Local History (Northern Ireland)



Communities

### Physical Geography



Weather and Climate



Rivers and Coasts



Earthquakes and Volcanoes



Geography

### Practical Skills



Fieldwork



Settlement



Global Development



Managing Resources



Population and Migration

### Human Geography



# World Around Us

## SCIENCE AND TECHNOLOGY



Control



Project Work



Technology and Design



Design and  
Communication



Manufacturing



Light and Sound



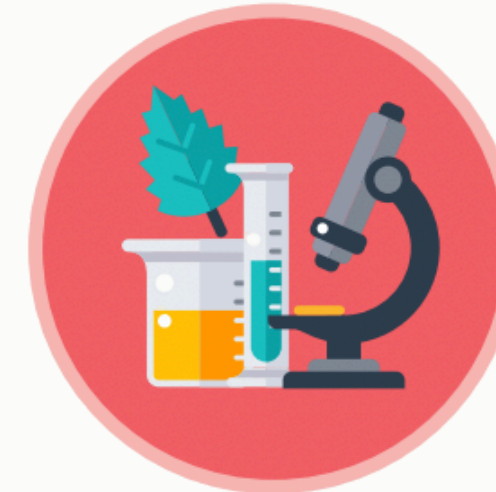
Practical Skills



Biodiversity



Forces



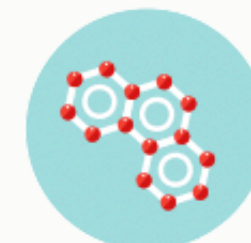
Science



Human Body  
and Health



Space



Materials



Atoms, Structures



New Life

# The Arts



Develop Ideas



Refine Work



Art and Design



Record Ideas



Present a Response



Drama



Performing



Knowledge and  
Understanding



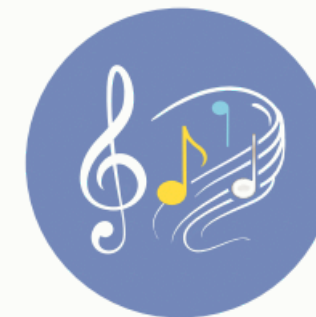
Analysing and  
Evaluating



Music



Sing and Perform/  
Performing and  
Appraising



Work Creatively  
with Sound/  
Composing



Listen and Respond/  
Listening and  
Appraising



# Music

**A NEW WAY TO TEACH**



Charanga is an award-winning online music learning system. It provides a wide range of resources, including a digital audio workstation to support music education for children. Pupils learn to **sing, compose and perform** music.





# Extending Learning



## WORLD AROUND US

See, do and enquire (river walks, bug hunts, historical sites, be outdoors...)  
Library and museum visits linked to current topics  
Fostering critical thinking and answering questions



## THE ARTS

Allow children to be creative (despite the mess!)  
Encourage a range of clubs, hobbies and interests  
Attend cultural music and language events

## RE AND SPIRITUALITY

Go to mass, pray together and encourage reflection



# School Council



Article 12 (UN Convention on the Rights of the Child) is the right for children to express their views. The NI Commissioner for Children and Young People provide a Democra-School pack which provides a range of resources to operate a successful school council.

## INTENT:

Pupils will **have a say** in decisions that affect school life  
Provide **leadership** and development opportunities  
Increase **participation**  
Teach about democracy, citizenship and **accountability**



STATEMENT ON  
CHILDREN'S RIGHTS IN  
NORTHERN IRELAND 3

MAIN REPORT

November 2022



# Key Stage Two

P7

Miss Donnelly & Mrs Jackson

PE and Sport, Emotional Health and Well Being, Eco-Schools



# Our week at a glance

		JD	MJ	JD	MJ	JD
		Monday	Tuesday	Wednesday	Thursday	Friday
9.05	10mins	Values Assembly 20mins	TTRS	TTRS	TTRS	Weekly Assessments Flashback Friday Feedback Friday
9.1	15mins	Grammar retrieval	Grammar retrieval	Grammar retrieval	Grammar retrieval	
9.25	20mins	Spelling	Spelling	Spelling	Spelling	
9.45	30mins	Reading	Reading	Reading	Reading	
10.15	15mins	Break				
10.3	45mins	Writing	Grammar	Writing	Handwriting	TTRS Soundcheck / Tournament
11.15	15mins	Numeracy Retrieval	Numeracy Retrieval	Numeracy Retrieval	Numeracy Retrieval	Numeracy Retrieval
11.3	45min	Numeracy	Numeracy	Numeracy	Numeracy	Numeracy
12.15	45mins	Lunch				
1	1h	WAU	RE	PDMU	RE	1:30 Assembly
2	1h	ICT	PE	Art	PE	Golden Time Compliments

# Our Topics this year

**TERM 1:**

**HUNGER**



Narrative Writing

**TERM 2:**

**INVENTIONS AND  
INGENUITY**



Explanation Writing

**TERM 3:**

**ARE YOU WISE**



Report Writing



## **P7 Homework Plan Week Beginning 22/09/25**



<b>Spelling</b>	<p>Complete daily section of your Homework Spelling Workbook.</p> <p>Weekly spelling test will take place on a Friday and will be completed online via J2easy</p>
<b>Reading</b>	<p>AR Reading</p> <p>Complete Reading review in Reading Record daily.</p> <p>Ensure parent/guardian signs your reading record on a Thursday.</p>
<b>Literacy</b>	<p>Complete Comprehension Task in Homework Exercise Book.</p>
<b>Numeracy</b>	<p>Complete Worksheet</p> <p>Access Mathletics online and complete x2 set tasks – feel free to complete other tasks for extra revision.</p>
<b>Mental Maths</b>	<p>Access Times Tables Rockstar online to revise Times Tables.</p> <p>Weekly Mental Maths test will take place on a Friday and will be completed online via J2easy</p>

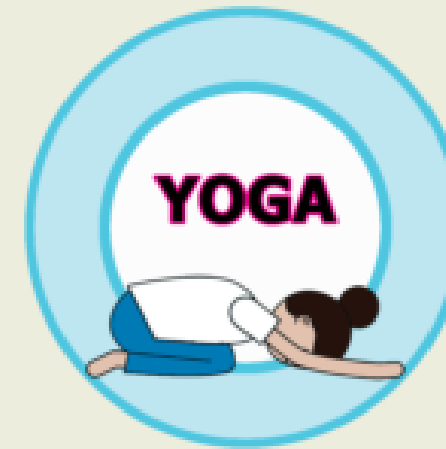
**Notes:**

- Please complete parent Being Well Doing Well survey – a homework pass will be rewarded to your child if parent/carer completes this survey.
- All homework books will be collected on a Friday and returned on a Monday.
- Ensure parent/guardian signs your Reading Record on a Thursday.

Thanks, Miss Donnelly



# PE and Sport





# PE and Sport

**Our goal - ongoing development of Physical Literacy**

Physical literacy is the **motivation, confidence, physical competence, knowledge** and **understanding** that enables a person to value and participate in physical activity throughout life.

- ✓ 2 PE lessons per week
- ✓ Progressive Planning has been developed - an exciting learning journey from Foundation Stage through to KS2.
- ✓ Our children receive an inclusive, broad and balanced programme of PE.

# PE and Sport

## Foundation Stage - Primary 1 and 2

Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Enjoy A Ball	Multi Skills FMS	GAA FMS	GAA FMS	GAA FMS	GAA FMS
My First PE	Dance	Gymnastics	Yoga	Fitness	Athletics
				Social Dodgeball	

# PE and Sport

Key Stage 1 - Primary 3 and 4

Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Enjoy A Ball	GAA FMS	GAA FMS	GAA FMS	GAA FMS	GAA FMS
Basketball	Dance	Gymnastics	Yoga	Fitness	Athletics
				Dodgeball	Rounders



# PE and Sport

Key Stage 2- Primary 5 and 6

Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
GAA	GAA	Swimming	Swimming	GAA	GAA
Basketball	Dance	Gymnastics	Yoga	Fitness	Athletics
				Dodgeball	Rounders

# PE and Sport

Key Stage 2- Primary 7

Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
GAA	GAA	GAA	GAA	GAA	GAA
Basketball	Dance	Gymnastics	Yoga	Fitness	Athletics
				Dodgeball	Rounders
					Leadership

# Extra Curricular

Providing opportunities for all children to extend and develop their skills and interests acquired during our PE Programme.

## Term 1

	Club	Led by	Class	Cost
Monday				
Tuesday	<b>Combat Kids</b>	Skill School*	P3-P7	£20 for 8 weeks
Wednesday				
Thursday	<b>Gaelic</b>	Miss Donnelly	P5-P7 (20 places)	Free
Friday				



Big encouragement for children to attend local clubs outside of school hours



# Emotional Health and Wellbeing

Framework:

- 1) Where we are?
- 2) Develop actions



We know that when pupils feel valued, happy and safe, they will reach their full potential.



# St Mary's Gortnaghey Parent/Carer Survey Being Well Doing Well 25- 26



We would appreciate it if you would complete this short survey. Your opinions will be taken seriously, and we can assure you that all responses are confidential.



# SEN and Additional Needs

## **Our Approach**

Every child is valued and supported to reach their full potential.

Early identification of needs and tailored support in partnership with families.

## **Our Commitment**

Following the NI Code of Practice for SEN.

Working closely with EA services and external specialists.

Building independence, confidence, and resilience in every learner.

## **Partnership with Parents**

Termly review meetings for children on the SEN register.

Clear communication with parents and carers.

Personalised Learning Plans shared and reviewed together.







# Context for SEN in NI

## Graduated Response

- Schools must put in place support and interventions first, review their impact, and adapt as needed.
- Evidence of strategies tried at school level is required before external services can be involved.
- This ensures every child receives the right help at the right time.

## SEND Transformation

- A current Education Authority initiative to improve how support for children with SEN is delivered across NI.
- Emphasis on earlier intervention, more consistent practice, and stronger collaboration between schools, parents, and services.
- The expectation: schools work through advice and support strategies fully before requesting additional specialist input.

## Our Commitment

We will keep parents fully informed and involved at every stage of their child's support journey.

# What school support looks like

## In Our Classrooms:

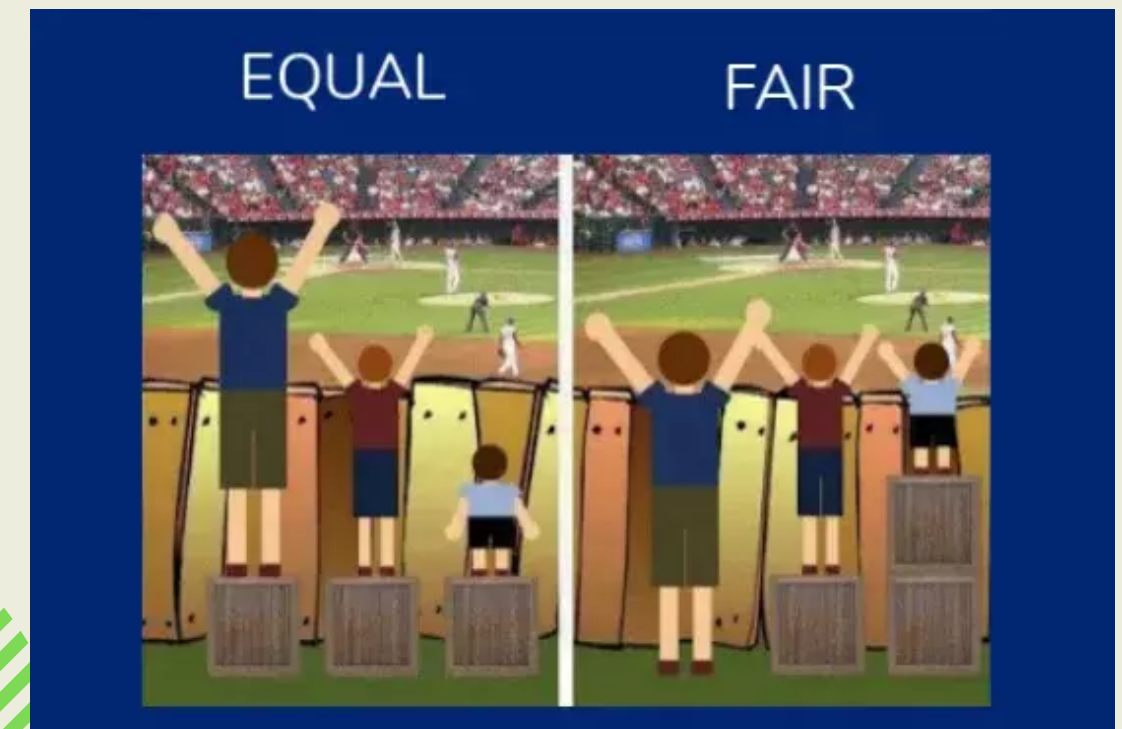
- Visual supports (timers, Now & Next boards, timetables, consistent language).
- Resources (wobble cushions, fidget tools, coloured overlays).
- Inclusive practice (personalised curriculum, dyslexia-friendly classrooms).

## Whole-School Approach:

- Restorative conversations and clear rules for all pupils.
- Movement breaks, sensory circuits, and supervised use of sensory room.
- Evidence-informed staff – we understand all behaviour is communication.
- Strong communication links with parents via Just2Easy.

## Our Aim:

Every child feels safe, supported, and ready to learn.





# Supporting Us and Your Child

## Homework Matters

- Just 15 minutes of reading a day adds up to over 1 million words a year – a huge boost to vocabulary and confidence.
- Regular homework practice in maths and literacy helps children remember and apply what they've learned in class.
- Children who engage consistently with homework are more likely to make expected or better progress.

## Attendance & Punctuality

- Children with 95%+ attendance are far more likely to achieve their targets.
- Missing just 10 days of school a year (95% attendance) can mean falling behind in key skills.
- Being 10 minutes late each day adds up to a whole week of lost learning over the year.
- Good punctuality also gives your child a calm, confident start to the day.

## Together We Make the Difference

- Every small action at home – reading, talking, encouragement – builds your child's success.
- School and home working in partnership helps children grow into confident, happy learners.

