



# Meet the Teacher

03.09.25

*Welcome to The Riverview Academy!*



# Welcome from Mr Siggs, Headteacher...

A very warm welcome to you all, and thank you for joining us for our “Meet the Teacher” event. As the new Headteacher, I am delighted to begin this new chapter for our school alongside you and your children.

This is an exciting time for our whole community. Over the coming weeks, we will be sharing lots of information with you about the year ahead, our priorities as a school, and the ways we will work together to ensure the very best for every child.

One of my key focuses will be **communication** – making sure that information flows clearly and consistently, and that parents and carers always feel connected to what is happening in school. I am also committed to continuing to strengthen the strong sense of **community** that already exists here, ensuring that our school remains a place where children, staff, and families feel supported and proud to belong.

This session is a great opportunity for you to meet your child’s teacher, hear about classroom routines and expectations, and ask any questions you may have. I hope you leave feeling reassured, excited, and confident about the year ahead.

I am very much looking forward to working with you and your children, and to building on the school’s many strengths together. Thank you once again for your continued support and for being such an important part of our school community.



# Communication



We love to keep in touch and work together to support your child.

For all enquiries, please email: **[riverview@golden-thread.org](mailto:riverview@golden-thread.org)**

Your message will go to our school office, who will make sure it's passed on to the right person quickly and efficiently.

This helps us:

- Keep track of all communication in one place
- Make sure your message reaches the right member of staff
- Respond as promptly as possible

Thank you for helping us keep things organised so we can focus on what matters most – your children!



# Our Leadership Team



**Mr Keen**

**Deputy Headteacher**

Curriculum, Teaching and Learning, Data and Assessment



**Mr Siggs**  
**Headteacher**



**Miss Walsh**

**Deputy Headteacher**

Inclusion and Safeguarding

**Mrs Baillie**

Assistant Headteacher EYFS

**Mrs Williams**

Assistant Headteacher Year 2

**Miss Wilson**

Assistant Headteacher UKS2

**Miss Huxley**

Assistant Headteacher Year 1

**Miss Gallyot**

Assistant Headteacher LKS2



# Who will I speak to in the office?



Mrs T Hickey – Operations Manager



Miss G Page – Family Liaison Officer (FLO)



Ms J Solly-Kemp - Attendance Officer



Mrs S Bailey - Attendance Officer and Receptionist



Mrs E English – Receptionist and Admin Assistant



Mrs J Wood- Receptionist and Admin Assistant





# Who are we? Teachers



**3W (Kingfishers) – Miss A Gallyot**  
**Assistant Head Teacher & Head of**  
**Year 3**



**3C (Tigers) – Miss B Foot**



**3N (Otters) – Miss E McDonald**



**3P (Dolphins) – Miss J**  
**Dedman**





# Who are we? Teaching Assistants

**Mrs Khanam**



**Mrs Jenkins**



**Mrs Topalli**



**HLTA**

**Mrs Popay**



**Mrs Hannan**



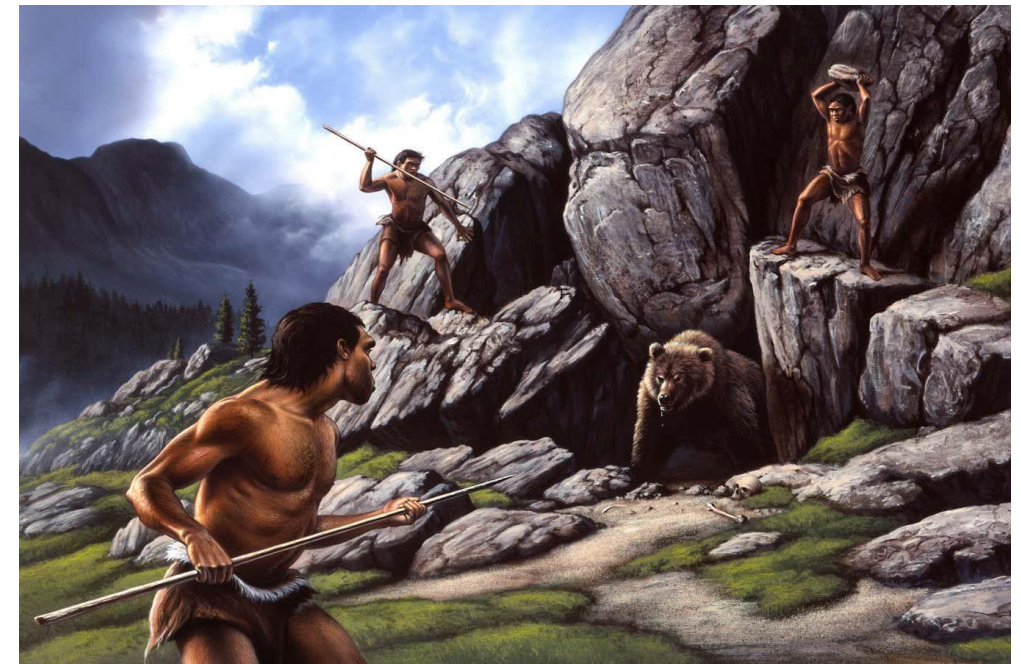


# What are we going to be learning about in Year 3?



## Term 1 – Ancient Britain, The Stone Age

- Maths - Number and Place Value
- English - Simple Sentences, Consonants, Vowels, Determiners
- Science - Forces and Magnets
- Topic – The Stone Age
- Art – Clay Sculptures
- Spanish – Greetings
- Computing – Online Safety
- Music – Ocarinas
- Enrichment – Stone Age Day!



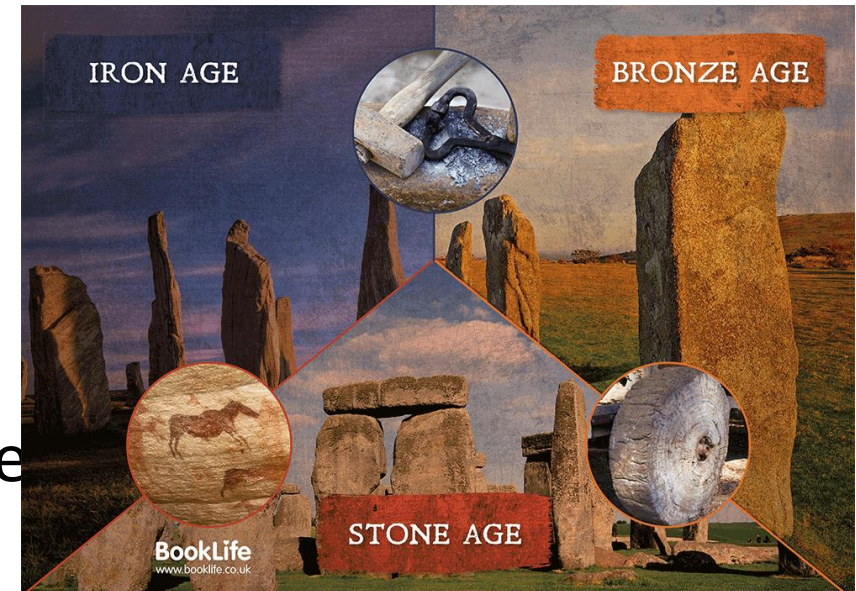


# What are we going to be learning about in Year 3?



## Term 2 – Ancient Britain, Bronze to Iron Age

- Maths – Addition and Subtraction
- English – Questions, Exclamations, Commands, Statements
- Science – Lights and Shadows
- Topic – Bronze to Iron Age
- DT – Iron Age Chariots
- Spanish – Opinions and Numbers
- Computing – Word Processing
- Music – Ballads
- Enrichment – Lights and Shadows Explorer Dome



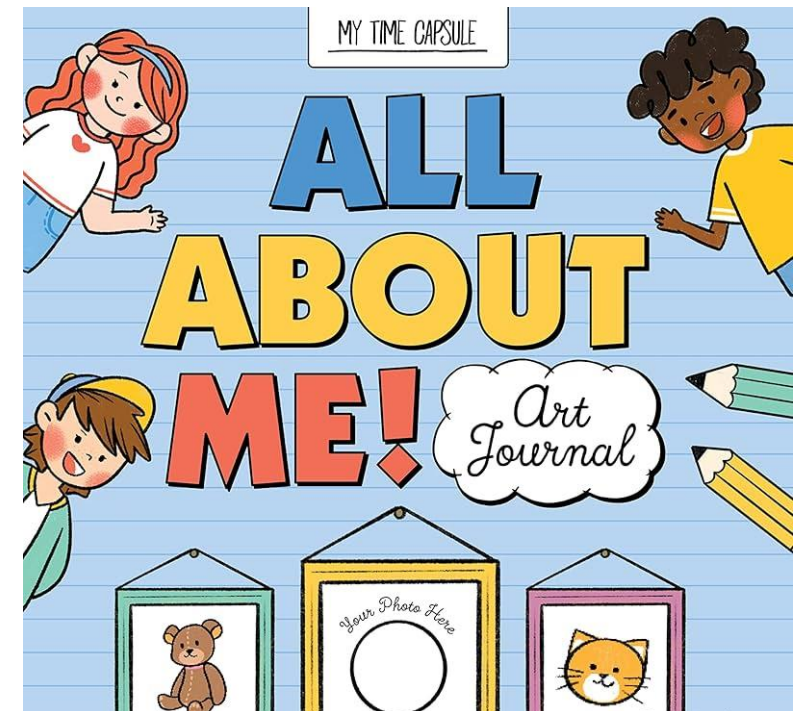


# What are we going to be learning about in Year 3?



## Term 3 – Wonderful Me

- Maths – Multiplication and Division
- English – Past and Present tense, Present Perfect Tense
- Science – Humans, Animals and Nutrition
- Topic – Food from around the World
- DT – Personal Photo Frame
- Spanish – Gender and Conversations
- Computing – Programming
- Music – Pentatonic Melodies
- Enrichment – Food Tasting!



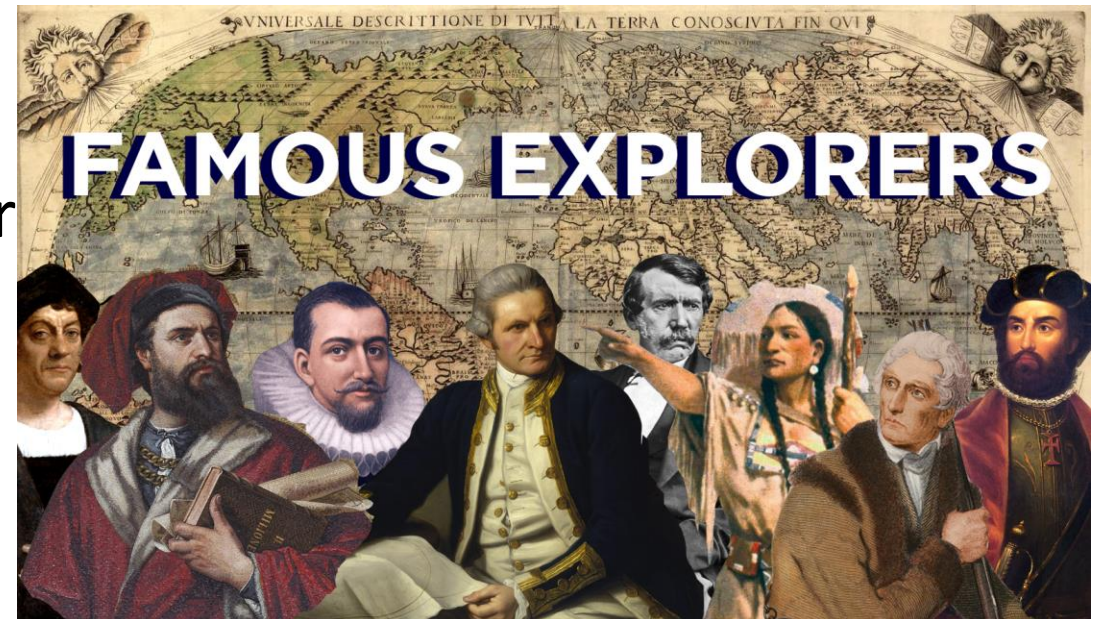


# What are we going to be learning about in Year 3?



## Term 4 – Explorers

- Maths – Length and Fractions
- English – Commas in a list, conjunctions – subordination and coordination
- Science – Unforgettable Scientists
- Topic – Investigating Mexico
- Art – Frida Kahlo Self-Portraits
- Spanish – Colours, Opinions, Word Order
- Computing – Programming
- Music – Jazz
- Enrichment – Scientist Experiments!





# What are we going to be learning about in Year 3?



## Term 5 – Volcanoes, Rocks, Fossils and Soils

- Maths – Mass, Capacity, Fractions, Money
- English – Adverbs, Fronted Adverbials, Inverted Commas, Prepositions
- Science – Volcanoes
- Topic – Rocks, Fossils and Soil
- Art – Andy Warhol Volcanoes
- Spanish – Age, Wishes
- Computing – Creating and Publishing Media
- Music – Compositions
- Enrichment – Rock Investigation!





# What are we going to be learning about in Year 3?



## Term 6 – Anglo Saxons

- Maths – Time, Shape, Statistics
- English – Apostrophes for contractions and possession, singular and plural apostrophes
- Science – Plants
- Topic – Anglo Saxons
- DT – Anglo Saxon Brooch
- Spanish – Days of the week, pronunciation
- Computing – Stop Frame Animations
- Music – Singing
- Enrichment – Leeds Castle trip!



# Reading in KS2

## Class Based Learning:

- 5 lessons a week
- Lessons are linked to the following areas from the NC...

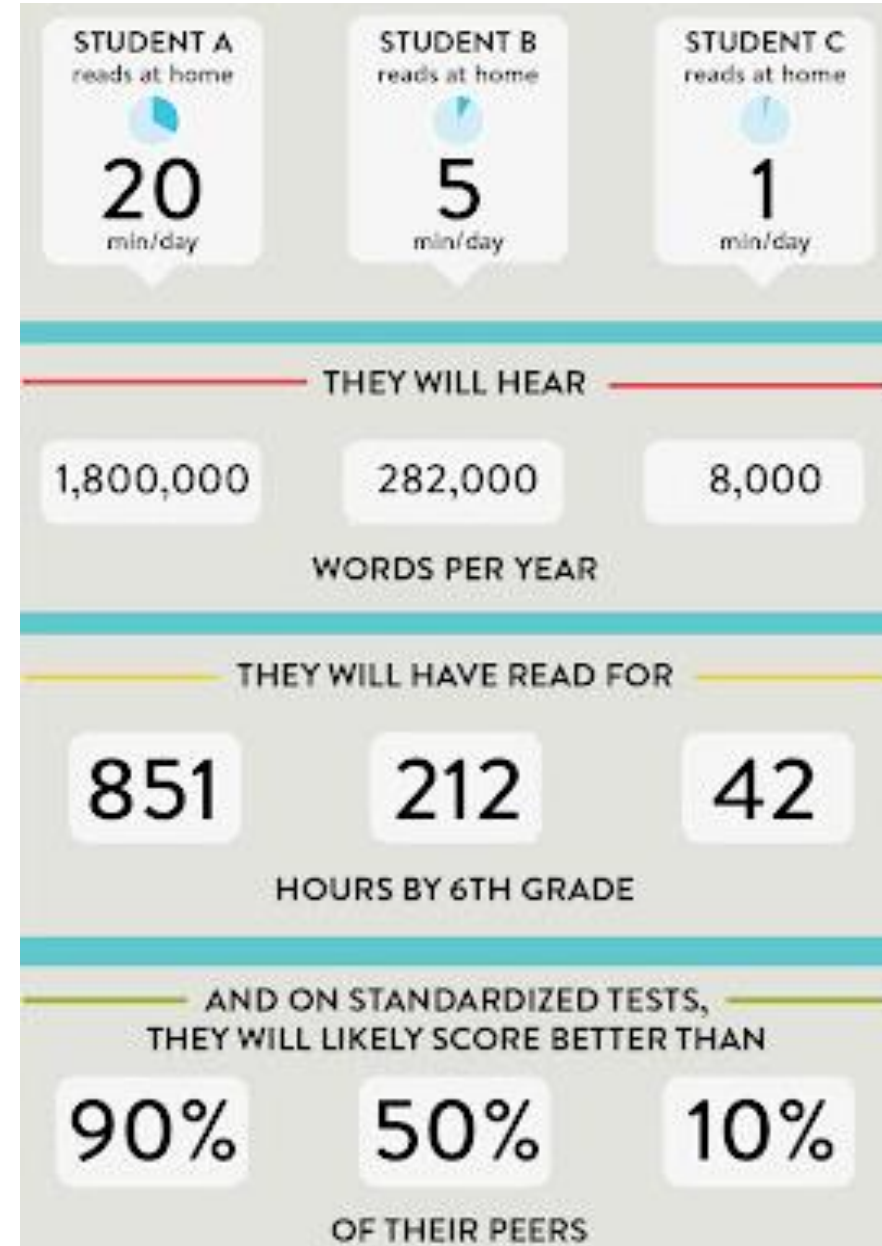
Table 2: Content domain relating to questions

Content domain reference	
2a	give / explain the meaning of words in context
2b	retrieve and record information / identify key details from fiction and non-fiction
2c	summarise main ideas from more than one paragraph
2d	make inferences from the text / explain and justify inferences with evidence from the text
2e	predict what might happen from details stated and implied
2f	identify / explain how information / narrative content is related and contributes to meaning as a whole
2g	identify / explain how meaning is enhanced through choice of words and phrases
2h	make comparisons within the text

Children study a range of fiction, non-fiction and poetry texts, to help create a love and interest for reading in each child.

## Home Learning:

- AR library books brought home
- 20 minutes of reading every evening
- Discuss the book together, preparing your child for their quiz in school.



# The Golden 100

- A project run across all schools in the Golden Thread Alliance.
- 100 books carefully selected by staff across the Trust.
- A list of 100 books that we think every child in The Trust should read, listen to or share with somebody before they leave Year 6.
- 25 books for EYFS, KS1, LKS2, UKS2



# #Listen, Share, Read

- Encourage your child to read the books on the list – all of the books are in school or why not join the local library!
- Share some of the books together at home. Your child doesn't have to read them all independently – enjoy a bedtime story or listen to an audio book together.
- Keep an eye out for other events and activities throughout the year.
- Let's inspire a lifelong love of reading together!



# The Golden Thread

# 100

The 100 books that every child should read!

## KEY STAGE 1

**"A Superhero Like You"** – Dr Ranj Singh  
**"Adam's Farm"** – Adam Henson  
**"Aesop's Fables"** – Don Daily  
**"Can't You Sleep Little Bear?"** – Martin Waddell  
**"Do Not Enter the Monster Zoo"** – Amy Sparkes  
**"Fantastic Mr Fox"** – Roald Dahl  
**"Greta and the Giants"** – Zoe Tucker  
**"Here We Are"** – Oliver Jeffers  
**"How to Live Forever"** – Colin Thompson  
**"It's a Book"** – Lane Smith  
**"Lin Lin Pangolin"** – Catherine Jenkins  
**"Look Up!"** – Nathan Bryon  
**"Monkey Puzzle"** – Julia Donaldson  
**"Oh the Places You'll Go"** – Dr Seuss  
**"Rain Before Rainbows"** – Smriti Halls & Davis Litchfield  
**"Russia Fairy Tales"** – Riley M. Green & Charis B. Chusna  
**"The Book with No Pictures"** – B.J. Novak  
**"The Day the Crayons Quit"** – Drew Daywalt  
**"The Giving Tree"** – Shel Silverstein  
**"The Jolly Postman"** – Janet & Allan Ahlberg  
**"Stop! That's Not My Story"** – Smriti Halls  
**"Little Leaders: Bold Women in Black History"** – Vashti Harrison  
**"The Worrysaurus"** – Rachel Bright  
**"This Moose Belongs to Me"** – Oliver Jeffers  
**"We're All Wonders"** – R.J. Palacio

## EYFS

**"All Are Welcome"** – Alex Penfold & Suzanne Kaufman  
**"Rainbow Fish"** – Marcus Pfister  
**"Coming to England"** – Floella Benjamin  
**"Dogger"** – Shirley Hughes  
**"I Want My Hat Back"** – Jon Klassen  
**"Julian Is a Mermaid"** – Jessica Love  
**"Little Rabbit Foo Foo"** – Michael Rosen  
**"Mr Gumpy's Outing"** – John Burningham  
**"My Hair"** – Hanna Lee  
**"Oi Frog!"** – Kes Gray  
**"Pete the Cat"** – Eric Litwin  
**"The Girl who Loves Bugs"** – Lily Murray  
**"Room on a Broom"** – Julia Donaldson  
**"Ruby's Worry"** – Tom Percival  
**"Skin Like Mine"** – Latasha M Perry  
**"Supertato"** – Paul Linnet & Sue Hendra  
**"Tell Me a Dragon"** – Jackie Morris  
**"The Bad-Tempered Ladybird"** – Eric Carle  
**"The Invisible"** – Tom Percival  
**"The Naughty Bus"** – Jan & Jerry Oke  
**"The Paper Dolls"** – Julia Donaldson  
**"The Story of the Little Mole Who Knew it Was None of His Business"** – Werner Holzwarth  
**"The Tiger Who Came to Tea"** – Judith Kerr  
**"We're Going on a Bear Hunt"** – Michael Rosen  
**"Zog"** – Julia Donaldson

## LOWER KEY STAGE 2

**"Agent Asha: Mission Shark Bytes"** – Sophie Deen  
**"Charlie and the Chocolate Factory"** – Roald Dahl  
**"Cool"** – Michael Morpurgo  
**"George's Marvellous Medicine"** – Roald Dahl  
**"Grandad's Island"** – Benji Davies  
**"Harry Potter and the Philosopher's Stone"** – J.K. Rowling  
**"Herb, the Vegetarian Dragon"** – Jules Bass & Debbie Harter  
**"I Don't Like Poetry"** – Joshua Seigal  
**"If All the World Were..."** – Joseph Coelho & Allison Colpoys  
**"Krindlekrax"** – Philip Ridley  
**"Matilda"** – Roald Dahl  
**"The Beast of Buckingham Palace"** – David Williams  
**"The Boy at the Back of the Class"** – Onjali Q. Rauf  
**"The Dark"** – Lemony Snicket  
**"The Girls"** – Lauren Ace  
**"The Boy who Grew Dragons"** – Andy Shepherd  
**"The Magic Faraway Tree"** – Enid Blyton  
**"The Owl Who Was Afraid of the Dark"** – Jill Tomlinson  
**"The Proudest Blue"** – Ibtihaj Muhammad  
**"The Secret of Platform 13"** – Eva Ibbotson  
**"The Secret Seven"** – Enid Blyton  
**"The Train to Impossible Places"** – P.G. Bell  
**"The Wizards of Once"** – Cressida Cowell  
**"The Worst Witch"** – Jill Murphy  
**"Varjak Paw"** – S. F. Said

## UPPER KEY STAGE 2

**"An Emotional Menagerie"** – The School Press  
**"Boy in the Tower"** – Polly Ho-Yen  
**"Can You See Me?"** – Libby Scott & Rebecca Westcott  
**"High Rise Mystery"** – Sharna Jackson  
**"H.I.V.E."** – Mark Walden  
**"Kensuke's Kingdom"** – Michael Morpurgo  
**"No Ballet Shoes in Syria"** – Catherine Bruton  
**"Northern Lights"** – Philip Pullman  
**"Number the Stars"** – Lois Lowry  
**"Pure Dead Magic"** – Debi Gliori  
**"Rhythm and Poetry"** – Karl Nova  
**"Stig of the Dump"** – Clive King  
**"Strong is the New Pretty"** – Kate T. Parker  
**"The Astounding Broccoli Boy"** – Frank Cottrell Boyce  
**"The Girl of Ink and Stars"** – Kiran Millwood Hargrave  
**"The Goldfish Boy"** – Lisa Thompson  
**"The Invention of Hugo Cabret"** – Brian Selznick  
**"The Lion, The Witch and the Wardrobe"** – C. S. Lewis  
**"The House at the End of Magic"** – Amy Sparkes  
**"The House with Chicken Legs"** – Sophie Anderson  
**"The Secret Garden"** – Frances Hodgson-Burnett  
**"The Spook's Apprentice"** – Joseph Delaney  
**"Tom's Midnight Garden"** – Philippa Pearce  
**"When Hitler Stole Pink Rabbit"** – Judith Kerr  
**"Wonder"** – R. J. Palacio

Let's show our ambition by listening, reading and sharing books we'll love for a lifetime.



# Writing



At Riverview, we use **The Power of Reading** as the foundation for our writing curriculum. This means children work with **high-quality books** chosen for their:

- Strong links to our wider curriculum topics
- Range of authors, cultures and themes
- Diverse and engaging stories that inspire all learners

We have carefully sequenced the National Curriculum writing objectives so children build knowledge and skills progressively from EYFS to Year 6. From Year 2 upwards, children follow our **whole-school writing process**:

- 1. Immersion** – Hooking children in with drama, role play, artefacts, visitors and model texts.
- 2. Analysis** – Exploring and deconstructing examples to spot features, grammar and vocabulary.
- 3. Ideas** – Generating their own characters, settings, and language, making writing personal.
- 4. Planning** – Structuring their work for clarity and purpose.
- 5. Writing** – Using our “I Do, We Do, You Do” approach to model, guide, and support independence.
- 6. Editing & Publishing** – Reviewing, improving, and celebrating their final pieces.

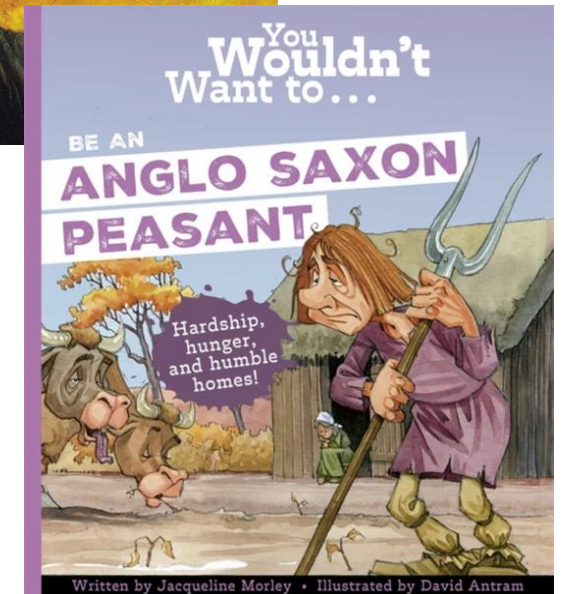
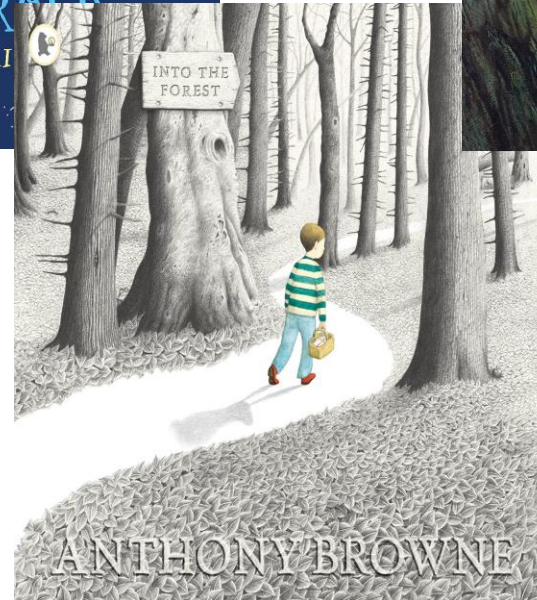
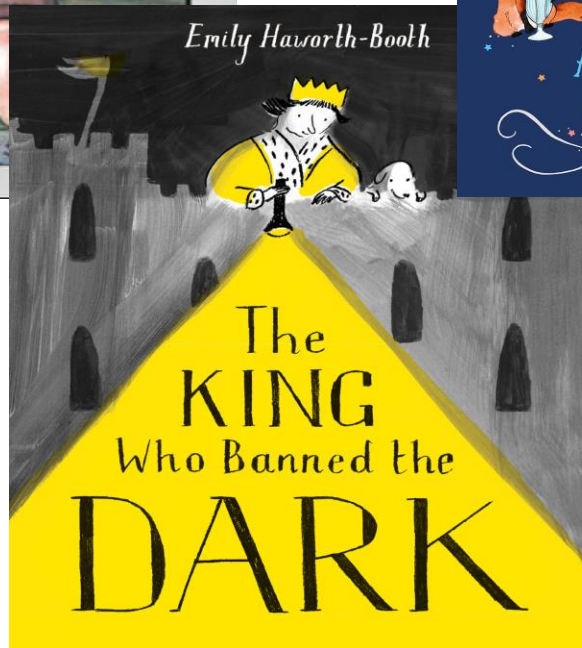
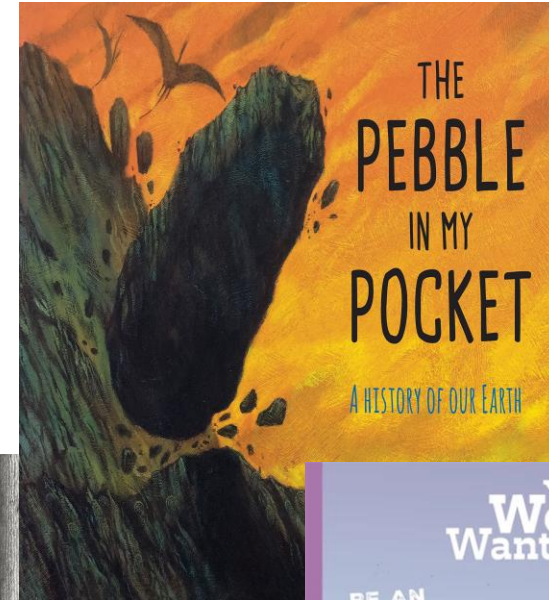
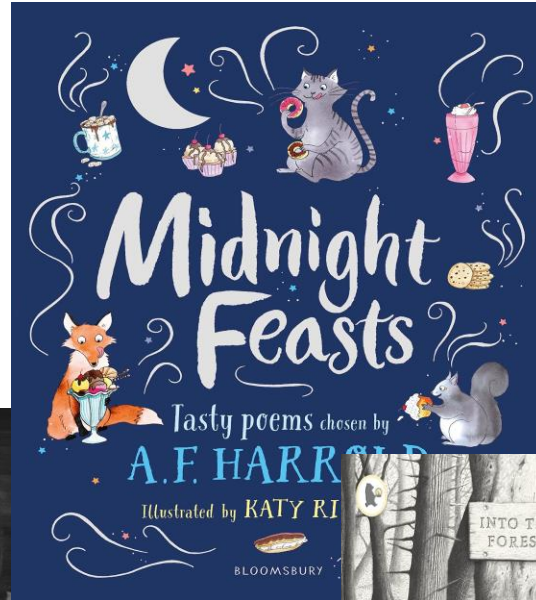
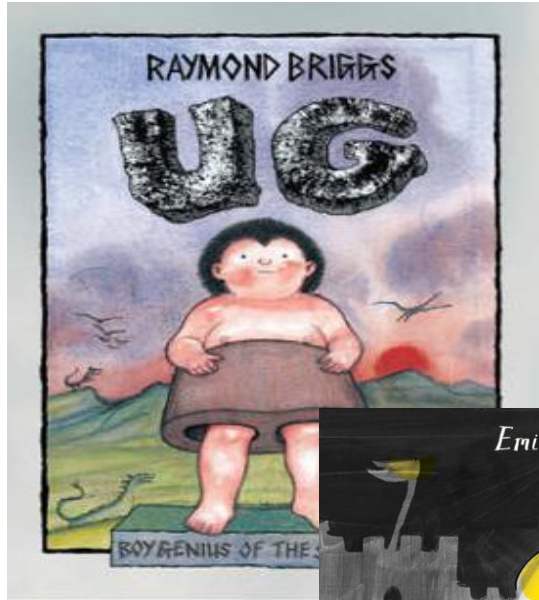
Our process places a strong emphasis on creativity and oracy. Talking through ideas, rehearsing sentences aloud, and sharing thoughts with peers:

- Strengthens vocabulary and sentence structure
- Builds confidence in expressing ideas
- Helps children organise their thinking before writing

**The result:** Children who see themselves as confident, skilled, and creative authors – ready to write for any audience and purpose.



# What texts will we read this year?





# GPS (Grammar, Punctuation, Spelling)



At Riverview, GPS isn't taught in isolation – it's **embedded within our writing lessons** so children see how these skills are used in real writing.

- **Explicit teaching** – We teach grammar, punctuation and spelling directly, using real examples from the high-quality texts we study.
- **Purposeful practice** – Children apply new skills straight away in their own writing, so learning is meaningful and sticks.
- **Fluency & confidence** – Regular opportunities to revisit and practise key skills help pupils use them accurately and naturally.

Our GPS curriculum follows the National Curriculum and is carefully sequenced so children build knowledge year on year. This means by the time they reach upper key stage 2, they can:

- Write with accuracy and control
- Use ambitious vocabulary and varied sentence structures
- Apply grammar and punctuation confidently to suit purpose and audience

**The result:** Children who not only know the “rules” of writing but can use them creatively to make their writing clear, accurate, and engaging.



# Maths



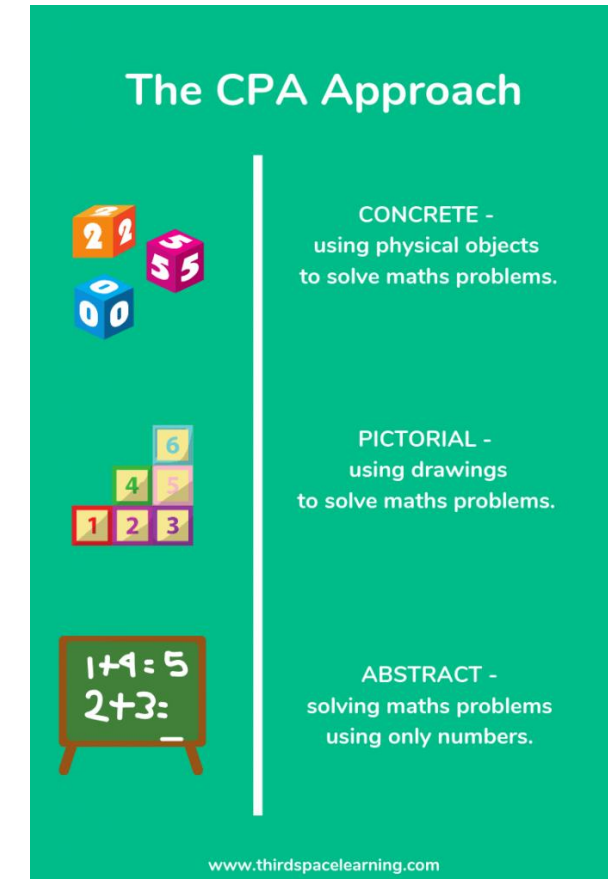
- For Maths we follow the WhiteRose Maths scheme.
- Lessons are practical, focused on small steps and teachers adapt lessons as needed.
- Children return to key areas of maths over time to embed their knowledge and skills.
- All children use the CPA approach: C – concrete manipulatives, P – pictorial representations, A – abstract number.

## What is mastery?

- Depth before breadth – a rigorous and systematic programme that is developed to ensure every child can achieve excellence.
- It provides a deeper understanding of the subject.

## How to support at home:

- Use every opportunity to ask your child questions and to explain their reasoning to you.
- Look for maths around you. Telling the time, discussing the days of the week, talking about money or the coins needed to pay for items, how long things take to cook.





# Maths



**Times Tables Rock Stars (TTRS)** – From Year 2 onwards, children will take their maths to rock-star level! TTRS turns times tables and division facts into an exciting challenge, helping pupils recall them quickly and accurately. This speed and accuracy isn't just for fun – it's vital for the Year 4 Multiplication Tables Check and gives children a big advantage in SATs, where fast recall frees their minds to focus on problem-solving.

**Why we love them:** TTRS make practice feel like play, boosting confidence, fluency, and a lifelong love of maths – all while giving children a real edge in key assessments.



# PE Curriculum

All pupils will participate in 2 hours of physical activity a week (through PE, Active Blast and active play, etc).

They will all receive a 1 hour PE lesson a week that will be led by one of our Allstar Coaches – Luke and Lily.

Each term your children’s learning will be skill focused. This provides your children the opportunity to build and develop a solid foundation of skills (for example defending, attacking, creating space, etc) to link across a range of sports (football, netball, rugby, etc). This sequence of learning will help the children find links between different sports, providing them multiple opportunities throughout their time at Riverview to develop them further.

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	Invasion Games	Fitness	Dance	Net & Wall	Athletics	Striking & Fielding

Swimming lessons from Year 4.



# PE Uniform



All children need to wear clothing suitable for active lessons:

## KS2 (Years 3–6):

- Plain T-shirt in their house colour (older logo T-shirts are fine if you have them) or white or black.
- Black shorts or joggers
- Suitable footwear (trainers or plimsolls for gymnastics)

## Additional items:

- A tracksuit or jumper for outdoor lessons in colder weather

Children should arrive at school in their PE kit on PE days or if they have an after-school sports club

## Please note – the following are NOT part of the PE uniform:

- Jewellery/earrings: Must be removed before school; staff cannot help with removal. Children cannot take part if wearing jewellery.
- Hair: Long hair must be tied back.
- Tops: No vest tops or crop tops – children must wear a full T-Shirt.
- Bottoms: No jeans, leggings or home clothes.



# Sports Clubs!



Throughout the year, we will have a wide range of sports clubs to offer. Some of these are arranged by Miss Mounteney, others externally by the Allstar Team.

Towards the end of each term, you will be sent information on the next set of clubs we will be running. The information will include the start/end date and when you will be able to sign your child up on Arbor or via the Allstar QR code (shown on their leaflets).

- Gymnastics
- Table Tennis
- Dragonball
- Four-Square
- Handball
- Athletics
- Archery/Axe Throwing
- Football
- Dodgeball
- Cheerleading
- Rugby
- Netball
- And Many More!



# Representing Riverview in Sport!



This upcoming year, we have a huge selection of sporting events that we would like to participate in – allowing children the opportunity to represent Riverview! These events vary in activity and year group.

During the selection process to find students to attend, we try our hardest to ensure that as many pupils as possible be provided the opportunity to participate if they wish. Some events may be chosen through a ‘trial’ process, others will be invitational only.

If there is any specific event that your child is hoping to be a part of, please ask them to discuss this with Miss Mounteney – she will be able to take note of their name and try her best to accommodate for this, if it is doable. At any point if your child has been selected, you will receive a message stating the relevant information and how to provide parental consent.



# Sports Leaders



## Who are we?

Sport Leaders are a group of students who are kind, responsible and trusted, who support Miss Mounteney, Coach Luke and Coach Lily in leading active play, run sporting events, organise sports equipment and encourage/ motivate other students. They are great team players who always demonstrate the core values and are a friendly face to others on the playground.

- Throughout Term 1, we will start our 'Sports Leader process'.
- Each class will be sent through a slideshow containing all the important information and application process - teachers will share this with the class.
- Children will then need to complete the 'Sports Leader Application' if they would like to be one for this academic year.
- Previous sports leaders, **must also complete the application process again.** Please note – depending on how they previously fulfilled their duties - they may not be selected again.
- The selected children will then be informed, and their job roles will be shared with them – along with support and guidance on how to full-fill their duties.



# PE Days...

Below you will see each year groups PE day. This will stay the same throughout the academic year. Y4, Y5 and Y6 – during the relevant term, will receive swimming lessons, on top of their designated PE day.

Monday	Tuesday	Wednesday	Thursday	Friday
Year 2	Year 3 Year 5	Year 4 Year 6	Year 1	EYFS

We have hopefully also booked a cricket player for Year 3's, teaching the children cricket every Friday too! We will send out communication as soon as this is confirmed.



# Special Educational Needs & Disabilities

## SEND at The Riverview Academy



Miss F Walsh – Deputy Headteacher – Inclusion and Safeguarding  
Miss H Vaughan – SEND Assistant  
Miss G Page – Family Liaison Officer  
Miss J Solly-Kemp – Attendance Officer

- We are a kind, inclusive community that embraces individuality and creates opportunities for all, irrespective of gender, race, disability or background.
- As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework: My: Independence, Voice, Future, Health, Learning, Safety, Community and Quality of Life.
- Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015): Cognition and Learning, Communication and Interaction, Sensory and/or Physical needs, Social, Emotional and Mental Health. Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a wholistic overview of your child.
- All children benefit from quality first teaching and classroom adaptations to meet the needs of all individuals and our aim is to always ensure each child receives a broad and balanced curriculum. We will implement agreed strategies and monitor these over an agreed period of time. These are likely to include universal strategies set out in the mainstream core standards and is referred to as the 'Graduated Approach' where support will be continually reviewed in a 4-part cycle of Assess, Plan, Do, Review.
- We adopt a dual-register system: SEND and Monitoring. Every class within each year group has a class profile of need database which is held by Miss F Walsh and accessed by the class teachers, members of relevant SLT, and the SEND team. This links to a year group provision map which details extra provision that pupils may be receiving, and the intended targets and outcomes for these.
- You will have three formal meetings a year to review your child's current provision and be involved in target setting. Alongside these reviews, there will be opportunities for you to attend workshops and coffee mornings in The Community Hub.
- Please refer to the **SEND Information Report** on the school website as well.



# How do we challenge?



Pupils who achieve 'Greater Depth' in their Year 2 assessments for Reading, Writing & Math, symbolising they are working significantly above age-related expectations, become Academically More Able (AMA) pupils.

## How will you continue to challenge my child?

- Differentiated curriculum focuses on challenging at all levels.
- Use of enquiry/problem solving to allow greater real-world application.
- Rich questioning.
- Higher order and abstract thinking opportunities.
- Development of meta-cognition.
- Transfer of knowledge & skills to different contexts/subjects.
- Provision of leadership opportunities.
- Enrichment opportunities

There will be an AMA workshop that parents of children on the AMA register will be invited to. More information will be shared soon.



# Behaviour - 'The Riverview Way'

The Riverview Academy maintains clear and high expectations of behaviour through an approach which ties in with our school values of Kindness, Respect, Responsibility, Excellence, Teamwork, and Resilience.

There are clear systems in place tied into our values which give children ownership and learning opportunities to establish a greater understanding of positive behaviours and their role as a member of Riverview community.



# Rewards



- **Daily & Ongoing Recognition:**

## **Merits & Riverview Passports**

Merits are awarded to children who demonstrate the school's values and/or follow the Golden Rules. These are recorded in their Riverview Passports. Children who achieve at least one merit in each value receive a prestigious Riverview badge.

## **Golden Tickets**

*Golden tickets are awarded daily to one child per class who has consistently followed the Golden Rules. These are given out during end-of-day reflections and celebrated across the school. At the end of each month, tickets are chosen at random from the year group golden box, and prizes are awarded.*

## **Golden Table**

*The Golden Table is a special lunchtime reward. Children awarded a Golden Ticket the day before may bring a friend and enjoy a celebratory lunch experience, often with extra privileges.*

## **Weekly Recognition:**

### **Star Learner Certificates**

*Every Friday, one child per class is recognised as the Star Learner during the weekly Celebration Assembly. These children receive a certificate and are named in the Headteacher's Weekly Newsletter.*

### **'Juice & Biscuits' with the Headteacher**

*Children awarded the Star Learner certificate are also invited to meet the Headteacher for a special juice and biscuit celebration, where their achievements are shared and celebrated in a small group setting.*

## **Termly Awards**

### **Riverview Way Awards**

*At the end of each term, staff nominate one child per class for their outstanding commitment to the Riverview Way. These children are role models in consistently demonstrating our school values. They receive a trophy and recognition in a special assembly.*

We aim to ensure every child is acknowledged for their effort, attitude, and progress - not just outcomes.



# Homework

## **Compulsory:**

- Spellings - set weekly (from Week 2).
- Maths - Times Table Rock Stars (TTRS).
- Reading – read their book within their reading range and AR quizzes.

## **Optional:**

- There will also be an optional termly project that will be set, linked to the learning from the term. Completing this project is not compulsory.

All of our homework is set to support the learning in class.



# Attendance

Attendance every day for every child matters!

If your child is absent, parents/carers must communicate the reason each day of absence.

If your child is absent and we do not hear from you, will we continue to make contact until we have a reason.

Holidays during term times are not an entitlement, and they will not be authorised unless in exceptional circumstances – these will rarely ever be authorised but will be at Mr Siggs' discretion.





# Uniform



Please name everything!

As we look ahead to an exciting new chapter for The Riverview Academy, we want to ensure that any changes made are thoughtful, inclusive, and in the best interests of our families.

- Children should continue to wear their current uniform for Terms 1 and 2 (September – December) of the new academic year ~ **Children can just wear a plain white shirt and dark trousers for now, if needed.**
- Children moving from Year 2 into Year 3 may continue to wear their existing Infant uniform until the end of term 2, or you can purchase the current junior uniform if you wish ~ **Children can just wear a plain white shirt and dark trousers for now, if needed.**
- We will be writing to you again very early in the autumn term to consult with you on the new Riverview uniform, including colour, design, and style, so that it reflects our values and identity as a school community.
- We are pleased to confirm that every child will receive a branded item of the new uniform free of charge, to support the transition. This will be introduced from January 2026.
- Above all, please be assured that our aim is to keep the new uniform simple, practical, and affordable for all families.



# Parent Teacher Association (PTA)



We have a fantastic PTA, who run events all year round!

Events include fairs, Mothers/Fathers/Someone Special Day gifts, Discos, Open Classrooms, and much more!

Everyone is welcome, so if you would like to join, please contact the school via the school office for further details.





# Are there any questions?

We hope that you can all join us on Friday for our family BBQ!