

# All about P4B

*Session 2020-21*



**Curious**  
**Positive**  
**Successful**  
**Respectful**



Mrs Barry P4B

# Supporting pupils' return to school

- Adherence to health and safety guidelines
- Focus on wellbeing and relationships
- Routine building
- Assessing where pupils are in their learning
- Providing support to all pupils

## Things that currently look different;

- No assemblies of larger gatherings
- Staggered breaks and lunches
- Reduction in numbers of visitors to school
- No school trips at present



# Our School Values

## Curious Cat



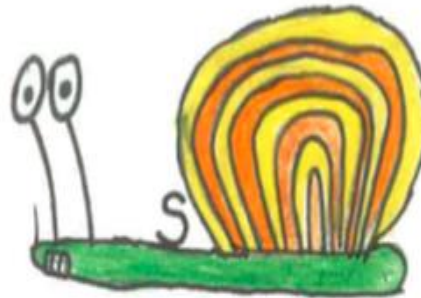
- asks questions
- solves problems
- loves to learn

## Positive Penguin



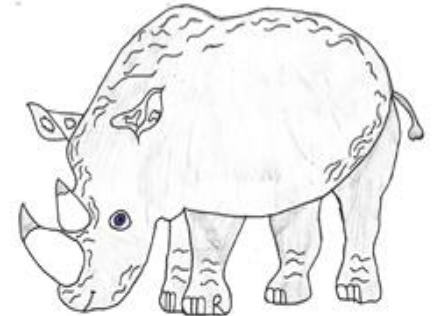
- has self belief
- shows resilience
- is kind and helpful

## Successful Snail



- always tries hard
- wants to improve
- achieves success

## Respectful Rhino



- includes everyone
- respects others' feelings and property
- Is polite and shows good manners

Every week in Primary 4B we think about our learning, and link it to our Cockenzie Values.

This allows the children to celebrate their achievements, and set goals for the following week.



# The Cockenzie Code



1. We are **respectful** by keeping our hands and feet to ourselves.

2. We use **positive** and **respectful** words.

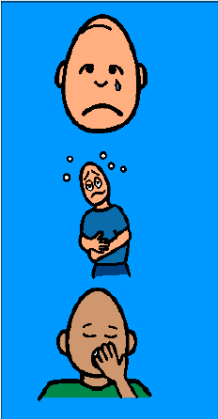
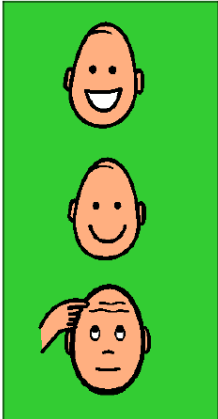
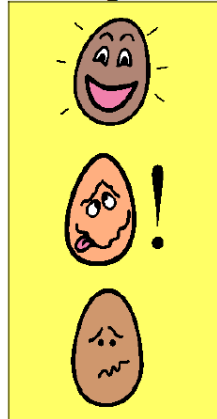
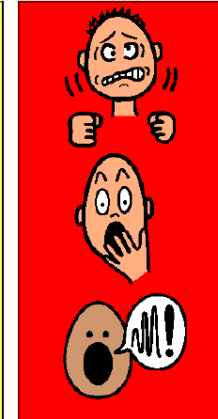
3. We are **successful** by always trying our best.

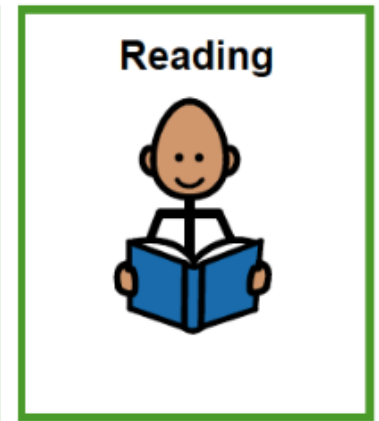
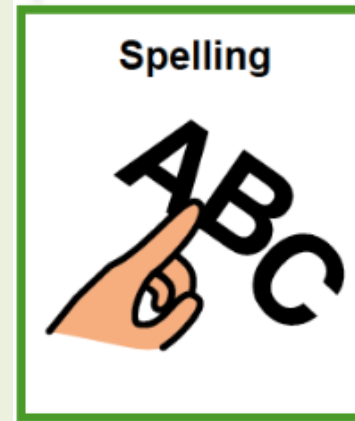


Curious  
Positive  
Successful  
Respectful

# Universal Support for All

**The Zones of Regulation**

|  |   |   |  |        |       |       |   |       |      |            |         |                |  |   |            |         |              |         |                      |  |  |           |           |                 |        |                |  |
|--|---|---|--|--------|-------|-------|---|-------|------|------------|---------|----------------|--|---|------------|---------|--------------|---------|----------------------|--|--|-----------|-----------|-----------------|--------|----------------|--|
|   |  |  |  |        |       |       |   |       |      |            |         |                |  |   |            |         |              |         |                      |  |  |           |           |                 |        |                |  |
| <p style="text-align: center;"><b>Blue Zone</b></p>  | <p style="text-align: center;"><b>Green Zone</b></p>                              | <p style="text-align: center;"><b>Yellow Zone</b></p>                             | <p style="text-align: center;"><b>Red Zone</b></p>                                 |        |       |       |   |       |      |            |         |                |  |   |            |         |              |         |                      |  |  |           |           |                 |        |                |  |
| <table border="1"> <tbody> <tr> <td>sad</td> <td>moving</td> </tr> <tr> <td>sick</td> <td>slowly</td> </tr> <tr> <td>tired</td> <td>bored</td> </tr> </tbody> </table> | sad   | moving  | sick   | slowly | tired | bored | <table border="1"> <tbody> <tr> <td>happy</td> <td>calm</td> </tr> <tr> <td>feeling ok</td> <td>focused</td> </tr> <tr> <td>ready to learn</td> <td></td> </tr> </tbody> </table> | happy | calm | feeling ok | focused | ready to learn |  | <table border="1"> <tbody> <tr> <td>frustrated</td> <td>worried</td> </tr> <tr> <td>silly/wiggly</td> <td>excited</td> </tr> <tr> <td>loss of some control</td> <td></td> </tr> </tbody> </table> | frustrated | worried | silly/wiggly | excited | loss of some control |  | <table border="1"> <tbody> <tr> <td>mad/angry</td> <td>terrified</td> </tr> <tr> <td>yelling/hitting</td> <td>elated</td> </tr> <tr> <td>out of control</td> <td></td> </tr> </tbody> </table> | mad/angry | terrified | yelling/hitting | elated | out of control |  |
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| sick   | slowly  |   |  |        |       |       |   |       |      |            |         |                |  |   |            |         |              |         |                      |  |  |           |           |                 |        |                |  |
| tired  | bored   |   |  |        |       |       |   |       |      |            |         |                |  |   |            |         |              |         |                      |  |  |           |           |                 |        |                |  |
| happy  | calm  |   |  |        |       |       |   |       |      |            |         |                |  |   |            |         |              |         |                      |  |  |           |           |                 |        |                |  |
| feeling ok   | focused   |   |  |        |       |       |   |       |      |            |         |                |  |   |            |         |              |         |                      |  |  |           |           |                 |        |                |  |
| ready to learn   |   |   |  |        |       |       |   |       |      |            |         |                |  |   |            |         |              |         |                      |  |  |           |           |                 |        |                |  |
| frustrated   | worried   |   |  |        |       |       |   |       |      |            |         |                |  |   |            |         |              |         |                      |  |  |           |           |                 |        |                |  |
| silly/wiggly   | excited   |   |  |        |       |       |   |       |      |            |         |                |  |   |            |         |              |         |                      |  |  |           |           |                 |        |                |  |
| loss of some control   |   |   |  |        |       |       |   |       |      |            |         |                |  |   |            |         |              |         |                      |  |  |           |           |                 |        |                |  |
| mad/angry  | terrified   |   |  |        |       |       |   |       |      |            |         |                |  |   |            |         |              |         |                      |  |  |           |           |                 |        |                |  |
| yelling/hitting  | elated  |   |  |        |       |       |   |       |      |            |         |                |  |   |            |         |              |         |                      |  |  |           |           |                 |        |                |  |
| out of control   |   |   |  |        |       |       |   |       |      |            |         |                |  |   |            |         |              |         |                      |  |  |           |           |                 |        |                |  |



Consistent whole school visuals

Supporting emotional regulation

Every child in P4B has their own 'Zones of Regulation' check in card on their desk. This enables the children to check in multiple times throughout the day, facilitating communication with each child regularly about how they are feeling. Each child is supported in regulating their emotions using a range of strategies.

# Promoting Positive Relationships

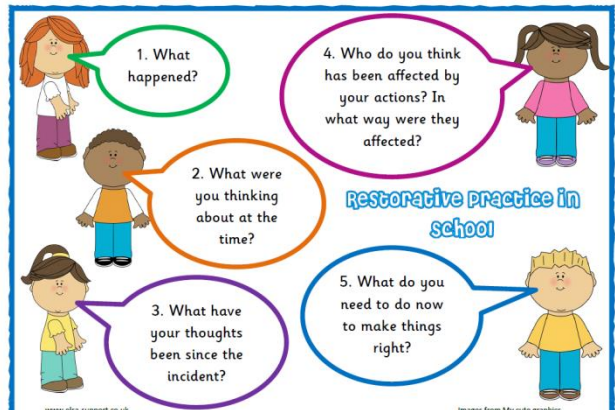
- Our school value of ‘Respect’
- Learning about Children’s Rights
- Restorative Practice
- Pupils as Leaders (P.A.Ls) – *monthly*

*meetings on Fridays (hopefully beginning later in year)*

**Respectful Rhino**



- includes everyone
- respects others' feelings and property
- Is polite and shows good manners



**Restorative practice in school**

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since the incident?
4. Who do you think has been affected by your actions? In what way were they affected?
5. What do you need to do now to make things right?

www.etsa-support.co.uk Images from My cute graphics

# P4B Class Information

- Our PE days are Monday and Thursday.
- We will be doing lots of learning in the outdoors, and with the possibility of cold weather and rain, please provide your child with a jacket and suitable shoes.
- Please ensure that all belongings are named, including lunch boxes and water bottles.
- Please ensure that your child brings a water bottle to school which has been filled at home.

# This year in P4B

This year we will be learning about;

- Body Systems and the 5 senses
- The Romans
- Earth, Moon and Stars
- My Environment

We have begun our year with an Author Study all about Dr Seuss.





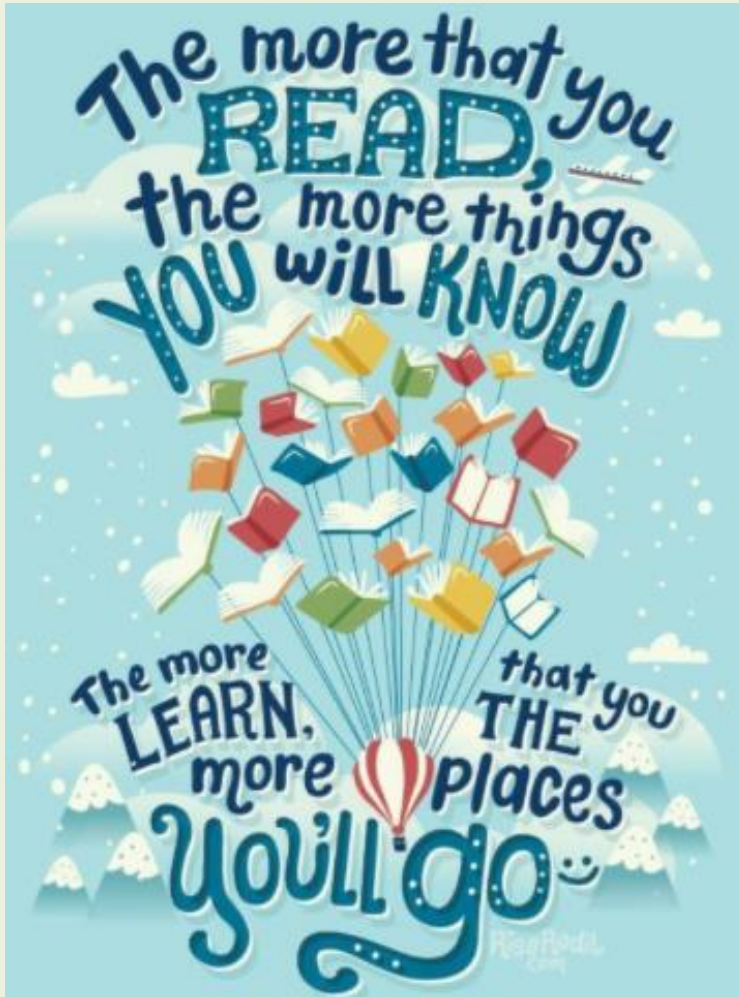
# Communication between home and school

Effective communication and partnership between home and school supports your child's learning and wellbeing.

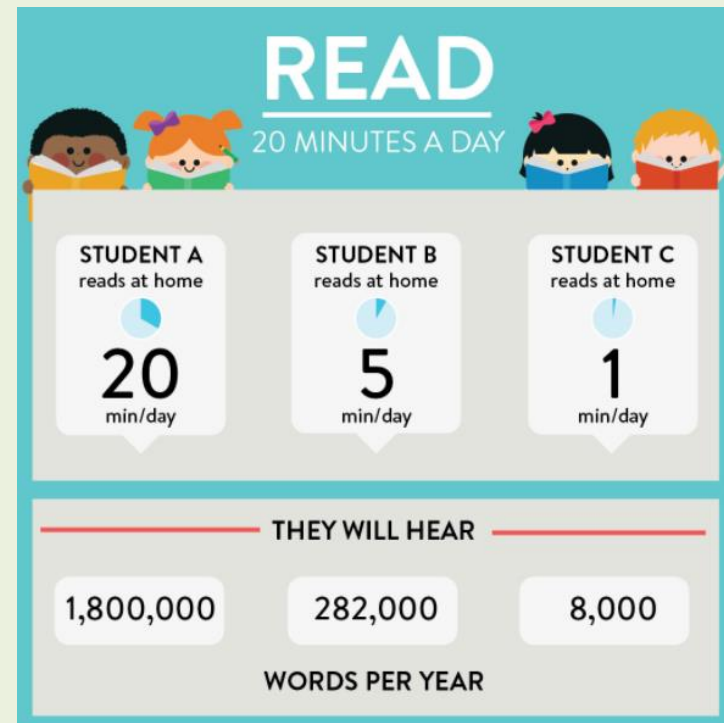
- Handwritten notes
- Telephone calls
- Face to face meetings, arranged via school office\*
- Monthly Newsletters
- Letters in school bags
- School blog
- Twitter
- Learning Logs and homework letters
- Group call texts
- Parent consultations
  
- *\*Covid19 – not possible until further notice*



# Homework and Learning Logs



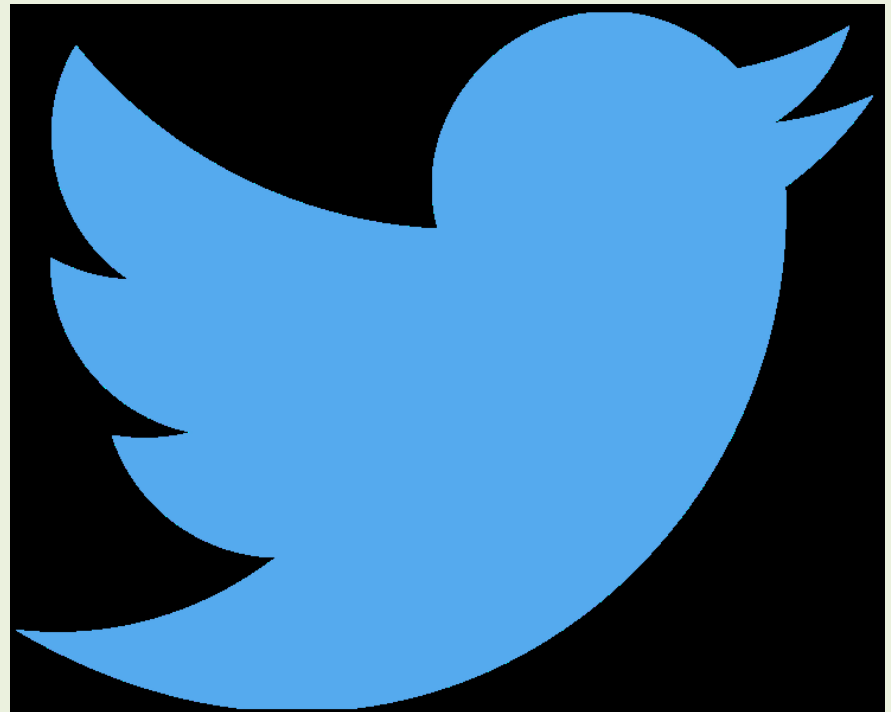
- At present we will not be issuing Homework or Learning Logs.
- When the situation changes, we will let you know.
- In the meantime, the best thing you can do is encourage your child to read each day, and also read to them 😊



# Twitter!

Keep up to date with learning in P4B through our class Twitter page.....

@VerityBarry1





Thank you for taking the time to look at the P4B presentation. At the moment it is more difficult to communicate through face to face discussions in the playground, but please contact me through the school office, or by sending a letter in with your child and I will respond to you as soon as possible.

Mrs Barry