

## Year 4 to Year 5

### The Big Changes

4 o'clock finish

No Junior Play and no EOT form parties. (But Tutor lunch instead, when children are asked to bring in food for their Tutor group).

No Junior Sports (but senior sports and swim gala at end of terms 1 and 2)  
Under 11 teams (late practice, upcountry tour).

Senior play, concerts, Halloween disco.

Lockers for books and in Changing Room so padlocks. Spare key to Tutor.

Trips – Mombasa and local trips TBA.

Reports are different. Subject-based with Tutor comments. Half term report is effort grade per subject.

### GENERAL AIMS

Yr. 5 in a sense a transition year – a bridge from Junior to Senior Dept.

A natural progression from Yr. 4 towards helping children to become more independent and more responsible for their own learning

Standing on their own two feet by end of Yr. 8 – academically and otherwise

Then well-prepared for senior school

### TEACHING APPROACH

Form teacher ⇒ Class Tutor: Mrs Mwai, Miss Brown and Miss Armitage.

Own classroom (for one more year)

Specialist subject teaching but Form Teachers for English RS PSCH and Humanities. Less than Y4 but will bridge gap between Year 4 and Year 6.

Still mixed ability groupings, but set for Maths

(decisions based on NC testing, Standardised tests + general classroom progress)

Humanities: Kenyan History/Geog. course

Classical Studies; background to Latin (1 x lesson)

Reading: still high priority, hence no. of English lessons; keep sharing the reading experience at home!

### HOMEWORK POLICY

Formal written homework is not given until Year 5. This is because:

More formal homework assignments are set from Year 5, one subject per evening in Years 5-7. To begin with, so that children are introduced gradually to this important discipline and are not 'overloaded', the expectation is that homework should take no more than 30 minutes, and writing tasks are normally avoided on days when children have late afternoon school commitments. In Year 8, one homework of approximately 30 minutes is expected on the days when late practices are scheduled. On the other days of the week, two homeworks are set, in different subjects.

A suitable environment for completing homework is essential. A quiet room with a table or desk is vital. Establish a routine and take an interest in how your child settles to study. If you can, be available to assist, but please encourage your child to work as independently as possible. (Don't be too generous with your help and create a false impression!).

Your learning style may not be the same as your child's!

## GRADING SYSTEM

Concentration on rewarding EFFORT

5 to 1 scale, thus giving accumulative total;

5 = excellent; 4 = good; 3 = satis.; 2 = weak; 1 = very weak

Roll of Honour (Effort) for ave. of 4+

NB that satisfactory means done enough so equals OK!!

Also ATTAINMENT:

A = excellent; B = good; C = satis.; D = weak; E = very weak

Academic Roll of Honour (B+ ave.)

Sometimes 'Own Level' grading system used (individual moving at own pace within modified curriculum, e.g. no comparison with more able peers)

## CHANNELS OF COMMUNICATION

Informally through dialogue with Class Tutor (appointments easily arranged)

Formal detailed reports in December and July

Grades and tutor comments half-termly

2 sets of Parent Teacher Meetings annually, the first not long into next term

## PARENTAL HELP

Personal organisation – packing bags etc.

Checking bags for letters home (Fri. or Tues.)

Reading: helping with pronunciation and new words

Homework

Music practice

Revision for exams – but don't overdo it! (much already done in class)

## SNR. DEPT. DAILY ROUTINE

7:55 a.m. start – in class for Registration x 5 days a week

Collection at 4.00 (but Late Practice by invitation until 5.00, or match. Choirs, orchestra, plays, Carol Service).