



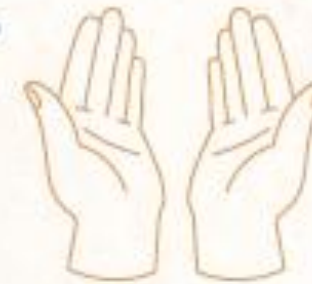
# The Marist Catholic Primary School

West Byfleet



# The Marist School *Prayer*

This is our school, Lord,  
Let peace dwell here,  
Let the room be full of contentment  
Let love abide here,  
Love of one another,  
Love of mankind,  
Love of life itself  
And love of God  
Let us remember  
That as many hands build a house  
So many hearts make a school  
Amen.





Mrs M Cheadle



Mrs E Fanzo



Mrs A Wright



Mr S Moore



Mrs B Punter



Miss H Ripley

## Senior Leadership Team



## Our Mission:

With Christ as our guide, we learn,  
we love, we achieve together.



We are ready to learn.



We are respectful of the learning of others.



We are safe in our classrooms and when using resources.



We rise to a challenge.



We take risks in our learning.



We love one another as Jesus loves us.



With Christ as our guide, we learn, we love, we achieve together..



**We love one another  
as Jesus loves us.**

**We are ready.**

**We are respectful.**

**We are safe.**



# The Marist Catholic Primary School



| With <b>Christ</b> as our Guide,                                                                                                                                                                                                                                                                                                      | We learn,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | We love,                                                                                                                                                                                                                                                                                                                                                                                                                                               | We <b>achieve</b> together                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| INTENT                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>Catholic faith:</b> Children develop a rich and deepening understanding of the Catholic faith.</p> <p><b>Catholic Social Teaching:</b> Children make a positive impact within the Catholic community.</p> <p><b>Other faiths:</b> Children develop an understanding of and respect for other faiths and cultural diversity.</p> | <p><b>Oracy:</b> Confident, resilient and articulate children.</p> <p><b>Cognitive Science:</b> Children are able to access a broad and ambitious body of knowledge from their long term memory.</p> <p><b>Reading:</b> Children become proficient readers with a love of reading and books.</p> <p><b>Knowledge and Skills:</b> Broad and ambitious curriculum which ensures children have the knowledge and skills they need to be successful in their learning and in life beyond school.</p> <p><b>Assessment and Feedback:</b> Children receive regular feedback, which helps them to make progress.</p> | <p><b>Self:</b> Children know how to look after their mental health and wellbeing.</p> <p><b>Community:</b> We love one another as Jesus loves us.</p> <p><b>Relentless Routines:</b> Reduce cognitive load to focus on the learning so children can succeed.</p> <p><b>Nurture:</b> We are all made in the image and likeness of God: Equity not Equality.</p> <p><b>Planet:</b> Children are environmentally aware and show love for the planet.</p> | <p><b>Marist Top 10 for Every Lesson:</b> Learning is urgent and important. Belief that every child can achieve.</p> <p><b>Marist Learner:</b> Ready, Respectful, Safe, Rise to the Challenge, Take risks in learning, Reflect on learning.</p> <p><b>Cultural capital:</b> All children access an enriched curriculum to grow their cultural capital.</p> <p><b>Digital Leaders:</b> Children are equipped for the digital world and develop independence by tailoring their learning to support their individual needs.</p> <p><b>Academic success:</b> Children succeed within their learning so they can successfully transition to KS3.</p> |

| IMPLEMENT                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Catholic faith:</b> RED scheme. Parish links and attending services. Prayer and Liturgy offer. Progression in Prayer. Reflection time to support children's formation.</p> <p><b>Catholic Social Teaching:</b> Role models at all levels. Explicit focus within worship and lessons: Go Forth Book, CST celebration boxes. Pupil Voice committees for every child in KS2. Child-led liturgies. Charity events.</p> <p><b>Other faiths:</b> RED curriculum. Visitors from others faiths.</p> | <p><b>Oracy:</b> Non-verbal cues. Stem sentences. Physical, Linguistic, Cognitive, Social &amp; Emotional Oral rehearsal before answering and writing. No hands up. Implicit and explicit teaching of tier 2 and 3 vocabulary. Vocabulary bulletpoints. Public speaking in assemblies.</p> <p><b>Cognitive Science:</b> Low sensory environment. Flashback 4 and retrieval practice. Links to prior learning. Explaining and modeling Metacognitive talk. Use of timers. Teacher talk is minimal and moves learning on.</p> <p><b>Reading:</b> Reading and vocabulary is a prioritised skill, enabling access to the wider curriculum. Read Write Inc. phonics. Rich texts. Master Readers. Story time. Book weeks.</p> <p><b>Knowledge and Skills:</b> Granular learning. Lessons built on previous learning. Mastery approach to deepen learning. Focus on reading as a key skill to access the curriculum and extended writing.</p> <p><b>Assessment and Feedback:</b> Varied teaching and assessment strategies. Every child answers every question. Written, verbal, self and peer feedback. Reflection time and responding in red pen. Variety of formative and summative assessment. Tick and Fix, Edit and improve.</p> | <p><b>Self:</b> Zones of regulation. Emotion coaching. ELSA. Wellbeing surveys. PSHE / RSHE curriculum. Children's Mental Health Week. Reflection room.</p> <p><b>Community:</b> Ready, respectful, safe. EDI focus. Links with parent-class workshops, show and share, parent workshops and consultations. House points. Recognition Boards.</p> <p><b>Relentless Routines:</b> Room Ready, SLs, Marist Listening Ladder, Non-verbal cues.</p> <p><b>Nurture:</b> Bumble Bees (Nurture UK) and The Hive (Six Strands Curriculum). SEND support. Regulation Stations. Pre-teaching. Same day interventions.</p> <p><b>Planet:</b> Eco council. Catholic Social teaching. Science and geography curriculum.</p> | <p><b>Marist Top 10 for Every Lesson:</b> High expectations &amp; positive behaviour. Effective planning. Varied teaching methods. Pace. Good subject knowledge. Effective use of resources. Learning reviewed. Feedback. Positive outcomes and pupil voice. Marist Learner.</p> <p><b>Marist Learner:</b> School rules. Marist Top 10 for Every Lesson. Mastery curriculum. No hands up. Celebrate learning from mistakes. Reward effort. Growth mind-set.</p> <p><b>Cultural capital:</b> Focus on vocabulary acquisition. Trips. Visits and speakers. Themed weeks.</p> <p><b>Digital learners:</b> technology is used to enhance the curriculum, online safety is a core thread. Digital technology is used to support adaptive teaching.</p> <p><b>Academic success:</b> Marist top 10 for every lesson. Read Write Inc. Master Readers. Power Maths. Interventions. Marist Learner. High expectations.</p> |

| IMPACT  |                                                                                     |                                                                                                                                                          |                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Children are responsible members of our inclusive Catholic community.                        | Children who are successful learners who enjoy learning, make progress and succeed. | Children who are responsible, respectful and compassionate citizens, who make a positive contribution to society- we love one another as Jesus loves us. | Children who are articulate and ready for the next stage of their education and have the skills and attributes they need to lead safe, healthy and fulfilling lives. |

| EVALUATING IMPACT                                                                                                                                                                                                                                                                                                         |  |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <p>We look at the whole child: curriculum aims, progress in skills, behaviour and well-being</p> <p>We gather and value the voice of pupils.</p> <p>We use data and research to identify trends and clear goals for improvement.</p> <p>We develop 'critical friends' to offer insights and challenge assumptions.</p> <p>We involve the whole school community: children, parents, staff, governors, MAT.</p> |  |
|                                                                                                                                                                                                                                      |  |

100%



# Ways your child is supported to learn at The Marist



Build on RWI – my  
turn, your turn



Let all children answer  
questions – avoid  
hands up



Focus on vocabulary  
and stem sentences



Read to children  
- quality texts



Model good oracy, with  
opportunities to say it  
again, say it better



All children have a  
voice

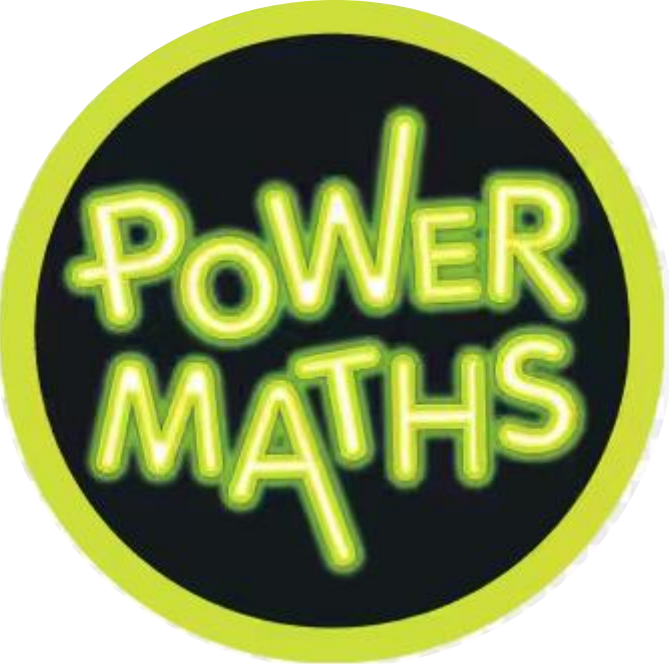


TEAM  
PTA

# Read Write Inc. Phonics



MASTER READERS  
excellence after phonics



Year 1

Learning Focus 1  
The story of Noah

Learning Focus 2  
God makes a covenant with Noah

Learning Focus 3  
Stewardship

Learning Focus 4  
God's gift of creation

Learning Focus 5  
The sacrament of baptism

Creation & Covenant

A covenant is a promise. God made a covenant with Noah to save all living things.

People in the story of Noah turned away from God and chose to act badly. This behaviour is called sin.

Sacraments are living signs of Jesus' love for all people.

Baptism is the first sacrament which welcomes people into the Christian family

The Sacrament of Baptism is when a person becomes part of the Christian family and promises to love God.

The Christian Bible is split into two parts called the Old Testament and the New Testament.

Psalms are prayers to praise God.

Psalms can be prayed or sung to praise God.

Vocab  
God Father Noah Covenant Sin Psalm Sacrament



The Marist Primary School

Year 2 – Autumn 2

Builds on and leads to...

Build on the children's understanding of the past as a time in history from Victorian Toys and Castles topic in Year 1

Leads to the beginning of an understanding of the significance of the Victorian era related to Victorian seaside holidays in Summer 2 and an understanding of chronology in their study of Ancient Egypt and the Stone and Iron ages in Year 3.

What will I know by the end of the unit?

By the end of the unit the children will know:

- Where Florence Nightingale was born.
- The reasons she became a nurse.
- The key events and people in her early life
- Her journey to Scutari
- The changes she made to the hospital there
- Her impact on patient care and hospital work
- The early life of Mary Seacole
- Her role in caring for soldiers in the war.
- Similarities and differences between Mary Seacole and Florence Nightingale
- How their impact lives on today.

Knowledge Organiser

History: Do Florence Nightingale and Mary Seacole deserve to be called real life superheroes?

Enquiry/skills

- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
- They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in the same and different periods.
- They should use a wide vocabulary of everyday historical terms.
- They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Key people, places and words

|                                 |                                                                       |
|---------------------------------|-----------------------------------------------------------------------|
| William and Frances Nightingale | Florence's parents                                                    |
| Florence in Italy               | The city where Florence was born                                      |
| Queen Victoria                  | The queen who reigned at the time                                     |
| Germany                         | The country where Florence trained as a nurse                         |
| Scutari in Turkey               | Where Florence and the nurses worked during the Crimean war           |
| Crimea                          | An area along the Black Sea                                           |
| germs                           | Tiny living things that can spread disease                            |
| medicine                        | Liquids or tablets that are given to sick people to make them better. |
| patient                         | A person who is ill or injured and is being cared for.                |
| hygiene                         | What you do to keep things healthy and clean                          |
| bandages                        | Clean strips of material used to cover wounds                         |
| Jamaica                         | An island in the Caribbean                                            |
| Caribbean                       | A chain of islands in the Caribbean Sea                               |

Diagrams / Maps / Images

Assessment Task:  
Write a letter explaining why Florence and Mary are both real life superheroes.

# How can I support my child's learning?





### The school will do its best to:

Provide a safe, secure and caring learning environment which allows children to develop a relationship with God through our life and worship in school;

In line with our safeguarding policies, to protect the children from emotional or physical harm;

Encourage the community to participate in collective worship, Mass and non- Eucharistic celebrations;

Be welcoming and offer opportunities for parents/carers to become involved in the daily life of the school;

Teach and encourage the children to do their best and achieve their full potential as a valued Marist Learner;

Develop in each child positive values and a caring attitude towards the school community and the environment;

Provide a balanced curriculum of the highest quality and meet the individual needs of every child;

Set regular homework and to mark it if appropriate;

Inform children and parents/carers what the teachers teach the children each term;

Have a clear and consistent approach to rewards and sanctions for children as set out in the Behaviour Policy;

Ensure that children are able to go online safely in school;

Teach children to use technology appropriately with the same care and respect as face-to-face interaction;

Contact parents/carers as soon as concerns are raised about a child's work, behaviour, attendance or punctuality;

Communicate between home and school using Arbor Communications through The Marist Mail, website and general meetings.

### To help my child at school, I will try my best to:

Support all staff in their efforts to create a caring Catholic community which values all children and their rights;

Support Parish sacramental programmes and activities as appropriate;

Ensure that my child attends school regularly, is punctual and properly equipped and ready to learn complying with the school uniform policy;

Not request holidays during school time;

Inform the school on the first day of absence;

Raise any concerns or problems that might affect my child's ability to learn or behave appropriately;

Support the school in getting any help my child may need;

Support school policies and guidelines and work proactively with school where I have concerns;

Support my child with homework and other home learning opportunities, and listen to my child read daily; Attend parent meetings with the teacher to discuss my child's achievements and progress;

Ensure children are able to go online safely and are protected from unsuitable and age-inappropriate media material;

Approach the school directly to address any issues which arise at school, refraining from making negative comments about the school, another child or another adult via social media;

Ensure that I do not post pictures/videos of children from school on my social media;

Read all letters/messages/emails that are sent home, completing forms as required;

Inform the school immediately of any changes to parents/carer and emergency contacts details;

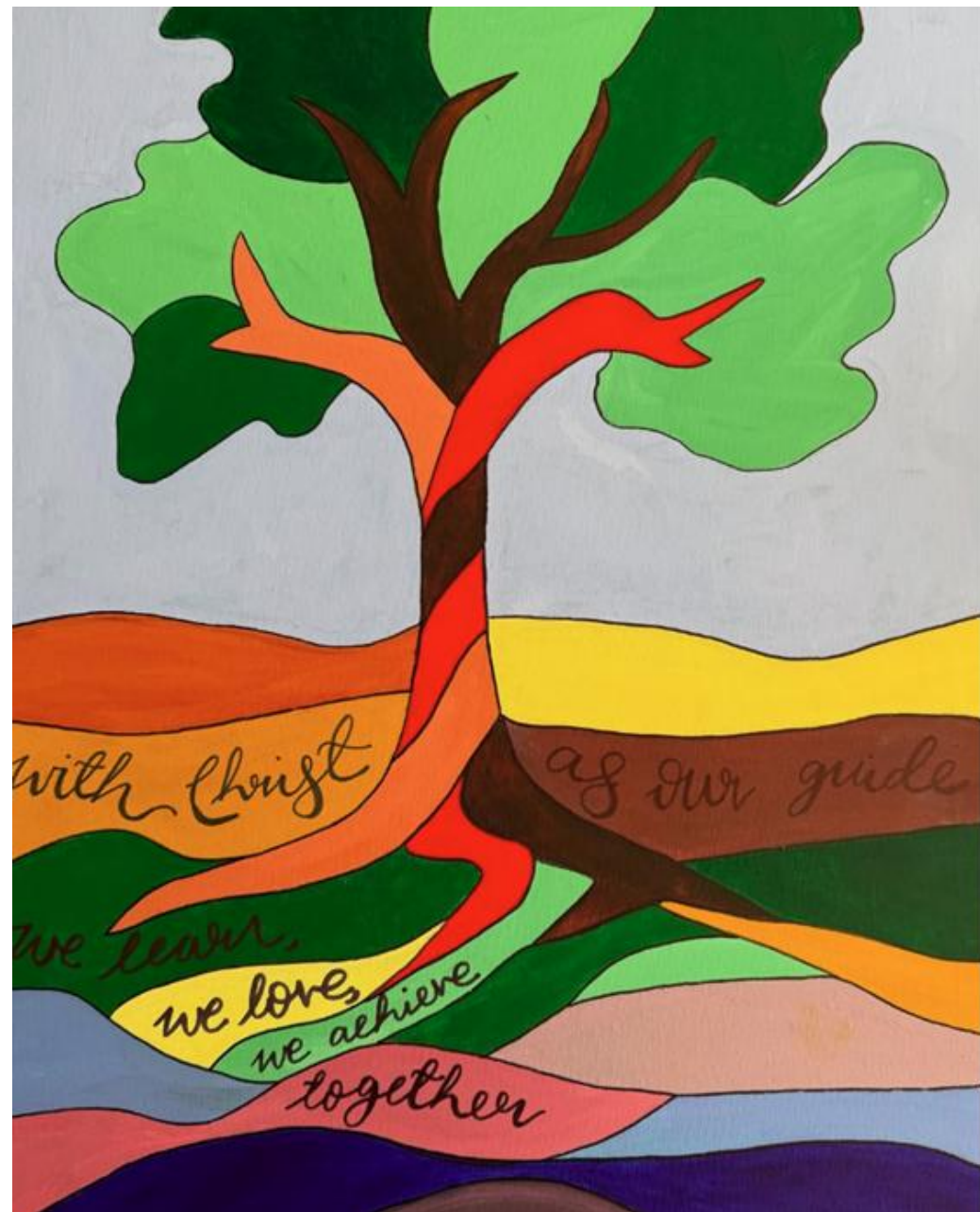
Attempt to support the Catholic community and the school governors in their responsibilities for maintaining the school buildings in good repair;

Support the implementation of the School Travel Plan and help ease congestion at drop off and pick up times;

Treat our neighbours and their property with respect, parking in the roads around the school with consideration.

## *Sign through Arbor consents*

# Home School Agreement



# Consents

# Ten:Ten Resources

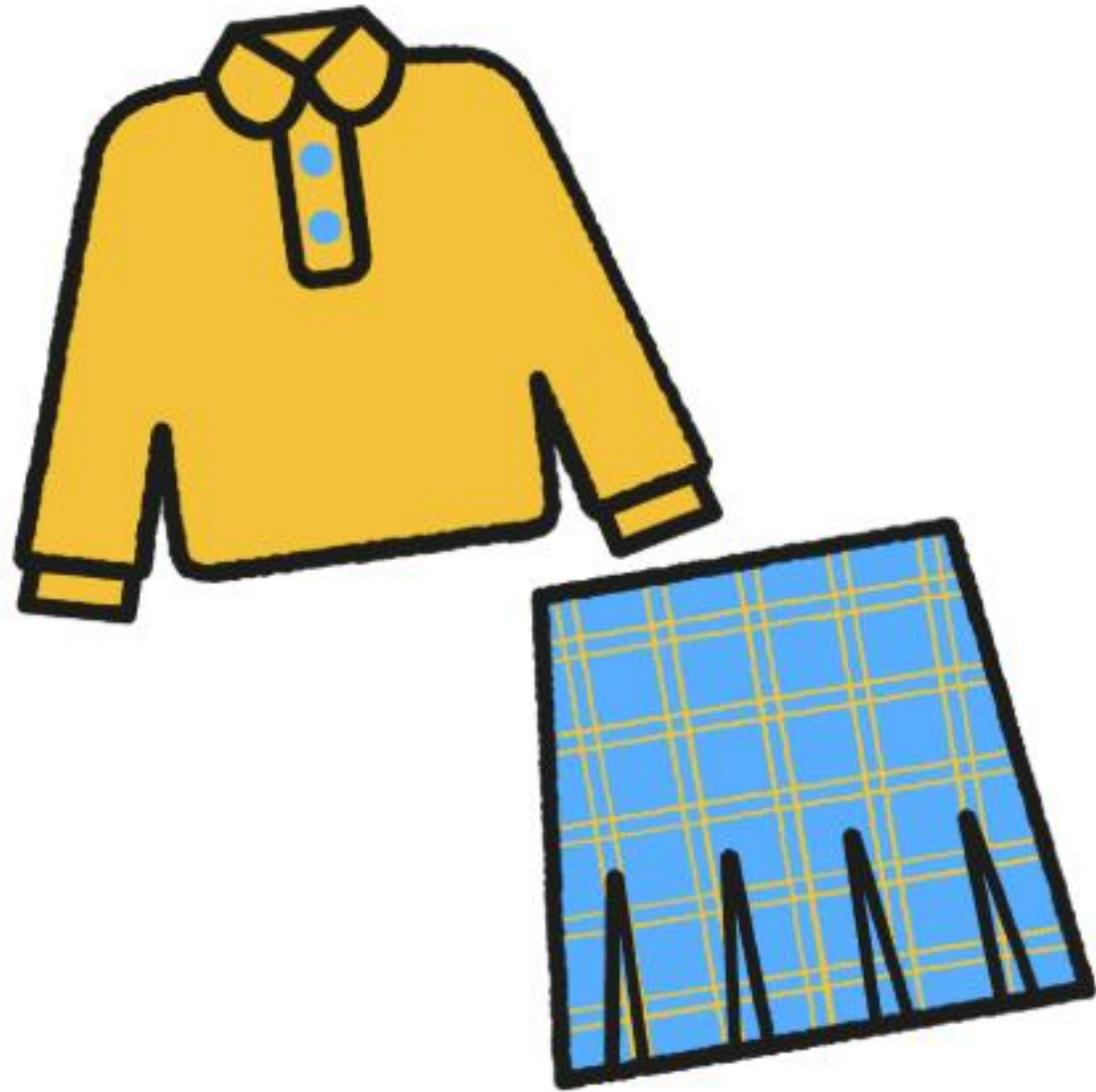


[www.tentenresources.co.uk/  
parent-consultation-  
primary](http://www.tentenresources.co.uk/parent-consultation-primary)

Username: infomaristsurreyschuk

Password: MARist2024

**PSHE/RSE**







**Scan to find  
out more**



## The Marist School Development Fund

### How can you help?

Our Development Fund is made up of voluntary donations from families and is used to enable the school to develop both buildings and resources to provide the best education for our children. We would ask you to consider signing up for monthly donations if you have the financial capacity to do so but if this is not possible, we would also be grateful to receive one-off donations. All gifts are confidentially handled.



**Scan to find  
out more**

