

# Welcome to ...

6 Silver

6 Dove

6 Platinum



Year 6



Meet your teachers!



Mr Joannides - 6 Silver

Miss Raine - 6 Platinum

Mr Shah - 6 Dove

Meet your TAs!

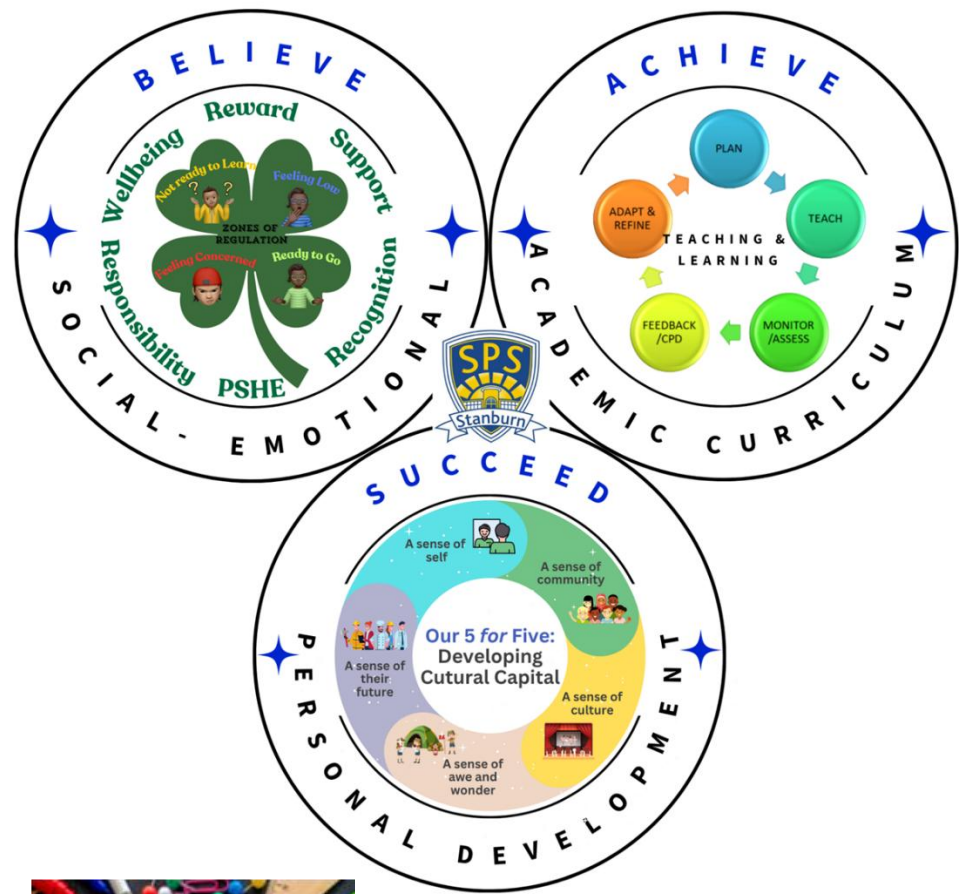


Mrs Virani - 6 Silver

Ms Thobhani- 6 Platinum

Ms Forno - 6 Dove

# OUR SCHOOL VISION AND VALUES:





Believe, Achieve, Succeed  
*Learning without Limits*

## ***Home Learning***

Children will be set on Class Dojo every **Friday**.

Home learning is recorded in pupils' Home Learning book each week.

There will also be an online element to Home Learning which will not need to be recorded formally.

The children are responsible for bringing and handing in their homework on the following **Wednesday**.

### *Reading*

All children need to read for at least 20 minutes per night following the guidance on the previous slides. They must write comments in their Reading Diaries (at least three times a week) and this must be signed by parents weekly. This should be handed in on Wednesday.

This will be checked every **week**.



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### Reading in Year 6

**Our mission at Stanburn Primary School is to teach every child to read – and to keep them reading, with no exceptions.** Our children will learn to read with confidence, fluency and understanding, providing them with the skills required to achieve a lifetime of enjoyment through reading and reading lessons are prioritised across our whole school.

**Whole Class Reading lessons take place daily** in Year 6. Children are explicitly taught the skillr required for reading through the use of VIPERS (created by Rob Smith – The Literacy Shed).

Reading sessions take place 5 x a week for 30 minutes using specifically selected texts and the lessons are designed to help pupils master the reading skills needed in Year 6 and beyond. Our reading lessons are separate to but may complement other topics pupils are learning about. These lessons are also used to expose pupils to texts that broaden their knowledge of the wider world.

#### Reading Vipers

**V**ocabulary  
**I**nterpret  
**P**redict  
**E**xplain  
**R**etrieve  
**S**equence or Summarise





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## *Learning without limits*

### Reading in Year 6

| KS2 Content Domain Reference                                                                            | VIPER      |
|---------------------------------------------------------------------------------------------------------|------------|
| 2a Give/explain the meaning of words in context                                                         | Vocabulary |
| 2b retrieve and record information/ identify key details from fiction and non/fiction                   | Retrieve   |
| 2c summarise main ideas from more than one paragraph                                                    | Summarise  |
| 2d make inferences from the text/ explain and justify inferences with evidence from the text            | Infer      |
| 2e predict what might happen from details stated or implied                                             | Predict    |
| 2f identify/explain how information/ narrative content is related and contributes to meaning as a whole | Explain    |
| 2g identify/explain how meaning is enhanced through choice of words and phrases                         | Explain    |
| 2h make comparisons within a text                                                                       | Explain    |





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### Reading Banded Books in Year 6

A very small proportion of children in Year 6 may still be reading colour banded books. At Stanburn our 'non-scheme' banded book system grades books by difficulty level. Each level has its own colour and includes a selection of different reading scheme books and a range of fiction and non-fiction 'real' books. The difference between each band is gradual so that children will not experience difficulty when moving from one to the next.

This chart gives an indication of the range of Book Band levels at which most children will be reading as they progress through the school.



Stanburns Reading Book Band Progression Chart.

| Book band colour | Year 1 | Year2  | Year 3      | Year 4      | Year 5      | Year 6      |
|------------------|--------|--------|-------------|-------------|-------------|-------------|
| RWI Phonics      | Groups | Groups | 1:1 tuition | 1:1 tuition | 1:1 tuition | 1:1 tuition |
| Orange           |        |        |             |             |             |             |
| Turquoise        |        |        |             |             |             |             |
| Purple           |        |        |             |             |             |             |
| Gold             |        |        |             |             |             |             |
| White            |        | X      | X           |             |             |             |
| Lime             |        |        |             |             |             |             |
| Copper           |        |        |             |             |             |             |
| Topaz            |        |        |             |             |             |             |
| Ruby             |        |        |             |             |             |             |
| Emerald          |        |        |             |             |             |             |
| Sapphire         |        |        |             |             |             |             |
| Diamond          |        |        |             |             |             |             |
| Pearl            |        |        |             |             |             |             |



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### For children still reading banded book in Year 6

The chart shows the Book Bands for an 'average' group of children but children are all individuals who learn and make progress at different rates, so the chart is only a guide. As well as periods of rapid progress, your child will probably have periods of consolidation when progress is not as obvious. Although this may seem worrying, this is the time when they have the chance develop confidence in using and applying their newly acquired skills.

It is really important that children develop their comprehension skills alongside their ability to read the words on the page so you may find that your child is able to read the words fluently but continues on the same Book Band colour for a while to enable them to focus on developing their understanding. Class teachers assess the children's reading on a regular basis and will change their Book Band colour only when they are confident that both the comprehension and word reading targets have been fully met.

Please discourage your child from seeing the Book Bands as a race through the colours, but help them to understand that each band will offer a range of books which will help them in developing different reading skills.

You child will take home a banded book once a week which is to be read at home for at least 20 minutes each day. Pupils will be expected to comment in their reading records at least three times a week. Please support and encourage children to write these comments using the prompts provided their reading records.



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## How to support reading at home.

Parents are also able to purchase high quality age appropriate texts using our recommended reading list. These books are engaging and enjoyable for children to read and have been specifically compiled by reading experts (The National Literacy Trust, BookTrust) to encourage children to read pleasure thereby helping them form a daily reading habit. The list of Top 100 Reads is regularly reviewed and updated.

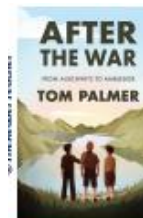
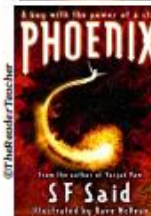
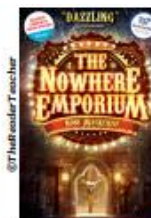
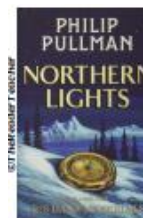
<https://www.thereaderteacher.com/year6>

We have provided a bank of helpful prompts children can use when writing their reading record comments. You will also find a variety of questions you can ask your child about the book they are reading. These can be found inside each child's reading record.

If you require any support or helpful resources please contact our school Reading Leader Miss Ciapryna who will be more than happy to help you.

## The Reader Teacher

Reads, Reviews & Recommendations!





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### How to support reading at home.

Daily reading practice will help develop children's fluency and comprehension skills, although it is not expected that each child will read a whole book every night. Children may only read a few pages, but will spend longer discussing their understanding of what they have read in order to progress in developing their comprehension skills. We want to encourage children to read a variety of texts on a regular basis, even taking opportunities to note and read texts in their environment such as leaflets, newspapers etc.

- **We expect children in Year 6 to read for at least 20 minutes at home each day.**
- Children will take home an independently chosen book from their reading corner or library to read for pleasure. Please support your child to write at **least three comments a week** in their reading records. This will be monitored by teachers.
- **Please support children by making sure they write comments in their reading record at least three times a week. This will be monitored by the class teacher.**
- Please ensure and support children to complete any other reading comprehension homework that is sent home by the class teacher.
- If you require any support please contact Miss Ciapryna who will be happy to help.



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## ***Home Learning Guidance and Expectations***

### **Year 6 Home Learning Expectations:**

Maths fluency and problem solving worksheet based on their learning from the week. This is set by their Maths group teacher and marked in Maths groups.

Times Tables Rock Stars (online) - 15 minutes daily.

My Maths tasks (online) weekly which is set by the teacher based on the children's current learning.

Weekly reading comprehension and grammar worksheet consolidating the work from the week.

Children classed as 'free readers' take home and read an independently chosen book each week. They are expected to complete 15 minutes daily reading. Children must write 3 comments a week in their reading record and an adult must sign this at home weekly.

Children's comments are checked weekly by staff.

10 spellings weekly to learn weekly accompanied by a Spelling Shed activity worksheet which must be completed.

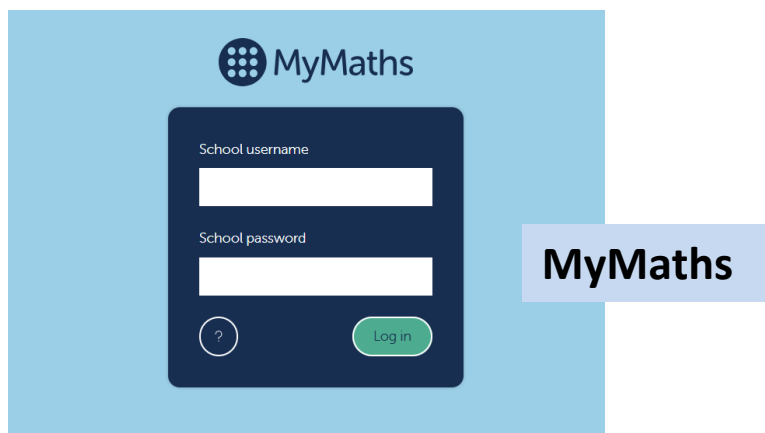
Spelling Shed (online) – 10 minutes daily.



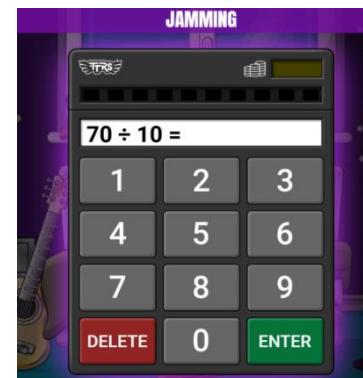
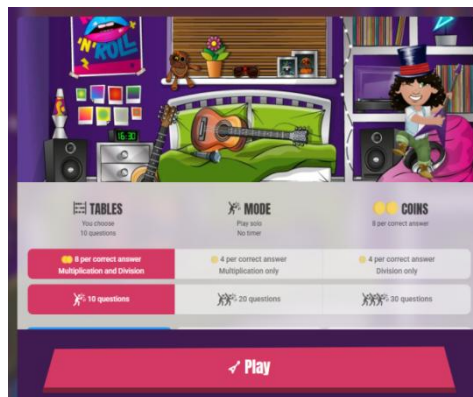
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## Home Learning – Online Platforms

*As a school, we subscribe to a range of online platforms which as well as written home learning, pupils are expected to access at home each week. These are:*



**TTRS**





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## Home Learning – Online Platforms

*As a school we subscribe to a range of online platforms which as well as written home learning, pupils are expected to access at home each week.*

### Spelling Home Learning

From this year, children will receive **10 spellings to learn weekly** and a **spelling home learning worksheet** each week on a Friday; pupils will be expected to complete the worksheet and learn the new words, as well as **revising previously learnt words using the online platform**, each week. Spelling tests will then take place on **Wednesday** – the same day that home learning is due in.

#### Spelling Shed





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## Behaviour

We continue to expect the highest standards of behaviour from our children. We promote positive behaviour by rewarding pupils with:

- Dojo points
- Merit awards
- Value of the half-term



and....  
**HOUSEPOINTS...**



# Behaviour

Our 5 step behaviour plan supports pupils making positive choices.

## STEPS



### Reminder

- Eye contact
- Verbal warning

### Step 1

- 2<sup>nd</sup> reminder
- Brief discussion (Peg on step)

### Step 2

- Sit at reflection table

### Step 3

- Lose break time
- Reflection form

### Step 4

- Lose lunchtime
- Teacher to talk to parents

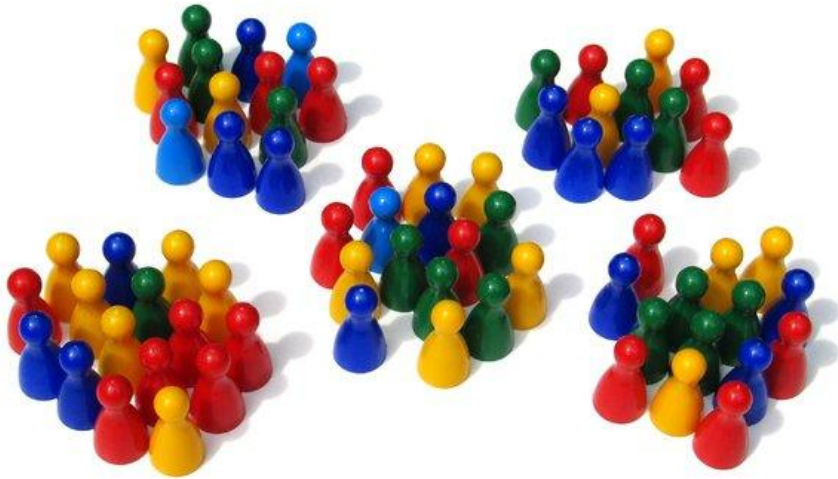
### Step 5

- SLT to talk to parents
- Internal seclusion
- Suspension

# Expectations for Year 6

## Groups

- In Year 6 we spend a lot of time as a year group. You will have your 'usual' class for most of your afternoon lessons and for registration, but then we spend lots of time working in different groups across the year group. This means you might be taught by 4 different teachers in one day!
- In High School you will have up to 8 different teachers a day so this is good preparation for you.
- We expect you to behave in the same sensible way, regardless of the teacher you have. We all talk to each other and will find out if anyone is not behaving appropriately.





# Uniform

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All pupils are expected to wear **full, smart school uniform each day.**

During 2025-26 changes were made to our uniform policy and now we expect all pupils (Yr2+) to wear **navy and gold ties.**

PE kit may be worn on PE days. PE t-shirts no longer need to be linked to house colours. All pupils should now also have a **sky blue PE t shirt for PE days.**

***Trainers are not part of school uniform and pupils should only wear these on PE days.***

## UNIFORM4KIDS

PULLENS

Stanburn Primary School | Uniform List 2025



| SKU                   | Item            | Description                                                                   | Prices                            |
|-----------------------|-----------------|-------------------------------------------------------------------------------|-----------------------------------|
| 6770                  | V-neck Pullover | Navy with yellow trim, embroidered with school logo, 50% cotton / 50% acrylic | £20.99-£25.99                     |
| 8138                  | Cardigan        | Navy, embroidered with school logo, 50% cotton / 50% acrylic                  | £21.99-£27.99                     |
| 6748                  | Tie             | Navy/Gold striped, Elastic, Clip On (14") or normal (45")                     | Year 2+<br>£6.50-£7.50            |
| 4407                  | Shirts          | White, closed neck, twin pack                                                 | Year 2+<br>£14.99                 |
| 4494                  | Blouses         | White, closed neck, twin pack                                                 | Year 2+<br>£14.99                 |
| 8670                  | T-Shirt         | Navy, embroidered with school logo                                            | Nursery<br>£7.99                  |
| 4467                  | Polo Shirts     | White                                                                         | Reception-Year 1<br>£7.99         |
| 2040                  | Boys Trousers   | Grey                                                                          | £13.99-£16.99                     |
| 8910                  | Girls Trousers  | Grey                                                                          | £18.99                            |
| 2850                  | Pinafore        | Grey                                                                          | £19.99                            |
| 1563                  | Skirt           | Grey                                                                          | £16.99                            |
| 1255                  | Socks           | Grey, 5 pack                                                                  | £9.50-£9.99                       |
| 1911                  | Tights          | Grey, twin pack                                                               | £12.99                            |
| 6785                  | Bookbag         | Navy, printed with school logo                                                | £12.99                            |
| <b>Summer Uniform</b> |                 |                                                                               |                                   |
| 8138                  | Cardigan        | Navy, embroidered with school logo, 50% cotton / 50% acrylic                  | £21.99-£27.99                     |
| 4078                  | Summer Dress    | Blue/White, Check                                                             | £16.99-£17.99                     |
| 1255                  | Socks           | White, 5 pack                                                                 | £9.50-£9.99                       |
| <b>Sports Kit</b>     |                 |                                                                               |                                   |
| 6845                  | Sweatshirt      | Navy, embroidered with school logo                                            | £14.99 - £17.99                   |
| 6889/8670             | T-Shirt         | Sky Blue, embroidered with school logo                                        | Reception-Year 6<br>£7.99 - £9.99 |
| 7046                  | Shorts OR       | Navy, BS3082 Shadow shorts                                                    | £4.75-£5.99                       |
| 1995                  | Shorts          | Navy, poly/cotton                                                             | £6.99-£8.50                       |
| 3365                  | Jog Bottoms     | Navy                                                                          | £13.99                            |
| 4414                  | Plimsolls       | Black                                                                         | £8.99 - £12.99                    |
|                       | Trainers        | Non marking                                                                   | Year 3-6                          |
| 4098                  | Swimsuit        | Navy or Black                                                                 | Year 5<br>£18.99                  |
| 4095                  | Swimtrunks      | Navy or Black                                                                 | Year 5<br>£17.99                  |



Please also note:  
*Nails should be kept short, clean and natural – no nail polish, extensions of false nails are permitted.*



# Lunches

The lunch menu has been sent to parents for this term so please discuss the options with your children each week so they know what to order. If your child has any allergies, please complete an allergy survey online.

| Spring/Summer Menu Week 1                                                              |                                                                         |                                                                |                                                                             |                                                                                                          |                                                                          |
|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------|----------------------------------------------------------------|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| 13th April, 4th May, 25th May, 15th June, 6th July, 7th Sept, 28th Sept, 19th Oct 2026 |                                                                         |                                                                |                                                                             |                                                                                                          |                                                                          |
| WEEK ONE                                                                               | FAVOURITES MONDAY                                                       | WORLD TUESDAY                                                  | ROAST WEDNESDAY                                                             | PLANET PIZZA THURSDAY                                                                                    | FISH FRIDAY                                                              |
| <b>Green Option (Vegetarian)</b>                                                       | Vegetable sausage in a Roll with Tomato Pasta Salad <sup>VS</sup>       | Mild Vegetable Mince & Bean Chilli & Yellow Rice <sup>VS</sup> | Vegetable & Lentil Loaf with Stuffing, Gravy & Roast Potatoes <sup>VS</sup> | Pitta Bread Filled with Plant-based Meatballs in an Arrabbiata Sauce with Vegetable Sticks <sup>VS</sup> | Cheese Quiche & Chips                                                    |
| <b>Red Option (Meat)</b>                                                               | Chicken Sausage in a Roll with Tomato Pasta Salad                       | Mild Lamb & Bean Chilli & Yellow Rice                          | Roast Chicken, Gravy, Stuffing & Roast Potatoes                             | Margherita Pizza & Home-baked Potato Wedges/Pasta Salad                                                  | Fish Fingers & Chips                                                     |
| <b>Blue Option (Halal)</b>                                                             | Halal Chicken Sausage in a Roll with Tomato Pasta Salad                 | Mild Lamb & Bean Chilli & Yellow Rice                          | Halal Roast Chicken, Gravy, Stuffing & Roast Potatoes                       | Margherita Pizza & Home-baked Potato Wedges/Pasta Salad                                                  | Fish Fingers & Chips                                                     |
| <b>Yellow Option</b>                                                                   | Jacket Potato with Beans <sup>VS</sup> Cheesy Beans, Tuna Mayo or Chees | Pasta with Cheese Sauce                                        | Cheese Sandwich                                                             | Pasta with Cheese Sauce                                                                                  | Jacket Potato with Beans <sup>VS</sup> Cheesy Beans, Tuna Mayo or Cheese |
| <b>Vegetables</b>                                                                      | Coleslaw & Garden Peas                                                  | Vegetable Sticks Sweetcorn                                     | Seasonal Greens & Carrots                                                   | Broccoli, Carrots & Cauliflower or Mixed Salad                                                           | Garden Peas, Baked Beans                                                 |
| <b>Dessert</b>                                                                         | Chocolate Fudge Cake                                                    | Apple & Cinnamon Rolls                                         | Strawberry Jelly <sup>VS</sup>                                              | Fruit Slices & Vanilla Cookie <sup>VS</sup>                                                              | Vanilla Ice Cream                                                        |

Available Daily: Salad, Fresh Bread, Fresh Fruit & Yoghurt

Portion(s) of fruit or veg
 Source of wholegrain
 Contains plant-based protein
 80% fruit
 Dairy free
 Vegan
 VG

England's target for 'free sugar' intake for your child  
Recommended fruit and vegetable portion sizes are calculated using School Food Standards.  
On average our desserts do not exceed a third of a child's recommended 'free sugar' intake.

[download.asp](#)



# Expectations for Year 6

Stationery!

In year 6 you are expected to bring your own stationery to school.

This includes:

- A black handwriting pen
- A blue marking pen
- Pencil
- Rubber
- Ruler
- Sharpener
- Highlighter
- Glue stick

If you don't have any of that - the stationery shack is the ideal place to buy anything you're missing!

# Expectations for Year 6

## Y6 SATs

- Finally, as I'm sure you all know, Year 6 is the year of SATs.
- SATs week happens in May and we will spend all year ensuring we are prepared for our tests. You have SATs Tests in Reading, Maths and GPS but you are also assessed by your teachers in Writing.
- SATs is nothing to worry about, as long as you ensure you focus in lessons, complete all of your home learning and try your hardest at all times, you will breeze through them. But this is why we have such high expectations of all of you. I'm sure you can all rise to the challenge!

# Year 6

|                   | <u>Autumn 1</u>                                                                                                     | <u>Autumn 2</u>                                                                   | <u>Spring 1</u>                                                                                                 | <u>Spring 2</u>                                                                 | <u>Summer 1</u>                                                                                          | <u>Summer 2</u>                                                            |
|-------------------|---------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| <b>Reading</b>    | Guided Reading is taught daily through whole class VIPERS sessions.                                                 |                                                                                   |                                                                                                                 |                                                                                 |                                                                                                          |                                                                            |
| <b>Writing</b>    | Recount - Diary<br>Poetry – Poetry which creates images<br>Discussion Text                                          | Letter Writing (informal)<br>Discussion Text<br>Descriptive writing (setting)     | Poetry – Epic Poems<br>Journalistic Writing<br>Mythical Narrative                                               | Persuasive Writing (leaflet)<br>Fantasy Narrative                               | Letter Writing (formal)<br>Poetry – Poems from other cultures<br>Recount - Diary                         | Debate<br>Gothic Narrative                                                 |
| <b>Maths</b>      | Place Value<br>Addition, Subtraction, Multiplication and Division<br>Fractions A<br>Fractions B<br>Converting Units |                                                                                   | Ratio<br>Algebra<br>Decimals<br>Fractions, Decimals and Percentages<br>Area, Perimeter and Volume<br>Statistics |                                                                                 | Shape<br>Position and Direction<br><b>KS2 SATs</b><br>Themed Projects, Consolidation and Problem Solving |                                                                            |
| <b>Science</b>    | Living Things and Their Habitats                                                                                    | Animals, including Humans                                                         | Evolution and Inheritance                                                                                       | Light                                                                           | Electricity                                                                                              |                                                                            |
| <b>History</b>    | <u>Vikings:</u><br>Were the Vikings raiders or settlers?                                                            |                                                                                   |                                                                                                                 | <u>WW2:</u><br>What was happening on the Home Front during WW2?                 |                                                                                                          |                                                                            |
| <b>Geography</b>  |                                                                                                                     |                                                                                   | How can we protect our biomes?                                                                                  |                                                                                 |                                                                                                          | How has globalisation impacted the world?                                  |
| <b>Art and DT</b> | <u>DT: Cooking &amp; Nutrition</u><br>Come Dine with Me                                                             | <u>Art: Drawing</u><br>Make my Voice Heard                                        | <u>DT: Structures</u><br>Playgrounds                                                                            | <u>Art: Painting and Mixed Media</u><br>Artist Study                            | <u>DT: Electrical Systems</u><br>Steady Hand Game                                                        | <u>Art: Sculpture and 3D</u><br>Making Memories                            |
| <b>Computing</b>  | <b>Internet Safety:</b><br>Finding my media balance<br><br>Unit 6.1: Coding                                         | <b>Internet Safety:</b><br>You won't believe this!<br><br>Unit: 6.9: Spreadsheets | <b>Internet Safety:</b><br>Beyond gender stereotypes<br>Unit 6.4: Blogging                                      | <b>Internet Safety:</b><br>Digital Friendships<br><br>Unit 6.5: Text Adventures | <b>Internet Safety:</b><br>Is it cyber-bullying?<br>Unit 6.6: Networks<br>Unit 6.7: Quizzing             | <b>Internet Safety:</b><br>Reading news online<br>Unit 6.7: Quizzing cont. |
| <b>PE</b>         | Gymnastics 1<br>Tag Rugby                                                                                           | Dance 1<br>Football                                                               | Badminton<br>Netball                                                                                            | Dodgeball<br>OAA                                                                | Handball<br>Cricket                                                                                      | Multi-sports<br><u>Rounders</u>                                            |
| <b>RE</b>         | Why does religion look different around the world? (Part 1)                                                         | Why does religion look different around the world? (Part 2)                       | Why is better to be there in person?                                                                            | Why is there suffering? (Part 1)                                                | Why is there suffering? (Part 2)                                                                         | What place does religion have in our world today?                          |
| <b>PSHE</b>       | Being me in my world                                                                                                | Celebrating differences                                                           | Dreams and goals                                                                                                | Healthy me                                                                      | Relationships                                                                                            | Changing me                                                                |
| <b>Music</b>      | Ukulele Magic                                                                                                       | <b>Steel Pan</b>                                                                  | African Drumming (intermediate)                                                                                 | <del>Beatling</del> about on Ukulele                                            | Class Band                                                                                               | Year 6 Production                                                          |
| <b>MFL</b>        | Review of Year 3/4/5 Time                                                                                           | Daily Routines<br>Describe Myself Physically                                      | My Personality<br>Clothes                                                                                       | Shopping for Clothes<br>In Town and Directions                                  | At the Café<br>Occupations                                                                               | A Letter from France                                                       |



# RELATIONSHIPS & HEALTH EDUCATION (RHE)

RHE is a statutory part the curriculum

**Our aim:** To give every child the knowledge, language and confidence they need to look after themselves, stay safe and develop healthy, respectful relationships.

## What will children learn?

Children learn about relationships, respect, safety, health and wellbeing, developing the knowledge and confidence to make positive choices.

## How do we teach it?

Through Jigsaw PSHE, using age-appropriate, interactive lessons that encourage children to talk, reflect, ask questions and build life skills.

In addition, at Stanburn Primary School, our **PSHE** lessons are based on Jigsaw, a PSHE Association Quality Assured scheme of work, providing a consistent and progressive approach across the school.



*More information can be found on our website.*

[Stanburn Primary School - Personal, Social, Health,  
Emotional \(PSHE\)](#)





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## ***Trips and Learning Enrichment at Stanburn***

**We** are passionate about providing our pupils with a range of enrichment opportunities to support work which takes place within the classroom. Across the school year, pupils will attend a range of experiences both in school and out of school. Where possible, trips which take place outside of school will make use of the TfL's travel scheme and pupils will walk to trips which are within a 30 minute walking radius of the school.

In addition to this, all learning enrichment opportunities here at Stanburn Primary School link to one of 'Our 5 for Five - Developing Cultural Capital' statements which ensure every pupil will be able to develop:

- A sense of self
- A sense of community
- A sense of culture
- A sense of awe and wonder
- A sense of their future

*Please note, a firm booking for workshops and trips will **not** be made by the school until the payment deadline (as detailed in the letter). If by this date, parents have not paid, the workshop will be cancelled.*



# Year 6 Trips and Experiences

In Year 6 we aim to have one experience/trip for you each half term. These may be in school or out of school but all are linked really carefully to our curriculum areas and help your learning and personal development to grow, preparing you for your next step in school life.

- TfL workshop (this is to prepare you for getting your ZIP card)
  - Zoroastrian Centre
  - Bikeability
  - Choices PSHE workshop
  - Natural History Museum
  - Bentley Priory Trip - WW2 and the Battle of Britain
  - Harry Potter World
  - PE and Sporting opportunities and trips
  - [Year 6 Residential](#)
- ...and many more!





# Communication

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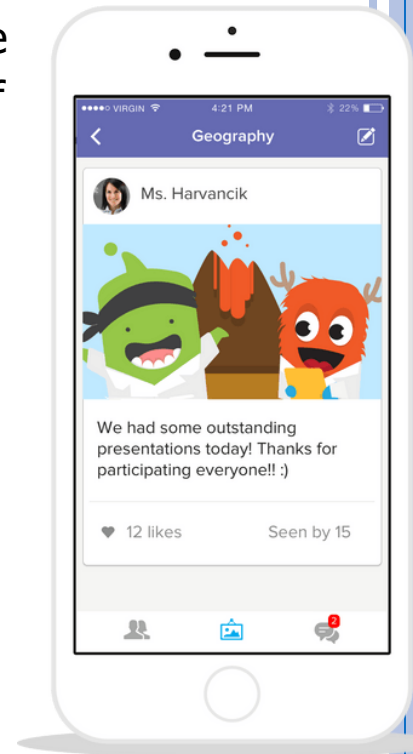
## Class Dojo – Communication Expectations



**ClassDojo**

We value the positive relationship we have with our families and recognise that ClassDojo is a useful way of keeping in touch with parents and carers. To ensure that it remains a positive and manageable form of communication, we ask everyone to follow a few simple expectations.

- **Keep comments positive:** Comments on ClassDojo posts should be positive, supportive and appropriate for the whole class community. If you have a concern or something you would like to discuss, please contact the school directly by email rather than raising it in the comments.
- **Please don't use ClassDojo for complaints:** ClassDojo is an informal messaging platform and is not the appropriate place to raise or discuss complaints. Any concerns or complaints should be communicated to the school by email and will be dealt with through the appropriate school procedures.





# Believe, achieve, succeed

## *Learning without limits*

### ***Working in Partnership***

At the end of the school day, it is very important to us all that every single child in our school goes home safely.

**The collection time is 3.15pm.**

‘Collection points’ have been posted out on parent mail. Different year groups can be picked up in the places noted on this map and in the newsletter.

Please remember, if you have a Year 5 or Year 6 child who will be travelling alone, or meeting you on the pavement, we do need written permission via the Google form sent out at the start of term. [Click Here](#)

Please remember, if collection arrangements are different, even for just a day or two, *we need to know!*

# Believe, achieve, succeed

## *Learning without limits*



### *Working in Partnership*

Remember:  
Our  
playgrounds  
are **phone  
free** zones

### *Mobile Phones in Year 5 and 6*

As pupils in Year 5 and 6 are allowed to walk home alone, we understand you may wish for them to have a mobile phone so you can contact them in an emergency. If this is the case, pupils must complete a 'parent permission form' and agree to the following:



- The school will not accept any liability for the phone should it get lost or damaged;
- The phone **must be handed into** the class teacher every morning so it can be locked away and collected at the end of the day;
- **All phones must be switched off whilst on the school premises. This includes on the playgrounds before and after school;**
- Under no circumstances are the children to use their phones outside the school for filming or photographing the school, children or adults;
- If my child is found to have been using their phone inappropriately they will not be allowed to continue bringing their phone to school.

- **Messages can be sent at any time:** We understand that parents and carers may have things they need to communicate outside of school hours. You are welcome to send a message whenever it is convenient for you. However, please be aware that staff will only read and respond to messages during their normal working hours. There should be no expectation of an immediate response.
- **Keep messages brief:** ClassDojo works best for short, straightforward messages. If you feel that something would be better discussed in more detail, please contact the school to arrange a meeting or telephone conversation.
- **Please be respectful:** We ask that all communication between parents, carers and staff remains polite, respectful and constructive. We all share the same aim of supporting our children and maintaining positive relationships between home and school.
- **Reporting absence:** If your child is going to be absent from school, please notify the **school office** using the school's usual absence reporting system. Please do not report absences through ClassDojo or directly to the class teacher, as messages may not be seen promptly.

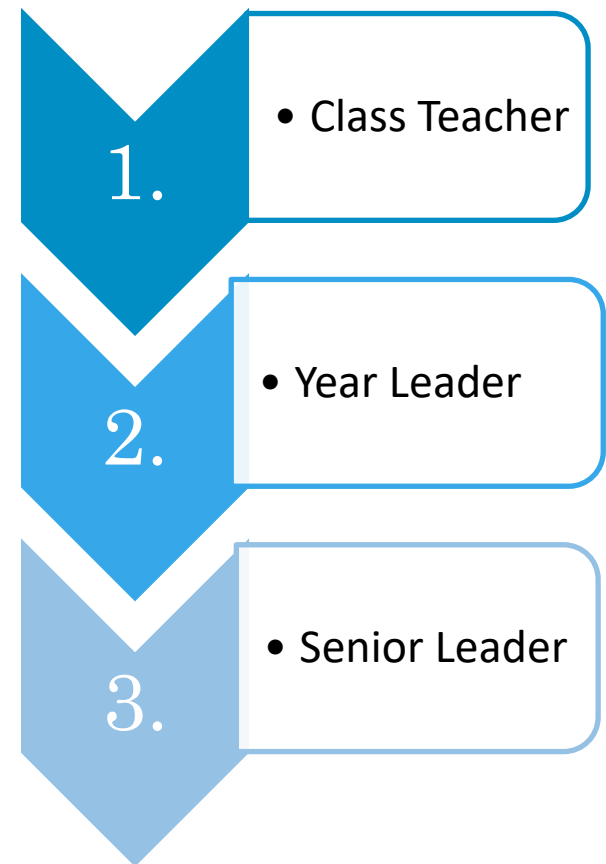
*Thank you for your understanding and for helping us to keep ClassDojo a positive, useful and manageable way for school and home to communicate.*



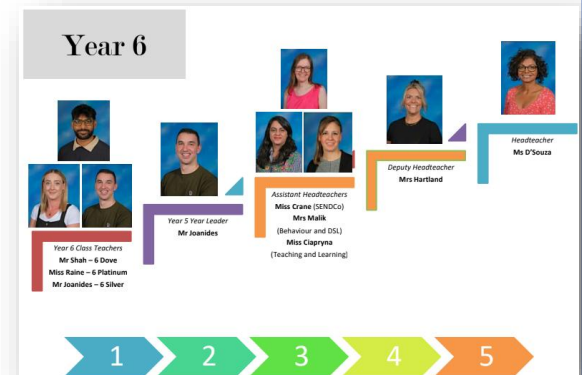
# Communication

If you have any concerns about behaviour or well-being of your child, please follow the below procedures:

1. In the first instance, make an appointment to with your child's class teacher.
2. If, following your discussion with the class teacher you would like more information, make an appointment to speak with your Year Leader who is responsible for the year group.
3. If further support is required, the concern will be referred to a member of the Senior Leadership Team. The school will then decide which leader it is most appropriate for you to meet with, depending on your concern.



*There is also a [Stanburn Communication Chart](#) available with additional contact information for 26-27.*





Believe, achieve, succeed  
*Learning without limits*

# Start and end of the day...

## *Attendance and Punctuality*

It is incredibly important that children are in school everyday, on time. Children should arrive between 8:25-8:40am. We begin our learning shortly after this time so it is imperative children are in school promptly.

Missing even 5 minutes of school a day impacts on your child's learning.

**MOMENTS MATTER, ATTENDANCE COUNTS!**

End of the day collection is at **3:15pm**



**DID YOU KNOW?** If you are 15 minutes late each day you will have missed 2 full weeks of school in one year?

# Autumn 1 - Key Dates

Tuesday 1<sup>st</sup> September – INSET day

Wednesday 2<sup>nd</sup> September – First Day of Autumn 1

Friday 18<sup>th</sup> September – TfL Workshop (free)

WB 28<sup>th</sup> September – Bikeability (30 pupils)

Thursday 22<sup>nd</sup> October – Last day of Autumn 1

Friday 23<sup>rd</sup> October – INSET day

Monday 2<sup>nd</sup> November – First Day of Autumn 2

A pair of hands holds a square wooden sign with a black chalkboard center. The sign is held against a solid blue background. The text 'ANY questions?' is written in white chalk on the black surface. The word 'ANY' is in all caps and a larger font, while 'questions?' is in a smaller font and lowercase. A faint, diagonal watermark is visible across the center of the sign.

ANY  
questions?