

# Glynwood Community Primary School

Parents' Information Booklet



## Welcome to Year 6

Dear Parent/Carers

This booklet is intended to give you information about your child's forth coming year at school.

We hope you will use the information to support your child throughout the school year. We would particularly like you to support your child with their home learning (especially their reading, spellings and mental maths work) and to remind them to bring their PE kit into school on a Monday and take it home on a Friday.

We would like to build a genuine partnership with you to ensure your child is given the best possible chance to reach his/her potential. Please get involved with school as much as possible, please come along to our Parent/Carers Council/FOG (Friends of Glynwood) Meetings - they are an opportunity to share your ideas and discuss ways to improve things for your child - look out for dates in the monthly Newsletter.

My door is always open so pop in whenever you need a chat or make an appointment through the school office.

Yours faithfully

A handwritten signature in black ink that reads "D Ryan". The letter 'D' is large and stylized, with a small circle inside it. The name "Ryan" is written in a cursive style.

## Important Information

**PE** - Your child will be told their PE days when they come back to school in September.

He/she will need black or navy blue shorts (track suit bottoms in winter), a blue T-shirt (sweat shirts in winter) and a change of shoes for the lesson (trainers or sand shoes).

Blue school T-shirts can be bought from the School Office.

If your child is unable to take part in the lesson he/she will need a note for the teacher. Otherwise children will be expected to take part. All jewellery must be removed for PE.

**Homework** - See Home Learning Policy

**Assessment without Levels** - Children are assessed against age related expectations. You will be informed at parent's evenings and in reports if your child is: Working towards the expected standard (WTS), Working at the expected standard (EXS) or Working at greater depth within the expected standard (GDS).

**School Lunches** - Lunch costs £2.00 per day (£10.00 a week), money should be sent into school on a Monday for the whole week.

**Attendance/Illness** - It is important that your child has a good attendance record, if your child is ill please contact the school office before 10.00am on the first day of absence and send a note to the class teacher on your child's return to school. See Attendance Policy

**Contact** - If you wish to talk to a teacher you can catch them at the beginning or end of the school day but if you require a longer appointment please contact the school office.

It is important that we have up to date contact details in case we need to contact you in an emergency. Please make sure we have this information at all times.

**Behaviour** - Children are expected to behave appropriately at all times, show respect to each other and all adults in school. We are currently

reviewing our behaviour policy, it will be available on our website in September.

**Problem/Ideas Boxes** - Each classroom in Key Stage 1 and 2 has a problem box where children can leave messages for their teacher - this could be a problem with a friend or difficulties with work. There is also an Ideas Box where the children can put ideas for things for the School Council to consider. There is also a suggestions box in the school entrance for parents/carers to let us know about any ideas they have.

**Safeguarding** - For the safety of all children and staff doors and gates are closed during the day. If you wish to come into school please come to the Main Entrance.

**Mobile Phones** - Children should not bring mobile phones to school.

#### **School Times**

Nursery - 8.30am - 11.30am or 12.30pm - 3.30pm

Reception - Year 6 - Assemble in Playground at 8.55am  
- Home Time 3.15pm

**Uniform** - All children are expected to wear school uniform for school every day. School sweatshirts and T-shirts can be purchased from the School Office or plain navy or royal blue sweatshirts can be purchased elsewhere.

Children should wear - Navy or Royal Blue Sweatshirts, Black or Grey trousers or skirts, White or Pale Blue T-shirts and black shoes.

**Jewellery** - No jewellery apart from a watch should be worn for school. This is for the safety of all children.

**Water** - All children are encouraged to purchase water bottles and have water in their class to drink during lessons.

**Visits** - Visits take place throughout the year, some can be quite expensive and we are happy to take the money in instalments if that is helpful.

**Year 6 Curriculum overview – 2017/18**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
English	Narrative, Biographies and Newspapers  Comprehension and SPAG  Silver Sword	Poetry and Persuasive writing  Comprehension and SPAG  Poetry anthology	Narrative and Recounts  Comprehension and SPAG  Kensuke's Kingdom	Narrative and Discussion texts  Comprehension and SPAG  SATS Practice  Kensuke's Kingdom	Explanation texts and Revision  Comprehension and SPAG  SATS Practice	Play scripts  Boy in the girls bathroom
Maths	Number sense, Additive reasoning and Multiplicative reasoning	Geometric Reasoning, Number sense and Additive Reasoning	Number Sense, Multiplicative Reasoning and Geometric Reasoning	SATS Practice  Number sense, Additive reasoning and Multiplicative reasoning	SATS Practice  Number Sense, Multiplicative Reasoning and Geometric Reasoning	Investigations, puzzles and problem solving
Science	Electricity and investigating circuits	Healthy lifestyle and circulatory system	Light, shadows and the Eye	Evolution, adaptation and inheritance	Classification of plants animals & microorganisms	Year 6 performance practise
Geography	Study a region of Europe – Poland –link to Silver Sword	Mapwork - Understand longitude, latitude, equator, tropics hemisphere etc – Map work skills	Study a region of the Americas - Brazil		Understand Biomes, vegetation belts, natural resources and economic activity	Year 6 performance practise

History	World War 2		Changes in Britain Settlements –Iron age to Stone age Vikings & Anglo-Saxons	Year 6 performance practise
Art	Painting and sculpture	Art styles Sketching and drawing techniques	Artist study – Outdoor art work Andy Goldsworthy	
DT	Use mechanical and electrical systems – create working models using electrical circuits	Cooking – varied and healthy diet		Analyse existing products and suggest ways to improve/enhance them – links to ICT and APP planning
Music	See details of new scheme	Improvise and compose music using notation		Perform solos & ensembles with control – y6 performance
French	Listen and engage	Show understanding of simple reading	Understand basic grammar	Engage in conversation
ICT	Basic skills – Microsoft Office tools	Programming		E-Safety
P.E	Football cross country and Tag rugby	Dance and Netball	Football & Boccia	Cricket and Athletics
RE	Christianity The church and religious buildings	Faiths and Cultural beliefs Easter		Islam – 5 Pillars mosque
PSHEC	Citizenship	Lifestyles	Personal development	Relationships
				Disabilities

## Maths Overview – Coverage for year 6 2017/18

<b>Number/ Calculation</b>	<b>Fractions decimals and percentages</b>
<ul style="list-style-type: none"> <li>• Secure place value &amp; rounding up to 8 digits and decimals</li> <li>• Count securely across zero with negative numbers</li> <li>• Use all written methods for calculation up to 4 by 2 digit calculations for multiplication and division</li> <li>• Know order of operations</li> <li>• Identify factors, primes, squares, cubes and multiples of numbers</li> <li>• Solve multi-step number word problems using appropriate methods</li> <li>• Identify and use Roman numerals</li> </ul>	<ul style="list-style-type: none"> <li>• Compare, order and simplify fractions</li> <li>• Use equivalents including to add or subtract fractions</li> <li>• Add and subtract fractions with different denominators</li> <li>• Convert mixed and improper fractions</li> <li>• Multiply and divide fractions</li> <li>• Solve problems finding decimals and percentages of amounts</li> <li>• Multiply or divide any number by 10,100 or 1000 up to 3 d.p</li> <li>• Multiply 1 digit numbers by decimals with 2.d.p</li> <li>• Use written division to 2 d.p</li> <li>• Recall and use equivalent F D and P</li> <li>• Solve problems using ratio and proportion</li> </ul>
<p style="text-align: center;"><b>Geometry &amp; Measures</b></p> <ul style="list-style-type: none"> <li>• Confidently convert units of different measures up to 3 d.p</li> <li>• Convert between units of measurement including miles and km</li> <li>• Calculate areas of triangles and quadrilaterals</li> <li>• Use formula for perimeter, area and volume</li> <li>• Classify shapes by properties</li> <li>• Know and use the angle rules</li> <li>• Translate, reflect shapes in all 4 quadrants</li> <li>• Draw 2 d shapes when given dimensions and angles</li> <li>• Draw and build 3 d shapes using nets</li> <li>• Illustrate and name parts of circle</li> <li>• Write coordinates for all 4 quadrants and find missing coordinates</li> </ul>	<p style="text-align: center;"><b>Data &amp; Statistics</b></p> <ul style="list-style-type: none"> <li>• Construct, interpret and use pie, bar and line charts</li> <li>• Calculate averages, median, mode and range from data sets</li> </ul> <p style="text-align: center;"><b>Algebra</b></p> <ul style="list-style-type: none"> <li>• Calculate simple unknowns</li> <li>• Use simple formulae</li> <li>• Generate and describe number sequences balance equations with 2 unknowns</li> </ul>

## English Coverage Year 6 2017/18

### Reading

- Read daily using accelerated reading program and carry out half termly Star reader tests
- Weekly guided reading groups with focus on comprehension
- Use a range of strategies including accurate decoding of text
- Understand, describe, select and retrieve information, events and ideas from texts
- Deduce, infer or interpret information, ideas or events from text
- Identify and comment on the structure and organisation of texts
- Explain and comment on writers' use of language including grammatical and literary features
- Identify and comment on writers' purposes and viewpoints and the overall effect on the reader
- Relate texts to their social, cultural and historical traditions

### Writing

- Practise writing grammatically correct sentences and identify grammatical terms and features in writing
- Use a range of clauses to add detail, express time, show contrast and cause and effect
- Writing evidences carefully selected content to inform and engage the reader
- Link paragraphs through content
- Writing shows a grasp of the chosen genre including: narrative, newspaper reports, non-chronological reports, poetry, discussions texts, explanations texts, Biographical writing
- Use technical and precise language
- Viewpoint/characters established and usually maintained through detail, mood, feelings etc.
- Narrative uses settings, character description, dialogue and atmosphere to advance the action
- Effectively use – brackets, speech, dashes, hyphens, colons and semi colons
- Vary sentence structure for effect through different openings - PICASSA
- Use the passive voice in scientific writing
- Use bullet points accurately to list information
- Use pronouns and adverbials to connect writing



# Glynwood Community Primary School

## Home Learning Policy

### Rationale

Where schools require children to complete some work at home there is an ethos that reflects work as an important feature of school/home life and it provides opportunities to develop learning.

### Purpose

1. To involve home in the life of school. To provide opportunities for parents/carers to talk to their children about some aspect of their work in a positive way.
2. To give children the opportunity to take responsibility for organising some of their work at home, beyond the control of the teacher.
3. To improve levels of achievement in school.
4. To support the development of speaking and listening.

### Guidelines

#### Nursery

- Story and numeracy sacks are available to be borrowed.
- Library books are available to be borrowed at any time.
- Parent/carers will be asked to contribute written feedback/photos of achievement to help inform their child's learning journey.
- Children will be encouraged to work on skills at home associated with their targets.
- Soft toys (e.g. Plum, Elmer and Trumpet) and a diary will be sent home to support the development of the children's oracy skills when appropriate.

#### Reception

- Parent/carers will be asked to contribute written feedback/photos of achievement to help inform their child's learning journey.
- The children will have a reading book each week when appropriate.
- Key words/letter sounds/RWI words will be sent home when appropriate.
- Library books are available to be borrowed at any time.
- Children will be encouraged to work on skills at home associated with their targets.

## **Key Stage 1 and 2**

- Weekly spellings will be sent home to learn. The children will be given a set of words and then be expected to find others using the same pattern. Spelling test will be a mixture of given and unknown words.
- Years 1 - 5 - children will work on 'mini-projects' throughout the year called 'Creative Homework' which is linked to their topic and what they are learning at that time. Children will get a number of weeks to complete as many task as they can. Work will then be shared and displayed.
- Key Stage 2 children are expected to read at home every night and have their reading book in school every morning for their Accelerated Reading time.

## **Years 1 and 2**

- The children will have a reading book each week but books can be changed at any time they finish one at home.
- In Year 1 - each week they will have key words/RWI words/phonics when appropriate and weekly spellings from the spring term.

## **Years 3 and 4**

- In maths children will receive either a written task or an on-line activity from the Abacus scheme to support work done in class.

## **Year 5 and 6**

- The emphasis will be on reading - individual readers and class novels.
- Reading comprehension tasks will be set.
- Spellings and multiplication tables and division facts will be given. The children will be given spellings from the Year 5/6 spelling list with a particular pattern and will be asked to find more words with the same pattern, spelling tests will be a mixture of the words given by the teacher and ones the children have found for themselves.
- In Maths the children will be encouraged to complete work at home associated with tasks covered during the week.
- Children will need to learn science vocabulary at times when they start a new topic. They will also revise vocabulary from previous topics.
- In Year 6 from time to time the children will also be given additional homework linked to topic work, particularly research, as preparation for some lessons.

- In the run up to end of term tests and Year 6 SATs the children will be given additional revision type homework as appropriate.

The school also has a number of online programmes that children can access at home; these include Lexia, Mathletics and Abacus.

### **Conclusion**

It is the intention of this policy to encourage children to develop their potential and at the same time encourage a positive input from home.

Revised July 2017

# Glynwood Community Primary School

## Attendance and Punctuality Policy

### Rationale

When attendance at school is optimum, pupils have maximum opportunity to participate in all aspects of school life and learning. We believe that by offering a broad, balanced and exciting curriculum, children will want to attend school. If pupils are showing signs of sporadic patterns of attendance and they are missing school, which may ultimately lead to future persistent absenteeism (Attendance below 90%), we must do everything possible, both in terms of provision and checking family circumstances, to improve school attendance we must do everything possible.

### The Aims of the Attendance and Punctuality Policy

- Aim 1            To promote full attendance of all pupils.
- Aim 2            To make attendance and punctuality a priority for all those associated with the school, pupils, staff, parents and governors.
- Aim 3            To maintain a framework which defines agreed roles and responsibilities in carrying out designated tasks related to pupil attendance and punctuality

### Actions Designed to Support each Aim

- Aim 1            To promote full attendance of all pupils.

### Actions

- 1.1              Apply whole school policy consistently.
- 1.2              Establish and maintain a high profile for attendance and punctuality.
- 1.3              Monitor progress in measurable outcomes for attendance and punctuality.

- Aim 2            To make attendance and punctuality a priority for all those associated with the school, pupils, staff, parents and governors.

### Actions

- 2.1              Raise awareness of the importance of full attendance and punctuality to parents through:

- School prospectus
- Monthly newsletters
- School Website
- Induction and other meetings
- Parent-teacher interviews and annual pupil reports
- Individual attendance/punctuality letters, where appropriate.
- Referral to Legal Intervention Team and/or Governors' Attendance Panel where the attendance or punctuality of a pupil gives cause for concern.

Raise awareness of the importance of full attendance and punctuality to **pupils** through:

- Regular assemblies and special attendance assemblies
- Displays
- PSHEE/C
- Reward system
- Participation in attendance competitions and events.

Raise awareness of the importance of full attendance and punctuality to **staff** through:

- Staff meetings and newsletters

Raise awareness of the importance of full attendance and punctuality to **governors** through:

- Newsletters and school website
- Head Teacher's Reports to Governors
- LA Target-setting procedures
- Reporting of the actions of Governors' Attendance Panel to full Governing Body.

**Aim 3** To maintain a framework which defines agreed roles and responsibilities in carrying out designated tasks related to pupil attendance and punctuality.

### Actions

Action	Person Responsible	Frequency	Comments
Registration procedures clear and consistent.	Class teacher and admin team	Start of each school session	Individual queries directed to admin. staff.

<p>Parent contacts school before start of session if pupil is to be absent.</p>	<p>Parent/ carer</p>	<p>First day of pupils absence</p>	<p>Note is made of call/text or email and placed in register.</p> <p>Attendance is input on to SIMS</p> <p>Reasons for absence are recorded and held on SIMS</p>
<p>School registers close at 9.30am in morning and p.m. register will be taken at a time to suit activities in school.</p>	<p>Admin team and Head Teacher</p>	<p>Daily</p>	<p>Morning register will allow 35 minutes for pupils to enter school. Pupils arriving late but within this period will be marked L=Late. Pupils arriving after close of registers will receive U=Unauthorised mark. The time of p.m. registration may vary according to timetable/special events.</p> <p>Pupils being taken out of school during either session without the school's agreement will be marked U if they have been present for only part of the session or O if they have not been present at all.</p>
<p>First day absence calling is in operation.</p>	<p>Admin. Staff</p>	<p>First day of pupil absence if parent has not made contact.</p>	<p>Note of outcome is logged on file. If parent is not contactable or does not return call, absence will not be authorised.</p> <p>It may be necessary to contact another named contact for vulnerable families.</p> <p>Any extended absence the CME procedures would be followed.</p>
<p>Attendance data is monitored regularly.</p>	<p>Home School Liaison Officer (HSLO)</p>	<p>Weekly</p>	<p>Note is made of pupils achieving full attendance and those whose attendance may be cause for concern. A staged procedure is followed.</p>

<p>Pupils achieving full attendance are publicly recognised and rewarded.</p>	<p>Head teacher and class teachers</p>	<p>Each term</p>	<p>Assemblies/displays/certificates/special awards are regular aspects of school life.</p> <p>Classes who have achieved a weekly full attendance will be rewarded in school with extra playtime.</p> <p>The class with the highest attendance (or most improved attendance) each half term will be rewarded with a small treat.</p>
<p>Parents of pupils whose attendance gives cause for concern are contacted to identify reasons for absence, and to provide support to improve attendance.</p>	<p>Head teacher/ HSLO</p> <p>Class teacher</p> <p>Governors' Attendance Panel</p>	<p>Weekly or when staff member is concerned about a pupil's attendance/punctuality.</p>	<p>Contact will be informal wherever possible, and will offer support and guidance.</p> <p>Referrals will be made to the local authority's Legal Intervention Team (LIT) for any parent who does not engage with the school's procedures to improve pupil attendance e.g. by not responding to letters from school and they will be referred to the half term Governors' Attendance Panel. (GAP)</p>
<p>Patterns of attendance for each pupil are identified.</p>	<p>HSLO</p> <p>Class Teachers</p> <p>Admin team</p>	<p>As becomes obvious</p>	<p>Concerns about unusual patterns are passed on to Head Teacher/HSLO</p>
<p>Late book is in operation.</p>	<p>Admin team</p>	<p>Daily</p>	<p>Reason for lateness and time of arrival or collection are noted.</p> <p>Parents of children who travel to school independently will be contacted if there are regular late marks recorded.</p>
<p>Parents of pupils whose punctuality are giving cause for concern are contacted to</p>	<p>Head teacher</p> <p>HSLO</p>	<p>As required</p>	<p>Parents are contacted on a half termly basis if there have been 5 lates or more.</p>

<p><b>identify reasons and provide support to improve punctuality.</b></p>	<p>Governors' Attendance Panel</p>		<p>Individual punctuality targets may be set if appropriate or parents referred to GAP or LIT.</p>
<p><b>The taking of holiday in term-time is not authorised. Authorised leave will only be given in exceptional circumstances.</b></p> <p>(see further information re this process below)</p>	<p>Parents Head Teacher Governors' Attendance Panel</p>	<p>As holiday leave is applied for.</p>	<p>Parents are made aware of the consequences to pupil education of holiday leave in term time. Government regulations no longer allow this and the school will pursue the possibility of Penalty Notices if a child's attendance is below 96% at time of application for leave.</p>
<p><b>Referral to external agencies may be made to support pupil attendance/punctuality including LIT involvement and legal processes.</b></p>	<p>HSLO Head teacher LIT</p>	<p>As considered appropriate</p>	<p>External agencies may be able to provide additional/short term support to families to help improve pupil attendance.</p>
<p><b>Nursery pupils</b></p>	<p>All pupils and parents</p>		<p>The sooner good patterns of attendance and punctuality are established for each pupil the better. Although attendance at Nursery is non-statutory, our Governors consider that parents have chosen to send their child to school and to our school therefore, the procedures which apply to our full time pupils are extended to those in Nursery.</p>
<p><b>Absence from school for appointments.</b></p>	<p>All parents</p>	<p>For each absence</p>	<p>Written evidence must be provided if a child is to be absent from school for a medical /appointment.</p>



The school follows the Local Authority procedures when requesting a Penalty Notice to be issued for parents taking children out of school during term time. See below for further information.

#### Information for parents requesting Leave of absence during term time

1. A parent should make the application in writing at least 2 weeks in advance.
2. The school will reply in writing to the application stating whether or not the absence has been agreed.
3. If leave is not granted, the reason for not authorising a request will be given as well as the possible consequences of disregarding the refusal.
4. If leave is granted, the length of authorised absence will be stated including the date the child is expected back in school and the possible consequences if the child fails to return on that date.
5. If a parent removes their child from school without requesting a leave of absence or without authorisation from the Head Teacher, then a parent will be informed in writing that a referral may be being made to the Local Authority requesting a Penalty Notice be issued.
6. Possible consequences of a Penalty Notice being issued are: a fine of £60 per parent, per child if paid within 21 days, and £120 if paid between 21 and 28 days. This can add up to a considerable amount. If the Penalty Notice fine is not paid then the notice is withdrawn and the case will proceed to Magistrates Court for the original offence of failure to ensure the child's regular attendance at school.

This policy will next be reviewed in July 2018.