
Welcome to Year 6



People you need to know.

Class teachers and support staff :



Mr Busse



Mr Stepney



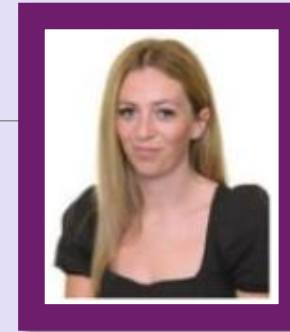
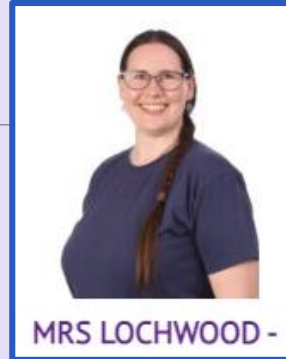
Miss Borrow



Miss Reeves

People you need to know cont...

Class cover



Miss Borrow



Leadership Team



Key reminder

We appreciate that school uniform can be very expensive therefore to support you with taking care of their belongings, please ensure all items are labelled **with their name.**

Please ensure your child brings the following to school each day.

Each day please bring:

- Weather appropriate clothing e.g a coat now the weather is changing.
- Water bottle – children should only be bringing water to school
- Lunch box (if having packed lunch)
- Book Bag or a suitable bag to carry their belongings



Safeguarding team

THE DESIGNATED SAFEGUARDING LEAD (DSL)

The Designated Safeguarding Lead in this school is

Mrs Claire Spencer



The Deputy Designated Safeguarding Leads in this school are:

Miss Rosie Loftus



Mrs Sarah Brewer



Miss Helen Piper



Link Governor: Jason Brooks, email: jbrooks@partnersinlearning.co.uk

If you have any serious concerns, about your child or any other pupil at Halsford Park Primary School, please do not hesitate to contact the Designated Safeguarding Lead who will be able to provide you with the best advice and help using the appropriate degree of confidentiality.

You can do this by contacting the school office on 01342 324643 or emailing: dslhalsford@partnersinlearning.co.uk

If school is closed and you think a child is in immediate danger, you should call 999.

E safety – How you can support your child at home.



STAY JUST FINE ONLINE...

quick tips for parents for keeping kids safe online

1. Chat about it

Talking openly about why keeping safe online is important as well as talking about any risks. It can help to show an interest in what your child or teenager does with their time online. Are they talented at TikToks or Insta influencers? Finding out will help you know what they're using online and help you protect them from any dangers and create an open conversation.



2. Set up parental controls

Internet providers should offer you the option of setting some parental controls over what your child can access online. It can help to prevent age inappropriate content from being shown. The **UK Safer Internet Centre** has advice on how to set these up plus plenty of other advice too www.saferinternet.org.uk

3. Stay in the know

We know digital and online platforms change all the time especially social media, it can be difficult to keep up with the latest social trends and apps. By staying ahead of any social media trends you can talk to your child about any possible dangers to look out for. Check out www.net-aware.org.uk for information on the latest apps, social networks and online games.



4. Digital detox

Children (and even adults!) are now spending even more time online as part of doing their school work at home plus using social media or online games. Too much screen time isn't always best. One way to help limit screen time is to agree times with your kids when they won't be going online and encourage them to do other activities instead.

5. Report concerns

If you're concerned about something you've seen or your child has seen online, know where and how to report it. You can report it to the police via the **Child Exploitation and Online Protection Centre** www.ceop.police.uk



Further information can be found on our school website:

<https://halsfordparkprimaryschool.co.uk/internet-e-safety/>

Other useful links:

<https://www.internetmatters.org/resources/online-safety-guide-6-10-year-olds/>

<https://www.internetmatters.org/schools-esafety/primary/5-7-digital-safety-at-a-glance/>

Family School Agreement

Halford's Agreement

Halford Park will:

Compassion

- Provide a safe, secure, and welcoming environment where every child feels cared for and supported.
- Support your child's well-being and happiness throughout their school journey.
- Promote positive values and a caring attitude towards others and the wider community.

Responsibility

- Support each child in reaching their full potential and becoming a valued member of the school.
- Deliver a broad, balanced curriculum tailored to individual needs.
- Foster a sense of responsibility and consideration for others, encouraging positive decision-making.
- Keep you informed about your child's learning, progress, and school events.
- Promote excellent attendance and punctuality as essential for success.

Respect

- Encourage respect and inclusion, valuing everyone regardless of gender, race, culture, religion/belief, sexual orientation, age, or individual needs.
- Maintain an open and welcoming school environment, inviting families to engage in school life and celebrate achievements.

Courage





- Inspire children to be brave in their learning, confident in social settings, and to believe in themselves.
- Provide opportunities for new experiences and personal growth, including through the **Halford 100** enrichment programme.

Signature..... (Class Teacher)

Signature..... (Headteacher)

Child's Agreement

I will try my best to:

<p>Compassion -show care and understanding for everyone</p>  <p>• Be kind and caring to everyone in my school. • Help others feel safe, happy and included. • Look after my classroom, school, and the environment.</p>	<p>Responsibility -make good choices because your actions matter</p>  <p>• Come to school every day, on time, and ready to learn. • Listen carefully, try my hardest, and never give up. • Make good choices and think about how my actions affect others. • Take care of my belongings and the things I use at school. • Follow the school rules and understand why they are important.</p>
<p>Respect -value everyone and everything in how you listen, speak and in what you do</p>  <p>• Treat everyone kindly and not judge, no matter how different they are from me. • Be polite, helpful, and listen to adults and other children. • Take turns, share, and work well with others.</p>	<p>Courage -be brave; believe you can</p>  <p>• Have a go, even when something feels tricky or new. • Believe in myself and keep trying, even if I make mistakes. • Try my best to learn new things and do what's right, even when it's hard. • Take part in new activities and enjoy the challenges at school.</p>

End of day arrangements –



Families are welcome to stay on site to use the playground and Trim Trail equipment. We ask that children are supervised by the adult that has collected them. As we have clubs on, for safeguarding purposes, we are not able to allow children/adults back into school once they have been dismissed and that everyone is off site safely by 4.15pm.

This year we have introduced a Google Form to ensure we have the most up to date collection information for Years 1-4. If your child is in Year 5 or Year 6 you would have already provided this information on the “Permission to walk home” form. We ask that this is complete for each child within the school. If this changes at any time in the year, please notify the school office and we will update our records centrally.

What to do if they are going with someone different?

Please ensure you have informed the school office by email or telephone if arrangements have changed during the day and if they are being collected by someone different e.g going home with a friend or relative.

If this is a standing arrangement e.g they attend a club or Granny will always collect on a Friday, then please indicate this on the Google Form.



We are here to help...

- If your circumstances have changed over the Summer break, please come and speak to a member of staff in confidence.
- It may be that you now qualify for Free school meals and 'Pupil Premium Funding' which means the school will receive additional funds and we can provide extra help and support for your child at school.
- More information for applying can be found here:
<https://www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/free-school-meals/#how-to-apply>
- Please speak to a member of staff if you would like any help.

Is my child eligible?

Free school meals in all West Sussex maintained and free schools and academies are available to pupils in receipt of, or whose parents are in receipt of, one or more of the following benefits:

- [Universal Credit](#) (provided you have an annual net earned income of no more than £7,400, as assessed by earnings from up to three of your most recent assessment periods)
- [Income Support](#)
- Income-based [Jobseeker's Allowance](#)
- Income-related [Employment and Support Allowance](#)
- Support under [Part VI of the Immigration and Asylum Act 1999](#)
- The guaranteed element of state [Pension Credit](#)
- [Child Tax Credit](#) (provided you're not also entitled to [Working Tax Credit](#) and have an annual gross income of no more £16,190)
- [Working Tax Credit run-on](#) - paid for four weeks after you stop qualifying for Working Tax Credit.

Attendance & Lateness

Please note that the gates will close at 8.45am and children must be in promptly to be registered or will be marked as late.

EVERY day at school counts			
This table of information shows you how important it is that all children have good attendance to make sure they don't miss any vital learning.			
Every School Day Counts!			
365 days in each year	175 Non-School Days a Year – i.e. Weekends & School Holidays		
	190 school days in each year		
	190 school days in each year	11-19 days absence	19+ days absence
	190 - 180 days of education	179 - 171 days of education	Less than 171 days of education
	100% - 95% attendance	94% - 90% attendance	Less than 90% attendance
	GOOD Best chance of success – gets your child off to a flying start	WORRYING Less chance of success Makes it harder to make progress. Action may be taken	SERIOUS CONCERN Persistent absence will affect your child's progress Action will be taken

The Government states that:

Attendance is mandatory. The usual rules on attendance continue to apply, including:

Parents' duty to ensure that their child of compulsory school age attends regularly at the school where the child is a registered pupil.

Schools' responsibilities to record attendance and follow up absence.

The ability to issue sanctions, including fixed penalty notices, in line with local authorities' codes of conduct.

The duty on local authorities to put in place arrangements for identifying, and to follow up with, children missing education.

Please note that as a school we do not authorise holidays in term time. We only authorise absence if they are exceptional circumstances. Please see our attendance policy on the school website for further details.

End of year expectations – Information available on school website (Curriculum)

See the curriculum area on our website - <https://halsfordparkprimaryschool.co.uk/curriculum/>

This area outlines what we teach in Early Years and each National curriculum subject for Years 1-6, as well as giving a whole school overview for learning experiences.

Each National Curriculum subject has its own page and is broken down to show what will be covered in the year and the key skills for the year group.

For the core subjects (Reading, Writing, Maths and Science) this is shown through our achievement statements - see example taken from Year 1.

For the foundation subjects in the National Curriculum, this will show how this progresses through each year group:

Year 1
Foundational Achievement Statements Learners Can:
Sit at a table and hold a pencil correctly (ELG 4)
Write some lower case letters the way shown (ELG 4)
Write from left to right (ELG 10)
Show knowledge of which letters are formed in the same way (e.g. a,c,d,g,o,q)
Write capital letters (ELG 4)

By end of Key Stage 2 NC Art – Pupils should be taught to	Y3	Y4	Y5	Y6
to create sketch books to record their observations and use them to review and revisit ideas	<ul style="list-style-type: none">• Create a sketch collection in books/folders to record their observations and use them to review and revisit ideas.• Sketch collection of observational drawings and ideas using line, tone, texture, and shading.• Draw accurately from observation• Draw from imagination and memory.• Draw lines of different sizes and thicknesses.• Colour neatly following the lines.• Experiment with grip to assist drawing styles.	<ul style="list-style-type: none">• Create a sketch collection in books/folders to record their observations and use them to review and revisit ideas.• Sketch collection of observational and imagined drawings and ideas using line, tone, texture, shading, hatching and cross-hatching.• Work with a range of different materials for drawing including pen and ink.• Use a view finder to select an area of a subject for drawing.	<ul style="list-style-type: none">• Create a sketch collection in books/folders to record their observations and use them to review and revisit ideas.• Sketch collection of observational drawings and ideas variety of techniques including reflections, shadow, direction of sunlight, movement and perspective.• Use drawing confidently in a variety of styles as appropriate to task.• Draw accurately from observation – using and talking about their use of tone, pattern and texture, line and shape.• Draw from imagination and memory to design and illustrate. Developing accuracy and expression in their drawings including the human figure.	<ul style="list-style-type: none">• Create a sketch collection in books/folders to record their observations and use them to review and revisit ideas.• Sketch collection of observational drawings showing appropriate and effective technique choices that include reflections, shadow, direction of sunlight, movement and perspective.• Show confidence in using a variety of drawing mediums including ink and pen.• Choose and combine different drawing materials as appropriate to task and purpose.• Accurately able to express ideas in drawings.• Able to talk about their own style of preferred style of drawing and make comparisons with that of other learners

Timetable – Autumn Term 1

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8.35 – 9.00	EMW - ma	EMW - ma	EMW - ma	EMW - ma	EMW - ma
9:00-09:30	Reading	Reading	Reading	Reading	Arithmetic
9:30 – 10.45	Writing	Writing	PE / Writing	Writing	Writing
10.45 – 11.00	PLAY	PLAY	PLAY	PLAY	PLAY
11.00-12.00	Maths	Maths	PE / Writing	Maths	Reading
12.00 – 1.00	LUNCH				
1.00 – 1:15	Fast maths				
1.15 – 2.00	PE	Science	PPA MUSIC	EXPERIENCE	OUTDOOR LEARNING
2.00 – 2.30	PE	EXPERIENCE	PPA RE	EXPERIENCE	
2.45-3:00 ASSEMBLY					
3.00 3.15	Class read				

Things to look forward to in Year 6

Autumn Term

Windmill Hill (Drop in meeting 24/09)

Outdoor Learning

Spring Term

Bikeability

Summer Term

SATs

Production

Transition to Secondary

End of year party

Year 6

Experience a Victorian school room
Make Christmas Crackers
Take part in Bikability 2
Be an Early Years Buddy
Audition for a school performance
Vote in a school election
Design a product or business idea and pitch it to "investors"
Re-enact a historical event
Ride a giant swing
See the sunset
Design a set for a show
Light a fire and cook on it
Have the opportunity to apply to be a Prefect
Take part in a school production

Ongoing assessment and gaps in learning

We will continue to use ongoing assessments over the year to identify the gaps in children's learning.

We will then be planning and adjusting our teaching to address these. We may also use specific intervention groups to address gaps in children's learning. If your child is attending a regular intervention group, we will inform parents/carers and advise of any support that may also be given at home.

Family Learning Conference meeting in the Autumn term will take place face to face, where specific targets will be set for individual learners. These will take place W/B 3rd November.

Curriculum – The next step in our journey



Spelling – We revise all taught spelling patterns from Key Stage 2 as well as focusing on the Year 5 / 6 Statutory Spelling List.

Reading – We read to the children every day, and the children read every day. Our lessons focus on skills required to answer comprehension questions. We use quality texts to assist with this and to push those who are strong readers.

Writing – Some of our writing is linked to books we are using in reading. Other pieces are linked to our experiences. Occasionally, we will complete stand alone pieces of writing if we need to work on a particular skill.

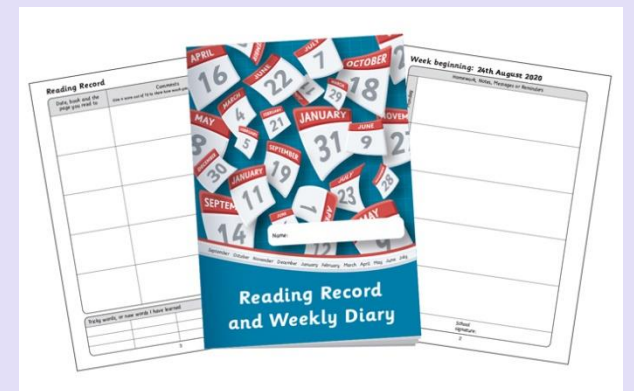
Maths – We try ensure our Maths lessons are fun and practical. We use ‘I do’, ‘We do’, ‘You do’ to structure our lessons. We complete weekly arithmetic papers and review these – encouraging our pupils to aim for their personal best.

Home and school reading diary expectations

Once again all year groups will be using the same reading record. We will need to be in school every day so teachers are able to see and discuss with learners what they have been reading outside of school.

We would like parents/learners to record what they have been reading and any comments on their comprehension each time they read at home. It is important to write this in their diary as we use this to inform our assessment of your child's reading. Key reading expectations are available on the school website.

We will be collecting these in during the week to see what the children have been reading at home in the past week and will sign to acknowledge it has been seen by a member of staff.



Homework Expectations

Area of learning	When?	Parents/Carers	School/teacher
Reading	20 minutes, five times a week.	Write in reading diary	Will look and discuss book choices with learners
Spelling Years 6	A termly overview will be sent home and will contain a weekly break-down of the spellings and rules taught.	Support your child in practising	We test spellings on a Friday and also expect the children to use these correctly in written work.
English	Set weekly on a Friday.	Support your child where necessary but allow your child to work as independently as possible.	Will complete assessments during the week before then setting independent home learning activities via Learning by Questions website.
Maths			

Mobile Phones – Year 5 and Year 6 only.

Please note- mobile phones should not be brought into school if your child/ren are picked up by you either on the playground or near the school entrance. If your child is bringing a phone to school, please ensure you have completed the Google Form -

<https://forms.gle/cHmWyrNmgANSyGzR9>



<u>School will</u>	<u>Parents will</u>	<u>Children will</u>
<ul style="list-style-type: none">• Educate children on E-safety, including how to be safe online and report concerns.• Support parents with information about E-safety and use of age appropriate apps• Store mobile phones securely in school	<ul style="list-style-type: none">• Speak with their child so they understand how to use their phone responsibility.• Explain to their child and ensure they understand the school's mobile phone policy for learners.• Talk through and ensure they understand the "Children will" section outlined.	<ul style="list-style-type: none">• Only bring a phone to school when agreed with a parent/carer.• Only bring a phone to school if they are walking unaccompanied to or from school• Turn off their phone once they enter school grounds.• Hand their phone to the adult in class so this can be stored safely.• Leave their phone switched off until they are exiting the school grounds (on the drive).

Volunteering

There are many ways that you can get involved with the Haslford Park School and wider Community!



If you would be interested in becoming a parent/carers volunteer to hear readers or help out with Outdoor Learning, please have a look on our school website for further information of pop into the school office.

<https://www.halsfordparkprimaryschool.co.uk/page/?title=Guidelines+for+Volunteers&pid=116>

Guidelines for Volunteers

How to become a volunteer at Halsford Park

We are always looking for members of our school community to come and volunteer at school to help our children.

Volunteering is a great way to give back to the local community and we have seen the benefits of having volunteers coming into school to help with reading, gardening etc. It can also be a great way to gain experience of working with children if this is a career you are considering.

Most of our volunteers currently work to support children with reading, however, if you have a passion for outdoor learning and gardening, and you are free on a Friday afternoon, then helping out with outdoor learning may be for you!

Our amazing PTA are always looking for new members and volunteers. If you want to officially join or would just be willing to help at the next event, please contact the PTA via - halsford.pta@gmail.com

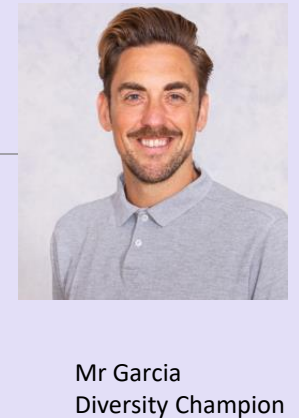
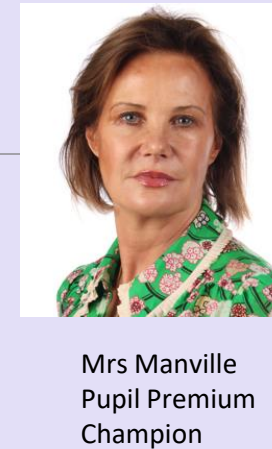
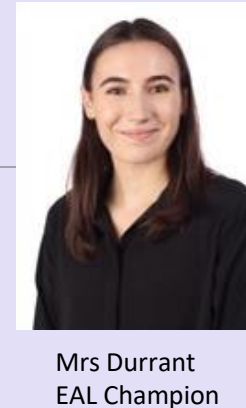
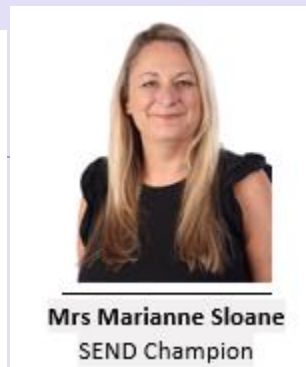
Or look on our school website - <https://www.halsfordparkprimaryschool.co.uk/page/?title=Halsford+Park+PTA&pid=141>

Parent Forum

Each half term we run a Parent forum for all members of our school community. Everyone is welcome!

The next meeting is Tuesday 30th September at 9.00am in the Learning Lab.

If you have a concern about your child's progress or emotional wellbeing and would like extra support, talk to the class teacher in the first instance. They may refer to the SAFS team -



More information is on the school website :

<https://www.halsfordparkprimaryschool.co.uk/page/?title=Inclusion&pid=82>



What to do if you encounter a problem?

Always, in the first instance, speak to your child's class teacher. They know your child best and will do everything in their power to ensure that your child is happy with all aspects of School life. It is best to arrange to speak to them after school.

If you feel the problem isn't resolved, please contact our Deputy Head teacher, Miss Loftus who will do her best to resolve the issue for you.

Following this, if there still doesn't seem to be a resolution, please ask the office to book a telephone appointment with Mrs Spencer.

Any questions?
