



# **Year 6**

## **Information Handbook for Parents**

**Welcome to your child's year book.**

We trust that you find this booklet helpful and informative as your child progresses through this academic year.

Our school acknowledges its duties under the Equality Act 2010 and the SEND Code of Practice (2015).

We are committed to:

- Promoting equality of opportunity.
- Promoting good relations between members of different racial, cultural and religious groups and communities.
- Eliminating unlawful discrimination.

We welcome, respect and value the wealth of experience our diverse community brings to all staff, pupils, parents and governors.

## Key information

### The School Day

School gates open from 8:40am for a soft start

School starting time: 8.55am

Finishing time: 3.25pm

### Contacting the school

If you wish to speak to your child's class teacher, please contact them through the school office and they will call you back as soon as is convenient.

primary@selwyn.waltham.sch.uk

020 85273814

Please ensure the office has your correct and up to date contact details in case of an emergency.

### Attendance

Our school is committed to supporting our families to enable their children to attend school regularly. Attendance is statutory and poor attendance is closely tracked by the school. Failing to attend has a direct impact on your child's learning and outcomes. Children are expected to attend school every day.

If your child is unwell on any given day, please call the office to let the school know. If the school does not hear from you, we will call home, following our safeguarding procedures.

If you do not provide a reason for your child's absence, it will be marked as unauthorised.

Please be reminded that the school is unable to authorise holiday within the term time. If taken, this will be unauthorised and may result in a fine per parent per child.

### Absence

If your child is unwell, please call the school office to let us know - we will be able to authorise medical illness. If we do not hear from you, the school will call to find out why your child is not in school. This aligns without safeguarding policy. Absence without reason will be logged as unauthorised.

Unfortunately, we are not able to authorise term time holidays or any absence from the school during term time.

## School Uniform

Our school uniform consists of:

- Light blue collared shirt
- Navy blue jumper/cardigan
- Navy blue fleece
- Navy blue trousers/skirt/pinafore
- Black school shoes (no trainers)
- White socks/tights
- Navy blue book bag

Our PE uniform consists of:

- Light blue plain t-shirt
- Navy blue shorts or tracksuit
- Plimsolls or trainers

## School dinners

This year all children from Reception to Year 6 are entitled to a free school meal. School dinners are served in the canteen. There are three meal choices each day which can be made in advance by looking on our website for the school menu. The meals are halal. Everyday children have a choice of fruit and salad available. If you prefer, your child may bring a healthy packed lunch from home. We are a nut free school. No sweets, chocolates or fizzy drinks are permitted in the packed lunches.

## Wrap Around Provision

Bookings need to be made in advance using the application form on the website or via the school office. Payment needs to be made in advance via School Money.

Breakfast Club:

- 7.30am- 8.45am
- £3.00 per day per child (includes 3 items of breakfast)
- £5.00 for children under 5 due to the increase of staff to children ratio.

Teatime club:

- 3.25pm- 6.00pm
- £9.50 per day per child (includes a light dinner)
- £14.00 per day per child (Nursery)

## Homework

Homework will go out on a Friday and needs to be returned by the following Thursday. This will be set via google classroom. Please use your current log on details to access your child's account. If you are having any difficulties, please contact your child's class teacher who will be able to support you. Paper copies can also be requested from the class teacher.

Reading books can be taken from class on a Monday and returned on a Friday.

## PE

On the days when your child has PE they should wear their PE kit to school. Your child's class teacher will inform you of the day (s) that their class has PE lessons.

The PE kit is black shorts or jogging bottoms/leggings, a plain white t-shirt/polo shirt and trainers or plimsolls.

## Visits and Visitors

Each term children will have the opportunity to go on a trip or have a visitor in school to complement their learning in class. These trips and visits enrich and deepen the children's learning experiences and align closely to our curriculum. You will receive information about each trip closer to the time with specific information and details about the voluntary contribution if necessary.

We are looking for parent volunteers - if you are interested and able to support with trips this year, please contact the school office, where the staff will support you with the necessary registration. We do require an enhanced DBS for parent volunteers.

### Homework

Homework will go out on a Friday and needs to be returned by the following Thursday. This will be set via google classroom. Please use your current log on details to access your child's account. If you are having any difficulties, please contact your child's class teacher who will be able to support you.

Reading books can be taken from class on a Monday and returned on a Friday – after 72 hours in isolation, they will be added to the class library again for others to use.

### PE

On the days when your child has PE they should wear their PE kit to school, as we will not be changing in school at the current time. Your child's class teacher will inform you of the day (s) that their class has PE lessons.

The PE kit is black shorts or jogging bottoms/leggings, a plain white t-shirt/polo shirt and trainers or plimsolls.

## **Arbor Academy Trust Curriculum Intention**

Our curriculum is broad, research based and ensures deepened understanding of key concepts. It is sequentially broken into blocks of knowledge. The composites and components of knowledge are organised for systematic delivery that aligns with how children learn best and retrieve knowledge. It is designed to equip our children with the knowledge and cultural capital they need to succeed in a global community. We believe that our curriculum ensures the essential knowledge that introduces children to the best that can be taught and engender an appreciation of creativity and enjoyment. It enables children to explore the world around them and be curious about phenomenon. It promotes emotional security and development of character.

Our curriculum is underpinned by a pedagogical approach that enables the implementation, training and support of staff to deliver it as intended. It includes and extends beyond the requirements of the National Curriculum, in order to enrich the experience of the children. It promotes spiritual, moral, cultural, mental and physical development of children and prepares children for the opportunities, responsibilities and experiences of later life. We aim to teach our children to grow into positive and responsible citizens with the dispositions for success.

### Reading

Our reading curriculum aligns with the National Curriculum and ensures that all children can read easily, fluently and with good understanding. We want our children to develop the habit of reading widely and often, for both pleasure and information. They should appreciate our rich and varied literacy heritage and be competent in word reading and comprehension.

Through reading, our children have a chance to develop culturally, emotionally, intellectually, socially and spiritually. They will acquire knowledge and build on what they already know. They will develop good comprehension skills and good knowledge of the world they live in. This will help them to develop love for reading and gain access to the curriculum. We want our children to read widely which increases their vocabulary as they encounter new words that they can use in everyday speech. We also develop their imagination, wonder and curiosity. This will ensure our children are able to read fluently and with confidence.

### Writing

Our writing curriculum aims to ensure that all our pupils acquire a wide range of vocabulary, an understanding of grammar and knowledge of linguistics convention for reading, writing and spoken language. They will achieve this by developing the ability to write clearly, accurately and cohesively, adapting their language and style in and for a range of contexts and audiences. Our children will become competent in spelling quickly and accurately through knowing the relationship between sound and letters (phonics) as well as understand the morphology (word structure) and orthography (spelling structure) of words. The curriculum will ensure that our children compose their writing effectively by forming, articulating and communicating ideas and then organising them for a reader. They will have clarity and awareness of the purpose, audience and context of their writing. They will develop an increasingly wide knowledge of vocabulary and grammar to support their writing. We also ensure that our children have clear, fluent, legible and speedy handwriting.

## Maths

We have designed our curriculum to ensure that it meets the expectations of the national curriculum and enables our children to develop mathematical reasoning and understanding. Mathematics is a creative and highly interconnected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. We want all pupils to:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Pupils need to be able to move fluently between representations of mathematical ideas making rich connections to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge to science and other subjects.

The national curriculum for mathematics reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their mathematical vocabulary and presenting a mathematical justification, argument or proof. They must be assisted in making their thinking clear to themselves as well as others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

## Numeracy

### **By the end of Year 6, most children should be able to...**

- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- round any whole number to a required degree of accuracy
- use negative numbers in context, and calculate intervals across zero
- solve number and practical problems that involve all of the above.
- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- perform mental calculations, including with mixed operations and large numbers
- identify common factors, common multiples and prime numbers
- use their knowledge of the order of operations to carry out calculations involving the four operations
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- solve problems involving addition, subtraction, multiplication and division
- use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions  $> 1$
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- multiply simple pairs of proper fractions, writing the answer in its simplest form [for example,  $\frac{1}{2} \times \frac{3}{4} = \frac{3}{8}$ ]
- divide proper fractions by whole numbers [for example,  $\frac{3}{4} \div 2 = \frac{3}{8}$ ]
- associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example,  $\frac{3}{8}$ ]
- identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- multiply one-digit numbers with up to two decimal places by whole numbers
- use written division methods in cases where the answer has up to two decimal places
- solve problems which require answers to be rounded to specified degrees of accuracy
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.
- solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
- solve problems involving similar shapes where the scale factor is known or can be found
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
- use simple formulae
- generate and describe linear number sequences



- express missing number problems algebraically
- find pairs of numbers that satisfy an equation with two unknowns enumerate possibilities of combinations of two variables.
- solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
- convert between miles and kilometres
- recognise that shapes with the same areas can have different perimeters and vice versa
- recognise when it is possible to use formulae for area and volume of shapes
- calculate the area of parallelograms and triangles
- calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm<sup>3</sup>) and cubic metres (m<sup>3</sup>), and extending to other units [for example, mm<sup>3</sup> and km<sup>3</sup>].
- draw 2-D shapes using given dimensions and angles
- recognise, describe and build simple 3-D shapes, including making nets
- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
- describe positions on the full coordinate grid (all four quadrants)
- draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
- interpret and construct pie charts and line graphs and use these to solve problems calculate and interpret the mean as an average.

## **Fun activities to do at home**

### **Sale of the Century**

When you go shopping, or see a shop with a sale on, ask your child to work out what some items would cost with:

50% off

25% off

5% off

Ask your child to explain how s/he worked it out.

### **Recipes**

Find a recipe for 4 people and rewrite it for 8 people, e.g.

#### **4 people:**

125g flour

50g butter

75g sugar

1 teaspoon ginger

Now can you rewrite it for 3 people? Or 5 people?

### **Journeys**

Use the chart in the front of a road atlas that tells you the distance between places.

Find the nearest place to you. Ask your child to work out how long it would take to travel from this place to some other places in England if you travelled at an average of 60 miles per hour, i.e. 1 mile per minute, e.g.

York to Preston: 90 miles 1 hour 30 minutes

York to Dover: 280 miles 4 hours 40 minutes

Encourage your child to count in 60s to work out the answers mentally.

Extend this by asking questions like "What if you travelled at 30 mph? What if we started at London?"

### **Doubles and trebles**

Roll two dice.

Multiply the two numbers to get your score. Roll one of the dice again. If it is an even number, double your score. If it is an odd number, treble your score. Keep a running total of your score. The first to get over 301 wins.

### **Fours**

Use exactly four 4s each time. You can add, subtract, multiply or divide them.

Can you make each number from 1 to 100? Here are some ways of making the first two numbers.

$$1 = (4 + 4)/(4 + 4)$$

$$2 = 4/4 + 4/4$$

### **One million pounds**

Assume you have £1 000 000 to spend or give away. Plan with your child what to do with it, down to the last penny.

### **TV addicts**

Ask your child to keep a record of how long he / she watches TV each day for a week.

Then ask him / her to do the following:-

Work out the total watching time for the week

Work out the average watching time for a day

### **Animals**

Take turns to think of an animal. Use an alphabet code, A = 1, B = 2, C = 3... up to Z = 26.

Find the numbers for the first and last letters of your animal, e.g. for a TIGER, T = 20, and I = 9,

Multiply the two numbers together, e.g.  $20 \times 9 = 180$ . The person with the biggest answer scores a point. The winner is the first to get 5 points.

When you play again you could think of names, food, countries etc.

### Card Game

Use a pack of playing cards. Take out the jacks, queens, kings.

Take turns. Take a card and roll a dice. Multiply the two numbers together.

Write down the answer. Keep going until the first person reaches 301.

### Remainders

Draw a 6 x 6 grid like this and fill in numbers under 100.

82	33	60	11	73	22
65	12	74	28	93	51
60	11	73	22	65	12
28	93	51	37	94	57
66	38	19	67	76	41
85	86	29	68	58	20

Choose the 7, 8 or 9 times table. Take turns to roll a dice. Choose a number on the board, e.g. 59. Divide it by the tables number, e.g. 7. If the remainder for  $59 \div 7$  is the same as the dice number, you can cover the board number with a counter or coin. The first to get three of their counters in a straight line wins!

## Year 6 Numeracy Strategies

### Addition

**Vocabulary:** more, add, sum, total, altogether, equals, increase, inverse.

**Objectives:**

Say the number that is 1, 10, 100 or 1000 more or less than any number.

Partition 8 digit numbers into 10000000s, 1000000s, 100000s, 10000s, 1000s, 100s, 10s and 1s

e.g. 94173451 = 90000000, 4000000, 10000 7000 3000 400 50 1

**Methods:**

Written methods: Compact method

$$\begin{array}{r} 2686 \\ +1385 \\ \hline 4071 \\ 11 \end{array}$$

### Subtraction

**Vocabulary:** take away, subtract, how many are left, how much less is..than..., difference, how much more is.. than..., how many more to make..., decrease, inverse

**Objectives:**

Say the number that is 1, 10, 100 or 1000 more or less than any number.

Partition 8 digit numbers into 10000000s, 1000000s, 100000s, 10000s, 1000s, 100s, 10s and 1s e.g. 94173451 = 90000000, 4000000, 10000 7000 3000 400 50 1

Derive quickly decimal subtraction facts to 1 e.g. 1-0.6 =

**Methods:**

Counting on and back (particularly for decimals).

Partitioning.

Compact Method: **5008-1257**

$$\begin{array}{r} 9 \\ 4 \overline{) 10} 10 \\ \underline{5\ 0\ 0\ 8} \\ 1\ 2\ 5\ 7 \\ 3\ 7\ 5\ 1 \end{array}$$

### Multiplication

**Vocabulary:** multiply, multiplied by, multiple, product, inverse.

**Objectives:**

Know by heart the times table facts for 2x, 3x, 4x, 5x, 6x, 7x, 8x, 9x, 10x, 11x and 12x tables.

Know doubles of whole numbers to at least 100.

Doubles of multiples of 100 to 1000 and squares of multiples of 10 up to 100.

Multiply a single digit by a single digit and a decimal number by a single digit.

Multiply a 4 digit number by a 2 digit number.

$38 \times 56$  is approximately  $30 \times 60 = 1800$

```
  38
X 56
----
 48
180
----
1500
1768
  1
```

**Methods:**

```
  38
x  7
----
 266
   5
```

### Division

**Vocabulary:** each, share, halve, divide, , divided by, divisible by, divided into, factor, quotient, remainder, inverse.

#### **Objectives:**

Know by heart the times table facts for 2x, 3x, 4x, 5x, 6x, 7x, 8x, 9x, 10x, 11x and 12x tables.

Know halves of even numbers to at least 100, 10s numbers to 500 and 100s to 5000.

Know the square root of numbers to 100.

Divide 4 digit numbers by a 2 digit number.

Find remainders in word problems.

#### **Methods:**

Using short division

Divide a 4 digit number by 1 or 2 digit numbers.

Decide whether to round up or down after solving problem.

Short division:  $1560 \div 4$

```
   390
4 ) 1560
```

Long division:  $560 \div 24$

```
   23
24) 560
  480
  ---
   80
   72
  ---
    8
```

Answer 23 r 8

## Year 6 Reading list

### Classic Fiction

Adams, R	Watership Down
Alcott, L	Little Women
Barrie, J	Peter Pan
Baum, F	Wizard of Oz
Burnett, F	Secret Garden
Carroll, L	Alice's Adventures in Wonderland
Defoe, D	Robinson Crusoe
Dickens, C	Oliver Twist
Grahame, K	Wind in the Willows
King, C	Stig of the Dump
Kingsley, C	Water Babies
Kipling, R	Jungle Book
Lewis, CS	Lion, the Witch & the Wardrobe
Magorian, M	Goodnight Mister Tom
Marryat, C	Children of the New Forest
Nesbit, E	Phoenix & the Carpet
Nesbit, E	Railway Children
Norton, M	Borrowers
Pearce, P	Tom's Midnight Garden
Ransome, A	Swallows and Amazons
Serrailier, I	Silver Sword
Sewell, A	Black Beauty
<b>Tolkein, J</b>	<b>Hobbit</b>
Twain, M	Adventures of Huckleberry Finn
Stevenson, R.L.	Treasure Island
Shakespeare, W.	A Midsummer Night's Dream
	Romeo and Juliet

### Classic Poetry

Corbett, P	Apple-Raid: Poems for Year 6
De La Mare, W	Peacock Pie
Gibbs, S	Poems for 10 Year-olds
Harrison, M	New Oxford Treasury of Children's Poems
Oxford Book of Story Poems	Oxford Treasury of Classic Poems
Noyes, A	Highwayman
Reeves, J	Complete Poems for Children
Rosen, M	Walker Book of Classic Poetry
Stevenson, R	A Child's Garden of Verses
Waters, F	Golden Apples
Poems Then and Now	Footprints on the Page
Wilson, R	Puffin Book of Classic Verse

### Historical fiction set during World War 2

Bawden, N	Carrie's War
Belbin, D	Right Moment
Booth, M	Music On The Bamboo Radio

Boyne, J.	The Boy in the Striped Pyjamas
Brennan, H	Final Victory
Butterfield,M	Diary of A Young Nurse In World War II
Cresswell,H	Stonestruck
Cross,V	Blitz: The Diary of Edie Benson, London 1940-1941
Eldworth,R	Beach Assault
Eldridge, J	Spy Smuggler: Paul Lelaud, France 1942-1944
	Desert Danger: Tim Jackson, North Africa WWII
Geras, A	Candle In the Dark
Hamley,D	War and Freddy, The
Hawkins,E	Sea of Peril
Hughes,S	Lion & the Unicorn
Kerr,J	When Hitler Stole Pink Rabbit
Koralex,J	War Games
Leeson,R	Tom's War Patrol
Magorian,M	Goodnight Mister Tom
Masters, A	War on Land
	Daring Escapes
	War In the Air
Morpurgo, M.	Singing for Mrs Pettigrew
	Escape from Shangri-La
	Friend Or Foe
	Private Peaceful
	Warhorse
Newbery, L	Blitz Boys
Orlev,U	Island On Bird Street
Orme, D	Blitz
Perrett, B	U-Boat Hunter: Peter Rogers, Hms Arum 1939-1945
	D-Day: Lieutenant Andy Pope, Normandy1944
	Battle of Britain: Harry Woods, England 1939-1941
Priestley, C	Doodlebug Summer
Prince, Al	Escape from War: Frank's Story, Hannah's Story
Riordan, J	Enemy
Riordan,J	Dear Mum, I Miss You!
Ross, St	Silver Sword, The
Serraillier	Doodlebug Alley
Swindells, R	Roger's War
	Hitler's Canary
Toksvig, S	Dark Eagle
Tonge, N	Arpino Assignment
Trease,G	Fireweed
Walsh,J	Goodbye Marianne
Watts, Ir	Kingdom by the Sea
Westall,R	Creature In the Dark
	Blitz
	The Machine-Gunners

**Longer established stories and novels selected from more than one genre**

Adams, R	Watership Down
Ardagh, P	Awful End
Asimov, I	I, Robot
Banks, L	Indian in the Cupboard

Barlow, S	Tales of the Dark Forest	
Branford, H	Fire, Bed and Bone	
Burgess, M	Copper Treasure	
Byars, B	Midnight Fox	
Catling, P	Chocolate Touch	
Cave, K	Septimus Similon, Practising Wizard	
Coleman, M	Weirdo's War	
	Boggart and the Monster	
	Silver on the Tree	
Cresswell, H	Stonestruck	
Cross, G	Demon Headmaster and others in the series	
	New World	
Cushman, K	Catherine, Called Birdy	
Dahl, R	Matilda	
	BFG	
Dalton, A	Dream Snatcher	
	Afterdark Princess	
Dicks, T	Unexplained series	
	Titles include 'Bombay Death Incident', 'The Pyramid	Incident', 'The
	Philadelphia Experiment' and others.	
Doherty, B	Street Child	
Falkner, J	Moonfleet	
Fisher, C	Snow-Walker's Son	
	The Empty Hand	
	The Soul Thieves	
Garfield, L	John Diamond	
	Devil-in-the-Fog	
Garner, A	Elidor	
	Moon of Gomrath	
	Owl Service	
Gathorne-Hardy, J	Cyril of the Apes	
Gleitzman, M	Belly Flop	
	Water Wings	
Golden, C	Star Trek Voyager	
Guy, R	Friends	
Hamley, D	The War and Freddy	
Hill, D	Malcolm and the Cloud-Stealer	
	Alien Deepes	
Hoffman, M	Special Powers	
Holm, A	I am David	
Horwood, W	Willows in Winter	
Ibbotson, E	Journey to the River Sea	
	The Star of Kazan	
Jacques, B	Redwall series	
Jones, T	Knight and the Squire	
King, C	Stig of the Dump	
Magorian, M	Goodnight Mr Tom	
Mooney, B	Stove Haunting	
Morpurgo, M	Wreck of the Zanzibar	
	Friend or Foe	
Oppel, K	Sunwing	
Pearce, P	Tom's Midnight Garden	



Rowling, JK  
Serrailier, I  
Silver Sword

Harry Potter series

### **Stories by Significant Authors**

Bawden, N  
Bertagna, J  
Blackman, M  
Cooper, Susan  
Fine, A  
Garfield, L  
Garner, A  
Horowitz, A  
King-Smith, D  
Morpurgo, M  
Pullman, P  
Ridley, P  
Rowling, J.K.  
Stewart, P  
Swindells, R  
Wilson, J

Carrie's War; Off the Road; Peppermint Pig  
Soundtrack; Dolphin Boy; Ice Cream Machine  
Dangerous Reality; Hacker; Operation Gadgetman  
The Boggart; Boggart and the Monster; Dark Is Rising  
Charm School; Flour Babies; Madame Doubtfire  
Step by Wicked Step; Anneli the Art Hater; Angel of  
Bad Dreams  
Devil-in-the-fog; John Diamond; Jack Holborn  
Elidor; Owl Service: Moon of Gomrath; Weirdstone of  
Brisingamen  
Devil and his Boy; The Switch; Alex Rider series,  
Stormbreaker  
Roundhill; Cuckoo Child; Titus Rules OK; Hodgeheg  
Ghost of Grania O'Malley; My Friend Walter; Farm Boy  
Northern Lights; The Subtle Knife; The Amber Spyglass;  
Kasper in the Glitter; Krindledrax; Mercedes Ice  
Harry Potter series  
The Edge Chronicles series; The Midnight Hand  
Inside the Worm; Roger's War; Timesnatch; World Eaters  
Dare Game  
Nitshill Road;

Out Of The Ashes; Why the Whales Came

Double Act  
Lottie Project  
Story of Tracy Beaker

Suitcase Kid  
Worry Website  
Bed and Breakfast Star

Tolkien, J  
Walsh, J  
Westall, R  
Wilder, L

The Hobbit or Lord of the Rings  
Fireweed  
Creature in the Dark  
On the Banks of Plum Creek

### **Non- Fiction**

#### **Biographies, diaries, journals, true life accounts, etc**

Birch, B  
Brown, J  
Burns, P  
Butterfield, M  
Christiansen, R  
Cross, V  
Dahl, R

Pasteur's Fight Against Microbes  
Winston Churchill  
Famous Lives: Writers  
Diary of a Young Nurse in World War Two  
Who Was William Shakespeare  
Blitz: The Diary of Edie Ben  
Boy: Tales of Childhood  
Going Solo

Drinkwater, C  
Foreman, M  
Frank, A  
Hadland, A  
Haselhurst, M  
Hendry, F  
Hornby, G  
McNair, E  
Oldfield, P  
Platt, R  
Platt, R  
Pyle, G  
Wheeler, S  
White, E

The Hunger: The Diary of Phyllis McCormack  
War Boy: A Country Childhood  
Diary of Anne Frank  
Who Was Napoleon  
The Story of Grace Darling  
Crystal Palace: The Diary of Lily Hicks  
Who Was Jane Austen  
Robert Burns: Maker of Rhymes  
Great Plague: The Diary of Alice Paynton  
Castle Diary  
Pirate Diary  
Broken Mustang  
Dear Daniel: Letters from Antarctica  
Voyage on the Great Titanic


### Year 6 - Spellings

1. accommodate	23. conscious	45. marvellous	67. queue
2. aggressive	24. controversy	46. mischievous	68. sacrifice
3. amateur	25. convenience	47. necessary	69. secretary
4. appreciate	26. correspond	48. neighbour	70. sincere
5. awkward	27. disastrous	49. nuisance	71. sincerely
6. committee	28. equipped	50. opportunity	72. sufficient
7. communicate	29. equipment	51. parliament	73. suggest
8. community	30. exaggerate	52. prejudice	74. symbol
9. conscience	31. existence	53. privilege	75. thorough
10. individual	32. explanation	54. profession	76. twelfth
11. recommend	33. foreign	55. pronunciation	77. vehicle
12. relevant	34. yacht	56. hindrance	78. government
13. leisure	35. harass	57. guarantee	79. immediate
14. acquire	36. interfere	58. particularly	80. immediately
15. intelligent	37. humorous	59. fundamental	81. discipline
16. professional	38. category	60. persevere	82. personally
17. religious	39. irritable	61. miniature	83. reference
18. repetition	40. mathematics	62. omission	84. frequently
19. operate	41. optimism	63. political	85. perceive
20. peculiar	42. psychology	64. imitation	86. incidentally
21. temporary	43. ridiculous	65. guidance	87. identity
22. interpretation	44. interruption	66. irrelevant	88. frightened
			89. fascinating



# Homework Policy

**November 2023**

<b>Signed (Chair of Trustees):</b>	
<b>Date:</b>	<b>November 2023</b>
<b>Date of Review:</b>	November 2024

*The Arbor Academy Trust reviews this policy annually. The Trustees may, however, review the policy earlier than this, if the Government introduces new regulations, or if the Trust receives recommendations on how the policy might be improved. This document is also available in other formats e.g. e-mail and enlarged print version, on request to the School Offices and is displayed on the schools' websites.*

## **1. Background**

At Arbor Academy Trust, we believe that homework is vital to children's progress. On entry to school, all children and parents sign a pre-school agreement in which roles and responsibilities are outlined. Within this agreement are references to children completing homework as well as the parental responsibility to both ensure that homework is completed and that necessary help and support is provided at home. Homework tasks are set for pupils at our school with the purpose of supporting the ongoing progress and achievements for all pupils.

## **2. Aims**

We view the purpose of homework as:

- Developing an effective and supportive partnership between the school, parents and community in realising the aims of the school;
- Consolidating and reinforcing knowledge and understanding, particularly in literacy and numeracy;
- Exploring resources for learning in the home environment;
- Extending and complementing school work and supporting independent study skills, and
- Developing pupils' skills of organisation and self-discipline and preparing pupils for the demands of their future studies.

## **3. Foundation Stage Homework**

In Reception and Nursery, homework is about parents talking to their children about:

- The things they do during the day;
- The work they bring home;
- Reading books;
- Phonics practice;
- Key words to learn, and
- investigating topics.

## **4. Key Stage 1**

In Key Stage 1, homework is set to support and to develop key knowledge in all areas of learning. It is about developing the children to become independent learners. We focus homework in Key Stage 1 in the following areas:

- Reading and phonics
- Mathematics; and
- Investigating skills.

Homework activities set in Key Stage 1 are to provide encouragement and enjoyment for children, to use and develop the skills they have been learning about in the school day:

- Phonics sheets
- Speaking and listening activities
- Reading out loud and being read to by parents/carers
- Talking about what they have done in the day

- Spelling practice
- Counting and number tasks
- Problem solving, and
- Finding out about key topics, e.g. seasons, families, favourite things, weather.

The following will be sent home on a weekly basis:

- Spellings of key words
- Phonics practice
- Topic work investigations
- Numeracy activities, and
- Reading books and reading journals.

## **Key Stage 2**

As pupils enter into Key Stage 2, homework provides them with an opportunity to develop the skills of independent learning. It should be clearly understood that the demands placed on Year 3 pupils will differ widely from Year 6 pupils. Homework tasks set for Key Stage 2 pupils will gradually encourage them to devote periods of time to study on their own. By the time pupils reach Year 6, their homework programme should cover a wide range of tasks and curriculum content.

### **Key Stage 2 Examples**

- Speaking and listening tasks
- Reading texts for understanding
- Reading comprehension exercises
- Reading journals
- Learning spelling through dictionary/ literature exercises
- Sentence construction and grammatical exercises
- Number bonds and times table exercises
- Mathematical problem solving and data gathering
- Practising informal and formal methods of number calculations
- Investigating science topics in the home
- Gathering data/ resources for school-based learning; and
- Project work.

## **5. Requirements of the Class Teacher**

- Homework consolidates what the children have been learning in class and is planned to support the pupils' learning needs
- Homework challenges but does not defeat the pupil;
- Homework is given, marked and discussed consistently;
- Teachers apply the same high expectations to homework as class work;
- Appropriate resources are available if required;
- Pupils have the opportunity to complete a variety of good quality tasks, and
- Teachers should liaise with parents where necessary.

## **6. Allocation of Time**

- Homework goes out on Friday's and is returned by Thursday morning the following week;

- Key Stage 1 and Foundation Stage homework should reflect the essentials taught in the early years; largely dominated by basic number facts and phonics to ensure, upon entry to a more formal curriculum, the children are equipped with the basics.
- Key Stage 2 homework should become more formalised, with demands gradually increasing. One piece of written homework is required for literacy and numeracy. Spellings, times tables, word lists and research should also be set as homework on a weekly basis.
- Expected timings for daily Key Stage 2 homework are outlined below:
  - Year 3 (25mins)
  - Year 4 (30mins)
  - Year 5 (45mins)
  - Year 6 (60mins)

## **7. Special Educational Needs**

Homework should be set for pupils with SEND to share fully in the work of the class, whilst considering individual learning needs. Homework tasks need to be clearly adjusted according to needs and should show some correlation to targets set within the pupil's IEP. The purpose of homework remains the same for SEND pupils as with any pupil, in that it should support the ongoing learning needs of the child.

*Guidance on appropriate homework for SEN pupils can be sought from the SENCO and the Phase Leaders will liaise with the SENCO when monitoring homework.*

## **8. Monitoring and Evaluation**

To judge the value and effectiveness of the school's homework policy, the Phase Leaders will:

- Monitor all homework books termly;
- Judge the quality and relevance of set tasks;
- Judge the quality of presentation;
- Examine consistency and parity between year groups and as a phase;
- Examine consistency and quality of marking in accordance with the school Marking Policy; and
- Feedback finding to phase members, as well as informing SLT of the need of future developments.

To judge the effectiveness of The Trust's Homework Policy, the Headteacher/ Head of School and Senior Leadership Team will monitor and evaluate:

- The quality of work and presentation;
- The relevance of tasks; and
- The consistency of approach to tasks across The Trust.

In addition, the Headteacher/ head of School and Senior Leadership Team will:

- Review the homework policy annually;
- Support teachers in the implementation of this policy; and
- Ensure home school support through the use of the Home/ School Agreement.

## **9. School-Based In-service and Parent Support**

The Trust will offer parents training opportunities through regular coffee mornings and input from Subject Leaders. To support the importance of homework, The Trust will refer to its value in documentation. The Trust will be aware of up-to-date educational initiatives concerning homework. The school will continue to hold high expectations and encourage parents to support their child's learning at home.

## **10. Resourcing**

- In the main, the tasks set for homework will not require pupils to use resources that they cannot access from school or home, e.g. pens, paper, pencils and homework books.
- When homework tasks do require research skills, teachers will need to provide pupils with the appropriate resource (books from the school library or suggest where information can be found both within the local community and the Internet) for the pupil to complete their work.
- The quality of resources provided for homework should be of a high standard.
- Every pupil is provided with a homework book specifically for the use of homework.
- On occasions pupils will be expected to complete homework tasks using a resource other than their homework book.





Selwyn Primary

**September 2023**

<b>Signed (Chair of Trust Board):</b>	
<b>Date:</b>	<b>September 2023</b>
<b>Review:</b>	<b>November 2024</b>

*The Arbor Academy Trust reviews this policy annually. The Trustees may, however, review the policy earlier than this, if the Government introduces new regulations, or if the Trust receives recommendations on how the policy might be improved. This document is also available in other formats e.g. e-mail and enlarged print version, on request to the School Offices and is displayed on the schools' websites.*

## **1. Introduction**

It is the Trust's policy that all children wear school uniform when attending school, or when participating in a school-organised event outside normal school hours. We provide a complete list of the items needed for school uniform in our school prospectus and attached at Appendix 1.

## **2. Aims and Objectives**

Our policy on school uniform is based on the notion that school uniform:

- promotes a sense of pride in the school;
- engenders a sense of community and belonging towards the school;
- is practical and smart;
- identifies the children with the school;
- prevents children from coming to school in fashion clothes that could be distracting in class;
- makes children feel equal to their peers in terms of appearance;
- is regarded as suitable wear for school and good value for money by most parents;
- is designed with health and safety in mind.

## **3. Jewellery**

On health and safety grounds we do not allow children to wear jewellery in our school. The exceptions to this rule are earring studs in pierced ears and small objects of religious significance, such as a crucifix on a chain. We ask the children to either remove these objects during PE and games, or cover them with a plaster, to prevent them from causing injury.

## **4. Extreme Haircuts**

The Trust does not permit children to have 'extreme' haircuts that could serve as a distraction to other children.

## **5. Footwear**

The Trust wants all children to grow into healthy adults. We believe that it is dangerous for children to wear shoes that have platform soles or high heels, so we do not allow children to wear such shoes in any of our schools. We do not allow children to wear trainers or boots to school. This is because we think that this footwear is appropriate for sport or for leisurewear, but is not in keeping with the smart appearance of a school uniform. We require all children to wear shoes as stated in the uniform list.

## **6. Cost of school uniform**

The school does not require branded items for school uniform. Generic items which are widely available across a number of suppliers are appropriate school uniform. Please refer to Appendix 1 for the colour and style requirements.

## **7. Provision of second-hand uniforms**

Second-hand school uniforms are available for parents to acquire through periodic second-hand uniform sales or swap shops through the school Parent Teacher Association (PTA). Details of dates and times will be published on the school website for parents and perspective parents.

## **8. PE Kits**

The school does not require different P.E. kits for different sports. Options for appropriate P.E. kit to match the warmer and colder months are listed. No branded items are required for P.E.

## **9.. The Role of Parents**

- a) We ask all parents who send their children to our schools to support the school uniform policy. We believe that parents have a duty to send their children to school correctly dressed and ready for their daily schoolwork. One of the responsibilities of parents is to ensure that their child has the correct uniform, and that it is clean and in good repair.
- b) If any parent would like the Trust to modify the uniform policy, they should make representation, in the first instance, to the Executive Principal. The school welcomes children from all backgrounds and faith communities. If there are serious reasons, for example on religious grounds, why parents want their child to wear clothes that differ from the school uniform, the Trust will look sympathetically at such requests.

## **10. The Role of Local Governing Board**

- c) The Local Governing Board supports the Headteacher/ Head of School in implementing the school uniform policy. It considers all representations from parents regarding the uniform policy and liaises with the Headteacher/ Head of school to ensure that the policy is implemented fairly and with sensitivity.
- a) It is the Local Governing Board's responsibility to ensure that the Trust uniform meets all regulations concerning equal opportunities.
- b) Local Governing Boards ensure that the school uniform policy helps children to dress sensibly, in clothing that is hardwearing, safe and practical.

## **11. Monitoring and review**

The Local Governing Board monitors and reviews the school uniform policy through its committee work by:

- seeking the views of parents, to ensure that they agree with and support the policy;
- considering, with the Headteacher, any requests from parents for individual children to have special dispensation with regard to school uniform;
- requiring the Headteacher/ Head of School to report to the governors on the way the school uniform policy is implemented.

## Appendix 1

### Selwyn Primary School Uniform

School uniform should be chosen from the agreed items below.

Light blue collared shirt  
Light blue polo shirt  
Navy blue pinafore  
Light blue summer dress

Navy Blue skirt  
**Navy Blue** trousers

**Navy Blue** shorts

**Navy Blue** tights

**Navy Blue** headscarves

White socks

Black school shoes

**Navy Blue** school jumper

**Navy Blue** school cardigan

**Navy Blue** school fleece

P.E. kit

Light Blue t-shirt

**Navy Blue** P.E. shorts

**Navy Blue** tracksuit bottoms/ top


Black trainers/ plimsoles

\*Note – schools to inset pictures of uniform without logos.



# Attendance and Punctuality Policy

**November 2023**

<b>Signed (Chair of Trustees):</b>	
<b>Date:</b>	November 2023
<b>Date of Review:</b>	November 2024

*The Arbor Academy Trust reviews this policy annually. The Trustees may, however, review the policy earlier than this, if the Government introduces new regulations, or if the Trust receives recommendations on how the policy might be improved. This document is also available in other formats e.g. e-mail and enlarged print version, on request to the School Offices and is displayed on the schools' websites.*

The law requires compulsory attendance at school for pupils five years old and above. As an Academy Trust, our expectation is that all pupils should strive for full and punctual attendance. However, we do recognise that some

individual pupils and their families may need support in order to achieve this. In considering the authorisation of absences, the school will take into account any circumstances that are in line with the protected characteristics as outlined by the Equality Act 2010.

## **1. Key Points**

**A written explanation will be required for every occasion on which a pupil is absent from school.**

If, following enquiries, no satisfactory reason has been provided, the absence will be regarded as unauthorised and the register will be annotated accordingly.

The Trust reserves the right to query the validity of an explanation and refuse to authorise an absence.

Parents/Carers do not have the automatic right to remove a child from school for family holidays during term time. The Governors have agreed that any holidays or visits should be confined to school holidays and will not be authorised if taken during school time.

The Trust works closely with the Education Welfare Service to promote regular attendance and punctuality.

## **2. Registration**

Registration times for the morning and afternoon sessions are between 8.55am – 9.10am and 1.00pm – 1.15pm. Registers should be completed between these times and returned to the office promptly.

Any pupils arriving after 8.55am will report to the office to be marked late.

## **3. Avoiding Unauthorised Absences**

We encourage parents/carers of children who are absent from school to inform us and explain the reason for non-attendance by 9.30am on the first day of absence. A member of the office staff will attempt to contact all parents/carers who have not telephoned the school, to try to ascertain a reason for the child's absence.

All messages received regarding absence will be recorded. Verbal and telephone messages are acceptable and will be noted by the person receiving them. A written explanation for which a pupil is absent from is also acceptable. A member of the office staff will then enter the reason for absence into the computer system. Copies of all letters/doctor's notes or appointment cards received will be placed in the child's file. Letters regarding unexplained absences and lateness will be sent home weekly.

If a child is away from school for a period of 2 days, and after attempts have been made to contact the family by telephone, the Education Welfare Officer will be asked to visit the home address.

## **4. Medical Appointments and Sickness**

If your child is unwell, please contact the school on the first day of absence. If the illness is prolonged, we will request that you provide medical evidence. This can be in the form of a doctor's note or certificate. We encourage parents to make doctors/dentist appointments outside of school time so as not to disrupt your child's learning. Where this is not possible we will require proof of appointment, such as a medical card/ appointment letter, this will allow us to authorise the absence. Where possible, we expect you to inform the school in advance that your child will be absent. Prolonged absence (3 days or more) for medical reasons will require additional evidence in addition to parental notes. Absences will not be authorised without medical evidence.

## 5. Holidays

Parents do not have a legal right to take their children out of school on holiday. Arbor Academy Trust is committed to a policy of minimum unavoidable absence from school during school time. In light of this Arbor Academy Trust will only grant 3 days absence from school for **exceptional circumstances**.

**Holidays taken during term time will not be approved, therefore will be marked as unauthorised. In such cases, a fixed penalty notice referral will be forwarded to the Education Welfare Officer.**

## 6. Monitoring of Attendance and Punctuality

The school will check pupil attendance records fortnightly. If it is found that a child's attendance has fallen below **95%**, a standard letter will be sent to the parent/carer. **Where absence has been agreed for exceptional circumstances, or where there is a known serious illness, this will be taken into account.** Further monitoring will be carried out to see if attendance shows improvement. Additional absence will result in a further letter being sent home. If poor attendance continues, an official referral will be made to the Education Welfare Officer and a home visit will be made. Copies of all letters sent will be placed in the child's file.

## 7. Registration of Pupils

### Roles and responsibilities of the Headteacher/ Head of School, teachers

The **Headteacher/ Head of School** will ensure that:

- Pupils are registered accurately and efficiently
- Attendance targets are set for individual pupils, classes and year groups
- Parents/carers are contacted when reasons for absence are unknown or unauthorised
- Pupil attendance and lateness are monitored regularly
- The reward system for good attendance is implemented
- School attendance statistics are reported to the LEA and Local Governing Body
- The LEA officer is provided with registers of attendance and supported in following up long-term absences
- Pupils absent for long periods because of ill-health receive appropriate learning support

All **teachers** are expected to:

- Register pupils accurately and efficiently
- Report pupil attendance and lateness daily
- Encourage pupils to attend school regularly and inform colleagues if there is a problem that may lead to absences

**Pupils** will be encouraged to:

- Attend school regularly
- Inform staff if there is a problem that may lead to absences

**Parents and carers** will be asked to:

- Ensure the child attends school regularly
- Inform the school on the first day of non-attendance
- Discuss planned absences with the school in advance (e.g. family holidays, special occasions).

The **Local Governing Board** will ensure that the LA is informed about the long-term absence of any pupils.

## **8. Punctuality**

Persistent lateness does not constitute full school attendance (Section 444 of the Education Act 1996).

Pupils arriving after the opening of the register up to and including the 30<sup>th</sup> minute will receive an 'L' (Late) coding and those who arriving after the 31<sup>st</sup> minute will receive an unauthorised 'U' coding.

A member of the office staff will check the computer records fortnightly. If it is found that a child has been late on one or more occasion, a letter will be sent home reminding parents/carers of the need for punctual attendance. If a child is late on two further occasions a second letter will be sent, with a warning that further lateness will be referred to the Education Welfare Officer. After monitoring the situation for a further two weeks and if there is no improvement a referral to the education Welfare Officer will be made. Again copies of all letters sent will be placed in the child's file.

## **9. Fixed penalty Notices**

**Under section 23 of the Anti-Social Behaviour Act 2003, local authorities are required to issue Fixed Penalty Notices to the parent/carer of a child who has irregular school attendance, where the absence is unauthorised by the school.**

The penalty notice imposes a fine of £100, which is reduced to £50 (per child) if paid within 28 days. If the fine is not paid within 28 days or £100 in 42 days from the first date when the notice is issued, the parent/carer will be prosecuted in a Magistrates Court for the offence under Section 444 of the Education Act 1996.

## **10. Parental Responsibilities**

It is the parents/carers legal responsibility to ensure their children receive full time education. This extends beyond ensuring regular and punctual attendance and requires that the child comes to school in a fit state to learn. Parents cannot determine what constitutes authorised absence; this is for the Headteacher/ Head of School and Local Governing Board to decide. The fact that a parent/carer has offered a reason for absence does not oblige The Trust to authorise the absence, if the reason given is not regarded as a valid justification for non-attendance. If we have reason to believe parents/carers are condoning unjustified absences, the education Welfare Officer will be involved at the earliest opportunity. Furthermore, excessive amounts of authorised absence will seriously disrupt the continuity of learning for the pupil. Any patterns for individual pupils or families which emerge during monitoring will be investigated.

It is the parent/carers responsibility to inform the school of the reason for a child's absence on the first day and if required, to provide any further information. The school accept notification by personal contact, telephone message or by note. If absence is due to illness, the school should be notified of the nature of illness and if possible the date a child is expected to return to school.

**As a parent you are committing an offence if you fail to make sure that your child attends school regularly.**

Arbor Academy Trust working alongside the Education Welfare Service will be monitoring and targeting pupils who:

- Have below 95% attendance
- Have unauthorised absences



- Are persistently late to school
- Have a number of absences due to sickness/medical reasons
- Have requested/taken leave for holiday purposes

#### **11. Parental Responsibilities when collecting their child from school and afterschool clubs**

It is the parent/carers responsibility to collect their child from school. It is the parent/carers responsibility to inform the school if they will be late and/or if an alternative carer will be collecting their child.

If the parent/carer is late then the child will be automatically placed in afterschool club, where the parent/carer will be expected to pay a fee of £5 in the first 30 mins, £10 for the following hour and £20 for the final hour.

If the parent/carer is late in collecting their child after 6.00pm, then the parent/carer is expected to make contact with the school. If the parent has made contact - from 6.05pm the school will charge a fee of £5 per child that will be expected to be paid immediately. If the child has not been collected within 30 minutes of contacting the school, then the school will make contact with Social Services.

If the child has not been collected and the parent has made no contact with the school then Social Services will be called immediately, just after 6.00pm.

