

St Mark's R.C. Primary



Welcome to Year 6 2019-2020

Welcome to Year 6

Year 6 is an exciting year of your child's education. The children are on the verge of becoming young adults, developing their inquisitive minds ready to question and challenge the world around them. We aim to encourage them to have a love of learning for life.

Year 6 really is an action packed time, with many opportunities for the children to immerse themselves in much more than SATs! We believe that by the end of their time at St Mark's your child will have much to celebrate and reflect on, not just academically but personally too.

The pace in which the children are required to learn and the challenging objectives make Year 6 a demanding time. In order for children to feel ready for life at secondary school it is essential that they leave us with key skills in core areas. If we can picture a successful Year 6 learner they have certain personal qualities that enable them to shine.

Firstly, they have become self-reflective learners. They know their own strengths and celebrate these with pride. They have recognised how they learn best and play to their strengths across the curriculum. Yet, these children also know their areas for personal development, ask for help when needed, and recognise ways in which they can support themselves to make progress. Essentially, the most successful children show self-resilience, understanding that we learn from our mistakes, and they are driven by self-motivation.

In this booklet we aim to outline some of the core skills your child will be taught in English and mathematics. We have included the objectives they are expected to meet and examples so you can support them.

For reading, grammar and mathematics your child will complete a test in May as part of their assessment. Writing will be assessed by teacher assessment.

You can find the interim assessment framework for the end of Key Stage 2 2020 here:

<https://www.gov.uk/government/publications/teacher-assessment-frameworks-at-the-end-of-key-stage-2>

Please feel free to make an appointment with Mrs Thompson if you have any questions or concerns about your child's progress.

Kind regards,

Mrs Thompson and Mrs Slack.

Reading

The National Curriculum sets out key skills that children should learn in Year 6. At St Mark's RC Primary School we encourage a love of reading for pleasure. We teach key reading skills at school through shared reading in lessons, guided reading sessions and independent reading.

In Year 6 children are expected to read a range of different text types, including fiction, non-fiction and poetry.

The National Curriculum sets out the following key objectives to be achieved by the end of Year 6:

- read age-appropriate books with confidence and fluency (including whole novels)
- read aloud with intonation that shows understanding
- work out the meaning of words from the context
- explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- predict what might happen from details stated and implied
- retrieve information from non-fiction
- summarise main ideas, identifying key details and using quotations for illustration
- evaluate how authors use language, including figurative language, considering the impact on the reader
- make comparisons within and across books.

If you would like any further information, please visit our St Mark's RC website for a link to the National Curriculum.

Children in Year 6 are expected to read on a daily basis for a minimum of twenty minutes, to ensure that they therefore read **at least one book per week**.

We expect to see **at least 5** comments per week in their home reading diary.

How you can help your child develop key reading skills

By Year 6 your child may be a confident reader and be reading texts of greater length however you can still help them to develop their reading skills. Ensure they read aloud to you sometimes; talk to them about the books they are reading; ask questions about books they are reading; and encourage them to read a range of types of books. Maybe they could recommend a book to you!

- Most important of all, make reading with you as enjoyable as possible.
- Remember you are a reading role model so let your child see you enjoying reading and remember to still relish opportunities to read to your child.
- Ensure your child is reading a range of texts, fiction, non-fiction, poetry, magazines and even the newspaper.
- Ensure your child is reading widely and frequently, outside as well as in school, for pleasure and information.
- Allow your child to read silently, and then discuss what they have read.
- When reading books with or to your child, ensure that they continue to pay attention to new vocabulary – both a word's meaning(s) and its correct pronunciation.
- Discuss the effectiveness of a word an author has used.

Questions you could ask your child:

- When do you think the story takes place? Where do you think the story takes place? Why do you think this? (Look for evidence).
- Is there a problem in this story? If so, how does the problem get solved?
- What type/genre of fiction do you think this? (For example horror, science-fiction, drama).
- If you could change the ending of this book, what would it be?
- Can you find a new word from the book you have read? What does it mean?
- Why does the author use _____ word?
- Is this story similar to another you have read?
- Do you think this book would make a good movie? Why or why not?
- How is the text organised to support the reader?
- What type of non-fiction do you think this is? (For example report, instructions, recount or explanation).
- Can you summarise your text so you understand the settings, characters and events

Writing

Reading and writing skills are taught through sequences of English lessons. Each English Teaching Sequence begins with reading a text and completing activities to ensure children have a secure understanding of the text and can talk about its features. The children will complete some spoken language and drama activities about the text before they gather ideas to plan and write a new text.

Transcription: spelling and handwriting.

The children will be taught to:

- Write legibly and fluently and with increasing speed. (Writing in pen and sometimes choosing the implement that is best suited to the task).
- Use **prefixes and suffixes** and understand the guidelines for adding them.
- Spell some words with '**silent**' **letters** (letters you don't hear when the word is spoken) e.g. gnome, knight, solemn.
- Spell words which are homophones (words which sound the same but have different spellings) correctly e.g. hoarse, horse or vein, vain.
- Use **apostrophes** correctly for contraction and possession.
- Use the first 3 or 4 letters of a word to check the spelling or meaning in a dictionary.
- Use a thesaurus.
- Understand some morphology (common letter pattern) and etymology (common meaning/word root) to help with spelling.

The children will also be given words to learn from the National Curriculum spelling list of common misspelt words and words from their own personal spelling list to learn at home. The children also need to spell words with apostrophes.

In Year 6, the children will have their own spelling book, which will be sent home with them every week. Their weekly spelling test will always be found in the back of their books so you can monitor their progress.

By the end of Year 6, the children are expected to have achieved to at least the Expected standard.

- For further information about the Year 6 objectives, please visit the school website where there is a link to the National Curriculum.

Composition: Skills and processes that are needed for writing

- Children will be given opportunities to write texts similar to those they have read and where possible be given writing tasks for real purposes e.g. writing to an author, provide information for children in another class.
- They will be given opportunities to generate ideas for their writing and create a plan.
- The children will then draft and write sentences for their piece by rehearsing them aloud.
- They will organise paragraphs around a topic or theme.
- In narratives they will create settings, characters and plot.
- In non-fiction they will be expected to use organisational devices such as sub-headings and a clear introduction.
- The children will be taught to evaluate and edit their writing and given opportunities to read their work aloud in class.

Vocabulary, Grammar and Punctuation: The children will explore words used in the texts they read in literacy and be expected to use similar words in their writing. Grammar and punctuation will be taught within the literacy lesson. The children in Year 6 will need to:

- Use irregular possessive apostrophes for plurals (The children's coats were muddy)
- Use **correct verb forms**, rather than spoken language e.g. we were instead of we was.
- The children should use appropriate **pronouns** to represent **nouns** e.g. Jack/he. They should avoid repeating nouns and pronouns.
- Use inverted commas and other punctuation to indicate **direct speech**, for example a comma after the reporting clause; end punctuation within inverted commas; *The conductor shouted, "Sit down!"*
- Use **apostrophes** to mark singular and plural possession for example, the girl's name, the girls' names.

Transcription: spelling and handwriting.

- The children should be using joined handwriting throughout their independent writing.
- During Year 6 the children will be taught spellings that rely less on phonic knowledge and more understanding of word structure, e.g:
 - ✓ prefixes-letters added to the beginning of a word e.g. **un**happy
 - ✓ suffixes-letters added to the end of a word e.g. famo**us**
 - ✓ homophones - words which sound the same but are spelt differently e.g. **their/there/they're**
 - ✓ near homophones – words that almost sound the same e.g. **accept/except**

- ✓ The children will also be given words to learn from the National Curriculum spelling list of commonly misspelt words as well as words from their own personal spelling list to learn at home (please see the statutory list on the following page):

At St Mark's we use the Read, Write Inc spelling programme. Lessons are just 15 minutes a day; this meets the demands of the new National Curriculum, ensuring children:

- spell new words correctly and have plenty of practice in spelling them... including exception words and homophones
- spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology [the study of the form of words] and etymology [the study of the origins and development of words]
- are supported in understanding and applying the concepts of word structure
- spell words that they have not yet been taught by using what they have learnt about how spelling works in English.

Year 5 and 6 spelling words

These will be given alongside other spellings for home learning and will be tested in class.

New Curriculum Spelling List Years 5 and 6					
accommodate	communicate	equip	immediately	physical	sincerely
accompany	community	equipped	individual	prejudice	soldier
according	competition	equipment	interfere	privilege	stomach
achieve	conscience	especially	interrupt	profession	sufficient
aggressive	conscious	exaggerate	language	programme	suggest
amateur	controversy	excellent	leisure	pronunciation	symbol
ancient	convenience	existence	lightning	queue	system
apparent	correspond	explanation	marvellous	recognise	temperature
appreciate	criticise	familiar	mischievous	recommend	thorough
attached	curiosity	foreign	muscle	relevant	twelfth
available	definite	forty	necessary	restaurant	variety
average	desperate	frequently	neighbour	rhyme	vegetable
awkward	determined	government	nuisance	rhythm	vehicle
bargain	develop	guarantee	occupy	sacrifice	yacht
bruise	dictionary	harass	occur	secretary	
category	disastrous	hindrance	opportunity	shoulder	
cemetery	embarrass	identity	parliament	signature	
committee	environment	immediate	persuade	sincere	

Ways of helping your child with spelling:

Sounding out - Sounding words out: breaking the word down into phonemes (e.g. c-a-t, sh-e -ll) – many words cannot be sounded out so other strategies are needed;

Look, say, cover, write, check –

Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.

Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.

Cover: cover the word.

Write: write the word from memory, saying the word as you do so.

Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.

Mathematics

At St Mark's RC Primary School we are dedicated to promoting enthusiasm and enjoyment of mathematics through the provision of a range of experiences which enable all children to achieve and which develop, maintain and stimulate their curiosity and interest. We place great emphasis on encouraging children to talk about their ideas in mathematics and to reason mathematically, using a wide range of vocabulary. Developing the children's confidence and accuracy with their understanding and recall of mathematical facts and knowledge and the application of these skills and concepts to real-life problem solving contexts is also at the heart of our teaching and learning.

A typical mathematics lesson

The daily mathematics lesson lasts approximately sixty minutes. There is a great emphasis on children talking about mathematics and on using mathematical vocabulary. Mathematics resources such as counters are used to provide children with a range of images to help develop their mathematical understanding. Although children learn to record their mathematical learning, some lessons are practical and often take place outside.

It is important to relate learning within mathematics to the real world, including the outside environment, and learning in other subject areas. Therefore, topic work will be included where it usefully supports mathematical investigations or learning in a cross-curricular setting.

Expectations in Mathematics

There are clear national expectations about what every child should be achieving in mathematics.

How you can help your child's maths learning

One of the most valuable things you can do is talk to your child about their maths learning. **Ask them what they have been learning and encourage them to explain.** We all use maths in our everyday lives which means that there are plenty of opportunities to help your child with their maths learning by involving them in everyday activities.

Years 5 and 6

In Years 5 and 6, once the children are secure with recalling times tables facts and with applying this knowledge effectively to real-life word problems, the children will then progress onto extension activities linked to their learning in Maths lessons and to the key objectives that they will be covering in their year group.

These extension activities could include:

- Converting between units of measure (eg. kg into g, litres into ml, km into m)
- Fractions, decimals and percentages
- Area and perimeter
- Properties of 2D and 3D shapes
- Problems involving money
- Problems involving time

WEB SITES FOR MULTIPLICATION AND DIVISION GAMES <http://www.oswego.org/ocsd-web/games/mathmagician/maths1.html>
<http://www.bbc.co.uk/skillswise/game/ma13tabl-game-tables-grid-find>
<http://www.bbc.co.uk/bitesize/ks1/maths/multiplication/play/popup.shtml>

TIMES TABLES

By the end of year 4, all children should know their multiplication facts and related division facts up to 12 x 12 and be able to demonstrate quick recall of these facts.

Children who are secure with their quick recall of times tables facts make faster progress, as they are able to apply this knowledge to all areas of maths, including mental calculations and problem solving in real-life contexts.

Children should therefore be practicing their tables regularly - 5 minutes a day is much more beneficial than 30 minutes once a week. Each week, your child will be tested on their knowledge of the table they are working on.

Religious Education

Religious Education is central to the educative mission of the Church.

'At the heart of Catholic education lies the Christian vision of the human person. This vision is expressed and explored in Religious Education.'

Religious Education is 'the core of the core curriculum.'

*'Therefore Religious Education is never simply one subject among many, but the foundation of the entire educational process. The beliefs and values studied in Catholic religious education inspire and draw together every aspect of the life of a Catholic school..... All pupils have the right to receive an overall education which will enable them, in the light of the faith of the Church, to engage with the deepest questions of life and find reasons for the hope which is within them. Religious Education is, then, the core subject in a Catholic school.'*¹

Religious Education is the systematic study of the teaching of the Church and the mystery of Christ and is a rigorous academic subject in its own right.

*Religious Education is regarded as an academic discipline with the same systematic demands and the same rigour as other disciplines.*² As such it is to be taught, developed and resourced with the same commitment as any other subject.

*"Excellence in religious education, then, will be characterised by a clarity of succinct religious learning objectives and of key content, by appropriate methodologies, rigour, richness of resources, achievement of identified outcomes and accurate methods of assessment. Classroom RE will be a challenging educational engagement between the pupil, the teacher and the authentic subject material."*³

Whilst evangelisation and catechesis are happening in our school for some pupils, the specific contribution Religious Education makes to the Catholic Life of the school is primarily educational and will be planned, taught, assessed and monitored with the same rigour as other curriculum subjects.

The outcome of Classroom Religious Education is:

*"religiously literate and engaged young people who have the knowledge, understanding and skills – appropriate to their age and capacity – to reflect spiritually, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life".*⁴

Religious Education - Curriculum Time Allocation

10% of curriculum time is allocated to Religious Education. This does not include Collective Worship.

The Aims of Religious Education at St Mark's are:

- To present engagingly a comprehensive content which is the basis of knowledge and understanding of the Catholic faith;
- To enable pupils continually to deepen their religious and theological understanding and be able to communicate this effectively;
- To present an authentic vision of the Church's moral and social teaching so that pupils can make a critique of the underlying trends in contemporary culture and society;

- To raise pupils' awareness of the faith and traditions of other religious communities in order to respect and understand them;
- To develop the critical faculties of pupils so that they can relate their Catholic faith to daily life;
- To stimulate pupils' imagination and provoke a desire for personal meaning as revealed in the truth of the Catholic faith;
- To enable pupils to relate the knowledge gained through Religious Education to their understanding of other subjects in the curriculum;
- To bring clarity to the relationship between faith and life, and between faith and culture.⁵

Programme of Study

To fulfil the above aims and to address the four areas of study outlined in the Religious Education Curriculum Directory, 2012 – Revelation, Church, Celebration and Life in Christ - the **'Come and See'** programme is used as recommended by the Diocese.

Other Religions

Two other religions are taught from EYFS to Year 6 following the programme of study in 'Come and See'. These are Judaism, which is usually taught in the Autumn, and Islam, which is taught either in the Spring or Summer. At least one week's teaching and learning time per year is given to each.

Come and See Overview of the Year 2019-2020

Autumn	Domestic Church <i>Insert dates</i>	Judaism <i>Insert dates</i>	Baptism/Confirmation <i>Insert dates</i>	Advent/Christmas <i>Insert dates</i>
	Early Years - MYSELF - God knows and loves each one Year 1 - FAMILIES - God's love and care for every family Year 2 - BEGINNINGS - God is present in every beginning Year 3 - HOMES - God's vision for every family Year 4 - PEOPLE - The family of God in Scripture Year 5 - OURSELVES - Created in the image and likeness of God Year 6 - LOVING - God who never stops loving	Early Years - Hanoukkah Year 1 - Abraham and Moses Year 2 - Shabbat Year 3 - Synagogue Year 4 - Torah Year 5 - Passover Year 6 - Rosh Hashanah, Yom Kippur	Early Years - WELCOME - Baptism: a welcome to God's family Year 1 - BELONGING - Baptism: an invitation to belong to God's family Year 2 - SIGNS AND SYMBOLS - Signs and symbols in Baptism Year 3 - PROMISES - Promises made at Baptism Year 4 - CALLED - Confirmation: a call to witness Year 5 - LIFE CHOICES - Marriage, commitment and service Year 6 - VOCATION AND COMMITMENT - The vocation of priesthood and religious life	Early Years - BIRTHDAY - Looking forward to Jesus' birthday Year 1 - WAITING - Advent: a time to look forward to Christmas Year 2 - PREPARATIONS - Advent: preparing to celebrate Christmas Year 3 - VISITORS - waiting for the coming of Jesus Year 4 - GIFT - God's gift of love and friendship in Jesus Year 5 - HOPE - Advent: waiting in the joyful hope for Jesus, the promised one Year 6 - EXPECTATIONS - Jesus born to show God to the world
Spring	Local Church <i>Insert dates</i>	Islam <i>Insert dates</i>		Lent/Easter <i>Insert dates</i>
	Early Years - CELEBRATING - People celebrate in Church Year 1 - SPECIAL PEOPLE - People in the parish family Year 2 - BOOKS - The books used in Church Year 3 - JOURNEYS - Christian family's journey with Christ Year 4 - COMMUNITY - Life in the local Christian community and ministries in the parish Year 5 - MISSION - Continuing Jesus' mission in diocese (ecumenism) Year 6 - SOURCES - The Bible, the	Early Years - Prayer mats Year 1 - Muhammed Year 2 - Prayer at home Year 3 - The Mosque Year 4 - Qur'an Year 5 - Ramadan and Pilgrimage Year 6 - Guidance for Muslims	Early Years - GATHERING - Parish family gathers to celebrate Eucharist Year 1 - MEALS - Mass, Jesus' special meal Year 2 - THANKSGIVING - Mass, a special time to thank God Year 3 - LISTENING & SHARING - Jesus gives himself to us Year 4 - GIVING & RECEIVING - Living in communion Year 5 - MEMORIAL SACRIFICE - Eucharist as the living memorial of Christ's sacrifice Year 6 - UNITY - Eucharist enabling	Early Year - GROWING - Looking forward to Easter Year 1 - CHANGE - Lent: a time for change Year 2 - OPPORTUNITIES - Lent: an opportunity to start anew Year 3 - GIVING ALL - Lent: remembering Jesus' total giving Year 4 - SELF DISCIPLINE - Celebrating growth to new life Year 5 - SACRIFICE - Lent: a time of aligning with the sacrifice made by Jesus Year 6 - DEATH & NEW LIFE - Celebrating Jesus' death and resurrection
	special book for the Church		people to live in communion	
Summer	Pentecost <i>Insert dates</i>	Reconciliation/Anointing of the sick <i>Insert dates</i>		Universal Church <i>Insert dates</i>
	Early Years - GOOD NEWS - Passing on the Good News of Jesus Year 1 - HOLIDAYS AND HOLYDAYS - Pentecost: feast of the Holy Spirit Year 2 - SPREAD THE WORD - Pentecost: a time to spread the Good News Year 3 - ENERGY - Gifts of the Holy Spirit Year 4 - NEW LIFE - To hear and live the Easter message Year 5 - TRANSFORMATION - Celebration of the Spirit's transforming power Year 6 - WITNESSES - The Holy Spirit	Early Years - FRIENDS - Friends of Jesus Year 1 - BEING SORRY - God helps us choose well Year 2 - RULES - Reasons for rules in the Christian family Year 3 - CHOICES - Importance of examination of conscience Year 4 - BUILDING BRIDGES - Admitting wrong, being reconciled with God and each other Year 5 - FREEDOM &		Early Years - OUR WORLD - God's wonderful world Year 1 - NEIGHBOURS - Neighbours share God's world Year 2 - TREASURES - God's treasure; the world Year 3 - SPECIAL PLACES - Holy places for Jesus and the Christian community Year 4 - GOD'S PEOPLE - Different saints show people what God is like Year 5 - STEWARDSHIP - The Church is called to the stewardship of Creation Year 6 - COMMON GOOD - Work of the worldwide Christian family

Collective Worship

The Nature of Collective Worship

Collective worship in a Catholic school names and celebrates God's presence in our lives. It is concerned with giving glory, honour, praise and thanks to God. It is our loving response, in word and action, to God's invitation to enter into relationship, made possible through the work of Jesus Christ and the witness of the Holy Spirit.

'The celebration of Catholic liturgies and prayers as an integral part of the learning and teaching should enable the school community to become reflective, experience the presence of God and should develop a mature spiritual life.'¹

Legal Requirements

It is a legal requirement that there is a daily act of worship offered for all pupils. This can take place at any time during the school day and can be either a single act of worship for all pupils, or separate acts of worship in school groups. Holding an assembly that includes a prayer, said either by the teacher or everyone present, does not fulfil this requirement. Collective worship and assembly are distinct activities. They may sometimes form part of the same gathering, but the difference between the two will always be made clear.

The Place of Collective Worship in the Life of St Mark's RC Primary School

Worship is an integral part of school life and central to the Catholic tradition.

Collective worship takes into account the religious and educational needs of all who share in it:

- Those who form part of the worshipping community in church;
- Those for whom school may be their first and only experience of church;
- Those from other Christian traditions – or none;
- Those from other faith backgrounds.

The Aims of Collective Worship

Collective Worship in St Mark's aims to provide opportunities for all pupils and staff:

- To contemplate the mystery of God
 - To reflect on spiritual and moral issues
 - To explore personal beliefs
 - To respond to and to celebrate life
 - To experience a sense of belonging and to develop community spirit
 - To develop a common ethos and shared values
 - To enrich religious experience
 - To grow in liturgical understanding and development
 - To pray using prayers which are part of the Catholic tradition
 - To reinforce positive attitudes
 - To participate fully
 - To take time out 'to wonder at', 'to come to terms with' and 'to give worth to.'
-

Science in Year 6

Science enables children to discover the world around them. It stimulates curiosity and leads to the development of investigative skills so they can discover how the world around them works. It also enables children to make meaningful links to both the natural and man-made environment they live in.

Science is essentially a practical subject and the children are given opportunities for careful observation and investigation. Children participate in a wide variety of problem solving activities. They are encouraged to devise their own experiments and communicate their findings in a variety of ways.

How to help

You can help your child by pointing out science in everyday life and by beginning to use more specific vocabulary.

Useful websites:

<http://www.bbc.co.uk/bitesize/ks2/science/>

<http://www.woodlands-junior.kent.sch.uk/revision/Science/>

http://www.primaryscience.ie/activities_science_home.php

Foundation Subjects.

Throughout their time in Year 6, the children will complete history, geography, art design and technology, computing, music, Religious Education, PSHE, PE and French lessons. The National Curriculum requirements and coverage for these subjects are shown on the Year 6 Curriculum map, which is found on the school's website.

Home Learning in Year 6

At St Mark's, we recognise the part that home learning plays in the education of a child. Learning at home helps to develop good learning attitudes within children as well as helping to build a bridge between school, children and parents. Research shows that home learning can have a positive impact upon learning when used in a focused way. The benefits are:

- Parents are able to support where the school clearly links the home learning with school learning.
- Children can rehearse essential skills.
- Children can develop good learning behaviours.
- Parents see the type of learning their child is doing at school.

Reading at Home:

- Children should be reading daily. Although a lot of this reading will be independent children should still read to an adult at home or discuss the books they are reading e.g. plot, unknown words. Class teachers will check frequency of reading.
- Enjoy reading at home with your child!

English Home Learning:

Read- Children should read for 20 mins 5 x per week and record a comment in their reading diary. They should read with an adult or older sibling for at least two of these sessions.

Spelling Home Learning:

Children will be given 16 words to learn every week. These are taken from the unit of Read Write Inc we are working on that week and the Year 5/6 statutory spelling list.

Maths Home Learning:

Children should complete one column of their times tables book every school night (5 x per week).

In the Spring Term children will be given specific SPaG and maths homework to complete every evening, instead of their tables books. These will be revision activities to help your child prepare for their SATs in May 2019.

We encourage that you support your child in their home learning. All home learning is set at an appropriate level for the children and if there are any concerns or queries over the home learning, then please feel free to contact a teacher to discuss. All learning will have due dates specified on them and if a child does not bring their home learning in on time then they will complete this work during their playtime

Keeping Children Safe

Children walking home from school

Children from foundation upwards should be collected by an adult from the class door. If another adult is collecting your child, please let the class teacher know – even if you have arranged for another parent to collect.

Children in year 3 and 4 will not be allowed to walk home on their own.

Children in year 5/6 frequently walk home on their own; please do let the class teacher know of your wishes. We must have written or verbal permission from an adult to allow them to do this.

All children must be collected from after school clubs.

Internet Safety within school we have strict filters on our computers that help block inappropriate sites for the children. The children are frequently reminded of Internet Safety Rules.

We urge parents to keep a close eye on the internet usage that children access at home. Children will not use Social Media sites in school, as primary school children are too young to be accessing them.

Information for Parents can be found: CEOP: www.ceop.gov.uk Think U Know: www.thinkuknow.co.uk Child net www.childnet-int.org

Our website offers more information or links.

Safeguarding: Our Senior Designated Person is **Mrs Miller**

Our Deputy Designated Person is **Mrs Henderson**.

If you have any concerns about the welfare of any of the children within the school, please do speak with us.

When concerns are raised or noticed, we have to make sure that any information is recorded. Parents will be contacted to discuss any concerns as soon as possible. On a few occasions, where there may be serious concerns, the information has to be shared with our partners in the Police, Social Services and in Health first. Let your child's class teacher know if something has happened that means your child is upset or unhappy; or if there is something you feel we ought to know. This will enable us to support your child. **If you suspect ANY child is being neglected, abused or facing harm, let us know or alternatively you may contact the Initial Response Service on 0191 277 2500**