

# Welcome

## Meet the Teacher

### Year 6



## Children come first; they are our future

- We build strong **positive** relationships and trust; as a highly inclusive school we celebrate individuality and promote well-being through **excellent** pastoral provision.
- We promote a thirst for knowledge and a love of learning by teaching an ambitious knowledge rich curriculum that inspires curiosity and is relevant for our community.
- We empower all children through our high expectations to be tolerant, respectful, **determined** and **independent** active members of a diverse local, national and global community.
- We encourage all children to achieve in all areas so that they can reach their potential.



# Year 6 Teaching Team



Mr Smith



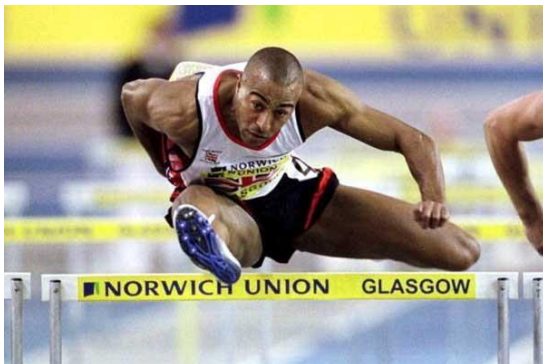
Miss Stone



Mrs Watts



Mrs Harvey



6JS will be Jackson Class  
6S will be Pullman Class



# School timings

- ▶ Attendance: It is essential to be in as much as possible to maximise learning and give children the best chances at success and integration. As our attendance policy quotes:

Staplehurst School is committed to the continuous raising of achievement of all of our pupils. Regular attendance is critical if our pupils are to be successful and benefit from the opportunities presented to them.

One of our basic principles is to celebrate success. Good attendance is fundamental to a successful and fulfilling school experience. Staplehurst School actively promotes 100% attendance for all of our pupils and we use a variety of weekly, termly and annual awards, to promote good attendance and punctuality.

- ▶ Term starts (for children) on **Monday 4th September**.
- ▶ Learning starts 8.50, children should be in class at this time ready to begin.
- ▶ Pick up is from 3:15 via the external classroom doors.



# Expectations for September

At Staplehurst School, we show...



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## ▶ **Positivity**

- ▶ A positive attitude to school and learning.
- ▶ Being kind and supportive to each other.

## ▶ **Respect**

- ▶ Showing respect to adults and each other.
- ▶ Being polite and well behaved in the classroom and around school.

## ▶ **Independence**

- ▶ Being independent and motivated with learning.

## ▶ **Determination**

- ▶ Being determined and resilient learners.
- ▶ 100% effort at all times.

## ▶ **Excellence**

- ▶ Setting a good example to the rest of the school.
- ▶ Demonstrating excellence in behaviour, attitude and learning.



# Behaviour and Expectations



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- ▶ PRIDE Points & PRIDE Rewards
- ▶ Verbal and written praise
- ▶ Certificates in Celebration Assembly
- ▶ Reward equipment at playtime
- ▶ Class Reward Systems e.g. Marbles in a jar
- ▶ Prizes e.g. Books for 30 reads



# When behaviour does not meet standards

As per our policy, we band behaviour accordingly. Whilst our approach is always restorative and preemptive, when we do encounter behaviour that doesn't meet the high-expectations we have, the following measures/procedures are considered:

BAND 1	BAND 2	BAND 3	BAND 4
Tearing or misbehaving. Interrupting teacher or adult. Avoiding work. Wasting time. Abusing other people's learning opportunities. Cheating. Involuntarily swearing. Making inappropriate remarks. Talking when you are supposed to be listening. Not following class rules. Calling out. Wandering about classrooms. Running in the school building. Not sitting/standing on seats. Interfering with other pupils. Ignoring teacher instructions. Silly voices/Misbehaviour. Pushing or shoving. Taking during class work. Minor Playground Incidents. Wearing of non-uniform items. Bringing in toys, trading aids, etc.	Abuse of band 1 behaviour. Sitting on the floor. Using swear words deliberately. Arguing with adults. Abuse of school or other people's property. Throwing objects or anger. Bullying to adults. Long. Pupils refusal to follow instructions. Allowing others to access the school network by sharing user names and passwords. Attempting to access the school network using another pupil's account. Copying or dishonestly displaying the data of other users. Accidentally accessing/offensive or inappropriate material and failing to report the incident.	Abuse of band 2 behaviour. Convulsive disruption (e.g. shouting, name calling, shouting, swearing). Vandalism (e.g. graffiti). Spitting in someone's presence. Deliberately hitting, kicking or striking another person. Fighting. Swearing at staff or pupils. Racial or homophobic abuse. Possession of weapons. Running out of class and the school building. Being. Stealing other people's property. Bringing an animal, toy or message that is regarded as offensive, inappropriate or of a disturbing nature. Deliberate actions that could bring the school into disrepute or break the integrity of the school or school building. Using games sites or other means to subvert the school's learning systems. Deliberately accessing/offensive or inappropriate material. Bringing into school possession of a prohibited item. Knowledge of using a transmission of material that infringes the copyright of another person contravenes the Data Protection Act. Deliberately accessing or trying to access material that could be considered illegal. Continued infringements of the school policy following band 2 or band 3 warnings/sanctions. Harassment and bullying of individual pupils, other children or staff in an area.	Abuse of band 3 behaviour (e.g. shouting, name calling, shouting, swearing). Vandalism (e.g. graffiti). Spitting in someone's presence. Deliberately hitting, kicking or striking another person. Fighting. Swearing at staff or pupils. Racial or homophobic abuse. Possession of weapons. Running out of class and the school building. Being. Stealing other people's property. Bringing an animal, toy or message that is regarded as offensive, inappropriate or of a disturbing nature. Deliberate actions that could bring the school into disrepute or break the integrity of the school or school building. Using games sites or other means to subvert the school's learning systems. Deliberately accessing/offensive or inappropriate material. Bringing into school possession of a prohibited item. Knowledge of using a transmission of material that infringes the copyright of another person contravenes the Data Protection Act. Deliberately accessing or trying to access material that could be considered illegal. Continued infringements of the school policy following band 2 or band 3 warnings/sanctions. Harassment and bullying of individual pupils, other children or staff in an area.
<b>Sanction</b> The adult will write the following on the board: The adult will write the child's name on the board as a warning. The adult will give a tick against the child's name - this tick will last two minutes from the start of the next lesson. If the adult writes the following on the board: The adult will write the child's name on the board as a warning. The adult will give a tick against the child's name - this tick will last two minutes from the start of the next lesson.	<b>Sanction</b> The adult will write the following on the board: The adult will write the child's name on the board as a warning. The adult will give a tick against the child's name - this tick will last two minutes from the start of the next lesson.	<b>Sanction</b> The adult will write the following on the board: The adult will write the child's name on the board as a warning. The adult will give a tick against the child's name - this tick will last two minutes from the start of the next lesson.	<b>Sanction</b> The adult will write the following on the board: The adult will write the child's name on the board as a warning. The adult will give a tick against the child's name - this tick will last two minutes from the start of the next lesson.

- ▶ Teachers will put names on the board and ticks next to them to offer children chances to correct behaviour before escalation.
- ▶ Reflections (a restorative lunchtime session where the child spends time with a senior leader, completing a restorative activity to help reflect on behaviour, followed up with a reconnecting conversation with the adult.
- ▶ Repeated reflections (x3 in one term) will result in a meeting with the headteacher and parents/carers.
- ▶ Any behaviour of low-level will be communicated by the class teacher to parents and carers at the end of the day. This is to support everyone in moving the behaviour forward positively.



# Reading



- ▶ Reading records should be handed in every day, with home reading recorded in them. Pupils can aim for 30 reads rewards.
- ▶ They will be checked on Tuesdays and Fridays. New reading books will then be given if an adult has signed to say the current book has been read fully.
- ▶ Messages should go via the year group email, or urgent messages e.g. pickup or appointments via the office, not via the reading record.
- ▶ Daily reading lessons. Fluency and Extended read sessions build fluency, vocabulary and prosody (reading with expression and relevant speed). Close read sessions develop analysis of the text.





# School uniform, PE Kit and other equipment.

- ▶ In September pupils need to return in winter uniform.
- ▶ Summer and winter uniform as per policy. One pair of stud earrings only. Bows in navy or school yellow and no bigger than the palm of your child's hand. Hair below shoulders needs to be tied back.
- ▶ Blue P.E. t-shirt, blue or black shorts, plimsolls or trainers for outside, bare feet or plimsolls for inside.
- ▶ Tracksuits or sweatshirts (blue or black) may be worn when cold. No leggings. Sweatshirts should not have a hood. Hair must be tied back, and no jewellery should be worn.
- ▶ If your child is unable to take part in P.E, please send in a note to explain why. Repeated missing kit will result children using the school's own kit, in order for them to access learning.



# Curriculum Coverage

- **T1 - Globalisation:** How and why are resources transported across the globe?
  - **T2 - Benin:** Should the Benin Bronzes be kept or returned to the British Museum?
  - **T3 - Migration:** What influences the movement of people across the world?
  - **T4 - Civil Rights:** How has the world become more accepting of diversity over the past 100 years?
  - **T5 - World War II:** What was the social and economic impact of World War 2 on Britain?
  - **T6 - Sustainability:** How are countries becoming sustainable? Why is this important?
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- Curriculum themed weeks STEM Week, World Week, Keeping Healthy Week





# Quality-First Teaching

Our teaching and learning policy captures our approach to how children at Staplehurst learn:

Staplehurst is a school that is happy, purposeful and stimulating where each child's needs are viewed individually, by a staff of highly trained classroom practitioners who demonstrate excellence underpinned by high expectations and professionalism.

Our aim is to instil, in each unique pupil, a love of learning; develop their confidence in order to reach their full potential; and, underpinned by a body of powerful knowledge, cultivate the lifelong skills of independence, creative thinking, team work and effective participation.

We consider ourselves to be a knowledge-rich school, whereby children master a body of subject-specific knowledge defined by the school. Skills are generally an outcome of our curriculum, not its purpose. At Staplehurst, we emphasise big ideas and invaluable knowledge that we want our children to acquire.

- ▶ Same-Day Intervention
- ▶ Formative assessment
- ▶ Retrieval Practice
- ▶ Effective use of feedback
- ▶ Quality first teaching
- ▶ Precision teaching



# Homework



- ▶ One piece of Maths & Spelling/SPAG every week.
- ▶ 30 minutes a week.
- ▶ Focus on consolidation of key concepts taught. Homework should not be overly challenging with the intention to offer opportunity to practice, increase confidence and boost speed/stamina of working.
- ▶ To be handed out on a Friday and handed back in by Tuesday. Completion will be expected.
- ▶ Children also need to be reading every night, and practise times tables (including division facts).
- ▶ Please remember to fill in the reading record (PRIDE Points are given). Pupils can aim for 30 reads rewards.



# Ways to help your child at home

- ▶ Helping to ensure your child arrives at school on time every day.
- ▶ Regular reading (aim for 30 reads).
- ▶ Times tables practice. (TT Rockstars)
- ▶ Ensuring homework is completed and handed in on time, and when completing internet research, aiding children in finding key points.
- ▶ Learning the spellings sent home.
- ▶ Visiting the library to research topics.
- ▶ Visiting places of interest
- ▶ Support pupils with holiday learning tasks.



# SATS



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- ▶ Further information will be provided on SATs and other assessments in September.
- ▶ SATS Week: Monday 13 May to Thursday 16 May 2024.



# Communication



- ▶ Parents can share messages and key information (non-urgent) via the school office or at the end of the day with the class teacher.
- ▶ Updates and minor issues can be discussed at pickup.
- ▶ Should you require a meeting to discuss an issue please inform your teacher in advance and a mutually convenient time will be arranged.
- ▶ Parents' evenings are held 2 x per year to discuss your child's learning.
- ▶ Key information about the school is posted on our website, including: the weekly newsletter; school times and term dates; events and announcements; curriculum information and policies and procedures.
- ▶ The newsletter is published weekly and sent to parent weekly via SCOPAY and published on our website by 12 noon on Monday during term time.
- ▶ Please telephone us to communicate brief information about your child that the school needs to know in an emergency, e.g., to let us know that you will be late collecting your child. We ask parents to telephone the school on 01580 891765.
- ▶ The school office is open between 8:30am to 4:00pm, during term-time. At all other times there is an answering service available to take your message.
- ▶ Whilst email is preferable
- ▶ **attendance@staplehurst.kent.sch.uk**, telephone calls are appropriate to notify us that your child will be absent from school
- ▶ There are times when we feel that we would like to say something about the service or treatment that we receive. If you feel you need to complain, then please follow the procedure outlined here:
- ▶ In the first instance you should speak to your child's class teacher. If you are still dissatisfied, please contact the phase leader /or the deputy headteacher as soon as you can to make an appointment. If the matter cannot be resolved, please contact the headteacher. If you remain dissatisfied with the outcome, you should follow the school's Complaints Procedure, which is set out in the school Complaints Policy. The Complaints Policy is available on our website.



Communication Systems for Parents



# Key Events



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- ▶ High quality, engaging learning experiences every day
- ▶ Themed weeks (World Week, STEM Week, Keeping Healthy Week)
- ▶ Trips and visits
- ▶ Residential (Further information in September)
- ▶ Transition
- ▶ End of year production
- ▶ Leaver's Assembly



# FAQs other Questions

- ▶ Home-School Agreement
- ▶ Year group email: [year6@Staplehurst.kent.sch.uk](mailto:year6@Staplehurst.kent.sch.uk)