

Year 6

What is *new* and
different in Year 6?

July 2023

Looking forward
to an exciting new
year...

Routines

- In the morning - September 2023

8.45 – Doors open

– come into our classroom. A staff member will greet them at the classroom door (*They can walk to school on their own providing we have a completed permission slip!*)

- Most morning sessions consists of a grammar/spelling/reading sessions, literacy and maths lessons.
- **Break time – (We are aiming for tuck shop to running - children can bring tuck shop money on a Mon/Wed/Fri – no more than £1)**
- Lunch is 12.45 – 1.30.
- If your child has a packed lunch, please ensure this is healthy .
- The afternoon sessions include creative curriculum (topic) work, Spanish, computing or Physical Education.
- At the end of the day: **Year 6 children can walk home – please give permission for this to happen through the office.** If you are picking your child up, please wait outside the classroom. If they have forgotten something, please just wait a couple of minutes for the rest of the children to leave before coming back in to collect things. Please do not enter the cloakroom areas. This helps us to keep all the children safe.
- Newsletters come out termly and will be on the website under our class pages unless you have requested a paper copy from the office.

Uniform

- Blazers and ties must be worn everyday. Shirts tucked in.
- Pupils have to wear their blazers into assembly only. Then they are able to take them off should they wish to.
- Black school shoes NOT trainers must be worn each day.
- Please name, name, name!!! (Trousers, shirts, PE kits, shoes, coats...)
- A reminder that pupils should not wear jewellery or nail varnish to school. Only a single stud can be worn in each ear and these must be removed for all Physical Education lessons.



PE

- Your child must wear black shorts/joggers and a white T-shirt/black sweater. Please ensure your child has supportive sports trainers not converse style fashion shoes.
- We suggest they keep their PE kits in all term to make life easier. There will be a trolley to hang kits on. Pupils need to ensure they are not wearing any jewellery on PE days: this includes earrings.
- PE days will be confirmed in September



Clubs

- There will be a letter coming out in September regarding clubs that you can sign your child up to.
- After school club onsite running from 3.15-5.50pm. This is held in the hall. You can sign up as you have been through the office – it must be pre booked before!
- Breakfast club continues to be open daily from 8am on a drop in basis until 8.20am when doors are closed.

Academic Expectations – preparing for secondary education

- In maths, pupils will be working towards developing a sound knowledge and application of place value, the four operations and fractions. They should all know their times tables, by heart, up to 12X12.
- In literacy, pupils will be expected to write their own stories at length by the end of the year using adventurous vocabulary and imaginative ideas.
- In May, the pupils will take their End Of Key Stage assessments in Reading, SPAG and Maths. Please do not plan to take any time off school around this time and avoid missing any school – this is a very important time for your child.

Homework

- Homework will be given out every Friday and is due in on a Thursday. This will be a paper copy to take home.
- We are preparing your child for secondary education.
- Your child is very welcome to visit our school library and borrow books.
- Homework projects will be given out three times a year corresponding to the longer school holidays.
- **The first project is due in 15th September 2023**

SATs

- **What are SATs?**
 - SATs tests are compulsory national tests for primary school pupils. Children in England are required to take Standard Assessment Tests (SATs) at the age of 11 (school year 6).
 - **SATs** are national tests that children currently sit twice during their time at primary school - once after the end of Key Stage 1 (Year 2) and again at the end of Key Stage 2 (Year 6). They're actually called End of Key Stage Tests and Assessments, but the acronym **SATs** (from another, earlier set of tests) has stuck.
 - All children of End of Key Stage 2 age across the country will sit their assessments on the same day at the same time.
- **When?**
- **Dates for SATs week is Monday 13th May to Thursday 16th May 2024.**

The Tests

Statutory tests will be administered in the following subjects:

- Punctuation, Vocabulary and Grammar (45 minutes)
- Spelling (approximately 15 minutes)
- Reading (60 minutes)
- Mathematics
 - Paper 1: Arithmetic (30 minutes)
 - Paper 2: Reasoning (40 minutes)
 - Paper 3: Reasoning (40 minutes)
- All tests are externally marked.
- As in recent years, writing will be teacher assessed internally. The revised 'pupil can' statements for English writing place a greater emphasis on composition and the statements that relate to the more 'technical' aspects of English writing (grammar, punctuation and spelling) have been made less prescriptive.

Reading

- The reading test consists of a single test paper with three unrelated reading texts. Children are given 60 minutes in total, which includes reading the texts and answering the questions.
- A total of 50 marks are available.
- Questions are designed to assess the comprehension and understanding of a child's reading.
- During the reading paper, a child's inference and deduction skills are thoroughly tested. They will also be expected to answer questions on authorial choices: explaining why an author has chosen to use particular vocabulary, grammar and text features.
- Some questions are multiple choice or selected response; others require short answers and some require an extended response or explanation.

Sample Questions

15

(a) What evidence is there of Martine being stubborn in the way she behaved with her grandmother?

Give **two** points.

1. _____

2. _____

2 marks

27

Look at the paragraph beginning: *One of the victims...*

What does the word *invaders* suggest about the humans arriving on Mauritius?

1 mark

Spelling and Grammar

- A spelling test is administered containing 20 words, which lasts approximately 15 minutes.
- A separate test is given on grammar, punctuation and vocabulary.
- This test lasts for 45 minutes and requires short answer questions including some multiple choice.
- Marks for these two tests are added together to give a total for grammar, punctuation and spelling.

Sample Questions

40

Tick one box in each row to show whether the sentence is written in the **active voice** or the **passive voice**.

Sentence	Active	Passive
Otters live in clean rivers.		
Fish are eaten by otters.		
Usually, otters are playful creatures.		

44

Which verb completes the sentence so that it uses the **subjunctive form**?

I wish I _____ able to join you, but it will not be possible.

Tick **one**.

am

was

were


be

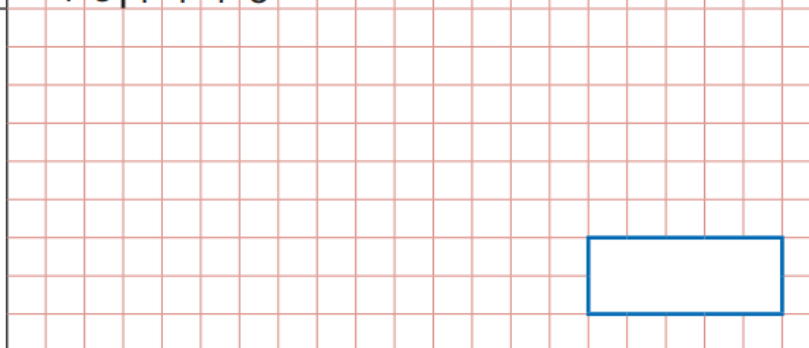
Mathematics

- Children will sit three tests: paper 1, paper 2 and paper 3.
- Paper 1 is for arithmetic lasting for 30 minutes, covering calculation methods for all operations, including use of fractions, percentages and decimals.
- Questions gradually increase in difficulty. Not all children will be expected to access some of the more difficult questions later in the paper.
- Papers 2 and 3 cover problem solving and reasoning, each lasting for 40 minutes.
- Pupils will still require calculation skills but will need to answer questions in context and decide what is required to find a solution.

Sample Questions

- Maths Paper 1: Arithmetic

14	$3.005 + 6.12 =$	<input type="text"/>	1 mark
			

32	4 3 1 1 1 8	<input type="text"/>	2 marks
	<p>Show your method</p> 		

• Maths Paper 2 / Paper 3 : Reasoning

9

6 pencils cost £1.68

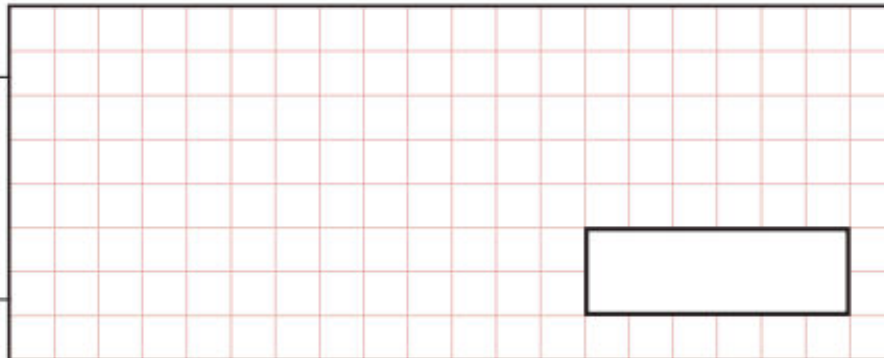


3 pencils and 1 rubber cost £1.09



What is the cost of 1 rubber?

Show
your
method

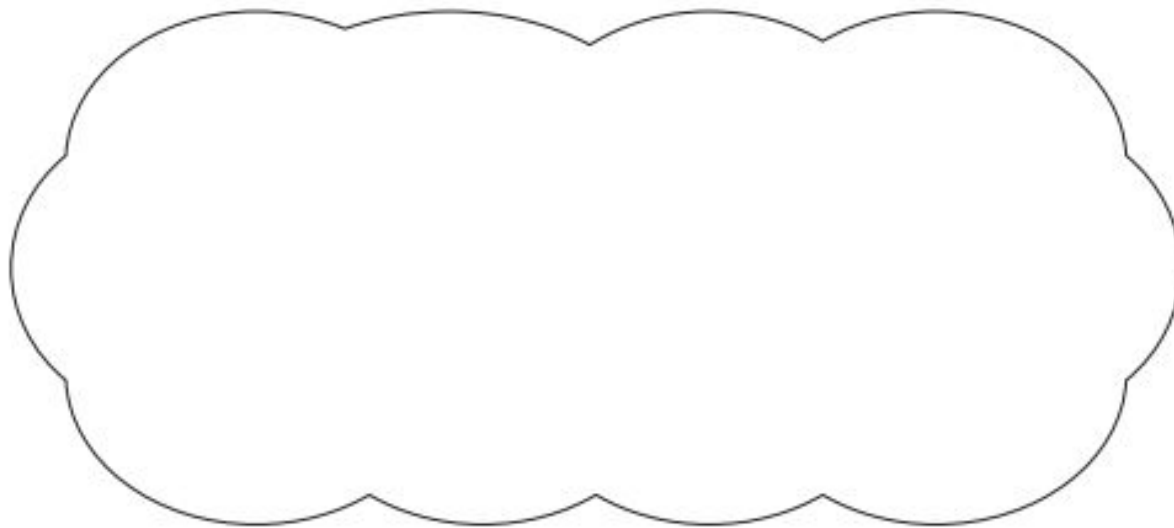


2 marks

21

$$5,542 \div 17 = 326$$

Explain how you can use this fact to find the answer to 18×326



1 mark

How To Help Your Child

- First and foremost, support and reassure your child that there is nothing to worry about and they should always just try their best. Praise and encourage!
- Ensure your child has the best possible attendance at school.
- Support your child with any homework tasks.
- Reading, spelling and arithmetic (e.g. times tables) are always good to practise.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- Make sure your child has a good sleep and healthy breakfast every morning!

How To Help Your Child With Reading

- Listening to your child read can take many forms.
- First and foremost, focus developing an enjoyment and love of reading.
- Enjoy stories together – reading stories to your child at KS1 and KS2 is equally as important as listening to your child read.
- Read a little at a time but often, rather than rarely but for long periods of time!
- Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together – you could use a dictionary, the Internet or an app on a phone or tablet.
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything: fiction, non-fiction, poetry, newspapers, magazines, football programmes and TV guides.
- Visit the local library - it's free!

How To Help Your Child With Writing

- Practise and learn weekly spelling lists – make it fun!
- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories and poems.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary.
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure and punctuation).
- Show your appreciation: praise and encourage, even for small successes!

How To Help Your Child With Maths

- Play times tables games.
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping.
- Look for numbers on street signs, car registrations and anywhere else!
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers or logic, such as dominoes, card games, darts, draughts and chess.

At home...

- Get the Times Table Rockstars app or MyMaths
- Read every day – Use Lexia and Accelerated Reader to support reading and developing at the correct level.

Spellings

Year 6 expectation

Consolidate Year 3 and 4 spelling
Focus on Year 5 and 6 spelling

accident(ally)
actual(ly)
address
answer
appear
arrive
believe
bicycle
breath
breathe
build
busy/business
calendar
caught
centre
century
certain
circle
complete
consider
continue
decide
describe
different
difficult
disappear
early
earth
eight/eighth
enough
exercise
experience
experiment
extreme
famous
favourite
February

forward(s)
fruit
grammar
group
guard
guide
heard
heart
height
history
imagine
increase
important
interest
island
knowledge
learn
length
library
material
medicine
mention
minute
natural
naughty
notice
occasion(ally)
often
opposite
ordinary
particular
peculiar
perhaps
popular
position
possess(ion)
possible

potatoes
pressure
probably
promise
purpose
quarter
question
recent
regular
reign
remember
sentence
separate
special
straight
strange
strength
suppose
surprise
therefore
though/although
thought
through
various
weight
woman/women

Times Tables

Please support your child to:

- confidently recall and use multiplication and division facts up to 12×12
- Continue to use TTRS at home over the summer.
- use PiXL Timetable app at home
- **All pupils should come back to school confidently knowing their times tables to 12×12**

Summer Challenge Pack

One task a week to be completed (should take approximately one hour) – maths and a reading challenge

To celebrate your success in completing this pack **in full** and returned in the **first week back in September**, there will be a special, surprise reward!

A healthy balanced diet - it matters because...

We care about all of our pupils' health and want to work with parents, carers and families to educate our pupils to form healthy habits now that they can take into their future. The **NHS** advises following:

- **The effects of too much sugar**
- Too much sugar is bad for children's health as it can lead to the build-up of harmful fat on the inside that we cannot see.
- This fat can cause weight gain and serious diseases like type 2 diabetes, heart disease and some cancers.
- Having too much sugar can also lead to painful tooth decay - every 10 minutes, a child in England has a tooth removed in hospital.

Let's all work together
to give children the
best possible start to
their lives.

Using NHS advice, we
ask that you support us
with the following:

The NHS recommends that a healthier lunchbox should include:

Starchy carbohydrates that keep your child feeling fuller for longer (wholemeal bread, pasta, potatoes, rice). **Top Tip:** If your child does not like wholemeal bread, try making a sandwich from one slice of white and one slice of wholegrain to get them used to it. Please ensure sandwich filling are also low sugar - no chocolate spread please.

Make healthy swaps to cut down on crisps, chocolate and fruit bars that are high in refined sugar. Find out more about healthier snack swaps at <https://www.nhs.uk/healthier-families/food-facts/healthier-snacks/>

Only **ONE** small treat should be included in lunchboxes if absolutely necessary. No 'grab bag' crisps or extra-large sized chocolate should be included. A portion of fruit or a low-sugar yoghurt are much healthier choices. Calories should be under 100 calories.

Include at least one portion of vegetables or salad: cherry tomatoes, cucumber, celery sticks and sliced peppers all count towards your child's '5 a day'. You could add a small pot of cream cheese for your child to dip their vegetables in.



At Dashwood Banbury Academy, we believe that school meals are a great choice for your child, but if you choose to make a packed lunch for them instead, here are some tips for providing a healthier lunchbox. Please help your child to live a healthy life.



Include fresh fruit that is in season: chopped apple, raspberries, strawberries, blackberries, blueberries and melon, all make great snacks too. **Top Tip:** add a squeeze of lemon juice to chopped fruit to stop it from going brown.

Include a source of protein such as beans and pulses; eggs; meat; cheese; and fish.



REMEMBER: We are a NUT-FREE school.

Please **NO** peanut butter, chocolate spread or nuts as snacks as some of our children and staff members have severe allergies.





Find healthy lunchbox choices and ideas from the NHS at Change4Life and <https://www.nhs.uk/live-well/eat-well/food-guidelines-and-food-labels/the-eatwell-guide/>

Healthy Break-time Snacks

At Dashwood Banbury Academy, we are committed to supporting our pupils to make healthier choices to ensure they form the best habits now, for a healthier future. We know that it can be difficult to know what to do when it comes to snacks, so we have sought NHS advice to help you make and buy healthier options. Fruit and veg snacks are always the best choice, but if children are having packaged snacks, remember to only aim for one small one once a day that is under 100 calories.

Find out more at: <https://www.nhs.uk/healthier-families/food-facts/healthier-snacks/>

 <p>Please support your child's health by only giving them one of these snacks to eat at break time</p>	 <p>If your child brings these in as snack, they will be asked to pack it away and bring it home with them.</p>
<ul style="list-style-type: none">• Lower sugar <u>fromage frais</u> or yoghurt• Plain rice cakes or crackers with lower-fat cheese• Sugar-free jelly• Fruit: an apple, pot of berries, satsuma segments• Vegetable sticks; carrots, cucumber, celery, tomatoes• Low-sugar cereal bars (check the sugar content as these can often be high)• Under 100 calories - healthier choice snacks - rice cake snacks, malt loaf or small portion of dried fruit	<ul style="list-style-type: none">• Croissant - plain or chocolate/syrup filled - the sugar content in these are very high• Cereal bars or chocolate-covered cereal bars the sugar content in these are very high• Crisps• Chocolate bar of any kind• Cookies, biscuits or cake of any kind



Keep an eye out for the 'Good Choice' badge on products in stores and when shopping online to help you quickly find healthier options.

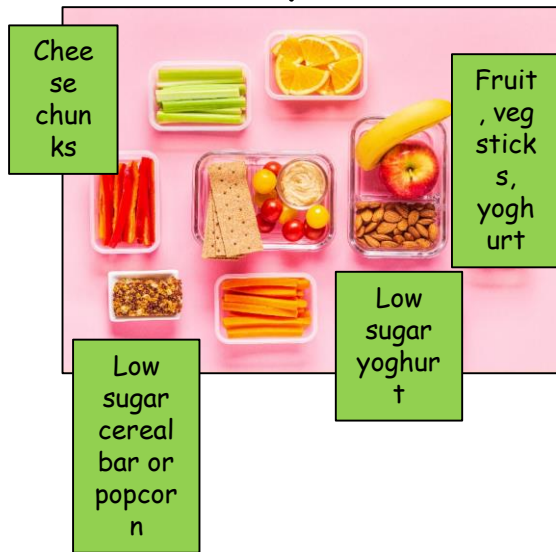
Drinks: To support oral health, in class, drinks must be **WATER ONLY**. Squash is only permitted to be drunk with lunch and should be a low-sugar or no-added sugar options. Fruit juices are also very high in sugar.

NO fizzy or energy drinks are permitted at any time.



Break Time

One healthy snack only



No crisps, cakes, chocolate bars or any high-sugar foods

Please support your child in living a healthy lifestyle with a balanced diet to set them up for a healthier future

Lunch Time



Drinks

Water only in water bottles used in the classroom
Squash can be given as a lunch time drink but NO fizzy or energy drinks (low-sugar squashes are better for teeth)

BEHAVIOUR IS COMMUNICATION

@kwiens62

UNEXPECTED BEHAVIOUR



SOME PEOPLE SEE "MISBEHAVIOUR". THEY USE REWARDS AND PUNISHMENT TO TRY TO GET COMPLIANCE. THIS DOES NOT ADDRESS UNDERLYING REASONS FOR THE BEHAVIOUR.

BIOLOGICAL

EMOTIONAL

COGNITIVE

SOCIAL

PROSOCIAL

FIVE DOMAINS OF SELF-REG

visit: www.self-reg.ca



STRESS DETECTIVES REFRAME A CHILD'S BEHAVIOUR AS "STRESS BEHAVIOUR". THEY ATTEMPT TO IDENTIFY AND REDUCE STRESSORS WHILE TEACHING THE CHILD SKILLS TO RESPOND TO STRESSORS.

Kristin Wiens 2016

At Dashwood, we understand that all behaviour is communication.

Challenging behaviour requires an understanding of its underlying communication in order to create successful support and intervention for all.

The Dashwood Way

At Dashwood Banbury Academy we believe that all behaviour is a form of **communication** and treat it as so. We **acknowledge** how others are feeling and aim to build a **positive mind-set** in order to tackle problems head on. At the core of what we believe stands our vision and values.

Emotions are a part of everyday life and **self-regulation** is the key to being able to realise and live by our vision and values. Self-regulation is tricky for adults at the best of times and even more so for children. When emotions are strong (there are no negative emotions) it becomes even harder to control. We use a system created to develop language around emotions and support **mental and emotional well-being** which is based on ‘**Zones of Regulation**’ (more information can be found at:

<https://www.zonesofregulation.com/index.html> and in appendix 1.

All actions have consequences and so it is our responsibility to teach pupils about this (this includes criminal responsibility lessons).

1. Give me some attention

- Way to communicate a need for attention, whatever that attention may look like.
- For some it does not matter if the attention they receive is positive or negative, as long as they are gaining attention of some description.

2. Get me out of here!

- Fight or flight...the fear of threat. A need to escape from a situation that a person does not want to be in.

3. It feels good

- Challenging behaviour may also have a sensory function.
- Some young people behave in a challenging way because for them, it just feels good to do so.
- Their behaviour might communicate a need to have some power because exercising power makes them feel empowered; it establishes a sense of control.
- Attachment, behaviours of traumatised children

4. Give me a reward

- Challenging behaviour might communicate a desire for a tangible reward.
- Some children learn very quickly that challenging behaviour can be rewarded (eg: the child gets what they want) and in-turn the function of the behaviour is reinforced. Adults may find a short-term solution but they are setting up a longer-term problem.

Behaviour Policy

Low states of alertness including sluggish. The brain is moving slowly. 'Zoned out'

Which zone are you in?

Blue	Green	Yellow	Red
sad tired sick bored	calm ready to learn happy okay	silly/ wiggly frustrated hyper worried	mad out of control angry yelling/ hitting

Regulated state of alertness, shows control: ready to learn and/or be social.

Heightened state of alertness but with some control including stress, anxiety, excitement, silliness, nervousness and confusion. Hyperactive - 'naughty'

Heightened state of alertness but with very intense emotions including rage, explosive, terror, panic. There is no control over emotions here. No ability to think, be rational, negotiate or reflect.

Attachment/trauma

- Hyperactive - often seen as naughty but a sign often of neglect (yellow)
- Anger - an expression of fear, threat response (red zone)
- Being 'zoned out' - psychological shutdown (blue zone)
- Attention-seek, risk-take, act angry and tough to hide their vulnerability (yellow/red zones)

What you can do to support your child at home:

- Consistency of high-expectations
- Positive reminders of the three school rules - **Ready, Respectful, Safe** - and why we have them
- Consistent reiteration of the same message
- Label the feeling - not the behaviour
- Talk about the different colour zones at home with your child - use this to help begin to identify feelings and emotions

‘Children soak up what is around them’

S.T.O.P.

a powerful, yet surprisingly basic strategy that helps you to be focused, alert, relaxed, and at your emotional best when a big moment presents itself in your life.

A four-step mental checklist to use anytime you want to add a burst of fresh energy, creativity, or insight to whatever is going on.

The whole idea behind it is that by taking a very brief break—even less than one minute—you can determine the very best action to take in the moment.

S = Stop

Stop what you are doing: Press the pause button on your thoughts and actions. Be still.

T = Take

Take a few deep breaths to center yourself and bring yourself fully into the present moment.

O = Observe

Observe what is going on with your:

Body

What physical sensations are you aware of (touch, sight, hearing, taste, smell)?

Emotions

What are you feeling right now?

Mind

What assumptions are you making about your feelings? What is the story you're telling yourself about why you are having them?

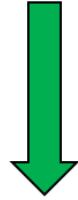
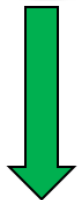
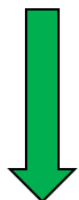
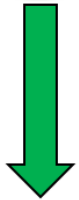
P = Proceed

Proceed with whatever you were doing, making a conscious, intentional choice to incorporate what you just learned.

Options for a negative
outcome?

Options for a positive
outcome?

S **T** **O** **P**

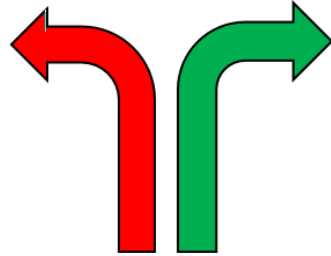


Stop.
Be Still.

Take a
breath.

Observe.
Options?

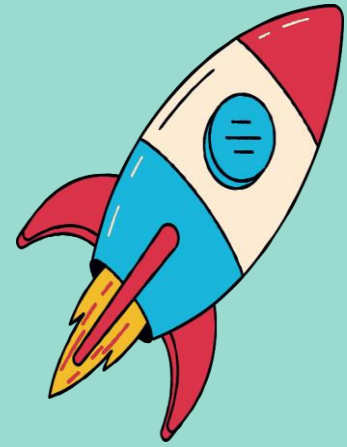
Proceed.



Key points

- **Tone** of voice - calm and kindly educating *‘Children soak up what is around them’*
- **Acknowledgement and understanding** of feelings - self and others *‘Someone cares’*
- Use of the 30 second **script** *‘Consistency’*
- **Flow chart** - not as rigid in terms of order and meant to be more preventative than always reactive (if you see someone bubbling - get in there first) - *‘Support and nurture’*
- **Choices** to help self regulation - Thinking Zone - *‘Choose to Change’*
- **Consequences** of behaviour, not sanctions. Developmentally appropriate level, understanding the needs of the child - the same consequence is not always appropriate for every child and will be well-thought-through on an individual basis.
- **Reconciliation** to repair relationships - *‘Support to build trusting relationships’*
- Linked to our new school rules: **Ready Respectful, Safe** *‘Clear, consistent’*
- It’s **ok** to have **emotions** - we all do. Emotions are in the **red zone** are **strong not wrong!**

OUR VISION



**Dashwood Banbury
Academy**
an Aspirations Academy

OUR VISION

- 🔗 **Inspire, motivate and encourage** everyone to dream big, be creative and become **lifelong learners**
- 🔗 Create a **safe** place where people **take risks**, make the **right choices** and **challenge** themselves to improve
- 🔗 Ensure we have **high expectations and aspirations** for all
- 🔗 Offer **opportunities** to experience the world, **communicate**, build friendships and create a **brighter future**
- 🔗 Develop a culture of **respect, integrity and compassion**
- 🔗 Equip pupils to be **resilient, confident, self-assured** young people who are ready for what their future holds in an ever-evolving world
- 🔗 **Believe in inclusion** ensuring the **community** works together in **unity**

OUR VALUES

Self-worth

- 🔗 **Belonging** / consideration
- 🔗 **Heroes** / respect
- 🔗 **Sense of Accomplishment** / pride

Engagement

- 🔗 **Fun and Excitement** / motivation
- 🔗 **Curiosity and Creativity** / imagination
- 🔗 **Spirit of Adventure** / bravery

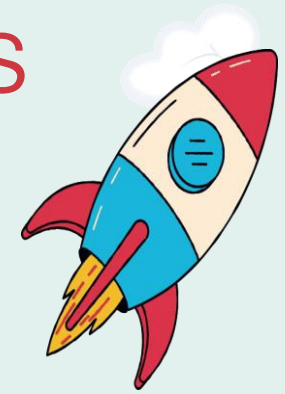
Purpose

- 🔗 **Leadership and Responsibility** / trust
- 🔗 **Confidence to Take Action** / resilience

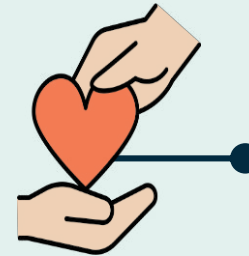
OUR MISSION

GROWING TOGETHER; SUCCEEDING TOGETHER

CLEAR VISION UNDERPINNED BY A SET OF STRONG GUIDING PRINCIPLES



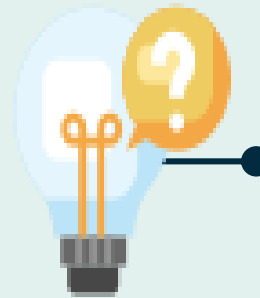
SELF-WORTH



BELONGING
HEROES
SENSE OF
ACCOMPLISHMENT



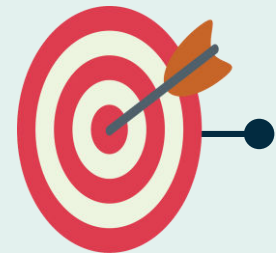
ENGAGEMENT



FUN & EXCITEMENT
CURIOSITY & CREATIVITY
SPIRIT OF ADVENTURE



PURPOSE



LEADERSHIP &
RESPONSIBILITY
CONFIDENCE TO TAKE
ACTION



Self-Worth



Self-Worth flourishes when students and staff know they are valued members of the school community, have people in their lives they can trust and learn from, believe they have the ability to achieve, and know their efforts and hard work are recognized and celebrated in a variety of ways—academically, personally, and socially.



BELONGING
HEROES
SENSE OF
ACCOMPLISHMENT



Self-Worth

- Mentoring Programme
- Range of rewards to recognise effort and hard work
- Achievements celebrated on social media
- Staff wellbeing
- Inter-School events
- Pastoral support
- Anti-bullying Ambassadors
- Links with the local community
- Student Voice
- Drawing and Talking
- Effective transition procedures



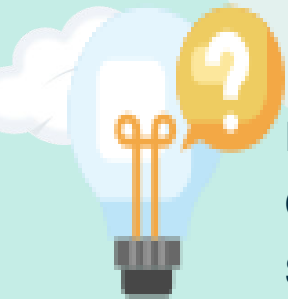
BELONGING
HEROES
SENSE OF
ACCOMPLISHMENT



Engagement



Engagement takes root when schools ensure that students and staff are deeply involved in the learning process, showing enthusiasm and a desire to learn new things, as well as a willingness to take positive, healthy steps toward the future.



FUN & EXCITEMENT
CURIOSITY & CREATIVITY
SPIRIT OF ADVENTURE

Engagement



- Exceptional enrichment programme
- Trips throughout the academic year
- ATL curriculum
- STEM
- Staff are encouraged to promote questioning, problem solving, innovation, and creative exploration within their lessons.
- Broad and balanced curriculum
- Regular sporting fixtures
- Student achievements celebrated on social media
- Arts award
- Community Events



FUN & EXCITEMENT
CURIOSITY & CREATIVITY
SPIRIT OF ADVENTURE

Purpose



Purpose in school is fostered when students and staff take responsibility for who and what they want to become, both in terms of professional careers and by being confident, responsible members of their community.



FUN & EXCITEMENT
CURIOSITY & CREATIVITY
SPIRIT OF ADVENTURE

Purpose



- High standards and expectations
- * Student Leadership Team
- Aspirations Academy Council
- Sports Leadership Team
- Eco Warrior team
- Anti-Bullying Ambassadors
- Race Equality Group
- Employability skills thread through the curriculum



LEADERSHIP &
RESPONSIBILITY
CONFIDENCE TO TAKE
ACTION

Attendance

- The expectation is that your child attends school every day. Any child who attends 100% will get a special reward at the end of the year. Year 6 is an incredibly important year and attendance is crucial.
- If your child is poorly, please call the school office and let them know they will not be in.
- As most of you may know, pupils are not entitled to any holiday outside of school days. Please ensure you only take holidays when they are off school already.
- Any pupil whose attendance drops below 95% would be classed as a persistent absentee.

Internet Safety

Please make sure that you are checking what your child is accessing on the internet.

Concerns we have had:

- Children having their own social media accounts (Facebook, Youtube, Snapchat) - they need to be 13+ to have one!
- Inappropriate games
- Adding people to their online communities that they do not know and engaging in conversation
- Sending inappropriate videos of each other to friends
- Sending inappropriate/nasty messages to friends in the class.
- Whatsapp groups (16+) sharing of inappropriate content

Pupils need to show integrity...

- Doing what they know is right, even when no one is watching.
- Be role models to their younger peers
- **Leadership roles:**
 - Head pupils
 - Mentoring
 - Aspiration Family Leaders
 - Aspiration Councillors
 - Reader Leaders
 - Buddies
 - Sports Leaders
 - School Newspaper
 - Anti-bullying Ambassadors

Secondary Transition

- **You MUST apply for your child's secondary place by 31st October 2023**
- All schools will have open evening before this date to inform your decision. Look out for posters outside our classroom for these dates, alternatively you can research on school websites.
- All secondary schools offer a really good transition programme at the end of year 6. This includes staff visiting Dashwood and them visiting their new schools. Extra support is available if your child is particularly anxious.

Residential

When?

Wednesday 11th October - Friday 13th October 2023

Where?

Rock UK – Northamptonshire

<https://rockuk.org/>

A meeting nearer the time will be arranged in September once we have confirmed activities with ROCK UK

Walking Home

- Permission slips signed and returned to allow pupils to walk home on their own
- Pupils can bring in their phones if needed for the walk home – these will be collected at the beginning of each day and given out again at home time.

Extra Information

- Please ensure they always have a coat in school (unless it is very warm) as the children are outside all lunchtime as well as other times in the day. Please name the coat too!
- Don't forget to check your newsletter for special dates and events.
- Pencil cases
- End of Year 6 trip - approx £15
- **Any questions please note down and direct to Mrs Bunn, Mrs Taylor or Mr Shaw**