

The crest of St. Mary's School is a shield divided into four quadrants. The top-left quadrant is red with a white 'S'. The top-right quadrant is red with a green tree. The bottom-left quadrant is red with a white cross. The bottom-right quadrant is red with a white figure of a person. The shield is surrounded by a white border with the text 'ST. MARY'S SCHOOL' at the top and 'LEARNING AND ACHIEVING TOGETHER' at the bottom.

Welcome to Year 5

12th September 2023



Welcome to Year 5

UKS2 Phase Leader- Mrs Dwyer (also Year 6 Lead)

Meet the Team:

Mrs Murphy(*Year 5 Lead*)

Miss Maugi

Mrs Sangani-Davda

Support staff:

Mrs Shetty, Mrs Chatterjee, Miss Hockett, Mrs Kaur, Mrs Prakash.

Other adults:

Mrs Hamache

Mr Evans

Meeting Agenda

1. Curriculum documents and how to support learning at home
2. Trips and Enrichment opportunities
3. Assessment
4. Home learning, reading and spellings
5. Uniform and belongings

Curriculum


Long Term Plans are available on the school website. These give you an insight in to that the children are learning over the year.

Medium term plans are uploaded at the start of each term and show a more in depth look at the topics the children will be learning about.

To further support their learning, reading lists have also been uploaded to help guide the children to texts suitable for their age group and topic they are covering.

Written calculation policy can also be found on the school website. This can be useful when children are completing home learning and the calculations are different!





Grimsdyke School

English (Reading):
This term we will be reading 'Street Child' by Berlie Doherty. Students will continue to discuss texts, developing their ability to explain the authors' intent or their opinion of them giving justifications using evidence or quotes. The children will be using the text to support their understanding of historical content and vocabulary from the time.

English (Writing):
The pupils will be writing a variety of text types based on the texts they have read, some of these include: newspaper articles, letters and non-chronological reports. They will continue to develop their use of complex sentence structures, punctuation and tenses in their writing. They will consider the audience for their writing, the level of formality required and how this can be achieved. We will continue to explore a range of spelling patterns and rules as well as exploring word roots as a way of supporting spelling of new words.

Maths:
This term, the children will reinforce and extend their knowledge of fractions—identifying equivalent, recognising mixed and improper fractions as well as adding, subtracting fractions. We will be learning about decimals and percentages and children will learn to convert basic decimals into percentages using known facts. In addition, children will apply their knowledge to solve multi-step word problems and link their learning to real life situations. The students will continue to practise written and mental strategies in multiplication, division, addition and subtraction.

Curriculum Map for Year 5 (Spring Term)
Theme: The Victorians

Science:
During the Spring Term, we will be learning about Earth and Space, children will build on their knowledge of the planets and our solar system as well as looking at the earth, moon and sun. The children will explore the movement of the earth, moon and other planets relative to the sun and solar system. In addition, the children will investigate the Earth's rotation in order to understand day and night and gain an understanding of the different phases of the moon. Year 5 will also complete a Space Project.

P.E:
Pupils in Year 5 will continue to have a weekly swimming lesson this term. In their PE lessons at school, they will explore the team game of Netball.

The children will:

- Learn the passes involved in the game
- Practise pivoting and the appropriate footwork
- Learn to work as a team
- Begin to understand the rules to a game

PSHE:
Spring 1 - Dreams and goals

The children will be encouraged to think about their learning strengths and learn how to set out realistic goals for themselves. They will learn how small targets can help to reach a bigger goal and how motivation is key to achieving a goal.

Spring 2 - Healthy me

This term, the children will be deepening their understanding of drugs and alcohol and their effects on our bodies. They will be able to find strategies on coping emotionally with pressure and making the best choice for them.

Long Term Plan



Grimsdyke School Long Term Curriculum Overview (2023 – 2024) Year 5

	Autumn Term		Spring Term		Summer Term	
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic/Theme	<i>The Victorians</i>		<i>Stronger Together</i>		<i>The Ancient Greeks</i>	
English: Whole class reading and text focus	Main Text: <i>Street Child</i> by Berlie Doherty <i>Cosmic</i> by Frank Cottrell Boyce <i>Jamie Drake equation</i> by Christopher Edge <i>Shorter</i> <i>Oliver twist</i> <i>The British</i> by Benjamin Zephaniah <i>Mystery Stories</i> <i>Christmas related- A Christmas Carol</i>		Main Text: <i>Journey to Jo'Burg</i> by Beverley Naidoo <i>Aztecs Tales</i> <i>Explorer</i> by Katherine Rundell <i>The Shaman's Apprentice</i> by Lynne Cherry & Mark Plotkin <i>The Curse of the Maya</i> by Johnny Pearce & Andy Loneragan <i>Middleworld</i> by J&P Voelkel		Main Text: <i>Greek Myths (Various)</i> <i>The Adventures of Odysseus</i> by Hugh Lupton, Daniel Morden and Christina Balit <i>The Odyssey</i> by Gillian Cross <i>Time Travel Diaries: Adventure in Athens</i> by Caroline Lawrence <i>Percy Jackson and the Lightning Thief</i> – Rick Riordan <i>Beasts of Olympus</i> – Lucy Coats <i>Leo and the Gargon's Curse</i> – Joe Todd Stanton <i>Mission to Marathon</i> – Geoffrey Trease <i>The Story of Antigone</i> – Ali Smith	
English: Writing focus and text types	Character and Setting descriptions Letter Writing Non-chronological reports	Poetry Mystery stories Newspaper articles Instruction writing	Descriptive writing- setting and character Letter writing Diary entries	Adverts Persuasive writing Writing a balanced argument	Non-chronological report Newspaper articles	Writing a play script Writing a Greek myth

Medium Term Plan



Grimsdyke School



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English (Writing):

The pupils will be writing a variety of text types based on the texts they have read, some of these include: newspaper articles, letters and non-chronological reports. They will continue to develop their use of complex sentence structures, punctuation and tenses in their writing. They will consider the audience for their writing, the level of formality required and how this can be achieved. We will continue to explore a range of spelling patterns and rules as well as exploring word roots as a way of supporting spelling of new words.

Maths:

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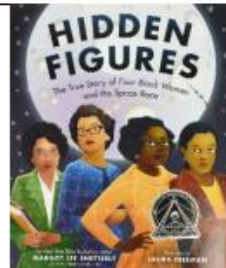
Reading List



Year 5 Recommended Reading List



Workhouse: A Victorian Girl's Diary 1871
By Pamela Oldfield



Hidden Figures
By Margot Lee Shetterley



Miraculous journey of Edward Tulane Adventure
By Kate DiCamillo



A Series of Unfortunate Events
By Daniel Handler



The Girl of Ink and Stars
By Kiran Millwood Hargrave



Far From Home
By Berlie Doherty



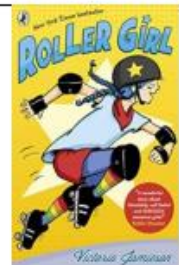
Heidi
By Johanna Spyri



When Life Gives You Mangoes
By Keren Getten



The House of Hidden Wonders
By Sharon Gosling



Roller Girl
By Victoria Jamieson



Oliver Twist
By Charles Dickens



How Do Bridges Work?
By Roman Belyaev

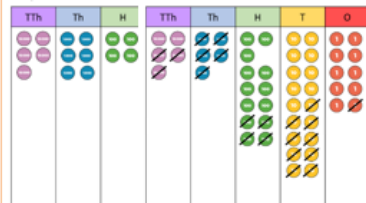
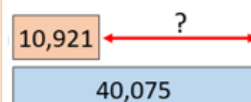
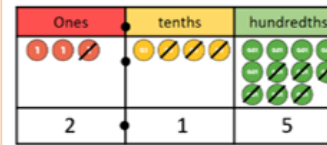
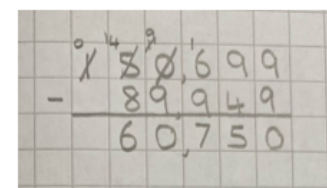
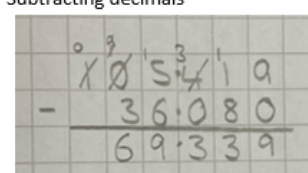
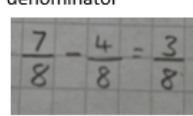
RIGHTS
RESPECTING
SCHOOLS



TS AWARE

Calculation Policy



Subtraction			
Objectives	Concrete	Pictorial	Abstract
<ul style="list-style-type: none"> To count backwards with positive and negative whole numbers, including through zero To subtract numbers mentally with increasingly large numbers To subtract whole numbers with more than 4 digits, including using formal written methods (columnar subtraction) To use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy To solve subtraction multi-step problems in contexts, deciding which operations and methods to use and why To subtract fractions with the same denominator and multiples of the same number 		<p>Subtraction with exchanging</p>  <p>Visualising subtraction</p>  <p>Subtracting decimals with the same number of decimal places. $3.51 - 1.36 = 2.15$</p> 	<p>Subtracting larger numbers</p>  <p>Subtracting decimals</p>  <p>Subtracting fractions with the same denominator</p> 
Vocabulary			
<ul style="list-style-type: none"> Hundreds 			

Knowledge organisers: What are they and how do we use them?



The Victorians

What will I learn by the end?

- To know the dates of the Victorian era
- To learn about Queen Victoria; her roles as Queen and her relationship with Parliament
- To understand the role of the Industrial Revolution and how this affected Britain.
- To know about daily life for socio-economic groups in Victorian England (homes, school, jobs, nutrition etc.)
- To learn about significant figures in Victorian Britain
- To learn about the untold stories of Britons who made a significant contribution
- To learn about key inventions that we still use today

Concept Links/ Prior Knowledge

- Be able to plot events on a timeline showing relevant centuries and decades
- Explain how events from the past impact on the present
- Be able to research the impact of an event or period on different groups e.g. young/old, rich / poor, male/female
- To understand the concept of Monarchy and Government and the roles they play
- To know basic facts about Queen Victoria and her family.
- To know about Victorian toys

Sticky Learning

New History Knowledge

- To know key facts about Queen Victoria, her reign and her relationship with Parliament.
- To learn about the Industrial Revolution and how it changed Britain.
- To know about Victorians who have made a significant contribution- inventors, architects, artists.
- To learn about the untold stories of Victorian black women- Fanny Eaton, Sarah Forbes Bonetta and Mary Seacole.

New History Skills

- Plan an historical enquiry by identifying the question/ theme, locating evidence and evaluating that evidence
- Be able to identify trends in changes that have occurred over time
- Be able to explain the significance of an event, a change or a person's contribution
- Present the outcomes of research in the most appropriate way based on the information and audience
- Organise information from an historical enquiry to be able to present their conclusion or point of view

Vocabulary

- Reign
- Empire
- State
- Government
- Parliament
- Democracy
- Governess
- Wealth
- Economy
- Socio-economic
- Society
- Poverty
- Workhouse
- Industrialisation
- Revolution
- Ragged
- The Class System
- Upper, middle, working

Knowledge organisers: What are they and how do we use them?

A knowledge organiser (KO) contains set of key facts, knowledge and information that pupils need to know and be able to recall in order to 'master' a unit or topic. This could include famous people, key facts, key vocabulary and key dates and timelines.

The aim is to regularly, over the course of the term, use these Knowledge Organisers to rote learn and memorise key knowledge, which will give your child a better understanding of their learning. These will be readily available in the classrooms for the children to refer to, be used by teachers or support staff to pre-teach and recap key learning.

Children use these regularly in lessons and is important they continue to use these to support learning at home. In order for you to be able to support your child at home, these Knowledge Organisers will be available on our school website for you to access, so that you can familiarise yourself with and use how you wish to support their learning, in line with what's being taught in school.

Parent tips to support your child:

- Read through the Knowledge Organiser with your child – if you don't understand the content then ask them to explain it to you – 'teaching' you helps them to reinforce their learning.
- Test them regularly on the spellings of key words until they are perfect.
- Get them to make a glossary (list) of key words with definitions or a list of formulae.
- Read sections out to them, missing out key words or phrases that they have to fill in. Miss out more to support them in remembering more
- Creating quizzes and quizzing each other

Assessment

End of Year Expectations

Taken from the National Curriculum and are what the children are assessed against as they move up the school. These are available on the school website.

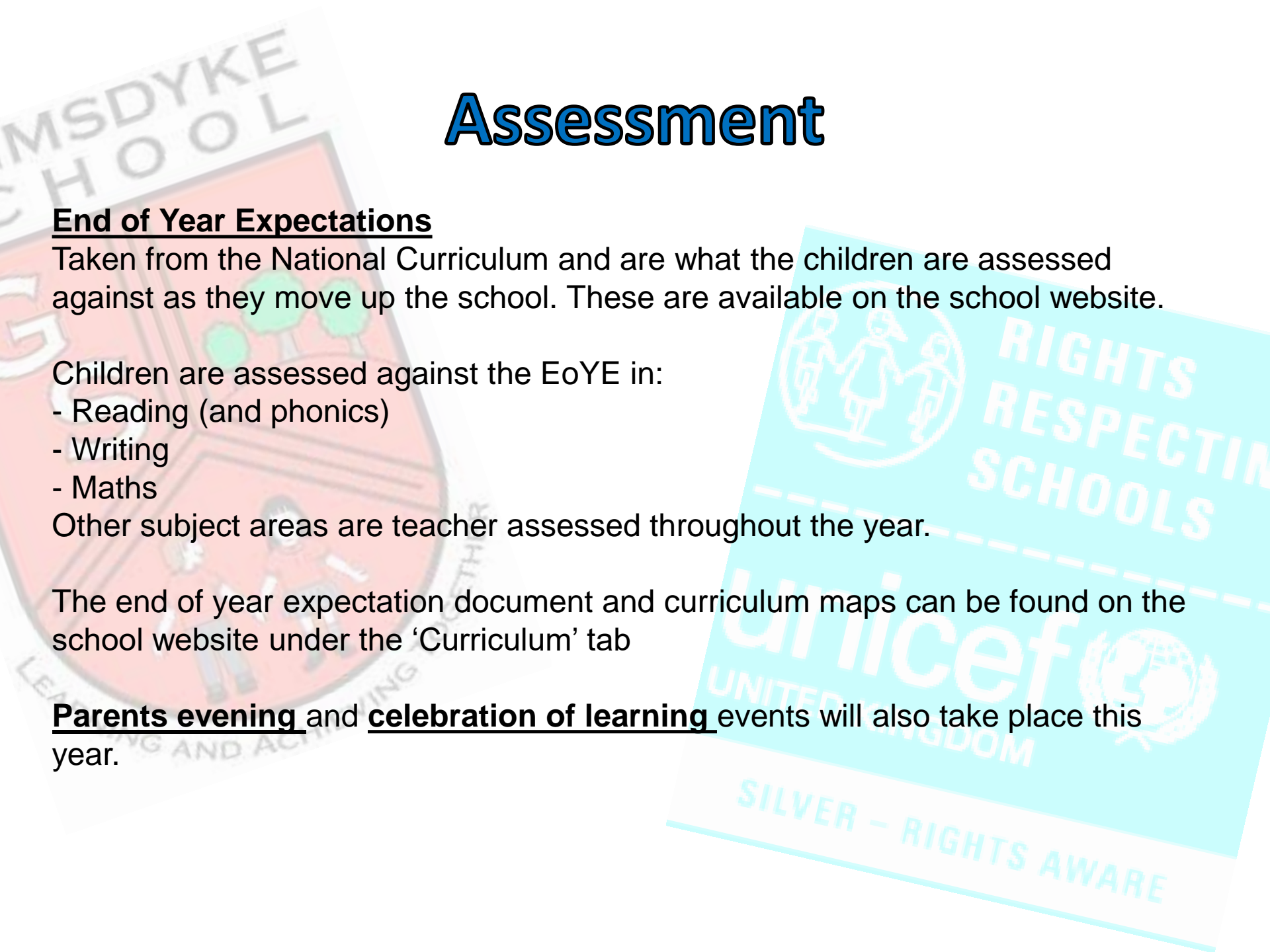
Children are assessed against the EoYE in:

- Reading (and phonics)
- Writing
- Maths

Other subject areas are teacher assessed throughout the year.

The end of year expectation document and curriculum maps can be found on the school website under the 'Curriculum' tab

Parents evening and celebration of learning events will also take place this year.



End of Year Expectations (EOYE)

Maths

- Count, read and write numbers from 1 to 20 in numerals and words.
- Count forwards to 100 from any given number.
- Count backwards from any given number to 100.
- Count, read and write numerals to 100.
- Count in multiples of 2s, 5s and 10s.
- Say the number one more or one less than a number to 100.
- Recall pairs of number bonds/ fact families to 20, addition and subtraction.
- Add and subtract one- and two-digit numbers to 20 including 0.
- Know the signs (+), (-) and (=).
- Solve a missing number problem (e.g. $5 + ? = 8$).
- Solve a one-step problem using addition and subtraction using concrete objects and pictures.
- Solve a one-step problem using multiplication and division using concrete objects and pictures.
- Recognise, find and name half and a quarter of an object, shape or quantity.
- Recognise and know the value of different coins and notes.
- Compare, describe and solve practical problems for length, height, weight and capacity.
- Measure and begin to record length, height, weight, capacity and time.
- Sequence events in chronological order using language and can name the days of the week and months of the year.
- Can tell and record the time to o'clock and half past the hour.
- Can recognise and name simple 2D and 3D shapes.
- Describe position, direction and movement (e.g. right, left, clockwise, anti-clockwise etc.).
- Can read and create a simple pictogram or block graph to answer a question.

English - Writing

- Sit and hold a writing implement correctly, whilst sitting correctly at a table.
- Leave spaces between words in their writing.
- Write the capital and lower-case form of each letter starting and finishing in the right place.
- Correct formation of digits 0-9.
- Write number words 1-20 as well as multiples of 10 (30, 40, 50 etc).
- Write simple sentences dictated by an adult including phonics and tricky words taught so far.
- Use capital letters for names, days of the week and places, including the personal pronoun 'I'.
- Most sentences are punctuated with capital letters and full stops.
- Begin to punctuate sentences with question marks and exclamation marks.
- Begin to use commas in some expanded noun phrases.
- Use "and" to join words, ideas and clauses.
- Compose an oral sentence before writing and re-read aloud after writing to check.
- Recognise simple tense I went to the... (the, because, etc.)
- Spell common exception words or tricky words.
- Spell words by applying the 44 phonemes.
- Use suffixes (-ing, -ed, -er, -est) and prefixes.
- Correctly spell the days of the week and months of the year.
- Write sequenced sentences to write about a story or event.

English - Reading

- Say the correct sound for all of the 44 phonemes in English including alternative sounds where applicable.
- Read accurately unfamiliar words by blending the phonemes which have been taught.
- Read the common exception words (tricky words) up to including phase 5.
- Read words with common endings (s/es/ing/ed/er/est) and contractions.
- Read aloud books that are consistent with their developing phonic knowledge.
- Show greater fluency and confidence when re-reading a text.
- Listen to, join in with repeated phrases from and discuss a range of traditional stories and poems.
- Make links between what they read or hear read and their own experiences.
- Make predictions and inferences on the basis of what has been read, said and done by different characters.
- Check what they read makes sense and reread to correct where appropriate.
- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Explain clearly their understanding of what is read to them.

Glossary

Across 100: E.g. 97, 98, 99, 100, 101, 102...

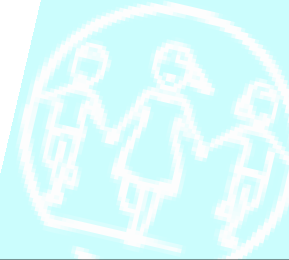
Blending the phonemes: Children will start to put sounds together, to make short words, such as: cat, nap, pin, tap, etc. This is called blending phonemes.

Inferences: Conclusions reached by the child based on their reasoning and from the evidence from the text.

Pairs of number bonds to 20: E.g. $12 + 8$, $11 + 9$, $13 + 7$.

Phase 5: Children entering Phase 5 will already be able to read and spell words with adjacent consonants, such as trap, string and flask. They will also be able to read and spell some polysyllabic words. In Phase 5 children will learn more graphemes (a letter or letters which represent a sound) and phonemes. For example, they already know ai as in rain, but now they will be introduced to 'ay' as in day and 'a-e' as in make.

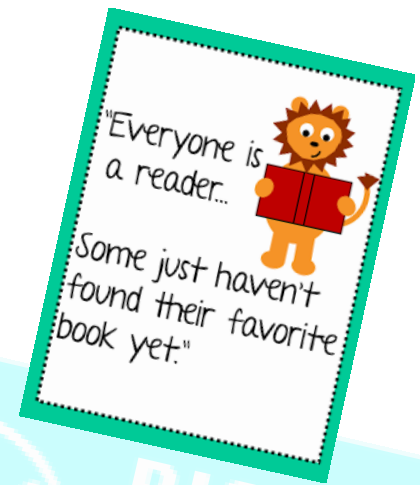
Phonemes: The shortest unit of sound, e.g. 's' in 'sat'.



RIGHTS
RESPECT

Reading in Year 5

Reading plays an extremely important role in your child's education. Not only does it help build language and vocabulary knowledge, it also teaches them about the world, history, science and many others.



- Children are free readers in Year 5. Children may choose their reading books but will be advised by an adult if this is an inappropriate level.
- Support is provided for children who need some more guidance in this area
- Library time is scheduled during an allocated lunchtime (tba) and Friday mornings.
- Reading at home every night- we usually recommend **20 minutes per night**
- Children have been issued combined homework diaries and reading record. They may choose whether to have an adult write in or they can write this in independently.
- Recommended reading lists- located on website.

Spellings


- Spelling is taught through pattern investigation.
- Year groups have been doing this for a while now and we are seeing the children becoming more successful with this.
- We issue a spelling/handwriting sheet on a Thursday which is submitted on the following Tuesday.
- Due to the nature of UKS2, we also do learn the Year 5 and 6 Spelling words as these are important for the end of year 6 assessments. You can find these online or on Google Classroom.
- Appropriate interventions are put in place for children who require support in this area.



Home learning/Google Classroom

- Home learning has changed this year, children will be required to read for 20 minutes daily, complete maths consolidation tasks set on MyMaths, complete a spelling / handwriting task on paper.
- There will also be a selection of six tasks provided, which will support the learning across differing curriculum areas. The children are to complete these over the half term and submit them on Google Classroom or bring them into school for feedback.

MyMaths and spelling homework is set on a **THURSDAY** and submitted on **TUESDAY**.



Home learning







Year 5

Autumn 1

Every week...

- Reading every day
- Spellings / hand writing - set weekly
- Maths consolidation - set weekly on Google Classroom

Extra work to do over the half term...

Science 	History 
Geography 	Art 
Computing 	PSHCE 

Once you have completed any of these activities, send it to your teacher on Google Classroom or bring it in to show them and the rest of your class. Merits may be awarded for excellent effort.

Websites used to support learning (home and at school)



Grimsdyke School

Helpful websites and suggested activities to support learning at home



English:

Reading:

All children have a username and password to access their account for the websites below:

<https://www.myon.co.uk/login/>
<https://ukhosted22.renlearn.co.uk/2244592/Public/RPM/Login/Login.aspx?srcID=t>

Writing:

<https://www.onceuponapicture.co.uk/>

Spellings:

<https://spellingframe.co.uk/>
<http://www.keystage2literacy.co.uk/spellings-menu.html>

Punctuation and Grammar:

<https://www.naturalcurriculum.co.uk/>



Year 5 (Autumn)

Theme: Victorians, Plate tectonics, Mountains and Earthquakes, Forces and Materials

History:

<http://www.primaryhomeworkhelp.co.uk/victorians/web-sites.htm>
<https://www.bbc.co.uk/bitesize/subjects/zcw76sq>
<https://primaryfacts.com/famous-victorians/>

Geography:

<https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z4q3qp3>
<https://www.bbc.co.uk/bitesize/articles/z62xwnb>
<https://www.dkfindout.com/uk/search/mountains/>

Science:

<https://www.bbc.co.uk/bitesize/topics/zvr3nrd/articles/zywcrdm>

Other Curriculum Areas:

<https://www.bbc.co.uk/bitesize/primary>

Art and Design:

<http://www.youtube.com/user/ArtforKidsHub>
<https://www.natgeokids.com/uk/teacher-category/art/>



Maths:

<https://ttrockstars.com/> - All children have a username and password to access their account.

<http://amathsdictionaryforkids.com/>
<http://www.crickweb.co.uk/ks2numeracy.html>
<https://www.educationquizzes.com/ks2/maths>
<https://www.mymaths.co.uk/> - All children have a username and password to access their account.

Suggestions for Visits:

Victoria and Albert Museum
<https://www.vam.ac.uk/>

The Victoria and Albert Museum is the world's largest museum of applied arts, decorative arts, and design, housing a permanent collection of over 2.27 million objects. It was founded in 1852 and named after Queen Victoria and Prince Albert.



Topic, Trip and Enrichment Highlights

Autumn Term-

Gunnersbury Park Visit- 30th Oct / 2nd Nov

Victorian Theme day 3rd Nov

Carol Concert

Spring Term-

CREW Visit- Space

VR session – Earth and Space

African Drumming- Harrow Music Service

Summer Term-

CREW Visit- Ancient Greeks- 12th June

Zoo- TBC

Hatch End High School visit- Drama and Theatre Performance

Year 5 Play and Carnival Performance

Uniform and PE

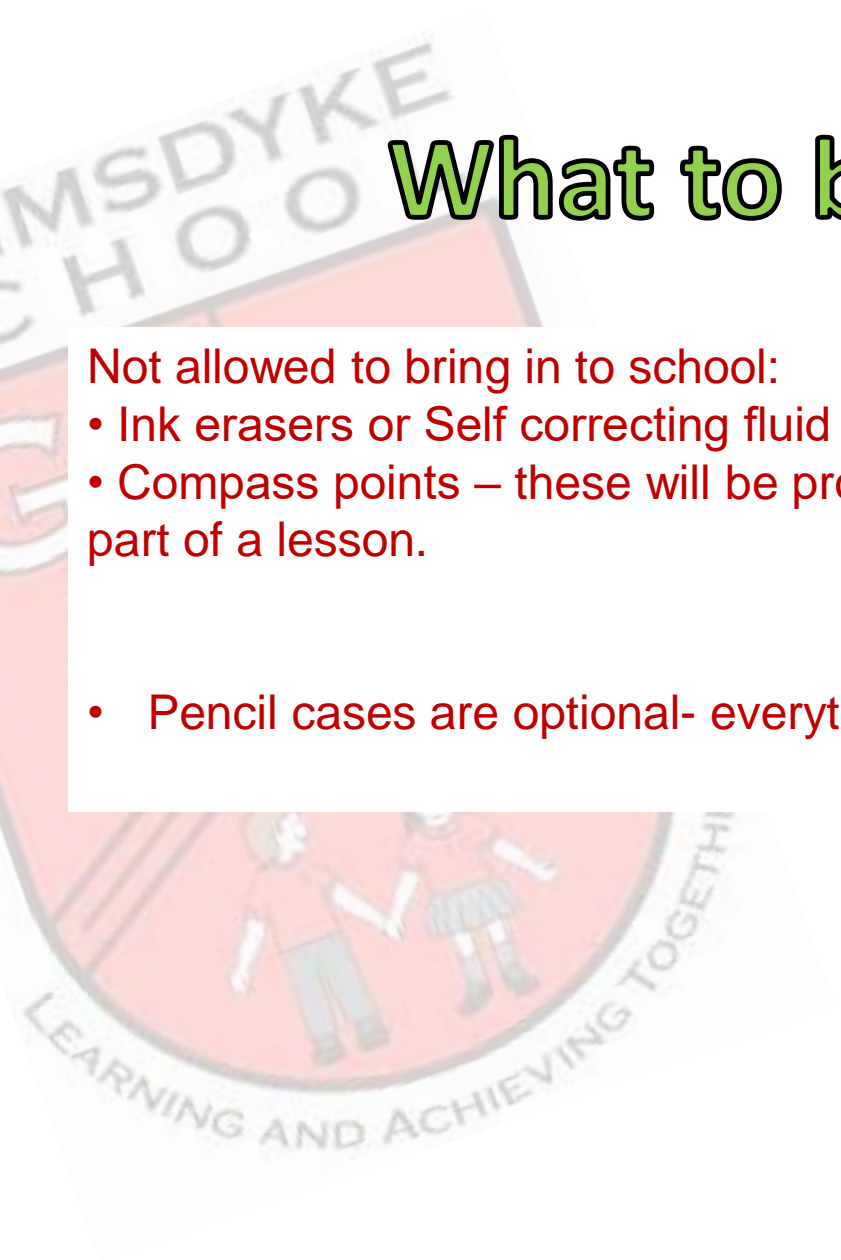
- Charcoal grey trousers/shorts/tunic/skirt
- White button through shirt or blouse
- Red Grimsdyke sweatshirt or cardigan
- White, grey or black socks
- Tights (grey/black/red)
- Sensible black school shoes
- Red fleece with school logo
- A suitable coat
- In warm weather, a red/white quarter inch check summer dress or gingham playsuit may be worn.
- Shoulder length hair must be tied up.
- Only jewellery of a religious significance and small studs may be worn.

- PE lessons are currently on **Monday** and **Wednesday**.
- P.E. uniform consists of:
 - White or black Shorts
 - White T-shirt
 - Trainers
 - Plain black track suit needed for colder weather
 - Jewellery **must** be removed on PE days before they come to school.
- If your child is not to participate in a P.E. lesson, a note or email must be written to the class teacher.

What to bring to school

Not allowed to bring in to school:

- Ink erasers or Self correcting fluid (Tipp-ex)
- Compass points – these will be provided if children are required to use these as part of a lesson.
- Pencil cases are optional- everything **MUST** be named.



Snack/water bottles/Lunch

No glass bottles

Snacks – only fresh or dried fruit and veg. Not fruit winders, cereal bars etc.

To keep packed lunches in line with food-based standards for school meals, packed lunches should not include:

- ☐ Pure chocolate bars
- ☐ Other confectionery such as sweets
- ☐ Fizzy or sugary drinks
- ☐ Fast foods such as hamburgers

Students at Key Stage Two are required to bring their own snack for mid-morning. Parents may purchase a milk drink for their child to have at snack time using 'Coolmilk' link on website.

Can containers/water bottles please be named.

Safeguarding

Safeguarding at Grimsdyke School is everyone's responsibility. Everyone who comes into contact with children and families has a role to play in safeguarding- identifying concerns, sharing information and taking prompt action.

Any information or concerns have to be shared confidentially with our

Safeguarding Lead - Mr Sutherland.

The Deputy Safeguarding Lead - Mrs Bhudia

The Deputy Safeguarding Lead - Mrs White.

For further information on this please read our safeguarding policy on our school website.

If there are any changes to any contact details, medication or allergies, please let us know. It is important we can get in touch with you in case of emergency.

Official channels of communication

The academic year is always really busy in many different ways. We do our ultimate best to share as much information with parents as possible and keep you informed of any changes with as much notice as we can give. Lots of information is shared with parents using our “official” channels of communication:

- Grimsdyke Newsletter(Fortnightly),
- Schoolcomms/email
- School website
- School Calendar (available on the website and newsletter),
- Twitter feed (@GrimsdykeSchool),
- A-Frame in the carpark
- Specific class based letters.

A majority of communication is shared with the parents on Fridays. **Please do read these carefully.**

The School Office email – office@grimsdyke.harrow.sch.uk can be used if you have any further questions.

The newsletters are sent via email but will also be available on the school website.



Online and social media communication @ Grimsdyke School

School will...	School does not...	School recommends...
<ul style="list-style-type: none">• Put all essential information for parents onto our website• Send regular communication to the email address parents share with us• Use the school Twitter account to share additional information• Use text alerts to parents where there is something important to share• Deal with any issues parents raise through the appropriate channels e.g. year group email, email to office or Head teacher	<ul style="list-style-type: none">• Use or recommend any other social media platform is used for school related communication e.g. WhatsApp• Share information or monitor communication via these platforms• Give information to parents to be shared through year group or class parent social media accounts e.g. WhatsApp groups• Allow images or content from school to be used in private social media accounts	<ul style="list-style-type: none">• Parents share any concerns or queries directly with school staff or via school email accounts• Parents use any social media accounts related to school for networking and support only• Parents model good and responsible social media use for their children• Parents monitor their children's use of social media across all platforms including those related to games they might play online

Parents should contact the school office or year group email regarding any queries or questions. Staff will always be more than happy to answer any queries.

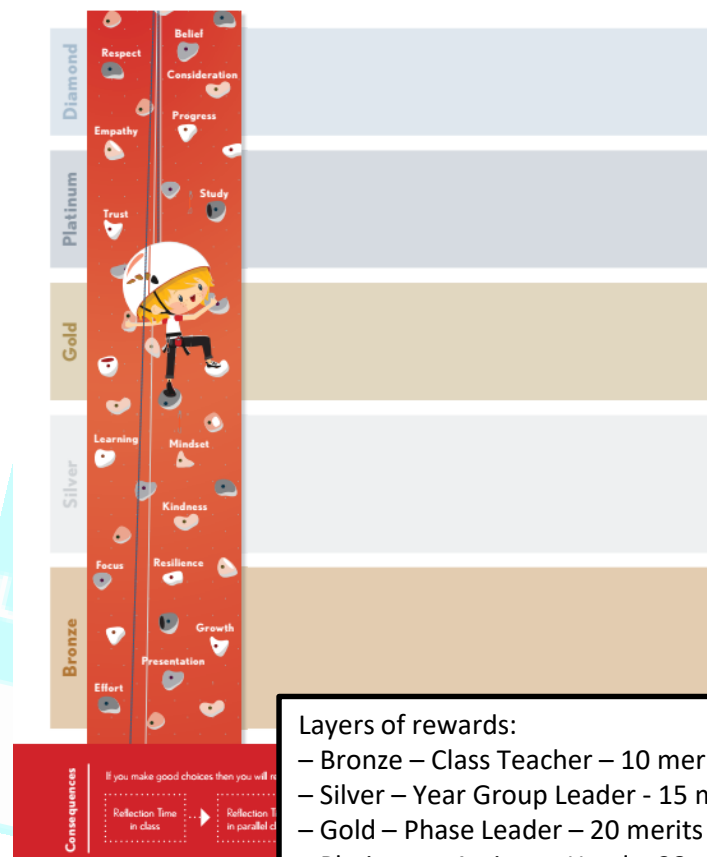
Behaviour and merits

Behaviour expectations are set within the class and discussed with the children.

- ❖ “Merits and Commendations” are prominently displayed in all classrooms and are consistently adhered to by all staff and pupils. This system is a layered approach to acknowledge and reward positive behaviours based on the ethos / ideas of teamwork, citizenship and learning.
- ❖ Each week there will be an achievement assembly where children can receive a certificate.
- ❖ Other rewards can include – verbal praise, stickers, table points, extra play, golden time
- ❖ Undesirable behaviour which leads to a child being spoken to and/or being warned must be recorded within a logging system. There are phase consequence as outlined in our school policy
- ❖ Parents will be informed of behaviour incidents which have gone beyond a warning
- ❖ Consequences – missed golden time, playtime, time out of class with a member of leadership team, behaviour log for sanctions.

Merits and Commendations

You can gain merits and commendations through
Teamwork, Citizenship and Learning



Layers of rewards:

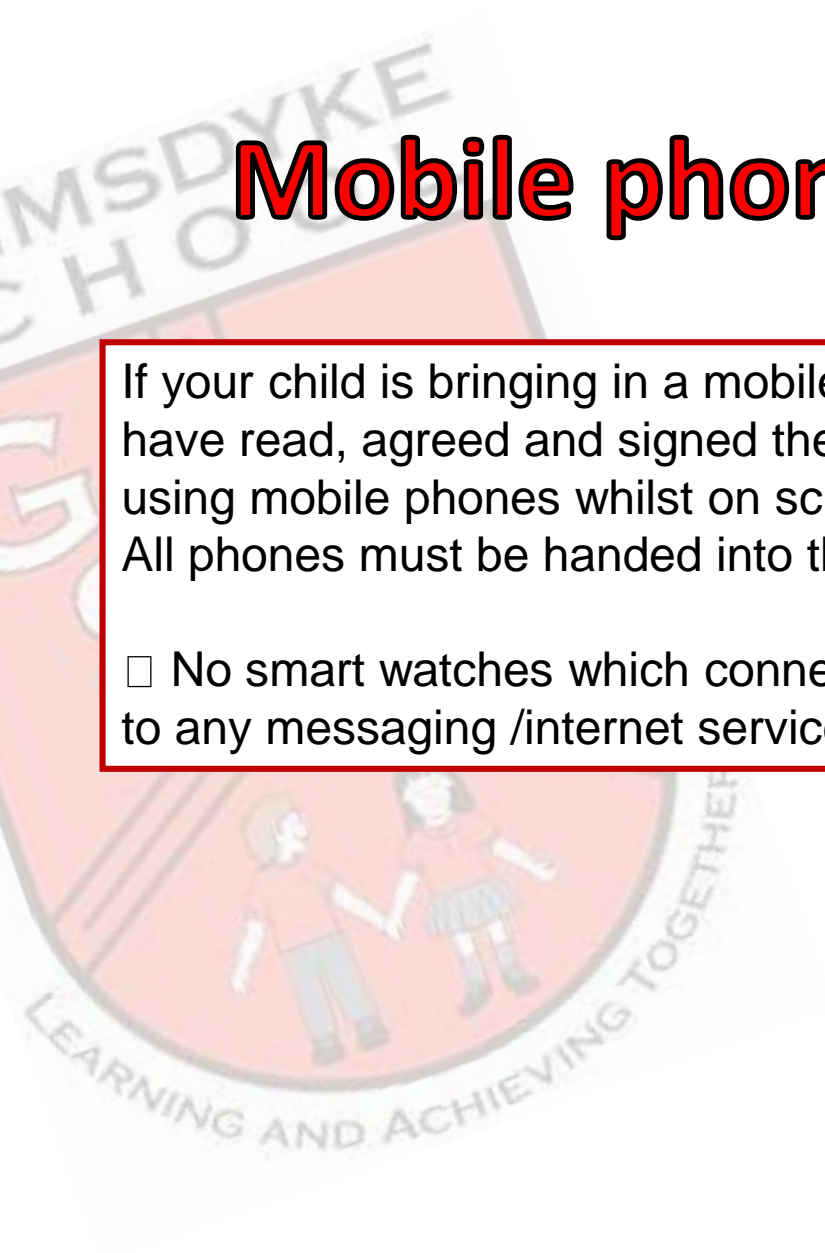
- Bronze – Class Teacher – 10 merits
- Silver – Year Group Leader - 15 merits
- Gold – Phase Leader – 20 merits
- Platinum – Assistant Head – 28 merits
- Diamond – Deputy Head - 32 merits
- Medal – Head teacher

Mobile phones/smartwatches

If your child is bringing in a mobile phone, please ensure you and your child have read, agreed and signed the school contract. Children should NOT be using mobile phones whilst on school site.

All phones must be handed into the school office in the morning.

- ☐ No smart watches which connect to a mobile phone device eg. have access to any messaging /internet services



Attendance and punctuality

Letters for absence/medical appointments

Times for soft start, morning drop off.

Gates shut promptly at 8.45am

Collection/dismissal

- Collecting other children –update permission with office.
- Emails to be sent previous day to the year group email or by 8.30am otherwise last minute changes must be communicated via medical room/attendance.
- Children will not be dismissed to adults if teachers are not aware of changes have been made to normal collection arrangements

Year 5 and year 6 – parents need to send a new email to (re)confirm if their child is walking home

- Conversations are not possible until children have been dismissed – safety first. Please try to prearrange these with teachers where possible

Place2Talk

Open to all children and young people at Grimsdyke School from year 2 to 6
Pupils can make an appointment to spend 15 minutes with a trained counsellor, either by themselves or with a friend.

Will be available for students from years 2 to 6 from Monday 19th September. Unless we hear otherwise from you, the school and Place2Be will assume that your child has parent/carers' permission to use Place2Talk.

Place2Talk Reply

Name of child/young person: _____

Class: _____

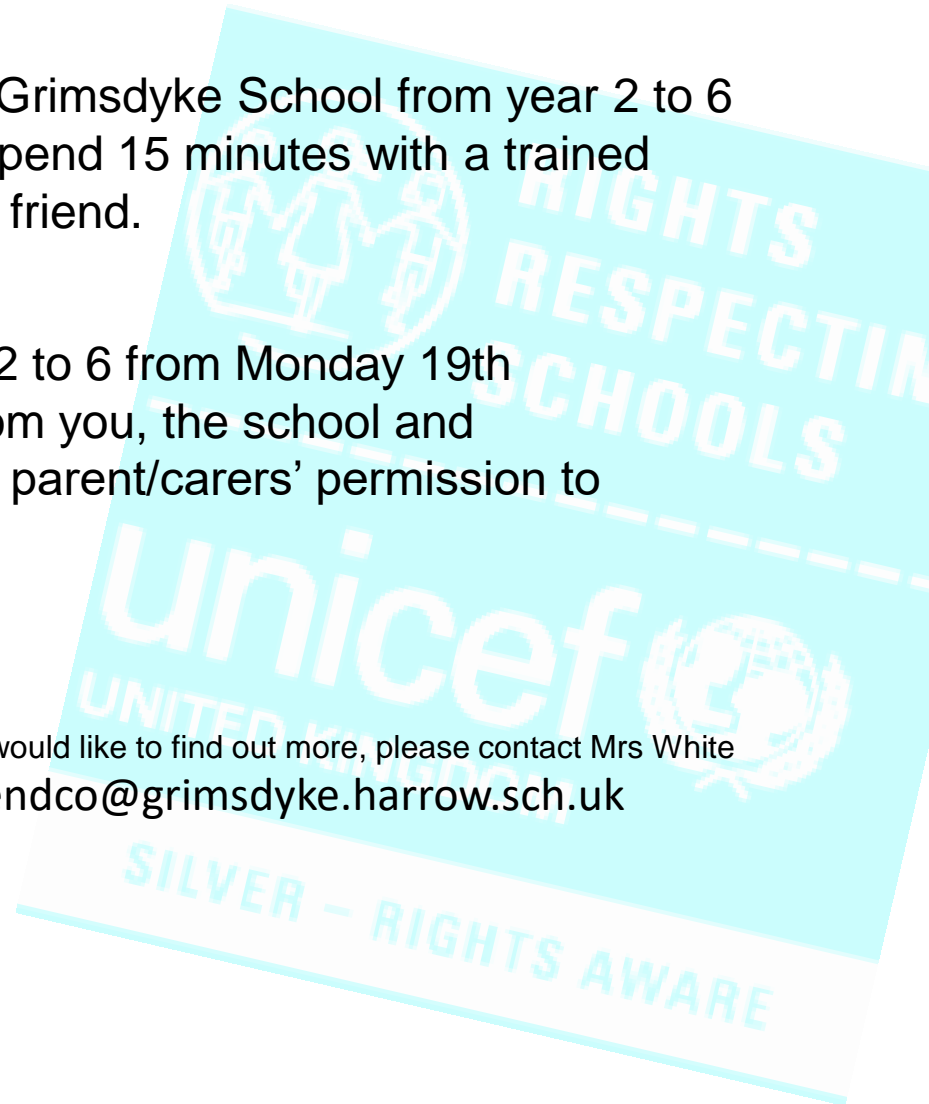
Please note for school records, that I **do not** want my child to participate in Place2Talk during the academic year 2022 to 2023.

Name of parent/carers: _____

Signature: _____

Date: _____

If you would like to find out more, please contact Mrs White
sendco@grimsdyke.harrow.sch.uk



Useful contact information

Year group email: **year5@grimsdyke.harrow.sch.uk**

Office email: **attendance@grimsdyke.harrow.sch.uk**

