



Welcome meeting Year 6



Year 6 Team

Class Teachers

Mrs Guram
Miss Rai
Mr Mamoojee

Teaching Assitants

Mrs Bharadia
Mrs Vaswani,
Mrs Patel
Mrs Kaur
Mrs, Nimal
Mrs.Amin
Mrs.Nadeem

Other Adults

Mrs Dwyer (Phase Lead)
Mrs O'Reilly
Mr Evans
Mrs Tickner
Mr Godfrey





SCHOOL CULTURE CURRICULUM PERFORMANCE

- BRITISH VALUES
- CURRICULUM INTENT
 - EYFS/RECEPTION
 - YEAR 1
 - YEAR 2
 - YEAR 3
 - YEAR 4
 - YEAR 5
 - YEAR 6
- CORE SUBJECTS
- FOUNDATION SUBJECTS
- SPECIAL EDUCATIONAL NEEDS (SEN)
- REMOTE EDUCATION
- PHONICS

HOME > CURRICULUM > YEAR 6

Year 6

Please find attached below:



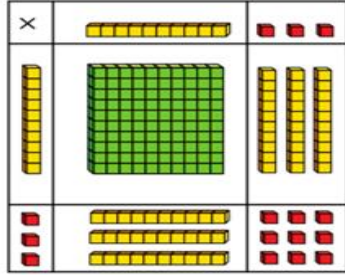
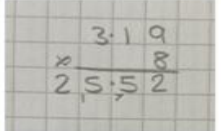
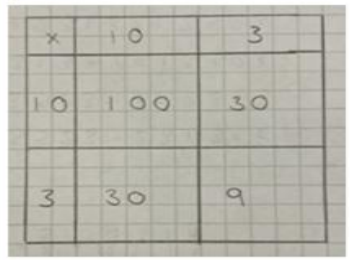
- * Long Term Curriculum Overview
- * End of Year Expectations (EOYE)
- * Welcome Parents Meeting
- * Curriculum Map
- * Recommended Reading List
- * Websites and activities to support learning at home

If you have questions, please contact the Year 6 teaching team at:



Written calculation policy

A Year group specific one is available on year group pages but the full version is under 'School Culture > Policies'. This is an excellent reference for you when supporting and understanding how we teach various calculations.

Multiplication																																					
Objectives	Concrete	Pictorial	Abstract																																		
<ul style="list-style-type: none"> To know the order of operations (BODMAS) to carry out calculations involving the four operations To know that orders show how many times a number or letter has been multiplied by itself To perform mental calculations, including with mixed operations and large numbers To explore the order of operations using brackets To multiply and divide numbers mentally drawing upon known facts To multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 To multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication 	<p>Multilink cubes to investigate square numbers:</p>  <p>Multilink cubes to investigate cube numbers</p> 	<p>Repeated addition</p> <table border="1"> <thead> <tr> <th>Thousands</th> <th>Hundreds</th> <th>Tens</th> <th>Ones</th> </tr> </thead> <tbody> <tr> <td>—</td> <td>—</td> <td>—</td> <td>—</td> </tr> <tr> <td>—</td> <td>—</td> <td>—</td> <td>—</td> </tr> <tr> <td>—</td> <td>—</td> <td>—</td> <td>—</td> </tr> </tbody> </table> <p>Multiplying two digits by two digits. $13 \times 13 =$</p>  <p>Multiplying by 10, 100 and 1000.</p> <table border="1"> <tbody> <tr> <td>100</td><td>200</td><td>300</td><td>400</td><td>500</td><td>600</td><td>700</td><td>800</td><td>900</td> </tr> <tr> <td>10</td><td>20</td><td>30</td><td>40</td><td>50</td><td>60</td><td>70</td><td>80</td><td>90</td> </tr> </tbody> </table>	Thousands	Hundreds	Tens	Ones	—	—	—	—	—	—	—	—	—	—	—	—	100	200	300	400	500	600	700	800	900	10	20	30	40	50	60	70	80	90	<p>Formal written method for multiplying decimals</p>  <p>Multiplication square</p> 
Thousands	Hundreds	Tens	Ones																																		
—	—	—	—																																		
—	—	—	—																																		
—	—	—	—																																		
100	200	300	400	500	600	700	800	900																													
10	20	30	40	50	60	70	80	90																													



Long term plan



Grimsdyke School
Long Term Curriculum Overview (2024-2025)
Year 6

	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	20th Century conflicts		'The times, they are a changing'		Only we can save the world!	
English: Whole class reading and text focus	Letters from the Lighthouse Rose Blanche The Piano Dulce et decorum est The Soldier		Windrush child by Benjamin Zephaniah Windrush Child (poem) by John Agard Rosalind Dahl: Boy (extracts) Refugee Boy		Kensuke's Kingdom Play script	
English: Writing focus and text types	Flashback stories War Poetry Diary entries Non-chronological reports Narratives	Evacuation letters Information leaflets Newspaper articles One-sided arguments Diary entries Instructional writing	Balanced arguments Speeches Persuasive writing Biographies	Narratives Formal letters Poetry Recounts	Newspaper articles reports Dialogue Persuasive writing	Adventure narratives Non-chronological Instructional writing
Maths	Number and place value Addition, subtraction, multiplication and division	Multiplication and division Fractions Geometry: position and direction	Geometry: position and direction Decimals Percentages Algebra	Measurement conversions Measurements: Perimeter, area and volume Ratio	Statistics Geometry: properties of shape Consolidation	Consolidation
Science	Animals including humans	Light	Evolution and Inheritance	Evolution and Inheritance	Living Things and their Habitats	Electricity
Computing	Computing systems and networks - Communication and collaboration	Data and information - Introduction to Spreadsheets	Creating Media - Web page creating		Programming - Variables in games	Programming - Sensing movement



SELF-DEVELOPMENT

LEARNING TOGETHER

GRIMS DYKE SCHOOL



English:

We will be teaching different English skills through various texts, animations and clips such as Rose Blanche, World War 1 poetry and The Piano. The students will also have the opportunity to read a novel set in World War Two this term - Letters from the Lighthouse

English (Reading):

Know and recognise frequently used techniques in fiction writing

Know and recognise the strategies used to persuade and for propaganda in non-fiction texts

Know a range of classic, age appropriate texts and how they reflect their author, time and culture

English (Writing):

Focus on grammar knowledge and skills

Extend their writing skill by encouraging them to use ambitious punctuation for effect and purpose

Maths:

In maths this term the students will be focussing on:

- The number system and place value
- How to round whole and decimal numbers and will be solving a range of problems involving negative numbers
- Continuing to practice addition, subtraction, multiplication and division for larger numbers using the formal written methods of columnar addition and subtraction, short and long multiplication, and short and long division
- Fractions, decimals and percentages including equivalent fractions; how to compare and order fractions; add and subtract fractions with different denominators and mixed numbers. They will also learn to recall and use equivalences between simple fractions, decimals and percentages, including in different contexts

Curriculum Map for Year 6 (Autumn Term) Theme: 20th Century Conflicts

Sciences:

This term, we will be learning about how animals and humans function. They will learn to identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. They will be given the opportunity to recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. They will also learn about how water and nutrients are transported within animals and humans.

The children will also be learning about light this term. We will look into how light travels and how it behaves when travelling through different densities. We will investigate reflection and refraction and look into a range of phenomena including rainbows and the colour spectrum.

PE:

The children will complete health related exercises this term. The unit of work will consolidate pupils' understanding of strength, flexibility and the cardiovascular elements of fitness. Pupils will perform cardio, flexibility and strength focused circuits enhancing their own fitness.

In the second half of the term, the students will take part in a series of gymnastics lessons with a focus on travelling, stretching and curling learning how to refine their movements and put them together into sequences.

PSHE:

Being me in my world

Students will learn that there are universal rights for all and know how rewards and consequences relate to rights and responsibilities. They will explore how democracy and having a voice benefits the school community and learn the meaning of 'want' and 'need'. They will explore how in a community members can be made to feel welcome and valued.

Celebrating differences

Students will explore some of the ways in which one person or a group can have power over another. They will discuss some of the reasons why people use bullying behaviours. They will explore diversity and be able to give some examples of people with disabilities or who are different to others and lead amazing lives or are an inspiration to others.

Reading lists



Goodnight Mister Tom
by Michelle Magorian



Private Peaceful
by Michael Morpurgo



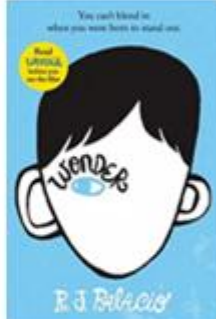
Carrie's War
by Nina Bawden



Boy
by Roald Dahl



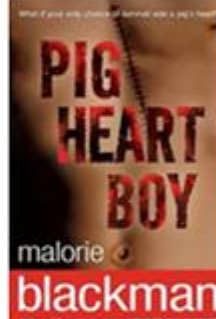
When Hitler Stole Pink Rabbit
by Judith Kerr



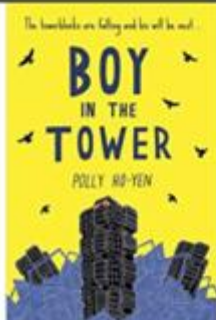
Wonder
by R.J. Palacio



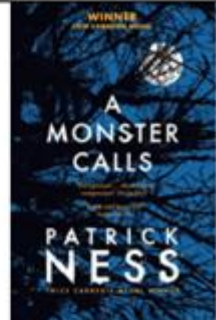
High-Rise Mystery
by Sharna Jackson



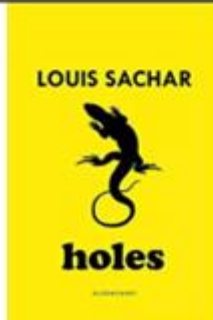
Pig Heart Boy
by Malorie Blackman



Boy in the Tower
Polly Ho-Yen



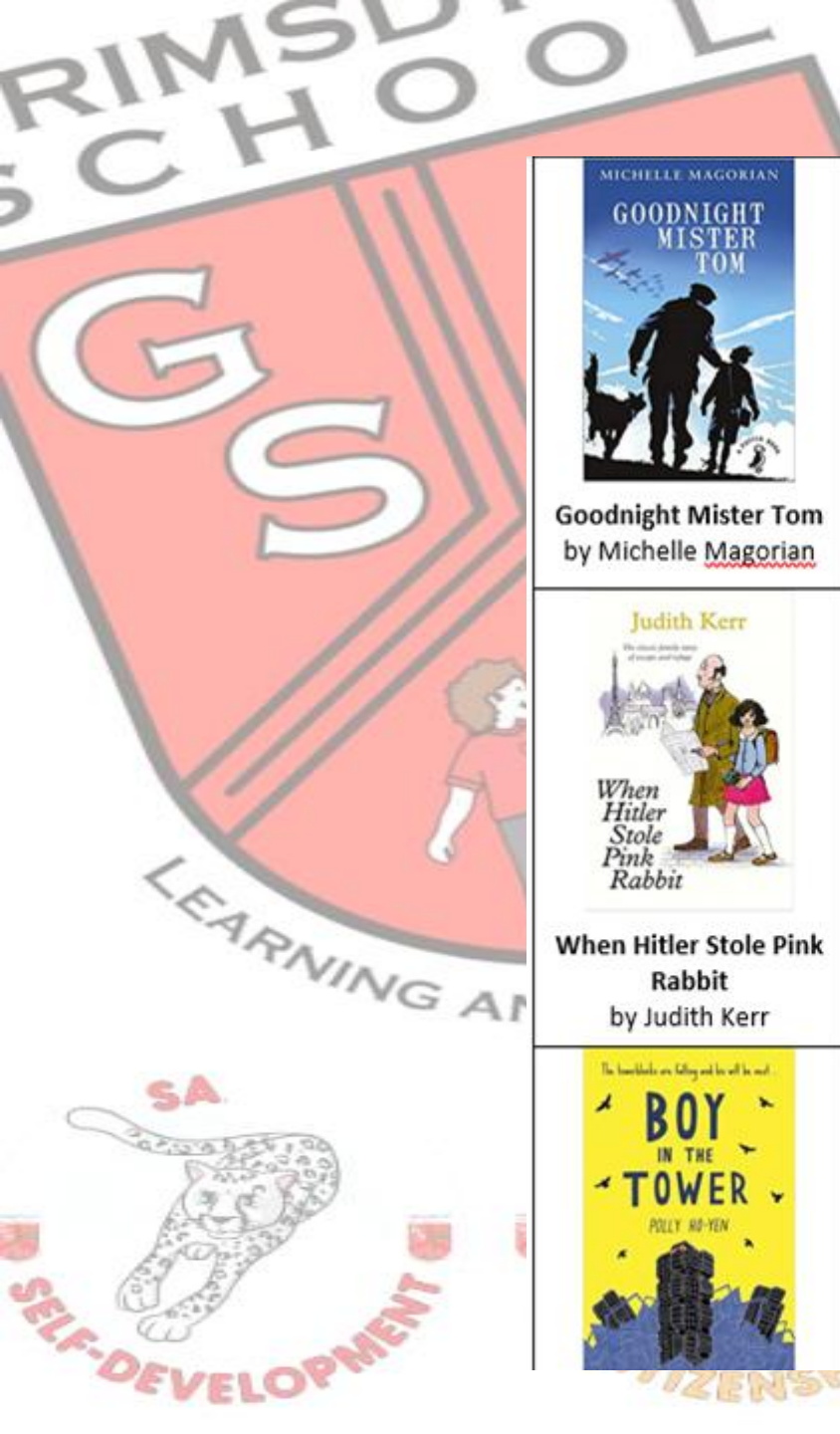
A Monster Calls
Patrick Ness




Holes
Louis Sachar



All the Things That Could Go Wrong
Stewart Foster



Websites to support learning (home and at school)



Grimsdyke School
Helpful websites to support learning at home

Year 6 (Autumn Term)
Theme: 20th Century Conflicts

English

Reading:
[Search Results | Harrow Libraries - BorrowBox](#)
<https://www.bbc.co.uk/bitesize/topics/zsk44jps/>
<https://www.crickweb.co.uk/ks2/literacy.html>

Writing:
Spelling, Punctuation and Grammar:
<https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>
<https://www.spellzone.com/games/>
<https://www.spag.com/> - All children have a username and password to access their account.
<https://www.bbc.co.uk/bitesize/subjects/zv48q6f/>
<https://grammar.lgfl.org.uk/>




History:
<http://www.bbc.co.uk/history/forkids/>
<https://www.bbc.co.uk/education/subjects/zcw76sg/>
<https://primaryhomeworkhelp.co.uk/history/index.html>

Geography:
<https://www.bbc.co.uk/bitesize/subjects/zbtm2hw/>
<https://primaryhomeworkhelp.co.uk/geography/index.html>

Science:
<https://www.bbc.co.uk/bitesize/subjects/z2pfb9q/>
<http://www.sciencekids.com.au/>

Other Curriculum Areas:
<https://www.bbc.co.uk/bitesize/articles/z3c6tfr/zv9s3qt/>

Maths:
My Maths - All children have a username and password to access their account.
<https://mathsbot.com/primary/ks2/Mini>
<https://mathsathome.lgfl.org.uk/main.html>
<http://www.mathszone.co.uk>
<https://www.topmarks.co.uk/maths-games/7-11-years/ordering-and-sequencing-numbers>
<https://www.bbc.co.uk/bitesize/subjects/z826w39>
<https://ukixd.com/math/year-6>
<https://www.mathplayground.com/>



Knowledge organisers – how to 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

Knowledge organisers

Animals including Humans

Mammals: mammals, zoology, physiology, sports, zootechnics, health, physical, vet

Lesson Sequence

To understand the functions of the heart and its role in the circulatory system.
To identify and compare blood vessels.
To learn how the body transports water and nutrients.
To explain what affects your heart rate.
To learn about the impact of drugs and alcohol on the body.

Key Concepts

- Heart structure and function
- Blood vessels
- Circulation
- Heart rate
- Alcohol and drugs

Key Questions - How has life changed through the ages?

Lesson sequence

- Explain and compare different species of organisms
- Explain the role of the environment in evolution
- Explain the role of natural selection
- Explain the role of genetic variation

Key Concepts

- Evolution
- Natural selection
- Genetic variation
- Adaptation

Maths

Key Questions - How has life changed through the ages?

Lesson sequence

- Explain and compare different species of organisms
- Explain the role of the environment in evolution
- Explain the role of natural selection
- Explain the role of genetic variation

Key Concepts

- Evolution
- Natural selection
- Genetic variation
- Adaptation

Key Questions

- How has life changed through the ages?
- What is the role of the environment in evolution?
- What is the role of natural selection?
- What is the role of genetic variation?

How have 20th Century conflicts impacted on life today?

Lesson sequence

To understand the impact of the 20th century on the world.
To understand the impact of the 20th century on the world.
To understand the impact of the 20th century on the world.

Key Concepts

- 20th Century
- Conflicts
- Impact on life

Maths

Key Questions - How has life changed through the ages?

Lesson sequence

- Explain and compare different species of organisms
- Explain the role of the environment in evolution
- Explain the role of natural selection
- Explain the role of genetic variation

Key Concepts

- Evolution
- Natural selection
- Genetic variation
- Adaptation

Key Questions

- How has life changed through the ages?
- What is the role of the environment in evolution?
- What is the role of natural selection?
- What is the role of genetic variation?

English writing - The Planes

Genre - Narrative

Lesson sequence

- Explain and compare different species of organisms
- Explain the role of the environment in evolution
- Explain the role of natural selection
- Explain the role of genetic variation

Key Concepts

- Evolution
- Natural selection
- Genetic variation
- Adaptation

Key Questions

- How has life changed through the ages?
- What is the role of the environment in evolution?
- What is the role of natural selection?
- What is the role of genetic variation?

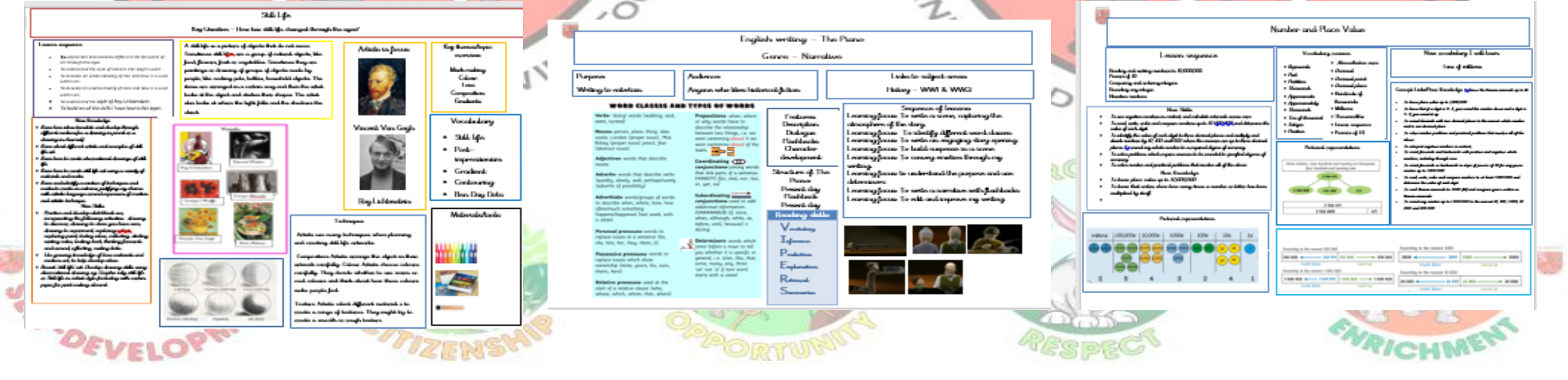
Number and Place Value

Lesson sequence

To understand the impact of the 20th century on the world.
To understand the impact of the 20th century on the world.
To understand the impact of the 20th century on the world.

Key Concepts

- 20th Century
- Conflicts
- Impact on life



Trips this year

Autumn 1: Battle of Britain Bunker

Autumn 1: Kingswood/ Activity week

Autumn 2: WW2 Crew

Spring 2: Wallace Collection

Summer 1: Zoroastrian Centre

Summer 2: Activity day



Assessment

All the children will be assessed against the End of Year Expectations in

- Reading
- 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 evenings will also take place.

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 written
- Write simple sentences dictated words taught so far
- Use capital letters for names, personal pronoun 'I'
- Most sentences are punctuated
- Begin to punctuate sentences with full stops
- Begin to use commas in some examples
- Use 'and' to join words, ideas and sentences
- Compose an oral sentence before writing and re-read aloud after writing
- Recognise simple tense I went to school
- Spell common exception words (the, because, etc.)
- Spell words by applying the 44 phonemes
- Use suffixes (- ing, - ed, - er, - en)
- Correctly spell the days of the week
- Write sequenced sentences to describe what they have written with the teacher

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'.



SATs

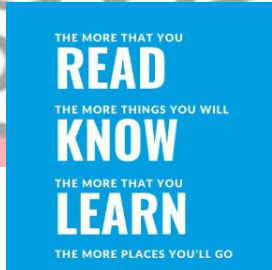
As well as assessment throughout the year, Year 6 will be undergoing national testing this year through the SATs tests.

(You will be invited to attend a further meeting about this in January)

We will prepare your children for the tests throughout the year. Any assessments that we do to help prepare the children will be sent home so you can see your child's progress.

If you would like to help your children, there are lots of resources online but we ask that you do not use any of the past national testing resources (2016 onwards) as we will be using these in school.

Reading



- A reading book should be in school every day.
- At least 20 minutes a night at home – we encourage children to read aloud to an adult and to be engaged in discussions about their reading and their understanding of the text.
- We would also like the children to be challenged on difficult vocabulary and words they do not know the meanings of.
- Children can also go to the library twice a week during their library slot as well as Monday lunch time.
- Reading List

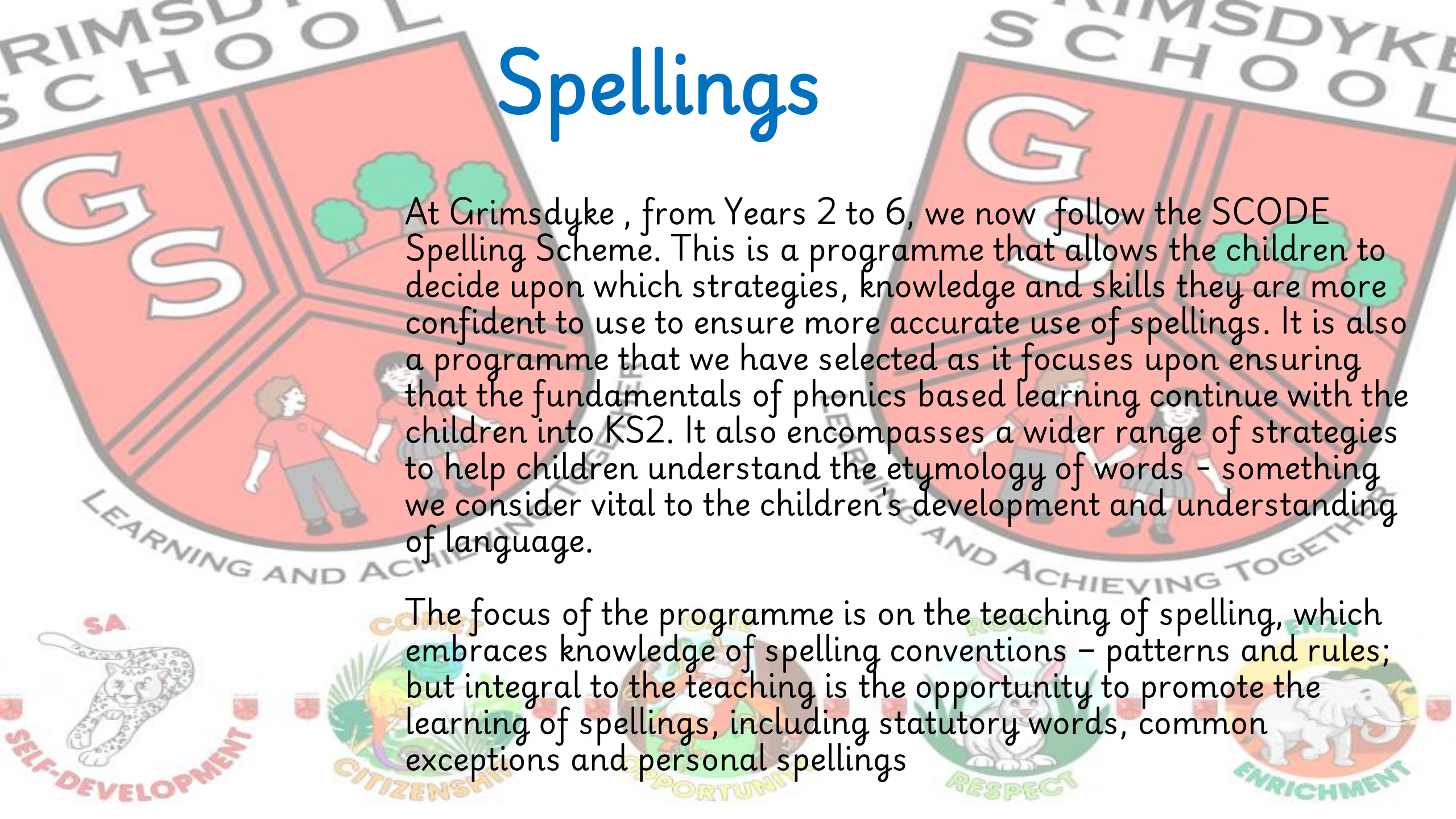
Grimsdyke school will always welcome any book donations from parents – we will use this either in school library, share with a different year group or add to our class reading corners for other children to also enjoy - good quality, age appropriate

In the past we have had parents buy a book for the library – we add a sticker to commemorate birthday and can be enjoyed by all and for many years after.

Spellings

At Grimsdyke, from Years 2 to 6, we now follow the SCODE Spelling Scheme. This is a programme that allows the children to decide upon which strategies, knowledge and skills they are more confident to use to ensure more accurate use of spellings. It is also a programme that we have selected as it focuses upon ensuring that the fundamentals of phonics based learning continue with the children into KS2. It also encompasses a wider range of strategies to help children understand the etymology of words - something we consider vital to the children's development and understanding of language.


The focus of the programme is on the teaching of spelling, which embraces knowledge of spelling conventions - patterns and rules; but integral to the teaching is the opportunity to promote the learning of spellings, including statutory words, common exceptions and personal spellings



Home learning/google classroom

Curriculum Area	Set	Due
Reading	Daily	
SPAG Spelling	Thursday	Tuesday
Maths	Thursday	Tuesday

Along with this is the Homework Menu, This term the children will also be set a project about World War 2.



Home learning

Year 6


Autumn 1

Every week...


- Reading every day
- SPAG
- Maths consolidation tasks

Extra work to do over the half term...


Science

 Create a poster explaining what humans should do to keep healthy. Include both nutrition and exercise as well as the effects of drugs and alcohol.


History

 Complete the World War 2 project


Geography

 Using different pieces of paper, create a diagram to show the process from a headland to a stump. Remember to label your diagram.


Art

 Using techniques we have covered in lessons, create a still life drawing with one or more objects from your home.

Computing

 Conduct a simple survey with your friends or family (favourite food etc.) Input your findings onto a spreadsheet and create a graph.

PSHE

 Explain to a Year 3 child what kind of qualities they need to be a good learner. You can create a poster, a letter or anything you'd like.

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.





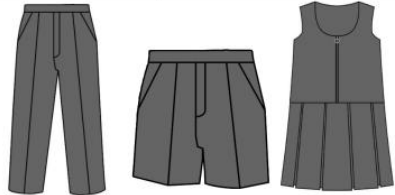

School uniform




- Charcoal grey trousers/shorts/tunic/skirt
- White button through shirt or blouse
- No polo shirts. All children are expected to wear a shirt
- 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.

Please make sure that every piece of clothing is labelled.

School uniform Reminder

Students should be wearing school uniform on every school day unless their class has PE or a school trip/activity where they have been advised to come in something different.







Red school sweatshirt or cardigan	
White shirt (buttoned)	
Charcoal Grey trousers/length shorts/Pinafore/skirt (Knee-length)	
Red and white checked gingham summer dress/playsuit	

White/grey/black socks (knee or ankle length)	
Grey or red tights	
Sensible black school shoes	 <p>Please email the year group email address with reasons why your child is temporarily wearing alternative footwear.</p>

Other items of School uniform

Fleeces are in addition to jumpers not instead of.

Other items of school uniform

<p>A suitable coat (please make sure coats have a loop for hanging on a peg)</p>	
<p>Red fleece with school logo (available through school supplier)</p>	
<p>School peaked cap with logo -available from the school office</p>	
<p>School bag - where needed should be of a sensible size to enable safe storage on a peg in cloakrooms</p>	
<p>Book bags - for Key Stage One students purchased from the school office</p>	
<p>Hair bands, ribbons, bows or hair scrunchies should be plain and either red or black.</p>	



Physical Education

PE lessons are currently on **Mondays** and **Wednesday**.

In the second half on the autumn term, the children will be lucky enough to have gymnastics.

P.E. uniform consists of:

White or black Shorts

White T-shirt

Plimsolls or trainers

Plain black track suit needed for colder weather

Jewellery must be removed on PE days before they come to school.


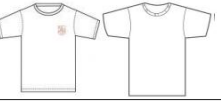



If your child is not to participate in a P.E. lesson, a note or email must be written to the class teacher.

PE uniform Reminder

Students should come to school in PE kit on their planned PE days.

Students should bring their PE kit in their school kit bag on days that they have a sports club or competition and will be able to change at the appropriate time to do their activity.

For health and safety reasons we do not allow children to wear jewellery. Exceptions to this are stud earrings, inexpensive watches and small objects of religious significance.

Black school sweatshirt	
White crew neck T-shirt (plain or with Grimsdyke logo)	
Black shorts	
Black jogging bottoms	
Plimsolls or trainers	

What to bring to school

All the equipment your child needs will be provided by the school such as pens, pencils etc. Please make sure there are no ink erasers or Tipex brought in. Compasses will be provided if children are required to use these as part of a lesson.

If your child would like to bring in a pencil case, please make sure it is a sensible size and that they take their own responsibility for it.

Anything that the children bring in should be named.



Snacks/ Water

The children should bring in a water bottle every day and are reminded to fill them up at break time and lunch time – please no glass bottles.

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

Snacks should be fruit or vegetables and follow the guidance listed above. You may purchase a milk for their child to have at snack time.

Please order hot meals in advance and inform your child about the selection.



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 - Mrs Bhudia.

The Deputy Safeguarding Lead - Mrs Dwyer

Designated Safeguarding Teacher - Mrs White.

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

Official channels of communication

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.

The majority of communication is shared with 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 available on the school website.



Online and social media communication @ Grimsdyke School



School will...

- 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

School does not...

- 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

School recommends...

- 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

SELF-DEVELOPING

CITIZENSHIP

OPPORTUNITY

RESPECT

ENRICHMENT

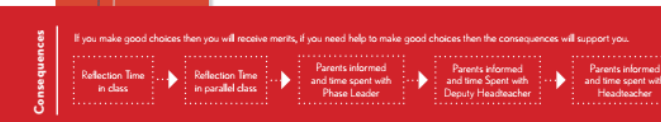
Behaviour expectations are set within the class and discussed with the children.

- ❖ “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.

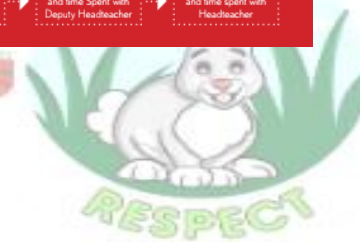
Behaviour and merits

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 – Deputy 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

Please make sure that all children have been dropped off at the junior school gate by 8.45 when the gates will be promptly closed.

After that point, if they are late, they will need to come in via the foyer.

As this is their final year at Grimsdyke School, it is essential that the children aim for 100% attendance.

If your child needs to be off site for an 11+ or entrance exam, they will be authorised the time either in the morning or afternoon session depending on the time of the exam. Please make sure that any documentation is sent to the school to support this.

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.
- 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.

Contribution

We are still on the hunt for contributions and will accept the following items if they are in good condition:

- Construction toys
- Fidget toys
- Small world animals/people/dinosaurs
- Puzzles
- Board Games
- Doll house
- Role Play toys - kitchen, food, dressing up etc.
- Old guttering
- Wooden toys
- Reading books

Please also get in touch if you are able to offer talks or visits.

Useful contact information

Year group email:
year6@grimsdyke.harrow.sch.uk

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

