

Welcome

Meet the Teacher

Year 6





Year 6 Teaching Team



STAPLEHURST
SCHOOL



Miss Stone



Miss Cook

Miss Mills

Miss Levett



6S will be Brown Class
6C will be Simmonds Class



School timings

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

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

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

- ▶ Term starts (for children) on **Wednesday 3rd September**.
- ▶ Drop off as normal 8:35 – 8:50am through gate.
- ▶ Learning starts 8.35am, children should be in class at this time ready to begin.
- ▶ Pick up - Gate opens at 3:10pm. Classroom dismissal = 3:15pm via the external classroom doors.
- ▶ Walking Home information to be collected ready for September

Children come first; they are our future

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



Expectations for September

At Staplehurst School, we show...

► Positivity

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

► Respect

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

► Independence

- Being independent and motivated with learning.

► Determination

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

► Excellence

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



Rewarding pupils showing our PRIDE Values

- ▶ PRIDE Points & PRIDE Rewards
- ▶ Verbal praise
- ▶ Certificates in Celebration Assembly
- ▶ Reward equipment at playtime
- ▶ Prizes e.g. Books for 30 reads
- ▶ Non-uniform days – house PRIDE winners

*focus on the
good*



When behaviour does not meet standards

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

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

STAPLEHURST SCHOOL			
BAND 1	BAND 2	BAND 3	BAND 4
<p>Truancy or minor off- talking teacher or adult. Avoiding work. Missing time. Resourcing other pupils' learning opportunities. Cheating etc. Involvement in bullying. Making inappropriate remarks. Talking when you are supposed to be listening. Not following class rules. Coping out. Wandering about classroom. Running in the school building. Not putting hand up to ask. Bullying other pupils. Ignoring senior instructions. Silly voices/minor harassment. Pushing or tripping. Talking during class work. Minor playground incidents. Wearing of non-uniform items. Bringing in toys, trading cards etc.</p>	<p>Repeated band 1 behaviour. Sitting on the floor. Using swear words deliberately. Arguing with adults. Abuse of school or other people's property. Throwing objects in anger. Refusing to do work. Lying. Persistent refusal to follow instructions. Allowing others to access the school network by sharing user names and passwords. Attempting to access the school network using another pupil's ID or account. Copying or deleting data belonging to a staff or other users. Accidentally accessing offensive or inappropriate material and failing to report the incident.</p>	<p>Repeated band 2 behaviour. Conducting disruptive behaviour. Verbal abuse to staff. Spitting or throwing. Deliberately hitting, kicking or striking another person. Fighting. Swearing at staff or pupils. Racial or homophobic abuse. Persistent bullying. Running out of class and/or the school building. Biting. Stealing other people's property. Sending an email, text or message that is regarded as offensive, harassment or of a threatening nature. Deliberate actions that could bring the school into disrepute or damage the reputation of the school or staff. Using any site or other means to subvert the school's filtering systems. Deliberately accessing offensive or inappropriate material. Bringing into school possession of a prohibited item. Knowingly misusing a transmission of material or images in the care of another person and/or the school. Deliberately accessing or using to access material that is considered illegal. Continued infringements of the school policy, following band 1 or band 2 warnings/follow-up. Harassment and/or abuse of individual staff, other children or staff in an email.</p>	<p>Repeated band 3 behaviour. Violence against staff or pupils. Serious fighting or intentional physical harm to other children. Leaving the school site. Repeating persistent bullying after parental involvement. Stealing school property. Repeating persistent bullying without parental involvement. Fighting in the classroom. Minor serious playground incidents/fighting. Serious fighting or intentional physical harm to other children. Threatening to bring dangerous objects. Verbal abuse/insulting to any staff or pupils. Bringing into school possession of a prohibited item. Transport, road, use of social media and technology. Verbal abuse/insulting to any staff or pupils. Stealing. Persistent bullying. Repetitive incidents. Truancy. Bringing into school possession of a prohibited item. Misuse or inappropriate use of new technologies. Use of mobile phone in school.</p>
<p>Sanction This will be recorded on the following order: The adult gives a verbal warning. The adult will write the child's name on the board as a warning. The adult will put a tick against the child's name - this will be lost if the child does not meet the standard for the next week. The adult will be recorded on a CTRN.</p>	<p>Sanction This will be recorded on the following order: The adult will write the child's name on the board as a warning. The adult will put a tick against the child's name - this will be lost if the child does not meet the standard for the next week. The adult will be recorded on a CTRN.</p>	<p>Sanction This will be recorded on the following order: The adult will write the child's name on the board as a warning. The adult will put a tick against the child's name - this will be lost if the child does not meet the standard for the next week. The adult will be recorded on a CTRN.</p>	<p>Sanction This will be recorded on the following order: The adult will write the child's name on the board as a warning. The adult will put a tick against the child's name - this will be lost if the child does not meet the standard for the next week. The adult will be recorded on a CTRN.</p>



Reading

- ▶ Reading records should be handed in every day, with home reading recorded in them. Pupils can aim for 30 reads in a long term.
- ▶ Reading logs will be checked everyday. Children can record reads themselves. Adults to sign at least once per week.
- ▶ Messages should go via the year group email, or urgent messages e.g. pickup or appointments via the office, not via the reading record.
- ▶ Daily reading lessons. Fluency and Extended read sessions build fluency, vocabulary and prosody (reading with expression and relevant speed). Close read sessions develop analysis of the text.



School uniform, PE Kit and other equipment.

- ▶ Winter uniform.
- ▶ Winter uniform as per policy. One pair of stud earrings only. Bows in navy or school yellow and no bigger than the palm of your child's hand. Hair below shoulders needs to be tied back.
- ▶ Blue P.E. t-shirt, blue or black shorts, plimsolls/trainers (Monday and Friday)
- ▶ Tracksuits or sweatshirts (blue or black) may be worn when cold. No leggings. Sweatshirts should not have a hood. Hair must be tied back, and no jewellery should be worn.
- ▶ If your child is unable to take part in P.E, please send in a note/email to explain why.



Curriculum Coverage

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

- ▶ Curriculum themed weeks STEM Week, Keeping Healthy Week, Wellbeing Week

Trips and Enrichment:

- ▶ We endeavour to for each year group to participate in an enrichment workshop, a local trip and a wider trip (for example London), all linked to our curriculum. More information about the trips will be shared early next year.





Quality-First Teaching

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

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

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

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

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



Homework

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



Ways to help your child at home

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



SATS

- ▶ Further information will be provided on SATs and other assessments in September.
- ▶ SATS Week: Monday 11th May to Thursday 14th May 2026.



Communication



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



Communication Systems for Parents



Key Events

- ▶ High quality, engaging learning experiences every day
- ▶ Themed weeks (STEM Week, Keeping Healthy Week)
- ▶ Trips and visits – London trip, Fieldwork
- ▶ Residential (Information evening Monday 7th July at 6pm)
- ▶ Transition and Secondary school applications etc
- ▶ Christmas Carol Concert
- ▶ End of year production
- ▶ Leaver's party
- ▶ Leaver's Assembly

Secondary Application

- ▶ You must apply for a Year 7 secondary school place for your child.
 - ▶ You must do this when your child is in Year 6.

Secondary Application

- ▶ You need to choose which schools are most suitable for your child. To do this:
 - Visit the school - most schools have open days and evenings, for dates and times please check the school's website.
 - Ask other parents what they think about the school
 - Check the school's admissions criteria - this sets out how schools choose which children to offer a school place to
 - Read the school's Ofsted reports
 - Check school league tables
 - Think about what school transport is available
 - Find out how the school can support your child if you are choosing a school for a child with a special educational need

Secondary Application

- ▶ Applications for secondary school places open on the 1st September 2025 and close on the 31st October 2025
 - ▶ You can name up to 4 secondary school preferences.
- ▶ You will receive an email on 1st March informing you of the outcome of your application.

Appealing your offer

- ▶ If you are not offered the school you applied for, this may be because:
 - ▶ - Your child was not eligible for the school
 - ▶ - The school was oversubscribed
- ▶ In these cases, your child will be offered a place at another school. This will usually be the next nearest school to your home with available places.

Appealing your offer

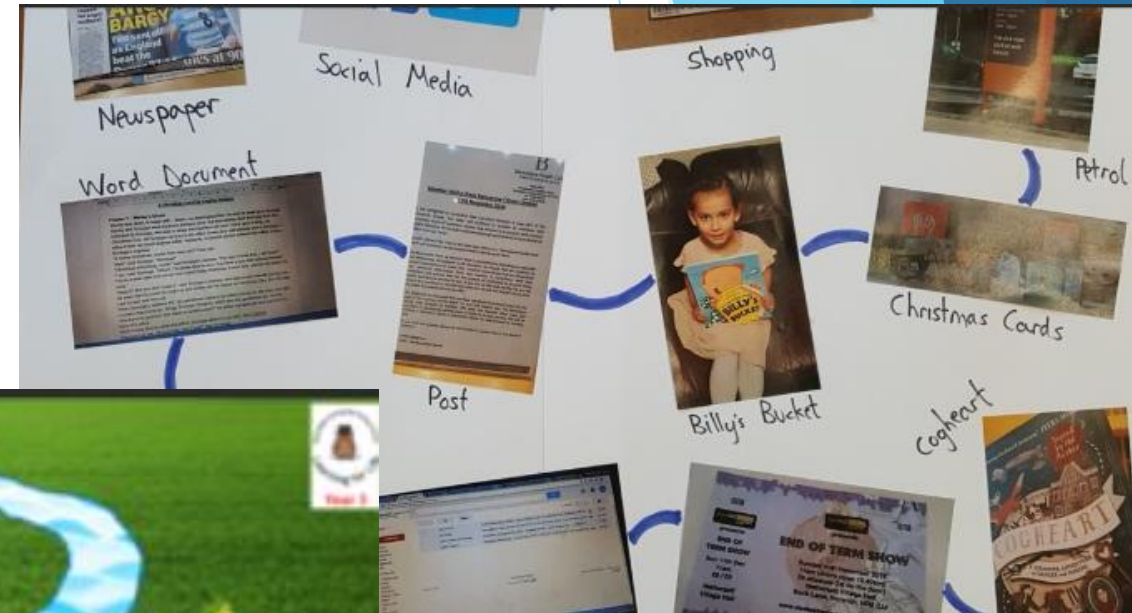
- ▶ If you are unhappy with your offer, you can put your child on the waiting list for your desired school and make an appeal for any of the schools you have applied for.
- ▶ We recommend that you still accept the place your child has been offered. This will not affect your waiting list position or your appeal. It will guarantee your child has a school place if no places become available or if your appeal is unsuccessful.

Transition

- ▶ We will be in contact with you in the new school year to discuss preparing your child for the transition to secondary school in more detail.

Homework

Over the holidays homework will be a reading challenge called a Reading River. Here are some examples.



Homework

Over the holidays, homework will be a reading challenge called a Reading River.

- You can read whatever books you like as long as you record it on your river in some way.
- To help you get started you will have an envelope filled with:
- A piece of card (to make the river on), some tissue paper (to make the river) and colouring pencils. We will also give you a book to get you started.
- You can read your own books, or perhaps you might want to swap the book you got from school with your friends so you can talk about the books you have all read. Perhaps you could take part in the library challenge and record those books too.
- Once you read it you will be able to write, draw or stick things onto your card which will make your reading log. You can make it look however you like but don't forget to name it and bring it back in September so it can be shared in class and put up on the walls in the library.

FAQs other Questions

- ▶ Lunches all through SCOPAY
- ▶ Year group email: year6@staplehurst.kent.sch.uk