YEAR 6 INFORMATION



"I WILL INSTRUCT YOU AND TEACH YOU IN THE WAY YOU SHOULD GO; I WILL COUNSEL YOU WITH MY EYE UPON YOU." PSALM 32:8

WHOLE SCHOOL PRIORITIES

AREA	PRIORITY
Quality of Education	Improve the consistency and quality of teaching in order to improve behaviour in the classroom and raise the achievement of pupils.
Behaviour and Attitudes	Further develop children's commitment to learning and resilience to setbacks ensuring that behaviour is consistently good enough and pupils have high attendance.
Personal Development	Further Improve personal development by providing a wider range of opportunities and support that ensures children are prepared for their future and life in modern Britain.
Leadership & Management	Secure the impact of leadership and management by making sure that the curriculum is broad and balanced and teachers' knowledge and skills enable them to deliver all subjects confidently.
Quality of Early Years Education	 Improve the quality of teaching and learning in the early years to ensure that there is a consistency of approach across all classes assessment information is used more precisely to meet children's learning needs and to challenge them sufficiently there are suitably high expectations of what children are capable of and they are well prepared, ready to start Year 1

STAFF YOUR CHILD WILL TALK ABOUT

- Class Teachers Mrs McCaul and Mr Ingleby
- ► Ta's Mr Clarkson and Miss Straker
- Gate Mr Hannah
- Pastoral Support Miss O'connor
- Phase Leader Mr Ingleby

MORNING ROUTINE

START – ALL IN BY 8.55AM

- ► TEACHERS WELCOME CHILDREN TO CLASSROOM
- SELECT LUNCH VARIETY OF CHOICES PER DAY
- LESSONS BEGIN AT 9.00AM

A WEEK IN THE LIFE OF YEAR 6

MONDAY Assembly	Spelling	Maths (9.15 – 10.15)	Guided Reading (10.15-10.45)	в	English (11 – 11.45)	L	Fluent in 5 /Class novel (12.30 – 1)	RE (1 - 2)	DA	Geography (2.15 – 3)	TTRockstars (3 – 3.15)
TUESDAY	Grammar	Maths	Guided reading	R	English	U	Fluent in 5 /Class novel	PE (Outdoors)	IL	PSHE	TTRockstars (3 – 3.15)
WEDNESDAY KS Assembly	Spelling	Maths	Guided reading	E	English	N	Fluent in 5 /Class novel	PE (Outdoors)	YM	Art	TIRockstars (3 – 3.15)
THURSDAY	Grammar	Science	Guided reading	А	Grammar	с	Fluent in 5 /Class novel	RE	IL	Spanish	TIRockstars (3 – 3.15)
FRIDAY O and A	Spelling	Maths	Guided reading	к	English	н	Fluent in 5 /Class novel	Music	E	ICT (2-3)	TTRockstars (3 – 3.15)

HOME LEARNING

- Reading is so important and your help is invaluable -Please read for 15 minutes every night.
- Reading books are going online with Go Read. Letters will be with you by Friday after children have been trained during ICT time.
- Coming soon Times Table Rockstars!



CHILDREN MAKE THE MOST PROGRESS WHEN PARENTS SUPPORT THE WORK OF A SCHOOL

CURRICULUM

Self-motivation		Thinking			Resilience	Independence			Valued Collaboration			Emotional Intelligence			
We try our best We make the right					choices We are kind and co				d considerat	considerate We look after our school					
Purpose of the learning is made explicit, leading to outcomes			Modelling		Questioning					Continuous formative assessment			e Moderation of assessments and judgements		
understanding of cognition knowledge		knowledge of the	edge of the subjects		achers monitor learning and		eated by all teachers		and not solely of perceived 'ability		driven by ty' or prior in		Developing strong partnership with parents and carers that influence learning at school an home		
Educational Visits	Visitors	Assemblies	Extra-Curi	ricular C	lubs Lea	rning o	utside the classroom		Responding to eve		events in th	s in the news		Charity Days	
Communication and Physical Language Development						Literacy		Mathematics		Understanding t World		ne Expressive Ar Design			
RE	English	Maths Sc	ience Coi	mputing	History	Geo	graphy	Art	D&T	Music	PE		PSHE	Languages	
Less in more depth	answered in different			ons of	of children and giv		es them a	them a audience		e. Purpose Family lea		ng		ase of work at d of each half term	
TOLERANCE & PEACE, SERVICE & SACRIFICE: How can I serve my family?		ny INTEGRIT	FAITHFULLNESS AND INTEGRITY: Why are rules important?		COMPASSION: H		ow JUSTICE: Wh		at can GENTLENES		ESS: How can I		FORGIVENESS AND MERC How am I forgiven?		
STANDARDS: Children make good progress and attain in line with or better than national expectations. They are given the opportunity to achieve the greater depth standard. Assessment documents show that knowledge and skills are embedded				nt ^y	STRIVE: Children are confident and successful learners, demonstrating the STRIVE learning values, and make the right choices for their learning. The learning values have progression				Blessed Sacrament Way' in their learning and in their behaviour in and around school. Children learn to make the right choices for their safety. The choices children						
	We try our be Purpose of the learn to Teaching is based on understanding of co and learning Educational Visits Communication Language RE Less in more depth TOLERANCE & PEAC SACRIFICE: How co family STANDARDS: Childro or better than r opportunity to achi documents show	We try our best Purpose of the learning is made to outcomes Teaching is based on a clear understanding of cognition and learning Educational Visits Visitors Educational Visits Visitors Communication and Language 6 key quants RE English Less in more depth 6 key quants TOLERANCE & PEACE, SERVICE SACRIFICE: How can I serve to family? STANDARDS: Children make go or better than national exopportunity to achieve the group documents show that known	We try our best W Purpose of the learning is made explicit, leading to outcomes Teaching is based on a clear understanding of cognition and learning Teachers have knowledge of the they teac Educational Visits Visitors Assemblies Educational Visits Visitors Assemblies Communication and Language Physical Development RE English Maths Sc Less in more depth 6 key questions per year, answered in different ways by each year group TOLERANCE & PEACE, SERVICE & FAITHING SACRIFICE: How can I serve my family? FAITHING INTEGRIT STANDARDS: Children make good progress and an or better than national expectations. They are opportunity to achieve the greater depth standard Presson and an or better than national expectations. They are opportunity to achieve the greater depth standard	We try our best We make the ri Purpose of the learning is made explicit, leading to outcomes Modelling Teaching is based on a clear understanding of cognition and learning Teachers have deep knowledge of the subjects they teach Educational Visits Visitors Assemblies Extra-Cur Communication and Language Physical Perso Communication and English Maths Science Co RE English Maths Science Co TOLERANCE & PEACE, SERVICE & SACRIFICE: How can I serve my family? FAITHFULLNESS AND ARDS: Children make good progress and attain in line wi or better than national expectations. They are given the opportunity to achieve the greater depth standard. Assessment documents show that knowledge and skills are embedded	We try our best We make the right choi Purpose of the learning is made explicit, leading to outcomes Modelling Teaching is based on a clear understanding of cognition and learning Teachers have deep knowledge of the subjects they teach Teachers lave deep Educational Visits Visitors Assemblies Extra-Curricular Curricular Communication and Physical Development Personal, Soc RE English Maths Science Computing applications of learning Less in more depth 6 key questions per year, answered in different ways by each year group Real life applications of learning TOLERANCE & PEACE, SERVICE & SACRIFICE: How can I serve my family? FAITHFULLNESS AND INTEGRITY: Why are rules important? StanDARDS: Children make good progress and attain in line with or better than national expectations. They are given the opportunity to achieve the greater depth standard. Assessment documents show that knowledge and skills are embedded Standard. Assessment	We make the right choices We make the right choices Purpose of the learning is made explicit, leading to outcomes Modelling Questioning Teaching is based on a clear understanding of cognition and learning Teachers have deep knowledge of the subjects they teach Teachers monitor learning and provide feedback Educational Visits Visitors Assemblies Extra-Curricular Clubs Learning Communication and Language Physical Development Personal, Social and Emotional Development History RE English Maths Science Computing History Less in more depth 6 key questions per year, answered in different ways by each year group Real life applications of learning Colldren acontext of children acontext of children acontext of children acontext of children acontext of the subjects important? DIGNIT STANDARDS: Children make good progress and attain in line with or better than national expectations. They are given the opportunity to achieve the greater depth standard. Assessment documents show that knowledge and skills are embedded STRIVE: Children acontext of the arrong. The learning.	We try our best We make the right choices Purpose of the learning is made explicit, leading to outcomes Modelling Questioning Teaching is based on a clear understanding of cognition and learning Teachers have deep knowledge of the subjects they teach Teachers monitor learning and provide feedback The creations of learning and provide feedback Educational Visits Visitors Assemblies Extra-Curricular Clubs Learning of computing and provide feedback Re English Maths Science Computing History Geo context for their applications of learning Geo children and give context for their ToLERANCE & PEACE, SERVICE & SACRIFICE: How can I serve my family? FAITHFULLNESS AND INTEGRITY: Why are rules important? DIGNITY AND COMPASSION: How wonderful an If StanDARDS: Children make good progress and attain in line with or better than national expectations. They are given the opportunity to achieve the greater depth standard. Assessment documents show that knowledge and skills are embedded Stanpa departments	We try our best We make the right choices We ask the right choices Purpose of the learning is made explicit, leading to outcomes Modelling Questioning Challer support Teaching is based on a clear understanding of cognition and learning Teachers have deep knowledge of the subjects they teach Teachers monitor learning and provide feedback The classroom created by all tearning outside the optional provide feedback Educational Visits Visitors Assemblies Extra-Curricular Clubs Learning outside the optional provide feedback Communication and Language Physical Development Personal, Social and Emotional Development History Geography RE English Maths Science Computing History Geography Challer answered in different depth Maths Science Computing DigNity AND DigNity AND SACRIFICE: How can I serve my family? INTEGRITY: Why are rules important? STRIVE: Children are confident areader of thearning values have	We try our best We make the right choices We are kind an Purpose of the learning is made explicit, leading to outcomes Modelling Questioning Challenge and support Teaching is based on a clear understanding of cognition and learning Ceanning and they teach Teachers have deep knowledge of the subjects Teachers monitor learning and provide feedback The classroom climate created by all teachers inspires and motivates all pupils Educational Visits Visitors Assemblies Extra-Curricular Clubs Learning outside the classroom Communication and Language Physical Development Personal, Social and learning Literacy Outce audition of learning Outce audition of learning Children and gives them a answered in different ways by each year group FAITHFULLNESS AND learning DigNITY AND TRUTH AN SACRIFICE: How can I serve my family? FAITHFULLNESS AND important? DigNITY AND STRIVE: Children are confident and successfilearing values, and make the right choices for the iearning values, and make the right choices for the iearning values have progression	We try our best We make the right choices We are kind and considerations Purpose of the learning is made explicit, leading to outcomes Modelling Questioning Challenge and support Continuas Teaching is based on a clear understanding of cognition and learning Teachers have deep knowledge of the subjects Teachers have deep knowledge of the subjects Teachers monitor learning and provide feedback The classroom climate created by all teachers inspires and motivates all pupils Pupil grout and not perceived and not perceived inspires and motivates all pupils Pupil grout and not perceived inspires and motivates all pupils Pupil grout and not perceived inspires and motivates all pupils Pupil grout and not perceived inspires and motivates all pupils Pupil grout and not perceived inspires and motivates all pupils Pupil grout and not perceived inspires and motivates all pupils Pupil grout and not perceived inspires and motivates all pupils Pupil grout and not perceived inspires and motivates all pupils Pupil grout and not perceived inspires and motivates all pupils Pupil grout and not perceived inspires and motivates all pupils Pupil grout and motivates all pupils Pupil grout and not perceived inspires and motivates all pupils Pupil grout and not perceived inspires and motivates all pupils Pupil grout and motivates all pupils Educational Visits Visitors Ass	We make the right choices We are kind and considerate Purpose of the learning is made explicit, leading to outcomes Modelling Questioning Challenge and support Continuous formations Teachers have deep understanding of cognition and learning Teachers have deep they teach Teachers monitor learning and provide feedback The classroom climate created by all teachers inspires and motivates all pupils Pupil groupings are and not solely driv perceived 'ability' or attainment Educational Visits Visitors Assemblies Extra-Curricular Clubs Learning outside the classroom Responding to e context of the learning Mathematics Uncertate the and in the set of the subjects Mathematics Uncertate the and the set of the subjects Mathematics Uncertate the and the set of the subjects Mathematics Uncertate the and the set of the subjects Mathematics Uncertate the and the set of the subjects Mathematics Uncertate the and the set of the subjects Mathematics Uncertate the and the set of the subjects The classroom climate created by all teachers and not solely driv perceived 'ability' or attainment Educational Visits Visitors Assemblies Extra-Curricular Clubs Learning outside the classroom Responding to the set of the subjects Responding to the set of	We try our best We make the right choices We are kind and considerate W Purpose of the learning is made explicit, leading to outcomes Modelling Questioning Challenge and support Continuous formative assessment Support Teaching is based on a clear understanding of cognition and learning Teachers have deep knowledge of the subjects they teach Teachers monitor learning and provide feedback The classroom climate created by all teachers inspires and motivates all pupils Pupil groupings are flexible and not solely driven by perceived 'ability' or prior attainment Educational Visits Visitors Assemblies Extra-Curricular Clubs Learning outside the classroom Responding to events in the transment Communication and perceived 'ability' or prior depth Personal, Social and tanguage Literacy Mathematics Understanding World Re English Maths Science Computing History Geography Art D& T Music PE Less in more depth 6 key questions per year, family learning Real life applications of learning 'Hook' that engages the children and gives them a context for their learning Outcomes to an audience. Purpose for the learning GENTLENESS How can I serve my family learning role world SACRIFICE: How can I serve my family? INTEGRITY: Why are rules importa	We try our best We make the right choices We are kind and considerate We look Purpose of the learning is made explicit, leading to outcomes Modelling Questioning Challenge and support Continuous formative assessment Modera Teaching is based on a clear understanding of cognition and learning Teachers have deep knowledge of the subjects Teachers monitor learning and provide feedback The classroom climate created by all teachers inspires and motivates all pupils Pupil groupings are flexible and not solely driven by perceived 'ability' or provide feedback Develow with influence Educational Visits Visitors Assemblies Extra-Curricular Clubs Learning outside the classroom Responding to events in the news Understanding the World Communication and Language Physical Development Personal, Social and learning Literacy Mathematics Understanding the World RE English Maths Science Computing History Geography Art D&T Music PE Less in more depth 6 key questions per year, answered in different ways by each year group Real life applications of learning 'Hook' that engages the confident and gives them a audience. Purpose for the learning Outcomes to an audience. Purpose for the tearning Forthelearning	We try our best We make the right choices We are kind and considerate We look after our set our set out comes Purpose of the learning is made explicit, leading to outcomes Modelling Questioning Challenge and support Continuous formative assessment Moderation of assignment of assisen of assisen of assignment of assignment of assignmen	

UNIFORM

- PE is on Tuesday and Wednesday. Children should wear their PE kit to school.
- Watches and a small pair of plain earrings (Key Stage Two only) are allowed in school
- Long hair must be tied back and shaven patterned hair is not permitted.
- Black shoes with either velcro, buckle or laces. (If your child comes to school in trainers, they will be asked to wear pumps whilst in the building.)

Please label all clothing clearly. Thank you

Uniform

For the 2021 / 2022 Academic year, children will wear

- tartan skirt (black socks / tights)
- black trousers
- White shirt & school tie (All classes)
- school jumper / cardigan with logo
- black shorts for PE
- white polo shirt for PE

- black tracksuit bottoms for PE
- black school pumps (to be kept in a pump bag in school with spare socks)
- PE hoodie (optional)
- School 'book bag' (children should not bring a backpack to school as we do not have appropriate storage)
- Yellow gingham summer dress (optional, seasonal)

Just a reminder that ties are an important part of the school uniform and are expected to be worn on non PE days. Please label all clothing – including ties.

MORE INFORMATION

- PARENT MAIL NEWSLETTERS ETC ARE SENT BY EMAIL please check contact details
- REPORTS INCLUDING INTERIM (end of autumn and spring term, then full report end of summer term)
- SCHOOL APP please make sure this is downloaded

STATUTORY ASSESSMENT

Year Group	Statutory Assessments
Reception	Baseline Assessment EYFS Profile Assessments
Year 1	Phonics Screening
Year 2	Reading, GPS, Mathematics Marked in school to inform Teacher Assessment
Year 4	Multiplication Check
Year 6	Reading, GPS, Mathematics Marked Externally Writing Evidence gathered over time to inform Teacher Assessment

ATTENDANCE

- ▶ Whole school target of 97%
- Half termly updates
- Must be in school before 9.00
- No holidays authorised
- Proof of medical if in doubt, send them in; we can always call if they are ill
- It is really important that you ring in / send a free message through the app to let us know why your child is absent for safeguarding reasons

ParentPay

- Must register online to activate account even if not using online service
- Lunches / Breakfast / After school payment must be kept up to date paid in advance
- Can use to pre-book Breakfast / After School Clubs
- Provides permission for trips paid online
- If there are any problems with ParentPay, please see Mrs Newsham in the office
- Milk can be ordered online through Cool Milk



www.blessedsacrament.lancs.sch.uk

REGULARLY UPDATED



ANY QUESTIONS?

- We will be available to speak to parents each afternoon on the playground. At the end of the day please allow us to send the children out first. If there is a more sensitive matter, please make an appointment via the office
- > Your child's teacher can be contacted via email:
- clairemccaul@blessedsacrament.lancs.sch.uk
- nickingleby@blessedsacrament.lancs.sch.uk