

Parent/carer Information Meeting

Sacred Heart Catholic Primary School

Autumn 2024

Year 6 St Maximilian Mrs Chick

Year 6 St Josephine Mrs McCormick



School Mission Statement

- To go forward together in Christ
- To respect our neighbour
- To always give of our best





Leadership Team

- **Mr. Lane – Executive Headteacher**
- **Mrs-Deputy Headteacher**
- **Miss Le Fleming and Mr Rodrigo, Miss Palmer, Mrs Chick- Assistant Headteachers**



Other adults who help in our class

- Mr Rodrigo – Maths
- Ms Behm Learning Support Assistant



Information

- You can find out what is going on in school/class in several different ways: Website - www.sacredheart.islington.sch.uk
- Curriculum/topic maps
- Twitter account : SacredHeart_CS
- Class assemblies
- Parent's evening (Autumn & Spring terms)
- End of year reports (Summer Term)
- Notes/letters sent home
- Text messages (ensure school office has up to date details)
- Weekly newsletters (and put on the school website)
- Sacred Heart Instagram page



Website



Subjects we study

- Religious Education
- English (Reading, Writing, Handwriting, Grammar, Punctuation and Spelling)
- Maths
- Science
- History /Geography (half termly basis)
- Art/Design Technology (half termly basis)
- Computing
- Music
- Spanish
- Physical Education
- Personal, Social, Health, Citizenship and Emotional Education



Year 6 Curriculum Topics

Upper Key Stage 2 - Year 6						
Topic	World War Two	Arsenal (A local geography focus)	Crime and Punishment	Eyes on Our Planet	Greece Lightning	Greece Lightning Continued
	<p><i>Commemorating the Second World War 1940-1945</i></p> <p><i>Local history study: Islington on the Home Front during the Second World War</i></p> <p><i>Significant people: Civilian testimonies, from BBC archives, of life at home during the War</i></p> <p>HA</p>	<p><i>A lens on Islington giving reasons for how and why locations have changed over time</i></p> <p>G DT</p>	<p><i>Changes to crime and punishment from the Anglo-Saxons to the present, including the Saxons, Victorians, WW2 and modern day.</i></p> <p><i>Trip to Royal Courts of Justice during this term experience modern day 'crime and punishment'.</i></p> <p>HA</p>	<p><i>Continent focus-Globally America, exploring a geographical/environmental issue and suggesting a solution. Exploring how countries are interconnected and interdependent.</i></p> <p><i>Exit point: Earth day 22nd April</i></p> <p>G DT</p>	<p><i>An in depth study of Ancient Greece, exploring their impact/influence on the Western World (philosophy, art, literature, medicine, astronomy, architecture)</i></p> <p>H A DT</p>	<p><i>Identify the location of Greece, its capital city and other key cities/regions, identify key human and physical features, explore how land use has changed over time (using an atlas and maps to explore this) and describe how the country was and is interconnected and/or interdependent</i></p> <p>G A DT</p>



Year 6 RE Topics

1 week	7 week	1 week	6 week	6 week	6 week	5 week	7 week
Our Mission Statement/ Class Saint (Year 1 = 2 weeks)	(Year 1 = 6 weeks) <u>Unit 1</u> Creation & Covenant (Genesis, Abraham/Moses)	<u>Other Faiths</u> Judaism	<u>Unit 2</u> Prophecy & Promise (Advent & Christmas)	<u>Unit 3</u> Galilee to Jerusalem (Kingdom of God & Discipleship)	<u>Unit 4</u> Desert to Garden (Lent & Holy week)	<u>Unit 5</u> To the end of the earth (Resurrection, Ascension & Pentecost)	<u>Unit 6</u> Dialogue and Encounter (Catholic identity / Local & Global community/ World Faiths)



Homework

Homework expectations

Children receive Maths and English homework alternate weeks on their home learning platform, Seesaw or Google Classroom. In addition to this, they also have a home/school reading book which should be read every day and parents/carers should sign, signalling that the reading has been completed. The homework timetable is below:

Subject	Year group	Day given out	Day of return
English	Y1: Phonics/Handwriting	Friday	Friday
	Y2: Reading and Spelling		
	Y3 – 6: Spellings and Reading		
Maths	Y1-6	Friday	Friday

Children should have their usernames and passwords in their reading records.

In addition to homework, children also have the option to use the interactive programmes, 'Reading Eggs' and 'Mathletics'. This can be done in addition to the homework set the by the class teacher.

For children in Years 3-6, if homework has not been completed and no valid excuse is given by a parent/carer, then the child will attend homework club on a Friday lunchtime which will be supervised by a phase leader. Please let your child's teacher know in good time if your child is unable to complete their homework.

Many thanks.

Homework will start on Friday 13th September

Reading

In addition to the weekly homework, the children will be expected to complete daily reading from Monday- Friday. Expectations are as follows:

UKS2 (Years 5 and 6)

20 minutes per night

Please ensure that you sign your child's Reading Record daily and comment if there is something you would like the teacher to know or when responding to a comment from the teacher. Your role in your child's development of reading is crucial so please sign the Home/school Reading agreement which you will find at the front of your child's Reading Record.



Home/School reading

- Child to read to parent and vice versa.
- Parents to ask children questions about what they have read.(There are suggested questions in the 'Helping your child with English' document which can be found on the school website, as well as home learning resources and suggested reading lists.
- Parent to sign and comment is optional although please let us know any concerns you have or anything you feel is significant about your child's reading.
- 3x Book Not Signed (BNS) – Children will be asked to read during their H/W club on Friday.
- Banded book levels – children should be able to read 95% of the book confidently to build up their confidence. As well as this, children need to be able to understand what they are reading.



Reading records

Please take note of the Spelling word lists as your child needs to be able to read and spell these by the end of Year 6 (at the end of the key stage).

Please read with your child when you can – even though they are older, reading aloud still benefits them!



Spelling

accommodate
accompany
according
achieve
aggressive
amateur
ancient
apparent
appreciate
attached
available
average
awkward
bargain
bruise
category
cemetery
committee
communicate
community
competition

conscience
conscious
controversy
convenience
correspond
criticise
curiosity
definite
desperate
determined
develop
dictionary
disastrous
embarrass
environment
equip
equipped
equipment
especially
exaggerate
excellent

existence
explanation
familiar
foreign
forty
frequently
government
guarantee
harass
hindrance
identity
immediate
immediately
individual
interfere
interrupt
language
leisure
lightning
marvellous
mischievous

muscle
necessary
neighbour
nuisance
occupy
occur
opportunity
parliament
persuade
physical
prejudice
privilege
profession
programme
pronunciation
queue
recognise
recommend
relevant
restaurant
rhyme

rhythm
sacrifice
secretary
shoulder
signature
sincere
sincerely
soldier
stomach
sufficient
suggest
symbol
system
temperature
thorough
twelfth
variety
vegetable
vehicle
yacht



Reading tasks at home

- Make a point about the story e.g. Andy was bored at home alone.
- Evidence: Find evidence in your book to prove that Andy was bored. e.g. We know this because on p.26, it tells us Andy is looking for something interesting to do.



Times tables

- Children need daily practice with their times tables in order to really remember them.
- They only truly know them when they can fluently recall them out of order and when they can apply them in order to solve problems.
- Children practise their times tables during Maths lessons and complete times table challenges but by this stage, the children should know them so we can use the lessons to apply them in reasoning and problem solving.
- There is guidance on the school website (under curriculum) for how to support your child with learning times tables
- In Year 6, your child is expected to know up to 12×12 and use them in a range of calculations and problems



How does my child's attendance and punctuality affect their progress?

- Children suffer academically if they are not at school – they fall behind and can find it difficult to catch up.
- Children should only ever be off school if they are ill.
- All pupil absences must be reported to the school immediately.
- Medical and dental appointments should be made after school, where possible.
- Holidays must not be taken in term time (term dates are available on the website)
- Education Welfare check the attendance of every child every 6 weeks.
- Where attendance is poor referrals will be made to Education Welfare.
- We expect children to have 100% attendance.
- Anything below 96% is a cause for concern.
- Anything below 90% is a '*persistent absentee*' and serious cause for concern.
- Anything below 90% is an immediate referral to Islington, who we have to liaise with regarding advice around poor attendance.
- Anything between 90-95% is monitored closely.

Please help your child achieve their best by sending them to school every day.



Behaviour and Expectations

We seek to give as much praise and encouragement as we can. We have many positive reinforcements which help steer children towards good behaviour. These also promote self-confidence, responsibility and awareness which in turn promote learning. They are:

- Sincere, precise and timely verbal praise
- Regular reminders of our expectations.
- Representing the school in competitions, on outings, in events, and other activities
- Having responsibilities either in the class or in the school in general,



Behaviour and Expectations

- Having their work displayed in the classroom and around the school in a stimulating, attractive and tidy environment
- In class recognition boards to display those showing the best behaviour in class.
- Daily- Presenting their work to their class and in the Newsletter
- Weekly - VIP lunch served by the members of staff
- VIP certificate to go home presented in celebration assemblies
- Half-termly – Lunch with Mr Lane and Mrs Kelly.
- Full involvement of pupils and staff in reviewing and updating codes of conduct, behaviour strategies through the School council, pupil voice, discussion in class, in assemblies and in staff meetings.



Behaviour and Expectations

5) Our behaviour steps :

At every step, the warnings are directed at the child making them aware of their behaviour and clearly outlining the consequences.

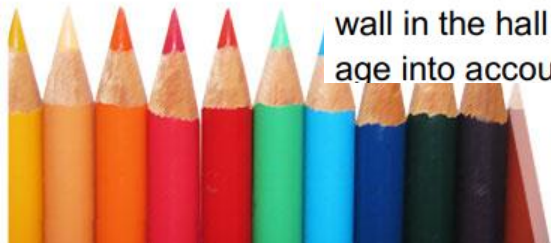
Children will be reminded of their good previous good conduct to prove that they can make good choices.

Step One: **The Warning.**

Step Two: **The Caution.**

Step Three: **The Last Chance**

Step four: **The Time Out-** child to go to an appropriate location (eg: time out spot, wall in the hall or separate desk or class) for a set amount of time taking the child's age into account.



Behaviour and Expectations

6) Reflection Time:

Children may be taken to 'Reflection Time' (loss of some/all of their lunch break depending on the severity of the issue) if the incident is deemed serious offence, not working through the behavioural steps. Again, the amount of time is determined by the age of the child and the severity of the offence. Children are to know in advance how long this is for and have the reason explained to them clearly. Children in Reflection Time will have time to think about their behaviour and choices made. They may be given a form to complete, a reflection mind-map based on the expectations, quiet thinking, writing an apology letter or expectation writing. Reflection Time is taken by a Senior Leader at our school.

What are considered serious offences?

- Violent behaviour
- Racist/sexist /homophobic/transphobic/prejudice behaviour
- Serious threats
- Hurtful remarks and personal comments
- Dares – making someone do something they do not want to
- Laughing at an upset person
- Ignoring people and leaving them out
- Damaging work or belongings
- Being unsafe online
- Pressurising children to join in inappropriate behaviour
- Using abusive language towards others
- Intentionally hurting someone- physically or emotionally
- Being disrespectful towards an adult.



Social Media outside of school

Age Restrictions for Social Media Platforms

What is the minimum age for account holders on these social media sites and apps?

Under 13



13+



16+



17+



Sourced from NSPCC website October 2019



Social Media outside of school

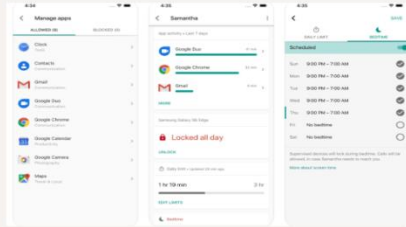
Really useful website:

<https://parentsafe.lgfl.net/>



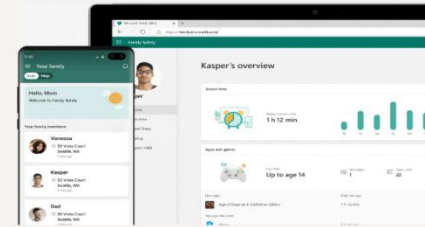
Apple Screen Time

Great for both parental controls and teen self-regulation



Google Family Link

Digital Wellbeing is the next step for the older ones after Family Link



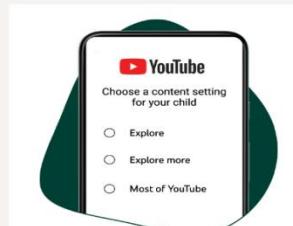
Microsoft Family Safety

There are no self-regulation features for older teens, but Family Safety is great for the younger ones



What about the rest?

Internet Matters is an amazing one-stop shop for easy-to-understand, step-by-step parent guides to the parental controls on an array of?



YouTube supervised mode for u13s

Parents can now use supervised mode even under 13s with different safety levels. Find out more / set it up.

Statutory Assessments

All statutory assessments take place in the Summer Term

- End of Year 6 – Statutory assessments in Reading, Writing, SPAG, Maths – **These will take place in May.**
- The children will be given homework tasks which link to SATs questions and, leading up to the SATs, there will be booster classes.
- There will be more information given as the year progresses.



Catholic Life of the School

- Prayers at school and at home (available on the website)
- Members of the Church (including Fr Spencer) will be visiting classes over the year to lead class worship and do some work on the rosary
- Wednesday Word (sharing Sunday's Gospel with children and families)
- Attending whole school masses (see newsletters)
- Attending class masses (see newsletters)



Uniform Expectations

Top	Standard Sacred Heart green polo shirt (or plain white from September 2024) Summer variation – blue gingham summer dress An old, oversized top to be kept in school to wear over uniform for messy activities such as Art and D&T (Year 1-6)
Sweatshirt	Standard Sacred Heart blue logo sweatshirt Standard Sacred Heart blue logo cardigan No plain jumpers or cardigans
Bottoms	Grey full-length trousers Grey knee-length skirt Summer variation – grey shorts EYFS variation – grey tracksuit bottoms/leggings
Shoes	Plain all black shoes, no logos, designs or embellishments. No boots or wellingtons are to be worn in school. No flip flops or crocs. Football shoes can be brought in to wear at lunch to play football, they should not be worn to school
Socks	Plain blue, black, grey or white standard socks. Ankle or knee-high length.
Tights	Black, grey or navy cotton tights. No patterns or embellishments.
Bags	Standard Sacred Heart school book bag Standard Sacred Heart small rucksack Standard Sacred Heart large rucksack Standard Sacred Heart drawstring PE bag



This half term, PE days are Wednesday and Friday.

Uniform Expectations

Hat	Sacred Heart peak cap Sacred Heart woolen hat
Hair accessories	Black, brown, blue or green elastic bands Black, brown, blue, green or silver clips Black, brown, blue or green hairband Plain accessories only Hair extensions to be of a natural colour Hair shoulder length or longer to be tied back No extreme hairstyles or colours No large bows
Jewellery	Earrings – plain sleepers or studs Watch for the purpose of telling the time No smart watches (e.g. Apple watches) Small religious necklaces, which must be worn under the uniform No other jewellery to be worn
PE Kit	Standard plain white t-shirt or polo shirt Blue shorts Suitable trainers Nursery/Reception variation – black plimsolls Winter variation – plain grey or navy blue tracksuit bottoms/leggings
Winter clothing	Plain coloured winter coat (preferably dark) Sacred Heart School logo waterproof jacket Plain coloured winter scarf Plain coloured winter gloves Plain coloured winter hat/ Sacred Heart woolen hat No logos or excessive designs No excessively styled hats, scarves or gloves
Make-up	No make-up to be worn

This half term, PE days are Wednesday and Friday.

School trips

We organise trips to support your child's learning.

A letter will be sent out informing you of the trip and the cost if applicable.

Payment must be made and permission given using the online school money system.

We will sometimes need additional parent/carers volunteers, for trips – this will be organised by the teacher.



Communicating with the teacher

- Brief messages can be given at the door to Ms Behm in the morning if necessary.
- Notes/letters can be sent in to the teacher.
- Telephone messages can be left for the teacher.
- You can make an appointment to see your child's teacher (before school at 8:30am or after school around 3:45pm are best)

Parents' Evening (Wednesday 6th and Thursday 7th November)



At the end of the day....

Collecting children – lessons finish at 3.30pm.

Children are led down to our playground and are collected from there.

Please inform the office if somebody else will be collecting your child.

Please fill in the slip about your child leaving alone and return to school, if you have not done so already.



Inclusion & Pastoral care

The school Inclusion team work to minimise barriers to education and ensure that all children achieve their full potential.

- If we are worried about any aspect of your child's development we will work in collaboration with you to ensure your child's needs are met.
- In the first instance we would take action in the classroom.
- If your child needs more specialist input, we will consult with the school's Inclusion team and if necessary appropriate external agencies to ensure they receive the best support.
- If you have any concerns about your child's development at any time, we welcome your input. Please contact your child's class teacher in the first instance.
- You may wish to discuss sensitive matters relating to your child's welfare or development with a member of the school Inclusion team. Please contact the school office to book an appointment. The Inclusion leader is currently Miss Le Fleming.



Safeguarding is everyone's responsibility

The Designated Safeguarding Lead is **Mr Rodrigo**.

The Deputy Safeguarding Leads are:

Mr Lane

Miss Le Fleming

Mr Fletcher

Miss Kelly



If you are worried about a child please speak without delay to the Designated Safeguarding Lead and in her absence one of the Deputy Safeguarding Leads.

At Sacred Heart we provide a safe environment in which children can learn. Every member of staff has a responsibility to identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff have a responsibility to take appropriate action and follow the School's safeguarding procedures; this may involve working with other services such as Children's Social Care as required.



Contact Numbers

Should we need to contact you in an emergency it is very important that school has your correct contact numbers.

Please inform the school immediately if your contact details change.



FRIENDS OF SACRED HEART (FOSH)

FOSH (Friends of Sacred Heart) will be running again this year. This is a parent committee which organises events and raises funds for the school.

This will be led by Miss Palmer – she will let you know what is upcoming and how you can get involved!



Events coming up

Class assemblies

Y6 St Josephine (Mrs McCormick): Thursday 21st November –
9:10am (SMMA)

Y6 St Maximilian (Mrs Chick): Thursday 14th November –
9:10am (SMMA)

Provisional date (TBC)

Secondary Transfer Information Evening

Parents' Evenings

Wednesday 6th November

Thursday 7th November

