



Welcome to Year 4

Parent Information Booklet



Welcome TO Year 4

In Year 4, we support pupils as they continue to grow and mature, developing greater confidence, independence and responsibility within Key Stage 2. As children get older, expectations increase and pupils are encouraged to take more ownership of their learning, building resilience and strong organisational skills. We provide a supportive and engaging environment where children feel motivated and ready to succeed. Throughout the year, pupils deepen their knowledge and skills across the curriculum, particularly in reading, writing and mathematics, while also developing curiosity and a greater understanding of the world around them. We encourage children to take pride in their work, persevere when challenges arise and work collaboratively with others, ensuring they grow into confident, capable learners as they progress through Key Stage 2. Children leave year 4 well prepared to take the next steps in their journey through Key Stage 2.





meet your teacher

Hello and welcome to Year 4!

I am delighted to be teaching you all again next year and am really looking forward to continuing our journey together. Year 4 is an exciting stage where children continue to grow in confidence, independence and resilience as learners, building on the strong foundations already established in Key Stage 2.

As children move through Year 4, expectations increase and pupils develop greater responsibility for their learning. We will support everyone to settle quickly, feel confident in the classroom and continue developing positive relationships, ensuring they feel happy, safe and ready to succeed.

We have a busy and engaging year ahead, with lots of opportunities for children to challenge themselves, develop their skills and enjoy their learning across a wide range of subjects. If you have any questions or need any support, please do not hesitate to get in touch.

I look forward to a fantastic year ahead!

Mrs Hannon

Fun Facts



I go touring with my husband on his motorbike.



I Love Dark Chocolate



My favourite place is the Lake District

Meet the KS2 Team



Mrs Nicola Faulkner
Year 3 Class Teacher



Mrs Clare Hannon
Year 4 Class
Teacher/Deputy
Headteacher



Miss Bethany
Beveridge
Year 5 Class
Teacher



Miss Lucy Scarr
Year 6 Class
Teacher



Mrs Helen Handy
ELP Class Teacher
KS2 SENDCO



Mrs Claire Taylor
Administrator



Miss Kirsty Keeler
HLTA



Mrs Catherine Walls
HLTA

Meet the KS2 Team



**Teaching Assistant
Miss Sarah Boyle
Teaching Assistant
Nuture Group**



**Miss Mandy Piggford
Teaching Assistant**



**Miss Kayley Birdsall
Teaching Assistant**



**Mrs Debbie Wilson
Teaching Assistant**



**Miss Kay Seccombe
Teaching Assistant
Lunchtime Supervisor**



**Mr Graeme Baker
Teaching Assistant**

Safeguarding Team



Miss Laura Weaver
Headteacher/DSL



Miss Katy Nesom
Acting Deputy
Headteacher/Deputy
DSL



Mrs Clare Hannon
Deputy
Headteacher/Deputy
DSL



Miss Helen Handy
SLT/Deputy DSL



Miss Lucy Scarr
Deputy DSL

At Leadgate Primary School, safeguarding is everyone's responsibility. We are fully committed to ensuring that all children feel happy, safe, and secure. Creating a safe, supportive, and nurturing environment is at the heart of everything we do.

If you have any concerns about a child's safety or wellbeing, or if you need support or advice related to safeguarding, please do not hesitate to contact a member of our safeguarding team. We are always here to listen and help. Together, we work to ensure that every child can thrive in a safe, caring, and respectful environment.

Concerns Outside of School

If you have concerns outside of school hours about a child or young person who lives in County Durham, please contact First Contact on: ☎ 03000 267 979

Year 4 Classroom



Our Curriculum

In Year 4, our curriculum follows the National Curriculum and provides a broad and balanced education that supports pupils as they continue to grow in confidence, independence and resilience. Learning is carefully sequenced to build on prior knowledge, enabling children to deepen their understanding and apply their skills across a range of subjects, particularly in reading, writing and mathematics. We encourage curiosity, critical thinking and a positive attitude to learning, ensuring all pupils are well supported as they progress through Key Stage 2.

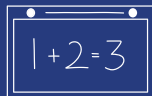


Bonjour

French



English



Mathematics



Art & Design



Science



History



Computing



Design
Technology



Geography



PSHE



Music



RE



PE

Foundation Subjects Overview

	Autumn	Spring	Summer
History	Who were the Anglo-Saxons, Picts and Scots, and how did they shape Britain?	What were the Vikings like, and how did they influence Britain?	What was life like in Ancient Egypt?
Geography	Why is the North East special?	What can we discover about Europe?	How do rivers and the sea change the land, and how do people look after our coasts?
Art and Design	Sculptures Wire or mixed media sculpture Artist: Antony Gormley	Printing Layered printing compositions Artist: Hokusai	Textiles Patterned textile/cushion (Artist: Iwan Titra)
Design & Technology	Structures Reinforced structures (triangulation, bracing). Project: Shelter	Textiles Seams and finishing techniques Project: Bag/purse	Mechanisms Pneumatics/mechanical systems Project: Moving creature
Religious Education	What do we know about the bible and why is it important to Christians? What are the themes of Christmas?	What do Christians believe about God? Why is the Last Supper so important to Christians?	How are Jewish beliefs expressed at home? Why do people use rituals today?
French	Welcome to school My town, your town	Alien faces and family Moving our bodies	At the doctors & Jungle animals Summertime

Mathematics

Key Instant Recall Facts (KIRFs) in Key Stage 2 build on earlier number knowledge and focus on developing rapid, accurate recall of more complex mathematical facts. These include:

- Times tables and related division facts
- Multiples and factors
- Fractions (e.g. equivalent fractions and simple fraction–decimal relationships)
- Square numbers and number patterns
- Key facts involving decimals and percentages (in upper KS2)

Having these facts at their fingertips allows children to work more efficiently, solve problems with greater confidence, and focus on deeper mathematical thinking rather than working out basic calculations.

How to help at home

Regular, short bursts of practice are the most effective way to support your child. This could include:

- Quick-fire questions (e.g. “What is 6×7 ?” or “What is 0.5 as a fraction?”)
- Chanting or repeating facts to build fluency
- Using games and quizzes (cards, online games, or timed challenges)
- Spotting maths in everyday life – for example, working out totals when shopping, sharing food, or measuring ingredients
- Practising times tables regularly, as this is a key focus across Key Stage 2

By practising regularly at home, you will help your child to become more fluent and confident in mathematics, supporting their progress across all areas of the subject.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Can recognise quantities without counting up to 5 (subitise)	Know number bonds to 5.	Know all number bonds for 10 and 20	Recall all number facts for numbers up to and within 20.	Can count in multiples of 25 and 1000. Recall 10, 100, 1000 more than and less than a simple number	Can round any number up to 10 000 to the nearest 10, 100, 1000	Can derive multiplication and division facts using multiples of 10 and decimal numbers e.g. $50 \times 7 = 350$, $8 \times 0.7 = 5.6$
Autumn 2	Can order and compare numbers using more or less. (numbers to 5).	Count to and across 100 forwards and backwards from any given numbers. Can say 10 more than and 10 less than a number	Count in steps of 2, 3 or 5 from 0 and in steps of 10 from any number	Can count in multiples of 50 and 100.	Recall multiplication and division facts for the 3-, 4- and 8-times tables.	Recall factors and factor pairs. Recall prime numbers up to 19	Multiply and divide decimal numbers by 10, 100 and 1000.
Spring 1	Can name numbers in order to 10.	Recall doubles and halves of numbers to 10	Recall doubles and halves of numbers to 20	Recall the multiplication facts for the 3 times table.	Recall multiplication and division facts for the 6- and 9-times table	Can multiply and divide whole and decimal numbers by 10, 100 and 1000.	Recall square numbers/square roots of square numbers to 15×15
Spring 2	Can say 1 more than a given number up to 10	Recall number bonds to 10	Recall multiplication facts for the 2- and 10-times table	Recall multiplication and division facts for 4 tables.	Recall multiplication and division facts for the 7-, 11- and 12-times table	Can recognise square and cube numbers within 100.	Recall common factors, common multiples and prime numbers (prime numbers to at least 19)
Summer 1	Recall some number bonds to 10 including doubles	Count forwards and backwards in steps of 2, 5 and 10.	Recall and use addition and subtraction facts to 100	Recall multiplication and division facts for 8 tables.	Can round any number to the nearest 10, 100 or 1000	Recall multiplication and division facts for all timetables	Know all previous number bonds including decimals that total 1 or 10 (two decimal places)

Daily Routine

Time	Lesson
8.30am–8.45am	Free Breakfast
9.00am– 9.30am	Morning Tasks
9.30am–10.30am	English
10.30am–10.45am	Assembly
10.45am–11am	Playtime
11am–12pm	Maths
12.00pm–1.00pm	Lunch
1.00pm–1.10pm	Handwriting/Reading
1.10pm– 2.10pm	Foundation Subject Lesson/Science
2.10pm–2.20pm	Playtime
2.20pm–3.15pm	Foundation Subject Lesson/Science
3.15pm– 3.25pm	Reading for Pleasure

Reading

In Year 4, pupils build on their strong foundations in reading and move beyond the Little Wandle programme, accessing a wider range of high-quality, age-appropriate texts. Children take part in a range of reading experiences, including whole-class reading, group reading, individual reading and comprehension activities, with reading embedded across the curriculum. There is a continued focus on developing fluency, accuracy and expression, alongside a growing emphasis on comprehension, enabling pupils to understand, interpret and discuss texts in greater depth. As pupils become more confident readers, they begin to explore more complex vocabulary and ideas, with some children developing an understanding of morphology to support word meaning and vocabulary development. Our aim is for all pupils to become confident, independent readers who can engage thoughtfully with a range of texts.

Handwriting

In Year 4, there is a continued focus on developing clear, fluent and well-presented handwriting, with high expectations across all written work. Pupils are expected to use a consistent, joined handwriting style, showing increasing accuracy, appropriate spacing and pride in presentation. Handwriting is taught and reinforced regularly to help children develop greater fluency and stamina, enabling them to write at length with confidence and control. As pupils mature, they are encouraged to maintain high standards across all subjects, ensuring their work is neat, legible and clearly communicates their ideas. We follow a consistent whole-school approach using Letter-join to support correct letter formation and a progressive development of handwriting skills.

Letter Join resources from home for free and there is a video explaining how this can be done. <https://www.letterjoin.co.uk/videos/homellogin.mp4>

Grammar, Punctuation & Spelling

In Year 4, there is a strong focus on developing pupils' skills in grammar, punctuation and spelling (GPS), with high expectations across all written work. Pupils build on their prior knowledge to use a range of grammatical structures accurately, including expanded noun phrases, fronted adverbials and varied sentence types to improve their writing. There is an increasing emphasis on the correct use of punctuation, such as commas for clauses, apostrophes for possession and speech punctuation, to ensure writing is clear and well-organised. Pupils are also expected to learn and apply statutory spelling patterns and words with growing accuracy. Through regular teaching and opportunities to apply their learning across the curriculum, children develop confidence in editing and improving their work, ensuring their writing is accurate, effective and ready for the expectations of Year 5.

Science

In Year 4, science lessons build on pupils' prior learning and develop their scientific knowledge through a range of engaging topics. Children study Animals, Including Humans, with a focus on digestion and how the body processes food, as well as Electricity, where they learn how to build simple circuits and understand how electrical devices work. In States of Matter, pupils explore solids, liquids and gases, including how materials can change state. Through Living Things and Their Habitats, children learn about classification and the diversity of living organisms, while Sound focuses on how sounds are made, travel and are heard. Through practical investigations and enquiry-based learning, pupils are encouraged to ask questions, test ideas and draw conclusions, developing confidence and curiosity in science.

Music

In Year 4, music lessons provide pupils with opportunities to explore a wide range of musical styles while developing their understanding of key musical elements such as rhythm, tempo, dynamics, timbre and texture. Through This Little Light of Mine, pupils are introduced to gospel music, exploring the pentatonic scale, call-and-response and rhythm. In The Pink Panther Theme, children focus on creating atmosphere through tempo, dynamics and timbre, while Composing with Colour encourages pupils to create music inspired by art using graphic scores. Pupils also explore song structure and chords in The Doot Doot Song, and develop an understanding of musical texture and dynamics through Fanfare for the Common Man. In Spain and Global Pentatonics, children explore music from different cultures and rhythms, broadening their musical knowledge. Through composition units such as The Horse in Motion, pupils create music to accompany film, developing creativity and performance confidence. Across all units, pupils build skills in performing, composing and appraising music, fostering enjoyment and musical understanding.

PSHE

In Year 4, PSHE (Personal, Social, Health and Economic Education) supports pupils in developing confidence, resilience and a strong sense of self as they grow. Through our carefully planned curriculum, pupils explore key questions such as What strengths, skills and interests do we have? and How do we treat each other with respect? They learn how to understand and manage their feelings, as well as explore how we grow and change as individuals. Pupils are also encouraged to consider how their choices can make a difference to others and the environment and develop an understanding of responsibility within their community. In addition, children learn how to manage risk in different situations, helping them to stay safe and make sensible decisions. Through discussion, reflection and practical activities, pupils develop the skills and knowledge needed to support their wellbeing and prepare them for the next stage of learning.



Forest School

Forest School is an important part of our curriculum, providing children with regular opportunities to learn and play in our outdoor environment. We have a weekly Forest School session, and children will need to bring wellies and an appropriate coat so they can enjoy all weathers safely and comfortably.

OPAL Play

We are proud to be an OPAL (Outdoor Play and Learning) school, which means children have the opportunity to play and explore outdoors in all weathers. Our field is a fantastic space for adventurous, creative play, with a range of different zones that support a variety of activities, from imaginative play to physical challenges. As we use the field throughout the year, it is essential that all children bring a pair of wellies to keep in school, along with a spare change of clothes.

PE

Physical Education (PE) is taught twice a week and is a statutory part of the National Curriculum, therefore all children are expected to participate fully in lessons. For health and safety reasons, no jewellery is permitted during PE lessons. Any earrings must be removed before the session; if they cannot be removed, children should not wear them on PE days. Children in KS2 will take part in swimming lessons for half a term throughout the year.

Assessment

In Year 4, assessment is an ongoing process used to support pupils' learning and ensure they make strong progress across the curriculum. Teachers use a range of strategies, including daily observations, questioning, feedback and review of work, to identify strengths and next steps. In addition, pupils take part in more formal assessments throughout the year to monitor progress. A key part of Year 4 is the statutory Multiplication Tables Check (MTC), which takes place in June and assesses pupils' recall of times tables up to 12×12 . This helps ensure pupils have secure fluency in multiplication facts, which underpins success across mathematics. Assessment information is used to inform teaching, provide support where needed and help pupils build confidence as learners.

SEND & Inclusion

If you have any concerns about your child's progress or attainment, the first point of contact is always your child's class teacher, who will be happy to discuss any worries and how best to support your child. In many cases, short-term additional support may be put in place through targeted interventions to help pupils keep up with their peers. As children move through school, it may be that they need to access additional support, either on a short-term or longer-term basis. At our school, we use a graduated response to ensure support is carefully planned, reviewed and adapted to meet individual needs. This means your child may have an Individual Support Plan, which will be shared with you and reviewed termly so that you are fully involved in their progress.

We are pleased to work closely with a range of specialist professionals, including an Educational Psychologist, specialist teachers, occupational therapists, and speech and language therapists. We also benefit from a member of the Emotional Wellbeing Team who works in school weekly, supporting pupils both individually and in small groups. In addition, a number of our staff are trained in specific interventions such as ELSA, nurture provision, Theraplay and Lego Therapy. Our aim is to ensure that any child who requires additional support or adaptations receives this quickly and seamlessly, helping them to thrive both academically and emotionally. If you have any concerns, please contact your child's class teacher or the SENDCO.

SEND Inclusion Team – Miss Laura Weaver (SEND Inclusion Lead/ Whole school SENDCO)
Miss Katy Nesom (EYFS/KS1 SENDCO)
Miss Helen Handy (ELP/KS2 SENDCO)



The HIVE

The HIVE is an internal provision designed to support pupils with additional needs by providing a safe, nurturing and inclusive space within school. It reflects our commitment to inclusion, ensuring that all pupils are supported to access learning through individualised pathways that respond to their specific needs. The HIVE offers a calm environment where pupils can go when they feel overwhelmed by the busy classroom setting, enabling them to develop and practise self-regulation skills. Identified pupils are given tokens, each allowing a 10-minute visit when they need a short break to encourage self awareness and independence; following this time, they return to class better prepared and ready to engage in their learning. Pupils access the space for a range of reasons, including physical movement breaks, support with anxiety, or time to regulate following transitions.

The HIVE is also staffed during break and lunchtime, providing a supportive alternative for pupils who may find the lunch halls/playground overwhelming. In addition, some pupils access targeted interventions and, where appropriate, elements of English and Mathematics within the HIVE as part of a more personalised curriculum offer, similar to the Enhanced Learning Provision. Overseen by Miss Handy alongside the NEST provision, the HIVE supports both short-term regulation and academic development, with the clear aim of enabling pupils to successfully spend the majority of their time within their mainstream classroom.





Nurture Provision

Our Nurture Group is a small group of up to 12 pupils. Nurture provision offers a short term (between 2-4 terms), focused, early intervention strategy, which addresses barriers to learning arising primarily from social, behaviour, emotional or well-being difficulties, in an inclusive and supportive manner. Children follow a structure and routine that is clear to both staff and children which includes group listening and speaking, work tasks from their teacher, individual and shared playing and social skills. The group runs on consistency, positive reinforcement and praise. The group will help to boost confidence and self-esteem, improve social skills and help develop independence. It aims to support pupils:

- To engage, listen and concentrate.
- To work together, sharing taking turns and building resilience. To build friendship and make connections with each other.
- To form happy, safe relationships with others
- To experience and practice the development of positive relationships
- To have opportunities to talk about and understand their feelings.

Nurture Principles:

1. Children's learning is understood developmentally.
2. The classroom offers a safe base.
3. Nurture is important for development of self-esteem.
4. Language is understood as a vital means of communication.
5. All behaviour is communication.
6. Transitions are significant in the lives of children.

If you are interested in finding out more about Nurture,

please visit www.nurtureuk.org

Children who access nurture provision attend 3 x 2 hour sessions per week.

Walking Home from School

There is no set age when children are ready to walk to school or home on their own. It very much depends upon their maturity and confidence. Therefore, as regards pupils in LKS2 we believe that you as parents need to decide whether your child is ready for this responsibility.

We highly recommend that pupils in years 3 and 4 are still brought to and collected from school. If you would like your child to walk to and from school at the end of the school day, you must first discuss this with the Headteacher or Deputy Headteacher. The Headteacher/Deputy Headteacher will take into consideration the distance of school to home and also the maturity of your child. All pupils must also be collected from After School Clubs.

Teach your child to:

- Pay attention to traffic at all times when crossing the street; never become distracted.
- Always cross at the intersection where there are traffic lights; do not cross in the middle of the road. Alternatively, cross in a place where you can see clearly in all directions. Avoid parked cars or bends in the road.
- Look both ways before crossing; listen for traffic coming; cross while keeping an eye on traffic.
- Look out for cyclists.
- Remember that drivers may not see them, even if they can see the driver.
- Remember that it is hard to judge the speed of a car so be cautious.
- Never, ever, follow someone who is either a stranger or someone they know but is not a designated "safe" adult. (A safe adult is someone who has been previously agreed upon by you and your child to be safe, such as a grandparent or trusted neighbour).

When deciding whether your child is ready for this responsibility you are advised to consider the following:

1. Do you trust them to walk straight home?
2. Do you trust them to behave sensibly when with a friend?
3. Are they road safety aware?
4. Would they know what to do if a stranger approaches them?
5. Would they have the confidence to refuse to do what a stranger asked?
6. Would they know the best action to take if a stranger tried to make them do something they didn't want to do?
7. Would they know what to do if they needed help?
8. Would they know who best to approach to get help?

If you are not confident about how your child would react then you should seriously consider whether you should allow them to walk on their own. Should their behaviour be deemed a safeguarding risk you will be asked to accompany them to and from school until they have demonstrated they can be trusted again.

School Hours & Drop-Off/Pick-Up Policy

01 Breakfast Club Childcare
Monday – Friday, from 8am

02 Free Breakfast
From 8.30am onwards

03 School Day
9:00am – 3.25pm

04 After School Club
4pm – Clubs Vary throughout the term

05 Pick-Up Authorisation
Only listed guardians may pick up a child.

Drop-Off Policy

- The Yard will be supervised from 8:40. No children allowed on the yard before then.
- Parents wishing to wait until the bell rings must wait in the allocated area next to the green fence.
- The bell will ring at 8.55am. Children will then make their way into school.
- All children must remain in the yard– not on the field.
- If you arrive after 9am, the porch door will be closed. You will need to go to the main school entrance, where the office staff will sign your child into school.
- A calm and consistent drop-off routine helps children to feel safe, settled and ready to learn..

Pick-Up Policy

- Only listed and authorised adults are permitted to collect your child.
- We recommend standing in the same area each day on the yard, as this helps staff to quickly and safely identify you.
- We appreciate your patience at the end of the day; staff will only release children once they are confident they are going to the correct adult.
- Children will be handed directly to an authorised adult by a member of staff.





Meals and Snacks

- School lunch cost £3.08
- Pupils who are entitled to free school meals receive a free lunch each day,
- A minimum of one week's notice must be given if you wish to change from a school lunch to a packed lunch, or vice versa.
- You may choose to provide your child with a packed lunch.

Packed Lunch Guidance

- We are a nut-free school – packed lunches must not contain any nuts or nut products.
- Packed lunches should be balanced and healthy, supporting children's wellbeing and learning.
- Carbonated drinks are not allowed.
- Sugary snacks should be limited.
- You may include a small cake or cake bar, but chocolate bars and sweets are not permitted.
- Chocolate spread sandwiches are not to be included in packed lunches.

Children should only bring water in their bottles, not juice.

We promote healthy eating habits while ensuring the safety of all children with food allergies. Our policies are designed to provide nutritious options while maintaining a nut-free and allergy-conscious environment. All children will have the option of breakfast in the morning and a piece of fruit at morning break.

≡ A HEALTHY SNACK ≡

fuels learning and play!

Healthy snacks give children the energy they need to learn, grow and be their best.



Children will have the option of a healthy snack throughout the day.

A selection of healthy snack options:



Apple



Banana



Strawberries



Orange



Mandarin



Melon



Pear

Allergy Awareness & Food Safety

- All staff members are trained in allergy response and emergency medical procedures.
- We are a nut-free school. This is essential to help keep children safe.
- Nut products of any kind must not be brought into school, including spreads, snack bars and items that may contain traces of nuts.
- If your child has any allergies or dietary requirements, please ensure these are clearly shared with the school so we can support them effectively.
- We are happy to celebrate birthdays and do accept cakes to share with the class.
- All items must be clearly labelled with full ingredients.
- Cakes must be completely nut-free. Products labelled as "may contain traces of nuts" will not be accepted into school.
- Due to allergy safety requirements, we are unable to accept homemade baked goods, as these do not provide verified allergen information.



School Uniform

We expect all children to wear the correct school uniform each day, as this promotes a strong sense of pride and belonging within our school community.

Daily Uniform

- School jumper or cardigan (Blue- with or without a logo)
- Plain polo shirt (white)
- Grey or black trousers, shorts, skirt
- Black, sensible shoes (no open toes or heels)

PE Kit

- Plain t-shirt
- Shorts or jogging bottoms
- Trainers or plimsolls
- PE kit should be kept in a named PE bag

Outdoor Learning/OPAL

Children access outdoor provision daily in all weather. Please ensure your child has:

- A waterproof coat
- Suitable footwear for outdoor play
- In colder months, children should bring hats, scarves and gloves
- Wellies

All items of clothing should be clearly labelled with your child's name

- Jewellery is discouraged and only small stud earrings are allowed.
- Long hair should be tied back for safety



Communication Between School & Parents

We use a range of communication methods to ensure parents and carers are fully informed and able to stay connected with school life.

- ClassDojo. Used for regular, day-to-day communication, including quick updates, reminders and sharing classroom moments.

We kindly ask parents to note that:

- Pupil absence must always be reported via the main school office, not through ClassDojo
- Urgent or important messages should be communicated by telephone to ensure they are received and acted upon in a timely manner
- Class teachers are teaching throughout the day and may not be able to respond to messages immediately.
- Weekly News Bulletins. Sent out each week to provide key information, reminders and updates about what is happening in school.
- Half-Termly Newsletter. A more detailed overview of school life, celebrating achievements, sharing important messages and highlighting upcoming events.
- Annual Calendar of Events. Shared at the beginning of the academic year to give families advance notice of key dates, helping with planning and ensuring important events are not missed.
- We hold a parents' evening once each term to provide an opportunity for parents and carers to meet with their child's teacher and discuss progress, wellbeing and learning. These meetings are an important part of our partnership with families, allowing us to share information about each child's strengths and next steps, as well as offer guidance on how learning can be supported at home. They also provide a valuable opportunity for parents to ask questions and work collaboratively with school to support their child's development and success.

Attendance

- Regular attendance is essential to ensure your child makes the best possible progress and fully benefits from their learning experiences.
- Children should attend school every day and arrive on time, ready to learn.
- If your child is unwell and unable to attend, please inform the school office as soon as possible on the first day of absence.
- Medical appointments should be made outside of school hours.
- Holidays during term time are strongly discouraged and will only be authorised in exceptional circumstances.
- We carefully monitor attendance and will work closely with families where support is needed to improve attendance.
- Establishing strong attendance routines helps children to feel secure, settled and confident, supporting both their wellbeing and achievement.
- If your child's attendance becomes a concern, we will invite you to a support meeting where we can work together to put a plan in place to monitor and improve their attendance.



Illness Policy

When to Keep Your Child at Home

As a school, we follow NHS and UK Health Security Agency guidance to reduce the spread of infection and ensure the wellbeing of all pupils and staff.

Children should be kept off school if they have:

- A high temperature (fever) Children should remain at home until the temperature has gone.
- Sickness and/or diarrhoea. Children must stay off school and can return 48 hours after the last episode.
- A contagious illness (e.g. chickenpox, measles, mumps, scarlet fever) They should remain off school for the recommended exclusion period (see examples below).
- Severe pain or significant illness symptoms. For example, severe earache, persistent vomiting, or unusual lethargy.

Common Illnesses – Recommended Absence Guidelines

- Chickenpox: at least 5 days from onset and until spots have crusted over
- Diarrhoea and vomiting: 48 hours after last episode
- Measles: 4 days after rash appears
- Mumps: 5 days after swelling begins
- Scarlet fever: 24 hours after starting antibiotics
- Whooping cough: 48 hours after starting antibiotics

Children can usually still attend school if they have:

- A mild cough, cold, or runny nose (if otherwise well and no fever)
- Conjunctivitis (unless very unwell)
- Head lice (treatment should be started)

All children must have a minimum of two emergency contacts.

Medication Policy

Only medication prescribed by a healthcare professional will be administered.

Medication will only be accepted if:

- It is in the original container
- Clearly labelled with dosage instructions
- Within expiry date

Where possible, medication should be arranged to be taken outside school hours

Academic Dates

2026 – 2027 ACADEMIC YEAR CALENDAR

September '26	October '26	November '26	December '26
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5	1 2 3	1 2 3 4 5 6 7	1 2 3 4 5
6 7 8 9 10 11 12	4 5 6 7 8 9 10	8 9 10 11 12 13 14	6 7 8 9 10 11 12
13 14 15 16 17 18 19	11 12 13 14 15 16 17	15 16 17 18 19 20 21	13 14 15 16 17 18 19
20 21 22 23 24 25 26	18 19 20 21 22 23 24	22 23 24 25 26 27 28	20 21 22 23 24 25 26
27 28 29 30	25 26 27 28 29 30 31	29 30	27 28 29 30 31
January '27	February '27	March '27	April '27
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5 6 7 8 9	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3
10 11 12 13 14 15 16	7 8 9 10 11 12 13	7 8 9 10 11 12 13	4 5 6 7 8 9 10
17 18 19 20 21 22 23	14 15 16 17 18 19 20	14 15 16 17 18 19 20	11 12 13 14 15 16 17
24 25 26 27 28 29 30	21 22 23 24 25 26 27	21 22 23 24 25 26 27	18 19 20 21 22 23 24
31	28 29 30 31	28 29 30 31	25 26 27 28 29 30
May '27	June '27	July '27	August '27
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5 6 7 8	1 2 3 4 5	1 2 3	1 2 3 4 5 6 7
9 10 11 12 13 14 15	6 7 8 9 10 11 12	4 5 6 7 8 9 10	8 9 10 11 12 13 14
16 17 18 19 20 21 22	13 14 15 16 17 18 19	11 12 13 14 15 16 17	15 16 17 18 19 20 21
23 24 25 26 27 28 29	20 21 22 23 24 25 26	18 19 20 21 22 23 24	22 23 24 25 26 27 28
30 31	27 28 29 30	25 26 27 28 29 30 31	29 30 31

Events	
30/08/2026	Summer Holidays End
01/09/2026	PD Day
26/10/2026 - 30/10/2026	Autumn Half Term
21/12/2026 - 01/01/2027	Christmas Holidays
04/01/2027	PD Day
15/02/2027 - 19/02/2027	Spring Half Term
26/03/2027	Good Friday
29/03/2027	Easter Monday
30/03/2027 - 09/04/2027	Easter Holidays
03/05/2027	May Bank Holiday
31/05/2027 - 04/06/2027	Summer Half Term
19/07/2027	PD Day
20/07/2027	PD Day
21/07/2027	PD Day
22/07/2027	Summer Holidays

2027 – 2028 ACADEMIC YEAR CALENDAR

September '27	October '27	November '27	December '27
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4	1 2	1 2 3 4 5 6	1 2 3 4
5 6 7 8 9 10 11	3 4 5 6 7 8 9	7 8 9 10 11 12 13	5 6 7 8 9 10 11
12 13 14 15 16 17 18	10 11 12 13 14 15 16	14 15 16 17 18 19 20	12 13 14 15 16 17 18
19 20 21 22 23 24 25	17 18 19 20 21 22 23	21 22 23 24 25 26 27	19 20 21 22 23 24 25
26 27 28 29 30	24 25 26 27 28 29 30	28 29 30	26 27 28 29 30 31
January '28	February '28	March '28	April '28
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5 6 7 8	1 2 3 4 5	1 2 3 4	1
9 10 11 12 13 14 15	6 7 8 9 10 11 12	5 6 7 8 9 10 11	2 3 4 5 6 7 8
16 17 18 19 20 21 22	13 14 15 16 17 18 19	12 13 14 15 16 17 18	9 10 11 12 13 14 15
23 24 25 26 27 28 29	20 21 22 23 24 25 26	19 20 21 22 23 24 25	16 17 18 19 20 21 22
30 31	27 28 29	26 27 28 29 30 31	23 24 25 26 27 28 29
May '28	June '28	July '28	August '28
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5 6	1 2 3	1	1 2 3 4 5
7 8 9 10 11 12 13	4 5 6 7 8 9 10	2 3 4 5 6 7 8	6 7 8 9 10 11 12
14 15 16 17 18 19 20	11 12 13 14 15 16 17	9 10 11 12 13 14 15	13 14 15 16 17 18 19
21 22 23 24 25 26 27	18 19 20 21 22 23 24	16 17 18 19 20 21 22	20 21 22 23 24 25 26
28 29 30 31	25 26 27 28 29 30	23 24 25 26 27 28 29	27 28 29 30 31

Events	
30/08/2027	Summer Holidays End
01/09/2027	PDDay
22/10/2027	PDDay
25/10/2027 - 29/10/2027	Autumn Half Term
20/12/2027 - 03/01/2028	Christmas Holidays
04/01/2028	PDDay
14/02/2028 - 18/02/2028	Spring Half Term
30/03/2028 - 09/04/2028	Easter Holidays
01/05/2028	May Bank Holiday
26/05/2028	PDDay
29/05/2028 - 02/06/2028	Summer Half Term
05/06/2028	PDDay
21/07/2028	Summer Holidays



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