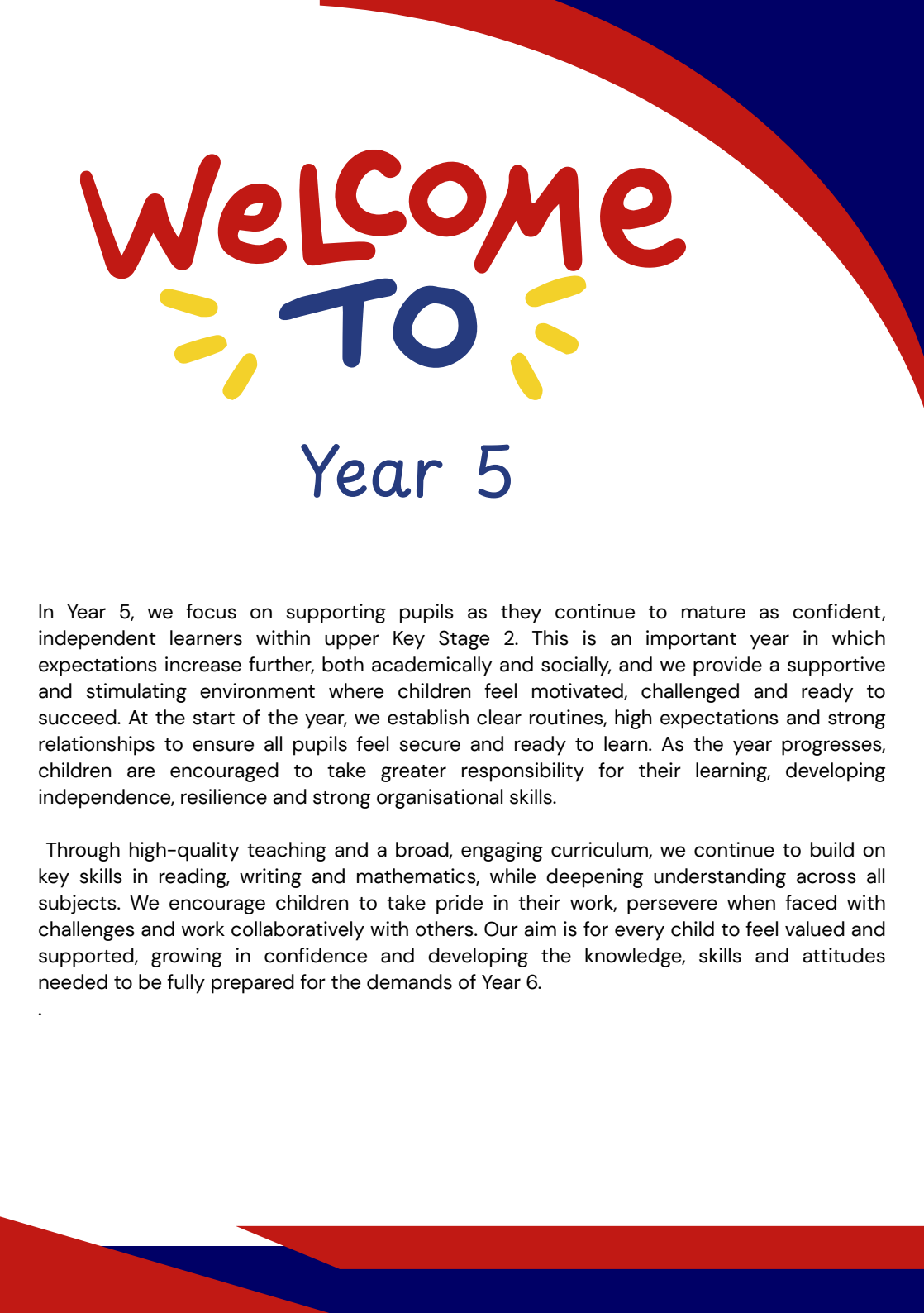




Welcome to Year 5

Parent Information Booklet



Welcome TO Year 5

In Year 5, we focus on supporting pupils as they continue to mature as confident, independent learners within upper Key Stage 2. This is an important year in which expectations increase further, both academically and socially, and we provide a supportive and stimulating environment where children feel motivated, challenged and ready to succeed. At the start of the year, we establish clear routines, high expectations and strong relationships to ensure all pupils feel secure and ready to learn. As the year progresses, children are encouraged to take greater responsibility for their learning, developing independence, resilience and strong organisational skills.

Through high-quality teaching and a broad, engaging curriculum, we continue to build on key skills in reading, writing and mathematics, while deepening understanding across all subjects. We encourage children to take pride in their work, persevere when faced with challenges and work collaboratively with others. Our aim is for every child to feel valued and supported, growing in confidence and developing the knowledge, skills and attitudes needed to be fully prepared for the demands of Year 6.



meet your teacher

Hello and welcome to Year 5!

I am Miss Beveridge and I am really looking forward to working with you and your child this year. Year 5 is an exciting stage where pupils continue to grow in confidence, independence and responsibility, and I am excited to support them on this journey. 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. I believe strongly in creating a positive and supportive classroom environment where all children feel happy, valued and able to achieve their best. I look forward to working closely with you throughout the year to ensure your child has a successful, enjoyable and memorable time in Year 5.

Fun Facts



I have a daughter called Nola



I love going for a coffee!



I like to travel with my family.



I love to read thriller books.

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
Nurture 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 5 Classroom



Our Curriculum

In Year 5, our curriculum follows the National Curriculum and is designed to provide a broad and balanced education with high expectations across all subjects. Learning is carefully sequenced to deepen knowledge and secure key skills, particularly in reading, writing and mathematics, while also promoting critical thinking and the ability to apply learning confidently in different contexts. Pupils are expected to work with increasing independence, resilience and responsibility, demonstrating strong attitudes to learning and a commitment to achieving their very best

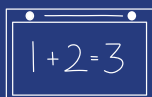


Bonjour

French



English



Mathematics



Art & Design



Science



History



Computing



Design and
Technology



Geography



PSHE



Music



RE



PE

Reading

In Year 5, reading continues to be a key focus, with high expectations for fluency, understanding and independence. Pupils build on their earlier skills by reading a wide range of high-quality and increasingly challenging texts, including both fiction and non-fiction. Through whole-class reading, guided sessions and independent reading, children develop their ability to read with expression, stamina and accuracy. There is a strong emphasis on comprehension, with pupils expected to explain their understanding, infer meaning, discuss vocabulary choices and analyse texts in greater depth. Reading is also embedded across the curriculum, allowing children to apply their skills in different subjects. Our aim is for all pupils to become confident, thoughtful and enthusiastic readers who can engage critically with what they read

Handwriting

In Year 5, there is a strong 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, maintaining neatness, accuracy and appropriate spacing. Handwriting is taught and reinforced regularly to ensure that children develop stamina and pride in their presentation, enabling them to write at length with confidence and control. As pupils move through the year, they are encouraged to write efficiently and legibly across all subjects, supporting the quality of their work and ensuring their ideas are communicated effectively. We have a clear and consistent approach to handwriting and letter formation across school. We use Letter-join to support the teaching of handwriting and to ensure a structured progression.

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

Grammar, Punctuation & Spelling

In Year 5, there is a strong focus on developing pupils' skills in grammar, punctuation and spelling (GPS), with high expectations across all written work. Children build on their existing knowledge to use a wide range of grammatical structures accurately, including relative clauses, expanded noun phrases and varied sentence structures to enhance their writing. There is an increasing emphasis on applying punctuation correctly, such as commas for clarity, brackets, dashes and apostrophes, to ensure writing is clear and well-structured. Pupils are also expected to spell a growing range of statutory words accurately and apply spelling rules confidently. Through regular teaching, practice and application across the curriculum, children develop the ability to edit and improve their work independently, ensuring their writing is accurate, effective and ready for the demands of Year 6

Science

In Year 5, science is taught through a range of engaging and challenging topics that build pupils' knowledge and understanding of the world around them. Children explore key areas including Earth and Space, where they learn about the solar system and the movement of celestial bodies; Living Things and Their Habitats, which focuses on life cycles and classification; and Animals, Including Humans, where pupils deepen their understanding of human development and changes over time. They also study Properties and Changes of Materials, investigating different materials and how they can change, as well as Forces, including gravity, air resistance and friction. Through practical investigations, enquiry-based learning and discussion, pupils are encouraged to ask questions, make predictions and draw conclusions, developing their scientific knowledge, curiosity and understanding of the world

Music

In Year 5, music lessons are designed to develop pupils' appreciation, understanding and enjoyment of a range of musical styles while building their knowledge of the interrelated dimensions of music, including pitch, tempo, dynamics, rhythm and timbre. Through units such as 'Living on a Prayer', pupils explore how music can reflect a cause or emotion and bring people together, while 'The Fresh Prince of Bel Air' introduces hip hop and demonstrates how music can tell a story. Children also develop their understanding of key musical elements through focused study of the interrelated dimensions of music, applying these skills in listening, performing and composing. In addition, 'Dancing in the Street' provides opportunities for pupils to experience and perform lively, upbeat music, helping them to develop confidence, expression and enjoyment in singing and performance.

PSHE

In Year 5, PSHE (Personal, Social, Health and Economic Education) plays a central role in supporting pupils' personal development, wellbeing and understanding of relationships, in line with statutory Relationships and Health Education requirements. Through our carefully planned curriculum, pupils explore key questions such as What makes up our identity?, What decisions can people make with money?, How can we help in an accident or emergency? and How can friends communicate safely? They also learn about How drugs common to everyday life can affect health and What jobs we might like in the future. These themes are taught through a progressive programme that develops emotional literacy, resilience and independence, while promoting respectful relationships, staying safe and making informed choices. Pupils are encouraged to reflect on their experiences, think critically and contribute positively to their community, ensuring they are well prepared for life in modern society and the next stage of their education

Mathematics

In Year 5, Key Instant Recall Facts (KIRFs) build on earlier learning and focus on developing rapid and accurate recall of more complex mathematical facts in line with higher Key Stage 2 expectations. These include secure knowledge of all times tables and related division facts, understanding multiples and factors, working confidently with fractions (including equivalent fractions and simple fraction-decimal relationships), recognising square numbers and number patterns, and developing fluency with key facts involving decimals and percentages. Having these facts at their fingertips enables children to work efficiently, solve problems with confidence and focus on deeper mathematical thinking. Regular, short bursts of practice at home are key to supporting this, such as quick-fire questions, repeating facts to build fluency, using games or timed challenges, and spotting maths in everyday life. Consistent practice helps children to develop greater fluency and confidence, supporting their progress across all areas of mathematics as they prepare for the demands of Year 6.

How to help at home

At home, you can support your child by encouraging regular, short bursts of practice to help build fluency and confidence. Quick-fire questions on times tables, fractions and number facts are particularly effective, as well as using games, quizzes or online activities to make learning engaging. Asking your child to explain their thinking can also deepen understanding and support mathematical reasoning. Looking for opportunities to use maths in everyday life—such as calculating totals when shopping, measuring ingredients when cooking or sharing quantities.. Regular practice of times tables remains especially important in Year 5, as secure recall supports success across all areas of mathematics.

	EYF5	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 timestables	Know all previous number bonds including decimals that total 1 or 10 (two decimal places)

Foundation Subjects

Overview

	Autumn	Spring	Summer
History	What can we discover about our local area's history?	What was life like during the Shang Dynasty?	Who were the Maya, and what made their civilisation remarkable?
Geography	What shapes my world?	Where could we go?	Destination Sao Paulo
Art and Design	William Morris Printing	Pitman painters Charcoal, line, tone	Frieda Kahlo Sculpture
Design & Technology	Sewing-Moon fabric model	Electrical systems (Circuits or motors)-Mining	Textiles/Food-Mayans
Religious Education	Why is Moses important to Jewish people? Why do Jewish people go to the synagogue?	What do Christians believe about God?	How are Jewish beliefs expressed at home?
French	My school and subjects Time in the city	Healthy eating and going to the market Carnivals, clowns and clothes	Out of this world Going to the Seaside

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



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 5, assessment is an ongoing process that supports pupils' learning and progress across the curriculum. Teachers use a range of assessment strategies, including day-to-day observations, questioning, feedback and regular checks of pupils' work, to identify strengths and next steps. Formal assessments also take place throughout the year to monitor progress and ensure pupils are working towards age-related expectations. This information is used to inform teaching, adapt learning and provide targeted support where needed, ensuring that all pupils can make strong progress. We place a strong emphasis on helping children understand their own learning, encouraging them to reflect on their work, respond to feedback and take increasing responsibility for their progress as they prepare for Year 6.

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 2 hour
sessions per week.**



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 (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.



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 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.

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

School Hours & Drop-Off/Pick-Up Policy

01 Breakfast Club Childcare

Monday – Friday, from 8am

02 Free Breakfast with a Book

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.



Walking Home from School

In Year 5, we recognise that some pupils may be ready to walk home from school independently. There is no set age at which this becomes appropriate; instead, it depends on each child's maturity, confidence and understanding of safety. Parents and carers are responsible for deciding if their child is ready, taking into account the route, potential risks and their child's ability to manage these safely.

Pupils in Year 5 may walk home with written parental consent, which must be provided to the school in advance. We strongly encourage parents to build children's independence gradually by walking routes together and teaching key road safety skills, helping them to develop confidence and awareness over time.

If children attend after-school clubs, we advise that they must be collected by an adult.

All pupils who walk home must demonstrate safe and responsible behaviour. This includes paying attention to traffic, using safe crossing points, being aware of cyclists, and never leaving the site with anyone who is not a trusted, pre-agreed adult. Children should also know how to respond in an emergency and who to approach for help if needed.

If arrangements change at any time, parents must inform the school in writing as soon as possible. Where a child's behaviour raises concerns or is deemed to present a safeguarding risk, the school may require that they are accompanied to and from school until it is demonstrated that they can manage this responsibility safely.

Academic Dates

2026 – 2027 ACADEMIC YEAR CALENDAR

September '26						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October '26						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November '26						
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December '26						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January '27						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February '27						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

March '27						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April '27						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May '27						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June '27						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

July '27						
S	M	T	W	T	F	S
		1	2	3		
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

August '27						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
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						
S	M	T	W	T	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October '27						
S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November '27						
S	M	T	W	T	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December '27						
S	M	T	W	T	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

January '28						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February '28						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29				

March '28						
S	M	T	W	T	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April '28						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May '28						
S	M	T	W	T	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June '28						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

July '28						
S	M	T	W	T	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August '28						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
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



Leadgate Primary School,
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