



Welcome to Year 6

Parent Information Booklet



Welcome TO Year 6

In Year 6, we aim to support every pupil in becoming a confident, independent and well-rounded individual, fully prepared for the next stage of their education. As the final year of primary school, this is a significant and memorable time where we set high expectations and encourage pupils to rise to new challenges, both academically and personally. We aim to develop resilient learners who take pride in their achievements, demonstrate responsibility and act as positive role models within our school community. Through high-quality teaching and a broad, engaging curriculum, pupils continue to strengthen key skills in reading, writing and mathematics, while deepening their understanding across all subjects and developing confidence in their own abilities.

We place a strong emphasis on preparing children for the transition to secondary school, ensuring they feel confident, capable and ready for this next chapter in their education. Throughout the summer term, pupils have a range of opportunities to liaise with their chosen secondary schools, supporting a smooth and well-planned transition. Our aim is for every child to leave Year 6 as a self-assured learner, equipped with the knowledge, skills and attitudes they need to succeed, and ready to embrace the opportunities and challenges of secondary education with confidence.



meet your teacher

Hello and welcome to Year 6!

I am really looking forward to moving up to Year 6 with you all this year and to teaching you for a second year. I know how hard you have all worked in Year 5, and I am confident that you will continue to thrive, making this a positive and successful year as excellent role models for the rest of the school. I am very much looking forward to working with you and your child this year.

Year 6 is an exciting and important stage where pupils continue to grow in confidence, independence and responsibility as they prepare for the next step in their education. We have a busy and engaging year ahead, with many opportunities for children to challenge themselves, develop their skills and enjoy their learning across a wide range of subjects.

Let's have a wonderful final year at primary school!

Miss Scarr

Fun Facts



I enjoy watching cookery shows on TV.



I love cake—any kind!



I love to spend time with my family.



I enjoy reading on my Kindle.

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

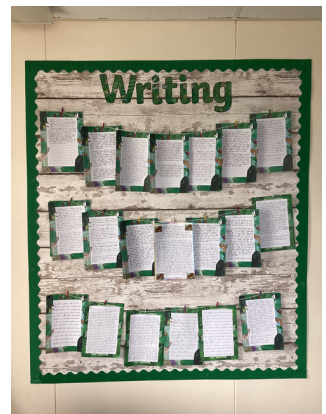
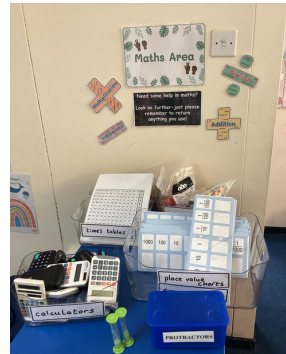
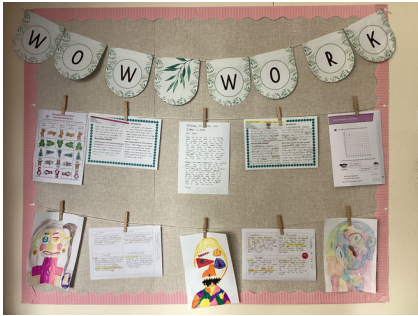
At Leadgate Primary School, safeguarding is everyone's responsibility. We are fully committed to ensuring that all children feel happy, safe, and secure. Creating a safe, supportive, and nurturing environment is at the heart of everything we do.

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 6 Classroom



Our Curriculum

In Year 6, our curriculum follows the National Curriculum with high expectations across all subjects, reflecting the importance of this final year of primary school.

Learning is carefully sequenced to consolidate and deepen knowledge, with a strong focus on securing key skills in reading, writing and mathematics. Pupils are expected to work with independence, resilience and responsibility, applying their learning confidently across a range of contexts. Our aim is for all pupils to leave Year 6 as confident, capable and well-rounded learners, fully prepared for the transition to secondary school.

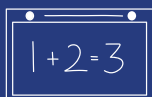


Bonjour

French



English



Mathematics



Art & Design



Science



History



Computing



Design
and
Technology



Geography



PSHE



Music



RE



PE

Mathematics

In Year 6, Key Instant Recall Facts (KIRFs) build on prior learning and focus on securing rapid and accurate recall of key mathematical facts in preparation for the end of Key Stage 2. These include confident recall of all times tables and related division facts, secure understanding of fractions, decimals and percentages, and fluency with number relationships, square numbers and more complex number patterns. Having these facts at their fingertips enables pupils to work efficiently, tackle multi-step problems and focus on deeper mathematical reasoning as they prepare for the demands of secondary school. Regular, short bursts of practice remain essential and may include quick-fire questions, repetition to build fluency, timed challenges and spotting maths in everyday situations. Consistent practice helps pupils to develop confidence, accuracy and independence in mathematics.

How to help at home

At home, you can support your child by encouraging regular practice of key facts in short, focused sessions. Asking quick questions on times tables, fractions, decimals and percentages is particularly effective, as is using games, quizzes or online resources to make learning engaging. Encouraging your child to explain their thinking will deepen understanding and strengthen reasoning skills. Looking for opportunities to apply maths in everyday life, such as budgeting, shopping, cooking or measuring can also help reinforce learning. Securing these key facts is vital in Year 6, as it underpins success across all areas of mathematics and supports a smooth transition to secondary school.

	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)

Reading

In Year 6, reading is taught in line with National Curriculum expectations, with a strong focus on developing fluent, confident and independent readers who can access a wide range of increasingly complex texts. Pupils are expected to read accurately and with expression, demonstrating a clear understanding of what they have read. There is a strong emphasis on comprehension, with children discussing themes, vocabulary and authorial choice, as well as making inferences and justifying their ideas using evidence from the text. Pupils explore a variety of high-quality fiction, non-fiction and poetry, allowing them to develop critical thinking and deepen their understanding across the curriculum. Our aim is for all pupils to become thoughtful, reflective readers who can engage with and respond to texts in depth, preparing them for the reading demands of secondary education.

Handwriting

In Year 6, there is a strong focus on maintaining high standards of clear, fluent and well-presented handwriting across all work. Pupils are expected to use a consistent, joined handwriting style, demonstrating accuracy, appropriate spacing and a high level of pride in presentation. Handwriting is reinforced regularly to ensure pupils can write at length with fluency, stamina and control, supporting the quality of their written outcomes. As pupils prepare for the transition to secondary school, they are expected to write efficiently and legibly across all subjects, ensuring their ideas are communicated clearly and effectively. We have a clear and consistent approach to handwriting and letter formation across the school, and we use Letter-join to support a structured progression and continued 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/homelogin.mp4>

Grammar, Punctuation & Spelling

In Year 6, there is a strong focus on securing and refining pupils' skills in grammar, punctuation and spelling (GPS), with high expectations across all written work in preparation for secondary school. Pupils build confidently on their prior knowledge, using a wide range of grammatical structures accurately, including complex sentences, varied clause structures and precise vocabulary to enhance their writing. There is a continued emphasis on the accurate use of punctuation, such as commas for clarity, brackets, dashes, colons, semi-colons and apostrophes, ensuring writing is clear, cohesive and well-structured. Pupils are expected to spell statutory words accurately and apply spelling rules consistently within their writing. Through regular teaching, application and opportunities to edit and refine their work, pupils develop independence and accuracy, ensuring their writing is effective, controlled and ready for the demands of secondary education.

Science

In Year 6, science lessons build on prior learning and prepare pupils for the demands of secondary education through a focus on key areas of the National Curriculum. Pupils study Light, developing their understanding of how light travels and how we see objects; Animals, Including Humans, where they explore the circulatory system, the importance of a healthy lifestyle and how nutrients are transported in the body, including aspects of digestion; and Evolution and Inheritance, learning how living things have changed over time and how characteristics are passed on. They also explore Electricity, building circuits, exploring components and understanding how electrical systems work. Through practical investigations, enquiry-based learning and scientific discussion, pupils are encouraged to ask questions, test ideas and draw conclusions, developing confidence, independence and a deeper understanding of the world around them as they prepare for secondary science.

Music

In Year 6, music lessons develop pupils' understanding of a range of styles and musical elements. Pupils explore swing through Hey, Mr Miller, learn about different genres and artists in Shadows, and develop performance skills through Dona Nobis Pacem. They also study soul music in You to Me Are Everything, compose music in Race!, and explore world music through Ame Sau Vala Tara Bal. Across all units, pupils build confidence in performing, composing and appraising music as they prepare for secondary school.

PSHE

In Year 6, PSHE (Personal, Social, Health and Economic Education) plays a key role in preparing pupils for the next stage of their education and life beyond primary school. Our curriculum follows statutory Relationships and Health Education guidance and focuses on developing confident, responsible and well-informed individuals. Pupils explore important themes such as identity, relationships, mental wellbeing, physical health, online safety and preparation for secondary school, including managing change and increasing independence. Through discussion, reflection and practical learning, children are encouraged to make informed decisions, respect others and develop resilience. Our aim is for all pupils to leave Year 6 as confident, thoughtful and well-rounded individuals who are ready to embrace the challenges and opportunities of secondary education.

Foundation Subjects Overview

	Autumn	Spring	Summer
History	What was life like during World War 2?	How did early Islamic civilisation influence the world?	How has life changed over the last 100 years?
Geography	Where has my food come from?	Why are forests amazing and important?	How does climate change affect us?
Art and Design	Complex, refined sculptures; structural integrity	Combine printing with mixed media; refined outcomes	Combine collage, textiles and digital media (photography/ apps)
Design & Technology	Real-world structures and scale	Advanced textiles with fastenings.	Multiple mechanisms combined.
Religious Education	What can we learn about religious diversity in our area? What can we find out about a local Muslim Community?	How and why do people care about the environment?	So, what do we now know about Christianity?
French	This is me Homes and Houses	Playing sport My best day ever	Café culture Let's celebrate



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.

Daily Routine

Time	Lesson
8.30–8.45am	Breakfast
9.00– 9.30am	Morning tasks (maths/reading)
9.30–10.30am	English
10.30–10.45am	Assembly
10.45–11am	Playtime
12–1pm	Maths
1.00–2.00pm	Lunch
1.00–1.10pm	Handwriting
1.10pm– 2.10pm	Foundation Subject Lesson/Science
2.10pm–2.20pm	Playtime
2.20pm–3.15pm	Foundation Subject Lesson/Science
3.15– 3.25pm	Storytime

Y6 Residential

In Year 6, pupils have the exciting opportunity to take part in a residential visit to Robinwood, which is a key part of their final year at primary school. This experience provides a valuable chance for children to develop independence, resilience and teamwork skills in a supportive and engaging environment. During the residential, pupils take part in a wide range of outdoor and adventurous activities, designed to challenge them, build confidence and encourage them to step outside of their comfort zone.

The trip also supports children in becoming more responsible and self-reliant as they prepare for the transition to secondary school, as well as strengthening friendships and creating lasting memories with their peers. Our aim is for every child to gain confidence, develop new skills and fully embrace this unique and rewarding experience.



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



Assessment

In Year 6, assessment is an ongoing process used to support pupils' learning and ensure they are fully prepared for the next stage of their education. Teachers use a range of assessment strategies, including daily formative assessment, questioning, feedback and regular review of pupils' work, to identify strengths and next steps. In addition, pupils take part in more formal assessments throughout the year to track progress and inform teaching. A key part of Year 6 is the statutory SATs (Standard Assessment Tests), which take place in May and assess pupils' attainment in reading, mathematics, and grammar, punctuation and spelling. These assessments provide a snapshot of each child's achievement at the end of Key Stage 2. Alongside this, teacher assessment is used to judge writing and to build a complete picture of each child's progress. We also place a strong emphasis on helping pupils reflect on their learning, respond to feedback and take ownership of their progress, ensuring they feel confident and well-prepared for secondary school.

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.**

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
From 8.30am onwards

03 School Day
8.55– 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 8.50am. 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 6, 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 6 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	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



Leadgate Primary School,
Alder Grove,
DH8 7RH
01207 610 351