

Welcome to Year 6



Low Ash Primary School



@LowAshPrimary1

Meet the team



Mrs Carr – Class Teacher 6CG/ Assistant head / English Leader

Mrs Göksu – Class Teacher 6CG/ Science lead

Mr Brannan – Class Teacher 6B/ Maths lead

Mrs Hudson – Learning support staff

Mr Hurst, Mrs Livermore & Mrs Medhurst will also take groups in maths and reading as needed

Our Curriculum

Maths

Place value, calculation,
fractions

English

Diary entries, Flashback
stories
Based on WWII

Class novel

Refugee by Alan Gratz

Science

Living things and their
habitats

History

WWII – Why was the
Battle of Britain a
turning point during
the war?

Geography

Our Place

PSHE

Weighing up risk

MFL – Spanish

Greetings and basic
expressions

RE

How do Sikhs show
commitment?

Music

Kapow

Computing

Computer systems and
networks

Art/DT

Henry Moore
Sketching
WWII pies

PE

Athletics
Basketball

SATs

SATs week – W/B 10th May 2027

- Reading comprehension test (3 texts) (1 hour)
- Maths – arithmetic test (30 minutes)
- Maths – two reasoning tests (40 minutes)
- Spelling – 20 spellings
- Grammar & Punctuation (45 minutes)

UNIFORM

School uniform except:

Monday and Friday – 6CG and 6B PE kit

No jewellery except small stud earrings

No nail varnish

OPAL – we encourage students keep in school a pair of named wellies for wet days

Breaktime snacks

Fruit
Vegetables
Crackers
Cereal bars
Cheese
Yogurts

Homework in Year 6

Purpose of homework:

- To prepare for demands of high school homework next year
- To develop independence
- To consolidate learning

Homework Diary:

- To write in homework and spellings
- Record reading
- Can also be used by teachers and parents to communicate
- Has a copy of their timetable

Secondary school applications

Open evenings

Titus Salt School – Thursday 17th September

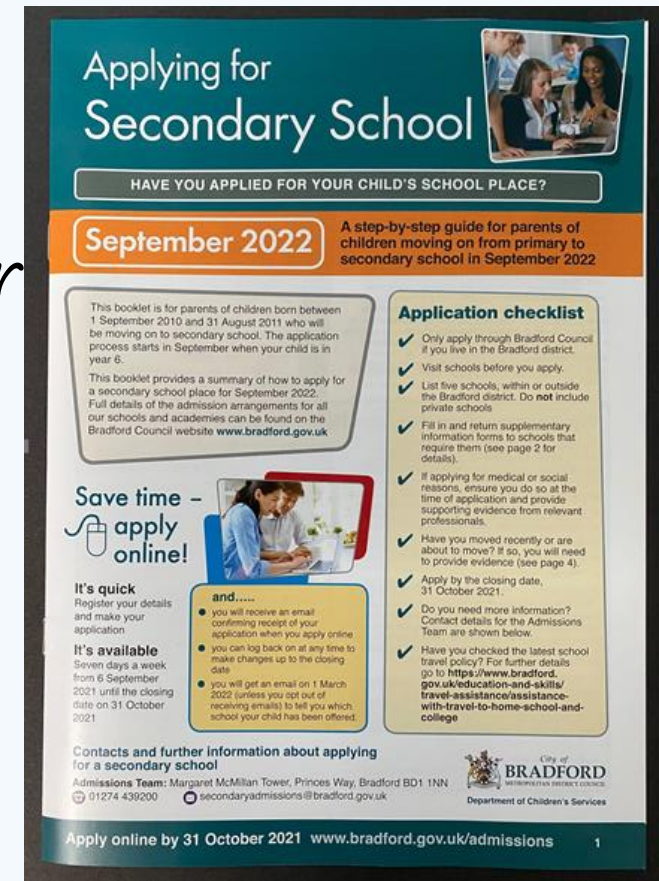
Immanuel College – Thursday 24th September

Hanson Academy – Wednesday 16th September

Guiseley School – Saturday 10th October

Application deadline: 31st October 2026

file:///C:/Users/k.nicholson/Downloads/Secondary%20Booklet%202024%20Final.pdf



Relationships policy

- Independence, maturity and proactivity.
- Restorative Practice

Has someone been hurt? YES ☒ NO ☐

How was the 'hurt' caused?   

What are the details of this?       

How do the people involved feel?      

What needs to happen to resolve this?   

At Low Ash when we have resolved our problems it is finished.

We know we can ask for help if we need to. 

Golden rules

Expectations of Pupils

These are the three rules that guide us every day. We teach these three Golden Rules, talk about them, and encourage everyone to follow them. 1. Be ready 2. Be respectful 3. Be safe

Pupils are encouraged to engage positively with peers and staff and to take responsibility for their actions by participating in restorative conversations when conflicts arise.

Relationships policy

- Whole-school positive rewards and consequence ladder
- Parent, governor, pupil and staff consultation.
- Consistency and fairness are key.

Positive Rewards & Consequences Ladder – 2025/2026 – updated 04.11.25

This ladder will be used for the vast majority of pupils. There will be some pupils for which it is not effective, therefore individual behaviour plans and reward systems will be used.

Golden Rules	Positive behaviour leads to these rewards	Stage	Negative behaviour leads to these logical consequences	Example of scenarios
Be Ready Come prepared, listen carefully and try your best. Be Respectful Be kind and polite to everyone and look after school property and people's belongings. Be Safe Make the right choices to keep yourself and others safe. Staff - focus on growth Approach every challenge with empathy. Respond to children's behaviour with understanding and non-judgement and use each moment as an opportunity to guide them towards making better choices.	Kind words and praise from staff Recognition board Star of the Week Golden Learner Merits awarded for anything linked to the three Golden Rules inside the classroom Kindness Awards Marvellous Me messages home House tokens awarded outside of the classroom linked to the three Golden Rules Merits lead to the following: Bronze badges - 25 Silver badges - 50 Gold badges - 75 Gold Star badges - 100 Bronze medal - 125 Silver medal - 150 Gold medal - 200 When children achieve 75 merits they can choose a Gold badge or one of the following: Hot chocolate & chat time with a member of the SLT Sit with your friend for 1 day Non-uniform day iPad time at lunchtime	Stage 1: Reminder of Expectations 	Reminder (can be non-verbal) A gentle reminder of what was expected and why it is important. No contact with home.	Reminder (aim - to refocus behaviour and reset without fuss) Low-level disruption eg swinging on chair, off task, not following instruction, calling out, answering back or disrupting the learning of others Lack of respect for school property
		Stage 2 	Caution State the rule and expectation again. Make it clear what needs to change. This is a clear, calm warning with empathy about behaviour with an explanation of its impact on others. No contact with home.	Caution (aim - to encourage reflection and self-regulation behaviour – the child knows they have a choice, change behaviour or move to next stage) Continuing low-level disruption & not responded to reminder
		Stage 3 	Reflection time (2 minutes) A child takes a short break to think and reflect on their actions and regain composure in a calm space inside/outside the classroom (some pupils may need a movement break to regulate their emotions). No contact with home. A restorative conversation may/may not also be needed with the class teacher to check the pupil understands why the reflection time happened. No contact with home.	Time to Reflect - break to regulate emotions (aim - to repair, reset, reflect and return to learning quickly) There has been no improvement since Stage 2 Intentional disruption in assembly Inappropriate behaviour or language that was unintended
		Stage 4 	Time out reflection time (up to 10 minutes) plus a restorative conversation Longer reflection time in another classroom/ calm area. Includes a supportive conversation to help the child understand what happened, why it wasn't ok, how it affected others, and how they can make it right. No contact with home.	Time out reflection time (up to 10 minutes) plus a restorative conversation between pupil/s and staff member – a logical consequence (aim - to repair and reset) – this could take place during lesson time or in the pupil's own time at the next break/lunchtime. There has been no improvement since Stage 3. Ongoing low-level disruption Continued irritating physical contact e.g. tapping someone repeatedly Silly behaviour leading to hurting someone eg running down a corridor and bumping into someone/hurting them
Be Ready Come prepared, listen carefully and try your best. Be Respectful Be kind and polite to everyone and look after school property and people's belongings. Be Safe Make the right choices to keep yourself and others safe. Staff - focus on growth Approach every challenge with empathy. Respond to children's behaviour with understanding and non-judgement and use each moment as an opportunity to guide them towards making better choices.	Kind words and praise from staff Recognition board Star of the Week Golden Learner Merits awarded for anything linked to the three Golden Rules inside the classroom Kindness Awards Marvellous Me messages home House tokens awarded outside of the classroom linked to the three Golden Rules Merits lead to the following: Bronze badges - 25 Silver badges - 50 Gold badges - 75 Gold Star badges - 100 Bronze medal - 125 Silver medal - 150 Gold medal - 200 When children achieve 75 merits they can choose a Gold badge or one of the following: Hot chocolate & chat time with a member of the SLT Sit with your friend for 1 day Non-uniform day iPad time at lunchtime	Stage 5 	Restorative Conversation A supportive conversation to help children understand what happened, why it wasn't okay, how it affected others, and how they can make it right. Contact home & LDDOM	Restorative Conversation (aim to repair and all parties return with dignity). There would also be a period of reflection time up to 10 minutes, -usually takes place with the Class teacher/ Teaching assistant and pupil/s but in some cases an SLT member may be involved- a logical consequence - This would take place in the pupil's own time eg at the next break/breaktime/lunchtime. There has been no improvement since Stage 4 Physical violence that intentionally causes harm between pupils – eg punching, kicking, fighting, pushing & pulling with deliberate force Disrespect shown towards an adult e.g. answering back, not following an adult's instructions etc. Intentional inappropriate behaviour or use of language including swearing Inciting violence
		There may be certain incidents that arise which will be dealt with by members of the SLT – these will be reviewed on a case by case basis. This may involve a child spending a session/sessions away from the classroom (an internal isolation).		
		Stage 6 Deputy Headteacher 	Restorative Conversation A supportive conversation to help children understand what happened, why it wasn't okay, how it affected others, and how they can make it right. Contact home & LDDOM	Restorative conversation led by the Deputy Headteacher to take place in the pupil's own time eg at the next break/breaktime/lunchtime. Any form of discrimination - language linked to racism, homophobia, misogyny, disability (depending on circumstances, this may also result in a suspension) – a logical consequence is a discussion around the discrimination/external support Deliberate/lasting damage to building, property & resources eg IT equipment and windows - logical consequence - involvement in the repair work (depending on circumstances, this may also result in a suspension)
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Enrichment



Murton Park:
Monday 16th November
Tuesday 17th November

Enrichment Friday afternoon – first aid, cooking, social enterprise

Peat Rigg



- 3 day/2 night residential trip to an adventurous activity centre in North Yorkshire
- Activities: abseiling, zip line, canoeing, caving, tree climbing, mountain biking, orienteering, campfire, disco...
- The food is amazing and the location is beautiful
- Currently booked for:

Wednesday 7th July – Friday 9th July.

peatrigg.org

Peat Rigg

Cost: TBC



Includes:

- Accommodation
 - All meals
 - Transport
 - Insurance
 - Activities
 - Loan of specialist equipment (e.g. harnesses, wet suits etc)
-
- Letter to follow soon...
 - Any worries/concerns please contact us. We've not had a problem yet we couldn't overcome.

Marvellous me

- App based communication with parents
- Badges
- Messages
- Activities
- Ping

How can you help?

- Attendance and punctuality
- Encourage the use of the homework diary
- Read at least three times a week
- Encourage but also support and assist with independence and time management.
- Support the restorative practice process; encourage your child to bring issues to their class teacher or teaching assistant in the first instance.



Thank you for joining us!

All this information will be available shortly on the Y6 page of the school website.