



Learning & Achieving Together

YEAR 6: 'Welcome To The Year Ahead' meeting



Working together to support your child's learning journey and school success.

Key Members of Staff

Working together to guide, inspire, and support your child throughout this academic year

Senior Leaders

Ms. Kelly

Co-Principal

Ms Saidiya

Co-Principal

Ms. Mitchell

Vice Principal

Mr. Mitchell

Assistant Principal &
SENDCo

Pastoral / Office

Ms. Chaplin

Pastoral Care Manager

Ms. Childs

Welfare & Attendance
officer

Ms. Heavens

Receptionist

Ms. Fox

Business Support
Assistant

Class Teachers

Ms Devlin

Year Group Leader/Class
Teacher

Ms Coakley

Assistant
Headteacher/Class
Teacher

Ms Cherrill-Jones

Class Teacher

Ms. Mitchell

Vice Principal/Year 6
teacher

Specialist Teachers

Ms. Messing

Art Specialist

Ms. Livingstone

PE Specialist

Learning Support Staff

Ms Lewis

Learning Support
Assistant

Ms Wilson

Learning Support
Assistant

Ms O'Rorke

Maths Group Teacher

We are committed to delivering an outstanding and enriching curriculum for all of our pupils.

The Elliot Foundation

Nurturing community, sharing values, and putting children first



Our Vision

We are committed to building a successful family of schools that share a common vision of primary education.

[FIND OUT MORE](#)

elliottfoundation.co.uk/about-us

Our Core Values



Forgive



Be open



Be kind



Be safe



Children first



Make a difference

Where to Find Year 6 Information on the School Website

A simple step-by-step guide to accessing Year 6 curriculum and resources

01

Visit Website

Go to

www.hillingdon.hillingdon.sch.uk



02

Select Learning

Click on 'Learning' from the main navigation menu.



03

Parent Info

Click on 'Year Group Information for Parents and Carers'



04

Choose Year

In the **blue box on the right**, click on the relevant year group.

Year Group Landing Page

You will now be on your child's year group page, where you will find links to information about the curriculum.

Strong school-home partnerships ensure the best possible outcomes for our pupils.

More about Year 6 - Reading

Reading in Year 6 is taught through Guided Reading Sessions.

Throughout the year children will be taught through either:

- Literacy Shed stand alone comprehensions to focus on skills

OR

- Book studies where comprehension skills are taught while reading a whole book (fiction or nonfiction)

For the at least the Autumn Term children will be taught in Guided Reading sets so that their learning is tailored more precisely.

More about Year 6 - Reading

- **Home Learning:** All children have access to Bug Club and Read Theory. As well as this children should have 5 diary entries a week in their Reading diary and answer the question sheet.
- **Reading for Pleasure:** Fostering lifelong reading habits through regular independent reading, shared books, and exposure to classic and modern authors.

More about Year 6 - SATS

- This involves revision of work already covered, as well as teaching the Year 6 National Curriculum content, whilst identifying any gaps in the children's learning.
- Teaching and practising good exam techniques such as:
 - Reading the question carefully, underlining important information and using texts to support answers.
 - Pacing themselves to make sure they have enough time to answer all the questions.
 - Practising tests and specific questions.
 - Not spending too long on a question.
 - Checking and reading through their responses and answers. Does the answer make sense?
 - Managing anxieties/ seeing tests as a chance to celebrate the knowledge and skills acquired.

More about Year 6 - SATS - Maths Papers

- There are three papers.
- **Paper 1 Arithmetic test** which will last 30 minutes and tests the accuracy of calculations
- **Paper 2 and Paper 3-** Reasoning papers- children will have 40 minutes to complete questions
- Calculators will not be used in any Mathematics tests

More about Year 6 - SATS - Maths Papers

26

$$\frac{1}{4} \times \frac{1}{8} =$$

27

$$95\% \text{ of } 240 =$$

29

$$\begin{array}{r} 678 \\ \times 54 \\ \hline \end{array}$$

Show
your
method

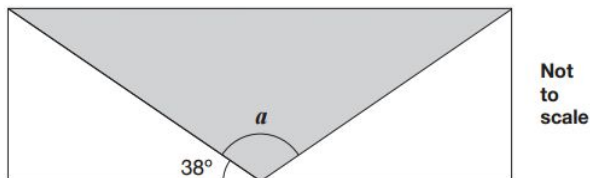
30

$$17 \times 1\frac{1}{2} =$$

More about Year 6 - SATS - Maths Papers

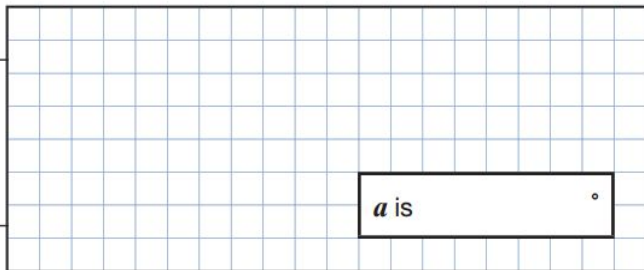
15

A shaded **isosceles** triangle is drawn inside a rectangle.



Calculate the size of angle a .

Show
your
method



2 mark

11

Here is a number written in Roman numerals.

CXV

Write the number in figures.

1 mark

12

What number is halfway between 1.4 and 2.1?

1 mark

More about Year 6 - SATS - Reading Paper

- The children have an hour to complete the test. We encourage the children to answer section by section and manage their time effectively.
- Tests could include age-appropriate fiction, non-fiction and poetry from a variety of origins and traditions, covering a wide range of text types, forms and purposes. Topics can range from dinosaurs to dodos, from bumblebees to giant pandas.
- Children must use their general knowledge and vocabulary skills
- The final texts in the test booklets are normally more demanding than the other texts.

More about Year 6 - SATS - Reading Paper

- The paper tends to contain three texts.
- There is no link by theme.
- The reading booklet will be separate from the answer booklet.
- Vocabulary in context will be assessed, as well as questions linked to retrieval, inference and prediction.
- Pupils will need to demonstrate an understanding of texts by predicting what might happen next.
- Prediction questions will mainly be limited to fiction. Answers will, on occasions need to be supported by the text.

More about Year 6 - SATS - Reading Paper

10 Match the events below to the year in which they happened.

Anousheh Ansari went to space.

1969

The first man stepped on the Moon.

1998

Dennis Tito went to space.

2001

The International Space Station was built.

2006

3 Look at page 4.

According to the text, what could you do on your space holiday?

Give **two** examples:

1. _____

2. _____

2 marks

4 How much did the first space tourist pay to go into space?

1 mark

More about Year 6 - SATS - SPAG Paper

- **Paper 1- Short answer questions (45 mins)**
 - Approximately 35 questions with a total of 50 marks.
- **Paper 2- Spelling test (approx 20 mins- which tests the knowledge of the spelling patterns and rules from year 3 onwards).**
 - 20 sentences – each have a word missing.
 - Teacher reads sentence aloud – missing word will be read three times.

More about Year 6 - SATS - SPAG Paper

Tick **one** word to complete the sentence below so that it is grammatically correct.

The window was _____ by a ball.

Tick **one**.

broked ☐

broke ☐

broken ☐

breaked ☐

1 mark

40

Tick one box in each row to show if the underlined conjunction is a **subordinating conjunction** or a **co-ordinating conjunction**.

Sentence	Subordinating conjunction	Co-ordinating conjunction
I like ice-skating <u>and</u> roller-skating.		
Jamie likes roller-skating, <u>but</u> he has never tried ice-skating.		
Jamie will go ice-skating <u>if</u> I go with him.		

1 mark

More about Year 6 - SATS - Help at home

- Please **DO NOT** do any past papers at home as we use them for assessments in school throughout the year.
- If you wish, there are unofficial papers you can buy from companies like CGP/Collins/Letts
- Read with your child, ask them questions about what they are reading.
- Praise areas of strength and focus on areas of learning that your child finds particularly challenging, as suggested in the parent consultation meetings, to support the learning in the classroom.
- Incorporate aspects of Mathematics in everyday life- e.g. time and television programmes; looking at bus timetables; calculating percentage discounts at shops
- Give opportunities to access educational websites e.g. bbc.co.uk/education, **Times Tables Rockstars**, **Read Theory** and **My Maths**.

More about Year 6 - Social Media/Phones

To name a few Snapchat, Tik Tok, WhatsApp and Instagram as well as messaging functions within Discord and Roblox

It is important to remember that most of these platforms have an **age rating of 13+** (including WhatsApp, though many safety experts still recommend older). These age restrictions are in place because children of primary school age generally lack the emotional maturity to handle the complex social dynamics of online group chats and the permanent nature of digital messages.

We are asking all parents to:

1. **Check Devices Regularly:** Please spot-check your child's phone or tablet. Read through their group chats on WhatsApp or similar apps to understand the tone of the conversation. Also please note the children are digitally aware and delete messages so you may not be able to see what has been posted by them or received.
2. **Verify Age Restrictions:** Reconsider if your child is ready for apps rated 13+. If you do allow them, ensure strict privacy settings are in place.
3. **Establish Boundaries:** Ensure devices are not kept in bedrooms overnight.
4. **Establish and Encourage Open Dialogue:** Talk to your child about digital empathy.

More about Year 6 - Social Media/Phones

If your child walks home alone and you would like them to have their phone at the end of the day, the following procedures must be followed:

1. When arriving at school the phone is turned off when they get to the gate (not the building).
2. The phone is handed to a member of staff (normally Ms Wilson) at the year 6 door.
3. Phones will then be locked away securely by a staff member during the day.
4. At hometime, children will be given their phones when they are dismissed.
5. Children should not turn their phone on until they leave the school site.

More about Year 6 - Clubs

HPS offers a fantastic range of extra-curricular activities and clubs for our pupils:

- **Clubs:** Homework Club, Music, and Singing.
- **Rocksteady Music School:** Exciting band and instrument opportunities (paid club).
- **External Clubs (paid):** Tennis, Chess, French
- **Sports:** A wide variety of sports are available, including Football, Rounders, Athletics, and Tag Rugby.
- **School Teams & Tryouts:** Pupils have the opportunity to trial and try out for representative school sports teams throughout the year.

Developing Oracy & Communication

Understanding the four strands of talk and how to build these vital skills at home

How Parents Can Help at Home

- **Ask Open Questions:** Move beyond yes/no answers; use 'why', 'how', or 'what do you think...' to expand thoughts
- **Model Good Talk:** Speak in full sentences, use a rich variety of words, and explain your own daily activities
- **Play Talk Games:** Enjoy quick games like 'Would You Rather...', describing a mystery object, or 'Yes, and...'
- **Create Space to Listen:** Show active listening, give children time to finish sentences, and avoid interrupting

Speaking and listening are the foundations for learning, writing, and success in life.

The Philosophy of Kinetic Letters

How a movement-based physical programme unlocks your child's writing potential

The Four Core Threads

Handwriting is treated as a physical, movement-based skill to build automaticity and free up working memory.

- **Making Bodies Stronger:** Developing core strength & posture to write comfortably.
- **Holding the Pencil:** Establishing an efficient, fatigue-free tripod grip.
- **Learning the Letters:** Teaching letter formation as physical movements.
- **Flow and Fluency:** Building automatic habits to unlock creative writing power.

What It Looks Like in the Classroom

Your child will experience dynamic, highly structured, and engaging physical learning sessions:

- **Discrete Sessions:** Three 15-20 minute focused lessons weekly on specialised whiteboards.
- **Strength Positions:** Practising core-building animal poses (e.g. Strong Bear, Strong Lizard).
- **Active Language:** Standardised vocabulary integrated throughout the school day.
- **Interactive Learning:** Letter formation songs, rhymes, and character stories.

Unlocking brain power: When letter formation is **automatic** , creative ideas flourish.

School Uniform

PE kit can be worn on PE days

MAIN SCHOOL UNIFORM

				
School sweatshirt	School cardigan	White polo shirt	White shirt	School tie (optional)
				
Grey trousers	Grey skirt	Grey pinafore dress	Blue check summer dress	School book bag

SPORTS UNIFORM (to be worn on PE days)

			
Plain white t-shirt	Navy blue shorts	Navy blue jogging bottoms	Navy blue sweatshirt

Class PE Days

6C (Ms Coakley):

Tuesday and Thursday

6D (Ms Devlin):

Wednesday and Thursday

6J (Ms Cherrill-Jones)

Wednesday and Friday

Our school uniform instills pride, belonging, and a smart start to every learning day.

Keeping Our School Safe Together

Important guidelines for parents to maintain safety at Hillingdon Primary School

1. Morning Supervision

- Do not leave children unsupervised before gates open.
- Keep children in your care until staff accept responsibility.

2. Wheel-Free Site

- Help keep the school a safe, wheel-free environment.
- Dismount bikes, scooters, and wheels at the gates.

3. Helmet Safety

- Children should wear protective helmets when on wheels.
- Model good road safety habits during the commute.

4. Good Neighbours

- Drive slowly and carefully near and around the school site.
- Keep clear of yellow zig-zag or double yellow lines; avoid parking across driveways or shops.

Working Together for a Secure Environment

By arriving at the correct time, dismounting at the gates, and wearing protective gear, we ensure the school site remains safe and welcoming for every single pupil, parent, and visitor.

Strong school-home partnerships ensure the best possible outcomes for our pupils.

Keeping Our Children Safe

What safeguarding means at Hillingdon Primary School and how we work together

What is Safeguarding?

It is the active action we take to promote the welfare of children and protect them from harm.

This includes:

- Protecting children from abuse and maltreatment
- Preventing impairment of health or development
- Ensuring safe and effective care

What it Looks Like Here

We establish robust systems to create a safe learning environment for every child.

Key practices include:

- Fully trained Designated Safeguarding Leads (DSLs)
- Vetted staff and secure visitor access
- RSHE and Personal Development lessons
- Strong emotional and pastoral care

Out in the Community

Safeguarding extends beyond the school gates to protect pupils in daily life..

We help by:

- Promoting safe digital and social media use
- Working with external support agencies
- Addressing safety concerns in the local area
- Empowering children to seek help

Have a Concern? Speak to Us Immediately

If you are worried about a child's safety or well-being, please report it immediately. In school, you can speak verbally to any of our **Designated Safeguarding Leads (DSLs)**. If a child is in immediate danger in the community, contact the emergency services (999) without delay. Do not wait or assume someone else will take action.

Our school is a place where we learn together, keeping safety at the heart of achievement.

School Attendance

Key roles, strict legal regulations, and holiday policies

Key Contacts

Attendance Champions

Sabrina Kelly & Samina Saidiya

Attendance Officer

Susan Childs

The Law & Holidays

All Headteachers must strictly follow national statutory guidance.

- We **cannot authorise** holidays during term time.
- Leave is only granted for exceptional circumstances.
- Authorisation must be secured **before** booking flights.

Monitoring & Queries

We proactively monitor the attendance of every child at our school.

- Includes children who are not yet statutory school age in Reception.
- Any questions or queries should be discussed directly with Ms Childs.

Looking for more details?

Please refer to our [school website](#) for further information and full attendance policies.

Every Day Counts!

Why regular school attendance is vital for your child's success and happiness

Building Blocks

Primary learning builds step-by-step. Missing lessons makes catching up harder.

Social Connection

Friends and play are vital. Regular attendance keeps children connected.

Strong Foundations

Early attendance instils life-long habits of commitment and future success.

Punctual Starts

Arriving on time avoids missing vital morning instructions and key early learning.

The Real Impact of Just 90% Attendance

19 Days

Absent Per Year

Nearly 4 weeks of school missed

100

Lessons Missed

Valuable learning time lost

7 Months

Over Primary School

Almost 2.5 terms across 7 years

Hillingdon Primary School's Attendance Target: **96% or higher**

Punctuality and Morning Timings

Every minute counts – starting the school day on time sets your child up for success

Key Morning Timings

Gate Opens

8:35 AM

Registers Taken

8:45 AM

The Punctuality Gap

Arriving late even by a few minutes every day adds up to a shocking amount of missed education over the school year.

How Lateness Adds Up:

5 mins late daily = 3.4 days missed

10 mins late daily = 6.9 days missed

15 mins late daily = 10.3 days missed

Why On-Time Matters

Calm Morning Starts: Arriving early helps children settle in with friends, avoiding stress or anxiety before classroom learning begins.

Crucial Instructions: Key learning targets and morning tasks are discussed in the very first 10 minutes of school.

Minimizing Disruption: Late arrivals interrupt class focus and take teacher attention away from ongoing learning.

Hillingdon Primary School's Punctuality Goal: **100% on-time arrivals for every child**

How Parents Can Help

Working in partnership to support your child's educational journey at Hillingdon Primary School

1. Stay in Touch

- Keep us updated with anything that might affect your child.
- Always let us know about changes at home or health matters.

2. Communication

- Read all the letters, newsletters, and emails we send to you.
- Engage proactively with school messages and updates.

3. Attend & Consult

- Attend school parent consultations.
- Discuss your child's progress and work together on key goals.

4. Attendance & Punctuality

- Make sure your children are in school every single day.
- Ensure they arrive on time so they don't miss vital early morning learning.

5. Payments & Administration

- Pay for school meals, trips, and activities on time.
- Keep up with contributions and administrative updates.

Strong school-home partnerships ensure the best possible outcomes for our pupils.

The Parent/School Partnership

Working together to ensure a supportive, consistent, and well-informed environment for your child

Class Teachers

Our dedicated teaching staff are briefly available at the end of the school day for quick updates, brief chats, and to ensure smooth communication regarding your child's daily progress.

Passing Information

Letters, updates, and reminders will be sent to you regularly about upcoming events, school activities, and general organisation via email and direct text message.

Consistent Routine

We support your child's learning through a structured routine and timetable. Excellent attendance and consistent punctuality help children feel secure and succeed.

Strong school-home partnerships ensure the best possible outcomes for our pupils.

If You Have a Concern...

1. Your Child's Class Teacher

Speak to your child's class teacher in the first instance. They can often resolve issues quickly, or direct you to a senior leader or member of the pastoral care team if appropriate.

2. Pastoral & Welfare Team

Speak to our Pastoral Care manager, Ms Chaplin, or members of the welfare team, including Ms Childs, for specialized support.

3. Specialist Support & SENCO

Speak to Mr Mitchell, our Assistant Principal for Inclusion & SENCO, regarding Special Educational Needs or accessibility concerns.

4. School Leadership Team

Speak directly to one of the Co-Principals (Ms. Saidiya and Ms. Kelly) or the Vice Principal (Ms. Mitchell) for escalated matters.

How to Arrange a Discussion

Please phone or email the school office to request a convenient appointment with any relevant member of staff.

Strong school-home partnerships ensure the best possible outcomes for our pupils.

Contact Us & Further Information

Get in touch with the school office or explore our online resources

School Office & Queries

- **Office Hours:**
8.30am to 3.30pm
- **Email Contact:**
hillprimary@hillingdonprimarieschool.org.uk

If you have any queries, please speak to us; we are here to help!

Online & Digital Resources

- **School Website:**
www.hillingdon.hillingdon.sch.uk
- **School X (Twitter):**
[@Hillingdon_PS](https://twitter.com/Hillingdon_PS)
- **The Elliot Foundation Website:**
www.elliottfoundation.co.uk

Strong school-home partnerships ensure the best possible outcomes for our pupils.

Useful Websites & Support Links

Easy access to healthcare, family support, and community resources for our parents

NHS & Health Support

Quick healthcare consultation services and local medical advice paths.

NHS Pharmacy First: Go directly to high street pharmacies for clinical advice and prescription treatments.

Thrive Hillingdon: Local emotional health and wellbeing support framework for young people.

Hillingdon Hospital: Paediatric Allergy & local hospital services.

SEND Advisory & Local Offer

Guidance and informational hubs dedicated to Special Educational Needs and Disabilities.

SEND Local Offer: Portal providing all resources across Hillingdon.

SENDIASS: Impartial advice and guidance regarding the EHCP process.

SAS Inclusion: Support for parents of children with sensory or developmental needs.

Family Help & Services

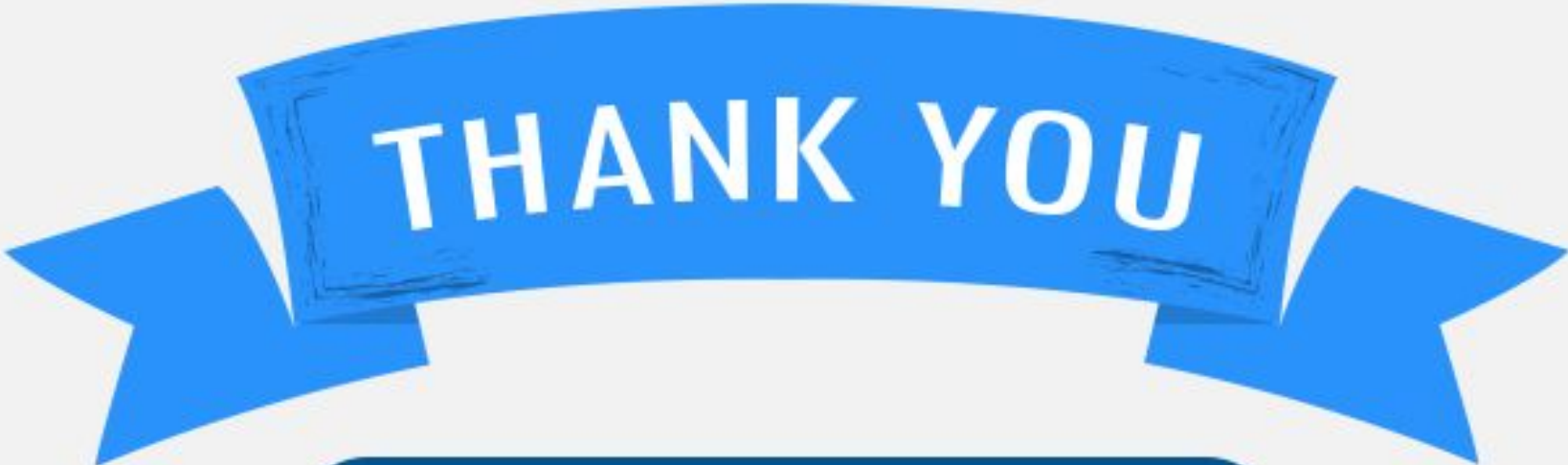
Direct access portals for social care and community resources in the borough.

Stronger Families Hub: Single point of access for Hillingdon family support.

Contact: Helpful resources, guidance, and community info for disabled children.

HACS: Autism support, local educational events, and family care sessions.

Working together with families to build healthy, supported, and safe communities.



THANK YOU



Any Questions?