



**West Park CE  
Primary School  
Information  
Book for Parents  
Year 5  
2025 - 2026**

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Dear Parents,

Welcome to Year 5 and to the start of a new school year.

We thought you might find it useful to have some information regarding routines, curriculum and expectations for the year ahead. By keeping you informed, we plan that your child can make a smooth transition into Year 5. We have already met with your child's previous teachers and we are looking forward to getting to know your children in the autumn term.

We will be continuing the success of our integrated approach to our teaching, where many of the subjects will have cross-curricular links. We have planned topics that we are sure the children will find interesting and exciting.

To help us with your children's belongings, we would appreciate it if you would write your child's name on all of their uniform and belongings.

Also, if you are available to help in class please let us know and we can arrange for your induction and DBS check to be completed.

Thank-you

Year 5 team

## The Staff in Year 5:

Adult	Role	Class
Mr Jones	Head of Year	Squirrel
Miss Blackman	Class Teacher	Squirrel
Mr Buckler	Class Teacher	Otter
Mr Travell	Class Teacher	Hedgehog
Mrs Bingham-Mee	Class Teacher	Badger
Mrs Hasler	Class Teacher	Badger/Hedgehog
Mrs Dickins	PPA Teacher	Otter
Mrs Collyer	Learning Support Assistant	Squirrel
Mrs Scrivener	Learning Support Assistant	Badger
Mrs Ktori	Learning Support Assistant	Hedgehog
Mrs Taeger	Learning Support Assistant	Otter
Mr Wright	SEN Support Assistant	Squirrel
Mr Wilkie	SEN Support Assistant	Otter
Miss Randall	SEN Support Assistant	Hedgehog
Mrs Whittle	SEN Support Assistant	Badger

## Our Theologically rooted Christian Vision

The historical foundation for Church of England Schools is to provide an education, including knowledge of the Anglican Faith, to those in the local community who are in the most need.

The Gospel from St Matthew celebrates that God gave each of us talents that should be shared and not hidden away, that we should use these talents to help others and to inspire them. We believe every child, adult and member of our wider school family has a gift or talent they can share and have celebrated in our school. This means that we strive to be truly inclusive, to discover, nurture and celebrate achievements at all levels and to provide opportunities to enable all to shine. We endeavour to be invitational and inclusive at all levels, including during worship.

At West Park Church of England Primary we believe that we should, 'Let your light shine,' in everything we do.

## Our School Values

<p style="text-align: center;"><b>Creativity</b> <i>'He has made everything beautiful in its time' Ecclesiastes 3:11</i></p> <ul style="list-style-type: none"> <li>• Find ways to solve problems</li> <li>• Explore our talents</li> <li>• Be confident to be yourself</li> </ul>	<p style="text-align: center;"><b>Faith</b> <i>'Faith can move mountains' Matthew 17:20</i></p> <ul style="list-style-type: none"> <li>• Believe in ourselves and others</li> <li>• Believe in something bigger than yourself</li> <li>• Take the messages from worship out into our day</li> </ul>
<p style="text-align: center;"><b>Independence</b> <i>'Be strong and courageous.' Joshua 1:9</i></p> <ul style="list-style-type: none"> <li>• Show perseverance</li> <li>• Be more independent as you grow</li> <li>• Take responsibility for our learning journey</li> </ul>	<p style="text-align: center;"><b>Kindness</b> <i>'Encourage one another and build each other up' Thessalonians 5:11</i></p> <ul style="list-style-type: none"> <li>• Be kind to ourselves</li> <li>• Be kind to everyone</li> </ul>

## Our Aims

To:-

- ensure our school environment is safe, stimulating and stable;
- provide exciting and inspiring learning experiences that give every child the opportunity to become enthusiastic, resilient, adaptable learners who actively participate in all aspects of school life;
- enable pupils to develop lively and enquiring minds, the ability to question and argue rationally and the skill of becoming independent and creative learners;
- provide a sense of community and citizenship, establishing skills to make and maintain positive relationships with others, working in a team both in and beyond our school;

- assist in the acquisition of knowledge, skills and attitudes that will enable all children irrespective of their ability, to achieve their full potential in subsequent phases of Education and adult life;
- enable everyone to develop a sense of their own identity and have respect and understanding of their own and other cultures, beliefs and religions.

# Teaching and Learning

## End of Year Expectations

### Reading

#### **Year 5-6 Reading Key Objectives**

- 1 Use knowledge of morphology and etymology to read aloud and understand new words
- 2 Make comparisons within and across books
- 3 Read a range of modern fiction, fiction from literary heritage and books from other cultures and traditions
- 4 Identify and discuss themes and conventions across a wide range of writing
- 5 Discuss understanding of texts, including exploring meaning of words in context
- 6 Ask questions to improve understanding of texts
- 7 Summarise ideas drawn from more than one paragraphs, identifying key details
- 8 Predict future events from details stated and implied
- 9 Identify how language, structure and presentation contribute to meaning
- 10 Discuss how authors use language, including figurative language, to affect the reader
- 11 Make book recommendations, giving reasons for choices
- 12 Participate in discussions about books, building on and challenging ideas
- 13 Explain and discuss understanding of reading
- 14 Participate in formal presentations and debates about reading
- 15 Provide reasoned justifications for views

# Reading in school and home

Your child will have at least an hour's shared reading lesson each week in class. These lessons will help the children to fully understand text and writer's craft and help them to foster a love of reading.

We would ask that you could please support your child at home by ensuring they are reading at least 5 times a week for at least 10 minutes at a time and recording this in your child's reading planner. To support these reading sessions, each half term there will be reading questions for you to answer with your child and record in their planner.

## Spelling

### Spelling – years 5 and 6

#### Revise work done in previous years

#### New work for years 5 and 6

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Endings which sound like /ʃəs/ spelt –cious or –tious	Not many common words end like this. If the root word ends in –ce, the /ʃ/ sound is usually spelt as c – e.g. <i>vice</i> – <i>vicious</i> , <i>grace</i> – <i>gracious</i> , <i>space</i> – <i>spacious</i> , <i>malice</i> – <i>malicious</i> . <b>Exception:</b> <i>anxious</i> .	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious
Endings which sound like /ʃəl/	–cial is common after a vowel letter and –tial after a consonant letter, but there are some exceptions. <b>Exceptions:</b> initial, financial, commercial, provincial (the spelling of the last three is clearly related to <i>finance</i> , <i>commerce</i> and <i>province</i> ).	official, special, artificial, partial, confidential, essential
Words ending in –ant, –ance/–ancy, –ent, –ence/–ency	Use –ant and –ance/–ancy if there is a related word with a /æ/ or /eɪ/ sound in the right position; –ation endings are often a clue.  Use –ent and –ence/–ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ɛ/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt.	observant, observance, (observ <u>a</u> tion), expectant (expect <u>a</u> tion), hesitant, hesitancy (hesit <u>a</u> tion), tolerant, tolerance (toler <u>a</u> tion), substance (substant <u>i</u> al)  innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confid <u>e</u> ntial) assistant, assistance, obedient, obedience, independent, independ <u>e</u> nce

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
<p>Words ending in <b>-able</b> and <b>-ible</b></p> <p>Words ending in <b>-ably</b> and <b>-ibly</b></p>	<p>The <b>-able/-ably</b> endings are far more common than the <b>-ible/-ibly</b> endings. As with <b>-ant</b> and <b>-ance/-ancy</b>, the <b>-able</b> ending is used if there is a related word ending in <b>-ation</b>.</p> <p>If the <b>-able</b> ending is added to a word ending in <b>-ce</b> or <b>-ge</b>, the <b>e</b> after the <b>c</b> or <b>g</b> must be kept as those letters would otherwise have their 'hard' sounds (as in <i>cap</i> and <i>gap</i>) before the <b>a</b> of the <b>-able</b> ending.</p> <p>The <b>-able</b> ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in <b>-ation</b>. The first five examples opposite are obvious; in <i>reliable</i>, the complete word <i>rely</i> is heard, but the <b>y</b> changes to <b>i</b> in accordance with the rule.</p> <p>The <b>-ible</b> ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word can be heard (e.g. <i>sensible</i>).</p>	<p>adorable/adorably (adoration),  applicable/applicably (application),  considerable/considerably (consideration),  tolerable/tolerably (toleration)</p> <p>changeable, noticeable, forcible, legible</p> <p>dependable, comfortable, understandable, reasonable, enjoyable, reliable</p> <p>possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly</p>
<p>Adding suffixes beginning with vowel letters to words ending in <b>-fer</b></p>	<p>The <b>r</b> is doubled if the <b>-fer</b> is still stressed when the ending is added.</p> <p>The <b>r</b> is not doubled if the <b>-fer</b> is no longer stressed.</p>	<p>referring, referred, referral, preferring, preferred, transferring, transferred  reference, referee, preference, transference</p>
<p>Use of the hyphen</p>	<p>Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one.</p>	<p>co-ordinate, re-enter, co-operate, co-own</p>

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Words with the /i:/ sound spelt ei after c	<p>The 'i before e except after c' rule applies to words where the sound spelt by ei is /i:/.</p> <p><b>Exceptions:</b> <i>protein, caffeine, seize</i> (and <i>either</i> and <i>neither</i> if pronounced with an initial /i:/ sound).</p>	deceive, conceive, receive, perceive, ceiling
Words containing the letter-string ough	<p><b>ough</b> is one of the trickiest spellings in English – it can be used to spell a number of different sounds.</p>	<p>ought, bought, thought, nought, brought, fought</p> <p>rough, tough, enough</p> <p>cough</p> <p>though, although, dough</p> <p>through</p> <p>thorough, borough</p> <p>plough, bough</p>
Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	<p>Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in <i>knight</i>, there was a /k/ sound before the /n/, and the <b>gh</b> used to represent the sound that 'ch' now represents in the Scottish word <i>loch</i>.</p>	doubt, island, lamb, solemn, thistle, knight

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Homophones and other words that are often confused	<p>In the pairs of words opposite, nouns end <b>-ce</b> and verbs end <b>-se</b>. <i>Advice</i> and <i>advise</i> provide a useful clue as the word <i>advise</i> (verb) is pronounced with a /z/ sound – which could not be spelt c.</p> <p><u>More examples:</u></p> <p>aisle: a gangway between seats (in a church, train, plane).  isle: an island.  aloud: out loud.  allowed: permitted.  affect: usually a verb (e.g. <i>The weather may affect our plans</i>).  effect: usually a noun (e.g. <i>It may have an effect on our plans</i>). If a verb, it means 'bring about' (e.g. <i>He will effect changes in the running of the business</i>).  altar: a table-like piece of furniture in a church.  alter: to change.  ascent: the act of ascending (going up).  assent: to agree/agreement (verb and noun).  bridal: to do with a bride at a wedding.  bridle: reins etc. for controlling a horse.  cereal: made from grain (e.g. breakfast cereal).  serial: adjective from the noun <i>series</i> – a succession of things one after the other.  compliment: to make nice remarks about someone (verb) or the remark that is made (noun).  complement: related to the word <i>complete</i> – to make something complete or more complete (e.g. <i>her scarf complemented her outfit</i>).</p>	<p>advice/advise  device/devise  licence/license  practice/practise  prophecy/prophesy</p> <p>farther: further  father: a male parent  guessed: past tense of the verb <i>guess</i>  guest: visitor  heard: past tense of the verb <i>hear</i>  herd: a group of animals  led: past tense of the verb <i>lead</i>  lead: present tense of that verb, or else the metal which is very heavy (<i>as heavy as lead</i>)  morning: before noon  mourning: grieving for someone who has died  past: noun or adjective referring to a previous time (e.g. <i>In the past</i>) or preposition or adverb showing place (e.g. <i>he walked past me</i>)  passed: past tense of the verb 'pass' (e.g. <i>I passed him in the road</i>)  precede: go in front of or before  proceed: go on</p>



Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Homophones and other words that are often confused (continued)	<p>descent: the act of descending (going down).</p> <p>dissent: to disagree/disagreement (verb and noun).</p> <p>desert: as a noun – a barren place (stress on first syllable); as a verb – to abandon (stress on second syllable)</p> <p>dessert: (stress on second syllable) a sweet course after the main course of a meal.</p> <p>draft: noun – a first attempt at writing something; verb – to make the first attempt; also, to draw in someone (e.g. <i>to draft in extra help</i>)</p> <p>draught: a current of air.</p>	<p>principal: adjective – most important (e.g. <i>principal ballerina</i>) noun – important person (e.g. <i>principal of a college</i>)</p> <p>principle: basic truth or belief</p> <p>profit: money that is made in selling things</p> <p>prophet: someone who foretells the future</p> <p>stationary: not moving</p> <p>stationery: paper, envelopes etc.</p> <p>steal: take something that does not belong to you</p> <p>steel: metal</p> <p>wary: cautious</p> <p>weary: tired</p> <p>who's: contraction of <i>who is</i> or <i>who has</i></p> <p>whose: belonging to someone (e.g. <i>Whose jacket is that?</i>)</p>



## Word list – years 5 and 6



accommodate	embarrass	persuade
accompany	environment	physical
according	equip (–ped, –ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	

# Grammar

Year 5: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	<p>Converting <b>nouns</b> or <b>adjectives</b> into <b>verbs</b> using <b>suffixes</b> [for example, <i>-ate; -ise; -ify</i>]</p> <p><b>Verb prefixes</b> [for example, <i>dis-, de-, mis-, over- and re-</i>]</p>
<b>Sentence</b>	<p><b>Relative clauses</b> beginning with <i>who, which, where, when, whose, that</i>, or an omitted relative pronoun</p> <p>Indicating degrees of possibility using <b>adverbs</b> [for example, <i>perhaps, surely</i>] or <b>modal verbs</b> [for example, <i>might, should, will, must</i>]</p>
<b>Text</b>	<p>Devices to build <b>cohesion</b> within a paragraph [for example, <i>then, after that, this, firstly</i>]</p> <p>Linking ideas across paragraphs using <b>adverbials</b> of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>]</p>
<b>Punctuation</b>	<p>Brackets, dashes or commas to indicate parenthesis</p> <p>Use of commas to clarify meaning or avoid ambiguity</p>
<b>Terminology for pupils</b>	<p>modal verb, relative pronoun</p> <p>relative clause</p> <p>parenthesis, bracket, dash</p> <p>cohesion, ambiguity</p>

# Writing-Year 5-6 Writing Key Objectives

- 1 Spell some words with silent letters
- 2 Recognise and use spellings for homophones and other often-confused words
- 3 Use a dictionary to check spelling and meaning
- 4 Identify the audience and purpose before writing, and adapt accordingly
- 5 Select appropriate grammar and vocabulary to change or enhance a text
- 6 Develop setting, atmosphere and character, including through dialogue
- 7 Précise longer passages
- 8 Use a range of cohesive devices
- 9 Use advanced organisational and presentational devices
- 10 Use the correct tense consistently throughout a piece of writing
- 11 Ensure correct subject and verb agreement
- 12 Perform compositions using appropriate intonation, volume and mood
- 13 Use a thesaurus
- 14 Use expanded noun phrases to convey complicated information concisely
- 15 Use modal verbs or adverbs to indicate degrees of possibility
- 16 Use relative clauses
- 17 Convert nouns or adjectives into verbs
- 18 Use adverbials of time, place and number for cohesion
- 19 Recognise vocabulary and structures that are appropriate for formal writing
- 20 Use passive verbs to affect the presentation of information
- 21 Use the perfect form of verbs to mark relationships of time and causality
- 22 Recognise difference in informal and formal language
- 23 Use grammatical connections and adverbials for cohesion
- 24 Use ellipsis
- 25 Use commas to clarify meaning or avoid ambiguity
- 26 Use brackets, dashes and commas to indicate parenthesis
- 27 Use hyphens to avoid ambiguity
- 28 Use semi-colons, colons and dashes between independent clauses
- 29 Use a colon to introduce a list
- 30 Punctuate bullet points consistently

# Maths Year 5-6 Key Objectives

- 1 Interpret negative numbers in context
- 2 Read Roman numerals to 1000, including years
- 3 Recognise and use square and cube numbers, and know the notation
- 4 Use rounding to check answers and determine accuracy
- 5 Identify multiples and factors, including finding factor pairs and common
- 6 Use vocabulary: prime numbers, prime factors and composite numbers
- 7 Know prime numbers up to 19
- 8 Multiply and divide numbers by 10, 100 or 1000, including decimals
- 9 Use long multiplication for multiplying numbers of up to 4 digits by one o
- 10 Divide numbers using standard written short division
- 11 Convert between mixed numbers and improper fractions
- 12 Compare and order fractions whose denominators are multiples of the sa
- 13 Identify, name and write equivalent fractions including tenths and hundre
- 14 Add and subtract fractions with denominators that are multiples of the sa
- 15 Multiply proper fractions and mixed numbers by whole numbers with sup
- 16 Read and write decimal numbers as fractions
- 17 Round decimals with 2 decimals places to whole number or to one decim
- 18 Read, write, order and compare numbers with up to 3 decimal places
- 19 Recognise % symbol and explain as a fraction with denominator 100 (pa  
100)
- 20 Understand and use common approximate conversions between metric a
- 21 Measure and calculate the perimeter of composite rectilinear shapes
- 22 Calculate the area of rectangles, and estimate the area of irregular shape
- 23 Use the properties of rectangles to find missing lengths and angles
- 24 Distinguish between regular and irregular polygons
- 25 Identify 3-d shapes from 2-d representations
- 26 Know angles are measured in degrees and compare acute, obtuse and re
- 27 Draw and measure angles to the nearest degree
- 28 Identify angles at a point, in a turn and on a straight line
- 29 Describe and represent the result of a reflection or translation
- 30 Complete, read and interpret information in tables,  
including timetables

# Science

- 1 Plan scientific investigations, including controlling variables where appropriate
- 2 Record data using diagrams, keys, tables and a range of graphs
- 3 Report conclusions and explanations from scientific investigations
- 4 Describe the life process of reproduction in some plants and animals.
- 5 Explain how mixtures can be separated through filtering, sieving and evaporating
- 6 Explain that some irreversible changes form new materials
- 7 Describe the movement of the Earth, and other planets, relative to the Sun
- 8 Explain day and night on earth, and the apparent movement of the Sun
- 9 Explain that gravity causes unsupported objects to fall towards the Earth
- 10 Identify the effects of air resistance, water resistance and friction between moving surfaces

# PSHE

PSHE education prepares pupils for both their futures and their present day-to-day lives. It is essential that pupils have the opportunity to recognise and reflect on how learning is relevant to them and can be applied in their own lives. PSHE education has a rich body of knowledge taught through topics. Learners need to 'know about...' 'know how to...' and also 'be able to...' The chosen topics should provide a context to progressively expand and enrich overarching concepts and transferable skills. For Year 5, our topics are included below:

Year 5	What makes up a person's identity?	How can we help in an accident or emergency?	How can friends communicate safely?	How do friendships change as we grow? What jobs would we like?	How will we grow and change? Puberty – Part 1	Careers Week – Invite parents in to talk about their careers
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# Curriculum

<b>Autumn 1</b>	Earth and Beyond	<b>Autumn 2</b>	What a Load of Rubbish
<b>Spring 1</b>	What did the Groovy Greeks do for us?	<b>Spring 2</b>	May the force be with you
<b>Summer 1</b>	All Creatures Great and Small	<b>Summer 2</b>	Votes for Women!

Each half term we will send a detailed outline of the half term, which will show both the teaching focus and the expected outcomes.

Occasionally, children will be asked to bring in topic-related items.

## Timetable

As a school, we keep the timetable flexible to ensure we meet the needs of our pupils.

<b>Class</b>	<b>PE Days</b>	<b>Games Sessions</b>
Squirrel	Wednesday	Tuesday
Otter	Thursday	Tuesday
Hedgehog	Tuesday	Wednesday
Badger	Monday	Wednesday

Please make sure your child has the correct equipment each day. This includes: water bottle, homework diary, PE Kit which can be worn all day on days your child has PE (as they have done this year) please send your child in jogging bottoms and a sweatshirt in the colder months so your child is warm enough outside.

# Homework

Each child will be given spellings to learn each week. They will be put on Google classroom and we expect them to practice for 15mins across the week. There will be regular tests carried out on these spellings in school.

Maths homework this year will take the form of TT Rockstars only and the children will be monitored on how much they are using it. The value of times tables for a child's learning cannot be underestimated and so this is why greater emphasis will be put on using the software this year.

## **Personal Property/Valuables including mobile phones**

All items of personal property brought into school should be **clearly labelled** with your child's name. Any money brought into school, for whatever purpose, should be in a sealed envelope, which has the child's name and class clearly printed on the front. The envelope should also clearly state the amount contained within it and the purpose for which it is being brought to school. **Money left in school all day must be given to the class teacher.**

Pupils in Years 4-6 are able to bring mobile phones to school, if parents think it is necessary for their child's safety to and from school. These should be handed in to the main school office as soon as the child arrives at school and be collected from outside the dining-hall at the end of the day. **Phones must not be left in the cloakroom or be kept with the child in the classroom.**

**Children must not bring valuable items of property to school** unless agreed by the class teacher in advance.

Whilst the school will make every effort to safeguard pupils' property, and will do its very best to trace lost items, the school cannot accept responsibility for loss or damage to items.

PE kit should be worn to school on the day of your child's PE lesson. **All items must be clearly labelled.**

# Healthy Children

Please provide your child with a water bottle so they can drink water in the classroom, squash and fruit juice are not permitted in class but can be included in their lunchbox. If you would like to provide your own snack it must be a healthy snack, it should not be sweets, chocolate or biscuits.

At lunchtime the children can either have a hot lunch or bring in a packed lunch. If you would like to order a hot lunch, you will need to do this via the ParentPay website using your login details provided to you by the school. If you have any queries in this regard, please contact the office on 01903 243099.

## Collection and Walking Home Alone Guidance

Parents are legally obliged to ensure their children get to school and attend regularly. This does not disallow independent travel. As a school, we are responsible for the welfare of our pupils and therefore must consider what we believe is good practice in ensuring the safety of our pupils. We also have an obligation to alert relevant authorities should we believe a child's welfare is at risk.

There are no laws around age or distance of walking to school.

We have taken advice from the following:

Department for Education states:

- It is for each school to decide, and enforce, its own pupil collection policy and request that parent/carers formalise collection arrangements in writing.
- The school is not responsible for a child's safety on their way home.

NSPCC states:

- Children under eight can't judge the speed and distance of moving vehicles. They still need help when crossing roads.

### Procedures

#### **Pupils in Foundation Stage (EYFS) or KS1 (Years 1 & 2)**

All children in EYFS and Key Stage 1 must be brought to and collected from the school site by a named adult.

Older brothers or sisters in school should not bring or collect younger siblings.

No-one other than named people will be allowed to collect unless school has been contacted in advance. If staff do not have this information, they will check with the school office which will delay collection.

### **Pupils in KS2 (Years 3, 4, 5 & 6)**

There is no set age when children are ready to walk to school or home on their own. It very much depends on their maturity and confidence. Children under the age of eight can't judge the speed or distance of moving vehicles and some older children might not be able or confident to do this.

We expect Year 3 and Year 4 children to be brought to and collected from school by a named adult or sibling older than primary age. Children in these year groups can be met on site by their adult at the end of the day. Please make sure you arrange where you will meet so your child knows.

We understand that it can be busy at the end of the school day. For parents and carers who have children leaving from different ends of school, we suggest collecting children in KS1 first. Staff School are available in each playground, any child not collected will be taken to the main office.

### **Preparing children in Years 5 and 6 to walk to and from school.**

We teach children about keeping themselves safe in PSHE and other curriculum areas.

Parents and carers can teach children about road safety and stranger danger.

When deciding whether your child is ready for this responsibility consider the following:

- Are they road safety aware? Do they know the safe places to cross? Do they know what to look out for when walking near school? (Other pedestrians and road users including cyclists.)
- Do you trust them to walk straight home?
- Do you trust them to behave sensibly when with a friend?
- Would they know what to do if a stranger approaches them?
- Would they have the confidence to refuse to do what a stranger asked?
- Would they know the best action to take if a stranger tried to make them do something they didn't want to do (scream, shout, kick or fight)?
- Would they know what to do if they needed help?
- Would they know who best to approach to get help? Some children walk to meet a parent away from school. Do they know what to do if the parent is not there? (Returning to school is usually the best option.)

Parents/carers of children who wish their children to walk home unescorted by an adult must follow these guidelines:

- Children must be in Year 5 or 6.
- It is the parents/carer's responsibility to check the route that their children may walk home to assess whether this is a safe route. Crossing of fast roads and walking through secluded areas are discouraged.
- Parents/carers must be certain that children have an awareness and understanding of road safety and stranger danger. It is the parent/carer's responsibility to ensure they are happy that their child can take the proposed journey safely. They must consider weather conditions and darkness during the winter months.
- There should be someone at home to meet the child on arrival.
- If a child does not arrive within the agreed timescale, parents/carers must immediately notify school so we can take appropriate action, which may include contacting the police.

Parents and carers are always responsible for their child's behaviour, including before and after school. Should their behaviour not be acceptable they will be asked to be accompanied or collected by parents/carers.

**If you and your child feel confident that they are ready to walk home or to an agreed meeting place outside school grounds, please inform school using the Google form on the Parents/Parents information/Walking Home Alone guidance page on our school website. If you want to update the details at any point, contact the school office.**