



**Key Stage 2  
Information  
Handbook  
2020-21**

## Welcome

Welcome to the Key Stage 2 Information Handbook. At this point of the year, we would usually be inviting parents/ carers to attend our 'Curriculum Information Evening' where we update you on the year ahead for your child. As we cannot meet in person this year, we have produced a hopefully helpful handbook. Please contact us at any point with any questions you have. Thank you for taking the time to read the information within.

## Staff

Our ['Meet our staff'](#) page has been updated with new staff lists including profiles of each teacher in school.

<b>Key Stage 2 Pastoral Leader: Mr Stephenson</b>	
<b>Year 5</b>	<b>Year 6</b>
Mrs Hall Miss Kingett Mrs Hinchcliffe Mrs Coldwell Mr Nichol	Mrs Alderson Mr Johnson Miss Prince Miss Downes

The first point of contact is your child's form tutor. Mr Stephenson can be contacted by phone call or via the admin email address. Staff will always aim to return phone calls within 48 hours depending on their teaching commitments. If your query cannot be resolved by the form tutor, they will ensure it is passed on to the relevant staff member – this may be a Curriculum Leader, for example.

## Timetable/ Curriculum

In Key Stage 2, pupils have a broad and balanced curriculum. We place an emphasis on developing the core skills in English and mathematics. These skills include developing reading, writing, spelling, punctuation and grammar, number fluency and problem solving. We also pride ourselves in offering a rich science curriculum and humanities subjects through our Explore approach. In addition, pupils in Key Stage 2 access specialist teaching for subjects such as music, art and PE.

<b>Subject</b>		<b>Subject</b>	
English	6 hours	Computing	1 hour
Maths	6 hours	PSHE/RE	1 hour
Science	3 hours	Art	1 hour
Explore	2 hours	Music	1 hour
French	1 hour	PE	2 hours
Technology	1 hour		

## **HMS Website**

The [HMS website](#) is updated regularly making it a key source of information for parents and carers. In addition, please like us on Facebook and follow the school's Twitter account for regular news updates. The website has a curriculum section which contains information on the intent of our curriculum in each subject, how we assess at HMS and how you can further support learning at home.

## **Pastoral**

Pastoral care is central to life at HMS and we have an excellent pastoral team in place to support all pupils on their journey from Year 5 to Year 8. Excellent pastoral care is at the heart of what we do at Hexham Middle School as we believe that children who feel safe, secure and happy, learn better.

A positive working relationship with parents/carers is vitally important to us and we welcome parents/carers' views and encourage their support. We aim to keep parents/carers fully informed of all aspects of their child's progress at school and to this end we have regular parents' evenings, open evenings and information evenings.

The pastoral care at HMS is overseen by the following people:

- Mrs Curry – Assistant Headteacher, responsible for pastoral care and safeguarding
- Mr Barry – Head of Key Stage 3 and SENDCo
- Mr Stephenson – Head of Key Stage 2
- Mrs Adams – Assistant SENDCo

Every pupil then has a form tutor each year who is responsible for their day to day support and is also a first point of contact for parents. As a pastoral team our aim is to work with all parents and carers to provide the best possible care and school experience for all our pupils. Pupils in Year 5 are taught within one block of the school by specialist staff in the primary model. This helps to support a smooth transition to middle school.

At Hexham Middle School, we pride ourselves on outstanding standards of behaviour throughout the school. We aim to create an environment which consistently supports all pupils to behave in the best way that they can so that they can succeed at school.

Full details of our Behaviour Policy can be found on our [Policies page](#).

We use the P and S systems to reward positive behaviour and to issue sanctions where necessary according to the below criteria which are displayed around our school.

STAGE	Behaviour	What will happen?
P1	Listening well Answering a question Helping others Working hard	Your teacher will encourage you. You will get one positive behaviour point.
P2	You continue to do well in the lesson.	Your teacher will encourage you again. You will get two positive behaviour points.
P3	You continue to do really well in the lesson.	Your teacher will encourage you again. You will get three positive behaviour points. Your parents/carers will receive a message.
P4	Your behaviour/work is exceptional	Your teacher will encourage you/let you know. You will get four positive behaviour points. A member of the senior team will come and see you to say well done! Your teacher will give your parents/carers a call!

STAGE	Behaviour	What will happen?
S1	Silliness Talking Not listening Distracting others	Your teacher will give you a warning. You will get one negative behaviour point.
S2	You continue to behave poorly after your teacher has spoken to you.	Your teacher will give you another warning and may move your seat. You will get two negative behaviour points.
S3	You continue to make poor behaviour choices.	Your teacher will ask you to stand outside the classroom and then come and talk to you about your behaviour. You will be given some time to think before you come back to the lesson. You will get three negative behaviour points and a breaktime detention for the next day.
S4	You make poor behaviour choices after returning to the lesson. OR you behave in a way that is unacceptable/refuse to listen to staff.	Your teacher will ask you to stand outside the classroom. A member of senior staff will come and collect you from the lesson. You will get four negative behaviour points and an afterschool detention for the next Tuesday.

## **Class Charts**

We use this software to support the monitoring of our pupils' behaviour. All positive and negative behaviour points are recorded by all staff and both parents and pupils are able to access the system through their own unique accounts.



We operate a very successful reward system which recognises good effort and attitude, and encourages all pupils to do their best. Pupils can accrue 'spendable' positive points which they can use to purchase rewards from our bespoke HMS Rewards Store! Prizes include: key rings, footballs, movie afternoons and even afternoon tea!

## **Houses**

At HMS we have four houses, each named after a river in Northumberland:

- Tweed
- Coquet
- Aln
- Wansbeck

Every HMS pupil will be assigned a house when they arrive at the school in Year 5 and they will remain in that house until they leave in Year 8. Any P points gained by pupils throughout the year also count as House Points and contribute towards house totals. House prizes are issued regularly to the house with the most points and there are also regular house events such as sports days.

## **Safeguarding**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued.

The designated safeguarding lead at HMS is Mrs H Curry, Associate Assistant Headteacher. The deputy designated safeguarding lead is Mr P Freeman-Myers, Associate Assistant Headteacher.

The nominated child protection trustee for Hadrian Learning Trust is Kate Chaplin.

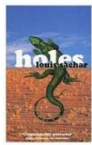



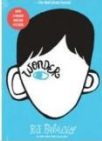


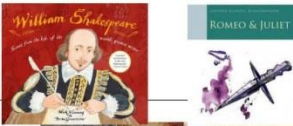

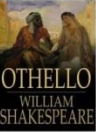

For our full Child Protection Policy, please see our [Policies](#) page.

## **English: reading**

At HMS, we LOVE reading and we teach English through a novel-based approach. Have a look at the class text we study below.

Long Term Planning Overview – English Department

The English curriculum at HMS aims to provide a breadth of reading experience for every pupil. Texts below cover: contemporary fiction, classic fiction, modern classics, picture books, traditional tales, poetry, non-fiction, real life issues. Some are shorter texts and others aim to build reading stamina.

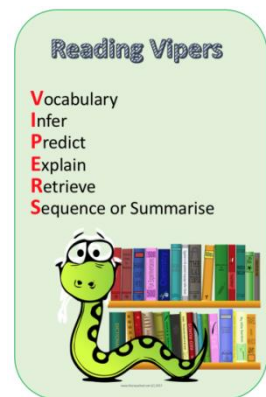
	Autumn Term	Spring Term	Summer Term
Year 5			
Year 6			
Year 7			
Year 8			

In year 5, pupils study The Journey by Francesca Sanna, Shackleton’s Journey by William Grill, Holes by Louis Sachar and The Railway Children by Edith Nesbit.

In year 6, pupils study The Kingdom by the Sea by Robert Westall, extracts from Classical Literature (Alice in Wonderland, Frankenstein, Oliver Twist and The Jungle Book) and Wonder by R. J Palacio

At KS2, we use the VIPERS reading approach to scaffold the reading of new texts for our pupils. Reading is broken down to six component skills (pictured in image); this allows pupils to access challenging texts more readily and builds up their confidence and independent fluency skills.

There are many ways that we support reading in school at KS2, for those pupils that we feel need extra support we might arrange: Fresh Start, RAPID grammar and reading interventions, Reading Plus memberships and Self Learn access. These interventions will be put into place based on our assessment of your child’s individual needs and what we believe will best help them to make progress.



The Year 5 Orchard building has its own, private reading space, but all pupils across KS2 are able to access the Beaumont library where there are hundreds of great reads to choose from: fiction, non-fiction, picture books, audiobooks and more. We have recently colour-coded our library so that pupils are able to make more informed and appropriate choices in regards to which books they are selecting to read independently. Pupils are able to take two books out each time they visit the library as part of their English lessons.

As part of our weekly expectations, pupils should read daily at home. This may be independently or with an adult/sibling; they can do this on a Kindle or other electronic device if they prefer, and texts can be fiction or non-fiction.

If you choose to read with, or want to support your child's reading at home, then one of the best ways to do this is through asking them questions about what they are reading/have read. To try and align your questions with the VIPERS approach we are using in school: please visit our website under the English section for VIPERS reading prompts.

### **English: SPaG**

All of the literature taught across KS2 is underpinned by a robust focus on spelling, grammar and punctuation, which teachers embed into all lessons, both explicitly and implicitly. All pupils at KS2 are also given a SPAG.com login, which they can access from home as well as in school; this information will be shared with your child, by their English teacher, when they start school.

SPaG is a crucial aspect of the curriculum at KS2; all pupils will undergo a specific SATS paper testing their knowledge of spelling, grammar and punctuation at the end of the key stage. This teaching means that our pupils are not only well prepared for their examinations, but also given a comprehensive set of guidelines to support the development of their writing too.

Circle the **prepositions** in the sentence below:

Sam came behind Adam in the race, but both finished before the teacher!

Underline the **relative clause** in the sentence below:

My father, who works very hard, is a football coach.

To find out more about how we teach SPaG at Hexham Middle School and to access the many useful resources that will help you to support your child at home, please click here or follow [the link](#). Your child's planner also has a very helpful grammar definitions section.

### **English: writing**

At HMS, handwriting is something that is frequently practised within English lessons; we are keen that all pupils present work that is legible and representative of their true ability, so that they can be correctly assessed and so that they get into good habits for their futures. In year 5, all pupils start their handwriting journey with us by working in pencil, and work towards receiving their full 'pen licence'.



Most of the writing that our pupils complete will be subject to internal assessment and moderation. A final grade for their writing will be awarded at the end of the key stage by their year 6 English teacher. This will be based on the cumulative evidence of pupils' written ability across all of their books.

Within our varied schemes of learning, there are many and frequent opportunities for our pupils to enjoy writing creatively and complete vibrant and exciting literature of their own.

Pupils will be encouraged to draft and edit their own work before producing a final piece that will then be assessed.

### The 7 'non-negotiables' at HMS

1. All work uses the **correct writing implement** and **rulers** are used when needed.
2. Capital letters are to be used to begin all sentences and for all **proper nouns**.
3. Handwriting to be neat, legible and joined wherever possible.
4. Work should be in **full sentences** and in maths you should explain your reasoning/show your working.
5. **There** is a word for pointing at things (the boy is over **there**). If you want to show something belongs, it's **theirs**.
6. **Wear** is for clothing, **where** refers to a place and **were** is a verb in the past tense (we **were** on a roll!) **We're** is a contraction of **we are**.
7. Apostrophes only have two jobs - they show that a letter is missing or they show **possession** (Hannah's bag is blue). They don't make plurals.

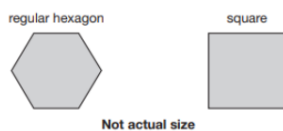
Our Literacy Across the Curriculum policy ensures that pupils are following our '7 non-negotiables' in their writing; these are the basic 'rules' that we believe all pupils will be able to and should be following, to ensure that all of their writing is produced to a high standard.

### Maths

Vocabulary learning is a key aspect of maths. Teachers at HMS use 'Buzzwords' in all lessons which will be key vocabulary for the topic. Teachers will use different words which have the same meaning and use them in different contexts. Many pupils struggle to read more complex word problems and this can be a barrier to success in maths. A helpful glossary of mathematical terms can be found at this [link](#).



17 These two shapes have the **same** perimeter.



The length of each side of the **hexagon** is 8 centimetres.

Calculate the **area** of the **square**.

Show your method

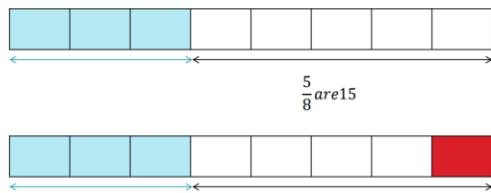
2 marks

The importance of vocabulary and memory is highlighted in this problem. Pupils have to read and understand: perimeter, same, regular, length, hexagon, area. In one short problem, lots of vocabulary is used to draw out understanding of many concepts. Solving problems such as this one requires strategy and resilience. We teach pupils to approach problem solving systematically and model this thinking in our lessons. Sitting back to 'think' is key – a calm approach is best. Children should write steps and use diagrams to support them.



This is another example of a problem where lots of connections between topics are needed. We work hard to make connections in our teaching. We also support pupils to develop their memory and retention of vocabulary and concepts. In this one problem, pupils need to: interpret data, understand maximum, read decimal numbers, write a fraction, calculate the mean, round to one decimal place – all at once!

In a class, 15 of the children are girls.  $\frac{3}{8}$  of the class are boys. Altogether, how many children are in the class?



### Representations

We teach pupils using a wide range of diagrams and representations. These will include: bar models (shown above) part-whole models, number lines, place value charts and we also use a wide range of materials/ resources to support number learning in class. Try to encourage children to think about number in a range of different ways and in various contexts.

### Fluency

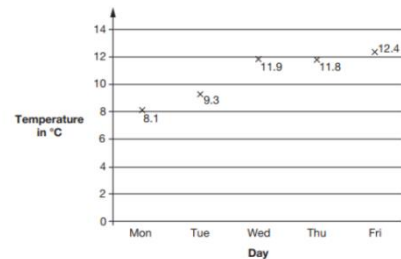
Our aim is for all children to become fluent mathematicians. Fluency involves pupils acquiring a rapid recall of key number facts which they can readily apply to more complex mathematical situations. Lessons in Key Stage 2 focus on developing this fluency by having regular, routine starters to promote memory and retention, 'Little and Often' revision of key learning, regular arithmetic quizzes and recall of key number facts.

It is really important that all children continue to practise their times table recall (and the recall of associated division facts). It remains important for pupils to calculate mentally and they should remember their number facts from lower in KS1 and KS2 such as number bonds and sequence counting (on and back). We will model calculation strategies to allow them to work both mentally and by writing their maths down. This can be supported at home through regular, little and often style recall of key methods and by using mathematics in real life situations.

### Times Tables

Times tables recall is a fundamental foundation for maths success. We always tell our pupils that they will feel much more confident in maths if they can quickly recall their times tables.

22 This graph shows the maximum temperature for five days.



For what fraction of the five days was the maximum temperature below 10°C?

What was the mean maximum temperature, to one decimal place?

We also use the brilliant Times Tables Rockstars to promote an enjoyment of learning.

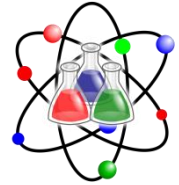


### Calculation Policy

Our [Calculation Policy](#) was designed with colleagues from across the Hexham Partnership and is available on our website.

### Science

Our aim in science is to deliver an engaging and challenging curriculum so that pupils develop a scientific perspective of the world around them and can make informed decisions.



We encourage children to be inquisitive throughout their time at the school and beyond. The science curriculum fosters a healthy curiosity in our pupils about our universe and promotes respect for the living and non-living. We believe science encompasses the acquisition of knowledge, concepts, skills and positive attitudes.

#### Year 5 science

- Living things and their habitats, including life cycles of a mammal, amphibian, insect and bird.
- Animals, including humans, focusing on changes from birth to old age.
- Properties and changes of materials, including dissolving, separating and reversible changes.
- Earth and space, looking at the movement of the sun, earth and moon.
- Forces, including gravity, air resistance, water resistance and friction.

#### Year 6 science

- Living things and their habitats, including classifying micro-organisms, plants and animals.
- Animals, including humans, focusing mainly on diet and exercise.
- Evolution and inheritance, looking at fossils, reproduction and adaptation.
- Light, looking closely at how it travels and how shadows are made.
- Electricity, analysing the function of lamps, buzzers, cells and switches.

In years 5 and 6, children will practise their scientific skills with depth and precision. When carrying out experiments they will:

- understand what variables are and how to control them.
- take measurements from a range of equipment, understanding the need for repeated measures to increase accuracy.
- gather and record data using labels, classification keys, tables, scatter graphs, bar and line graphs.
- use test results to make further predictions to set up further comparative and fair tests.
- make conclusions on the test carried out, orally and in writing.

### **Other curriculum subjects**

We firmly believe in providing a broad and balanced curriculum which we are proud to offer at Hexham Middle. Our primary pupils have a strong primary provision in the core subjects before accessing specialist secondary teaching for subjects such as art, music and technology. Our website contains up-to-date curriculum information so you can see what your child will be learning and when. Each subject's curriculum is outlined so you can see how the learning is sequenced throughout the year and beyond. Should you have any questions, please contact the relevant Curriculum Leader (details on our staff page).

### **Intervention**

We will regularly assess our pupils in Key Stage 2 so that we can best support them with their learning. We have a comprehensive intervention approach involving a range of sessions. Pupils may be asked to attend one of the following interventions:

- Regular small group support (focused on particular aspects of the curriculum)
- RAPID (same week intervention to address misconceptions)
- Pre-teaching (looking ahead to new learning with a focus on vocabulary)
- Maths Whizz (online personalised maths tutoring)
- Reading Plus (online personalised reading tutoring)
- Fresh Start (supporting early reading/ comprehension skills)
- Social and emotional support (emotional wellbeing sessions)
- FRIENDS Resilience (self-regulation and resilience coaching)

We will communicate any interventions in advance of them commencing. Progress is regularly reviewed and groups are fluid with changes made after an agreed block of time and subsequent assessment. Mrs Toor (Interventions Coordinator) and Mrs Adams (Assistant SENDCo) coordinate the interventions in school in conjunction with Mr Watters.

### **Learning at home**

[SPAG.com](https://www.spag.com/) will be used by teachers to set homework tasks and quizzes – it is a great resource to aid memory and retention of grammar learning.

[Reading Plus](https://www.readingplus.com/) will be used by targeted groups of pupils to support their reading development. It is a fantastic online resource which assesses pupils and designs a

programme of development to support comprehension, reading pace and vocabulary acquisition.

[My Maths](#) is available to all pupils. Online lessons can be accessed to support home learning as a revision aid and online homework tasks may also be set. The log in for HMS is username: hexham password: square and then each pupil has a second individual log in.

[Maths Whizz](#) will be used by targeted groups of pupils to support their mathematical understanding. It is a brilliant online tutoring resource which assesses pupils before building a personalised scheme of learning to ensure progression. Pupils with log in details should try to use Maths Whizz for at least 60 minutes a week at home.

[Times Tables Rockstars](#) is an online platform where pupils can challenge themselves and others to improve their rapid recall of multiplication facts. This is a key area of mathematical fluency – please encourage all pupils to log in at home regularly.

[Google Classroom/School360](#) is an online learning platform which all pupils have access to. They can access helpful learning resources such as ‘Busy Things’ as well as logging into their own Google Classrooms to access resources from their teachers. This is our chosen platform for remote learning and we will integrate this into our wider school curriculum.

### **Weekly expectations (also available on our website)**

#### **Daily:**

- Read for 20 minutes and log this in your Reading Record
- Practise your spellings
- Read online using Reading Plus (if you have been given a login for this)
- Take your planner home for an adult to see (and remember to bring it back the next day!)
- Check your Class Charts page.
- Enjoy the health and well-being benefits from being physically active: 30 minutes at school and 30 minutes at home

#### **Weekly:**

- Ask an adult to sign your Reading Record
- Change your reading book if you need to
- Complete your spelling score tracker in your planner (p. 37) and stick in your new spellings to practise
- Complete your homework tasks
- Use Times Tables Rockstars at least 3 times per week
- Log into Maths Whizz (at least 3 times per week if you have a login for this)
- Get your planner signed by an adult (preferably at the end of the week)

### Occasionally:

- Complete some additional revision or practice using online or CGP resources
- Record your latest arithmetic score in your planner (p.38)

### Online support:



Our pupils have access to wide range of online resources to support their learning at home. We appreciate that, for some pupils, completing learning tasks at home can be challenging. We really value the support you provide your child with to allow them to complete their homework – it is always appreciated. To hopefully make that easier, we know that these engaging sites can support a more relaxed approach to homework tasks. Please note that not all pupils will have access to every site mentioned above.

### Home-school planners

The home-school planner is a key source of information for pupils and parents. We really want the planners to be positive documents which the pupils take pride in and use to develop their organisation and independence. Pupils should record their homework from each subject along with the due date and instructions. **Teachers will also now record homework tasks and information for parents/ pupils on Class Charts so you can check what needs to be done.**

Planners also have many useful learning pages at the back. Try to encourage your child to refer to these pages when completing homework tasks.

### Well-being

Pupil well-being is hugely important to all staff at Hexham Middle. Our approach to Pupils' Personal Development is that we want to ensure our pupils develop respect, resilience, independence and a readiness to progress to the next stage of their education and lives. Staff support pupils as individuals and ensure that they are safe and happy as we believe that is when children are able to learn and reach their potential.

To develop pupils' personal development, we focus our curriculum and enrichment opportunities on six strands:

1. Developing character
2. Encountering meaningful cultural experiences
3. Knowing how to stay safe

4. Preparing for the world of work
5. Promoting British values and social cohesion
6. Promoting health and well-being

## Forest School

Our Forest School has developed over the past couple of years into an outdoor learning space which we are very proud of. Small groups of pupils in Key Stage 2 will be invited to take part in sessions with Mrs Gray (Forest School Leader) and there may be opportunities for after-school sessions too. We love learning outdoors!

## Extra-curricular

At HMS, we pride ourselves in providing a vast extra-curricular offer – there really is something for everyone throughout the year. As well as clubs and fixtures, teachers regularly arrange special visitors and workshops in school to enhance the curriculum offer.

### Clubs and extra-curricular activities at HMS (2020-2021)

Club	For who?	When?	Where?	Staff
<b>Monday (Lunch Rota: 5,7,8,6)</b>				
Warhammer Club	Year 5	12.35-1.05	O1	Mr Nichol
Board Game Club	Year 6	12.30 - 1.00	F12	Mr Stephenson
<b>Tuesday (Lunch Rota: 5,6,7,8)</b>				
Debate Squad	Year 8	12.30 - 1.00 (Week B)	F2	Mr Freeman-Myers
Digital leaders	Year 8	12.30-1.00	F7	Ms Carruthers
Homework Club	Year 7	1.00 - 1.25	B7	Mrs Stewart/Miss Kwella
Homework Club	Year 8	12.30 - 12.55	B7	Mrs Stewart/Miss Kwella
Invasion Game Club	Year 6	12.40 - 1.10	Fellside Field	Mr Gaines
Run 4 Fun Club	Year 5	12.40 - 1.10	Meet at Orchard Building	Mrs Coldwell
School Parliament	Year 5	12.30 - 15.50 (Week A)	O6	Mr Forster
School Parliament	Year 6	12.55 - 1.15 (Week B)	F9	Mr Forster
School Parliament	Year 7	1.10 - 1.30 (Week A)	B1 (Art Studio during wet weather)	Mrs Tanner
School Parliament	Year 8	1.10 - 1.30 (Week B)	B1 (Art Studio during wet weather)	Mrs Tanner
Orchestra (sectional rota)	All year groups	(3.40 - 4.30)	Fellside Hall	Mr Holdsworth
Mandarin School (start date TBC)	Year 7	3.40 – 4.40 (Week A)	F6	Mr Armstrong
Mandarin School (start date TBC)	Year 8	3.40 – 4.40 (Week B)	F6	Mr Armstrong
<b>Wednesday (Lunch Rota: 5,8,6,7)</b>				
Lacrosse Club	Year 8	12.40 - 1.10	Fellside Field	Mr Gaines
Maths Homework Clinic	Year 8	12.45 – 1.15	F3	Mr Forster
Online Chess/Games Club	Year 5	12.40 - 1.10	O5	Mr Johnson
<b>Thursday (Lunch Rota: 5,7,8,6)</b>				
Homework Club	Year 6	12.30 - 1.00	F11	Mrs Alderson
Debate Squad	Year 7	1.00 - 1.25 (Week A)	F2	Mr Freeman-Myers
Maths homework club	Year 7	12.45 – 1.15	F4	Miss Bond
Lacrosse Club	Year 7	12.40 - 1.10	Fellside Field	Mr Gaines
Digital leaders	Year 7	12.45 – 1.15	F7	Ms Carruthers
Disney Club	Year 6	12.30 – 1.00	F9	Miss Downes
Homework Club	Year 5	12.35 - 1.15	O4	Mrs Hinchcliffe
French/Spanish Club	Year 5	12.45 - 1.15	F6	Mr Armstrong
<b>Friday (Lunch Rota: 5,8,6,7)</b>				
Disney Film Club	Year 5	12.30 - 1.00	O1	Mr Nichol
Online Chess/Gaming Club	Year 6	1 – 1.30	O5	Mr Freeman-Myers
Arts Award	Year 8	12.45-1.10	B12	Miss Lawton
Film club	Year 7	12.30 – 1:00	F4	Miss Bond
Forest School	Year 6 Autumn 1 Year 5 Autumn 2	3.45 - 4.30	Forest School area	Miss Kingell/ Mrs Hall
Running Club	Year 8	12.40 - 1.10	Meet at Forest School area	Mr Gaines
Rock Band	Year 8	3.40 - 4.30	Music Room - B8	Mr Holdsworth

[The current list of clubs](#) is below (we have had to take a slightly different approach this year due to current restrictions). As well as the opportunities outside the classroom, curriculum leaders develop vast enrichment opportunities within lessons or through opportunities linked to the curriculum content. There are countless opportunities for pupils to involve themselves in school life and to develop their interests beyond the classroom and we actively encourage all pupils to do so. More information about opportunities can be found on our website in the 'Life at HMS' video.

### **SATs Information Evening (Year 6 only)**

Early in the spring term, we will write to year 6 parents/ carers to invite you to attend a session focused on arrangements for the End of Key Stage Assessments (known as SATs). During the session, we will let you know more about how the testing week will operate in school and how we prepare your children for the process. Your attendance at all events is hugely appreciated.