

# Welcome Evening

## KS2

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THURSDAY 14 SEPTEMBER 2023

# The HMS Ethos

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## RESPECT



**Great Ambition**



**Great Experiences**



**Great Learning**

knowledge and understanding, skills and mindset, so that they can take their next steps with confidence. Our aim is that every child will grow into a happy, fulfilled and successful adult.

# Staffing

Senior Leadership Team		
Role	Responsibilities	Staff
Executive Headteacher	Overall strategic leadership of Hadrian Learning Trust	Mr Atkins
Head of School	Leadership of HMS Quality of Education	Mr Watters
Assistant Headteacher	Standards, Support and Inclusion Designated Safeguarding Lead SENDCo	Mr Stephenson
Assistant Headteacher	Trust Teaching, Learning and Curriculum (QEHS and HMS)	Mrs Lloyd – maternity leave
Assistant Headteacher	Pupil Learning and Achievement Reading and Literacy	Mrs Roff
Assistant Headteacher	Personal Development Careers Education Lead PSHE/RSE	Mr Freeman-Myers
Chief Financial Officer	Trust budget planning, financial management and capital bids/projects	Ms Sparke
Trust Business Manager	Facilities, administration, health and safety, HR management, site and catering services	Ms Simpson

Heads of Key Stage		
Head of Key Stage 2	Leadership of KS2 Standards, support and achievement Deputy Designated Safeguarding Lead	Miss Liddle
Head of Key Stage 3	Leadership of KS3 Standards, support and achievement Deputy Designated Safeguarding Lead	Mr Scott
Deputy Heads of Key Stage		
Deputy Head of Key Stage 2	Deputy Leadership of KS2	Mrs Downes
Deputy Head of Key Stage 3	Deputy Leadership of KS3	Miss Lamont

**Designated Safeguarding Lead: Mr Stephenson**  
**Deputy DSLs: Miss Liddle and Mr Scott**

**SENDCo: Mr Stephenson**  
**Assistant SENDCo: Mrs Adams**

# The School Day

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School starts for all pupils	8.40am
Form Time	8.45am - 9.15am
Period 1	9.15am - 10.15am
Period 2	10.15am - 11.15am
Break (15 mins)	11.15am - 11.30am
Period 3	11.30am - 12.30pm
Lunch (50 mins)	12.30pm - 1.20pm
Period 4	1.20pm - 2.20pm
Period 5	2.20pm - 3.20pm
End of School Day	3.15pm

- School starts at 8.40am (children should be on the yard and ready for the morning whistle).
- School ends for all HMS pupils at 3.15pm (children leave school before QE students).
- Children can visit the dining hall at breaktime where snacks can be purchased, or their own healthy snacks can be eaten.
- Lunch operates on a sittings system with the year groups rotating from 1<sup>st</sup> to 4<sup>th</sup>.
- School staff are on duty from 8.25am and are also across the site at 3.15pm.

# Contact with school

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We want to maintain regular communication with parents and carers.

You can contact us with general enquiries by:

- Calling the main office on (01434) 610300
- Emailing [admin@hexhammiddle.org.uk](mailto:admin@hexhammiddle.org.uk)
- Writing a note in your child's home-school planner

The school address is Whetstone Bridge Road, Hexham, Northumberland, NE46 3JB

Staff are committed to returning contact within 48 hours. If this is not possible, alternative contact will be made with you.

We use Class Charts as a daily means of communication – we will talk more about that later!

# Mental Health and Wellbeing

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Pupils' mental health and wellbeing is vitally important to us at school.

Research shows that if pupils feel happy, feel safe, feel secure and feel supported in school then they are more likely to learn more and enjoy more.

At HMS, we are committed to helping and supporting all of our pupils.

**CHILDREN CAN TALK TO ANY MEMBER OF STAFF IN SCHOOL. WE ARE ALL HERE TO LISTEN.**

Our Senior Mental Health Lead is:  
Mr Freeman-Myers



# Cost of living

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As a trust, we now have a 'Pupil Support Fund' which parents/carers can apply to in confidence to support the cost of school life.

You can apply for support if you feel would benefit from it via our website.

We want to help our families by removing barriers to school life as much as we possibly can.

## Go Green: Uniform Recycling Service

- You can find the request form on our website.
- We also have our Boot Bank for football boot loans.
- We also have warm coats and trousers available.



# Personal Development



Personal Development at Hexham Middle School comprises five strands:

**Building Skills and Character**  
**Careers**  
**PSHE**  
**Citizenship**  
**Participation**



## Extra-curricular/enrichment

- A huge range of sporting, academic, social and creative options.
- Using before and after-school sessions and lunchtimes to maximum effect.
- Opportunities to develop expertise and increase participation.
- Responsive to demand and needs of our pupils.
- **The new clubs list will launch tonight with details sent home including how to sign up.**
- **We encourage all pupils to get involved and try something new!**



# Music tuition

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If you completed the online form for music tuition, please know that your details have now been passed on to the peri music team who are working hard to put together schedules for lessons.

As there is high demand, there may be a waiting list for spaces.

If you did not complete the form but your child is interested, please complete the online form (link below) and Mr Holdsworth will pass your details on.

If you haven't yet heard from the teacher, perhaps wait another week then let us know and we can help in chasing it up for you.

<https://www.hexhammiddleschool.co.uk/index.php/music-curriculum/>



# The HMS Curriculum

## Curriculum Intent



### RESPECT

- (1) The curriculum promotes safety, wellbeing and positivity. Children are taught to self-regulate and to be independent, motivated and resilient.
- (2) We promote mutual respect between members of our school community. We emphasise the importance of building positive relationships.
- (3) We are ambitious for all pupils and the curriculum is inclusive of all learners' needs. All pupils are empowered to fulfil their potential and to share our ambition for their success.
- (4) The curriculum teaches pupils about the importance of democracy and diversity, to be tolerant of different beliefs, faiths and opinions to their own.
- (5) Pupils respect themselves and care about others. The curriculum promotes excellent physical, social and mental health and opportunities to explore these fundamentals are vast and varied. Pupils are supported by a coherent, whole-school approach to wellbeing and regulation.
- (6) The curriculum reflects the heritage, environment, culture and history of Hexham and Northumberland, and allows pupils to engage with their community.
- (7) Pupils understand, respect and celebrate people of all cultures and nationalities and the curriculum promotes diversity through varied learning experiences as well as wider reading.

### ENGAGE

- (1) The curriculum inspires pupils to know more, do more and remember more. Pupils are engaged in their learning and want to be the very best they can be.
- (2) The curriculum is designed to overcome disadvantage by providing varied, enriching cultural and life experiences for all pupils both within and outside of school.
- (3) Pupils read widely across the curriculum. Reading is at the heart of the school and we know that it is fundamental for success. Pupils learn new, life-equipping subject-specific vocabulary on a daily basis.
- (4) The curriculum enables pupils to engage in rich extra-curricular and enrichment opportunities and pupils relish being a part of wider school life.
- (5) The knowledge pupils gain through the broad and varied curriculum enables them to participate in their community. Pupils enhance their knowledge through experiences, visits and engagement with industry, cultural and community organisations.
- (6) The curriculum ensures pupils understand their place in the world and explore the wider world through STEM, language, literature, history, and culture. They are immersed in opportunities in the arts, music, literature and sports.

### ASPIRE

- (1) We recognise and celebrate a wide range of successes and pupils know that we share a sense of pride in success.
- (2) The curriculum is rooted in high expectations for all pupils. Learners are supported to achieve well and overcome barriers to learning.
- (3) The curriculum ensures that fundamental literacy and numeracy skills are well developed as we know that this strong foundation is essential for future success.
- (4) Through high quality teaching, pupils develop an independence, confidence and resilience for learning that they will take into the next stage of their education and lives.
- (5) Pupils are ambitious for our local community. Their participation in community life seeks to improve the quality of the local environment and the experience of others. The work of our PTA models community spirit at its best and pupils fundraise for charities throughout the year.
- (6) Our pupils are aspirational for themselves, their families and for society. The curriculum builds life-equipping skills in problem solving, speaking and listening, creativity and leadership.

*'An ambitious and inclusive curriculum that enables all children to thrive'*

The HMS curriculum is broad and balanced for every year group – we firmly believe in providing the full range of subjects across the four year groups.

Our 'Curriculum Intent' can be found on the HMS website. As well as this, you can find detailed long-term planning overviews and information about each subject.

Should you wish to discuss your child's curriculum in more detail, please contact the Subject Leader in the first instance.



## Curriculum by Year Group:

<https://www.hexhammiddleschool.co.uk/index.php/curriculum-by-year-group/>

## Curriculum by Subject:

<https://www.hexhammiddleschool.co.uk/index.php/curriculum-by-subject/>



Hexham Middle School

Year 5 Curriculum

**RESPECT. ENGAGE. ASPIRE.**

The HMS curriculum is sequenced to build on learning prior learning. Staff develop a coherent understanding of curricula across the Partnership as part of our ongoing working groups. At HMS, teachers plan in the long, medium and short-term to ensure consistency in the learning experience for all children. The long-term mapping details the sequence of learning in each subject, the key themes, how reading and literacy are developed, how our personal development curriculum is embedded and the key assessment strategies to ensure that staff and pupils know the security of learning. The curriculum is planned with ambition for all learners at its core and those with additional needs are empowered to succeed. Pupils learn about the influence of significant people both in history and in the modern world so that they develop an appreciation of the world in which they are living. Detailed medium-term planning is produced for effective implementation and consistency giving teachers the understanding of why learning happens when it does, what pupils should already know, how they will build on this learning and the required end-points (in terms of knowledge, skill and understanding).

Subject	Autumn	Spring	Summer
<b>Personal Development</b>  <b>(2 hours)</b>	<b>Assembly Themes including:</b> <ul style="list-style-type: none"> <li>Democracy in action; Will there ever be world peace?; Sustainability in our school; Dealing with our emotions; Firework safety; Building bridges not wall... Armistice Day; Anti-bullying – being generous and showing courage; Advent</li> </ul> <b>Character Education:</b> <ul style="list-style-type: none"> <li>Courage</li> <li>Generosity</li> </ul> <b>Skills Builder:</b> <ul style="list-style-type: none"> <li>Speaking</li> <li>Listening</li> </ul>	<b>Assembly Themes including:</b> <ul style="list-style-type: none"> <li>Aiming High/Aspirations; Lunar New Year; Holocaust Memorial Day; Diversity and Inclusion; Safer Internet Day; Love in Literature; Lent; National Careers Week; Red Nose Day; Earth Hour; Easter Story</li> </ul> <b>Character Education:</b> <ul style="list-style-type: none"> <li>Justice</li> <li>Humility</li> </ul> <b>Skills Builder:</b> <ul style="list-style-type: none"> <li>Aiming high</li> <li>Staying Positive</li> </ul>	<b>Assembly themes including:</b> <ul style="list-style-type: none"> <li>William Shakespeare; Interrogating integrity; Islam's holiest day; Florence Nightingale; Mary Seacole; Protected Characteristics: The Equality Act; Biodiversity; Caring for others; Magna Carta; Alan Turing's Example; Was Henry VIII a good leader?; Skills Builder</li> </ul> <b>Character Education:</b> <ul style="list-style-type: none"> <li>Integrity</li> <li>Honesty</li> </ul> <b>Skills Builder:</b> <ul style="list-style-type: none"> <li>Creativity</li> <li>Leadership</li> </ul>
<b>PSHE/RSE</b>  <b>(2 hours)</b>	<b>Living in the wider world:</b> <ul style="list-style-type: none"> <li>Shared responsibility</li> <li>Community</li> <li>Media literacy and digital resilience</li> </ul> <b>Relationships:</b>	<b>Relationships:</b> <ul style="list-style-type: none"> <li>Families</li> <li>Close positive relationships</li> <li>Safe relationships</li> </ul> <b>Living in the wider world:</b>	<b>Health and Wellbeing:</b> <ul style="list-style-type: none"> <li>Mental health</li> <li>Healthy lifestyles</li> <li>Keeping safe</li> <li>Ourselves growing and changing</li> </ul>

## Year 5 Curriculum

English including reading (12 hours)	Forest School (1 hour)
Mathematics (12 hours)	Science (5 hours)
History (2 hours)	PE (4 hours)
Geography (2 hours)	PSHE (1 hour)
French (2 hours)	RE (1 hour)
Art (2 hours)	Music (2 hours)
DT/FT (2 hours)	Computing (2 hours)

## Year 6 Curriculum

English including reading (13 hours)	Science (5 hours)
Mathematics (12 hours)	PE (4 hours)
History (2 hours)	PSHE (1 hour)
Geography (2 hours)	RE (1 hour)
French (2 hours)	Music (2 hours)
Art (2 hours)	Computing (2 hours)
DT/FT (2 hours)	Form Time/ Personal Development (5 hours)

### KS3 Curriculum (across the two-week timetable)

English including reading (8 hours)	Science (6 hours)
Mathematics (8 hours)	PE (4 hours)
History (3 hours)	PSHE (2 hours)
Geography (3 hours)	RE (2 hours)
French (2 hours)	Music (2 hours)
Art (2 hours)	Computing (2 hours)
DT (2 hours) / FT (1 hour)	Form Time/ Personal Development (5 hours)
Spanish (2 hours)	Drama (1 hour)

# Reading

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Reading is a huge part of life at HMS and we promote a positive reading culture every day in school. The school's 'Reading Strategy' can be found below and on our website.

Our HMS Library is at the heart of the school and children visit on a weekly basis – it opens for borrowing this year on 18<sup>th</sup> September (and is also open at break and lunchtimes as a quiet space).

Mrs Hayler promotes 'HMS Must Reads' as lists to motivate and encourage pupils to read widely – these are in your child's planner and on the website.

When do pupils read in school?

- As part of English lessons and specific whole-class reading sessions.
- As part of form time – reading as a class during Book Talk.
- Our curriculum is text-based across all year groups and the wide range of literature can be found in the 'Curriculum Overviews'.
- As part of all lessons, we feature high-quality texts and comprehension strategies.

<https://www.hexhammiddleschool.co.uk/index.php/reading-2/>

# Reading

## How do we teach reading?

- Text-based curriculum featuring a wide range of genres and text types – we weave non-fiction and poetry throughout our curriculum.
- Repeated reading – focus on small pieces of text to build pace and fluency – this also helps to teach strategies to break down unfamiliar vocabulary
- Whole class reading – modelled comprehension to develop strategies and confidence
- VIPERS – a focus on reading skills to develop the specific skills need to comprehend texts
- Library visits and reading for enjoyment – reading aloud to the teacher

## Support for struggling readers

Reading confidence, fluency and comprehension are fundamental to success in school. That is why we identify those who are struggling and intervene rapidly to ensure that pupils develop the essential skills. We take a tiered and targeted approach.

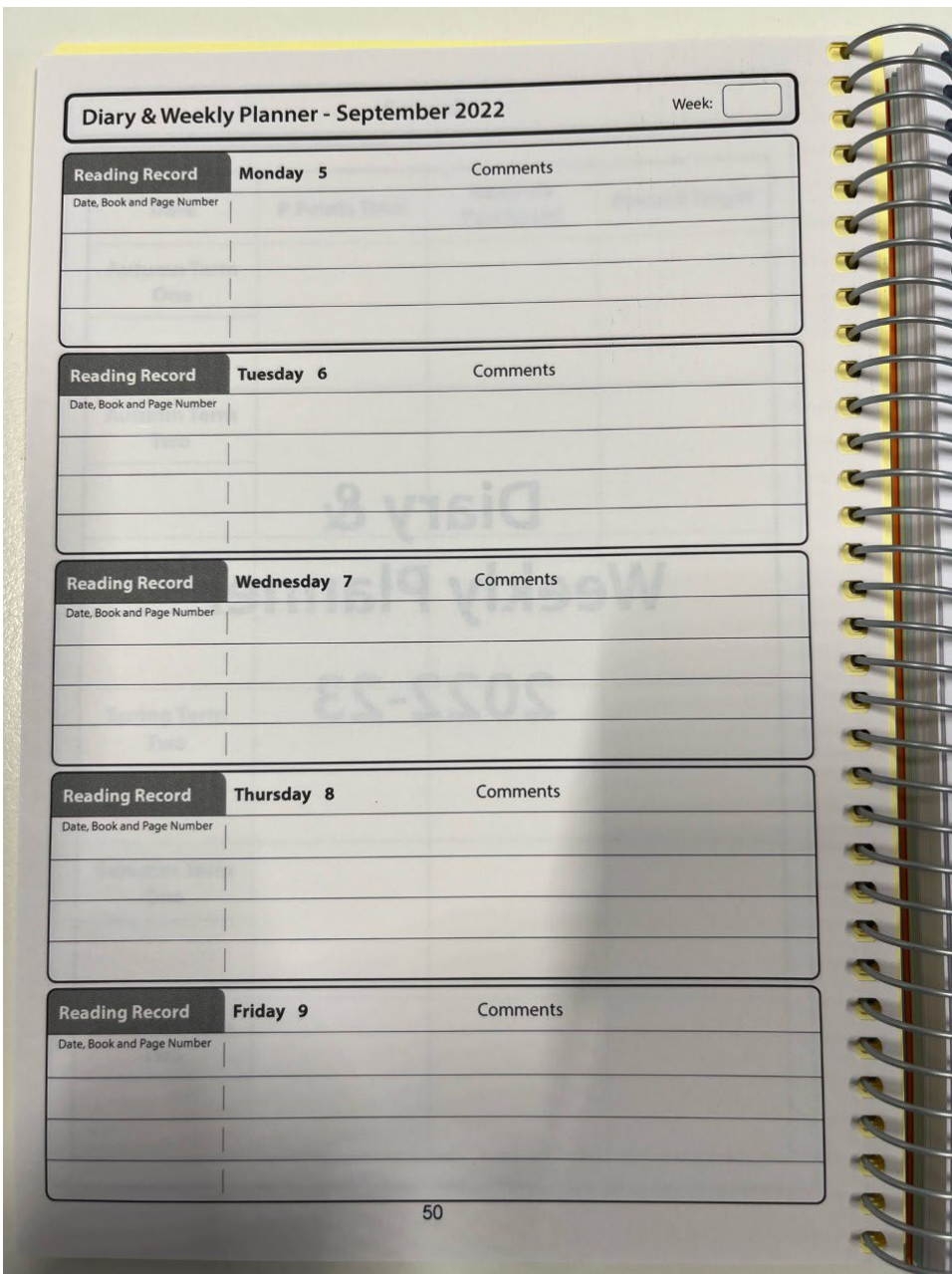
- Fresh Start – RWI phonics programme – targeted 1:1 or small group
- Reading Plus – online reading comprehension and fluency programme
- Guided reading groups – focus on reading confidence and understanding

## Reading Vipers

**V**ocabulary  
**I**nfer  
**P**redict  
**E**xplain  
**R**etrieve  
**S**equence or Summarise







## Reading at home

- We really need your support in encouraging your child to read at home on a daily basis.
- Children should read for at least 20 minutes per day.
- We want KS2 pupils to record their reading in their reading records within their planners. Complete this 3x per week.
- We ask that reading records are signed at least three times a week. This will be checked by form tutors/English teachers.
- We know that children may be independent readers – they can record their own entries and sign themselves. When you sign their planners once a week you'll check to back this up.
  
- Please encourage your child to read aloud at least once a week. This is a great way to develop their confidence and fluency.
- To promote discussion, there are linked question prompts below but any discussion around reading material will be beneficial.

Question prompts to promote discussion:

[https://www.hexhammiddleschool.co.uk/wp-content/uploads/2019/01/reading\\_prompt\\_questions\\_jan19.pdf](https://www.hexhammiddleschool.co.uk/wp-content/uploads/2019/01/reading_prompt_questions_jan19.pdf)

# EGPS



Spelling, Punctuation and Grammar (commonly known as SPaG) features throughout the curriculum.

How do we teach EGPS or SPaG?

- Daily memory and retention starters to revisit prior learning
- Grammar focus in lessons to weave skills into writing (applying skills)
- Weekly spelling teaching with a specific focus/rule
- Regular assessment to address gaps in learning
- Weekly homework tasks focused on key skills

Your child's planner has a helpful guide to grammar terminology on page 169.

[https://www.hexhammiddleschool.co.uk/wp-content/uploads/2019/01/ks2\\_english\\_spag\\_test\\_2016.pdf](https://www.hexhammiddleschool.co.uk/wp-content/uploads/2019/01/ks2_english_spag_test_2016.pdf)

[https://www.hexhammiddleschool.co.uk/wp-content/uploads/2018/11/y6\\_spag\\_coverage.pdf](https://www.hexhammiddleschool.co.uk/wp-content/uploads/2018/11/y6_spag_coverage.pdf)

## Year 5 and 6 Statutory Spellings

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



# Spelling

Spelling lists will be issued by your child's English teacher and will feature in the weekly homework.

We teach a comprehensive spelling curriculum which focuses on spelling rules and links back to early phonics skills from KS1.

We have noticed an increase in pupils struggling with spelling rules and we have responded with an enhanced focus.

That said, we need your support in ensuring that children learn their spellings and practise at least three times a week at home.

# Supporting English at home

Grammatical Terms used in the KS2 English Curriculum

Term	Meaning	Example
Noun	Used after a determiner such as 'the' Often an object or used to name something	Common noun – cat Proper noun – Hexham Abstract noun – love Countable noun – eight geese Uncountable noun - children
Verb	Gives a sentence its tense (i.e. past, present or future) Often called 'doing words' because they are often actions	To walk, to be, to run, to eat, to drive
Adjective	A word to describe a noun	Happy, grand, silly, unbelievable, terrifying
Conjunction	Expresses a time, a place or a cause. Used to link clauses in a sentence. Can be coordinating – there are only 7 coordinating conjunctions: For And Nor But Or Yet So (FANBOYS) or subordinating conjunctions – because, however, although, despite etc.	When, before, after, while, so, because.
Pronoun	A word used to replace a noun	It He She We They Us That
Adverb	A word to describe a verb	Walked <b>quickly</b> Ate <b>messily</b> Sitting <b>patiently</b> Arriving <b>soon</b>
Preposition	Expresses time, place or cause within a sentence. Shows an object's position.	Under, over, next to, behind, before, between
Determiner	Is the word before a noun. Can be an article (A, AN or THE) a quantifier (TWO, SEVEN, TWELVE) a possessive (THEIR, HIS, MY) or a demonstrative (THIS, THAT, THESE, THOSE)	A good teacher motivates her pupils. An angry dog barked. Those cakes are delicious.
Subject and object	The subject is what the sentence is about, the object appears in the sentence but is not the main subject. The subject 'does' the verb.	The <b>boy (subject)</b> kicked the <b>football (object)</b> .

- Daily reading
- Weekly signatures in the reading record
- Weekly spelling practice
- Homework completion
- Encouraging high standards and pride
- Discussion around reading and any text
- Positive motivation
- SPaG revision – try spotting grammatical errors in funny places!

[https://www.hexhammiddleschool.co.uk/wp-content/uploads/2018/11/grammatical terms ks2 english nov17.pdf](https://www.hexhammiddleschool.co.uk/wp-content/uploads/2018/11/grammatical%20terms%20ks2%20english%20nov17.pdf)

# Maths

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## Arithmetic

- Arithmetic involves fluency and recall.
- Pupils must develop their confidence in mental and written calculations.
- We will focus on arithmetic skill development every lesson.
- **Pace is important as well as accuracy in methods.**
- In school, we have regular 'Review to Remember' sessions to identify gaps in learning and to ensure that pupils have practice time to make mistakes and learn from them.

## Reasoning/Problem Solving

- We also develop reasoning and problem-solving skills throughout our lessons.
- Pupils must be able to explain concepts and show their understanding/strategy.
- **Discuss with your children: how do you know? Prove it? Explain your thinking.**
- Strategy is key – a stepped approach.
- Highlight the key information and focus on the vocabulary.
- Pupils' confidence is key to success – encourage them to relax and think – **what are they being asked to find out?**

$$\frac{1}{8} \div 2 =$$

$$7 \ 3 \overline{) 3066}$$

You can find the school's 'Calculation Policy' on the maths page of the website.

This is consistent across all of the schools in the Hexham Partnership.

$$2\frac{1}{2} - \frac{2}{3} =$$

$$51\% \text{ of } 900 =$$

# Supporting maths at home

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- Try to have a positive approach to maths at home and promote positive discussion.
- Encourage your child to adopt a strategy – relax, think, read the information carefully, use a glossary to identify unknown vocabulary, plan the steps needed to solve problems.
- Encourage regular times tables practise using TT Rockstars and other methods.
- Encourage regular arithmetic practise and development of mental and written calculation methods.
  
- [https://www.hexhammiddleschool.co.uk/wp-content/uploads/2018/11/mathematics\\_glossary\\_key\\_stages\\_1-3.pdf](https://www.hexhammiddleschool.co.uk/wp-content/uploads/2018/11/mathematics_glossary_key_stages_1-3.pdf)
- Calculation Policy is here: [https://www.hexhammiddleschool.co.uk/wp-content/uploads/2020/01/hexham\\_partnership\\_maths\\_calculation\\_policy.pdf](https://www.hexhammiddleschool.co.uk/wp-content/uploads/2020/01/hexham_partnership_maths_calculation_policy.pdf)

# Your child's learning – staying updated

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- Class Charts – day-to-day pastoral/ behaviour for learning updates.
- Parents' Evenings – dates are on the school website (1:1 meetings with each subject teacher).
- Mid-year report – an update on your child's achievement.
- End of year report – an update on your child's achievement.
- Open Book Evenings – an opportunity to come into school to review your child's work.



# Academic Support

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At Hexham Middle, we are committed to ensuring that every pupil achieves their full potential. Early academic support is key and we aim to:

- Provide quality first teaching where teachers regularly assess pupils' progress
- Empower pupils to feel confident and secure with their learning in all subjects
- Support pupils who may just need an extra little boost to enable them to fulfil their potential
- Provide RAPID intervention
- Provide pre-teaching sessions
- *Our Academic Support Coordinator is Mrs Bridget Toor*

<https://www.hexhammiddleschool.co.uk/index.php/academic-support-at-hms/>

# Year 6 End of Key Stage 2 Assessments (SATs)

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In May of year 6, pupils will sit their End of Key Stage 2 Assessments in reading, EGPS and mathematics.

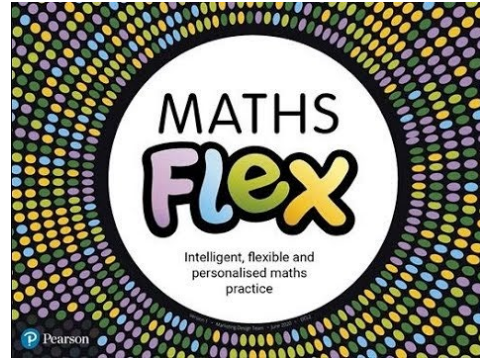
The dates are listed here – attendance during this week is obviously very important.

There'll be a SATs Information Evening for year 6 parents in January to talk through the assessment process and how we prepare pupils for the test week. There will also be more guidance on supporting learning at home and how to buy resources via school for your child to use at home.

Date	Paper
Monday 13 May	SPaG
Tuesday 14 May	Reading
Wednesday 15 May	Maths
Thursday 16 May	Maths

# Online resources

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# Homework

Your child will record homework tasks in their planner to promote independence and organisation.

We know that some children find homework challenging and we don't want it to cause a battle or tension at home.

1. Let us know if your child is struggling – we need to work together.
2. Try to approach things positively – be realistic about time expectations and consider your plans (we know everyone is busy!)
3. Try to find a calm, quiet space for children to work and 'own'.
4. Homework clubs run in school on a weekly basis – so tasks could be completed before children even leave school.

Homework Remember: *Remember to check your planner*

	Date Due	Done
English		
Maths		

Student Signature \_\_\_\_\_  
Parent/Carer Signature \_\_\_\_\_  
Tutor Signature \_\_\_\_\_

51

Design Technology	A series of pieces or one substantial project per half term. Vocabulary and knowledge quiz revision as required.
Food Technology	A series of pieces or one substantial project per half term.
Art	At least once per half term
Music	At least once per half term
Physical Education	Two end of unit assessments per half term

# Pupil Support – an overview

At HMS, pupil support is a vital part of school life. We have a dedicated and committed team to support pupils with any issue (however small) to ensure they have the best experience they can at HMS.

This begins with support from your child's form tutor. They are the first point of contact and can be contacted through [admin@hexhammiddle.org.uk](mailto:admin@hexhammiddle.org.uk) or via your child's planner.

**Hexham Middle School**  
*Respect. Engage. Aspire.* 

## Pupil Support Team



**Mr L Watters**  
Head of School



**Mr M Stephenson**  
Assistant Headteacher  
Designated Safeguarding Lead  
SENDCo



**Miss B Liddle**  
Head of Key Stage 2  
Deputy Designated Safeguarding Lead



**Mrs M Downes**  
Deputy Head of Key Stage 2



**Mr D Scott**  
Head of Key Stage 3  
Deputy Designated Safeguarding Lead  
Mental Health Lead



**Miss B Lamont**  
Deputy Head of Key Stage 3



**Mrs F Adams**  
Assistant SENDCo



**Mrs B Ygor**  
Academic Support Coordinator



**Mrs N Richards**



**Mrs L Dodds**  
Pupil Support Worker



**Mr S Hodgson**  
Attendance Officer

All staff members are here to listen and support you. Your form tutor is your key point of contact - you see them every day. If you have any concerns or questions, please speak to us straight away.

# Safeguarding



Safeguarding is our number one priority.

## How do children report concerns?

- To any member of staff
- First point of contact is your child's form tutor
- We are here to listen to and support with any concern.

## How do parents/carers report concerns?

- Contact Mr Stephenson via email or phone
- In his absence, contact the Deputy DSL team or Mr Watters
- In holidays, you can call NCC One Call Service.

Staff	Role
Mark Stephenson	Designated Safeguarding Lead (DSL)
Becky Liddle and Duncan Scott	Deputy Designated Safeguarding Leads
Duncan Scott	Designated Mental Health Lead
Dave Todd	Trust Online Safety Lead
Laura Dodds and Nicky Richards	Pupil Support Workers

<https://www.hexhammiddleschool.co.uk/wp-content/uploads/2023/04/HLT-Safeguarding-Child-Protection-Policy-December-2022-2.pdf>

# Class Charts

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Class Charts is online portal which we would encourage you to access on a regular basis to view your child's in-school behaviour record (P points and S points) and keep up-to-date with home learning requirements. It is a key means of home-school communication.

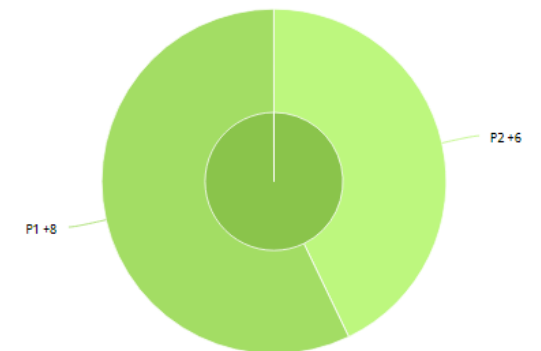
If you have any questions, please contact your child's form teacher in the first instance.

You should now have received two logins for Class Charts.

- Parent/carer login details
- Pupil login details



Behaviour score breakdown



# Rewards Store





# Your child's planner

Your child should use their planner to stay organised and to build their independence skills.

The planner (and reading record) should be checked and signed by a parent/carer on a weekly basis. These are checked by all form teachers on a Monday morning.

Key points to note:

- Timetable – back cover
- Uniform policy – p13
- Online safety – p21
- English resources – blue pages 171 – 178
- Maths resources – green pages 179 - 182

Homework Remember: 2023 Date Due Done

English

Maths

Other Subjects

Time Taken:

Parent/Carer & Teacher Comments / Other Activities  Letter Home  Received

Spelling List

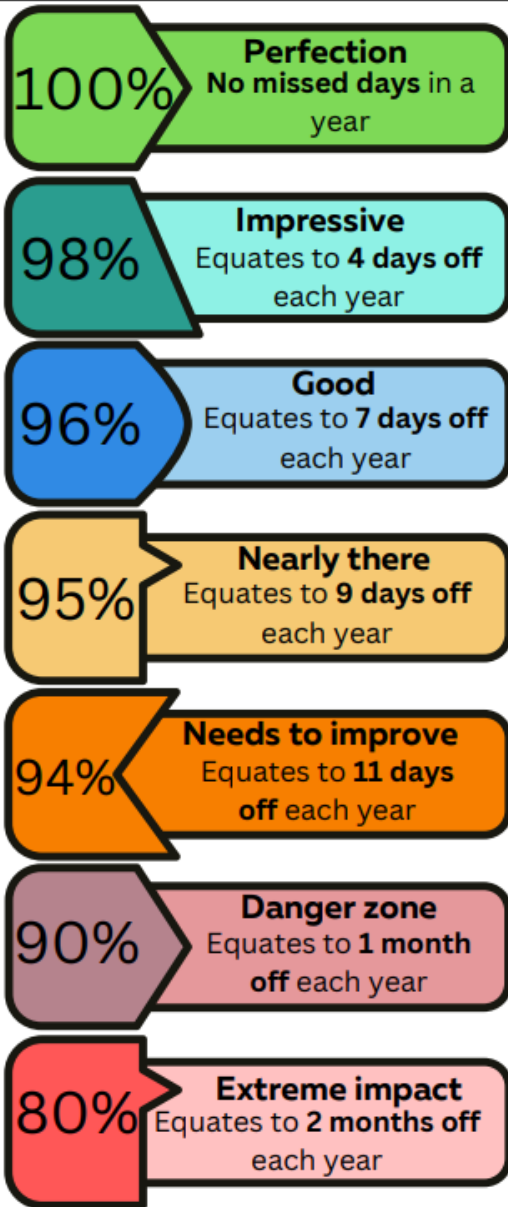
Student Signature \_\_\_\_\_

Parent/Carer Signature \_\_\_\_\_

Tutor Signature \_\_\_\_\_

51

# ATTENDANCE AND PUNCTUALITY



## Attendance

Attendance and punctuality (being in school and to lessons on time) is a high priority at HMS.

We expect students to be in school to learn and progress.

We have a dedicated attendance officer for Hadrian Learning trust.

# Uniform and Equipment

## General

Item	Description	Notes
School sweatshirt	HMS bottle green with school logo	<ul style="list-style-type: none"> <li>Only from approved uniform supplier</li> </ul>
White polo shirt	Plain white polo shirt with/without school logo	<ul style="list-style-type: none"> <li>Logo version optional</li> </ul>
Trousers/shorts	Grey/black formal trousers/shorts	<ul style="list-style-type: none"> <li>No leggings, jeans or jean-like trousers or shorts</li> <li>No tight cycling style type shorts or similar</li> <li>Shorts a long length and not unduly short</li> <li>No logos, studs or obvious zips</li> </ul>
Skirt	Grey/black formal school skirts	<ul style="list-style-type: none"> <li>Knee-length</li> <li>Not unduly short</li> <li>Not jersey stretch fabric</li> </ul>
Hosiery/Socks	Plain black tights or plain black, grey or white socks	<ul style="list-style-type: none"> <li>No visible logos or patterns</li> </ul>
Shoes*	Plain black leather/leather effect, polished shoes or low-heeled boots	<ul style="list-style-type: none"> <li>No patent or suede</li> <li>No trainers or sports shoes</li> <li>No obvious logos or branding</li> <li>No adornments</li> </ul>

## Accessories

Item	Description	Notes
Belts	Plain Black	
Hairstyles	Natural hair colour	<ul style="list-style-type: none"> <li>No extreme hairstyles</li> </ul>
Jewellery	Watches and one plain set of ear studs are permitted	<ul style="list-style-type: none"> <li>Ears studs <b>must</b> be removed for PE**</li> <li>No earrings or other piercings</li> </ul>
Make-up	A reasonable amount of make-up may be worn	<ul style="list-style-type: none"> <li>False nails are not permitted</li> <li>No nail varnish</li> </ul>

You can find the uniform policy on our website.

HMS run a 'Go Green' uniform recycling service. You can donate items to school at any point in the year. We keep a stock a logo'd jumpers, t-shirts and PE uniform.

You can request items via our website or by calling the school office team.

This service is kindly supported by Kate in our PTA.

If you need any support with purchasing uniform and equipment, please always know that you can get in touch with us.

# Play

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Y5 have their own spaces Mon – Thursday.

On Friday, they can choose to mix with Y6s if they want to.

Time is split between the Games Yard and the MUGA.

Equipment such as hoops, tennis balls and skipping ropes are available.

We also have quiet spaces by the MUGA and inside.

Next week, lunchtime clubs commence, providing another option for our pupils.

# Forest School

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Forest school has proven extremely effective at increasing children's confidence and resilience. Forest School sessions will take place fortnightly and are marked on your child's timetable.

For Forest School sessions, children will need to bring a change of shoes, waterproof coat and a spare pair of trousers/waterproof trousers as they will be outside in all weathers. Ideally clothes should have long sleeves and long trousers should be worn to reduce chances of scratches, stings etc.

Appropriate shoes are an old pair of trainers/walking boots or wellies. Ideally waterproof trousers should be worn over school uniform to save changing, but an old pair of tracksuit bottoms will also be fine.

Please use your judgement for the sessions by checking the weather: for example, if it is very cold, children will need a hat and gloves, or if it is very sunny, they will need a hat and sunscreen.



# Learning Support

<p><b>Mr M Stephenson</b> (Assistant Head &amp; SENDCo)</p>	<p>Mr Stephenson oversees all our SEND department and works with staff and parents to ensure your child is receiving the support identified to help them reach their potential at HMS.</p>
<p><b>Mrs F Adams</b> (Assistant SENDCo)</p>	<p>Mrs Adams is responsible for leading the department and the LSA team, working with Mr Stephenson to identify where support might be needed in lessons or as an intervention and ensuring that the support of external agencies is utilised fully where necessary.</p>
<p> <b>Mrs E Box</b>- Learning Support Assistant  <b>Mr A Drummond</b>- Learning Support Assistant  <b>Mr I Robson</b>- Learning Support Assistant  <b>Miss L Kennedy</b> – Learning Support Assistant  <b>Mrs G Young</b> – Learning Support Assistant  <b>Ms T Barrack</b> – Learning Support Assistant  <b>Mrs L Dodds</b> – Pupil Support Worker  <b>Mrs N Richards</b> – Pupil Support Worker         </p>	

Many pupils have access to the ‘Base’ at lunchtimes - this is staffed by a member of the team and is a safe space for pupils of all year groups.

Pupils can come and have some quiet time, play games with other pupils or just chat with their peers and staff. We have seen some lovely friendships develop over the years as the children are very supportive of each other and show respect whilst building their confidence and social skills. Some children may also use the Base for 1:1 or small group interventions led by an LSA.

All colleagues listed are Key Workers and will meet with you and your child throughout the year to discuss your child’s learning and engagement in school life.

# RESTORE

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Mrs Dodds and Mrs Richards lead our RESTORE provision.

We recognise that, as a result of the pandemic, many pupils require far greater support in school.

RESTORE provides targeted support for pupils in:

- Social, emotional support
- Behaviour support
- Mental health support
- Emotion Coaching
- Anger management



# 'Early Birds' – Breakfast Club



Early Birds: Breakfast Club will soon run on Monday, Tuesday, Thursday and Friday.

You can sign up for places via School Gateway.

Sessions run from 7.45 – 8.45.

The policy and further information can be found here:

<https://www.hexhammiddleschool.co.uk/index.php/breakfast-club/>



# HMS PTA

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We are very lucky to have an amazing PTA who work so hard to support school life.

The PTA have worked exceptionally hard to plan and host exciting events for the children which support school life.

Our PTA support: funding school trips, workshops and visits; books incl. dyslexiafriendly books for the library and will soon be funding music opportunities.

Events include: discos, games nights, pop-up gift shops, movie nights, the summer fair and much more!

How can you help?

- Supporting PTA events as much as you possibly can
- You may wish to join the PTA who are a friendly, welcoming group (including me!)
- Sign up to our HMS PTA Lottery (a monthly prize draw)

Thank you for the continued support and for listening to lots of information tonight. The slides will be sent home for reference at a later date.

Please don't hesitate to contact your child's teacher with any questions/concerns.

Any questions?