

WELCOME TO
KS2



A decorative border surrounds the central text, featuring various science-related icons. At the top, there is a ruler, a magnifying glass, a test tube with orange liquid, a flask with green liquid, a globe, a petri dish with red streaks, and an atom symbol. At the bottom, there is an atom symbol, a test tube with orange liquid, a flask with green liquid, a petri dish with red streaks, a magnifying glass, and a ruler. The background of the border is a blue and white pattern.

WELCOME TO KS2

We look forward to working with you to help your children develop their learning and independence as they prepare for the next phase of their education. Learning is our core purpose and we champion independence, challenge and learning within a safe environment, where everyone is kind, considerate and respectful of each other.

	Start Time	Session 1	Break	Session 2	Lunch	Afternoon Session	Home Time
<i>FS2</i>	8:30am – 8:40am	8:45am – 10:15am	10:15am – 10:35am	10:35am – 11:50am	11:50am – 1:00pm	1:00pm – 3:15pm	3:15pm
<i>Year 1/2</i>	8:30am – 8:40am	8:45am – 10:40am	10:40am – 11:00am	11:00am – 11:50am	11:50am – 1:00pm	1:00pm – 3:25pm	3:25pm
<i>Year 3/4</i>	8:30am – 8:40am	8:45am – 10:40am	10:40am – 11:00am	11:00am – 12:00pm	12:00pm – 1:00pm	1:00pm – 3:25pm	3:25pm
<i>Year 5/6</i>	8:30am – 8:40am	8:45am – 10:40am	10:40am – 11:00am	11:00am – 12:00pm	12:00pm – 1:00pm	1:00pm – 3:15pm	3:15pm



START AND END OF DAY

- Parents/Carers can enter the school site through the gates on the school field or through the gates on the KS2 playground. They should then make their way to the relevant playground to wait at both the start and end of the day.
- KS2 will start their school day at 8:30am – 8:40am.
- This 10-minute window gives children time to get into the building and get themselves ready to learn.
- Please ensure children arrive on time. Arriving after the designated start time, will mean your child will miss crucial learning time and may be given a late mark.
- Year 5/6 will end their school day at 3:15pm and Year 3/4 will end at 3:25pm by being dismissed from the KS2 playground.
- Children will be dismissed by staff when they see the parent/carer who is collecting them, so please be patient with us.
- Children in Year 6 are allowed to walk home alone, but the office must have parent consent to do this. No child younger than Year 6 can walk home alone.

UNIFORM



- We expect KS2 pupils to help set high standards by dressing smartly for school.
- Please remember the school colour for jumpers and cardigans is navy blue and not black or grey.
- Shoes should be black, low-heeled and sensible for running around the playground. They should be COMPLETELY black. No other colours on shoes will be allowed.
- As part of our OPAL work, all children also need a labelled pair of wellies to wear at lunchtime.
- Please ensure that all uniform is clearly labelled with your child's name.
- Pupils are permitted to wear a wristwatch and small stud earrings (no hoops). No other jewellery is permitted and smartwatches are also not permitted in school.
- Unless walking home alone (Year 6 only), mobile phones should NOT be brought into school. If they are, a form must be completed and they must be taken to the office first thing in the morning where they will be kept until home time. They should never be used on school site unless in an emergency.
- Long hair should be tied back at all times.
- Haircuts and hair colours should be respectful and sensible.
- Nail polish and make up should not be worn at school.
- More information about uniform can be found on our website



P.E. Kit



- Most P.E. will take place outdoors when possible, however indoor P.E. is more suitable for gymnastics and dance.
- For indoor P.E. children require a white/blue t-shirt, black/navy shorts and plimsolls/trainers. They may also bring black/grey/navy tracksuit bottoms, black/grey/navy jumper/tracksuit, trainers and a spare pair of socks for outdoor P.E.
- PE kits should be brought into school at the start of the half term and can be collected at the end of the half term.
- Earrings and watches must be removed for P.E.
- As with uniform, we ask that all P.E. kit is clearly labelled with your child's name.

BOOK BAGS AND EQUIPMENT

- In order to cut down on the amount the children are bringing into school, all equipment needed will be provided by the school for children to use. Therefore, children will not need to bring their own pencil cases and stationery to school.
- It is expected that the children will be responsible for caring for the equipment provided.
- We have listened to parent feedback and although we still provide all children with a plastic reading packet, we will also allow school reading satchels such as the one pictured below.



- Rucksacks and large bags are not permitted due to lack of storage space within classrooms.

HEALTHY SCHOOLS



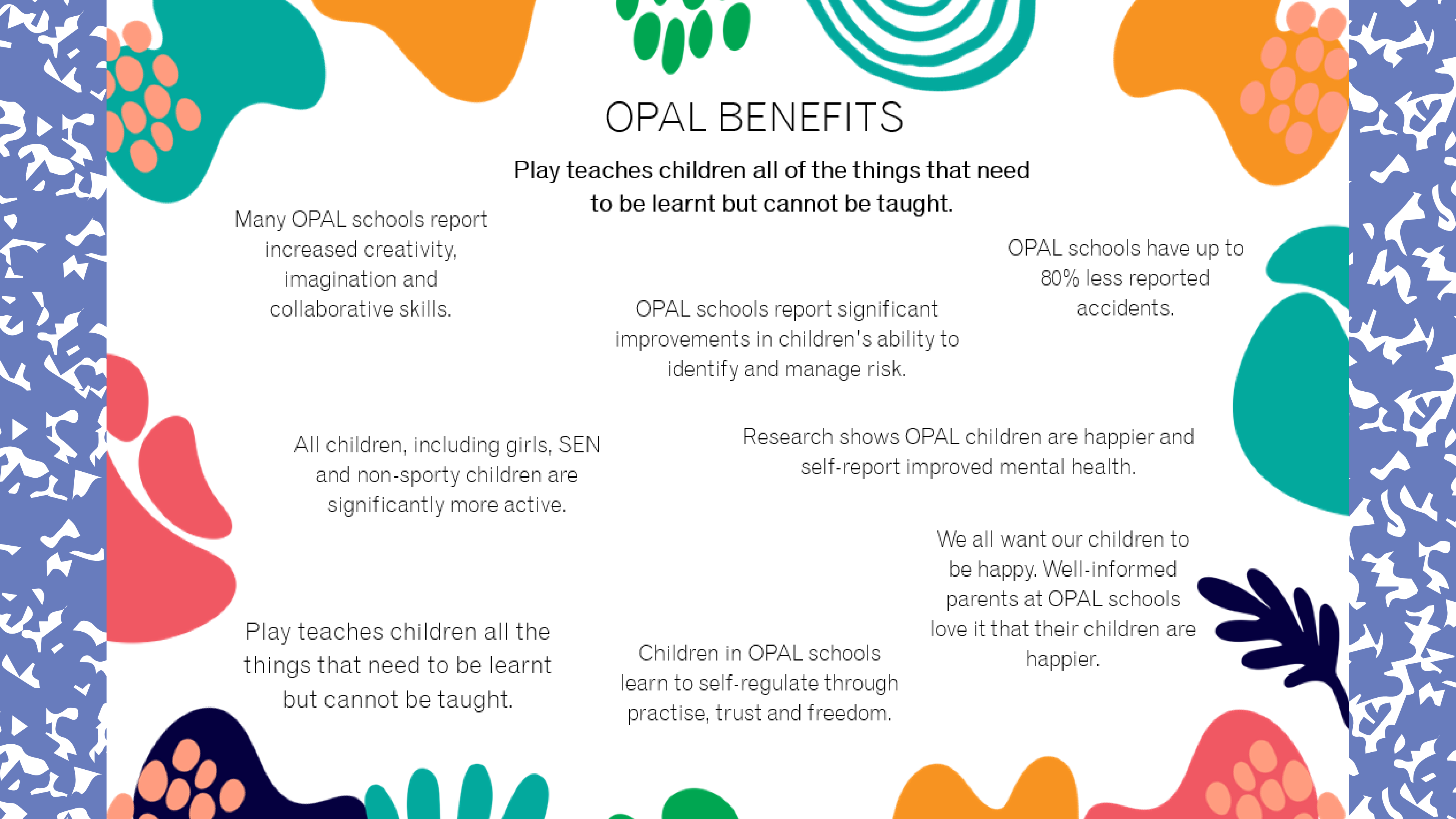
- Please ensure your child has a named bottle in school, for regular drinks of water. This should only be water – squash and other drinks are not permitted.
- Morning break snacks should be brought from home and should be fruit or vegetables only. No other snacks are permitted.
- Please remember that your child is no longer entitled to free school milk. Please contact the office if you would like to pay for them to continue receiving it.
- We also aim to provide more opportunities for short bursts of physical activity throughout the school day, such as Walk & Talk.
- Hot lunches are available and we are continuing our cafeteria style service, with a choice of main meals. Meals need to be ordered a week in advance, using your ParentPay account.
- Children may bring their own lunch, in a named lunch box.



OPAL LUNCHTIMES

- At St Andrew's, we believe that play is an essential part of every child's development and wellbeing. That's why we have chosen to adopt the OPAL (Outdoor Play and Learning) Primary Programme – an award-winning, school improvement initiative that helps schools transform the quality of play for all children.
- The OPAL approach is based on the understanding that play is not just a break from learning, but a key part of how children learn and grow. It supports creativity, social skills, problem-solving, physical activity, and emotional resilience – all while making playtimes more fun, inclusive, and engaging.
- Through OPAL, we are working to create more diverse and stimulating outdoor play opportunities that reflect children's natural curiosity and need for exploration. This includes access to a wider range of materials and environments that encourage imaginative, active, and cooperative play – from loose parts and water play, to quiet areas and nature-based zones.
- We've chosen to implement OPAL at St Andrew's because it aligns with our commitment to developing confident, happy, and well-rounded learners. By improving playtimes, we are not only enhancing children's enjoyment of school, but also supporting their behaviour, focus, relationships, and overall mental health.
- Our vision is for every child at St Andrew's to experience high-quality, meaningful play – every single day.

let's play

The background of the entire page is decorated with various colorful abstract shapes and patterns. On the left and right sides, there are vertical blue bands with white geometric patterns. The main area is filled with large, organic shapes in teal, orange, red, and dark blue, some of which contain smaller circles or dots. At the top center, there are green and teal concentric circles and a cluster of green dots.

OPAL BENEFITS

Play teaches children all of the things that need to be learnt but cannot be taught.

Many OPAL schools report increased creativity, imagination and collaborative skills.

OPAL schools have up to 80% less reported accidents.

OPAL schools report significant improvements in children's ability to identify and manage risk.

Research shows OPAL children are happier and self-report improved mental health.

All children, including girls, SEN and non-sporty children are significantly more active.

We all want our children to be happy. Well-informed parents at OPAL schools love it that their children are happier.

Play teaches children all the things that need to be learnt but cannot be taught.

Children in OPAL schools learn to self-regulate through practise, trust and freedom.



R Respect every adult.

E Equipment is used correctly and safely.

S Say sorry, even if it is an accident.

P Play together kindly and not aggressively.

E Everyone uses positive words.

C Care for everyone.

T Tell the truth.

Golden Rule

We treat others as we want to be treated ourselves.





St Andrew's CofE Primary and Nursery School

Relationship Policy

💡 Our Vision

We build positive relationships rooted in our **Christian values**
Love, Respect, Forgiveness, Trust, Courage, and
Thankfulness.
👉 Behaviour is **taught, modelled, and supported**, not just
managed.

🌈 Our Core Values - Expect RESPECT

- 🧐 **R** - Respect everyone
- 🛠 **E** - Equipment is used correctly and safely
- 🗣 **S** - Say sorry, even if it's an accident
- 🤝 **P** - Play together kindly
- 😊 **E** - Everyone uses positive words
- ❤ **C** - Care for everyone
- ✅ **T** - Tell the truth

Golden Rule: We treat others as we want to be treated ourselves

📚 Teaching Positive Behaviour

- Behaviour is **explicitly taught** in lessons.
- *Zones of Regulation* help children learn to manage emotions.
- Goal = move from **co-regulation** → **self-regulation**.

🌟 Positive Behaviour Support

- 📋 **Recognition Boards** – celebrate effort & values.
- 🏠 **Class Dojo Points** – earned for good choices, used in the Dojo Shop.
- ⭐ **Star Awards** – weekly class recognition.
- 🏆 **Push Out into the Deep Award** – parent nominations for community impact.

💬 Relational Approaches

- 🧠 PACE – Playfulness, Acceptance, Curiosity, Empathy.
- ❤️ Emotion Coaching – validate feelings + problem-solve.
- 🔄 Restorative Practice – repair harm through structured conversations.

⚖️ Consequences

- 💡 Low-level – gentle reminders.
- 🗣️ Stage 1 – restorative conversation.
- 🔧 Stage 2 – conversation + consequence (e.g. missing one playtime), parents contacted.
- 🏢 Stage 3 – Senior Leader involvement; parents contacted.
- 👉 *We Praise in Public (PIP) and Remind in Private (RIP).*

🤝 Partnership with Parents

We commit to:

- Sharing successes & concerns.
- Involving parents in restorative meetings.
- Signposting extra support where needed.

★ “Visible consistency with visible kindness allows exceptional behaviour to flourish.” – Paul Dix

ASSESSMENT

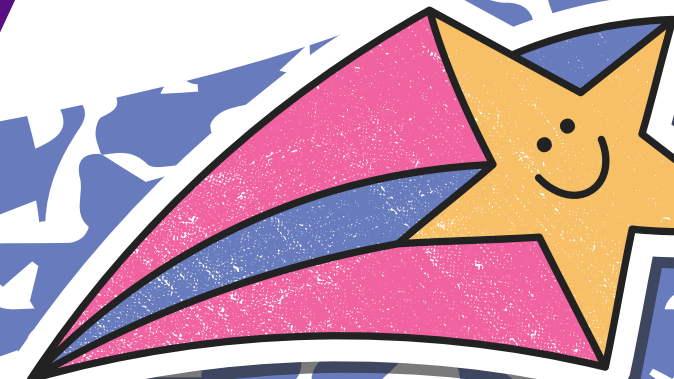
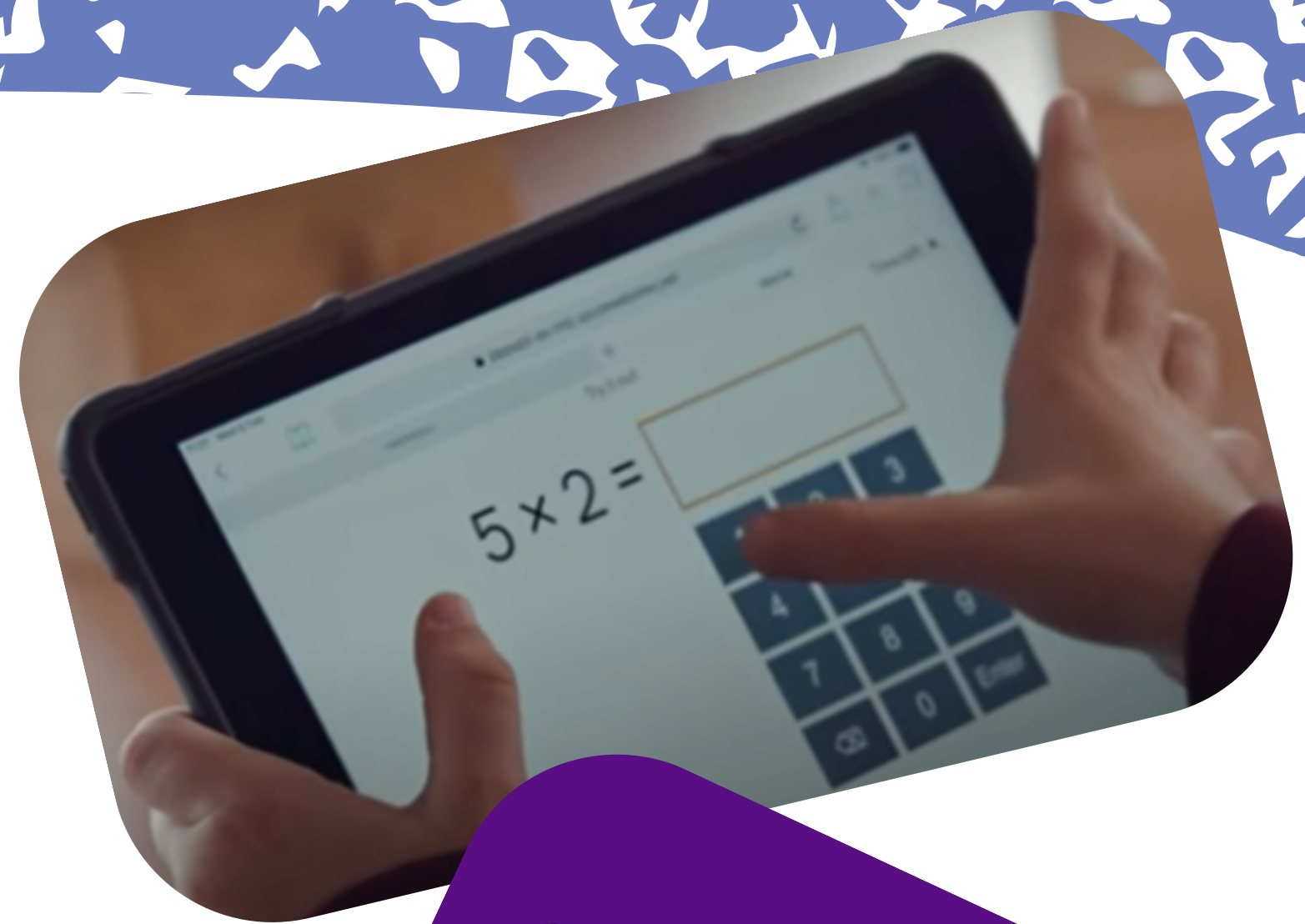
- A variety of assessments will take place throughout the year, especially at the end of each term. These assessments will take various forms and will be used to assess the progress your child is making. These assessments also allow us to identify any areas that children still need more work on.
- Although these end of term assessments are important, our day-to-day assessment and feedback is vital to supporting your child's progress. This can take many forms, including verbal feedback, marking and observations.
- For pupils in Year 4, they will need to complete the Year 4 Multiplication Tables Check (MTC) in June. They will be expected to answer times tables questions up to 12×12 and only have 6 seconds to answer each one!
- For pupils in Year 6, SATs tests in English and Mathematics will be administered in May. The dates for the Year 6 SATs for this year are: Monday 10 May – Thursday 14 May.
- For the Year 6 tests, children who are absent will NOT be able to take the tests at any other time. Further information will be sent out regarding these assessments closer to the time.

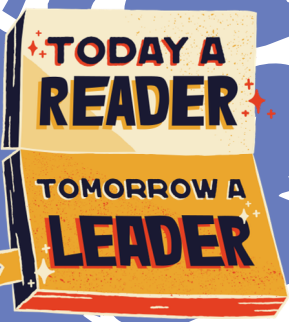


In June the Year 4 children will take the Multiplication Tables Check set by the government.

The test covers the times tables from 2 up to 12. Pupils will be asked 25 questions with 6 seconds to complete each question.

The best way to practise is to use Times Tables Rockstar, using the Soundcheck option and to keep asking your child multiplication and related division questions.





READING

- Even better readers benefit from reading aloud with an adult on a regular basis.
- Your child will be expected to read at home with an adult and record this in their Reading Record, at least five times per week to achieve 5 Dojo Points. 4 reads will achieve 4 Dojo Points and 3 reads will achieve 3 Dojo Points, but always aim for the 5!
- Reading Records need to be brought to school every day. On a Friday, your child will hand in their Reading Record and your child's class teacher will check how many times your child has read with an adult over the past week.
- At the start of the year, children will be taking a STAR reading test to assess their reading age. This will allow us to decide which stage from our reading scheme is most appropriate for your child and will be based upon comprehension as well as reading fluency.
- Alongside their reading book, each child will also have a Free Reader book. The Free Reader book will not be matched with the stage the child is currently reading at, it is a book of their choice to enjoy and read for pleasure.
- Please use the Reading Record to record when you have listened to your child read. Remember this doesn't always have to be their school book. It is good to read a variety of different books to foster a love of reading.
- Remember our Reading Records are much more than a book to record reading! They are a fantastic learning aid that can be used both at home and at school to support your child's reading, writing and spelling.



WHAT CAN YOU DO TO HELP?

- Finding opportunities for learning in everyday situations can be really helpful. Children will then be learning and practising knowledge and skills without even realising it!
- Practising the recall of times tables is extremely important for all children in KS2 (especially in Year 3 and Year 4!). This includes the division facts too! There are lots of online games to help with this, including 'Hit the Button' and of course, Times Tables Rockstars.
- Key mental maths skills are also extremely important and the White Rose Maths 1-minute maths app is perfect to practise these skills.
- We can never overstress the importance of reading and sharing books at home. The discussion of these books will also help your child to develop their interest in story, vocabulary and understanding of the world. Comprehension skills will also come from this. This is all crucial at this stage of their education.
- Working with children to practise the key knowledge they learn across the curriculum to get it to become 'stuck' in their head will help.
- Working on weekly LbQ (Learning by Questions) independent study tasks will really benefit your child too!

AND FINALLY...

- Please keep in touch! Use your Dojo account to message school during the hours of 8:00am – 6:00pm (it's good to receive positive comments too!).
- All absences must be reported to the school office, who will then let your child's class teacher know.
- Remember to keep checking our school website to keep up to date with important dates and information. You can even link the calendar to your phone!



We look forward to working with you and your child over the coming year.