Desford Community Primary School (5)



2024-25 Parent Welcome Meeting

Year 5

Aims & Purpose



To give parents an overview of the key areas of school culture, behaviour and curriculum.

Meet the staff
School Ethos
Behaviour
Uniform/What to bring

Attendance & Punctuality
Curriculum & Homework
SEND/Pupil Premium
Communication

STAFF



Falcons

Mrs Kelsey

Red Kites

Mrs Tilley

Support Staff

Mrs Tsang

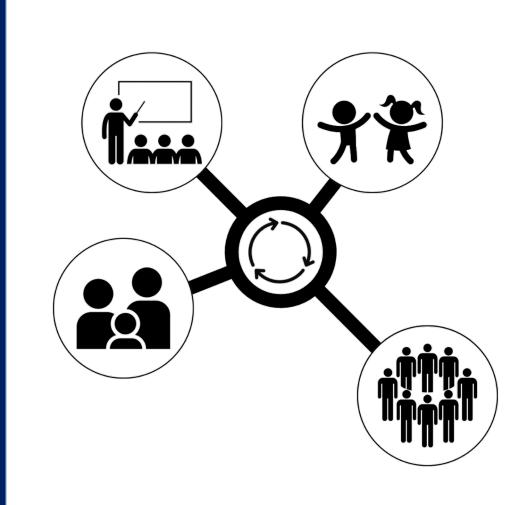
Miss Valentine

Miss Boag

SCHOOL ETHOS & CULTURE

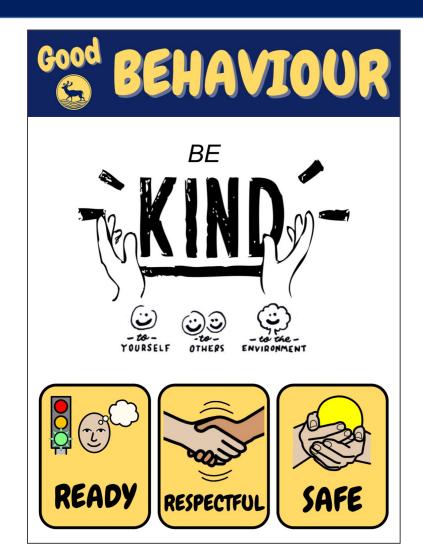


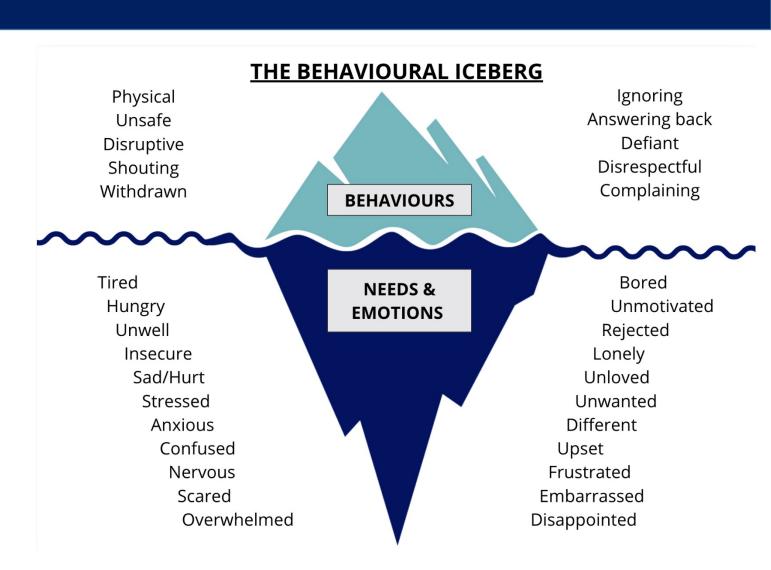




BEHAVIOUR







BEHAVIOUR



a BEHAVIOUR



PRAISE AND POINTS

- You can earn praise and Dojo points by following our school rules and routines.
- Staff may tell your parents how brilliant you have been.
- Any member of staff can praise your behaviour and award you with Dojo points.
- Lunchtime staff can award you with stickers or tokens that earn Dojo points.



CONSEQUENCES

- Staff will use the behaviour pyramid to support & respond to your behaviour.
- Some behaviours may result in you losing some break or lunchtime.
- Staff will always speak with you about your behaviour
- Staff may speak with your parents if your behaviour is not meeting expectations.

WHOLE CLASS

REWARDS

their Class Dojo Points Target.

Targets take class size into account.

WHOLE CLASS REWARDS

An afternoon of activities that have

been voted for by the children.

Usually on a Friday afternoon towards

the end of a half term.



RECOGNITION BOARDS



children, their label move onto the recognition board beside the behaviou

RECOGNITION BOARD

Every child is awarded 5 Points each once everyone's name is on the board. Board should be completed at least once

CLASS CHAMPION



Awarded for 'standout moments' that demonstrate the school ethos & values 2 to 4 awards given our each week.

Each child awarded up to 4 per year

CLASS CHAMPION Certificate presented in an assembly Additional break time.

'Front-of-line' pass for I week.





2) Ready

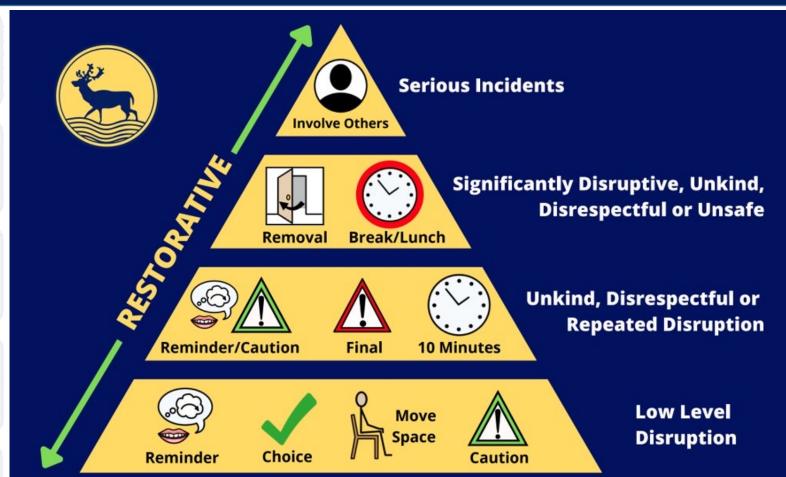


3) Respectful



4) Safe





BE KIND, READY, RESPECTFUL AND SAFE

BE KIND, READY, RESEPCTFUL and SAFE

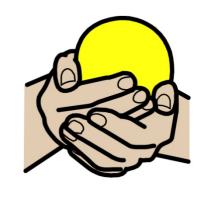
BEHAVIOUR





High Expectations – Never lowered

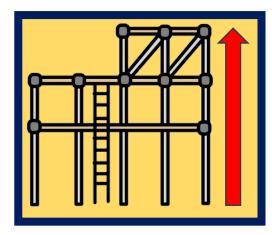






Safeguarding

Individual Context



Scaffolding Up

QUESTION & ANSWER



UNIFORM EXPECTATIONS



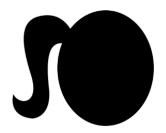




UNIFORM EXPECTATIONS



Hair & Accessories



Hair should be smart and presentable whilst allowing for some self-expression.



Small, subtle hair accessories in school uniform colours are permitted (e.g. blue, white, black and grey).



Children can wear hats during outdoor social time and in PE lessons for sun protection.

Jewellery & Devices



Jewellery such as earrings, necklaces, bracelets and friendship bands are not permitted, with the exception of small studded earings.



Watches are allowed. Devices that have the capacity to take video/photos or send & receive messages or calls not permitted.



Mobile phones are not permitted in school except in circumstances outlined in the mobile phone policy which can be found on the school website.

PE UNIFORM EXPECTATIONS



THE LOWER HALF

We appreciate that finding shorts, tracksuits or leggings in school colours may be more difficult from some shops, so we ask that you buy them in line with the readily available colour scheme shown below.



THE TOP HALF

We ask that your child always changes into a different top for PE. This should be a standard plain T-shirt or sport T-shirt and in one of the colours shown below. No logos, slogans or team kits (e.g. football, rugby)



T-shirt

Jumper

PE UNIFORM EXPECTATIONS



PE SAFETY



JEWELLERY

We ask that all jewellery and watches are removed for PE and swimming. It may be more convenient for jewellery to be removed on PE days.



HAIR

All children with longer hair need to tie their hair back for PE lessons. Where children do not have hair ties, we will provide them to the children.



WEATHER

Children in Key Stage 2 need to be prepared for outside PE but children in EYFS, Y1 and Y2 will usually be indoors when the weather is colder.



NON-PARTICIPANTS

Pupils unable to take an active part in a lesson will fulfil a non-participant role such as: a journalist; equipment manager; coach; referee.

Footwear does not need to be in the school colours and should be PE trainers that fit comfortably.



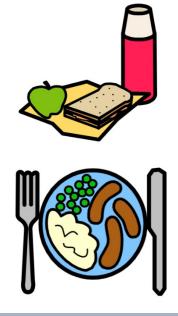
PE Trainers or plimsolls

SNACKS & LUNCH

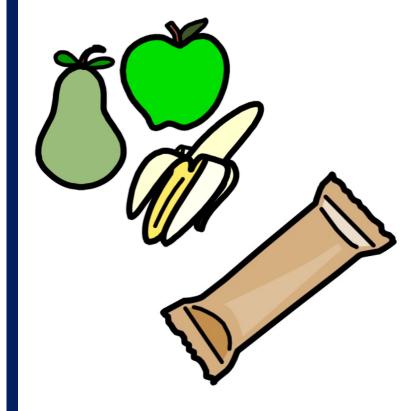




Hot dinners & Packed Lunches



Snacks in EYFS, KS1 and KS2



AUTUMN TERM - 1st Half

MENU 'WEEK 1'	MENU 'WEEK 2'	MENU 'WEEK 3'
Week Beginning 26th August 2024	Week Beginning 2nd September 2024	Week Beginning 9th September 2024
Week Beginning 16th September 2024	Week Beginning 23rd September 2024	Week Beginning 30th September 2024
Week Beginning 7th October 2024	Week Beginning 14th October 2024	

Allergy Aware





NATIONAL ADVICE: The Anaphylaxis Campaign does not advocate a total nut ban in schools because it is extremely difficult to enforce due to so many different products containing nuts or traces of nuts.

When we know your child has a serious food allergy, we will meet with you to discuss their needs and create a care plan based upon these needs. The Kitchen will also create a diet plan.

PARENTS WILL:

- Provide details of any food allergies their children may have
- Not send any food into school that they know contains nuts
- Encourage their children not to share their food with other children

WHAT TO BRING



Please Bring

Water bottles

PE Kit stays at school

Reading book & record

Achievement certificates/awards

Do not bring

Toys

Expensive items

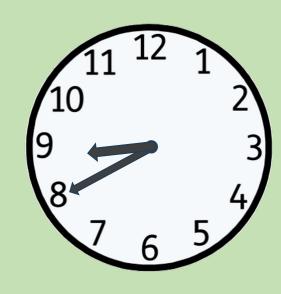
Jewellery

QUESTION & ANSWER



PUNCTUALITY AND ABSENCE





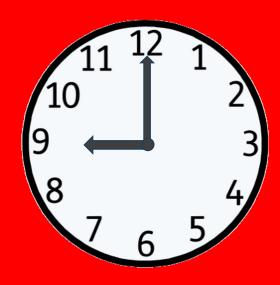
Gates open 8:40

Initial Learning 8:40 – 9:00



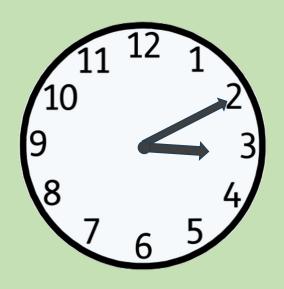
Gates close 8:50

Register taken 8:50 -9:00



Register closes 9:00am

Further arrivals marked as absent



Gates open 3:10

Children collected

PUNCTUALITY AND ABSENCE



Attendance	Number of days absent per year*	Rating	Comment
99% to 100%	1-2 days	Attendance Hero	Attendance HERO!
97% to 98.9%	3-5 days	Green	Good
96% to 96.9%	6-8 days	Amber – Green	Below College target
94% to 95.9%	9-11 days	Amber	Requires Improvement
90% to 93.9%	12-19 days	Amber – Red	Cause for Concern
Below 90%	20 days or more	Red	Serious Cause for Concern













PUNCTUALITY AND ABSENCE



Penalty Notices for unauthorised absences: What you need to know about the changes.

With the introduction of the new National Framework for Penalty Notices, the following changes will come into force for unauthorised absences that occur after 19th August 2024.

5 Consecutive Days of Term Time Leave.

Penalty Notice fines will be issued for term time leave of 5 or more consecutive days, and for fewer days where this has happened before.

10 Sessions of Unauthorised Absence in a 10-week period.

Penalty Notice fines will be considered when there have been 10 sessions of absence in a 10-week period.

Per Parent, Per Child

Penalty Notice fines will be issued to each parent, for each child who was absent.

For example: 3 siblings absent for term time leave will result in each parent receiving 3 separate fines.

First Offence

The first time a Penalty
Notice is issued for Term
Time Leave or irregular
attendance the amount will
be:

£160 per parent, per child when paid within 28 days.

Reduced to £80 per parent, per child if paid within 21 days.

Second Offence (within 3 years)

The second time a Penalty Notice is issued for Term Time Leave or irregular attendance the amount will be:

£160 per parent, per child when paid within 28 days.

(No option to pay at £80 level)

Third offence and Any Further Offences (within 3

The third time an offence is committed for Term Time Leave or irregular attendance a Penalty Notice will not be issued. The case will proceed to the Magistrates' court.

Magistrate's fines can be up to £2,500 per parent, per child.

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Please consult your school's attendance policy and speak with your school if you are thinking of taking your child out of school during term-time. It is likely you will need to make a written request to take your child out of school and any leave of absence will need to be agreed by your Headteacher before it is taken.



QUESTION & ANSWER



TIMETABLE

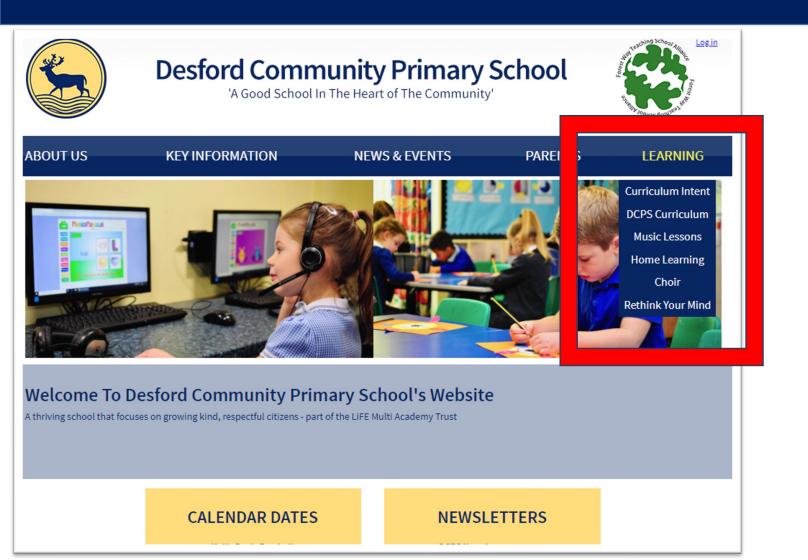


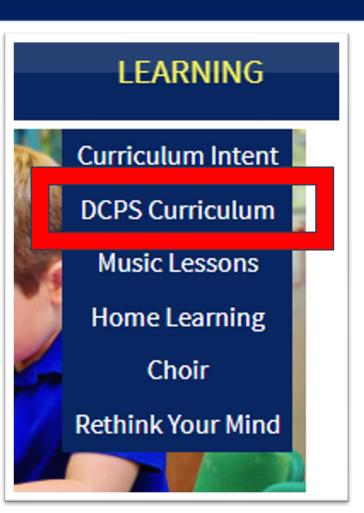
Year 5 Timetable Week Beginning:

	08:40- 9:00	9:05-9:45		9:45-10:50 10:50- 11:05 11:05-12:40		11:05-12:40		12:40- 13:30		13:30-15:10	
Monday	Early bird grids/AR	Assembly (9-10- 9:30)	Reading	Writing		Maths	Spelling (CEWs)		Read class book	R	Ε
Tuesday	Early bird grids/AR	Reac	ling	Writing		Maths	Spelling (CEWs)		Read class book		urriculum
Wednesday	Early bird grids/AR	Reac	ling	Writing	Break	Maths	Spelling (CEWs)	Lunch	Read class book	Handwriting	Wider Curriculum
Thursday	Early bird grids/AR	Reading		Writing		Maths	Spelling (CEWs)		Read class book	PE/Fr	rench
Friday	Early bird grids/AR	Read	ling	Writing		Maths	Spelling (Spelling Shed)		Read class book	E-Sa	ifety

CURRICULUM DOCUMENTS

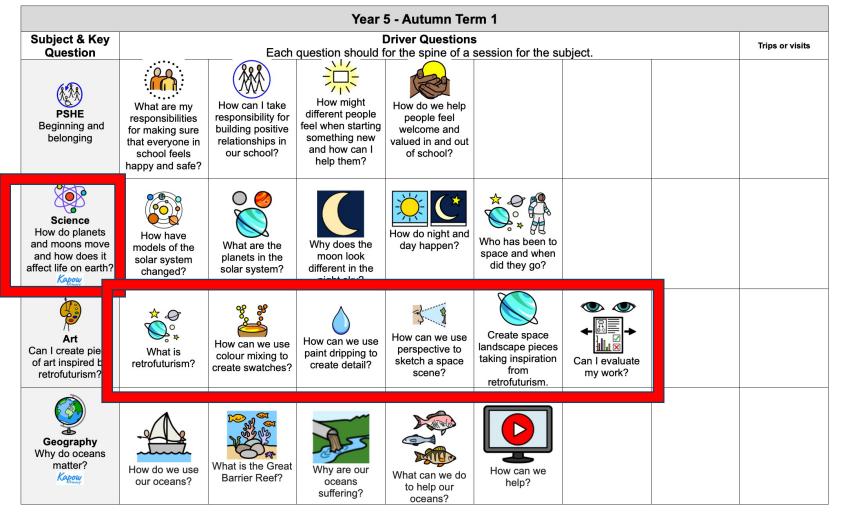






CURRICULUM DOCUMENTS





Unit driver question

Lesson driver question

ENGLISH DOCUMENTS

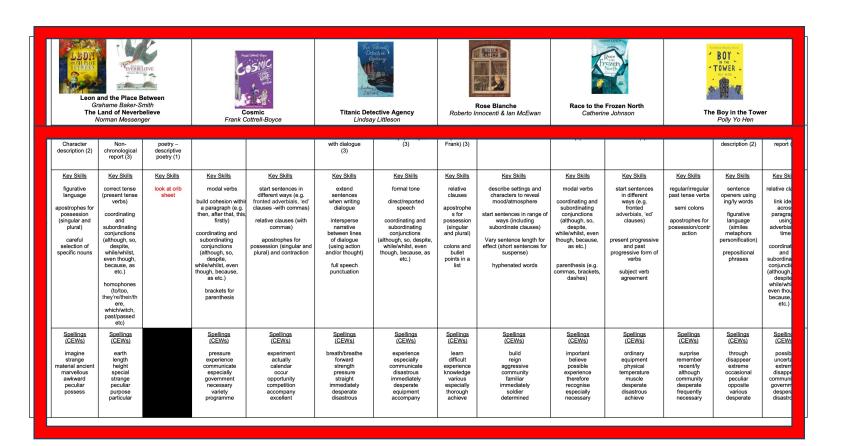


Yr.	Text	Sentence	Word	Punctuation
	Develop confidence in using paragraphs by changing place, time and action (and linking ideas across paragraphs) Use a wider range of devices to build cohesion within a paragraph (For example: then, after that, this, firstly) Edit and improve work by selecting appropriate grammar and vocabulary, understanding how choices can enhance meaning	Confidently, use a range of conjunctions of subordination and coordination, e.g. because, as, so, even though, although, despite, while, meanwhile, etc. Introduce relative clauses beginning with: who, which, that, where, when Confidently start sentences in a range of ways, including fronted adverbials (including 'ed' clauses – e.g. Disappointed, Isaac closed the door to his room.) Extend sentences, when writing dialogue (e.g. "Help!" Alexis screamed, as she jumped backwards from animal's cage.)	Embed previously learnt prefixes/suffixes and develop the use of new prefixes/suffixes Indicate degrees of possibility using modal verbs (e.g. might, should, will, must, etc.) or adverbs (perhaps, surely, etc.) Make careful selection of specific nouns (e.g. The great oak in the middle of the park, A Lamborghini raced around the track, etc.)	Consolidate the use of full punctuation for direct speech – i.e. Comma between direct speech and reporting clause e.g. "It's late," gasped Cinderella. Or use end punctuation within inverted commas, e.g. The conductor shouted, "Sit down!" Embed the use of apostrophes for contraction and possession (including plurals)
5	In narratives, thoughtfully describe settings and characters to reveal mood/atmosphere. Linking ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before) Ensure the consistent and correct use of verb tense throughout a piece of writing Ensure the correct subject and verb agreement when using singular or plural	Develop use of compound and complex sentences using a full range of conjunctions for coordination and subordination (e.g. although, so, despite, while/whilst, even though, because, as, etc.) Continue to develop the use of relative clauses beginning with: who, which, that, where, when Know the difference between direct speech and reported speech	Ensure greater confidence in using a range of figurative devices (e.g. metaphor, alliteration, personilication, onomatopoeia, simile) for effect on the reader Continue to develop in confidence with knowing the difference between homophones (e.g. to/too, they'ret/heir/there; which/witch, past/passed, etc.)	Use of commas to clarify meaning or avoid ambiguity Parenthesis (using commas, brackets, dashes) Confidently use colons and bullet points in lists
	In narratives, integrate dialogue to convey character and advance the action Ensure the consistent and correct use of tense throughout a piece of writing Use a range of devices to help build cohesion within and across paragraphs	Intersperse narrative <u>between lines</u> of dialogue, (i.e. using action and/or thought) Understand how the length of a sentence can help create a specific effect (e.g. shorter sentences – intense action/drama) Use present progressive and past progressive form of verbs	Converting nouns or adjectives into <u>verbs</u> using suffixes (e.g. –ate; –ise; –ify) Understand the <u>difference between</u> relative and possessive pronouns	Begin to use hyphenated words for description (e.g. blue-eyed, old-aged, quick-witted, red-headed, etc.) Begin to use semi-colons to mark boundaries between independent clauses (For example: It's raining; I'm fed up.)
	Linking ideas across paragraphs using a wider range of cohesive devices – For example: repetition of a word or phrase, grammatical connections (For example: the use of adverbials, such as - on the other hand, in contrast, or as a consequence), and ellipsis Choosing appropriate layout devices (For example: headings, sub-headings, columns, bullets, or tables, to structure text)	Intersperse narrative <u>between lines</u> of dialogue, to move the action forward and to develop characterisation Extend lines of narrative in dialogue, using as, whilst, while, etc. Use a range of simple, compound and complex sentences for effect - using a full range of conjunctions for coordination and subordination	Confidently use relative clauses <u>beginning</u> <u>with</u> : who, which, where, when, whose, that, <u>or</u> an omitted relative pronoun Indicating degrees of possibility using adverbs (For example: perhaps, surely, etc.) or modal verbs (For example: might, should, will, must, etc.) Fully understand a range of synonyms and antonyms (and how they <u>relate</u> to one another)	Use semi-colons, colons or dashes to mark boundaries between independent clauses (For example: Moira collapsed on the stage floor; she was unsure whether she'd survive to the end of the play.) Use of the colon to introduce a list and use of semi-colons within lists
6	In narratives, secure the effective description of settings and characters to reveal appropriate mood/atmosphere In narratives, effectively integrate dialogue to convey character and advance the action In narratives, include suspense, cliff hangers, flashbacks, time slips, etc. In non-liction, use a variety of text layouts appropriate to purpose	Use active and passive voice to create effect, For example: Active: Bella naughtily splashed the dog. Passive: The dog was naughtily splashed by Bella. Active: The fire scorched the toast. Passive: The toast was scorched by the fire.	Be clear of the <u>difference between</u> vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing (For example: find out – discover; ask for – request; go in – enter) Use a full range of literary/figurative devices for effect (e.g. Rhyme, Alliteration, Metaphor, Simile, Hyperbole, Onomatopoeia, Personification)	Understand how hyphens can be used to avoid ambiguity (For example: man eating shark versus man-eating shark, or recover versus re-cover, etc.)
	Edit and improve work by selecting appropriate grammar and vocabulary, understanding how choices can enhance meaning Self-select specific publishing formats to fully engage the reader and enhance the impact of the writing (within a chosen text-type)	Know the difference between structures typical of informal speech and structures appropriate for formal speech and writing (For example: "I'd just open the box up!" / "If I were you, I would suggest you open the box."	Understand abstract nouns (e.g. peace, love, harmony, etc.) Realise that when you find a synonym, the word may mean something slightly different, e.g. "big" and "grand" - "Grand" can mean "one thousand", "elaborate" and "decorative", as well as "big"	Revise the full range of punctuation for effect on the reader

A detailed progression of skills that shows every objective covered over the course of the year.

ENGLISH DOCUMENTS





Which books are used as inspiration for each unit.

Key skills and spellings

PHONICS/SPELLING





Year 5 Phonics Catch Up

Children in Year 5 who require catch up with phonics will **be** assessed to match their books to their development.

- Home books are read in class 3 times then taken home
- At home, children will be familiar with the book and largely independent in reading it
- Children can choose to read and share other books

Year 5 Spelling

- 4 x 10 minute spelling sessions a week on the common exception words for Year 5.
- 1 x Spelling Shed lesson per week for spelling rules and patterns

READING BOOKS FOR HOME



- Children in Year 5 usually do not have books linked to their phonics, but they will have books matched to their reading ability.
- Regular reading and completion of star reading challenges recommends suitable books for supporting continued progress.

RAPID CATCH UP / INTERVENTION





Phonics / Reading (additional)
In class intervention
Enhanced feedback

PE & FOREST SKILLS



PE

1 – 2 times per week

Covers fundamental skills as well as specific sports as children progress through to KS2



Forest Skills

Every year group has a 6 week block during the year.

Currently need to bring a change of weather appropriate clothes and shoes.





HOMEWORK Overview



			19		
YEAR GROUP	ENGLISH READING	ENGLISH PHONICS	ENGLISH SPELLING	MATHS	OTHER
EYFS	3-5 times per week 10 mins per session Other wider reading	Home phonics folder Sounds/words/Captions Practice 3 x 5mins p/w		Numbots 10 minutes per week	Developing parent voice Further focussed tasks set by need Optional wider curriculum tasks (set half termly)
YEAR 1	3-5 times per week 10 mins per session Other wider reading	Home phonics folder Sounds/words/Captions Practice 3 x 10mins p/w	SUMMER TERM 5 Spelling Shed games per week	Numbots 2 X 10 mins per week	Optional wider curriculum tasks (set half termly)
YEAR 2	3-5 times per week 20 mins per session Other wider reading		5 Spelling Shed games Weekly spellings Common exception words	Autumn/Spring Numbots 20 minutes per week Spring/Summer IT Rockstars 20 minutes per week Jamming/Garage	Optional wider curriculum tasks (set half termly)
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YEAR 4	3-5 times per week 20 mins per session Other wider reading		5 Spelling Shed games Weekly spellings Common exception words	Times Table Rockstars 30 minutes per week Jamming/Garage	Optional wider curriculum tasks (set half termly)
YEAR 5	3-5 times per week 20 mins per session Other wider reading		5 Spelling Shed games Weekly spellings Common exception words	Times Table Rockstars 30 minutes per week Jamming/Garage	Additional Eng/Ma/Topic (rotate) Optional wider curriculum tasis (set half termly)
YEAR 6	3-5 times per week 20 mins per session Other wider reading		5 Spelling Shed games Weekly spellings Common exception words	Times Table Rockstars 30 minutes per week Jamming/Garage	Aug-Dec: Additional Eng/Ma/Topic (rotate) Jan-May: CGP Revision books May - July: Transition projects Optional wider curriculum tasks (set half termly)





We understand that family life away from school is very busy

We see the other experiences that children have in their spare time as valuable enrichment to their development.

Our approach to homework is therefore focussed on spending a little bit of time every week rehearsing the core skills that will have a positive impact on learning in school.

Homework progresses in line with these principles from EYFS to Year 6, with some increases in expectations to help to prepare the children for their transition to high school.

+5

Regular, focused homework can improve pupil progress by 5 months





At Desford Community Primary School, we understand that family life away from school is very busy and see the other experiences that our children have in their spare time as valuable enrichment to their development. Our approach to homework is therefore focussed on spending a little bit of time every week rehearsing the core skills that will have a positive impact on learning in school. Homework progresses in line with these principles from EYFS to Year 6, with some increases in expectations to help to prepare the children for their transition to high school



Please listen to your child read their allocated boo 3-5 TIMES PER WEEK

for 20 MINS EACH SESSION



Also share a range of other books at home with yo child, including their school library bool



PLAY 5 SPELLING SHED GAMES PER WEEL

A list of approximately 10 new spellings linked to learning in school, are added every week. Common exception (tricky) words are also added as they





Knowing your times tables impacts significantly of general fluency and general understanding



An additional ENGLISH, MATHS or TOPIC work will be set each week OPTIONAL WIDER CURRICULUM TASKS WILL BE SENT HOME HALF-TERMLY









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3-5 TIMES PER WEEK

for 20 MINS EACH SESSION

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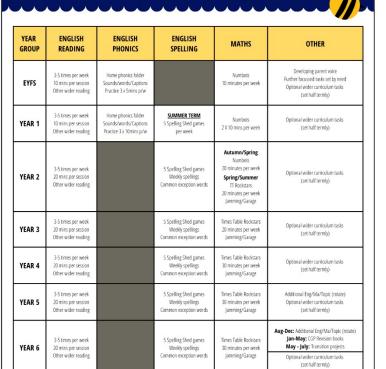


THE READING RAFFLE

Read 3 times per week (signed by a parent) to enter Prizes once per half term in each class



HOMEWORK Overview













PLAY 5 SPELLING SHED GAMES PER WEEK

A list of approximately 10 new spellings linked to learning in school, are added every week. Common exception (tricky) words are also added as they taught in school.





HOMEWORK Overview



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maths times tables

Knowing your times tables impacts significantly on general fluency and general understanding of numbers in maths.

PLEASE PLAY FOR 30 MINS EVERY WEEK
A VARIETY OF 'JAMMING' & 'GARAGE' GAMES



WIDER CURRICULUM HOMEWORK



Science	PSHE	E-Safety 💣
Science	Belonging and Beginning	How can we stay safe online?
How do planets and moons move?		
Make a set of 'Top Trumps' cards for	Create a collage using images and	Create a poster to show how we can stay
the planets in our solar system. Think	words that represent your identity	safe online. This could be a poster created either using paper or digitally.
about the key facts that you want to	and what makes you unique.	ettier using paper or digitally.
include.		Everyone across the school will have this
		as a task and we can't wait to see them all
		and put some up around school!
		and put some up around school;
<u>Geography</u>	<u>RE</u>	<u>Art</u>
Why do oceans matter?	What does it mean to be a Muslim in	Can I create a piece of art inspired by
_	Britain today?	retrofuturism?
Think about what the world would be	Find 5 facts about Muslim culture.	Design a space rocket of the future.
like without oceans. Write a	They could be about food, clothing,	Think about how you can present
paragraph to describe what the world	art or beliefs.	your design and which materials you
would be like.	,	would like to use.
Would be like.		Would like to use.

TRIPS



All trips are linked to curriculum objectives.

The Space Centre – Autumn
The Holocaust Centre - Spring/Summer

Welcome to

The Journey

Step back in time to Nazi Germany. Step into the life of Leo, a young German Jewish boy growing up in 1930s Berlin. Everything changes for him under Nazi rule. Eventually, his family makes the brave choice to send him to safety in the UK, as a child refugee on the Kindertransport.

Leo's story raises big questions. What is it like to be seen as 'different'? What courage does it take to stand up for our friends against bullying? Take a journey into one of the most dramatic periods of world history, to help you think about identity, friendship and kindness in your own life today.

For ages 9+









RESIDENTIALS





Y2 School Sleepover (1 night) 20th June 2025 Y4 Beaumanor Hall (2 nights) 23rd – 25th Sept 2024 Y6 Hilltop (4 nights) 28th Oct – 1st Nov 2024

QUESTION & ANSWER



EXTRA CURRICULAR



5th £21	Spaces
5th £21	Spaces
5th £21	Spaces
5th £21	Spaces
£21 16	Spaces
£21 16	Spaces
24th £21 16	Spaces
2	4th £21 16

- Half termly from the office
- Sign up via the office
- Cost to cover staffing and resources

SEND







- The school SEND policy and SEND Information report are on the school website. Please read through and contact us if you wish.
- If your child has an identified need or diagnosis, please share this information with the class teacher.
- Initial concerns, contact class teacher in the first instance to talk about how your child presents in class, how they are coping with the work, and whether they may benefit from additional support or strategies.
- If you have any questions at all, please feel free to contact the school SENCO to arrange a meeting.

Special educational needs and disability code of practice: 0 to 25 years

THE PUPIL PREMIUM



What is The Pupil Premium?

- The Pupil Premium is extra government money which is paid to schools to support children's learning and development.
- We can support you in finding out if your child could receive the extra money.

What are the benefits to my child?

- Additional training for staff that benefits the support or activities provided
- Extra tools, materials and equipment to help with learning in school or at home
- Free or subsidised access to before and after school clubs, activities and music lessons
- Access to some free school uniform



THE PUPIL PREMIUM



Do I qualify to claim Free School Meals?

Families of children and young people in full-time education at any school maintained by Leicestershire County Council may be entitled to claim free school meals, providing they receive a qualifying benefit.

What are the criteria for qualifying for FSM

Some of the current criteria for claiming free school meals are:

- Income Support (IS)
- Employment and Support Allowance (Income Based)
- Child Tax Credit, provided the annual taxable income, as assessed by the Inland Revenue is not in excess of <u>£16,190</u>. Families who also receive an award of Working Tax Credit <u>do not</u> qualify to claim for free school meals
- Support under part VI of the Immigration and Asylum Act 1999

THE PUPIL PREMIUM



How do I apply for Pupil Premium Funding and Free School Meals?

- Send an E-mail to <u>freeschoolmeals@leics.gov.uk</u>
- Request an application form on 0116 3056588 or 0116 3057093

Apply via telephone on 0116 3056588 or 0116 3057093



QUESTION & ANSWER



COMMUNICATION



IRIS | ParentMail

School Office

Most information you receive will be from ParentMail or can be found on the school website and website diary.

PLEASE USE SCHOOL OFFICE TO:

- Notify school about pupil absence & medical needs
- Inform us about pupil collection arrangements
- May payments for clubs, trips or dinners
- Contact a member of staff

WHAT TO EXPECT

- Newsletters and important information
- Notification about upcoming events
- Booking details for before/after school clubs
- A response to any enquiries



A behaviour system that gives a direct link to the classroom and way of contacting the class teacher.

PARENTS/CARERS ARE INVITED TO USE CLASS DOJO TO:

- Ask short questions about learning or behaviour
- Arrange a meeting with the class teacher
- Make enquiries about homework

WHAT TO EXPECT FROM CLASS DOJO

- A short response to your message within 2 working days
- Photos and information about class activities
- Information and reminders about homework
- Short messages from staff to arrange meetings.

Staff are not required to respond to enquiries outside of their working hours.

COMMUNICATION



DCPS Diary Dates and information

Updated ## Month Year



Key Information & Dates

This page provides parents and carers with key information and dates as a point of quick reference. If there is information that you would like that is not listed, please contact the school office.

The School Website Calendar

This contains all planned dates and is updated regularly.

To view the calendar or add it to your own device, please click

on the following link:

https://www.desford.leics.sch.uk/school-calendar/

Assemblies & Class Visits

Children present and share learning and achievements in a year group assembly, and parents have the opportunity to come together as well. Class visits are an opportunity to look at your childr in the classroom and chat informally with the year group st

	Assemblies	Class VIsi 2:50 - 3:20 (Mo
EYFS	14 th June 2:30pm	Aut2/Spr2
Year 1	3rd May 2:30pm	Aut,2/Spr2
Year 2	26 th April 2:30pm	Aut,2/Spr2
Year 3	15 th March 2:30pm	<u>Aut 2 Sum2</u>
Year 4	1 st March 2:30pm	<u>Aut 2 Sum2</u>
Year 5	9th February 2:30pm	<u>Aut,2/Sum 1</u>
Year 6	2 nd February 2:30pm	Aut,2/Sum 1

Performances/Celebrations

There are a range of performances across the school year, this ummary of some of the bigger ones. Other events will be public in due course and more information circulated closer to the events.

in due course and more info	rmation circu	lated c	loser t	o the ever
EYFS Nativity	13 Dec 2:00pm		14 [Dec 9:30ar
KS1 Carols	18 Dec 2:50pm (in the playground			
Y3/4 Carols	19 Dec 9:15am		19 Dec 2:15pn	
Y5/6 Carols	20 Dec 9:15am		20 Dec 2:15pm	
Year 6 Play and		26 J		26 June
Leavers Assemblies	5:30 pm	1:30pm 5:30pm		5:30pm
VC Leguere Assessably	O July Od Enm			

Parents' Evenings & Reports

Parents evenings and reports provide information and the opportunity to discuss attainment, progress and personal & social aspects of school life with your child's teacher.

Autumn Term: Week beginning 9th Oct 2023 (by appointment)
Spring Term: Week beginning 12th Feb 2023 (by appointment)
Summer Term: End of Year Report July 2023

Sports Day

Years 3/4/5/6 Tuesday 18th June - morning EYFS/Y1/Y2 Tuesday 18th June - afternoon (reserve date - Wednesday 19th June)

Residentials

Year 2 School 'Sleep Over' 21st June 2024 (1 night)
Year 4 Beaumang, Hall 25th - 27th September (2 nights)
Year 6 Hilltop 23rd - 27th October 2023 (4 nights)

National Assessment Dates

Please ensure that children in the following year groups are in school, illness permitting, for the following periods so that they are able to complete the national assessments that they are required to do in their year group.

EYFS	EYFS National Baseline Assessment:

29th August to 6th Oc reening Ch 1st-24th May 2024

Year 6 KS2 SATS: 13th-17th May 20

Communication & Enga

In addition to the website, assemblies, class vising parents' evenings and reports, there are several oth parents or pare

Class Dojo are the main from information about these is information on the following pages.

The classroom door: Staff welcome b queries at the end of the school day. Please classroom door when they have finished as Face to face or phone call: Where needed, please arrange a mutually age

School Volunteers: After completing the property of the proper

open mornings/trips: Parents will sometimes be invited to help out with activities with the children in school or on school trips, giving a snapshot of what it is like to be a child at DCPS.

Pupil Sickness and Diarrhoea

Please remember to keep your child off for a full 48 hours in the event of sickness or diarrhoea. These are Public Health recommendations in order to minimise the chances of spreading germs. Guidance for this and other conditions can be found by clicking here.

We appreciate that this can cause inconvenience to your own work patterns, but unfortunately, we have to treat most cases

DATES: AUTUMN 2nd HALF TERM

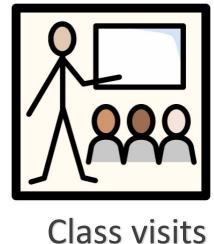
	Date	Event	Other		
	23 rd October 2023	School Opens			
	23 rd Oct – 27 th Oct 2023	Y6 Hilltop Residential	Info will be sent home		
	24 th – 26 th Oct 2023	Be Kind Allotment Online Pumpkin Auction	Online event hosted by FODCPS		
	27 th October 2023	EYFS 2024 intake – Open Days	Ple inform the ce if you like to attend		
	30 th October 2023	Halloween H Pump Parao	ore informati on school website		
7	31 st ber 2023	adline for se n y scho admissio	current Y6 st ing Y7 to gust 2024		
	1 st 1 /e er 2023	Y pa Centre	More information to follow		
	3 rd ven r 2023	think y r mi launch	Mental Healt rtwork project		
	10 lovem 2023	CPS nemt nce As. hbly	Wit ossible live live to the war memorial		
	17 Novembre 023	St or s Reme brance rvice	Usu 0:45 at the War Memorial		
	1 November 23	Div	Events in and around Leicester		
	^h November 2	World Kindness Day	Linked with anti-bullying week activities		
	13 th – 17 th November 2023	Anti-Bullying Week	Related activities and lessons in school		
	16 th November 2023	School Photos - Individual and Siblings	Wear usual school uniform		
	17 th November 2023	Children in Need	Related activities and lessons in school		
	17 th November 2023	EYFS 2024 intake – Open Days	Please inform the office if you like to attend		
	23 rd November 2023	PARENT OPEN MORNING Making Ymas Decorations with children	For St Martins Christmas Tree Festival		

COMMUNICATION & ENGAGEMENT







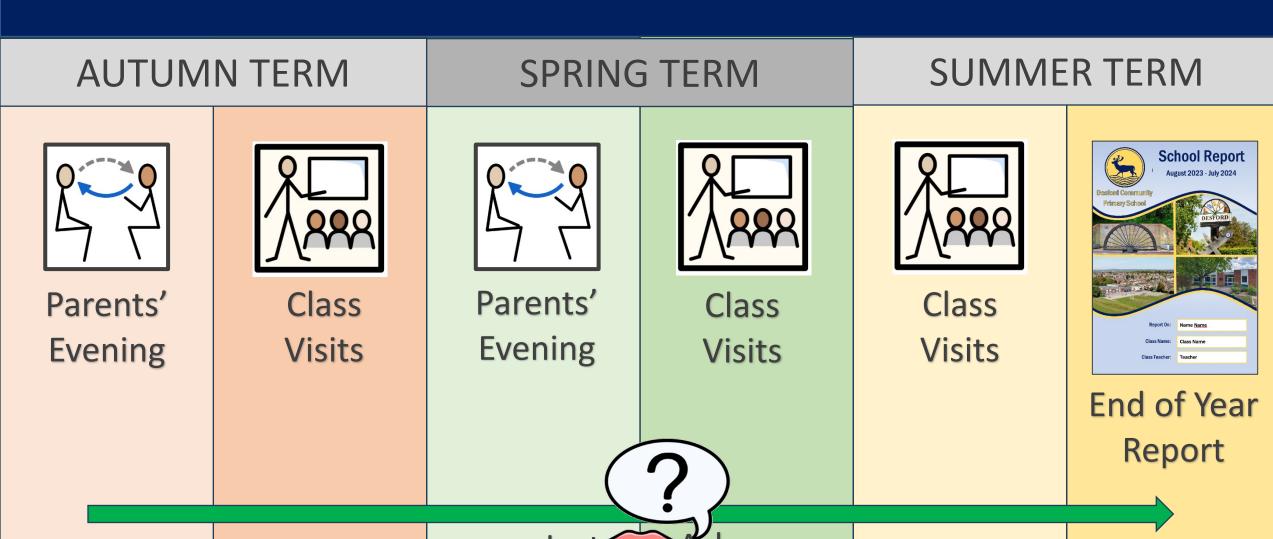






REPORTING TO PARENTS





QUESTION & ANSWER

