Welcome to Year 5

Year 5

Class teachers	
5B	Miss Brooks
5AC	Mrs Axcell (Mon – Thurs) Mrs Chohan (Fri)
Specialist Teachers	
PE	Mrs Prior/sports coaches
Art	Mrs Speedie
French	Mrs Henderson/Mrs Sunley
Music	Miss Marsden

Key change: Learning Blocks

- From September, learning will be organised into six equal *'learning blocks',* each lasting six weeks, instead of following the traditional half-term structure.
- This change is being made because half terms vary in length, which can make it difficult to ensure all topics are given enough time for children to fully embed their learning.
- As a result, topics may now change part-way through a half term rather than at the end of it, as was previously the case. Please note that PE days may also change mid-way through a half term, although we will do our best to minimise this disruption.

Routines

- Lunch time is from 12:35 to 1:25.
- Please ensure you inform the class teacher / office if your child is being collected by someone else. We are unable to release your child to another adult without this communication.
- The children need a water bottle, lunch (unless having school dinner), reading book and spelling book every day.
- Prescribed medicines to be taken to the office.

- For Block A, PE will be on Monday and Thursday. Children should wear their PE kit to school on these days. Please see the Uniform Policy to ensure the correct uniform is worn.

Communication

You can communicate with your child's class teacher through the class email accounts. **These are not checked whilst teaching**. Please allow 48 hours for a response.

For any urgent messages, please call or email the office.

5B@ashdeneschool.net

5AC@ashdeneschool.net

Communication

- Your child’s class teacher is your first port of call – please direct all enquires to them. If needed, they can then consult with other members of staff within school.
- Communication policy is on the website.
- Ensure all communication is respectful.

Communication

Subject: Absolutely unacceptable behaviour.

Dear [Teacher],

I am disgusted to hear what happened to my child today. I cannot believe you have allowed other children to treat my child in this way. It is totally unacceptable that [Child's Name] was left upset because you clearly did nothing to stop this. I have heard everything from my child and it is obvious you have failed to protect them.

You need to sort out these children who are being mean and putting my child through this, and make sure this NEVER happens again. I want to know exactly what you are going to do about this immediately because I will not stand for my child being bullied and ignored.

I don't see why my child should have to put up with this behaviour — clearly your staff are not dealing with things properly. I expect a reply today telling me what punishment these other children are getting.

Very unhappy,
[Parent Name]

Subject: Concern About Friendship Incident

Dear [Teacher],
I hope you are well. I am writing because [Child's Name] came home today feeling quite upset about an incident with some other children. From what [he/she/they] told me, there seems to have been a disagreement, and [Child's Name] was left feeling hurt.
I understand there are often different sides to these situations, and I would really appreciate it if you could help me understand what happened from the school's perspective. I am keen to support [Child's Name] in managing friendships and resolving any difficulties in a positive way.
Please could you let me know when would be a good time to discuss this further, or if you have any information you can share in the meantime?
Thank you so much for your help.
Kind regards,
[Parent Name]

Communication

Subject: Another week with no certificate — outrageous

I cannot believe you haven't given [Child's Name] a certificate AGAIN. Clearly you have favourites and don't care about children like mine. I'm sick of this unfair treatment. It's disgraceful and I expect this to be sorted out immediately.

[Parent Name]

Subject: Question about reward certificates

Dear [Teacher],

I hope you are well. [Child's Name] was a bit disappointed not to receive a certificate recently, and I wondered how the awards are decided each week.

I completely understand there are many children to consider, but I'd appreciate any feedback on how [Child's Name] is doing and what [he/she/they] might focus on to work towards earning a certificate in the future.

Many thanks for your time and support.

Kind regards,

[Parent Name]

Ashdene

Excellence:
everyone, everywhere, every day

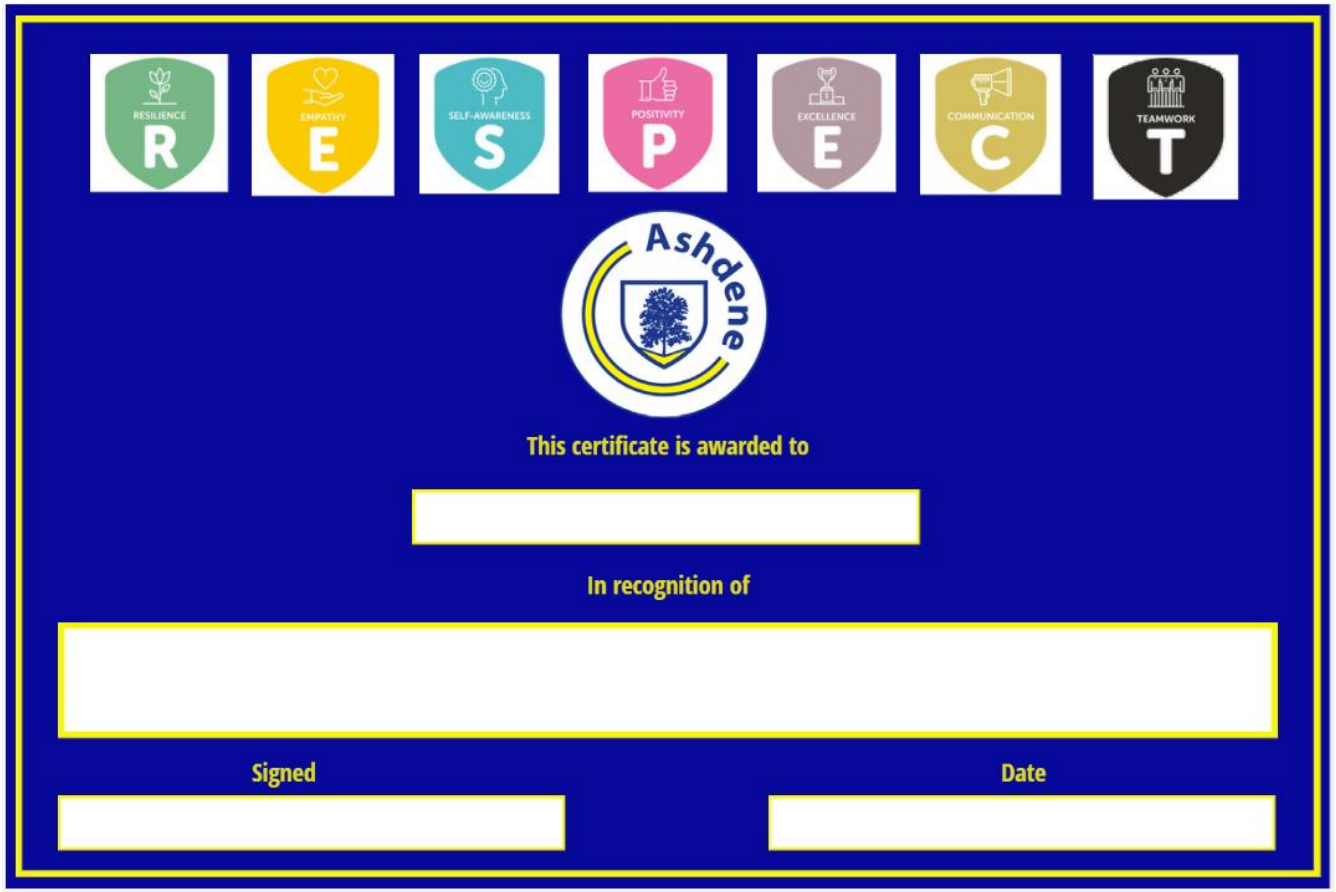
Our school values: RESPECT

Our core values of RESPECT underpin everything we do.

What does this look like in Year 5?

Celebrating our values

- Each Monday, we celebrate children who have shown the RESPECT values from each class.
- Each week we have a different RESPECT focus
- If your child has won an award, you will be invited (in person or via teams) to celebrate with them during this assembly



Attendance

Children to enter through playground doors between 8:45 and 8:55am.

If children are late, they should enter through the school office, with an adult to sign them in. If our child arrives after 9am the will receive a late mark. If your child arrives after 9:20, this will be recorded as an unauthorised absence.

The afternoon register will be completed by 3:15pm.

Children will be dismissed at 3:30pm from external classroom door (by MUGA).

- Regular and punctual attendance in school is essential
- When a child misses school, this disrupts their learning
- If children are missing school due to unauthorised absences, the learning lost cannot be caught up

Attendance

All children should be aiming to achieve a minimum of 97% attendance, apart from those with chronic health issues.

Excellent attendance at school is important to allow children to fulfil their potential.

Every Minute Counts

Lateness = Lost Learning (Figures below are calculated over a school year)	
5 minutes late each day	3 days lost!
10 minutes late each day	6.5 days lost!
15 minutes late each day	10 days lost!
20 minutes late each day	13 days lost!
30 minutes late each day	19 days lost!

OFFICIAL
UNCLASSIFIED

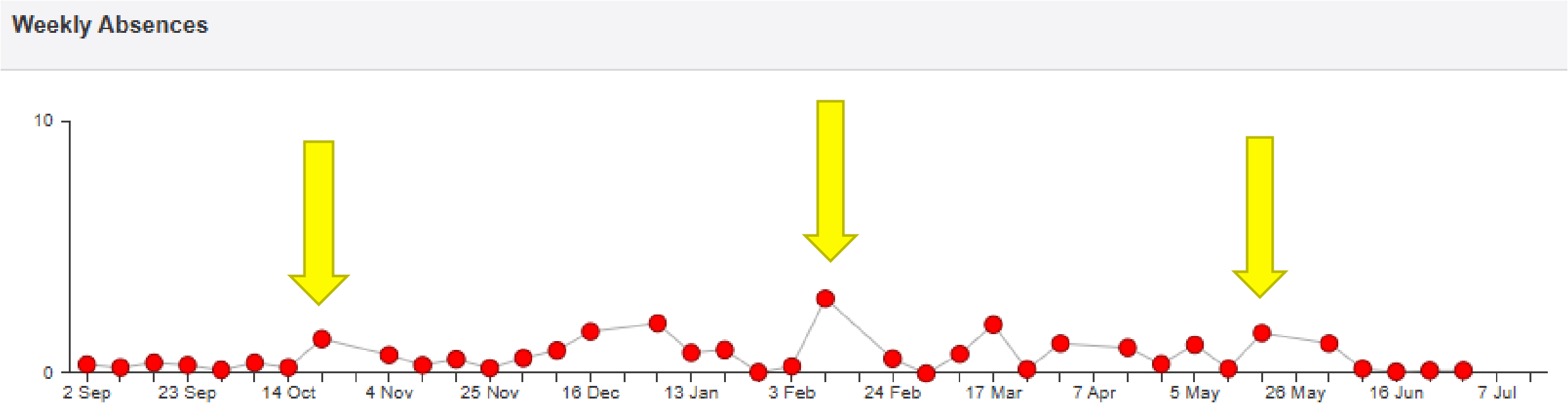
Days off school add up to lost learning

175 NON SCHOOL DAYS IN A YEAR
175 days to spend on family time, visits, holidays, shopping, household jobs and other appointments

190 DAYS FOR YOUR CHILD'S EDUCATION EACH YEAR	10 DAYS ABSENCE 180 DAYS OF EDUCATION	19 DAYS ABSENCE 171 DAYS OF EDUCATION	29 DAYS ABSENCE (A TERM MISSED) 161 DAYS OF EDUCATION	38 DAYS ABSENCE 152 DAYS OF EDUCATION	47 DAYS ABSENCE 143 DAYS OF EDUCATION
100%	95%	90% Persistent Absence	85%	80%	75%
Good Best chance of success. Gets your child off to a flying start		Worrying Less chance of success Makes it harder to make progress		Serious Concern Not fair on your child	

▶Unauthorised absences.

Holidays during term time…



READING	↑ 90% att	↓ 90% att
% EXC	47%	33%
% WA ↑	94%	66%
% WT	6%	33%

Writing	↑ 90% att	↓ 90% att
% EXC	26%	0%
% WA ↑	89%	66%
% WT	11%	33%

Maths	↑ 90% att	↓ 90% att
% EXC	47%	33%
% WA ↑	97%	66%
% WT	3%	33%

Attendance impacts attainment.

Beyond the academic realm, poor attendance also has detrimental effects on students' social and emotional development. School is a place for interaction with peers, fostering social skills, teamwork, and an environment that provides emotional wellbeing support.

Department for Education

Working together to improve school attendance

Statutory guidance for maintained schools, academies, independent schools and local authorities

Cheshire East Council

PENALTY NOTICE FINES FOR SCHOOL ATTENDANCE ARE CHANGING !

With the introduction of the new National Framework for Penalty Notices, the following changes will come into force on 19 August 2024.

Penalty Notices will be issued for

Term time leave: Penalty Notice fines will be issued for term time leave of 5 or more consecutive days.

10 Sessions of Unauthorised absence in a rolling 10 week period: A Penalty Notices may be considered when there have been 10 sessions of unauthorised absences in a 10 week period.

However, we retain the discretion to issue a Penalty Notice before the threshold is met. For example, where parents are deliberately avoiding the national threshold by taking several term time holidays below the above thresholds.

Per Parent/Per Child

Penalty Notice fines will continue to be issued per parent per child. For example: 3 siblings absent for term time leave, would result in each parent receiving 3 separate fines.

First Offence

The first time a Penalty Notice is issued for term time leave or irregular school attendance the fine will be charged at:

£160 per parent, per child if paid within 28 days of the issue, reducing to £80 per parent, per child if paid within 21 days.

(Unpaid penalty notices may result in a parental prosecution)

Second Offence

Where it is deemed appropriate to issue a second penalty notice to the same parent for the same pupil within 3 years of the first penalty notice, for either term time leave or irregular attendance the second penalty notice will be charged at:

£160 if paid within 28 days. (Unpaid penalty notices may result in a parental prosecution)

Third Offence

On the third time that an offence is committed within 3 years of the first penalty notice for either a term time leave or irregular attendance a penalty notice will not be issued. The case may proceed to Parental Prosecution under the Single Justice Procedure. If found guilty of the offence of 'Failure to send a child to school' the Magistrates can impose a fine up to £1000 or legal proceedings under Section444 (1a) can include a fine of up to £2500.

Uniform

- The transition year for new school uniform is now over. All children must be wearing a navy blue jumper/cardigan.

- Our school uniform is supplied by Express Uniform. The school uniform policy can be found on the school website along with a link to our online shop. High expectations of presentation for all pupils.

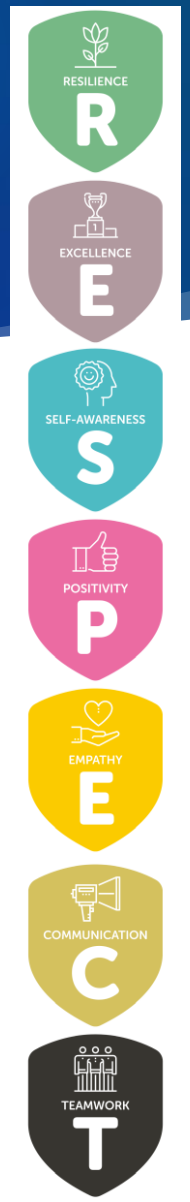
- Children should come to school in their PE kit on allocated PE days.

- Please see the uniform policy for details on what is the Ashdene PE kit: **wearing own sports clothes is not acceptable.**

- If your child cannot meet uniform expectations (i.e. they have grown out of their school shoes) please inform your class teacher by email, including when this will be resolved
- If children are wearing incorrect uniform or P.E kit, parents will be contacted. Children can be sent home.
- If families are struggling with the purchase of uniform, please contact school.

Expectations, rewards and behaviour

- Expectations of pupils are the same in all classes – this is known to the children and there are reminders around classrooms
- Celebration assembly for exceptional work and/or attitudes



Expectations, rewards and behaviour

Walking in the corridors

R R R

Silence unless talking to an adult.

Walk on the left.

Walk in single file.

Ready for Learning

R R R

Direct Teaching

Face forwards, hands together

Always sit up straight

Never interrupt

Track the speaker

Independent Practice

Equipment ready

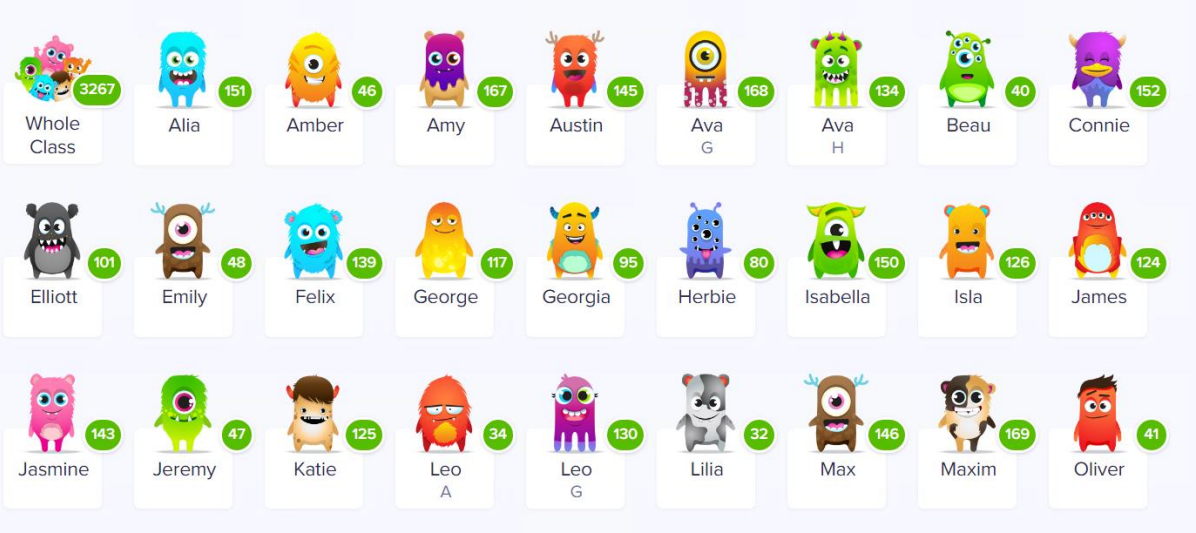
Work at an appropriate volume as set out by the teacher.

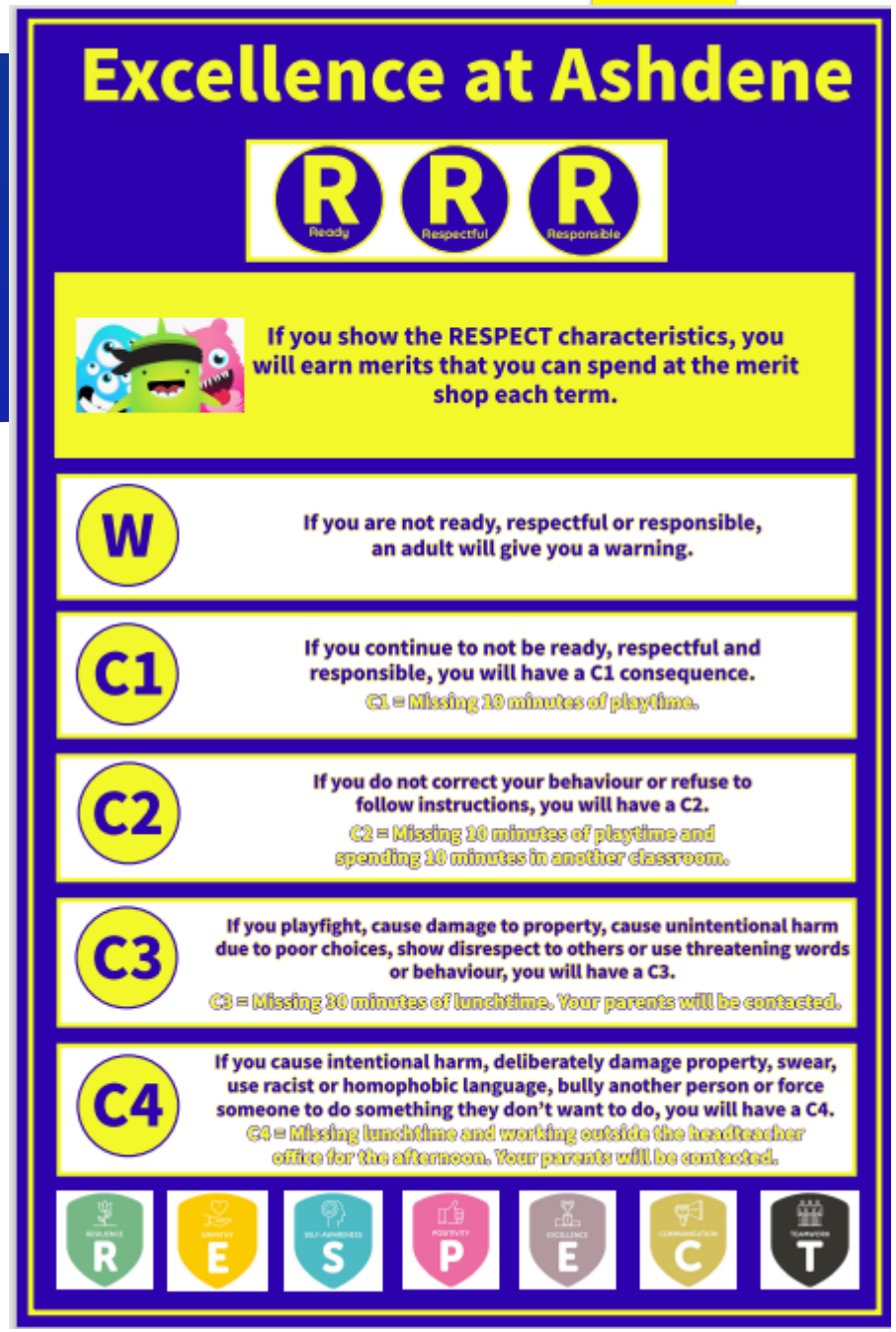
Stay focused – do not distract others.

Hands up if you need to talk to an adult in the room.

Expectations, rewards and behaviour

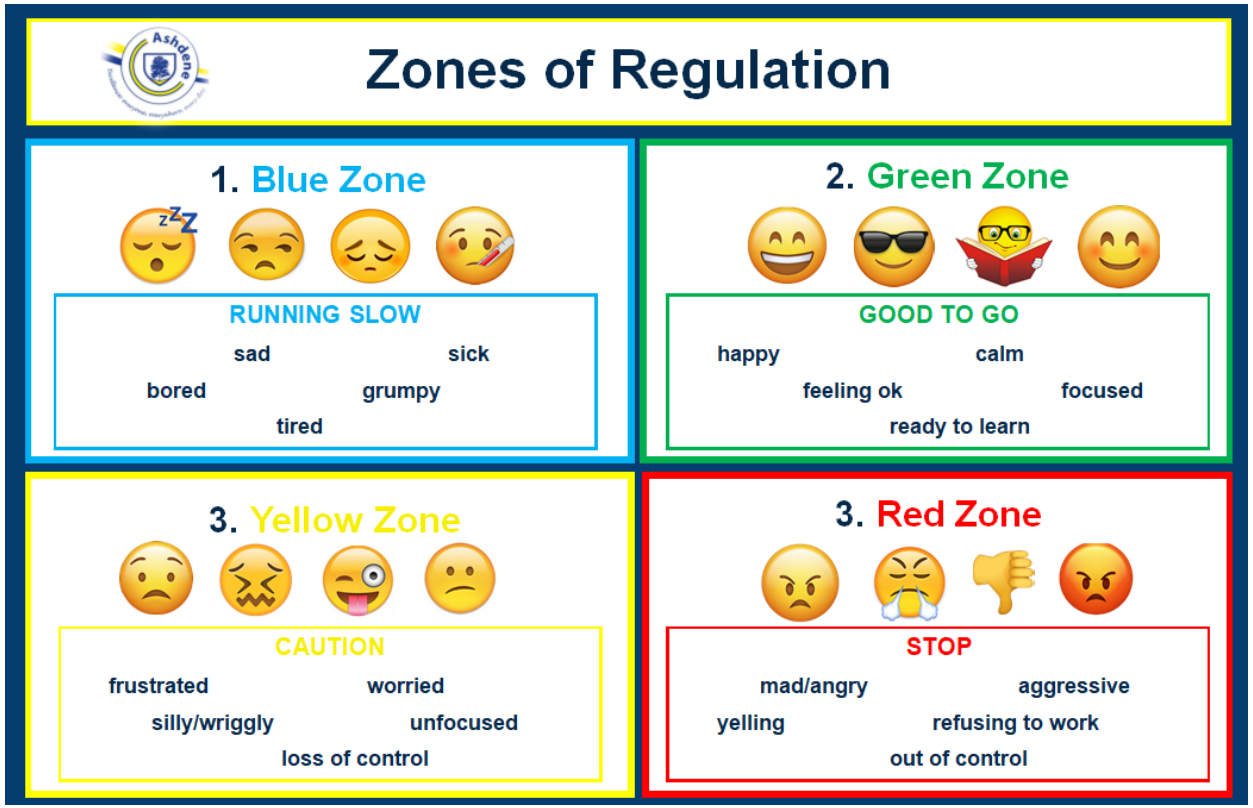
- Merits awarded for demonstrations of the RESPECT values
- Merit shop at the end of each half term
- Consequences – known by the children
- Focus on reflection, restoration and resolution





ZONES of regulation

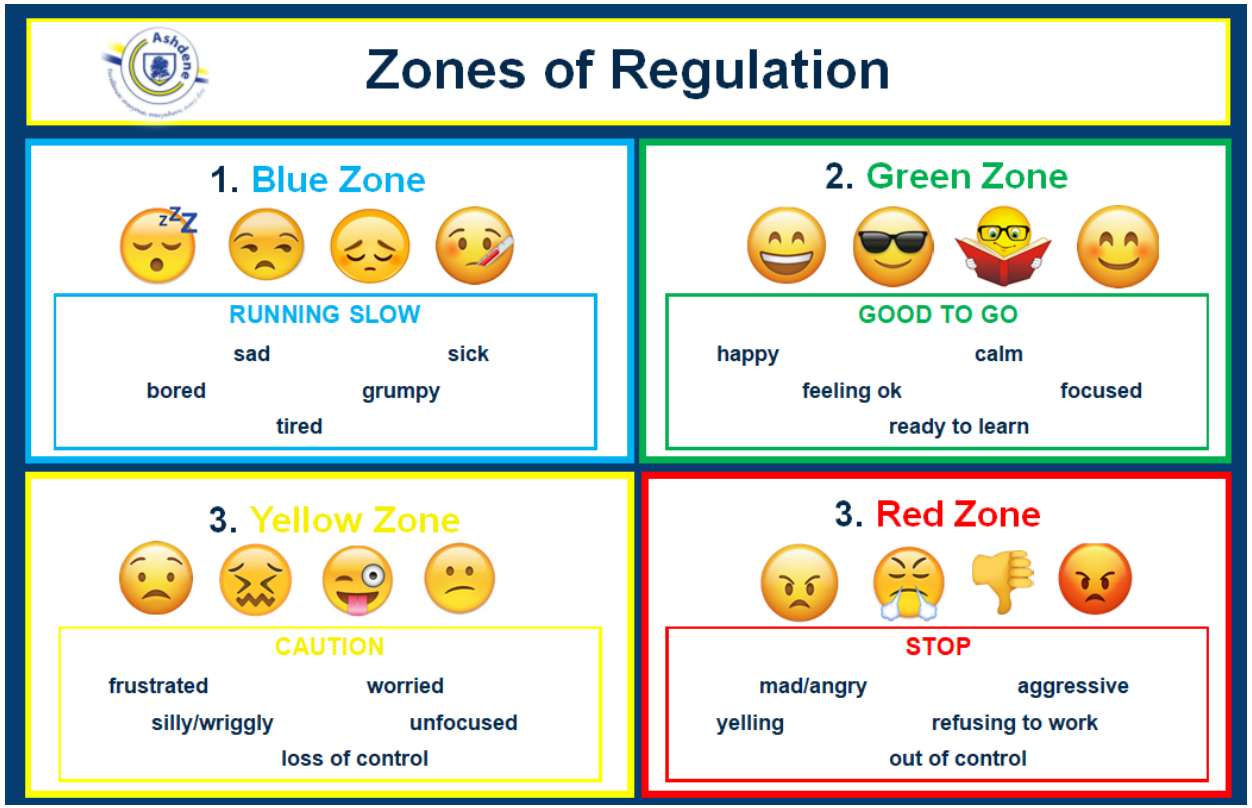
- Zones of Regulation is an internationally renowned curriculum aimed to develop the children's self-regulation and emotional control
- From time to time, all of us (including adults!) find it hard to manage strong feelings such as worry, anger, restlessness and this stops us from getting on with our day effectively.
- Using the 4 zones, we will teach and support the children to develop self-regulation strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn



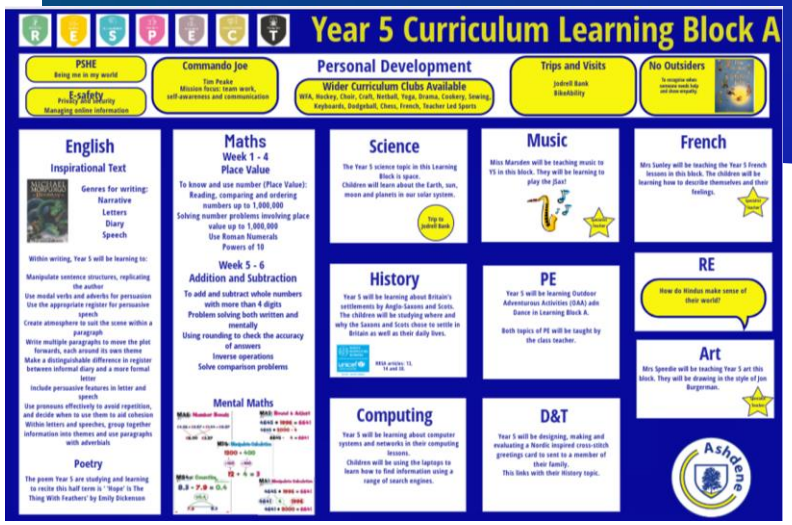
ZONES of regulation

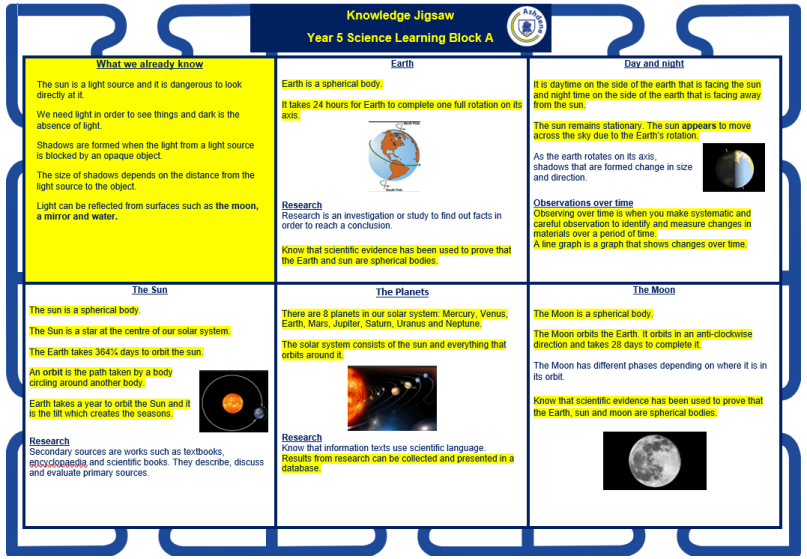
Zones of regulation aims to:

- Increase their emotional vocabulary so the can explain how they are feeling
- Recognise when other people are in different zones, thus further developing empathy
- Understand their emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which zone they are in
- Further develop problem-solving skills and resilience
- Identify a range of strategies that will support them to access both learning and wider school opportunities



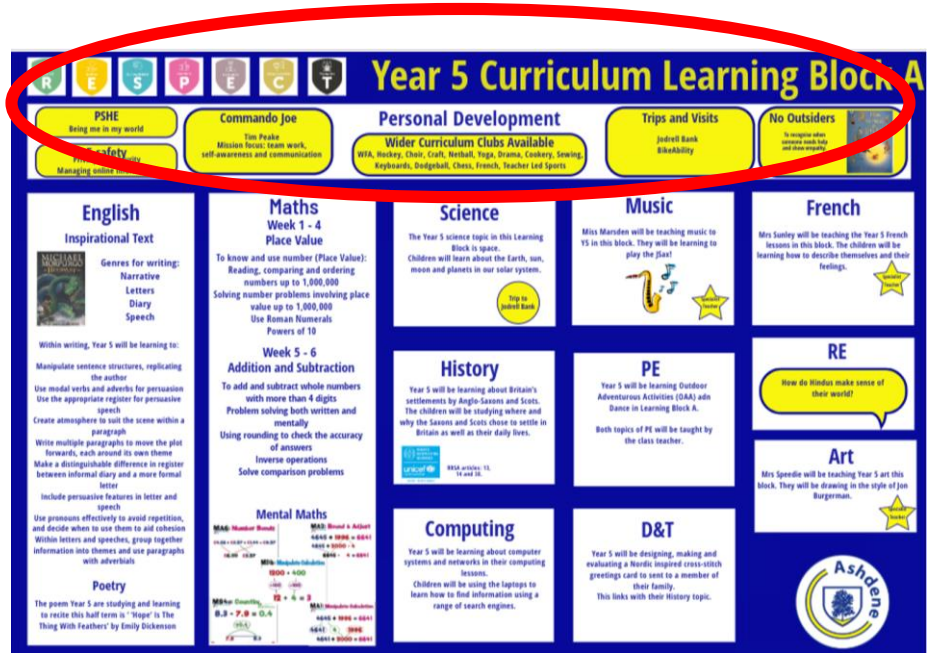
Curriculum





- Shared with parents each half term to give you an overview of your child's learning
- As we are always striving to improve our curriculum, changes have been made this year to streamline the content we wish for children to know and remember – there will be less on the 'knowledge jigsaws'
- What is listed on the 'knowledge jigsaws' is the key learning for each step of a topic
- Our curriculum is still challenging and lessons remain knowledge and discussion rich
- These changes are in-line with recommendations from the DFE Curriculum and Assessment Review, published May 2025.

Personal Development



Within the curriculum	Specific to Year 5
• Weekly 'Vote for schools' and 'Picture News' assemblies • Pupil voice voting • Music performance for families • Weekly PSHE lessons • No Outsiders lessons • Opportunities for roles within Pupil Leadership teams • Safety workshops	• Jodrell Bank (HT1) • Bikeablilty (HT1) • Fire safety • Road safety • First Aid • Sporting events

Homework

Online homework tasks are set each Friday

Maths	English
MyMaths.com (weekly) TT Rockstars	SPaG.com (fortnightly) Practise spellings Read for at least 20 minutes each day

- Online homework (Maths and SPaG) will be checked by teachers weekly
- Teachers will regularly check in with reading progress and set targets for completion of reading books
- Spelling test each Friday
- We expect parents to support us and ensure homework is completed. If maths and SPaG homework is not completed, children will stay in during their break time to complete it. If children are not completing all their homework tasks, including spelling and reading, parents will be contacted.

Logins

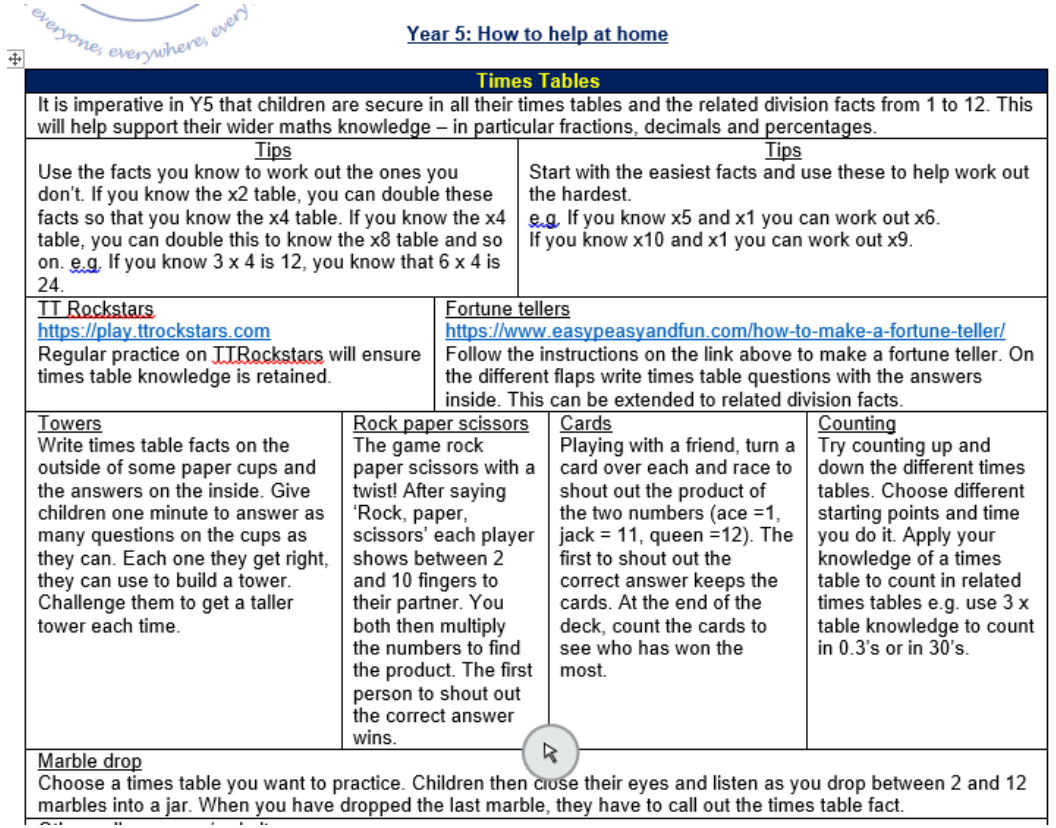
- Logins remain the same each year.
- All children will bring home their logins for these platforms in week 1.

How to help at home

How to help at home documents are available on class page of school website.
Repeated practice of fundamentals (i.e. x tables) helps secure depth of understanding.

Year 5 Expectations

- Children should know their time tables up to x12 and be able to recall them at speed
- Read for 30 minutes each day (at least 20 at home)
- Spellings are practised regularly
- Homework is completed, with care and focus, on-time
- Children become more independent in taking responsibility for homework and personal organisation



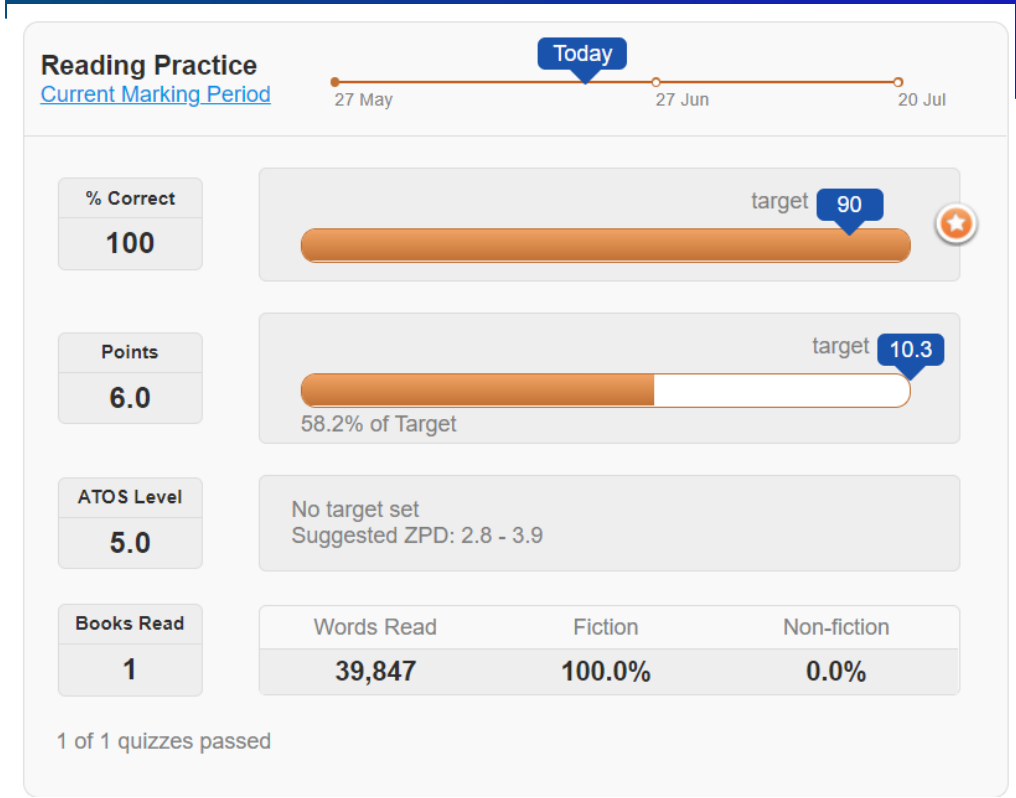
Year 5: How to help at home

Times Tables			
It is imperative in Y5 that children are secure in all their times tables and the related division facts from 1 to 12. This will help support their wider maths knowledge – in particular fractions, decimals and percentages.			
Tips Use the facts you know to work out the ones you don't. If you know the x2 table, you can double these facts so that you know the x4 table. If you know the x4 table, you can double this to know the x8 table and so on. e.g. If you know 3 x 4 is 12, you know that 6 x 4 is 24.		Tips Start with the easiest facts and use these to help work out the hardest. e.g. If you know x5 and x1 you can work out x6. If you know x10 and x1 you can work out x9.	
TT Rockstars https://play.ttrockstars.com Regular practice on TTRockstars will ensure times table knowledge is retained.		Fortune tellers https://www.easypeasyandfun.com/how-to-make-a-fortune-teller/ Follow the instructions on the link above to make a fortune teller. On the different flaps write times table questions with the answers inside. This can be extended to related division facts.	
Towers Write times table facts on the outside of some paper cups and the answers on the inside. Give children one minute to answer as many questions on the cups as they can. Each one they get right, they can use to build a tower. Challenge them to get a taller tower each time.	Rock paper scissors The game rock paper scissors with a twist! After saying 'Rock, paper, scissors' each player shows between 2 and 10 fingers to their partner. You both then multiply the numbers to find the product. The first person to shout out the correct answer wins.	Cards Playing with a friend, turn a card over each and race to shout out the product of the two numbers (ace =1, jack = 11, queen =12). The first to shout out the correct answer keeps the cards. At the end of the deck, count the cards to see who has won the most.	Counting Try counting up and down the different times tables. Choose different starting points and time you do it. Apply your knowledge of a times table to count in related times tables e.g. use 3 x table knowledge to count in 0.3's or in 30's.
Marble drop Choose a times table you want to practice. Children then close their eyes and listen as you drop between 2 and 12 marbles into a jar. When you have dropped the last marble, they have to call out the times table fact.			

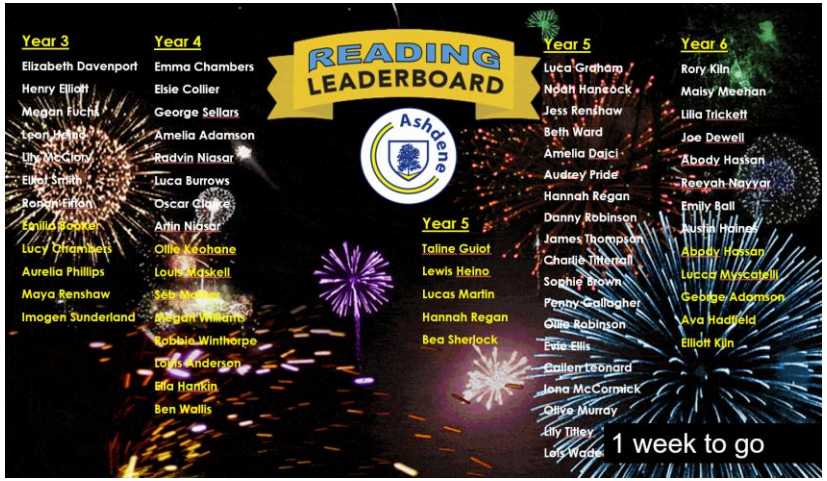
Reading

- We want all children to be **fluent readers and develop a love for reading**.
- Fluency is reading with pace, expression, intonation and reading for meaning.
- Children have the opportunity to read **every day** in school.
- They should all have a reading book which they bring in each day and take home each evening.
- All children are expected to read for at least **20 minutes at home**, every day – shared and/or independently.
- All children in KS2 are able to borrow independent reading books from our extensive library. Please ensure books are returned promptly upon completion to keep the library well-stocked and are looked after.

Reading



- Children are set a personal points target
- Calculated by an algorithm which calculates points based on reading ability, length of the half term and reading for 30mins each day
- **Every child should reach their personal target each half term**



Handwriting Pens

- We are currently revising our handwriting policy in line with recent Ofsted and DfE publications, and to ensure that the teaching of letter formation and joins at Ashdene is sequential, progressive and has a positive impact on pupils' writing.
- From Year 4 onwards, all pupils will be permitted to use a pen for their written work, should they choose to do so. This follows the teaching and practice of handwriting joins during Years 2 and 3.
- From Year 4 onwards, pupils are further taught to write with increased speed and to begin developing a more personal style.

Parent engagement

What	Why	When
Curriculum overviews and knowledge jigsaws shared for each learning block	You know what your children are learning	At the end of each learning block
Weekly school newsletter	Information about events, important information, personal development of our pupils and photos of what each year group have been up to	Weekly
Interim reports and books shared	Sent home prior to parents' evenings so you are informed about your child's academic progress An opportunity to talk through learning with your child and celebrate the pride they have in their work	17th October 27th February
Parents' evenings	An opportunity to discuss progress and personal development	22nd-23rd October 4th-5th March
Parent lunches	An opportunity to join your child's year group for lunch and engage in discussion	Thursday 16th October
Parent Open Sessions	An opportunity to walk around school and see learning in action. Each session will have a different subject focus.	Throughout the year
Invitations to celebration assemblies	An opportunity to celebrate with your child when they receive an award	Individual invites will be sent to families of weekly winners
Support with visits out	To support the school with safeguarding and enjoy new experiences together	Throughout the year

Year 5 Key Dates

Whole-school dates		Year group specific dates	
Parents' evenings	22nd-23rd October 2025 4th-5th March 2026	Planned Trips and Visits	**Jodrell Bank** Tuesday 30th Sept **Bikeability** Thurs 2nd and Fri 3rd Oct HT3 – Fire Safety HT5 – Road Safety HT5 – Fun Food Chef HT6 - First Aid training HT6 – Bridgewater Hall
Individual photos	Monday 10th November 2025		
KS2 Panto – Stockport Plaza	Thursday 11th December 2025		
Christmas performance	Tuesday 16th December 2025	Music performances	5B: Tuesday 19th May 9:00 5AC: Wednesday 20th May 9:00
Sports Day	Friday 15th May 2026	Parent lunch	Thursday 16th October 2025
Swimming lessons (Catch ups)	May 2026 – details closer to the time		