

St. Ambrose Catholic Primary School



We do our best by following Jesus

**A Handbook for Year Six
Parents/Carers**

September 2026

Dear Parents and Carers

May we take this opportunity to welcome you back to school after the summer break and we look forward to meeting you and working together over the next year.

We have produced this booklet that is specifically for Year Six parents and carers, to help you to get to know us and our Year Six routine. We aim to establish a strong partnership between home, school and parish and hopefully you will find this information useful.

Year One Team

Key Stage Two Phase Leader	Mr Holman
Year Six Class Teacher	Mr Holman

For the teachers' statutory Planning, Preparation and Assessment Time (PPA) cover will be provided by Mrs Baylie (HLTA).

Please take note of the school newsletter as when Year Six is used on newsletters, etc then the event will include your child.

Year Six is also part of a key stage, so if you see KS2 (Key Stage Two) then this also includes your child.

How to contact us

A close link between home and school ensures that children feel secure and valued.

Therefore, if you have any concerns or information about your child that you feel we should know please do not hesitate to write, email or telephone us.

enquiry_amb@emmausmac.com

or your child's class email

year6_amb@emmausmac.com

You could also make an appointment via the school office.

We will endeavour to see you as soon as possible.

Useful contact numbers and information

School Office	01562 823568
School E-mail	enquiry_amb@emmausmac.com
Class E-mail	year6_amb@emmausmac.com
School Website address	St Ambrose Catholic Primary - Home
Bee Hive Before & After School Club:	01562 823568 Option 3

The School Day for Year Six Children

Time	
8.50 – 9.05	Registration
9.05 – 9.25	Prayer/Assembly
9.25 – 10.25	Lesson 1
10.25 – 10.55	Lesson 2
10.55 – 11.10	Breaktime
11.10 – 12.10	Lesson 3
12.10 – 1.00	Lunchtime
1.10 – 1.20	Class Story
1.20 – 2.20	Lesson 4
2.20 – 3.20	Lesson 5
3.20	End of School Day

If you are late arriving at school please bring your child to the front office and sign them in the book so that they can be marked on the register. The school playground gate is locked at 8.50 a.m. to ensure the safety of the children.

At home time the children are not allowed to leave the adult who is dismissing until we can see the adult who has come to collect them. Please keep the collection list up to date in the school office. If there are changes, due to an emergency, please telephone the office to inform them of the change.

If you are delayed in picking up your child they will be kept safe in school. However, if this becomes a regular occurrence then you will need to sign the late pickup book and you will be asked to contact St Ambrose Bee Hive to arrange for them to collect.

At a glance!

	Year Six
PE (Indoors)	Tuesday Autumn 1 - Swimming
PE (Outdoors)	Thursday
Library Visit	Friday
Spellings Check	Wednesday

Registration

The school day is split into two sessions, morning and afternoon. The children in Key Stage Two will be registered at 8.50 a.m. for the morning session and 1.00 p.m. for the afternoon session.

Attendance

Term Dates and INSET Days 2026-27

	Starts	Half term	Ends	Working Days
Autumn Term	Tuesday 1 st September 2026	Monday 26 th Oct 2026 to Fri 30 th Oct 2026	Friday 18 th December 2026	74
Spring Term	Monday 4 th January 2027	Monday 15 th Feb 2027 to Friday 19 th Feb 2027	Thursday 25 th March 2027	54
Summer Term	Monday 12 th April 2027	Monday 31 st May 2027 to Friday 4 th June 2027	Wednesday 21 st July 2027	67

INSET Days 2026/27:

- *Tuesday 1st September 2026*
- *Wednesday 2nd September 2026*
- *Friday 2nd October 2026*
- *Friday 12th February 2027*
- *Monday 28th June 2027*

Date for sixth INSET Day TBC.

Attendance

At St Ambrose we have a high standard of punctuality and attendance to ensure the children have a settled start to the school day. We discourage families from arranging medical appointments and holidays during term time and this should be avoided. The school has a strict attendance policy which parents are asked to support.

If your child is absent from school due to illness, please telephone on the first day of absence before 9.20a.m. If the illness continues, please inform on the third day of absence.

If you need to collect your child during the school day for a special reason, e.g. an urgent or unavoidable medical appointment, you will need to go to the school office so that you can sign your child out.

Evidence shows pupils/students with excellent school attendance are more likely to reach higher standards of achievement and be at less risk of exposure to crime and other safeguarding risks.

Pupils/students who attend regularly are more likely to achieve better results than their peers that do not, both at Key Stage Two tests in the Primary phase, and in Key Stage Four tests in the Secondary phase.

Excellent attendance enables pupils/students to be part of the school community and develop a sense of belonging. This further supports each young person's development socially, morally, and ethically, enhancing personal well-being.

Attendance during one school year	Equivalent Days Absent	Equivalent Sessions Absent	Equivalent Weeks Absent
100%	0 days	0 sessions	0 weeks
95%	9 days	18 Sessions	2 weeks
90%	19 days	38 Sessions	4 weeks
85%	29 days	58 Sessions	6 weeks
80%	38 days	72 Sessions	8 weeks
75%	48 days	96 Sessions	10 weeks
70%	57 days	114 Sessions	11.5 weeks
65%	67 days	134 Sessions	13.5 weeks

Effects of Late Arrival at School

When a pupil/student arrives late to school, they miss important events such as assembly, retrieval sessions, pre-teaching sessions and lessons. Children can often feel embarrassed having to enter a classroom late.

The table below indicates how frequent lateness can add up to a considerable amount of learning being lost. This can seriously disadvantage children and disrupt the learning of others:

Minutes late per day...	Equates to days of teaching lost in one year...	Which means this number of lessons have been missed...
5 mins	3 Days	12 Lessons
10 mins	6 Days	24 Lessons
15 mins	9 Days	36 Lessons
20 mins	12 days	48 Lessons
30 mins	18 days	60 Lessons

Travelling to School

Road safety is an important issue and the school has restricted parking. We would ask that you refrain from parking in the school car park as it is for staff, deliveries and to ensure that there is access for emergency vehicles in the event that they might be needed.

We ask you to respect the local residents and please think of the environment and walk to school whenever possible.



Behaviour Policy

Our Behaviour Policy has been designed to support pupils in taking responsibility for the choices they make. It emphasises *positive* behaviour, self-reflection and the development of strong interpersonal skills. By using the same language and expectations across the school, we aim to provide clarity for pupils and ensure that they feel supported in making thoughtful, responsible decisions.

A key element of this approach is the use of restorative practices. Restorative work encourages children to think carefully about their actions, understand the impact on others and consider how they can repair relationships or situations. This helps pupils develop empathy, resilience and a deeper understanding of how their behaviour affects the wider school community.

To support this restorative process, we have Behaviour Reflection Sheets. These sheets will be used when a child needs time to reflect on a particular incident or choice. They provide a structured opportunity for pupils to think about what happened, why it happened, how it affected themselves and others, and what they can do to put things right. Behaviour Reflection Sheets will also be sent home so that parents and carers are informed about incidents and can be part of the restorative conversation. We believe that strong communication between home and school is vital in helping children learn from their experiences and make positive changes.

St. Ambrose Catholic Primary School
Behaviour Reflection Sheet
(to be completed and a copy given to Key Stage Leader and sent home)

Name: _____ Class: _____ Date: _____

During Class Time: _____ Breaktime: _____ Lunchtime: _____

positive
calm
friendly
respectful
cooperative
responsible
kind
helpful
generous
polite
tidy
neat
well behaved
happy
proud
excited
surprised
frightened
embarrassed
frustrated
nervous
upset
cross
tired
hurt
shocked
confused

What Happened? _____

Why did it happen? _____

How did my behaviour make me feel?							
Other							

What rule did I break? _____

1. Being Ready
2. Being Respectful
3. Being Safe

How did my behaviour make other people feel?							
Other							

How do I feel now?

How do I feel now?							
Other							

What can I do differently next time? _____

Sanction: _____

Pupil Signature: _____

Adult Signature: _____

If a child receives **three** Behaviour Reflection Sheets, parents and carers will be invited to meet with the class teacher to discuss how we can work together to support the child moving forward. If a further three sheets are issued, the meeting will include the Phase Leader, Miss Brewer/Mr Holman and any additional concerns will involve the Mrs Laskey, Head of School and Mrs Bury Executive Principal.

This graduated response ensures that support is put in place early and that families are fully involved in helping their child succeed.

Throughout this approach, our emphasis remains firmly on positive praise, reassurance and clear explanation. We want every child to feel confident, valued and capable of making good choices. By working together, children, staff and families, we can ensure that our school remains a safe, respectful and nurturing environment where all pupils can thrive.

During our lessons all children will follow our SMART Behaviours. These expectations will help to create a safe and non-judgemental environment where everybody can share their views and opinions, with the respect of their peers.

Our S.M.A.R.T. Behaviours

-  Sit up and tuck your chair in
-  Magnet eyes on the speaker
-  ABC's
-  Rapid responding
-  Track the speaker

Whilst walking around the school or during transitions. Children will follow our SAFE Walking guidelenes. These guidelines ensure that children are being safe, ready and respectful whilst travelling around the school.

S.A.F.E. Walking
Corridor Expectations

-  Silently and sensibly
-  Arms by your side
-  Face forward
-  Everybody, every time!

Break Time and Lunchtime

In the morning the children have a 15-minute break time.

We encourage children to bring a healthy snack to school to support their wellbeing, concentration, and learning throughout the day. Healthy snacks such as fresh fruit, vegetables, cheese, or plain crackers provide sustained energy and help children develop positive eating habits.

As the safety of all our pupils is a priority, we are a **nut-free school**. This means that snacks and packed lunches must not contain any nuts or nut products, including peanuts, peanut butter, Nutella, other chocolate spreads containing nuts, and foods that contain nuts as ingredients. Some children in our school have severe nut allergies, and even small amounts can cause a serious allergic reaction. We appreciate your support in helping us maintain a safe and healthy environment for everyone.

If your child is allergic to a food or has an intolerance, please inform the school immediately.

All children in Reception and Key Stage One are entitled to a free piece of fruit a day and they are entitled to a Universal Free School Meal provided by the Government initiative.

Registration for this is done through the Schools Food United App. It is imperative that you order your child's meal through the app to ensure that they receive their preferred meal choice. Key Stage Two children can have a hot meal and this can be ordered via the app but there is a charge per meal.

Whether your child has packed lunch or cooked meal we expect good table manners.

Please make sure that your child can use a knife, fork and spoon correctly.

The Lunchtime Supervisors help the children to cut up food if help is needed.

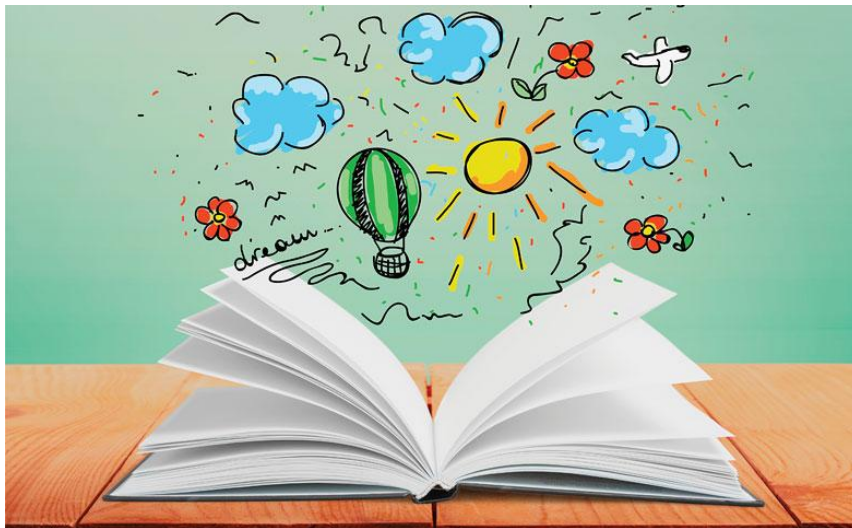
"Please" and **"Thank you"** are very important words at St. Ambrose which children are encouraged to remember.



Reading at Home and School

In Key Stage One, children take home Book Bag Books that are fully phonetically decodable. These books are carefully matched to the book band your child is working within, based on their regular Read Write Inc. assessments. This ensures that children practise reading books containing the sounds and words they have already been taught, helping them to build confidence, accuracy and fluency. Book Bag Books are changed every Monday, giving children plenty of opportunities to re-read the same book throughout the week. Re-reading familiar texts is an important part of learning to read, as it develops fluency, expression and comprehension. We encourage parents and carers to read with their child several times during the week, celebrating their successes and discussing the story together.

Children in Key Stage One take part in daily phonics lessons, where they develop the skills needed to become confident, fluent readers. They also participate in whole-class reading sessions, during which a range of reading skills and comprehension strategies are taught. In addition, every child is heard reading individually by an adult each week, allowing teachers to monitor progress and provide targeted support where needed.



In Key Stage Two, children continue to develop their reading fluency, stamina and comprehension. Reading books are changed once children have finished reading them confidently and can demonstrate a secure understanding of what they have read. Children are encouraged to discuss the characters, events, vocabulary and themes in their books, helping them to develop deeper comprehension skills alongside fluent reading. Reading regularly at home remains an essential part of supporting your child's progress and fostering a lifelong love of reading.

In Key Stage 2, children continue to develop their reading fluency and comprehension through whole-class reading lessons, where they explore a wide range of high-quality

texts and develop key reading skills. Children may also be heard reading individually when additional support or assessment is needed.

School Library

All children have the opportunity to visit the school library regularly to choose a book to enjoy at home. Library books are returned and exchanged during the next scheduled library session, encouraging children to develop a lifelong love of reading.

How You Can Support Reading at Home

Sharing books together is one of the most valuable ways you can support your child's reading journey. Talking about books helps children develop both their comprehension and their enjoyment of reading. To help guide these discussions, your child will receive a VIPERS bookmark containing key questions that you can ask while reading together. These questions encourage children to think more deeply about what they have read by developing their skills in:

- Vocabulary – understanding the meaning of words and phrases.
- Inference – using clues from the text to work out what characters are thinking, feeling or why events happen.
- Prediction – making sensible guesses about what might happen next.
- Explanation – explaining ideas, opinions and the author's choices using evidence from the text.
- Retrieval – finding and recalling information directly from the text.
- Sequence (Key Stage 1) / Summarise (Key Stage 2) – retelling events in order or summarising the main ideas.

We encourage all children to read regularly at home, as this plays a vital role in developing confidence, fluency, and a lifelong love of reading. Reading together for just 10–15 minutes each day can make a significant difference to your child's confidence, fluency and enjoyment of reading. Make reading times fun and relaxed and you will see your child's confidence grow!

Key Stage 2 pupils will have a Reading Record for parents and carers to record reading completed at home, or they may be reading a book independently and writing a book review about it.

Key Stage 1 pupils will have a Reading Folder in which parents and carers can record home reading.



Spelling Shed

Children will be set weekly spelling activities on Spelling Shed. These activities include a variety of engaging games designed to help children learn and practise their spellings, while reinforcing spelling patterns and rules in a fun and interactive way.

Spelling lessons are taught in class each week, where children are introduced to the focus spelling rule or pattern. Throughout the week, they have opportunities to practise and apply their learning through a range of activities.



Additional Information

- ◆ Please keep Arbor up to date with your current information, such as telephone numbers and address
- ◆ Please ensure that there are at least two named contacts for your child in the case of an emergency
- ◆ Routine medical and dentist appointments should try to be made for after school or during the school holidays.
- ◆ Water bottles are provided for each child in Reception as part of the transition and these should be cleaned, re-filled and sent with fresh water each day. Spare bottles and lids can be purchased from the school office.
- ◆ Only prescribed medicines that are four dosages a day can be administered. The medicine needs to be taken to the school office where the appropriate forms should be filled in. The medicine should be collected from the school office at the end of the day.
- ◆ If your child suffers from asthma and needs an inhaler in school, then please speak to your child's Class Teacher
- ◆ If your child has a food allergy or intolerance, please inform the school immediately
- ◆ The wearing of jewellery is discouraged unless it is a watch or stud earrings. Children must remove jewellery for PE lessons.
- ◆ All items of clothing should be labelled with the child's name to make it easier for your child to organise their clothing

Our School Prayers - Key Stage Two

The Sign of the Cross (start with your right hand)



In the name of
the Father...



...and of
the Son



...and of the
Holy Spirit.



Amen.

Morning Prayer

O Jesus,
through the most pure heart of Mary,
I offer you all my prayers,
thoughts, works and sufferings of this
day
for all the intentions of your most
Sacred heart.



Grace Before Meals

Bless us, O Lord, and these your gifts
which we are about to receive from your
bounty.
Through Christ our Lord.
Amen

End of the School Day Prayer

Lord Jesus Christ,
As we come to the end of this school day,
Help us to reflect and to pray:

For the difficulties I have known, I ask for your
help.

For the blessings I have received; I thank you.
May I seek to be an instrument of your peace
in my home today.

Each day is a gift.
May I look forward to a new start tomorrow.

May the journey of my life be an experience of
your love,
your compassion,
your forgiveness
and your peace.
Amen

Grace After Meals

We give you thanks, Almighty God,
for all your benefits,
who live and reign, world without end.
Amen

SCHOOL UNIFORM – SEPTEMBER 2026

Wearing the correct uniform helps promote a sense of pride, belonging, and equality within our school community. Please ensure that your child attends school each day wearing their full school uniform.

Winter uniform (October half term to end of Summer Term)	
Uniform	Notes
grey skirt, grey pinafore or grey tailored trousers white school shirt with St Ambrose School tie white or grey socks or white or grey tights	Lycra or jersey fabric trousers are not permitted Shirts may be long or short sleeved
Burgundy jumper, cardigan or sweatshirt	Branded with school logo or without logo
Flat Black school shoes	Boots, trainers or open toe sandals are not permitted
Summer uniform (Start of Summer Term to October half term)	
Uniform	Notes
grey tailored trousers or shorts, grey skirt or pinafore white school shirt (long or short sleeve) and St Ambrose School tie Or a white polo t-shirt (no tie required) white or grey socks OR Yellow and white checked dress white or grey socks	Lycra or jersey fabric trousers are not permitted Culottes, playsuits or polo topped dresses are not permitted
Burgundy V neck jumper, cardigans or sweatshirt	Branded with school logo or without logo
PE Kit	Notes
Burgundy T shirt Black joggers/leggings, shorts or cycling shorts Burgundy v necked jumper, cardigan or school p.e. hoodie Black pumps suitable trainers	Trainers (Black encouraged)
Swimming	Notes
One piece swimsuit or swimming trunks swimming cap	Bikinis and tankinis are not permitted Goggles can be provided if required
Bags and Bottles	
Accepted	Notes
Reading bag Lunch bag Small backpack if required	Pencil case is not required
Bottle filled daily with water only	

General Appearance

We wish to maintain the good standards of appearance shown by the pupils at St Ambrose and therefore expect haircuts to be tidy but not extreme. If hair is past shoulder length then it needs to be tied up, it also needs to be kept out of children's eyes (this applied to both girls and boys). Hair gel, hair spray, hair dyes and other styling products should not be used. The wearing of jewellery is discouraged unless it is a watch or stud earrings. Children must remove jewellery for PE lessons.