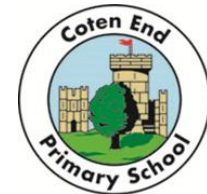


Year 5 Introduction Evening

September 2026



Senior Leadership Team:



*We have a large, supportive Senior Leadership Team.
Please do not hesitate to reach out to us.*



Sarah Sheepy –
Executive Headteacher



Kerry Pope –
Deputy Headteacher:

Safeguarding/Inclusion
Lead



Nick Williams –
Head of School



Katie Reeves –
Assistant Headteacher:

SENDCo



Andy Johnston –
Deputy Headteacher:

Behaviour/Assessment
Lead

Staffing

The class teachers in Year 5 are:



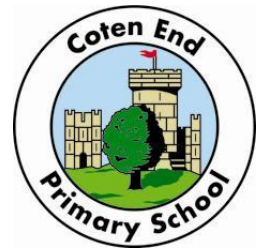
Miss Rachel Day
5RD



Mr Craig Rose
5CR



Mrs Vicky Woodhead
5VW



Year 5/6 Phase Leader: Miss M Chacko

The Phase Leader works closely with all staff in the phase and will handle any initial concerns you may have that require more than the class teacher's input.

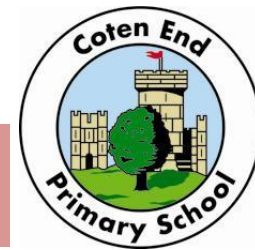
The year group will be supported by a large team of support staff including:

- Miss Ashleigh Morgan (SEN Teacher), Mrs Katie Rebbeck, Miss Felicity Taylor, Mrs Hannah Walters, Miss Amy Crees, Mrs Vicky Kopaila, Mrs Louise Cunliffe, Mrs Sarabjeet Vinning, Mrs Kat Turner, Mrs Julia Day



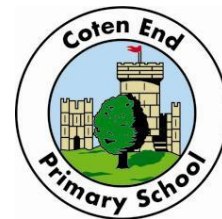
Attendance

We are committed to working in partnership with families to achieve the best possible attendance for your child.



- Set high expectations regarding your child's attendance at school
- Absence from school affects your child's progress both academically and socially
- Target of no more than **three days** absence per academic year
- Avoid absence from school where possible
- Contact the school office each day before 9.30am either by email, telephone or via the app
- **DO NOT** take family holidays during term time – risk of penalty notice > 5 days equivalent non-consecutive/ accumulative
- Avoid GP and dental appointments during school hours
- If your child is reluctant to come to school, share any concerns with the appropriate member of school staff to seek support at the earliest opportunity
- See the Attendance policy which can be found on the school website
- Attendance Lead –Kerry Pope
- Coughs and colds don't usually mean a child needs to be kept at home. We can keep their medicine e.g., Calpol in the school office and administer it, with your permission, to help them through their day.





Lateness and Punctuality

We are aware that consistent lateness can have an affect on a child's entitlement to education.

As a school we have clear expectations that children should be in on time, each day. When appropriate, parents/carers will receive half termly information when the school is concerned about your child's lateness.

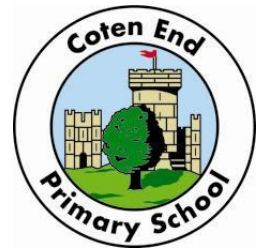
EVERY MINUTE COUNTS		
MINUTES LATE PER DAY	EQUIVALENT OF MISSING	HOW MANY LESSONS THIS IS MISSED
5 MINUTES	3.4 SCHOOL DAYS A YEAR	17 LESSONS
10 MINUTES	6.9 SCHOOL DAYS A YEAR	35 LESSONS
15 MINUTES	10.3 SCHOOL DAYS A YEAR	51 LESSONS
20 MINUTES	13.8 SCHOOL DAYS A YEAR	69 LESSONS
30 MINUTES	20.7 SCHOOL DAYS A YEAR	104 LESSONS

An illustration of a hand with a red watch strap, pointing towards the table.

- School doors open at **8.40am** and close at **8.50am**.
- Any child who arrives after 8.50am will need to do so through the schools main office.
- Children who are late must sign in through the schools system with a reason, accompanied by a parent.
- All late episodes are recorded on the schools registration system along with the minutes absent, past 8.50am.
- Each week the Attendance Support Team will monitor those children who are late and record any patterns of punctuality concerns.
- If necessary, parents/carers will be contacted to discuss their child's punctuality.
- When there are consistent punctuality concerns or patterns, it may result in further conversations with a member of the Attendance Support Team. This could result in a meeting and a support plan to be implemented.



Pupil Premium



If your child is eligible for Free School Meals, they are also entitled to a range of support in school funded by the Pupil Premium Grant.

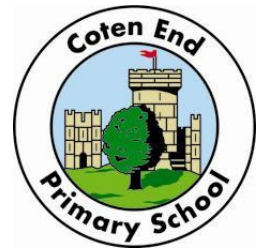
This includes access to additional learning and extra-curricular opportunities, academic support, financial support for school trips and a fully funded music lesson or sports club.

Even if children are only eligible for Free School Meals for a short time, they continue to receive Pupil Premium funding for **6 years**.

You can find out if your family is eligible on the Warwickshire County Council website: <https://www.warwickshire.gov.uk/education-learning/apply-free-school-meals>



Pupil Premium



To apply for free school meals, visit:

<https://www.warwickshire.gov.uk/education-learning/apply-free-school-meals>

Children may be eligible for **Free School Meals (FSM)** if their parent or carer receives one or more of the following:

- Universal Credit (any income level)
- Support under Part VI of the Immigration and Asylum Act 1999
- Income-related Employment and Support Allowance (ESA)
- The guaranteed element of Pension Credit
- You meet the rules for families with no recourse to public funds (NRPF)

All pupils in Reception, Year 1 and Year 2 will also continue to be entitled to free school meals under the universal infant free school meals policy regardless of family circumstances.

If your child is already receiving Free School Meals and you fit the new criteria, you do not need to apply. Warwickshire County Council are checking all pupils. They may be in contact with you to check details. Once it is working, you can apply at: Apply for free school meals: Apply for free school meals (FSM) - Warwickshire County Council

Year 5: Curriculum



The children experience a varied curriculum at Coten End.
An overview of the year's curriculum content can be found on the website.

The learning themes in Year 5 are:

AUTUMN

SPRING

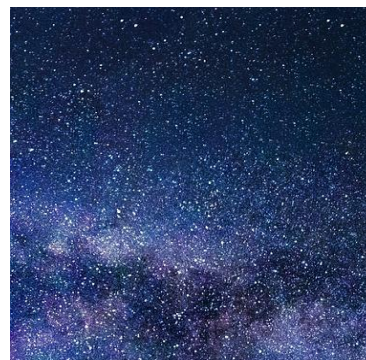
SUMMER



Marvellous Mayans



Magical Muggles



Sun, Stars and Space



The Explorer



Traders and Raiders

History: Ancient Maya

Science: Forces

Music: UpBeat (Flutes)

Science: Properties and Change of Materials

Geography: Geography of the UK

DT: Hogwarts House Banners

Science: Earth and Space

DT: Moon Buggies

Computing: Mars Rovers

Science: Living Things and Their Habitats

Art: Japanese Prints

Geography: Amazon Rainforest

History: Anglo-Saxons and Vikings

Science: Materials

PSHE: Changing Me

Year 5: Curriculum Enrichment



Children take part in a range of curriculum enrichment experiences throughout the year.

In Year 5, curriculum enrichment includes:

AUTUMN

SPRING

SUMMER

EVENT



Maya Workshops



Harry Potter Studios



VR Workshop

DATE

29.9.26
30.9.26
1.10.26



Friday 10th
December



COSTUME



School Uniform

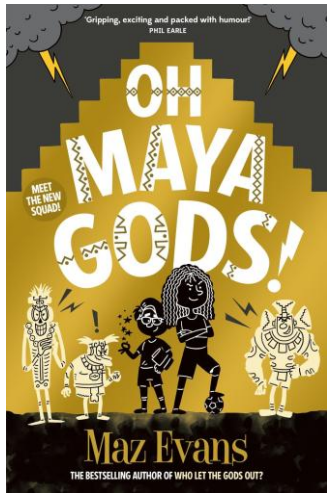


School Uniform

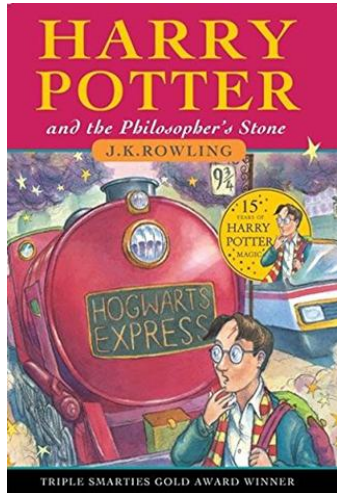
Year 5: Key Texts

During lessons, the children will have opportunities to read and explore a wide variety of rich literary texts, including:

AUTUMN

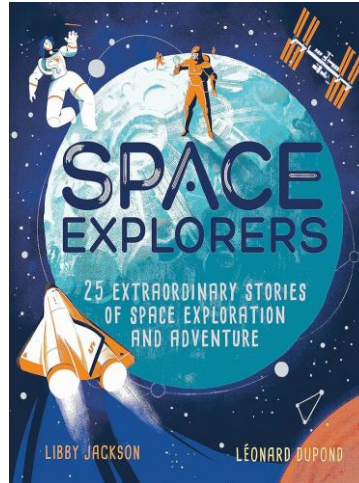


Oh Maya
Gods by
Maz Evans

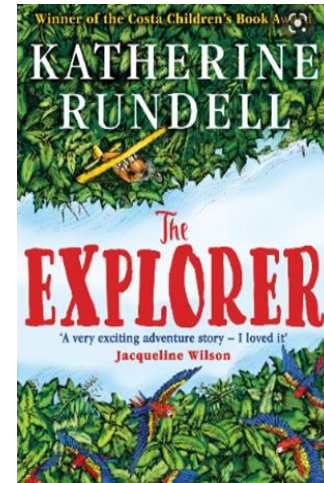


Harry Potter
and the
Philosopher's
Stone by JK
Rowling

SPRING

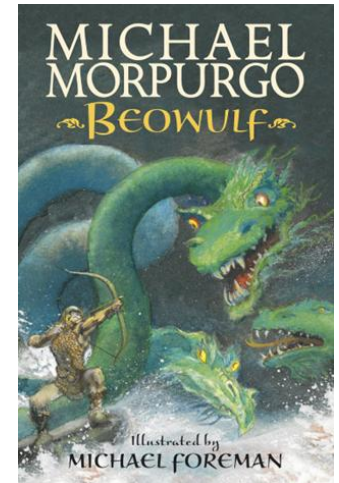


Space
Explorers by
Libby
Jackson



The
Explorer by
Katherine
Rundell

SUMMER



Beowulf

Year 5: Homework



- Accelerated Reader has been very successful in increasing the amount of reading and will continue, alongside myON for homework.
- Mathematics: Task related to current or prior teaching.
- myON Reading Task assigned to be read and quiz completed.
- Daily Reading: AR quiz to be completed in school when a book is finished.
- Regular multiplication fact practice: TTRockstars.
- Spellings will be provided for practice at home. There will not be a spelling test, however the spelling rules will be taught in school.

Homework is set on a Thursday and marked together as a class on Monday.

Maths KS2



Children are taught maths every day. We continue to develop what is called a 'mastery' approach, which is in-line with the most up-to-date academic research provide by both NCETM (National Centre for Excellence in the Teaching of Maths) and EEF (Education Endowment Foundation)

Teachers focus on developing a deep understanding of the year's National Curriculum objectives rather than trying to progress to new objectives as quickly as possible. This can often be misconstrued with reducing challenge. Instead, the challenge is delivered in a different way.

How children are challenged:

- Encouraged to provide detailed verbal responses to how they have solved problems
- Pushed to provide evidence, reasoning and proof that their answers are correct
- Supported to challenge themselves and their peers by working collaboratively and stretching their understanding of a topic or objective

How children are not challenged:

- Progressed onto future year group objectives
- Continuously set more and more questions that get 'harder'

Mastery is about demonstrating complete understanding of each objective beyond just answering questions.

Handwriting and Spelling KS2



Letter-join Pupil log-in

Dear Parents,

Our school is now part of the Letter-join handwriting scheme and our pupils can log in to the Letter-join website at home on iPads, tablets and computers.

There you will find the same, easy-to-use handwriting resources that we use at school.



PC DESKTOP AND LAPTOP LOG-IN

Log in at www.letterjoin.co.uk and use the Desktop log-in option with these details:

Username: ab6515
Password: home

PC Browsers:

Letter-join will work on the following browsers on PCs/Macs:

- Google Chrome
- Safari

Do not use Internet Explorer.

IPAD AND TABLET LOG-IN

Go to www.letterjoin.co.uk and use the Tablet log-in option with these details:

Username: ab6515
Swipe code
(starting at top left):

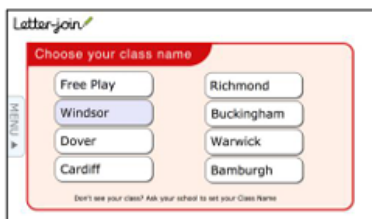


Tablet/iPad Browsers:

Letter-join will run on the following tablets:

- iPads running iOS7 and above through the Safari browser.
- Windows 8 tablets (8 inch and bigger) using the built-in browser.
- Android tablets (8 inch and bigger) using Google Chrome.

Choose a Classroom



Once logged-in, choose your child's classroom and you can use Letter-join's resources and fun activities to reinforce the handwriting we teach at school. You can trace over the letters and words and play the games on your tablet.

We are limited to the number of users who can log in to this account, so please do not share these log-in details.

Handwriting is a key part of the writing process. When children can form letters correctly and write fluently, they can concentrate much more on what they want to say rather than how to write it.

In school, we will be teaching handwriting daily.

Children will begin writing with pencil and progress to pen as they develop a fluid, consistent and legible style. You can support your child with their handwriting using the Letter-join website. Log-in details will be sent home.

Activities that use their whole hand or arm – such as painting, wiping, mixing, cutting, swimming etc can also develop the required muscles and support for handwriting.

Spelling is taught within school using phonics and spelling rules. A focus spelling rule will be provided to parents each week via homework alongside an activity, however spelling is not tested weekly.

Regular short practise of spellings is also helpful. Turning it into games, crosswords, wordsearches and word puzzles are also helpful.

Year Group Page



We are no longer going to have a Year Group Blog and will instead move to a School Blog – still updated on a weekly basis.

We are introducing a Year Group Page instead which will feature a range of useful information specific to the year group, including:

- Staff in the year group
- Curriculum Overview
- Key texts
- Homework expectations
- Recommended reads
- Spelling lists
- AR/MyON user guide
- Other resources
- This introduction evening PowerPoint

Uniform



- Grey or black trousers
- Pinafore dress or skirt
- Grey or black trousers or shorts
- Red or white polo shirt
- Red sweatshirt or jumper or cardigan
- Red and white summer dress
- Grey or white socks
- Grey, white or red tights
- Wellies
- Black shoes (trainers, Vans, Dr Marten-style boots, and sandals are not suitable)
- A suitable coat for all weathers (any colour) – a hoodie is not an acceptable alternative for a coat.

PE Kit



Children will come into school in their PE kit on the day they have PE.

PE days are as follows:

5VW – Fridays

5RD – Tuesdays and Thursdays

5CR – Tuesdays

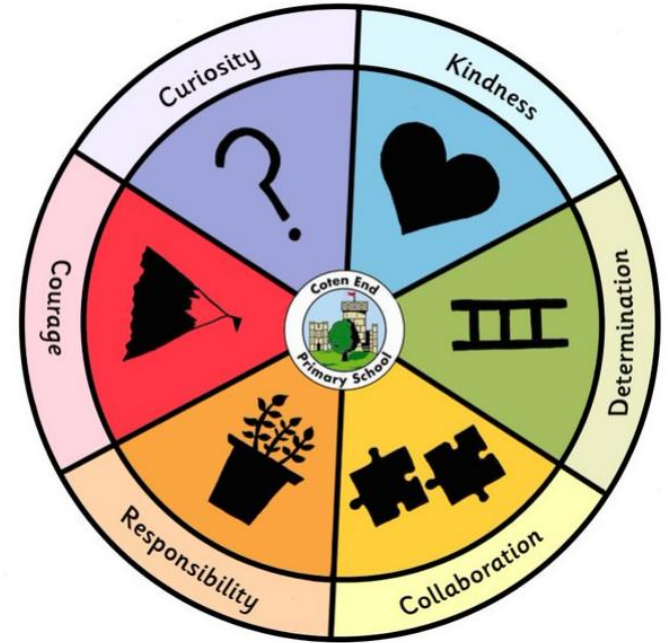
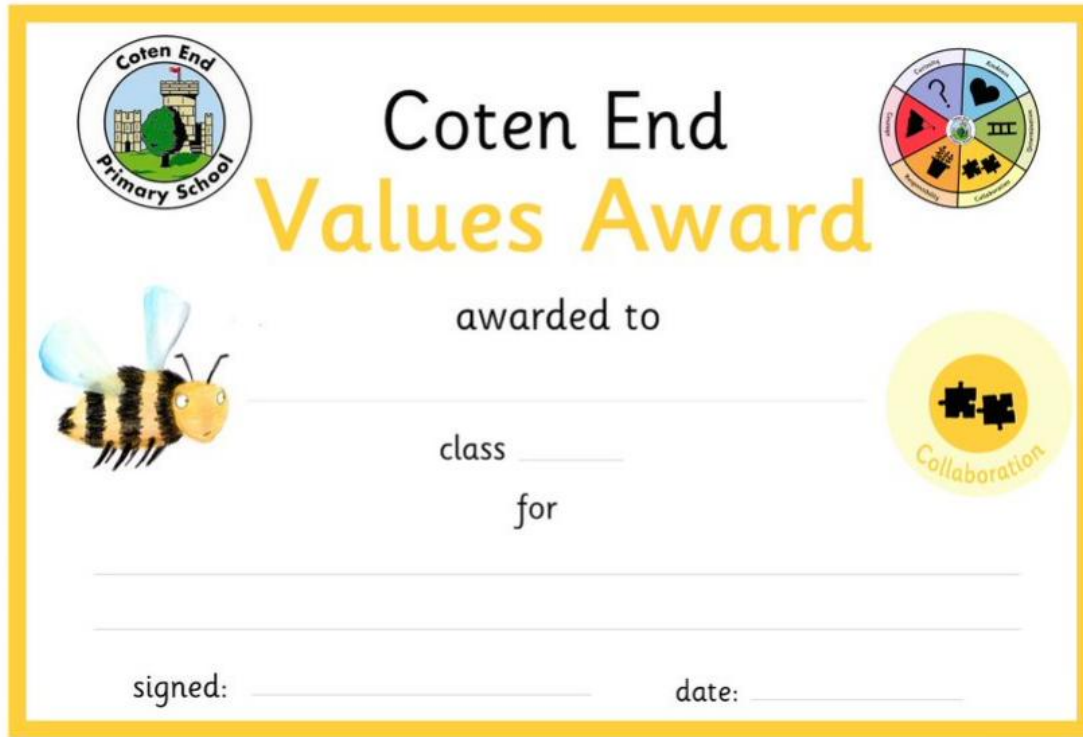
The following PE kit may be worn:

- Red or white round necked t-shirt
- Black PE shorts or skort
- Black or navy blue jogging bottoms
- Black or navy blue tracksuit top or sweatshirt (not a hoodie)
- Black pumps/plimsolls for indoor PE
- Trainers for outdoor PE (Years 1-6)

There should be no branded logos/designs on any of the PE clothing nor should children wear any football kit.

If these are brought to school for PE, the children will be asked to take them home again and will be given spare PE kit to wear for the lesson that day.

Celebration Assembly



Values Awards and two Achievement Awards will be presented each week in assembly. They will bring home a letter on the Friday.

Year 5 Celebration Assembly will take place in the **Lower School Hall**
On **Tuesdays at 9.05am.**

Mathematician and Writer of the Week will be presented in the school corridor via the office weekly

OPAL (Outdoor Play and Learning)



- In April, we received our Platinum award from OPAL – the highest level of accreditation
- We are proud of our playtime provision and continue to improve it (An adventure playground in KS1 is our next addition)
- Children have a lot of choice, and a lot of freedom, but there are consequences for unsafe or disrespectful behaviour

- Children must have wellies in school – have a look for a pair tonight
- Children are welcome to bring in waterproof trousers
- We are out in all weather, but we will direct children to sensible play depending on the conditions, especially when very muddy

COTEN END PRIMARY SCHOOL APRIL 2026

LATEST NEWS

Great News!



Coten End Primary School is proud to announce that we have achieved the **OPAL Platinum Award**, the highest level of accreditation from the **Outdoor Play and Learning (OPAL)** programme.

This award recognises schools that have made a sustained, whole-school commitment to improving the quality of play for children. It puts us in the top 2% of schools in the country for quality play and confirms to us that we have transformed playtimes into inclusive, enriching and joyful experiences for every child.

Before beginning our OPAL journey, playtimes looked very different. Play was limited in choice and space. It was either





Relationships and Behaviour

In recent years, there has been a noticeable shift in the attitude and behaviour of the wider school that disrupts learning and does not reflect the school rules and values.

BE RESPECTFUL

BE SAFE

- Noticeable shift in attitude and behaviour of children within school.
- Shift in attitude has resulted in increases in low-level behaviours that disrupt learning:
 - Use of inappropriate and unnecessary 'fidgets' in class.
 - Talking during direct teaching.
 - Calling out or refusal to engage.
 - Refusal to follow instructions given by adults.
- Increase in disrespectful behaviour towards school adults including:
 - Rolling eyes.
 - Refusal to following instructions given by adults.
 - Walking away from adults when talking to them.
 - Becoming argumentative and verbally abusive.
- Increase in anti-social behaviour or that which directly contradicts school rules such as:
 - Showing wilful lack of care for school equipment i.e. drawing on items, routinely 'losing' items or breaking them.
 - Refusing to help tidy the school environment.
 - Incorrect school uniform (especially PE kit) including wearing of make-up, jewellery or trainers.



Relationships and Behaviour



- Children will be held accountable for their behaviour and reported to parents where appropriate.
- When school and home, work in unison and present a united, consistent message, children flourish.
- The conduct of parents towards members of staff (irrespective of perceived position) must always remain polite and courteous.
- School recognise that situations may elicit an emotional response, but discussions need to be focused on finding ways to move forward positively.
- Decisions made – in relation to behaviour – may not always be clear or agreeable **but** must – particularly when discussed with the child - be supported. If further private discussions need to be held, these can be arranged but arguments and undermining key messages does not support the child.
- Verbal abuse will not be tolerated.
- School may – at times – get things wrong and we need to know – providing we are reflective and willing to learn – that families will be supportive in helping the school to develop.

Communication



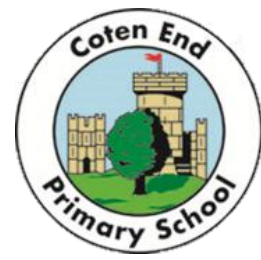
Ways in which communication is shared:



- **School App - MCAS (mychildatschool.com):** communication from school office, lunch orders and payments, trip payments, absence notifications – **essential, please enable push notifications**
- **School website:** newsletters, year group page, school blog
- **Google Classroom:** homework, spelling (not used for communication)

Please update us of any changes of address, phone number, medical needs as a matter of urgency.

Smartphones



We have been gradually removing smartphones from school since we introduced our Parent Smartphone Agreement in 2023.

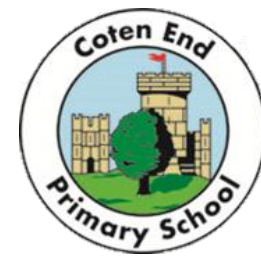
In-line with DFE guidance, children are now not allowed to bring any phone into school with the exception of children in Year 6 being allowed to bring in a 'brick' phone.

What is the impact?

- Prior to our Parent Smartphone Agreement, approximately 70% of Year 6 children brought a smartphone to school, and 50% of Year 5 children.
- School staff were dealing with social issues related to Smartphones on most days, including incidents of racism, homophobia and bullying, as well as frequent exposure to sexually inappropriate content.
- Issues related to Smartphones are now extremely rare and it is important that we do not forget how bad it got for a few years, particularly post-COVID.



Online Safety



At Coten End, we provide children with an effective, reactive Online Safety curriculum through, but not limited to, our Computing, PSHE and RHSE lessons.

At school:

- We encourage children to consider what positive, healthy and respectful online relationships looks like.
- How to use technology safely and how/where they can seek support and advice.
- Our online safety programme is regularly revisited – this includes relevant and up to date messages about internet usage, video gaming and apps we are made aware of.
- Key online safety messages will be reinforced during assemblies and activities annually on World Safer Internet Day.
- Pupils are taught to be critically aware of the materials/content they access online and be guided to validate the accuracy of information – including the use of AI.

The key online safety themes explored within our curriculum include:

1. Self-image and identity
2. Online relationships
3. Online reputation
4. Online bullying
5. Managing online information
6. Health, Well-Being and Lifestyle
7. Privacy and security
8. Copyright and ownership

Children are encouraged to have open and honest conversations about their activity online. If school staff have any concerns surrounding a child's online activity, they have a duty to report it as a safeguarding concern.



Online Safety



The most impactful online safety comes from home:

- Have an open and honest dialogue around use of technology – it is important as parents and educators that we react calmly to incidents – we want children to feel safe, not scared.
- Have a balance in screen time – create boundaries and rules together.
- Enable content filters on devices, including gaming consoles.
- Use child-friendly versions of apps/websites e.g. YouTube Kids – be aware of age ratings!
- Regularly check messages and internet usage.
- Turn off screens at least 30 minutes – 1 hour before bed.
- Visit **InternetMatters.org** for advice and guidance on how to implement online safety at home



Check age
recommendations





Questions?

Please speak to your child's class teacher individually if you would prefer.