



**Hugh Sexey  
Church of England  
Middle School**

**KS2 Parents' Information Evening  
September 2025**

Dear Parent/Carer,

I hope that you will find the information contained in this booklet useful in supporting your child's transition from year 5 into year 6.

In Years 5 & 6 the curriculum is timetabled on a primary-style model, with core subject lessons spent with their class teacher, whilst benefiting from the Middle school system with other lessons taught by subject specialists.

Our expectation in year 6 is that our pupils will be responsible for ensuring they have the correct equipment with them for each lesson and that they record and complete homework tasks as appropriate.

Each pupil is given a home-school diary in which they may record the homework that has been set, however, it will also be uploaded and available through the My Child at School app. Parents may wish to make a comment in the diary, and it is the responsibility of the pupil to take this to the appropriate staff member. When completing tasks at home we would encourage you to help your child to find a quiet area with a table or desk, away from distractions such as the TV etc.

At school, homework may be completed during lunch breaks in our library or ICT suite.

We hope that our pupils final year in Key Stage 2 continues to excite and challenge them; which in turn motivates them to be the very best that they can be. It also provides them with opportunity to 'show off' the fantastic progress that they have made during the last four years and that they are ready to step up to the secondary curriculum in Key Stage 3.

If you have any questions or concerns, then please contact your child's tutor in the first instance by ringing the school office or by emailing [school@hughsexey.org.uk](mailto:school@hughsexey.org.uk)

A handwritten signature in black ink that reads "Matt Drew". The signature is written in a cursive style with a large 'M' and 'D'.

Matt Drew

Headteacher

# Wider Curriculum

Academic Curriculum	Elective Curriculum	Enhancement Curriculum	Intrinsic Curriculum
25 Lessons Per Week	Extra-Curricular Offer - Trips and Visits	Mentoring / Buddy System	Attitude to Learning
Primary and Secondary Model	After School Provision	Collective Worship & Assembly Programme	House System
Cross Curricular Thematic and Skills Links	School Representation / Ambassadors	Careers Education	Learning Routines
Catch Up / Intervention	Student Voice / Council	PSHE/RSE Programme	High Expectations
Revision Master Classes	Events, Performances & Competition	SMSC	SLC
Writing/Reading Focus	Anti-Bullying	Wellbeing	British Values
Extended Learning	Wellbeing Pupil Ambassadors	Relationships and Sex Education	Citizenship / Values in Action
Online Learning Programmes	'The Big Award'	Health Education & Promotion	Character Education
Challenge Days	Charity Work	Local, National and International Exploration	Shared Whole School Christian Values
Balanced Homework	Celebration Assemblies	Commemoration, Celebration & Remembrance	Thankfulness
NTP			Justice
			Endurance
			Compassion
			Koinonia
			Trust

## Curriculum time

Subject Hours Per Week													
Year Group	Art	Computing	DT	Drama	English	Humanities	Mathematics	MFL	Music	PE	PSHE	Science	
5	1	1			7	3	6	1	1	2	1	2	
6	1	1			7	3	6	1	1	2	1	2	
7	1	1	1	1	4	4	4	2	1	2	1	3	
8	1	1	1	1	4	4	4	2	1	2	1	3	

## Curriculum Journey – Pupil Road Map Examples

The image displays three 'Pupil Road Map' posters for Year 6, each with a winding road theme and various icons representing different subjects and activities.

- English Road Map:**
  - Ready to enter Year 7:** 15- Lights, camera, action! Harry Potter by J.K. Rowling. Includes non-chronological report writing, SATS, and narrative writing.
  - 14- Story Time:** Just So Stories by Rudyard Kipling. Includes non-chronological report writing and SATS prep.
  - 12- Born in the USA:** Holes by Louis Sachar. Includes journalistic writing and explanation text.
  - Year 6 Journey Map:** Focus on layout of different non-fiction texts and broadening understanding of writing for purpose and audience.
- PE & Games Road Map:**
  - Ready to enter Year 7:** If it's water your waiting for! Includes non-chronological report writing, SATS, and narrative writing.
  - Year 6 Mid Term Assessment:** New Year Goals and Transferable Skills.
  - Year 6 1st Assessment:** Shaka and Cones.
  - Year 6 Journey Map:** Focus on layout of different non-fiction texts and broadening understanding of writing for purpose and audience.
- Religion, Philosophy and Ethics Road Map:**
  - Ready to enter Year 7:** Maria Gomez, Christian outreach in deprived areas, LEPRAs Fundraiser. Includes life and times of Jesus and lessons from the parables.
  - Year 6 Journey Map:** The Change-makers Maria Gomez, Jesus and the parables, Finding my inner peace, Learning about the lives of Buddhists, Learning about the lives of Jewish people.

### **Setting arrangements**

In year 5 and 6 all lessons are taught in mixed ability tutor groups. The majority of the curriculum follows a primary school model with the class tutor teaching English, Mathematics, Science, Humanities and PSHE. However, as a Middle school we are also able to deploy specialist teachers to deliver other aspects of the broader curriculum.

### **Materials/ equipment**

Many subjects use exercise books, which are mostly kept in school to ensure good standards of repair and presentation. A standard pencil case is expected to include:

- 2 Black Pens
- Sharp Pencil
- Ruler
- Red Pen
- A Whiteboard Pen

### **Games/PE Equipment**

- Black and red reversible rugby shirt
- Red T-shirt with school badge
- Black and red shorts
- Black with red-topped knee length games socks or plain black
- Trainers
- Football boots
- Shin pads and gum shield
- One-piece swimming costume or trunks/towel
- Optional black and red hooded sweatshirt
- Optional girls black and red skirt.

### **Other additional equipment**

- Headphones (for use in the ICT suite or with tablets)
- Coloured pencils
- Apron for DT (subject specific materials such as ingredients will be communicated with parents via the home-school diary, the website or through pupil/teacher communication)
- Basic geometry set for Mathematics lessons

### **Independent learning arrangements**

Homework will be set weekly in English and Mathematics. Humanities, Science and other extended or enrichment homework tasks may be set to support independent learning skills. All homework will be set and recorded on Bromcom. If you have any concerns over apparent lack of homework or homework not being set, please contact your child's tutor at the earliest opportunity. Homework should not exceed 2 hours per week.

We would be grateful if parents could check the home-school diary weekly and use the diary to support home-school communication.

## Assessment

Nationally, all schools have been given the freedom to assess progress against the new curriculum framework that was published in 2014. This has been necessary as the content of the new curriculum has been changed and is also more demanding.

Assessment should not be used as an arbitrary indication of your child's ability at school, as compared to other children of a similar age, but as a means to develop their ability to learn; to recognise their knowledge, understanding and skills and help identify areas for improvement within each subject.

In line with the Department for Education's expectations, we now use a system that encourages a much greater focus on the specific skills and knowledge expected of a pupil in each phase of their learning. We will assess each pupil's learning regularly throughout the year using a combination of tests, end-of unit and termly teacher assessments. The outcomes of these will be used to help us respond to the needs of each pupil as they progress through their academic year.

## Our Assessment 'Language'

As learning progresses against approved criteria, pupils move from one grade band to another.

**WORKING TOWARDS/DEVELOPING** – **EXPECTED/ SECURE** – **GREATER DEPTH/MASTERING**

Each pupil should aim to be 'Secure' by the end of the academic year. This means that they are working at the standard expected for their age (ARE).

Once secure in a particular subject, pupils are given the opportunity to 'Master' the concepts and skills they have learnt, prior to starting the next phase of learning.

## Measuring Progress

For Reading, Writing and Maths (RWM), pupils are measured against specific subject criterion and are regularly reviewed through our internal tracker (Insight).

For other subjects, the criteria for the core tested subjects (RWM) are intertwined into the wider subjects to give pupils the opportunity to present their skills in a variety of subject scenarios e.g.: The use of full stops is learned in English but are also practiced and assessed in other subjects, such as Humanities.

## SATs Calendar

**Monday 11<sup>th</sup> May 2026** – English grammar, punctuation and spelling tests

**Tuesday 12<sup>th</sup> May 2026** – English reading test

**Wednesday 13<sup>th</sup> May 2026** – Mathematics papers 1 and 2

**Thursday 14<sup>th</sup> May 2026** – Mathematics paper 3

## SATs information at the end of Year 6

<b>Writing Standards</b>		
<b>Developing – Working Towards the Expected Standard</b>	<b>Secure Working at the expected standard</b>	<b>Greater Depth Working at greater depth</b>
<p><b>The pupil can:</b></p> <ul style="list-style-type: none"> <li>• write for a range of purposes</li> <li>• use paragraphs to organise ideas</li> <li>• in narratives, describe settings and characters</li> <li>• in non-narrative writing, use simple devices to structure the writing and support the reader (e.g. headings, sub-headings, bullet points)</li> <li>• use capital letters, full stops, question marks, commas for lists and apostrophes for contraction mostly correctly</li> <li>• spell correctly most words from the year 3/4 spelling list, and some words from the year 5/6 spelling list*</li> <li>• write legibly.</li> </ul>	<p><b>The pupil can:</b></p> <ul style="list-style-type: none"> <li>• write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader (e.g. the use of the first person in a diary; direct address in instructions and persuasive writing)</li> <li>• in narratives, describe settings, characters and atmosphere</li> <li>• integrate dialogue in narratives to convey character and advance the action</li> <li>• select vocabulary and grammatical structures that reflect what the writing requires, doing this mostly appropriately (e.g. using contracted forms in dialogues in narrative; using passive verbs to affect how information is presented; using modal verbs to suggest degrees of possibility)</li> <li>• use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs</li> <li>• use verb tenses consistently and correctly throughout their writing</li> <li>• use the range of punctuation taught at key stage 2 mostly correctly (e.g. inverted commas and other punctuation to indicate direct speech)</li> <li>• spell correctly most words from the year 5/6 spelling list and use a dictionary to check the spelling of uncommon or more ambitious vocabulary</li> <li>• maintain legibility in joined handwriting when writing at speed.</li> </ul>	<p><b>The pupil can:</b></p> <ul style="list-style-type: none"> <li>• write effectively for a range of purposes and audiences, selecting the appropriate form and drawing independently on what they have read as models for their own writing (e.g. literary language, characterisation, structure)</li> <li>• distinguish between the language of speech and writing and choose the appropriate register</li> <li>• exercise an assured and conscious control over levels of formality, particularly through manipulating grammar and vocabulary to achieve this</li> <li>• use the range of punctuation taught at key stage 2 correctly (e.g. semi-colons, dashes, colons, hyphens) and, when necessary, use such punctuation precisely to enhance meaning and avoid ambiguity</li> </ul>

## Reading

Selected or constructed response	Question types	Example questions
Selected response 10–30%	Multiple choice	Where would you be most likely to see this text? Tick one of the options below.
	Ranking / ordering	Number the events below to show the order in which they happen in the story.
	Matching	Match the text to the purpose.
	Labelling	Label the text to show the title.
Short constructed response 40–60%	Find and copy	Find and copy one word that suggests...
	Short response	What does the bear eat?
Extended constructed response 20–40%	Open-ended response	Look at the paragraph beginning: Once upon a time... How does the writer increase the
		tension throughout this paragraph? Explain fully referring to the text in your answer.

## Mathematics

**Paper 1** – Arithmetic: a 30-minute paper assessing the child’s ability to use the four operations and recall number facts – No calculator allowed.

**Paper 2** – Mathematical fluency, Solving Problems and Reasoning: a 40-minute paper assessing the child’s ability to apply their mathematical knowledge – NO calculator allowed.

**Paper 3** – Mathematical Fluency, Solving Problems and Reasoning: a second 40-minute paper assessing the child’s ability to apply their mathematical knowledge – NO calculator allowed.

Understanding and application of:

Number and Place Value (more than 65% of the curriculum)

Calculation

Fractions

Ratio and Proportion

Algebra

Measurement

Geometry (Properties of Shapes and Position and Direction)

Statistics

A more detailed list of Key Skills is available on the school website at:

<https://www.hughsexey.com/curriculum-overview/>

# Pastoral Care

## Year 6 tutors



Mrs Piggott



Mrs Lacy



Miss Parfitt



Mrs Stitch



Mr May  
Year 6 Pastoral Lead

