

YEAR 6 INFORMATION

2025 - 2026



Meet the Team!

**6R: Mr Rashid (teacher), Mrs Aley-Evans (LSA),
Mrs Kelly (LSA) and Ms Martin – Shaw (LSA)**

**6T: Mr Tyrrell (teacher), Mrs Milner (teacher) and
Mrs Hunt (LSA)**

6W: Mrs Watson (teacher) and Mrs Beckwith (LSA)

The Year 6 Team work very closely with each other and regularly meet to discuss how best to meet the needs of the children, and prepare them for secondary school in what is a very important year.

Attendance

New legislation and Statutory guidance in relation to Leave of Absence and addressing absence from school came in last year (2024).

Main points:

- A leave of absence will only be granted where there are **exceptional circumstances** and **must be requested in advance**.
- Please provide office staff with as much detail as you can when phoning in for absence. Office staff will ring back if detail is insufficient.
- Teachers / LSAs will check in with children who have been absent to ensure they are feeling well enough on their return to school and help them to feel supported.
- If you are booking holidays, please check the term dates to avoid penalty notices.

Attendance

Supporting You:

- We will send informative letters/emails to parents
- We will hold meetings with parents
- We will form action plans
- We will monitor attendance and send regular updates to parents and staff
- We will seek further support from external agencies if need be.
- We will seek legal recourse if deemed appropriate
- Update Policies and our School Website – attend appropriate training

Maintaining Good Attendance



- Establish a good routine in the mornings and evenings so your child is prepared for the school day ahead.
- Make sure your child goes to school regularly and follows the school rules.
- Ensure your child arrives at school on time – not late - please try and stick to the specified time for each year group.
- Arrange dental and medical appointments outside school hours when possible.
- Always inform the school if your child is absent due to illness.
- Take family holidays outside term time – not doing so may result in a penalty notice.
- Talk to your child about school and take an interest in their schoolwork (including homework).
- Praise and reward your child's achievements at school (however small).
- Always support school staff in their efforts to control difficult or challenging behaviour.
- Discuss any problems or difficulties with the school – staff are there to help and will be supportive.

<u>Descriptor</u>	<u>Attendance</u>
Excellent	99-100%
Good	96-98%
Cause for concern	91-95%
Unsatisfactory	86-90%
Critical	85% or below

Essex County Council attendance descriptors.

Expectations

There will be a heightened expectations for the children of Year 6. As these children will be top of the school, we want to ensure that they are positive role models and adverts for our school.

Likewise, within the classroom, teachers have high expectations with regards to effort and application to lessons.

Some children can find the early adjustment period difficult as they learn to manage a meet the new expectations. We ask that you support the children through the early transition. If they remain motivated and determined, they will adjust to the new expectations in no time at all!

Behaviour

When children reach Year 6, we feel that the behaviour policy should begin to reflect some similarities with secondary schools in the way consequences (both positive and negative) will be recorded and reported to parents. We use Arbor to fulfil this role, enabling parents to receive instantaneous feedback on their child's application to school life. Merit points for positive behaviours and work ethic, and warnings for behaviours that work against the school rules or ethos will be directly communicated to parents. We hope that this prompt feedback will enable parents and teachers to work together more closely in order to address incidents as and when they arise. Teachers will still adhere to the behaviour policy in the case of any slips that are administered.

If your child receives a merit or warning, we would encourage you to have a conversation about their behaviour at home and encourage them to take responsibility.

Teachers will not entertain phone calls for all warnings given. If we feel that the behaviours require further conversation, we will not hesitate to contact you for a discussion.

Behaviour Notifications (warnings)

- Misuse or damage to school property.
- Inappropriate use of computing equipment.
- Answering an adult back.
- Calling out.
- Rude or offensive language towards a pupil.
- Rude or offensive language towards a staff member.
- Distraction to others when learning.
- Poor attitude to learning.
- Physically hurting another pupil.
- Lying to an adult.
- Stealing.
- Inappropriate conduct around school.
- Lack of remorse.
- Out of school incident.
- Talking at an inappropriate time.
- Failure to line up sensibly.
- Dangerous behaviour.
- Not following or ignoring instructions.
- Defiance.
- Inappropriate use of a mobile phone.
- Inappropriate gestures.
- Spreading rumours or gossip / escalating an incident.
- Instigating a conflict or problem.
- Inciting a conflict or problem.
- Tampering with somebody else's belongings.
- Other.

Positive Incidents Breakdown		▼
Negative Incidents		
Negative Incidents		^
Lifetime		
3 negative incidents		
2024/2025		
3 negative incidents		
School Year 2024-2025		
3 negative incidents		
Negative Incidents Breakdown		^
17 Jul 2025		
Behaviour: Defiance		
Narrative: 1 warning - refused to work.		
Recorded by: Mr Tyrrell		
02 Jul 2025		
Behaviour:		
Narrative: Test		
Recorded by: Mr Tyrrell		
27 Jun 2025		
Behaviour:		
Narrative: Sarah, this is a test.		
Recorded by: Mr Tyrrell		

Praise

We will try to build self-esteem, confidence, understanding and a sense of motivation and determination in all pupils, so we will praise the children in many ways.



verbal praise



sharing
assemblies



stickers



Star of the Day



certificates



house points



merit points
or merits



Head Teacher's
Commendation

Social Media and Cyber Bullying

The responsibility for monitoring a child's use of social media, or indeed the internet in general, lies with parents/guardians. Although staff at Henry Moore are grateful to those who advise us of these issues, we have little to no jurisdiction in policing these platforms and can only take further action if there is a safeguarding issue, if illegal activity has taken place or if it instigates further significant issues in school.

As a school, we educate the children about these risks, but parents and children also need to be fully aware of these risks and carefully monitor their use of social media, particularly group chats on WhatsApp. Increasingly, we are being made aware of unkind content, including messages, images and videos, that are made on these chats and the impact is being felt in school.

Social Media

Some of the incidents that we have dealt with over the past few years include, but are not limited to, the following:

- Unkind comments
- Exclusion from groups
- Bullying (by individuals and groups)
- Inappropriate language
- Language linked to racism or prejudice
- Self-harm images and self-hate messages
- Explicit images and videos
- Sharing of personal information without consent

These have all involved WhatsApp groups that have started outside of school, that then goes on to impact the children in school.

Local Areas

Over the years, Year 6 teachers have also spent a great deal of teaching time investigating incidents before and after school in the local area (often in the park just outside school). Some of the incidents we have dealt with include:

- Unkind comments to other children and parents
- Bullying (by individuals and groups)
- Inappropriate language
- Language linked to racism or prejudice
- Physical injuries
- Fights
- Vandalism
- Filming or taking pictures of others without consent

Please ensure your child behaves responsibly if they are given the freedom to play in the local area, as investigating incidents can take a significant amount of time away from learning.

Vision Statement for PE

Our vision for Physical education at Henry Moore School is to ensure every child will develop life skills to be physically literate and life-long, active learners with positive attitudes towards physical education and sporting activities.

Your child's PE days are:

Indoor PE: 6R/6W Monday 6T Tuesday

Outdoor PE: Friday (all)

On these days, it is expected that your child arrives to school in their full PE kit ready for the day.

Acceptable PE Uniform



- Please teach your child to tie their own laces.
- Jewellery, head bands and watches should not be worn.
- Long hair must be tied back in reference to the Essex PE Policy.
- Earrings must be removed; they cannot be covered by tape.

Year 6 Topics

We cover 3 topics throughout the year which are outlined below:

Autumn: Changes (Land Changes)

Spring: History of Britain (World War II)

Summer: A Magical Ending (Transition to Secondary School)

Our full year plan and subject coverage will be published on the school website shortly.

Year 6 Trips and Events

Macbeth Performance – Friday 21st November, 2025

Pantomime – Wednesday 17th December, 2025

Harlow Museum – 6W Tuesday 6th January, 2026

6T Thursday 8th January, 2026

6R Tuesday 13th January, 2026

Crucial Crew – March, 2026

Cuffley Camp (Residential trip) –

Wednesday 17th June – Friday 19th June, 2026

Walton-on-the-Naze – Friday 10th July, 2026

Homework

Weekly homework includes:

- **Reading** (at least 5 times per week recorded in planner)

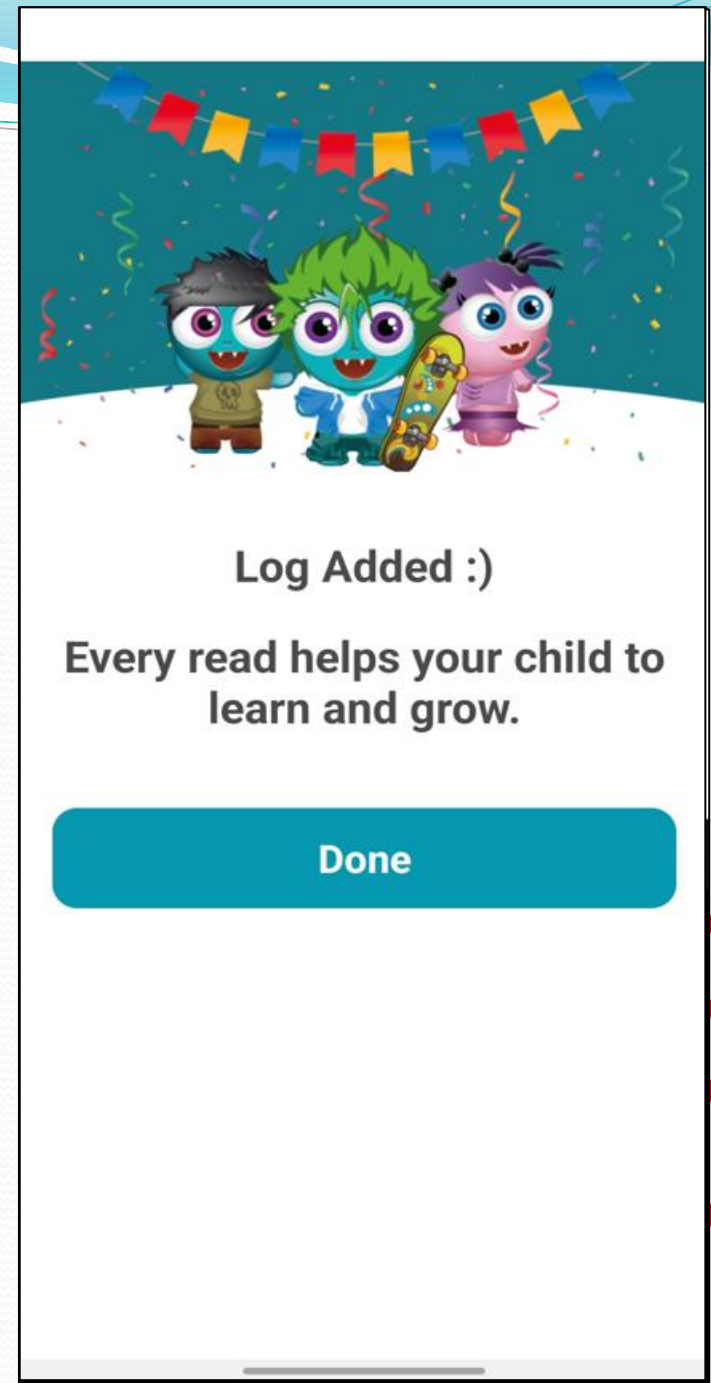


Boom Reader

This year, we will be using an online platform, Boom Reader, to track children's reading from home.

We expect children to read for a minimum of 5 times per week (for roughly 15-20 minutes per session).

We recommend that this is performed alongside an adult on most occasions.



Homework

Weekly homework includes:

- **Reading** (at least 5 times per week recorded in planner)
- **Spellings** (handed out on Friday, tested on the following Friday)
- **English and Maths** - one piece per subject, per week. Set on Friday and due in on the following Tuesday.
- **Topic Work** – children can take topic work home to work on.

If there are any issues with homework, we encourage the children to proactively ask for help to develop their independence in preparation for secondary.

Homework Learning Platforms

At Henry Moore we have a number of learning platforms that your child can access at home from any online enabled device to help build on and extend their learning at home.



Google Classroom

For each of these platforms your child will receive a login over the next coming weeks which will allow them to access these.

SATs

Currently, SATs are scheduled to take place as normal the week beginning Monday 11th May, 2026.

Children are assessed in:

- Spelling Punctuation and Grammar

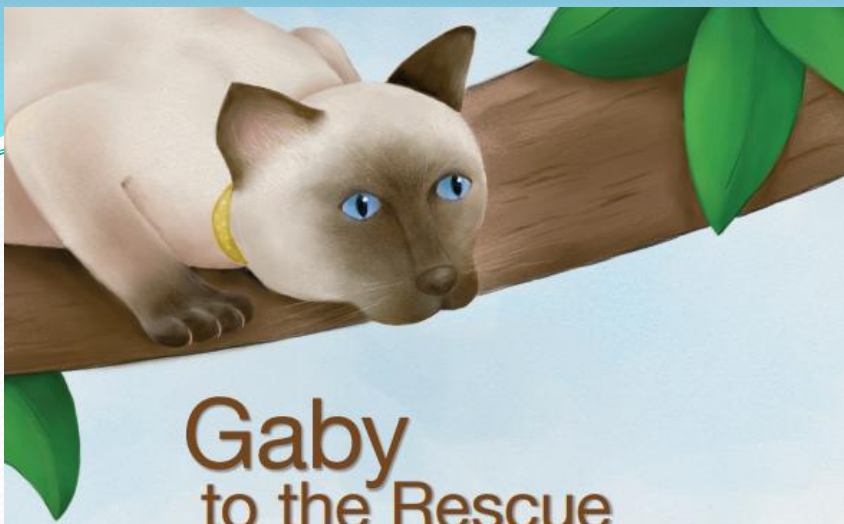
(2 papers – Grammar and Spelling Test)

- Reading (1 paper)

- Maths

(3 papers – mental arithmetic and 2 reasoning papers)

Over the next slides, you are going to see examples of questions from each set of papers.



Gaby to the Rescue

A Siamese cat crouched on a tree branch, peering down at Gaby with brilliant blue eyes. It cried out. The cat was stuck in the tree in front of her house and, as luck would have it, she had on the nicest cardigan she owned. Gaby pulled the cardigan tighter around her. This was her last good school cardigan until who-knows-when her father would have enough money to buy her a new one. The poor cat cried again. Gaby looked back at her small yellow house. If her mother were here, that cat would already be out of the tree and purring – safe and sound, in her mother's arms.

Mind made up, Gaby pulled off her cardigan and tossed it onto her porch. 'You're out of luck, *gato!*' she yelled. 'My mom, master tree climber and cat rescuer, isn't back yet.' She rolled up the sleeves of her white shirt. 'But until she is, you've got me.' Gaby grasped the nearest branch and pulled herself up. 'Gaby to the rescue.'

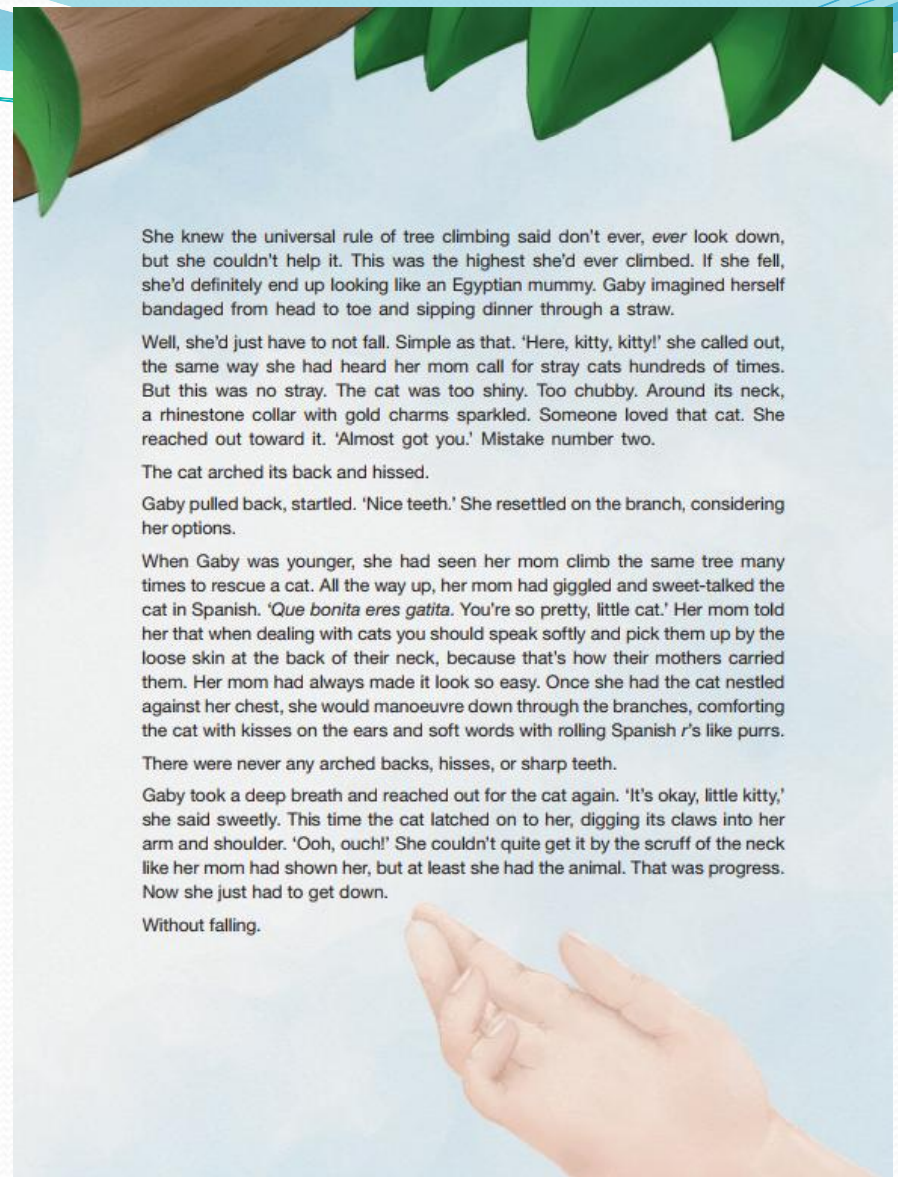
The cat meowed.

'I *am* hurrying.'

The last time Gaby had climbed the tree was when she and her best friend, Alma, had challenged the boys to a water-balloon fight last summer. Up high was the perfect spot for a full-blown assault on the boys below. Those guys never had a chance.

Gaby secured her feet and hands and climbed higher, until the cat was within arm's reach. 'See? You aren't the only one who can climb.' But then she looked down. Mistake number one.

4



She knew the universal rule of tree climbing said don't ever, ever look down, but she couldn't help it. This was the highest she'd ever climbed. If she fell, she'd definitely end up looking like an Egyptian mummy. Gaby imagined herself bandaged from head to toe and sipping dinner through a straw.

Well, she'd just have to not fall. Simple as that. 'Here, kitty, kitty!' she called out, the same way she had heard her mom call for stray cats hundreds of times. But this was no stray. The cat was too shiny. Too chubby. Around its neck, a rhinestone collar with gold charms sparkled. Someone loved that cat. She reached out toward it. 'Almost got you.' Mistake number two.

The cat arched its back and hissed.

Gaby pulled back, startled. 'Nice teeth.' She resettled on the branch, considering her options.

When Gaby was younger, she had seen her mom climb the same tree many times to rescue a cat. All the way up, her mom had giggled and sweet-talked the cat in Spanish. '*Que bonita eres gatita.* You're so pretty, little cat.' Her mom told her that when dealing with cats you should speak softly and pick them up by the loose skin at the back of their neck, because that's how their mothers carried them. Her mom had always made it look so easy. Once she had the cat nestled against her chest, she would manoeuvre down through the branches, comforting the cat with kisses on the ears and soft words with rolling Spanish *r*'s like purrs.

There were never any arched backs, hisses, or sharp teeth.

Gaby took a deep breath and reached out for the cat again. 'It's okay, little kitty,' she said sweetly. This time the cat latched on to her, digging its claws into her arm and shoulder. 'Ooh, ouch!' She couldn't quite get it by the scruff of the neck like her mom had shown her, but at least she had the animal. That was progress. Now she just had to get down.

Without falling.

The reading paper will consist of three texts the children have to read and then answer questions on. Reading fluency is really important to help build the children's reading stamina to read all of the text and answer all the questions.

Swimming the English Channel

from Dover in England to Calais in France

The first Channel swimmer

On a foggy August afternoon in 1875, a lone swimmer dived from Admiralty Pier in Dover into the cold waters of the English Channel. Nearly twenty-two hours later, the exhausted man staggered onto French soil at Calais and became an instant hero. Captain Matthew Webb had become the first person to swim across the English Channel.

Twenty-seven-year-old Webb was a merchant seaman from Shropshire. He had always been a powerful swimmer and, hearing of J.B. Thompson's failed attempt to swim the Channel in 1872, he was inspired to give up his job and train as a long-distance swimmer. Webb's first attempt had to be abandoned due to bad weather, but he returned to the icy Channel waters two weeks later.

Many of the hardships that Matthew Webb had to deal with during his pioneering swim are still faced by modern-day Channel swimmers. In fact, some of his methods for dealing with these hardships are still used today. Webb coated himself in oil for protection against the cold and jellyfish stings. He was also accompanied by boats so his friends could protect and feed him. It must be said, however, that the ale, brandy and beef tea they supplied are not standard for today's cross-Channel swimmers!



Captain Matthew Webb



Frequently asked questions

Q: How cold is the water?

A: The water temperature can range from 12°C to 18°C. Most people would consider water below 20°C too cold for swimming.

Q: How far is it from England to France?

A: The direct distance from Dover to Cape Gris Nez near Calais is approximately 21 miles, but a swimmer always swims further than that due to the movement of tides.

Q: How long does it take to swim across the Channel?

A: How fast do you swim? The faster you are, the more direct your swim will be. A slower swimmer will not only take longer but will have to swim further because of the tides and currents. Swimmers also have to plan stops for feeding. The fastest recorded crossing is 7 hours; the slowest is nearly 29 hours. An average swimmer doing two miles per hour would be in the water for up to 16 hours, but a stronger swimmer may take only 10 hours.

Q: Will you succeed if you train hard?

A: Preparation for a Channel swim involves months of training in very cold ocean water. But even this does not guarantee success. Fewer people have swum the English Channel than have climbed Mount Everest, the world's highest mountain! Some hazards of the swim include hypothermia (dangerous loss of body heat), seasickness and jellyfish. Unforeseen obstacles like rubbish floating in the sea can also cause problems no matter how hard you train.

Q: Why do people swim the English Channel?

A: That isn't a question with a single answer! The motivations for such a venture are as varied as the swimmers. Some people do it for glory, some to raise money for charity, but most do it to challenge themselves and for the satisfaction of being one of a select few to achieve this feat.

Safe to swim?

The French and UK coastguards are responsible for search and rescue operations in the English Channel. The French authorities outlawed swimming from France to England in 1993 for safety reasons. Then in 2010 the deputy director of the French coastguard, Jean-Christophe Burvingt, said he was in favour of a complete ban on swimming in either direction. He pointed out that the swim uses the same stretch of water as 500 vessels each day. Critics compare the swim to crossing a motorway on foot; supporters say the swim is well regulated and comparatively safe.

Celebrity swimmer

The author, comedian and actor, David Walliams, says that he was never sporty at school but he did enjoy swimming.



While preparing for his Channel swim, Walliams didn't miss a single training session in nine months. He knew that more than 90 per cent of people who attempt the swim fail. Walliams took 10 hours and 34 minutes to cross the Channel. His swim raised more than £1 million in donations for the charity Sport Relief.

Michael is a young fisherman. He often takes out his boat, the 'Louisa May', for a day of fishing.

An Encounter at Sea

It was hot. Really hot. There wasn't the slightest breeze to cool the skin or make even a baby-finger crease on the surface of the sea. The *Louisa May* floated like a toy sitting on a glass table.

For the first time in over a week, Michael hadn't seen a dolphin all day. He was two miles offshore now, motoring along his daily survey course. The *Louisa May* pulled the reflection of the sky and the island into place behind her, and the *putt-putt* of her engine was lost in the big, quiet stillness of the afternoon.

Michael shut off the outboard motor and stopped. He leaned over the side to scoop up a bucket of seawater to cool himself, and looked down. Long fingers of sunlight slanted into the clear water, shifting slightly in arcs of radiating lines, and were swallowed up at last into the perfect blueness of the depths.

He poured the water over himself, savouring the delicious coolness.



Ppppppppwwurraa! The sound came from close behind him, and made him spin round so fast he lost his balance and fell into the bottom of the boat.

Pppppppp – shorter and louder, even closer.

Michael picked himself up and looked over the side.

A black shape, much, much bigger than the biggest dolphin, showed about five metres from the boat. It was like a polished rock. On its rounded side was a slit like a flattened S, bigger than a man's two clenched fists, with a raised lip around it. As Michael watched, astonished, not understanding what he was seeing, the lips pinched together, the hole closed, and the black shape sank rapidly beneath the sluicing water.

A whale! Its dark head and blowhole! That's what he had seen.

Ppppppppwwurraa!

Now it had surfaced on the other side of the boat. This second surfacing was hardly less shocking than the first, although Michael just managed to stay on his feet and cross the boat this time.

Carefully, Michael leaned over to look: on one side of the boat lay the whale's tapering tail; on the other side, the head with its scarred lines lay like a piece of huge, dark wreckage. This close, Michael could see that big sections of skin had peeled off in straight lines, giving the whale's head a patchwork look in greys and blacks. Closest of all to the boat, only just submerged, was the whale's eye. Michael looked right into it, and the whale looked back. It was so very, very close. He leaned out further and further, stretching his hand slowly towards it. The whale didn't draw away.

He reached down, until his fingertips touched the crease of skin that gave the whale a kind of eyebrow. It was cool and smooth, like a carved stone covered in a finely stretched coat of rubber.

And as his fingertips touched the whale, he looked into its eye. It was impossible to say what colour it was: dark but with rays of brightness. It was like a window into a whole galaxy, with stars and planets, comets and supernovae moving inside.

Effortlessly, as if movement and thought were the same thing, the whale submerged out of reach of Michael's hand. There was a last shushing sigh as the flipper caressed the boat one more time, and then they were separate again.

The setting sun made a path over the sea, bathing Michael in golden light. He felt as if he were lit up inside too. He had touched a whale and looked into its eye! Like a sleeper waking from a dream, he looked around, dazed.



... cutting off a **vital** food supply.

What does the word *vital* mean in this sentence?

Tick **one**.

essential ☐

available ☐

useful ☐

healthy ☐

Look at the second paragraph on page 9.

Left to my own devices...

This means that Edward...

Tick **one**.

had lost something. ☐

was confident with equipment. ☐

had a good imagination. ☐

was free to do what he wanted. ☐

Give **one** example of the use of humour in the fact sheet.

These are examples of some of the questions they may have in the reading paper. Many questions are based on vocabulary, so therefore it's important the children read widely to broaden their understanding and level of vocabulary.

Tick the fractions **less than** $\frac{5}{8}$

$$\frac{1}{2} \quad \square$$

$$\frac{2}{8} \quad \square$$

$$\frac{3}{4} \quad \square$$

$$\frac{7}{16} \quad \square$$

Tick the **two** numbers that are equivalent to $\frac{1}{4}$

Tick **two**.

$$0.25 \quad \square$$

$$0.75 \quad \square$$

$$\frac{25}{100} \quad \square$$

$$0.5 \quad \square$$

$$\frac{2}{5} \quad \square$$

Tick the fractions that are **equal** to 20%.

$$\frac{1}{20} \quad \square$$

$$\frac{20}{40} \quad \square$$

$$\frac{1}{5} \quad \square$$

$$\frac{3}{15} \quad \square$$

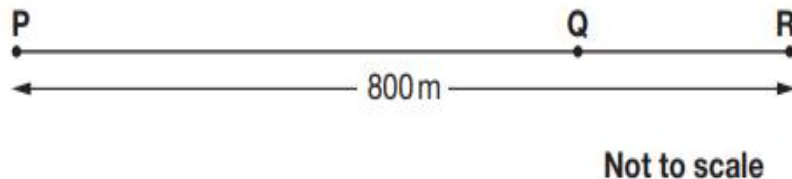
$$\frac{2}{100} \quad \square$$

These are example questions from the Maths reasoning papers. Many questions in the Maths SATs papers involve fractions, decimals and percentages, so therefore we spend a large part of the Maths curriculum focusing on these areas.

The length of a day on Earth is 24 hours.

The length of a day on Mercury is $58\frac{2}{3}$ times the length of a day on Earth.

What is the length of a day on Mercury, in **hours**?



The distance from point **P** to point **R** is 800 metres.

The distance from point **P** to point **Q** is **4 times** the distance from point **Q** to point **R**.

Olivia says,

It is 600 metres from point **P** to point **Q**.



These are examples of more worded problems from the Maths reasoning papers. Often the key to answering these questions is comprehending the question and breaking it down into steps.

Layla makes jewellery to sell at a school fair.

Each bracelet has **53** beads.

She makes **68** bracelets.



Each necklace has **105** beads.

She makes **34** necklaces.

How many beads does Layla use **altogether**?

Explain why Olivia is **not** correct.

23

Which underlined group of words is a **subordinate clause**?

Tick **one**.

If you want to, you can walk with us.

☐

This is the best fishing spot we have found.

☐

We change places when the bell rings.

☐

We planted the parsley next to the mint.

☐

47

Rewrite the sentence below in the **active**.
Remember to punctuate your answer correctly.

The vital clues were discovered by the detective.

48

Rewrite the underlined verbs in the sentence below so that they are in the **present progressive** form.

Jim learns French at school. He plans to ski in the Alps in the spring.

These are questions taken from the Spelling, Punctuation and Grammar test. This test is about understanding terminology and using it to answer questions. Below is an example of some previous spellings.

Spelling	
thumb	suffered
trouble	typical
mixture	usually
portable	cautious
dough	essential
science	vague
attention	adventurous
obtained	architect
weightless	descendant
council	inconceivable

Don't worry though...

Children are really prepared by the time they come to take their SATs. We will also upload a reading list and maths and grammar revision guides on the school website for support and reference.

We always have an open dialogue throughout the year, and there are plenty of opportunities at Parents Consultations and other times throughout the year to help guide your children through their SATs.

A Guide to SATs: Spring 2026

We are planning on having 'A Guide to SATs' event in the Spring term. We will inform you of the details of this event at a later date.

Banned Items

It is very difficult to establish whether or not a smart watch device is linked to the internet or a phone. As these cannot be safely monitored, smart watches are completely banned from school.



We would also like to remind you that edible gifts are not to be handed out to children on the school premises, due to the prevalence in allergies. We thank you for your understanding.



Mobile Phones

Mobile phones are not allowed in school. However, as the children become more independent children may bring a device in as a means of communicating with parents / carers to and from school.

For those parents / carers who feel that their child may need their phone in school, we will ask you to complete a permission letter. If the school agrees with the request, pupils will be allowed to bring their phone.

However, the school retains the right to refuse permission if it is deemed unnecessary or there is misuse of the mobile phone whilst on school site.



PUPIL DETAILS

Pupil name:

Year group/class:

Parent/carer(s) name(s):

The school has agreed to allow the child named above to bring their mobile phone to school because they:

- Travel to and from school alone
- Are a young carer
- Need the phone to support their medical needs
- Attend a before- or after-school activity where a mobile phone is required for the activity, or to contact parents/carers

Pupils who bring a mobile phone to school must abide by the school's policy on the use of mobile phones, and its acceptable use agreement.

The school reserves the right to revoke permission if a pupil does not abide by the policy.

Parent/carer signature: _____

FOR SCHOOL USE ONLY

Authorised by:

Date:

Reminders

Permission Forms



Please give consent for your child to watch PG rated films. We use some film clips as part of our learning.

Walking Home Consent



Please provide written permission for your child to walk home alone.

Secondary Schools

School	Date & Time (2025)	Notes / Links
Passmores Academy (Harlow)	Thu 18 Sept, 5:30 pm–8:30 pm (Principal talks 6:00 pm & 7:00 pm)	Morning tours also available Thurs in Sept/Oct at 9:00 am & 10:00 am.
Stewards Academy (Harlow)	Thu 25 Sept, 6:00 pm–9:00 pm	Open morning tours: 11, 18, 25 Sept & 2 Oct at 9:15 am.
Burnt Mill Academy (Harlow)	Tue 16 Sept (<i>time TBC</i>)	Date shared on social media — check website for updates.
St Mark's West Essex Catholic School (Harlow)	Thu 25 Sept, 5:00 pm–8:00 pm	Open mornings also on Thu 25 Sept & Wed 1 Oct, 9:00–10:30 am.
Sir Frederick Gibberd College (SFG) (Harlow)	Tues 30th Sept	Check the website for further updates.
Leventhorpe School (Sawbridgeworth)	Thu 25 Sept, 5:30 pm–8:30 pm	Presentations at 5:30, 6:10, 6:50 & 7:30 pm.
Herts & Essex High School (Bishop's Stortford)	Thu 18 Sept, 5:30 pm–8:30 pm	Headteacher talks at 5:30, 6:15, 7:00 & 7:45 pm; follow-up Q&As Mon 22 & Tue 23 Sept at 5:45 pm.
Bishop's Stortford Boys' High School	Thu 18 Sept, 5:30 pm–8:30 pm	Linked with Herts & Essex; same date and arrangements.

 **Please note:** Every effort has been made to ensure the information is correct at the time of sharing, but schools may adjust timings or arrangements. Parents are advised to **check the individual school websites before attending.**

Contacting Us

Depending on your query, please use the following lines of communication:

- A note that can be passed to the teacher
- A phone call to the school office
- An email to the following:
admin@henrymoore.essex.sch.uk

Please try to avoid messages at the classroom door, as our main priority at this time of the day is to see children off home safely.



Thank You

We are grateful for your time this afternoon, and we will be happy to hang around and answer any quick questions you may have regarding the information you have just received.

We look forward to working with you all.

The Year 6 Team