



Welcome

Information Evening for children joining the
School in September 2026





We aim to provide the highest standards of education and value academic excellence, pupil well-being and personal development in equal measure.



We are determined that all pupils will be given equal opportunities to thrive and succeed, and we will challenge and support them to overcome all potential barriers to learning.

Key Staff



- Richard Oades
Headteacher
 - Caroline Gibbs
Deputy Headteacher
 - Clare Carnegie
Assistant Headteacher (Curriculum)
 - Laura Hook
Assistant Headteacher (SEND)
 - Ellie McFadden
Head of KS2
-
- Christina Townsend
Learning Mentor
 - Clare McIntosh
Learning Mentor
-
- Jenny Jewitt
School Manager
 - Angela Robinson
Clerical Officer and Attendance Support
 - Leanne Proctor
Admin Support



Year 5 Organisation

3 pastoral classes

4 Houses

Allen **Kielder** **Rede** **Derwent**



Daily Structure

08:55 – 09:05	Registration
09:05 - 10:00	Lesson 1
10:00 – 10:55	Lesson 2
10:55 – 11:15	Break
11:15 – 12:10	Lesson 3
12:10 – 13:10	Lunch
13:10 – 13:45	Registration and Pastoral
13:45 – 14:40	Lesson 4
14:40 – 15:35	Lesson 5

Attendance and Punctuality



Punctuality and Morning Arrangements

In the mornings, Year 5 meet on the Year 5 yard outside of The Annexe. Please make sure your child gets to school on time. Punctuality is important as arriving late disrupts your child's education. Support staff are available from 8:40am

Attendance and Absence

Attendance levels are high at HMS. We closely monitor attendance in collaboration with our Educational Welfare Officer and if your child's attendance falls below the Government recommendation of 92% further action may be taken by the EWO. Please make sure that you inform the school office as soon as possible, and before 9:30am, if your child will not be in school.

Highfield Values and Rewards



EFFORT

I will always work to the best of my ability
I will listen carefully and follow instructions
I will be resilient and demonstrate a positive mindset

ACHIEVEMENT

I will produce high quality work that I am proud of
I will strive to reach goals and targets
I will make the best use of my talents, time and resources

RESPECT

I will speak calmly and politely to other people
I will be kind and considerate towards others and respect their views
I will treat the school environment and shared resources with respect

CONTRIBUTION

I will fully engage in lessons
I will be ready with a response when the teacher asks a question
I will make the most of the opportunities offered to me

READY

I will be punctual and arrive ready to learn
I will be prepared for learning by having the equipment, kit or homework I need
I will be organised, independent and take responsibility for my learning

WORK HARD

BE KIND





Support for Pupils

- Strong pastoral care system
- Intervention in English and Maths
- Learning Mentors
- Termly Reviews for SEND
- Anti-Bullying and Peer Mentors
- Equality & Diversity (E-Stars)
- Social Skills activities

Curriculum Year 5 & 6



Core Subjects

- English x 6 lessons
(Ability Groups)
- Mathematics x 5 lessons
(ability groups)
- Science x 2 lessons (double)

Foundation Subjects

- MFL (Languages) x 2 lessons
- Humanities x 2 lessons
- Technology x 1
- PE/Games x 2 lessons
- PSHE/Citizenship x 1 lesson
- Computing x 1 lesson
- Art x 1 lesson
- Music x 1 lesson
- R E x 1 lesson
- Swimming (9 week block)



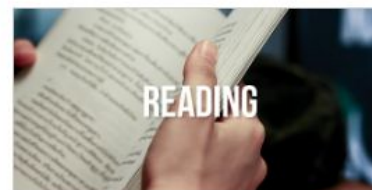
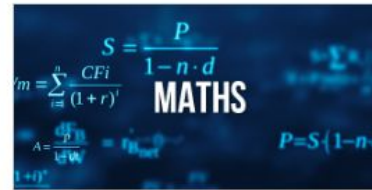
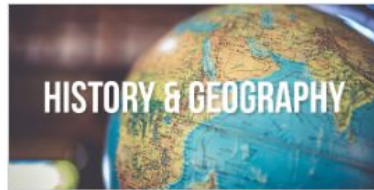
Assessment



Assessment Grades

D	Greater Depth	You demonstrate a deeper understanding and can apply your knowledge independently in a range of contexts.
E	Expected	You can achieve the expected standard independently following teacher demonstration.
T	Working Towards	You are working towards the expected standard or can achieve the expected standard with support.
B	Beginning	You are beginning to develop age-related skills.

Curriculum



Curriculum

Science Knowledge and skills tracker



	Autumn	Spring	Summer
Year 5	Properties and Changes of Materials <ul style="list-style-type: none"> • The properties of materials and their uses. • The particle model of solids, liquids and gases. • Reversible and irreversible change • Chemical reactions including: cooking, burning and rusting. 	The Solar System <ul style="list-style-type: none"> • Evidence that the earth is round • Planets and their orbit round the sun • Phases of the moon • Understanding the seasons Forces <ul style="list-style-type: none"> • What is a force? • Measuring forces • Friction, air resistance and water resistance • Pulleys and levers 	Growing up <ul style="list-style-type: none"> • Stages of the human life cycle, including gestation, puberty and old age. Life cycles <ul style="list-style-type: none"> • Life cycles of animals including mammals, birds, amphibians • Plant life cycle including plant reproduction
Skills – throughout year 5	<p>Testing: Set up an investigation when it is appropriate. Set up a fair test when needed. Set up an enquiry based investigation Know what variables are in a given enquiry and can isolate each one when investigating</p> <p>Scientific questions: Plan different types of scientific enquires to answer given questions.</p> <p>Measuring: Take measurements using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (Y5 maths focus including capacity and mass.</p> <p>Gathering and recording: Record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Communicating Findings: Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.</p> <p>Classifying: Group and classify things and recognise patterns using appropriate ways of presenting e.g. classification keys.</p> <p>Scientific research: Find things out using a wide range of secondary sources of information.</p> <p>Concluding and questioning: Use results to draw conclusions. Is evaluative when explaining findings from scientific enquiries and is clear about what has happened in recent enquiries and can relate this to other enquiries where appropriate.</p> <p>Using scientific evidence: Identify scientific evidence that has been used to support or refute ideas or argument.</p>		
Year 6	Organisms: <ul style="list-style-type: none"> • The function of the heart of circulatory 	Electricity: <ul style="list-style-type: none"> • Electricity and its dangers 	Evolution <ul style="list-style-type: none"> • Inherited and acquired characteristics

SEND

“We pride ourselves on being an inclusive school that supports all pupils and helps them to achieve.”

“Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools.

- Whole school approach - what is needed for some will benefit all.
- Pupil profiles - pupil voice
- Support plan - plan, do, review - termly
- Quality First Teaching (QFT)
- Home school partnership

Transfer Day



Our partnership transfer day will be Monday 6th July

The day is specially planned to make sure that our new pupils have a smooth and happy transition into middle school. Children will spend the day getting to know the school, their new teachers and new classmates. They will have all their questions answered, to ensure they have nothing to worry about over the summer break.

- Pupils should make their way into the school hall by 9:00am. There will be staff waiting at the school gate to greet them and the Year 5 staff team will meet them in the hall.
- They can bring a packed lunch (no nuts) or £2.80 in an envelope for a school meal. They should also bring a water bottle.
- Medication should be labelled with name and instructions, and handed to the class teacher in the morning.
- Please collect from the main hall at 3:00pm. A google form should have been returned to school already.
- Children should wear their current first school uniform on the day.



First day of term

The first day of the Autumn term for pupils is Wednesday 2nd September.

Pupils will be greeted on the Year 5 yard by the Year 5 staff team.

The day will be a pastoral day, where pupils will spend more time getting to know their teachers, routines, new classmates and their new school.

A full timetable of lessons across the curriculum will begin on Thursday 3rd September.

Practicalities



On their first day at Highfield, pupils should arrive at school with:

- Stocked pencil case (pencil, pen, ruler, rubber, sharpener)
- PE Kit including trainers
- Dinner money uploaded onto MCAS
- Water bottle
- Medication

Pupils will be given:

- Homework Diary
- Reading Log
- Jotter
- Locker
- Library Book

If you haven't done so already, please ensure that your child's admission forms are submitted ASAP

Uniform



We have a colourful, comfortable uniform comprising:

- School Sweatshirt - royal blue with school badge
- School polo shirt - gold with school badge
- Trousers - black only (Jeans, leggings, tracksuit bottoms etc not permitted)
- Skirt - black pleated school skirt - just above knee length
- Shorts - black tailored school shorts - only permitted in the summer term and the first half of Autumn term (April – October).
- Socks - plain black only (calf or knee length, no pattern or logo)
- Tights - plain black only
- Shoes - plain black, polishable leather (or leather look) with no coloured logos or stitching

All the embroidered items are available through SALTO. The deadline for guaranteed orders is Saturday 18th July 2026

We also offer good quality pre-owned uniform items. This can be accessed by anyone via the school office.

Jewellery, including earrings and any form of piercing, and makeup (including nail polish, false tan and false nails) are not allowed in school.

P.E. Uniform



Pupils require the following kit for their PE and Games lessons:

Equipment	Colour	Supplier
Highfield PE polo with school logo	Royal blue and yellow	Supplied by Salto
Shorts	Royal blue (recommended) or plain black or blue	Purchase from Salto (recommended) OR parents/ carers can purchase from elsewhere
Long football socks	Royal blue & yellow (recommended) or plain royal blue	
Sports socks	White	
Hoodie	Royal blue with school logo (recommended) or royal blue, black or navy (plain)	
Tracksuit bottoms/leggings	Black/ Navy (plain)	
Other items - Suitable PE trainers are essential. Football boots shin pads are recommended. Gum shields can be purchased from school for a discounted price. Only PE kit bags should be taken into the changing rooms.		

Hair - Long hair must be tied back for practical lessons (PE, Science, Tech and others where necessary)

Please do not hesitate to get in touch if you have any difficulties providing your child with suitable school uniform. We are always happy to help where we can.

Homework



We ask for your support in helping your child at home with their tasks. Homework is recorded in pupil diaries.

- Daily reading - use the reading log to record this
- 2 x pieces of English homework weekly including weekly spellings
- 2 x pieces of Mathematics homework weekly set using the Doodle Maths and Doodle Tables platform
- Non-core pieces of homework at the subject teachers' discretion
- Homework clubs in school every week

Communication



- MCAS (My Child at School)
- Diaries
- Progress reports (3 per year)
- Parents Evenings (2 per year)
- Half-termly attendance reports
- Telephone : 01661 833922
- Email : info@hms.cheviotlt.co.uk
- Lunch/school grid

Communication

Who do I speak to?

Office staff -	Most of your everyday questions
Form teacher -	Any general questions or concerns (eg friendship issues)
Subject teacher -	Specific questions about a particular lesson
Head of Key Stage-	More serious concerns or issues that have not been resolved
SENDCo -	Specific SEND related discussions
Deputy Head -	Questions that cannot be resolved by form teacher/head of Key Stage
Headteacher -	Serious concerns or safeguarding issues

Facebook and Website

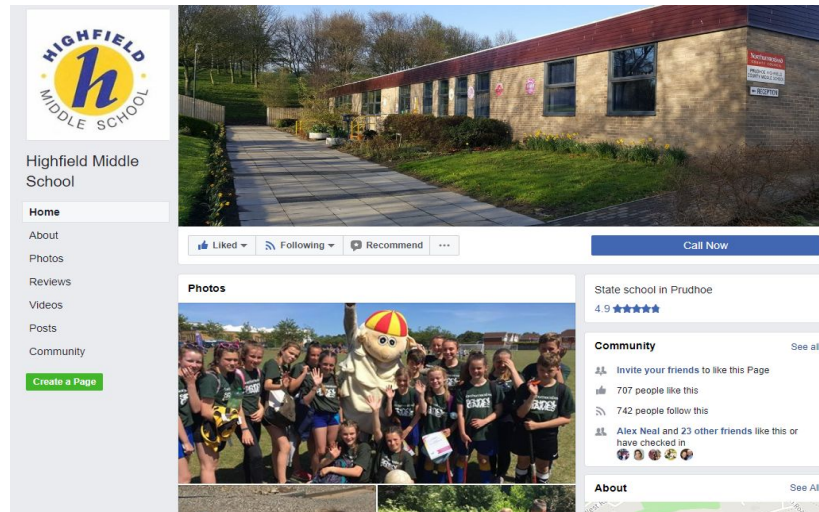


Highfield Middle School
Part of the Cheviot Learning Trust



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Closing words