



Y6 Welcome Meeting

September 2025

Miss Smith



A little bit about me:

This is my fourth year at St Marys and second in year 6.

I have a little, crazy family which keeps me on my toes! My dog, Hugo, thinks he rules the roost and keeps us entertained all day long.

I'm getting married this year and will be changing my name after the October half term.

My classroom:

I love a practical approach to learning as I find this captures children's interests and makes it more exciting.

I am firm but fair and will strive for everyone to achieve their best.

I will encourage the children to take risks and make mistakes, as this is a natural part of learning.

Attendance and Punctuality

Session Times

Morning

- The morning register will be open from 8.45am to 9.15am (warning bell rings at 8.40am for children to line up).
- A child will be marked as **late** if they arrive at school after **between 8.50am and 9.15am**.
- The morning register will **close at 9.15am**. Pupils arriving after this time will receive an **unauthorised absence mark** in the register.

Afternoon

- The afternoon register will be open from 12.45pm to 1.15pm.
- A child will be marked as **late** if they arrive at school for the afternoon session between **12.50pm and 1.15pm**.
- The afternoon register will **close at 1:15pm**. Pupils arriving after this time will receive an **unauthorised absence mark** in the register.

School Absences

Day 1

- **Parents:** should contact the school office before 9:00am using the dedicated absence line to give a reason for absence and an estimation of length of absence
- **Attendance Officer:** where parents have not contacted by 9.30am, make contact with parents by text or telephone. If no response a further text sent explaining if we have no contact by 2pm we will carry out home visit. Appropriate register code applied.

Day 2

- **Attendance Officer:** if contact has not yet been established, continue to make efforts to engage the family. Record all contact as internal monitoring on CPOMS.

Day 3 Welfare Check

- **Attendance Officer:** if contact has been established but the pupil remains absent, carry out a welfare call. Speak to the child via telephone or undertake a home visit.
- **Attendance Officer & Safeguarding Team:** if contact has been not established, undertake a home visit alongside member of Safeguarding Team. Record all contact as internal monitoring on CPOMS.

Day 10 Referral

- **WHEREABOUTS KNOWN:** the absence meets the threshold for enforcement actions. **Attendance Officer/Safeguarding Team** to make joint referral to Family Services via Early Help (EHAF), evidencing actions taken.
- **WHEREABOUTS UNKNOWN:** absence could meet threshold for removal from role. **Attendance Officer/Safeguarding Team** to make joint referral to Children Missing Officer (CMO).

Health and Safety

- Please find a link to our 'Medicines in School' policy:
<https://stmarymagdaleneprimary.secure-primariesite.net/medicines-in-school/>
- Nut Free school – please do not send nut products into school.



Our School Values



Reading

Reading is vital! Please ensure that you read with your child at least 5 times a week and record this in their reading diaries.

Reading diaries will be checked by staff regularly throughout the week and reminders sent to families that haven't read.

It is important to remember that reading is not just about 'reading words' and involves comprehension too!

Tips to help at home with reading: <https://www.stmarymagdaleneprimary.co.uk/reading-strategies/>



Times tables



Times tables are vital and is something that we strive to learn and recall fluently.

We encourage the use of TTRS and would recommend the children go on it for a minimum of 15-20 minutes per week. As a class, we offer incentives and competitions against one another to make it fun and exciting!



Our Curriculum

Term	Aut 1	Aut 2	Spring 1	Spring 2	Sum 1	Sum 2	
Focus Text	Goodnight Mr Tom- Michelle Magorian		The Island - Armin Greder	Holes - Louis Sachar		Macbeth – William Shakespeare Human Achievement: Arts (Play - Macbeth)	
Immersive Environment	Anderson Shelter, Spitfire/Union Jack, WW2 related propaganda		Desolate island	Warden’s Hut, oak trees and a hammock with yellow spotted lizards.		Heath, storm and the witches	
Academic Study: basic skills							
English	<p>Written Outcomes: Recount – Diary (sheltering in the underground during an air raid) published piece <i>Exemplar – Pupil C, Piece A – Standardisation Exercise 1 (2018)</i> Narrative - letters in role as Willie/Zac (formality) <i>Exemplar – Moderated Y6 Writing Portfolios (2019)</i> Report– Informative Article on an Endangered Animal independent write <i>Exemplar – 2019 KS2 Standardisation Exercise 1- Pupil B, Piece B</i> Narrative - Additional Scene, Willie’s Recollections of his childhood (IC) (N.B. published outcome an oral performance/reading). <i>Exemplar – KS2 2019 Standardisation Exercise 1 - Pupil A, Piece C</i></p>		<p>Written Outcomes: Biography – Nelson Mandela independent write published piece <i>Exemplar – 2017 Moderation Training Pack 1 Activity 3, GDS, Piece B</i> Persuasion – Formal Speech to the House of Commons about Apartheid (N.B. published outcome an oral performance/reading). <i>Exemplar – 2019 Standardisation Exercise 1 Child B, Piece C (EXS)</i></p>		<p>Written Outcomes: Discussion - Balanced Argument: Should Inmates Escape Camp Greenlake? independent write <i>Exemplar – SR Moderation 2022 GDS Example</i> Narrative - Missing Chapter 7½ (IC) published piece <i>Exemplar – 2019 Standardisation Exercise 1, Pupil C, Piece A (GDS)</i> Narrative Letters – Formal and Informal Letters independent write <i>Exemplar – 2019 Standardisation Exercise 1, Pupil C, Piece B, C (GDS)</i> Report – linked to Macbeth – Incident Report (IC) (N.B. published outcome an oral performance/reading). <i>Exemplar - Incident report collection (Bruno)</i></p>		<p>Written Outcomes: Narrative – focussing on character and atmosphere, based on Act 1, Scene 7 (IC) published piece <i>Exemplar – 2018 Standardisation Exercise 2 Child B, Piece D (EXS)</i> Recount - Biography & Associated Newspaper Report <i>Exemplar – 2019 Standardisation Exercise 1- Child C, Piece D</i> Persuasion – defence statements for Macbeth and/or Lady Macbeth independent write <i>Exemplar – Defence case Statement https://static1.squarespace.com/static/53912fb8e4b0523b71b7b7ba/t/624ed88d4f12c3618349f13f/1649334413663/Defence+Statement+Example+2022+%7C+Defence-Barrister.co.uk.pdf</i></p>
Maths	<p>Number - Place Value Number - Four operations Number – Fractions Measures – Converting units</p>		<p>Number - Four operations Ratio & proportion Algebra Number – Decimals</p>		<p>Number- Four operations Number – Fractions, decimals and percentages Measures – Perimeter, area & volume Statistics</p> <p>Geometry- Angles, reflection, translation Geometry- Properties of shapes; position and - direction</p> <p>Revision and consolidation - all areas informed by gap analysis</p>		

Our Curriculum

Wider Academic Study: taught concepts and learning opportunities						
RE	<p>UC2b.1 God: What does it mean if God is holy and loving? WHOLE UNIT Texts: Psalm 103, Isaiah 6:1–5, I John 4:7–13 Proverbs 6:16–19 Christianity Vocabulary: perfect, holy, just/justification, omnipotent, omniscient, eternal, holy, loving spirit, wisdom literature, psalm</p>	<p>UC2b.2 Creation/Fall: Creation & Science (WHOLE UNIT) Texts: Genesis 1:1–2:3, Psalm 8 Christianity Vocabulary: Theory, belief, faith, evidence privilege, cosmology, evolution, interpretation, complementary</p>	<p>UC2b.8 Kingdom of God What kind of King is Jesus? WHOLE UNIT Texts: Luke 14:12–24, Matthew 18:21-35 Christianity Vocabulary: fairness</p>	<p>UC2b.7 Salvation: What difference does the resurrection make for Christians? WHOLE UNIT Texts: Luke 14:12–24, Matthew 18:21-35 Christianity Vocabulary: Eternity, Heaven, truth, resurrection</p>	<p>NAS6.2: Religion, World Views, Family & Community What contributions do religions make to local life? How can we make our community a place of tolerance and respect? Christianity, Islam, Hinduism, Non-religious worldviews Vocabulary: religious plurality, moral values, harmony, tolerance, respect, inter-faith</p>	<p>NAS6.4: Beliefs in action in the World What was the kinder transport? Who resisted and rescued? How can we be upstanders today? Judaism Vocabulary: persecution, prejudice, Shalom, remembrance, bystander, upstander Major festival: Islam – Hajj</p>
History	<p><u>Time Period</u> Focus: chronological understanding of key events from the 20th Century</p>	<p>WW2 – Breaking the Enigma Code (1941) – outdoor learning Chronology – Use timelines to synthesise the impact of breaking the enigma code during WW2, and on 21st century Britain. Evidence – Use critical thinking to discuss the reliability of sources by exploring perspectives of people and times from the past and present. Significance- Explain how and why this changed the immediate future and how it impacted on 21st century Britain. Human Achievement: Event (Breaking the Enigma Code) Human Achievement: Person (Alan Turing)</p>	<p>Apartheid (1948 – 1994) Chronology – Use timelines to synthesise the impact of apartheid, and the end of apartheid in the 21st century. Evidence – Use critical thinking to discuss the reliability of sources by exploring perspectives of people and times from the past and present. Significance- Explain how and why this changed the immediate future and how it impacted on 21st century Britain. Human Achievement: Event (End of Apartheid)</p>		<p>Post War Berlin: the Soviet Union and the fall of the Berlin Wall (1989) – outdoor learning Chronology – Use timelines to synthesise the impact of WW2 on post war Berlin, and on 21st century Britain Evidence – Use critical thinking to discuss the reliability of sources by exploring perspectives of people and times from the past and present. Significance- Explain how and why this changed the immediate future and how it impacted on 21st century Britain. Human Achievement: Event (Fall of the Berlin Wall)</p>	
Geography	<p>Cartography and Navigation – outdoor learning Construct maps of varying scales, using OS Map conventions to plan an orienteering activity for another UKS2 year group. Plan and navigate a circular walking route around local secondary schools. Evaluate and critique others’ routes, using set criteria, to decide upon which to walk</p>		<p>Africa Place: Know and classify the location of Africa’s major countries using the terms: hemisphere, longitude, latitude, time zone. Cartography: know the principles of longitude/latitude and time zones of Africa</p>	<p>Climate Change: Desertification in North America and Beyond Physical: Analyse the worldwide impact of climate change across different biomes and climate zones. Cartography: know the principles of longitude/latitude and time zones of North America Space: Justify how a range of environments could, and should be used in the future, considering sustainability. Human: Explain and debate the benefits and costs of renewable energy sources Place: Know and classify the location of the world’s major countries (North America) using the terms: hemisphere, longitude, latitude, time zone</p>	<p>Post War Globalisation: Fast Fashion Space: Justify how a range of environments could, and should be used in the future, considering sustainability. Human: Know what globalisation is and explain how this can impact on industry and manufacturing Place: Know and classify the location of the world’s major countries (China) using the terms: hemisphere, longitude, latitude, time zone.</p>	











Our Curriculum

Term	Aut 1	Aut 2	Spring 1	Spring 2	Sum 1	Sum 2
Science (See progression map for numbered objectives)	Living things and their habitats Life - 3 Being Scientific – 4,5	Evolution and inheritance Life – 4,5 Being Scientific – 4,5 Human Achievement: Person (Darwin)	Animals, including humans Life - 1,2 Being scientific – 3,4 Human Achievement: Person (Edward Jenner)	Light Energy – 3,4 Being Scientific – 1,2	Electricity Energy – 1,2 Being Scientific – 1,2	Matter Matter – 1,2 Being Scientific – 1-4
Music	Focus Music: Vera Lynn, We'll Meet Again Pitch: Know how to represent the pitch of the notes ABCDEFG on a staff. Pitch: Use knowledge of musical notation to interpret simple melodic patterns, chords (or harmonies) on a staff Duration: Know the meaning of legato and recognise this within 'We'll meet Again'. Know that the composer may have used legato to convey elegance, comfort or a sense of romance. Meaning: Talk about the way that peoples' experiences during the war impacted on the way 'We'll Meet Again' was comprehended and valued.	Focus Music: Vera Lynn, We'll Meet Again Composition: Create and compose a piece of music to be played to raise moral in times of war. with deliberate choices relating to pitch, and duration. Performance: Perform and evaluate their own compositions, executing deliberate choices relating to pitch, and duration.	Focus Music: The Royal Drummers of Burundi Cultural Heritage Piece Dynamics: Know the meaning of pianissimo (pp), mezzo piano (mp), mezzo forte (mf) and fortissimo (ff) and how this affects drumming. Tempo: Know the meaning of adante , allegro and adagio: know how this affects the way a piece of music is played by experimenting with faster and slower drumming.	Focus Music: The Royal Drummers of Burundi Composition: Create and compose drumming music with deliberate choices tempo and dynamics Performance: Perform and evaluate their own compositions, executing deliberate choices in tempo and dynamics accurately and effectively.	Focus Music: 9 to 5 (Original Broadway Cast Recording) Timbre: Compare the timbre of different instruments within the same instrument family Duration: Know the meaning of staccato and recognise when notes are played this way within 9 to 5. Know that the composer may have used staccato to convey urgency, precision or action Meaning: Talk about the way that peoples' experiences and values affect the way musical theatre is comprehended and valued.	Focus Music: 9 to 5 (Original Broadway Cast Recording) Composition: Create and compose a piece of music in the style of a Broadway performance with deliberate choices to timbre and duration. Performance: Perform and evaluate their own compositions, executing deliberate choices in timbre and duration accurately and effectively.
Art and Design			Focus Artist/Piece: William Kentridge – Drawing for Other Faces Exhibition – outdoor learning Outcome: Charcoal Side Portrait Composition (formal elements): Line/tone/texture – use a range of lines from previous years to create tone and visual texture; introduce accent lines Shape and Form – Use directional shading to follow the contours of a shape to create form and realism Y6 Comprehension Skills	Focus Artist/Piece: Hi Il Lee - Sand Dunes Of Beauty – outdoor learning Outcome: Landscape Photography showing contrast in light and shade Composition (formal elements): Proportion – Create a landscape photography piece which experiments with proportion. For example, size, shape, space. Investigate different types of proportion: standard, out of proportion, altered, hierarchical. Y6 Comprehension Skills	Focus Artist/Piece: William Haskell – New Mexico Modern Outcome: Desert Landscape Composition (formal elements): Colour – use and justify their use of colour incorporating knowledge of colour theory Pattern – consolidate all prior knowledge of different patterns in the natural environment. Create own abstract pattern to represent a natural landscape using a range of relevant colours . Y6 Comprehension Skills	

Our Curriculum

DT	<p>Food: Developing Menus User needs: wartime meals Implementation techniques & mechanisms: recipe development – creating a <u>two course</u> menu within ration restrictions Innovation research: wartime recipes Evaluation: non-chronological report, informed by questionnaires and surveys.</p>	<p>Structures: Gears – plane propellers User needs: wartime technology Implementation techniques & mechanisms: gears, propellers Innovation research: gear mechanisms Evaluation: non-chronological report, informed by questionnaires and surveys.</p>			<p>Textiles: Eco-Friendly Fashion (Upcycling) User needs: modern eco-friendly fashion Implementation techniques & mechanisms: Using a sewing machine, upcycle a piece of clothing by choosing appropriate stitches and techniques to transform, hem, and embellish. Innovation research: clothing styles and designs, classic pieces to upcycle, sizing, market research Evaluation: non-chronological report, informed by questionnaires and surveys</p>	
PE	<p>Handball Resilience Fitness Competition Skill- shoulder/ bounce pass; shooting while <u>moving</u>; passing while moving; attacking & defending</p>	<p>Sportshall Athletics Resilience Fitness Competition Skill- chest-push, javelin throw from run-up; hurdles, long-jump from run-up; triple jump from run-up; relays- jogging forward on receiving baton</p>	<p>Gymnastics Resilience Fitness Skill- tuck, pike, straddle, stretch, star, dish, arch, front/back/ shoulder support; <u>counter balances</u>; jumps (stretch, star, tuck, pike, straddle); balances on equipment</p>	<p>Basketball Resilience Fitness Competition Skill- Passes – chest, shoulder, 1 handed bounce pass, <u>over head</u>, 2 handed bounce pass, 1 handed push pass and baseball pass. Receiving ball with one hand, transitioning into dribble. Shooting on the move. <u>Lay-up</u> shot</p>	<p>Tennis Resilience Fitness Competition Skill- reaction, forehand/ backhand; over-arm <u>serve</u>, volley, smash; hitting diagonally across the court</p>	<p>Cricket Resilience Fitness Competition Skill- bowling over-arm; understanding effect of hand positioning on bat; bowling from a run up</p> <p>Dance Resilience Fitness Competition Skill- 16 bars incorporating Rec – Y6 knowledge. Choreographed independently – groups/individual</p>
Computing	<p>Safety: Project Evolve – Y6 Online Relationships</p> <p>Coding: 2 Code (6.1) Binary (6.8)</p>	<p>Safety: Project Evolve – Y6 Privacy and Security</p>	<p>Safety: Project Evolve – Y6 Managing Online Information</p> <p>Creation: Text Adventures (6.5) Networks (6.6)</p>	<p>Safety: Project Evolve – Y6 Copyright and Ownership</p>	<p>Safety: Project Evolve – Y6 Online Reputation</p> <p>Creation: Blogging (6.4) Quizzing (6.7)</p>	<p>Safety: Project Evolve – Y6 Online Bullying</p>
Languages	<p>Y6- Weather, places in Spain Outcome: Spanish Tourist Information leaflet</p>		<p>Y6- Spanish festivals, holiday destinations in Spanish-speaking countries Outcome: Extended project: Spanish holiday brochure</p>			

Our Curriculum

Term	Aut 1	Aut 2	Spring 1	Spring 2	Sum 1	Sum 2
<p>RSE</p> <p>NB: 'Safety' also covered half-termly through 'Project Evolve Online Safety Unit'</p>	<p><u>Consent – UKS2 1</u> Rose Blanche – Ian McEwan</p>  <p><u>Equality – UKS2 1,2</u> Why War is Never a Good Idea – Alice Walker</p>  <p><u>Identity – UKS2 1-3</u> The British National Anthem http://www.youtube.com/watch?v=971The23IEE</p>	<p><u>Consent – UKS2 2</u> Article 8 -We are all born free - UDHR</p>  <p><u>Safety – UKS2 1-3</u> Erika's Story – Ruth Vander Zee</p>  <p><u>Mental Health – UKS2 1,2</u> The Wolves in the Walls – Neil Gaiman</p> 	<p><u>Consent – UKS2 2,3</u> Justin Bieber Charged over Graffiti in Brazil – BBC Newsround https://www.bbc.co.uk/newsround/24847325</p> <p><u>Equality – UKS2 2-4</u> The Island – Armin Greder</p>  <p><u>Physical Health – UKS2 1-3</u> Serena Williams – Hometalk 39</p> 	<p><u>Consent – UKS2 1,2,4</u> Free Hugs Campaign: https://www.freehugscampaign.org/</p> <p><u>Relationships & Friendships – UKS2 1, 3,4</u> Gone too Far – short film clip https://www.childnet.com/resources/pshe-toolkit/crossing-the-line/cyberbullying/gone-too-far/</p> <p><u>Physical Health – UKS2 1-3</u> Quote: 'Mens sana in corpore sano' (A healthy mind in a healthy body)</p> <p><u>Equality – UKS2 1-4</u> Last Stop on Market Street - Matt de la Pena</p> 	<p><u>Consent – UKS2 2,3</u> Apple Martin: Teen tells off her mum, Gwyneth Paltrow, for sharing photo without permission – BBC Newsround https://www.bbc.co.uk/newsround/47718465</p> <p><u>Safety – UKS2 2,4</u> Website: CBBC Schools 'too safe' say teachers http://news.bbc.co.uk/1/hi/education/8108500/newsid_8108500/8108584.stm</p> <p><u>Identity – UKS2 4,5</u> Almost half of young girls regularly use filters to make themselves look better - BBC Newsround https://www.bbc.co.uk/newsround/53933501</p>	<p><u>Consent – UKS2 2</u> 'A person consents if they agree by <u>choice</u>, and have the freedom and capacity to make that choice.' – Consent Definition by Law</p> <p><u>Mental Health - UKS2 1-3</u> The Red Tree – Shaun Tan</p>  <p><u>Relationships & Friendships – UKS2 1,2,5,6</u> (Including sex education - physical and emotional changes that occur during puberty) Abstract Art Friendship – Hometalk 18</p> 
Cultural Capital and Entitlement Outcomes						
Entitlement Activity	Visit Church Pantomime Cook a meal from scratch Plan and navigate a short journey		Visit Church Visit a sporting venue		Visit Church Perform in front of an audience – Leavers Service/End of Year Production Learn to sew	
Knowledge of Human Achievement	Event (Breaking the Enigma Code) Person (Alan Turing)		Person (Edward Jenner) Event (End of Apartheid, 1994)		Arts (Shakespeare – Macbeth) Major festival: Islam – Hajj Event (Fall of the Berlin Wall)	

Involving you...

We share your children's targets and progress with you regularly through:

- 15 minute year group allocated slots before school to have a look at your children's books (Friday 8.30am – 8.45am)
- Send books home twice per half term for you to look over at home. These will be sent home on a Friday and must be returned the following Monday.
- This will also give you the chance to understand and see what your child's targets are in certain subjects.



Homework

Homework for English and Maths is set on a Friday for the following Friday. Homework clubs will be held weekly in classrooms for children who do not complete their homework.

This is set via www.maths.co.uk and www.spag.com these can be accessed via our website 'Homework' tab (under Children).

Spellings will now be set weekly on Spelling Shed. Your child will come home with a username and password to access these <https://www.edshed.com/en-gb/login/school> These should be practised 5 times per week.

Reading 5 times per week.

Homework is extremely important, as we use this to plan our lessons and ensure that the children have a secure subject knowledge. It also helps us to identify areas where they may need extra support!



Proposed Fieldwork

Please be aware that these are not guaranteed and have to be risk and context assessed before going ahead.

Autumn

- Circular route around Sutton (~~5th October~~)
- Bletchley Park (11th November)

Spring

- Nottingham Tennis Arena

Summer

- Charity shop visit
- Theatre trip linking to our Music unit



PE and Sports

- We are supported by Next Level Sports
- <https://www.nextlevelsportsltd.com/>
- Last year, we were awarded the **Gold** School Games Award.
- At least one PE lesson each week in each class will be taught by a qualified Sports Coach.
- Our PE days are Tuesday and Wednesday

PE Uniform

- Plain white T-shirt
- Plain navy blue shorts
- Plain navy jogging bottoms
- Plain plimsols or trainers

Can we kindly request that you label all children's clothing clearly to prevent losses. Please note that earrings are not allowed to be worn for PE.



After School Clubs

Day	Club	Age range	Led by	Time	Price
Monday	Cheerleading	All year groups	Kelly	3:15-4pm	£33
	Football	Y4, Y5, Y6	Next Level	3:15-4:15pm	£33
	Energise	All year groups	Kitty	3:15-4:15pm	FREE
Tuesday	Athletics and field games	YR, Y1, Y2, Y3	Next Level	3:15-4pm	£33
	Science explosions	Y3, Y4, Y5, Y6	Mrs Summers	3:15-4:15pm	£33
Wednesday	Basketball	Y2, Y3, Y4, Y5, Y6	Next Level	3:15-4:15pm	£33
	Gymnastics	YR, Y1, Y2, Y3	Kelly	3:15-4pm	£33
	Make and Bake	Y1, Y2, Y3	Mrs Harding	3:15-4:15pm	£33
	Craft club	Y3, Y4, Y5, Y6	Mrs Summers	3:15-4:15pm	£33
Thursday	Drumba	Y3, Y4, Y5, Y6	Mrs Harding	3:15-4:15pm	£33

OPAL



As we enter autumn and the field gets muddier, please ensure your child has a pair of named wellies in school for lunchtimes. You may wish to provide a puddle suit too. Please make sure these are named.

Shorter term projects for this term include the addition of slack lines, scooter boards, sociable seating areas and new hammocks.

Longer term OPAL projects include expanding the mud kitchen, creating large flower beds outside of Y2 and KS2 classrooms and rewilding areas of the field.

If you think you can help please let us know!

We're grateful to receive any donations, from pallets to small world items - please drop them at the school office.



Diary Dates



Date TBC - Y6 SATS Parents
Information evening 15:30

11.11.2025 – Bletchley Park Trip

3.10.2025 – Year 6 cooking morning
(volunteers welcome!)

9.10.2025 – Harvest Festival at Church

20.10.2025 – 02.11.2025 = October half
term

07.11.2025 – Individual photos

WC 10.11.2025 – Parents Evening

25.11.2025 – Panto Trip

18.12.2025 – Christmas Service at
Church

19.12.2025 – Break up for Christmas

Questions and Feedback

- Please use the QR code to provide feedback on tonight.
- If you have any questions that we didn't have time to answer, there is an opportunity at the end of the questionnaire.

Welcome Meetings September
2025 Feedback

