

Parent Welcome Meeting



2026-2027



School Staff



- **Head of School- Miss Bullock**
- **Assistant Head of School- Mrs Sanders**
- **SENDco-Miss Swift**
- **School Administrators-Mrs Turner, Mrs Lake, Mrs Cox**
- **Nursery Leader-Mrs Rowe**
- **Reception Teachers- Mrs Grant, Mrs Kistle**
- **KS1 Teachers- Mrs Taylor, Miss Welch, Miss Debes**
- **KS2 Teachers- Miss Clark, Mrs Walters, Mr Walker, Miss Munson, Mr Hayne, Miss Vickery, Mrs Waite**



School Staff



- **Nursery support staff- Mrs Vercoe, Mrs Simmons, Mrs Annear**
- **Reception support staff- Mrs Thomas, Mrs Hart**
- **KS1 support staff-: Mrs Hemley, Miss Chellew, Mrs Bowes, Mrs Best**
- **KS2 support staff- Miss Collins, Mrs Green, Mrs Eaton, Miss Dowrick, Miss Moore, Mrs Garrett, Mrs Hooper, Miss Best, Mrs Pagram, Mrs Heard**
- **Sports coach- Mr Webb**



Safeguarding Team



**Designated
Safeguarding Lead**

**Mrs Sanders
Assistant Head of
School**



**Deputy Designated
Safeguarding Lead**

**Miss Bullock
Head of School**



SENDco

Miss Swift



Level 3 Safeguarding

**Mr Walker
Teacher**



**Aspire Director of
Safeguarding**

**Mrs S Hannaford
Director**



A Typical Day



	Monday	Tuesday	Wednesday	Thursday	Friday
8.45-8.55	Register and Welcome	Register and Welcome	Register and Welcome	Register and Welcome	Register and Welcome
8.55-9.45	RWI	RWI	RWI	RWI	RWI
9.45-10.45	Literacy & Continuous Provision	PE	PE	Literacy & Continuous Provision	Literacy & Continuous Provision
10.45-10.55	Snack & Brush Club	Snack & Brush Club	Snack & Brush Club	Snack & Brush Club	Snack & Brush Club
11.00-12.00	Maths & Continuous Provision	Literacy & Continuous Provision	Literacy & Continuous Provision	Maths & Continuous Provision	Maths & Continuous Provision
Lunch 12.00-1.00					
1.00-1.05	Register	Register	Register	Register	Register
1.05-1.20	Number sense	Number sense	Number sense	Number sense	Number sense
1.20-1.30	Phonics	Phonics	Phonics	Phonics	Phonics
1.30-1.45	Handwriting	Handwriting	Handwriting	Handwriting	Handwriting
1.45-2.45	RE & CP	Maths & Continuous Provision	Maths & Continuous Provision	Computing & CP	Art & DT
2.45-3.00	Assembly	Music	PSHE	WellComm	Assembly
3.00-3.10	Class Story	Class Story	Class Story	Class Story	Class Story
Home time 3.15					



Class Information

•P.E Days will be...

Kingfishers – Tuesday and Wednesday

Puffins – Wednesday and Friday

Children must have a PE kit that includes black shorts/ joggers, trainers and White PE t-shirt on P.E Days and hair must be tied back.

•Please do not bring in any toys into school, including fidget toys (unless agreed in your child provision with SENDCO).

•Suitable sensible black school shoes – no trainers or logos

•Please name all belongings!



Visions and Values

Our vision

For every child to flourish in a nurturing environment, demonstrate respect and kindness, whilst building resilience and ambition for their future.

Roots to grow, wings to fly

Nurture

Respect

Ambition



School Uniform



It is our expectation that all children come to school wearing the correct uniform including black school shoes.

Expectations for uniform can be found on our website.

Jewellery

The wearing of jewellery is not suitable for school and should not be worn. Where children have had their ears pierced, please use only stud ear-rings to avoid injury in P.E. or at playtime. (Cornwall Council Ruling)

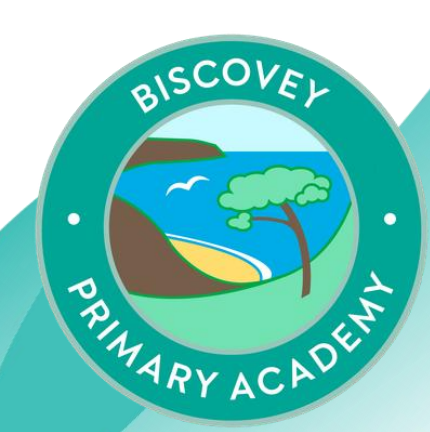
Hair

From time to time all schools seem to have the recurring problem of head-lice. Children with long hair must have it suitably drawn back. Long flowing hair falling over eyes is not good for children's sight and it is not conducive to neat work. Please ensure hair is neat and clean, some new hair-cuts may be fashionable, but can sometimes cause unnecessary ridicule in the playground.

Tram-lines, Mohawks, dyed hair and braids are not considered suitable by our school.

Make up

Due to the age of the children in our school we feel it is inappropriate for them to wear make up and nail varnish.



Tapestry

Tapestry is an easy to use, secure online learning journal. This helps families and schools celebrate the child's learning journey.

Teachers will be looking at what your child is doing and will create observations using words, documents, pictures and/or video clips which record these learning moments.

These may also be flagged against areas of learning, and aspects, from a range of guidance materials that they could be using to support your child's development. You are also able to add things that your child does at home using observations of your own, such as talking about what they see on a walk or completing a model over a period of time. With Tapestry, you can easily add your own observations using the app or the browser.

Teachers will add home learning onto Tapestry each week, these are fun simple activities linked to your child's current learning. Please add these onto Tapestry so we can celebrate their home learning in class with the children.



Home Learning



Communication & Language:

Can you share somethings you have learnt about plants with a grown up at home.



Writing:

Can you write some CVC words using the sounds you have learnt at school. These could be words such as:

cat, mat, pin, top.

Focus text:

The Three Little Pigs



Key words to focus on:

Huff, Puff, Blow, pigs, house, stick,
straw and bricks



WB: 13.10.25

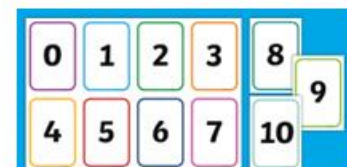
PSED:

Can you show some kindness at home by helping a grown up with a job. Can you think of any other ways you could show kindness at home.



Maths:

Can you create some number cards to 10. Get an adult to hide them around the house. Can you then go on a number hunt around your house to find all the different numbers.



Physical Development:

Can you practise getting dressed for school all by yourself.





Reading at home

Infants

Children will have reading books and reading records sent home. In Reception they will have speed sounds sent home daily.

To support your child with their reading we ask that you read at home daily and record in their records.

Reading rockets are used to celebrate reading at the infants.

Star books and spot books are sent home at Infants and a Library book.

Special awards for each 100 reads from Miss Bullock



Numbots

At the infants children have access to Numbots at home to strengthen and practice their number fact skills. Login details are inside reading records. Practice at home should be daily (a few minutes).



Behaviour and Achievements





Gaining Attention

3 steps

Class name is said prior to instruction.

- 3**
Say "3"
Praise children who are stopped and listening.

- 2**
Say "2 voices off"
Insist all children are stopped and quiet.

- 1**
Say "1 magnet eyes"
Insist all children are looking at the teacher ready for instruction


Silent Stop Signal- Insist
Flat palm- Silent signal is shown by adult and children.




Transitions

3 steps

The use of silent signals through showing 1,2 and 3 fingers, will support children to move between activities.

- 1**
Stand - up
Hold 1 finger up-
Children stand up and wait OR
Children push in chairs and stand behind chairs.


- 2**
Walk
Hold 2 fingers up-
Children to walk to tables or carpet or to line up.

- 3**
Sit or Follow
Hold 3 fingers up
Children will sit down OR
Follow on in the line.



Bullying (including Online)	Racism
We do not tolerate any form of bullying!	We do not tolerate any forms of racism!
Understanding Bullying Bullying is repeated behaviour that is intended to hurt someone emotionally or physically. It can happen face-to-face or online and can make a child feel frightened, isolated or upset. Bullying can be: Physical, Verbal, Social (Deliberately excluding someone or encouraging others not to be their friend) or Online (Using phones, social media, gaming platforms, or messaging apps to send hurtful messages, share images, or target someone online).	Understanding Race and Racism Racism happens when people are treated unfairly or discriminated against based on their race, faith, nationality or culture. What types of racism are there? Overt racism – Obvious and direct, such as racial slurs or physical bullying. Covert racism– Subtle, such as exclusion or stereotyping.
 The infographic 'Is it Bullying?' defines three levels of hurtful behavior: RUDE: When someone says or does something unintentionally hurtful and they do it once. MEAN: When someone says or does something intentionally hurtful and they do it once. BULLYING: When someone says or does something intentionally hurtful and they keep doing it even when you tell them to stop or show them that you're upset.	Talking to Your Child About Racism: Being open to conversations about racism helps children develop empathy and awareness. cultures. Primary school children: Discuss how stereotypes form, and how to challenge them.
What to do if you feel you child is a victim of racism or being bullied: Report it! Please contact your child’s class teacher to discuss your concerns so they can investigate.	
Helping Children Deal with Bullying & Cyberbullying NSPCC	Talking to children about racism NSPCC



Assessment

Reception Baseline – This is a government assessment. This will be completed with each child in the first 6 weeks, they will complete some fun math and literacy activities which will enable us to plan effectively and meet their individual needs.

- Through the year we assess both formally through end of block and term assessments and informally through lessons and interventions.
- At the end of the academic year children will be assessed again against the EYFS curriculum and their working levels will be shared in their end of year report.

Reporting to parents:

- There will be two face to face parent consultation afternoons/evenings during the school
- Dates for these will be shared as soon as possible as we need all parents to attend
- You will receive an annual school report for your child.



Curriculum

	Autumn		Spring		Summer	
Topic	Marvelous me	Celebrations	Sowing and Growing	Our wonderful world	Amazing Animals	People who help us
Super start	All About Me Boxes	Halloween dress up	Planting and gardening day	Welly Walk - fundraiser	RSPCA Visit	Police visit and dress up as police officers
Writing/Topic	Fine motor	Story 1 st	Story 1 st	Story 1 st	Story 1 st	Story 1 st
	Topic 2 nd half	Topic 2 nd	Topic 2 nd	Topic 2 nd	Topic 2 nd	Topic 2 nd
WOW Write	Name writing	Letter writing	Seasons poetry	Story	Recount of trip	This year my best bits
Key subject focus:	A range of story telling through nursery rhymes.	Rosie's walk	Jack and the Beanstalk	The Gingerbread man	The Three little pigs	The Enormous Turnip
Possible links to sustainability and climate change	Talk about how we can look after the environment – looking after our playground.	Link to changing weather and seasons.	Growing plants which help the environment	Litter pick at the park	Continue to talk about seasons and how weather changes and how we can look after the planet.	Talk about how to care for our immediate environment.
Trips	Walk around our school to explore new areas	Santa by steam?	Heligan	Local walk to the park	Aquarium visit & Beach picnic	Sports Day
Enquiry question:	What makes me special?	What do people celebrate and why?	How big can it grow?	Where do I live?	Who lives here?	Who can help us?



Medical Information

- We can only administer prescribed medicines.
- You need to complete a form with relevant details from the office.
- Forms need to be filled out for asthma inhalers are given to the office. Please ensure that they are completed and given to school office.
- Parent pay and Arbor logins have been sent, please ensure that you can login to these apps.
- All children with allergies or medical conditions will need to complete an Individual Healthcare plan with the class teacher.
- We are a nut free school A red circle with a diagonal slash over two brown almonds, indicating a no-nuts policy.
- Please ensure there are no products containing nuts within packed lunches (including Nutella) or for snack.
- Please EYFS and KS1 are provided with fruit and do not need a snack from home.



Attendance

ATTENDANCE

WHY IS IT IMPORTANT?

ABSENCE FROM SCHOOL

Children are required by law to attend school 190 days per year. The Government states that every pupil's attendance should be at least 95%.

How do YOU measure up?

Attendance	Days Absent	Weeks Absent	Lessons Missed
95%	9 Days	2 Weeks	50 Lessons
90%	19 Days	4 Weeks	100 Lessons
85%	29 Days	6 Weeks	150 Lessons
80%	38 Days	8 Weeks	200 Lessons
75%	48 Days	10 Weeks	250 Lessons
70%	57 Days	11.5 Weeks	290 Lessons
65%	67 Days	13.5 Weeks	340 Lessons

89% & Below
Drastic effect on
academic achievement

95%-90%
Cause for
concern

100%-96%
Excellent



Lateness can impact on attendance and how well children settle into their school day. It is important that children arrive on time.

Infants
Morning gate 8.35-8.45am
Register 8.45am
End of the day 3.15pm



Online Safety



Online Safety will be taught to children through computing lessons and our PSHE curriculum.

We value the importance of keeping children safe online. Please ensure that your child has parental controls on any devices at home.

There is more information about online safety and parent guides on the trust website:

<https://www.aspireacademytrust.org/1094/online-safety>

The trust also have newsletters for online safety that are shared with parents by email.



Communication

How to contact us:

- In all instances, please contact your class teacher first. You can also email via the school email address titled FAO: class teacher name OR catch them on the door.
- PLEASE NOTE: we do not use Tapestry as a platform for communication between the class teacher and parent. DO NOT message the teacher via Tapestry.

How we will contact you:

- We will share information via school website, emails and Arbor In app messages – this is a one-way information sharing platform.
- If we need to communicate with you individually, we will call you or send you an email via Arbor.
- Apps you will need:
- Arbor and ParentPay. Please note we no longer use Parent Pay.
- Parent Code of Conduct:
- We are all human, and we all have busy lives, challenges, and emotions. We kindly ask that all members of our school community treat teachers and staff with the same respect, patience, and kindness that they would wish to receive themselves
- [Aspire-Code-of-Conduct-for-parents-May-23-1.pdf](#)
- We will be sharing a 'Who do I ask for in school?' overview to parents so that you know who to contact.



School Website

Please visit the school website to find out more information about what your child is learning.



<https://www.biscoveyinfants.org.uk>



<https://www.biscovey.org.uk/>



Support for Families



- As a school we are here to provide support and advice for families.
 - If you are ever struggling or need support, please let us know as there are things we can do to help:
-
- Listen and give advice
 - Provide second-hand uniform
 - Complete Foodbank voucher referrals
 - Signpost you to agencies for parent support
 - Early help hub referrals to the following services:
 - Mental health services Early years support
 - Health visitors/ school nurses Family and parenting support



Support for Families



ST AUSTELL FOODBANK

HELPING LOCAL
PEOPLE IN CRISIS

LATEST UPDATE



1,632

three day emergency food supplies
given to people in crisis in 2025



2010

the year that our foodbank opened



1 IN 5

of the UK population live below the
poverty line

Thank You

