

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

Penguins

PE Tuesday and Thursday

Owls

PE Monday and Thursday

Week 3	Monday	Tuesday	Wednesday	Thursday	Friday
8:35-9:00	Independent settling activity	Independent settling activity	Independent settling activity	Independent settling activity	Independent settling activity
9:00-9:45	RWI	RWI	RWI	RWI	RWI
9:45- 10:45	Writing Being Verbs L1 PE (Owls)	Writing Being Verbs L1 prt2	Writing Being Verbs past tense L2	Writing Being Verbs past tense L2 prt2 PE 10-11 (Penguins)	Writing Being Verbs 'to have' L3 (continue mon)
Break					
11:00-12:00	Maths L4 I can recognise numbers as words. (pt2) (Active Maths)	Maths L5 I can count on from any number	Maths L5 I can count on from any number prt2	Maths L6 I can find one more than a number	Maths L6 I can find one more than a number Prt2
Lunch					
13:00-13:45	45	PE 1-2 (penguins) 45	45	PE 1-2 (Owls) 45	Library (Penguins) 45
13:45-15:00	RE L2	Library (Owls) Art L2	Music Science	PSHE L2	Science
15:00-15:10	Assembly 2:30pm	Story	Story	Story	Assembly 2:30pm
15:10-15:15	Story	Tidy Up and Home	Tidy Up and Home	Tidy Up and Home	Story



Class Information



•P.E Days will be...

Penguins

PE Tuesday and Thursday

Owls

PE Monday and Thursday

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



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)

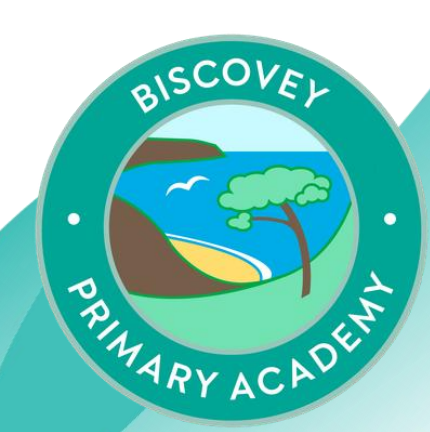
Hair

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.



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.

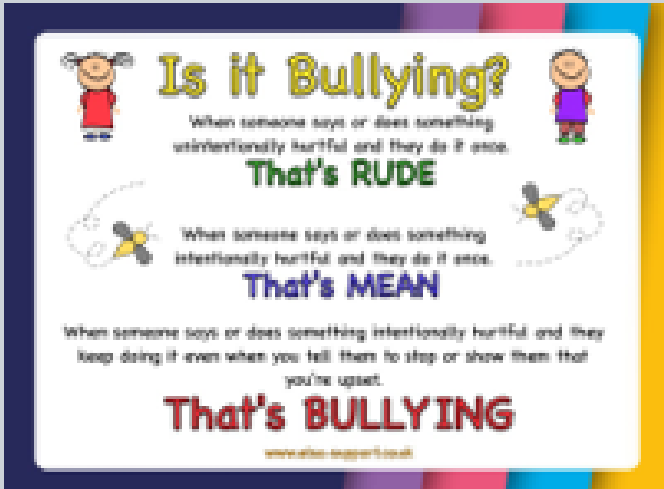


3

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 harmful behavior: 1. That's RUDE: When someone says or does something intentionally hurtful and they do it once. 2. That's MEAN: When someone says or does something intentionally hurtful and they do it once. 3. That's 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. The source www.alice.org.uk is listed at the bottom.	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



Home Learning



KS1 have individual homework books that need to be given in on a Wednesday morning.
1 activity is to be completed each week.
They will be returned to the children on a Friday.

YEAR 1

Homework

Autumn 1

Tick off each activity once you have completed them.
Please ensure you continue to complete daily reading and Numbots practice.



FINE MOTOR	MATHS	MATHS
 Practise your cutting skills with an adult. Can you cut around some pictures from an old magazine or newspaper? Make a collage of your favourite things.	 Play a game that involves numbers eg. dominoes, cards, snakes and ladders etc. Notice whether you are matching numbers, counting forwards or backwards, adding or taking away?	Find numbers to 10 around the house. Write them down. Can you count out objects to match? Can you order them from smallest to greatest? 
SCIENCE	ART	READING
  Choose a mystery animal. Can you write some simple sentences about the animal. What does your animal eat? Is your animal a mammal, reptile, amphibian, insect, fish or bird?	Draw a portrait of yourself, thinking about your features and the details. 	Read 3 stories with an adult. Where is the story set? Talk about the characters in each story, how are they feeling? What was your favourite part of the story? 
WRITING	PE	ART
 Write a sentence about your family. What makes them special? What activities do you like doing with your family?	 Practise your ball skills. Can you dribble a football? Throw and catch a ball? Throw a ball into a target?	 Create a drawing of your favourite animal.



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).



Assessment



Year 1 phonics screening

- 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 National 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



Term: Autumn 1			Topic: This is Me			Class/Year Group: Year One		
<u>Super Starter (Wow moment):</u> My Memory Jars				<u>Fabulous Finish:</u> Animal visit				
Key Text:	<u>Week 1</u> <u>7/9/26</u>	<u>Week 2</u> <u>14/9/26</u>	<u>Week 3</u> <u>21/9/26</u>	<u>Week 4</u> <u>28/9/26</u>	<u>Week 5</u> <u>5/10/26</u>	<u>Week 6</u> <u>12/10/26</u>	<u>Week 7</u> <u>19/10/26</u>	<u>Half term</u>
Physical Education	Invasion games Y1 - Throw a ball underarm, overarm or use a bounce pass.	Y1 -Move into a given space to catch a ball. Pass a ball to a partner using hands and feet.	Y1 - Explore ways of passing and receiving a ball. Explore ways to send a ball or other equipment, retrieve and stop a ball using different parts of the body.	Y1 - Explore ways to send a ball or other equipment, retrieve and stop a ball using different parts of the body.	Y1 - Play a variety of running and avoiding games and participate in simple team games.	Y1 - Develop simple attacking and defending techniques	Y1 - Pass and receive a ball in different ways with increased control. (Rugby, netball, football, basketball).	
My Personal Best Focus. Healthy me...	Curiosity	Curiosity	Curiosity	Curiosity	Imagination	Imagination	Imagination	
Reading	RWI The Dot The Fish Who Could Wish	RWI The Fish Who Could Wish	RWI The Fish Who Could Wish	RWI The Fish Who Could Wish	RWI The Fish Who Could Wish	RWI The Fish Who Could Wish	RWI Assessments	
Writing	Grammarsaurus The Place Value of Punctuation and Grammar Noun focus: Common Nouns Proper nouns	Grammarsaurus Place Value of Punctuation and Grammar Noun focus: Common or Proper Nouns Noun Review	Grammarsaurus Place Value of Punctuation and Grammar Verb Focus Being verbs Being verbs and to have	Grammarsaurus Place Value of Punctuation and Grammar Verb focus -regular action verbs -irregular action verbs WOW Write- about my family and friends	Grammarsaurus Place Value of Punctuation and Grammar Verb focus -Irregular action verbs -Action verb or being verb?	Grammarsaurus Place Value of Punctuation and Grammar Verbs review Subject focus What is a subject? Subjects/verb focus stage 1-Building single-clause sentences	Grammarsaurus Place Value of Punctuation and Grammar Subject/verb focus Pronoun focus Stage 1 building single-clause sentences Stage 2: Building single-clause sentences	
Mathematics Year One	Place Value Sort objects Count objects Count objects from a larger group I can represent objects I can recognise numbers as words	Place Value I can recognise numbers as words I can count on from any number I can find one more than a number	Place Value I can find one more than a number I can count backwards within 10 I can find 1 less	Place Value I can compare groups by matching I can find fewer, more and the same I can identify less than, greater than and equal to	Place Value I can compare numbers I can order objects and numbers I can use the number line EoB assessment	Addition and Subtraction I understand parts and wholes I can use a part-whole model I can write number sentences	Addition and Subtraction I can calculate fact families- addition facts I know number bonds within 10 I know systematic bonds within 10	
History	Not in Focus.							
Science	Umbrella question: What animals and humans need to survive? Enquiry question: How are animals different? I can explain how animals are different	Umbrella question: What animals and humans need to survive? Enquiry question: Do all animals eat the same food? I can sort animals by the food they eat	Umbrella question: What animals and humans need to survive? Enquiry question: What are our body parts called? I can identify and name the main parts of the human body.	Umbrella question: What animals and humans need to survive? Enquiry question: What are senses? I can name the five senses and the body parts linked to them.	Umbrella question: What animals and humans need to survive? Enquiry question: Are all humans the same? can identify similarities and differences between people. Animal visit?	Umbrella question: What animals and humans need to survive? Explanation on what animals and humans need to survive	Umbrella question: What animals and humans need to survive? Explanation on what animals and humans need to survive	



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 and 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 almonds, indicating a no-nuts policy.
- Please ensure there are no products containing nuts within packed lunches (including Nutella) or for snack.
- Please provide fruit or a healthy snack for breaktime in KS2, KS1 are provided with fruit and do not need a snack



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



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

Juniors
Morning gate 8.40-8.50
Register 8.50am
End of the day 3.20pm



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>



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

