

Parent Welcome Meeting- Robins



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

Robins Timetable	Monday	Tuesday SB	Wednesday SB	Thursday	Friday EC/JC
08:35	Reading	Reading	Reading	Reading	Reading
08:45-08:55	Registration				
08:55-09:45	RWI	RWI	RWI	RWI	Maths
09:45-10:45	Maths	Maths	Maths	Maths	Maths
10:45-10:55 MORNING BREAK MD Tuesday					
11:00-12:00	PSHE 11-11.30 Library- 11.30-12	English	English	English	English
12:00-13:00 LUNCH					
13:00-13:05	Registration	Registration	Registration	Registration	Registration
13:05-13:45	45 minutes Phonics Number Sense- Maths fluency Handwriting	45 minutes Phonics Number Sense- Maths fluency Handwriting	45 minutes Phonics Number Sense- Maths fluency Handwriting	45 minutes Phonics Number Sense- Maths fluency Handwriting	PE
13:45-2:55	Whole School RE	Wider Curriculum	Wider Curriculum	PE	
	Assembly 2.30				Assembly 2.30
14:55-15:10	Story	Story	Story	Story	Story
15:15	HOME				



Class Information

- P.E Days will be **Thursday** 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.
- Library day is **Monday**.
- 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.

Jewelry

The wearing of jewelry 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)

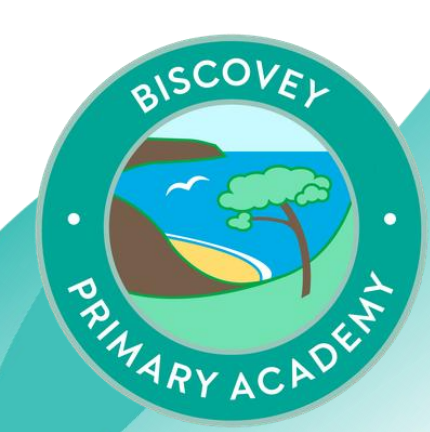
Hair

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.

Tapestry can be used to upload homework. Please label it as 'homework' and cross it off on the homework grid in their homework book. We love to celebrate their home learning.



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

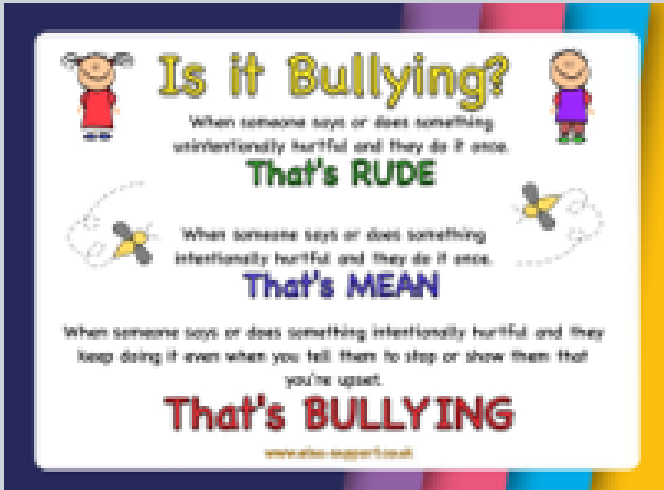
The use of silent signals through showing 1,2 and 3 fingers, will support children to move between activities.

- 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.
	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



YEAR 2 Homework Autumn 1		
DT	MATHS	MATHS
Cooking: Mexican Dish Make a Mexican dish/lunchbox item. It could be tacos, fajitas, chilli. It could be a Mexican style tortilla wrap for your lunch. Take a photo and add to tapestry.	Use any toys or objects at home to represent tens and ones. Make two-digit numbers using them. Write the number word, and numeral for the number you have made. Put your photos on Tapestry.	 Can you learn your 2x table to memory and say them in order? Can you answer 2x table questions out of order?
SCIENCE	ART	READING
Draw a life cycle of an animal of your choice. Label the stages and add some writing to describe the picture.	Draw a portrait of yourself, in the style of Frida Kahlo. Add your favourite pet/animal in the picture. 	What is your favourite storybook at home? Draw a picture in your homework book. Write about your choice. Why do you like it? What is the story about? What is the most interesting part? 
WRITING	PE	ART
 Write a sentence about your family. What makes them special? What activities do you like doing with your family?	Ball skills: Throw and catch How many times can you throw a ball in the air and catch it? If it drops, you must start again. Draw a picture of yourself in your book and write the number.	Draw some Mexican patterns with bright bold colours. Look online for inspiration.

KS1 and KS2 will have individual homework books that need to be given in on a Wednesday morning. 1 activity is to be completed each week. Year 2 upwards will have additional maths homework weekly. They will be returned to the children on a Friday.



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

Juniors

Children will have reading books and reading records sent home. The children will be expected to read daily and for this to be recorded and signed by parents.

Author's club celebrates milestones for number of reads. There are rewards along the way.



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).

Times Table Rockstars

Juniors have Times Table Rockstars to access at home. Login details are in reading records. Practice at home should be daily (a few minutes).



Assessment

Year 1 phonics screening- any pupils who did not pass in Year 1 will take the test again in Year 2.

- 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:

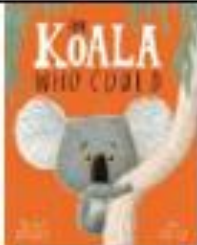
- There will be two face to face parent consultation afternoons/evenings during the school
- Dates for these will be shared as soon as possible as we need all parents to attend
- You will receive an annual school report for your child.



Curriculum



Year 2						
Topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus subject	Amazing animals and humans	Big lights big city	How does your garden grow?	Where in the world?	Material Magic	Mining through the Years
Key subject focus:	Science Humans and Animals	History Changes within living memory	Science Plants	Geography Locality	Science Materials	History Significant people
Wow moment	Mexican fiesta- art	Fireworks- art Music- London's Burning	Digging the garden- songs and art	Travel agents- passports/flight... Songs	Songs and art Three Little Pigs- build a house	Blast from the Past
Trips/visitors	Animal encounters	Fire brigade visit	Trip to Eden	Locality walk		Pasty making Wheal Martyn
Enquiry question	How can humans stay healthy?	Why do we call it the great fire of London?	Where do different plants grow?	What is different from Egypt to my home?	What will protect Humpty Dumpty?	How have significant individuals changed our world?
English – core texts to explore	See Year 2 book spine Stories by the author Jill Tomlinson	See Year 2 book spine Cornish stories	See Year 2 book spine Stories by the author Julia Donaldson	See Year 2 book spine Traditional tales	See Year 2 book spine Stories by the author Roald Dahl	See Year 2 book spine Stories by the author Ronda Armitage

T4W text	Grammarsaurus	Grammarsaurus	Grammarsaurus	Grammarsaurus	Grammarsaurus
					
Grammarsaurus The Koala Who Could- Rachel Bright					



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 a nut, indicating a no-nut 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

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

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.

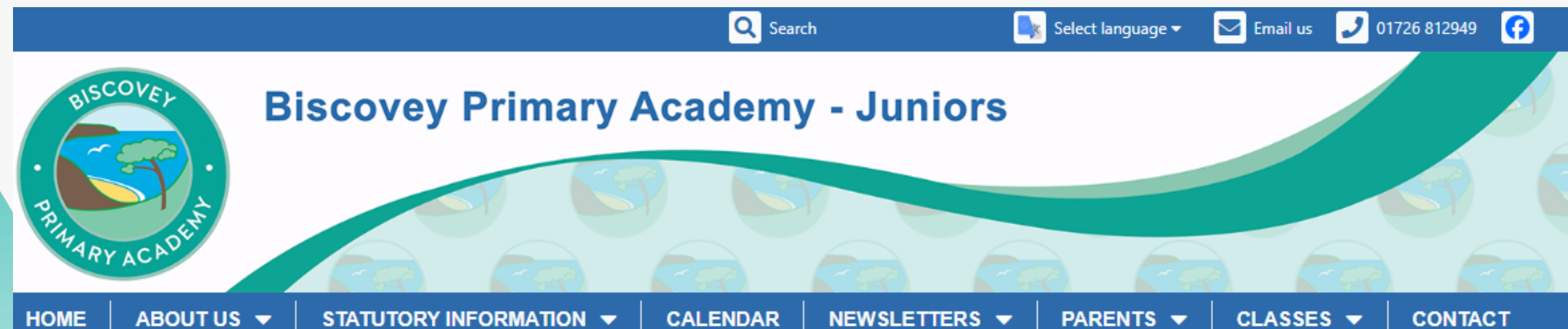


School Website

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



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



<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

