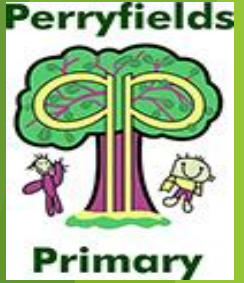


Welcome to Perryfields Primary School.

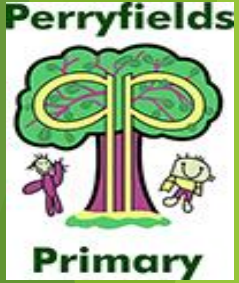


► Growing and Learning Together

Introduction to our Senior Leadership Team

- ▶ Head teacher Mrs Jones
- ▶ Deputy Head Mr Spittle
- ▶ Inclusions Manager Mrs Jinks
- ▶ Early Years Lead Mrs Rudge
- ▶ English Lead Mr Billings
- ▶ Maths Lead Mrs Houghton
- ▶ Teaching & Learning Mrs Bates
- ▶ Support Staff Lead Mrs Jinks
- ▶ Family Link Mrs Bryan/Miss Maskell
- ▶ Please see our school website for all staff names and subject responsibilities.
- ▶ Any concerns about your child please arrange to speak to or meet your class teacher first.

Our School Governors

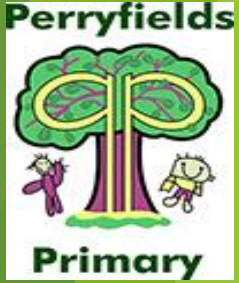


- ▶ We have a very committed group of Governors who work hard to support Perryfields.
- ▶ Parent Governor vacancies do arise from time to time. If you are ever interested, in becoming a Governor please speak to Mrs Jones or Mr Spittle.
- ▶ Our current Chair of Governors is Reverend Matt Nott
- ▶ Our current Vice Chair of Governors is James Beckingham

Contact Details

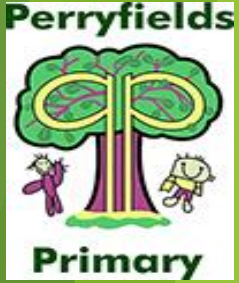
- ▶ At the beginning of every new school year we send home paper copies of the Contact Forms that we hold securely in school. This includes all the important information that we hold on SIMS including addresses, telephone numbers, medical information etc
- ▶ It is vital that you check the accuracy of the information and return it to school without delay.
- ▶ If we have no updated contact details for your child this means that in the event of any real emergency, we have no means of contacting you.

Consent for Photographs



- ▶ With the changes to the Data Protection Act 2018 (GDPR) we need to have your consent to take your child's photograph.
- ▶ As part of our evidence for learning, staff in school take photographs of individual children and groups which are then placed in exercise books. We do not use these pictures elsewhere unless we have your full consent to do so.
- ▶ With this in mind we will be clarifying the consent sought for photographs so that parents/carers are fully informed.
- ▶ Please make sure that you read the Consent for Photographs letter when it is sent out in September and return it as soon as possible.

Our PTFA



- ▶ Over the last few years we have tried to encourage and engage with parents in order of restarting our PTFA. In the past the PTFA have organised a range of events to raise much need funds to improve the quality of our school environment and resources.
- ▶ If you would be interested and could spare some time we would love to hear from you. We really need your help and support if the PTFA is to develop, grow and continue. If you are interested please contact Mr Spittle.
- ▶ Thanking you in advance.

Class Charts

Positively Promoting Learning

Class Charts is used to monitor the learning behaviours of pupils. It instantly reinforces the choices that pupils make, recognising both positive and negative behaviours that have been displayed in school.

Parents are invited to engage with Class Charts so that, as soon as a point has been issued, they are notified, enabling them to have a supportive conversation about their child's positive achievements or negative behaviours.

Positive Learning Behaviour Points endorse the School Values. As a guide:

1 Point	Good work - On task - Classroom Expectations - Collaboration - Good Listening - Homework - Managing distractions - Prepared for the day - Right place, right time - Good progress
2 Points	Kindness - Caring - Good Manners - Helpful - Respecting our environment - Positive engagement in lessons
3 Points	Courage - Perseverance - Positive attitude

Class Charts

Positively Promoting Learning

Rewarding Positive Learning Behaviour Points

Positive Behaviour Points accrue to allow pupils to choose treats and rewards from the Class Charts Shop.

The School Council is encouraged to develop the system of rewards and they will review it termly to include any new ideas and incentives that have been recommended by their peers.

Praise Assembly

All the efforts and achievements of its pupils, both in and out of school, are recognised during Praise Assembly every week.

End of Term Assembly

Pupils who have consistently made good choices are recognised in assembly and presented with a certificate.

Class Charts

Positively Promoting Learning

Supporting Behaviour Recovery

All behaviour choices are recorded on Class Charts, offering an opportunity for pupils to develop independence to make right choices, encouraging change if needed. This is achieved through a recovery process.

STEP 1	<i>Before a negative behaviour point is allocated, staff will address pupils and always give one opportunity for them to put things right and show responsibility.</i>
STEP 2	<i>If the negative behaviour continues after a member staff has given warning, this is viewed as disrespectful and a negative behaviour point will be allocated on Class Charts.</i>
STEP 3	<i>When a negative behaviour point is allocated on Class Charts, pupils are given a final opportunity to recover by showing resilience and responsibility, noticeably turning their behaviour around. This can mean that the negative behaviour point might be deleted by the end of the day. However, this does depend upon the severity of the behaviour, measured by its point weighting.</i>

Class Charts

Positively Promoting Learning

Negative Behaviour Points

Depending upon the severity of the negative behaviour, a **lunchtime detention** will be issued, which are supervised by the Senior Leadership Team, who give pupils an opportunity to reflect upon their behaviour. It is likely that a lunchtime detention will be given to behaviours that score 2 or 3 negative points.

Class Charts notifies parents and the Senior Leadership Team in real time. Such monitoring enables parents and school to determine whether additional support is needed for a pupil experiencing continuing negative behaviours.

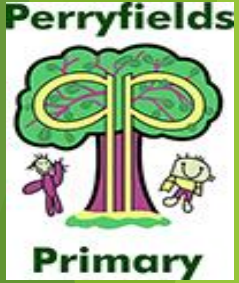
Unacceptable Behaviours

If a behaviour is determined as unacceptable, Class Charts sanctions may need to be bypassed and a fixed term exclusion or permanent exclusion may be appropriate. Please refer to the Behaviour and Discipline Policy (published on the school website) for full guidance.

Our School Website and Class Blogs

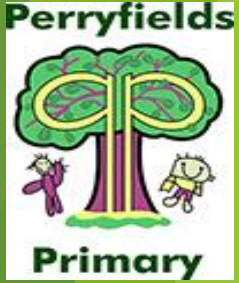
- ▶ The school website promotes everything Perryfields. Here you will find important information. Everything from newsletters, policies, procedures, calendar dates, trip information, lunch menu's and a lot more. Please take the time to take a look.
- ▶ Class Blogs
- ▶ Each class has a 'Class Blog' on the website, which provides lots of curriculum information, homework, daily lessons, photographs and a lot more. Please take a look and feel free to add a comment. If you want to know what your child has been learning, the best place to visit, is their Class Blog.

On-line Safety



- ▶ This is a real priority - particularly as we are often faced with incidents that could potentially place children at risk.
- ▶ In the meantime please take a look at the on-line safety leaflet on the website for information. Please take time to watch the links as they are very informative.
- ▶ The best advice is to always be the POS (parent over shoulder) so that you are fully aware of your child's online activity. From experience most of the incidents have occurred when the child has been left to access their devices when not in the presence of a parent/carer.

Social Networks



- ▶ Children attending Perryfields Primary should not have access to Facebook, Instagram, Tik Tok or other similar sites. The minimum age is 13 years old.
- ▶ We also ask that parents/carers refrain from using social networking sites to share any school-related concerns/issues. We have excellent lines of communication which are available to all parents/carers. Please make use of them to keep us informed of any issues that might be concerning you.

Attendance and Punctuality - we need your help and support!

- ▶ Our attendance target is 96% which takes into account the fact that pupils are occasionally ill.
- ▶ However, there is a growing number of pupils who are not brought to school by parents on a regular basis and therefore the children have poor attendance. We need you to work with us to improve our attendance overall.
- ▶ Please note that holiday leave during school term is generally not authorised unless there are exceptional circumstances. Sadly we have a growing number of parents who feign illness to avoid being issued a penalty notice for taking unauthorised holiday during term time. Please be honest from the start as the children do like to talk about their experiences. If we have reason to believe that this is the case, the absence will not be authorised.
- ▶ Punctuality is also very important to ensure the best possible start to the day. Being **late** for school reduces learning time and if your child is 5 minutes **late** every day they will miss three days of learning each year. An average **attendance** of 80% or less across a child's school career adds up to missing a whole 2 years from school..

Year group expectations

- ▶ Ordinarily (pre COVID19) we would at this point be sharing the objectives for Year 1. However, since the children have missed HALF of the current academic year we will need to continue their learning from the point at which formal schooling stopped.
- ▶ We fully appreciate all the support that parents have given their child through home schooling but are aware that not all experiences will have been the same for all children.
- ▶ With this in mind, upon return in September, we will assess your child's emotional needs as well as their academic, aiming to address any gaps in their learning. This will require the teachers to plan and deliver lessons based not only the current learning objectives but also the previous.

Knowledge Rich Curriculum (KRC)

- ▶ The basic principles of our KRC are:
- ▶ 1. Learning is a change to long-term memory. To support this at Perryfields enable pupils to retrieve and practice key facts and make links to previous learning and knowledge.
- ▶ 2. Our aims are to ensure that our pupils experience a wide breadth of study and have, by the end of each key stage, long-term memory of an ambitious body of knowledge.

Knowledge Rich Curriculum (KRC)

Curriculum drivers shape our curriculum breadth.

- ▶ They are derived from ongoing research, an exploration of the backgrounds of our pupils, our beliefs about high quality education and our values.
- ▶ They are used to ensure we give our pupils appropriate and ambitious curriculum opportunities.
- ▶ Our drivers are:
 - ▶ Vocabulary Enrichment (supported through reading and KRC(Theme))
 - ▶ Building Learning Power (BLP)
 - ▶ Community Links/Experiences/Opportunities

Who will teach my child?



Mrs Olayemi
Marmalade



Mrs Millward
Amber

There will also be support across the year group.

Transition

- ▶ This is the move from Reception and Early Learning Goals to Year 1 and the National Curriculum.
- ▶ Our aim is to make transition as smooth and enjoyable as possible for all the children.
- ▶ Yr 1 continues to educate pupils in a practical way.
- ▶ Children working within the Early Years Curriculum will continue to work towards the final Early Learning Goal.
- ▶ There will be a series of self supporting activities linked to the curriculum for the children to complete, whilst at the same time there will be focus groups working with teachers.
- ▶ There is a gradual move towards a more formal style of teaching which is developed through the first term.
- ▶ Children will begin to learn x tables (10, 5, 2)



Curriculum Overview for Year 1

Perryfields



Primary

English

Reading

- Match graphemes for all phonemes
- Read accurately by blending sounds
- Read words with very common suffixes
- Read contractions & understand purpose
- Read phonics books aloud
- Link reading to own experiences
- Join in with predictable phrases
- Discuss significance of title & events
- Make simple predictions

Writing

- Name letters of the alphabet
- Spell very common 'exception' words
- Spell days of the week
- Use very common prefixes & suffixes
- Form lower case letters correctly
- Form capital letters & digits
- Compose sentences orally before writing
- Read own writing to peers or teachers

Grammar

- Leave spaces between words
 - Begin to use basic punctuation: . ? !
 - Use capital letters for proper nouns.
 - Use common plural & verb suffixes
- ### Speaking & Listening
- Listen & respond appropriately
 - Ask relevant questions
 - Maintain attention & participate

Art & Design (KS1)

- Use a range of materials
- Use drawing, painting and sculpture
- Develop techniques of colour, pattern, texture, line, shape, form and space
- Learn about range of artists, craftsmen and designers

Computing (KS1)

- Understand use of algorithms
- Write & test simple programs
- Use logical reasoning to make predictions
- Organise, store, retrieve & manipulate data
- Communicate online safely and respectfully
- Recognise uses of IT outside of school

Mathematics

Number/Calculation

- Count to / across 100
- Count in 1s, 2s, 5s and 10s
- Identify 'one more' and 'one less'
- Read & write numbers to 20
- Use language, e.g. 'more than', 'most'
- Use +, - and = symbols
- Know number bonds to 20
- Add and subtract one-digit and two-digit numbers to 20, including zero
- Solve one-step problems, including simple arrays

Geometry & Measures

- Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest
- Begin to measure length, capacity, weight
- Recognise coins & notes
- Use time & ordering vocabulary
- Tell the time to hour/half-hour
- Use language of days, weeks, months & years
- Recognise & name common 2-d and 3-d shapes
- Order & arrange objects

- Describe position & movement, including half and quarter turns

Fractions

- Recognise & use $\frac{1}{2}$ & $\frac{1}{4}$

Design & Technology (KS1)

- Design purposeful, functional & appealing products
- Generate, model & communicate ideas
- Use range of tools & materials to complete practical tasks
- Evaluate existing products & own ideas
- Build and improve structure & mechanisms
- Understand where food comes from

Geography (Y1)

- Name & locate the four countries and capital cities of the United Kingdom using atlases & globes
- Identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world
- Use basic geographical vocabulary to refer to local & familiar features
- Use four compass directions & simple vocab

Modern Languages

Not required at KS1

Music (KS1)

- Sing songs
- Play tuned & untuned instruments musically
- Listen & understand live and recorded music
- Make and combine sounds musically

Science

Biology

- Identify basic plants
- Identify basic plant parts (roots, leaves, flowers, etc.)
- Identify & compare common animals
- Identify & name basic body parts

Chemistry

- Distinguish between objects & materials
- Identify & name common materials
- Describe simple properties of some materials
- Compare & classify materials

Physics

- Observe weather associated with changes of season

History (KS1)

Key Concepts

- Changes in living memory (linked to aspects of national life where appropriate)

Key Individuals

- Lives of significant historical figures, including comparison of those from different periods
- Significant local people

Key Events

- e.g. Bonfire night
- Events of local importance

Physical Education (KS1)

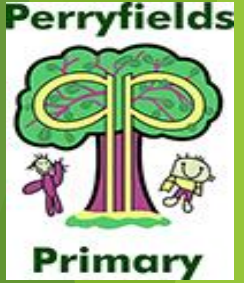
- Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination
- Participate in team games
- Perform dances using simple movement
- Swimming proficiency at 25m (KS1 or KS2)

Religious Education

Continue to follow locally-agreed syllabus for RE

What are our themes?

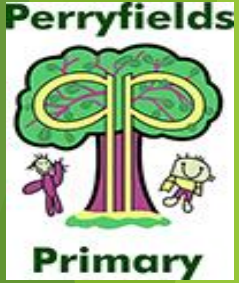
(Linked to Geography, Science, Art/ D.T and History.)



- ▶ Autumn: 'Into the Woods'
- ▶ Spring: 'Changes'.
- ▶ Summer: 'Flight'

BLP

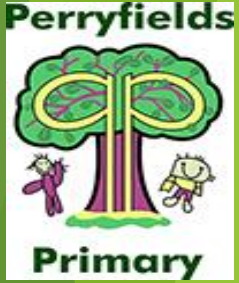
Building Learning Power



- ▶ The children will continue to use the BLP muscles.
- ▶ As a school we want our children to be confident and independent in their learning.
- ▶ 4R's
 - ▶ Resilience - Emotional aspect of learning
 - ▶ Reciprocity - Social aspect of learning
 - ▶ Resourcefulness - Cognitive aspect of learning
 - ▶ Reflectiveness - Strategic aspect of learning

Reading & Reading **VIPERS**

- ▶ Reading will take place at least twice a week. We would have our whole class **VIPERS** sessions and children will also read individually with a teacher.
- ▶ Reading books will be changed twice a week.
- ▶ Please ensure you comment and sign your child's reading record when you listen to them.
- ▶ We recommend you listen to your child read for at least 5/10 minutes a day.
- ▶ Your child will also be given a phonic work each week and spellings from January.



Vocabulary
Infer
Predict
Explain
Retrieve
Sequence



Phonics Screening Check

- ▶ Every Year 1 child in the country will be taking the phonics screening check in the same week in June.
- ▶ The aim of the check is to ensure that all children are able to read by the end of Year Two.
- ▶ This 'midpoint check' will ensure that we have a clear understanding of what the children need to learn in year 2.



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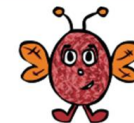
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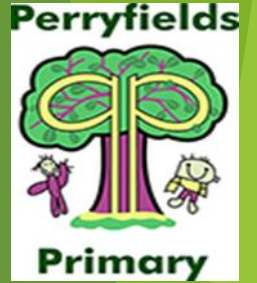


ect



P.E. kit

- ▶ Each week your child will participate in **two lessons** of physical education.
- ▶ Your child will need a P.E. shirt, shorts and pumps for indoor activities and joggers, long sleeved top and trainers for outdoor activities to change into.
- ▶ We do not allow children to join in P.E. lessons in their school uniform.
- ▶ Please could you **clearly label** all of your child's uniform as this makes relocating it a lot easier if it gets lost!
- ▶ There is also a **no jewellery policy** in school. We would appreciate it if you discouraged your child from wearing any jewellery for school. This includes stud earrings which cannot be taped over for Health and Safety reasons.



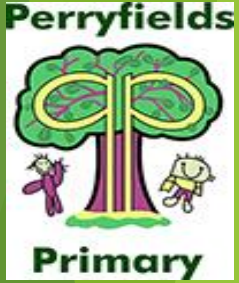
Trips

All trips are compulsory and ALL children MUST attend.

- ▶ Educational trip
- ▶ Place of worship (SACRE)

ENTITLEMENTS:

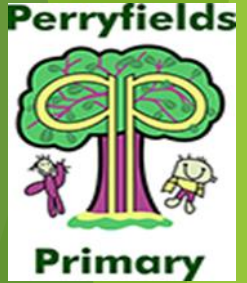
- ▶ Animal workshop
- ▶ Tea party
- ▶ Flying a kite



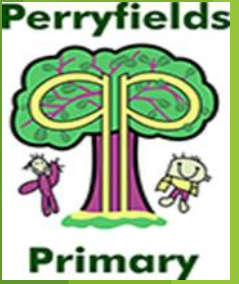
Finally, speak to us!

In Year 1, we do not continue the Home/School Diaries. This is to help develop the children's independence. Anything you need to know will be sent out in a letter or note.

If you ever have any problems or concerns about your child or about school and want to speak to us, please do not hesitate in contacting us through the school office to make an appointment or by speaking to Mrs Bryan, our Family Link worker.



Other Information:



- ▶ Refer to the school website for information.

<http://www.perryfields-pri.sandwell.sch.uk/>

- ▶ We update our Class Blogs regularly.
- ▶ After School Clubs/Boosters to start October