



John 10:10

**“I have come that they may
have life, and have it to the full”**

This is why we exist...

We are...

“I have come that they may
have **life**, and have it to the **full**”

BELONG - Everyone included, everyone welcome.

LEARN - Love to learn, gain knowledge.

GROW - Grow spiritually, in confidence and courage.



Life
In
Fullness
Ethos

At Lifefull Schools, we believe that every child should have the opportunity to live life in all its fullness. This guiding belief shapes everything we do and is underpinned by three key principles:

- **Belonging** - Everyone included, everyone welcome
- **Learning** - A love of learning and a thirst for knowledge
- **Growth** - Growing spiritually, in confidence, and in courage

Welcome to Year 1!

Class teachers:

Ms Bastick and

Miss Moore

Miss Hurley - 1 Thyme on Monday

LSAs:

Mrs Eugene

Ms Wani

One-One LSAs (1 Thyme)

Ms Qassam/Ms Ahmad

Ms Zorah

Daily routines

- Start and end of the day:
 - 1 Sage - main gate
 - 1 Thyme - nursery gate
- Gate opens at 8:40am - ready to learn by 9am - please ensure you are on time to support your child's learning
- Play times - two 15 min sessions
- Lunch time - 12:15pm-1:15pm (*teachers are not with children at this time but they are supervised by LSAs and lunchtime supervisors*)
- Home time - 3:25pm

Behaviour

Our School Rules- We have five school rules that are informed by our values: I can ...	Links to Pupil routines
1. Show respect	Active Attention, Kind and Courteous, Positive Play
2. Use kind hands, kind feet, kind words	Purposeful Partners, Positive Play
3. Move around the school safely	Silent Stairs, Tight Transitions, Back from Break
4. Always try my best	Never Stop at Stuck, Pride in Presentation
5. Look after the school	Tidy up Time, Kind and Courteous

"silent stairs, open doors."

1. We line up in the same order
2. When leaving the classroom for breaktime, we put our coats on in silence and line up or go straight into the playground
3. We walk in silence and single file
4. We hold onto the handrail - walking up and down the stairs on the left hand side
5. One person holds the door open for others



Moving around the classroom: "tight transitions."

- We move from the carpet to tables quickly and quietly
- We move with the following signals
 1. stand up
 2. move silently
 3. sit down



Moving Materials: "precise, polite passing"

1. Monitors pick up resources for each row or table
2. Pass whiteboards/books/pens across rows or around the table
3. Check the pen works and replace if needed



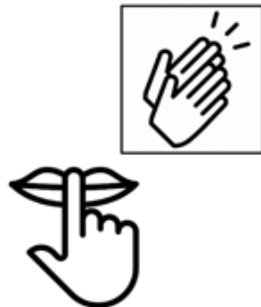
Sit at the table "ready to record"

1. Clear tables
2. Chairs pulled under
3. Feet flat on the floor
4. Straight backs
5. Other hand placed on book
6. Book at slight slant
7. Tripod grip - pen in air (Rec - Y3)
8. We are quiet and ready



Gaining Attention "Stop at a signal"

1. Stop talking when you hear the signal
2. Respond to the signal (clap back)
3. Turn to the leader
4. Look at the leader
5. Stay still



Active Attention

1. Eyes looking, ears listening, brains thinking, ready to start.
2. Eyes on speaker
3. Body moves to track the speaker
4. Whole body calm



"Stand up to Speak"

1. We stand up calmly and quietly and push the chair back
2. We speak with a loud clear voice in Standard English
3. We share our ideas with confidence
4. We sit back down on the leader's signal



"Back from Break"

Moving from the playground back to class

We move safely and calmly from the playground to class:

1. Listen out for the bell
2. Stand still
3. When given the hand signal, walk quietly to the doors, giving each other space
4. Silent Stairs
5. Efficient Entry



"Kind and courteous"

We are kind and polite to everyone. I:

1. Smile and welcome everyone - say 'hello', 'good morning'
2. Let adults (and young children) through doors first
3. Offer to hold doors open
4. Remember 'Please' and 'Thank you'
5. Wait for a break in conversation before saying, 'Excuse me'



"Purposeful Partners"

KS1 - When I work with a talk partner I:

1. Turn to face my talk partner
2. Active Attention
3. Share my ideas
4. Wait for my turn to speak
5. Use a loud, clear voice
6. Listen to others



"Purposeful Partners"

KS2 - When I work with a talk partner I:

1. Turn to face my talk partner
2. Active Attention
3. Speak when it's my turn
4. Use an audible voice
5. Respect others' ideas
6. Follow on from and build on the previous point



"Pride in Presentation"

KS1 neat presentation and handwriting

1. Start on the second line
2. Write the date on the left hand side of the page
3. Use a ruler and pencil to underline
4. Start writing at the margin
5. Use my best handwriting
6. Never use a rubber - rule out mistakes



"Pride in presentation"

KS2 Presentation and handwriting is consistently tidy and neat

1. Start on the second line
2. Write the date on the left hand side of the page
3. Use a ruler and pencil to underline
4. Start at the margin or indent paragraphs
5. Stick sheets in neatly, lined up with the margin
6. Never use a rubber - rule out mistakes
7. Use my best cursive handwriting
8. Keep my book clean



"Efficient Entry"

Every moment is precious so I:

1. Greet the adult waiting for me at the door
2. Go straight to my space quietly
3. Look at the board and follow the task instructions
4. Calmly retrieve any equipment I need
5. Get started immediately on the task
6. Use 'Never stop at Stuck' routine if I need it



"Never Stop at Stuck"

When I am stuck I recover rapidly. I:

1. Stop and re-read the instructions
2. Remember to use resources
3. Keep trying
4. Ask my learning partner
5. Keep trying
6. Ask the teacher
7. Try out an idea on my whiteboard while I wait



"Positive Play"

I can solve problems with my friends. I:

1. Use a stop hand signal
 2. Firmly say 'Stop it I don't like it'
 3. Talk about how I feel
 4. Try to fix the problem using respect and kindness
- Or
- Walk away and find another friend to play with
5. Find an adult to help if I can't solve a problem myself



"Tidy up Time"

We are all responsible for keeping our school clean and tidy. We:

1. Stop at a signal
2. Show Active Attention
3. Wait until 'Go!'
4. Get the job done
5. Double-check everything is tidy and the floor is clear
6. Return to my seat



Rewards

- House points
- Marble jar - reward decided on by the class
- Star of the Week - every child will get one!
- Love Thy Neighbour award - (one per term)
- Headteacher award

Consequences

- Non-verbal prompts
- Verbal reminders/warnings
- Reflection time at the regulation station
- Time in a neighbouring classroom
- Time off playtime (not the whole playtime)

1. Non-verbal Prompt

2. Verbal reminder

3. First verbal warning

4. Reflection time at the regulation station

5. Second verbal warning

6. If you get a 2nd warning- minutes of playtime taken away

7. Time out in neighbouring class

8. When the child comes back- we start again-back to point 1

9. If a child has been sent to their partner class 3 times in a week they will have an internal suspension

Differentiated Rewards and Consequences (equity not equality)

We acknowledge that 'fair' is giving each individual what they need to succeed. Therefore there are times where a differentiated approach is vital. Some children may be provided with personalised rewards, incentives and consequences.

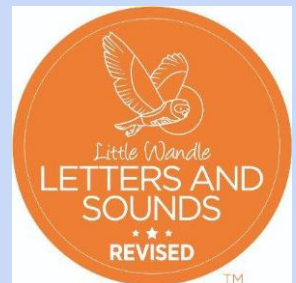
Curriculum

- Autumn 1 - Transition from Reception to Year 1
- Writing
- Maths
- Phonics and reading

- Foundation subjects - history, geography, RE, science
- Art
- PSHE
- Music and PE
- Trips TBC

Phonics and reading

- Little Wandle - based on Letters and Sounds
- Phonics workshops: TBC
- Scheme aims to keep every child in the class together



Phonics and reading

- Reading book and reading record sent home once a week - this will be the same book that your child is reading at school in guided reading sessions
- Your child should be able to read them with ease
- Use other books to stretch and challenge your child



Phonics and reading

Reading with your child is one of the most important things you can do for them:

- Builds essential language and cognitive skills
- Fosters social and emotional skills
- Sets them up for academic success across the curriculum
- Improves concentration
- Sparks imagination
- Improves future socio-economic outcomes (children growing up in poverty who read are less likely to remain in poverty as adults)

Home learning

- Daily reading - school reading book, library books, books from home, listening to stories
- Rapid recall Facts - essential mathematical facts that children should be able to recall instantly - sent home at the start of each half term
- Spellings - sent home once a week from Autumn 2 for children to learn - no test but will be assessed informally in lessons

Uniform

Please ensure that your child wears the correct school uniform. It helps them (and us!) by:

- *Promoting a sense of school pride*
- *Fosters a sense of community*
- *Supports behaviour and discipline*
- *Protects the children from social pressures to dress a certain way*
- *Creates a sense of equality*

The PSA holds second hand uniform sales throughout the year or you can speak to a member of the office team if you would like help with uniform.

Everyday Uniform

- Royal blue cardigan or jumper with the school logo
- Fleece with school logo
- White shirt or polo shirt (long or short sleeves)
- Smart grey trousers or shorts
- Grey skirt, skort or pinafore
- Pale blue and white checked summer dress, culottes or skort
- White or grey socks/grey tights
- Black low heeled shoes/ankle boots or plain black trainers with no logos

Please note:

- If children wear trainers, they must be completely black with no coloured logos or detailing.
- Crocs are not permitted under any circumstances due to health and safety.
- Denim jeans, denim skirts and tracksuit bottoms are not part of the school uniform.

Jewellery

- Small stud earrings may be worn if ears are pierced. For safety reasons, hoops and sleeper earrings are not permitted.
- Religious pendants or bracelets may be worn.

PE Uniform

- Black shorts or skort / grey jogging bottoms
- Plimsolls or black trainers
- T-shirt with embroidered school crest in the child's house colour (blue / green / red / yellow).

Hair

- Hair tied up if it is long enough to do so
- Hair accessories - blue, yellow, white or black only
- No nail polish or temporary tattoos - these may be removed by a member of staff

OPAL

- Raincoat - (Children will be out in the rain)
- Wellies - (Must be worn on the embankment during wet weather)
- **1 Thyme** - (wellies stored in wellie shed in KS1 playground)

No umbrellas in school

Things to remember

- Book bags every day - children often want to take things home
- Water bottles - please bring every day but don't worry if they aren't empty at home time - children may drink from cups at lunchtime and water fountains at playtime
- NAMED uniform
- Children are provided with a snack at morning play - if you would like to send one yourself, it must be fruit or vegetables. They may also bring a snack for Kenzalia/clubs which they can eat when they get there.

Things to remember

- Please do not allow your child to bring toys to school - this causes arguments and distractions in class!
- Check the parent bulletin or look out for emails about upcoming events.
- If your child requires medication (ongoing or just for a short period) please fill in a form at the office and leave medication with office staff. Please do not send medication into school in your child's bag.

Ways to communicate with School

- There is the opportunity to talk to a member of staff on the school gate in the morning. They will make a note and pass it on to the relevant member of staff.
- Class teachers will be available at the end of the day for short conversations or to book an appointment to meet them.
- Parents/carers are welcome to email teachers directly using the school-provided email addresses as follows:

Ms Bastick - zbastick@lifefull.org

Ms Moore - emoore@lifefull.org

Using Email Positively

To help communication remain constructive and effective, we ask that emails:

- Are polite and respectful in tone
- Focus on the issue or question rather than the individual
- Use appropriate language
- Allow time for reflection and response
- Are summarised in one email rather than several separate emails - please aim for no more than one email per week
- Emails are for correspondence by parents and carers. Children should not send emails to teachers

Sometimes a conversation is easier to resolve through a meeting or phone call, particularly if a matter feels complex or sensitive so teachers may contact you to arrange a meeting instead.

If an Email Feels Upsetting or Inappropriate

Occasionally, emails may be sent when emotions are running high. If an email is received that feels rude, aggressive, or inappropriate:

- The teacher may take time before responding so that the situation can be considered calmly
- The email may be shared with a senior member of staff for support
- A response will be sent that helps move the situation forward in a constructive way

In some cases, parents/carers may be asked to direct future communication through the school office or a senior leader so that support can be put in place.

Raising Concerns

We welcome parents/carers sharing concerns and questions and appreciate this being done calmly and constructively. In most cases, concerns should be:

- Shared with the class teacher in the first instance
- Given time to be looked into and responded to
- Shared with a senior leader if further support is needed

More details about the complaints process can be found in our LifeFull Schools' complaints procedure which can be found [here](#).

Email Response Times

- Teachers will aim to respond to emails **within 48 hours**.
- This 48-hour timeframe applies during term time.
- Emails sent:
 - During the school day will be responded to as soon as teaching duties allow.
 - In the evening are likely to be read the next working day.
 - At weekends or during school holidays will be responded to within 48 hours of the next working day.
 - Emails sent to part-time teachers on their non-working days cannot be answered on that day. Part-time teachers will set an "out of office" message to alert senders.
 - Please be aware that for staff members who are absent; they will do their best to reply when they return to work.

We kindly ask parents/carers to remember that teachers are teaching and supervising children for most of the school day and cannot check emails continuously.

These boundaries help staff maintain a healthy work-life balance and ensure that responses are thoughtful and helpful.

Dates for your diary

- PE - Thursday and Friday (children to wear PE kit)

- **Reading books and records:**

New books are handed out every Friday and must be returned the following Tuesday.

- *Please do not give these to us at any other time of the week!*
- *Parents/children should take these out of their bags as they enter the classroom in the morning and place them in the basket.*

- **Library** - 1 Sage Friday

1 Thyme Monday (*this will not be weekly*)

- **Class assemblies** - TBC

Any questions?