

Norton Juxta Kempsey CE Primary School Parent Information 2025-2026



Welcome to Rowan Class



Monday	Mrs Crawford
Tuesday	Mrs Crawford
Wednesday	Mrs Pasmore
Thursday	Mrs Pasmore
Friday	Mrs Pasmore

Daily Routine

(subject to change)

- ▶ 9.00 Registration and home link books
- ▶ 9.10-9.30 Collective Worship
- ▶ 9.30-10.30 RWInc / English
- ▶ 10.30-10.45 Break time and snack
- ▶ 10.45-12.00 Maths
- ▶ 12.00 -1pm –Lunch
- ▶ 1.00-2.15 Afternoon session 1
- ▶ 2.15-2.30 Playtime
- ▶ 2.30 – 3.15 Afternoon session 2
- ▶ 3.30 End of day



Curriculum



- ▶ WOW days
- ▶ Wow out - End product
- ▶ Curriculum enrichment



Superhero Day!



Spacship Mission



Themes and Topics in Year 1



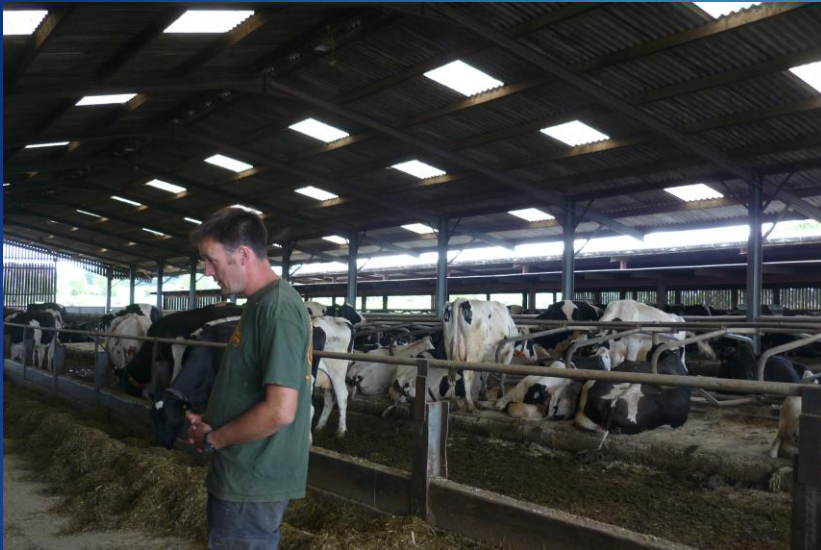
<p>Geography: Our local Park</p> <p>Our Local Park</p> <p>Fieldwork (visit to park)</p> <p>(NPP: Superheroes)</p>	<p>Geography: Pole to Pole</p> <p>Pole to Pole</p> <p>Hot and cold climates</p> <p>(NPP: Arctic)</p>	<p>History: Journey to the moon</p> <p>Journey to the Moon</p> <p>Significant events and people. (Neil Armstrong, Mae Jemison, moon landing)</p> <p>(NPP: Neil Armstrong)</p>	<p>Geography: Where is our school?</p> <p>Where is our school?</p> <p>Comparison study between Littleworth and London</p> <p>(NPP: Maps)</p>	<p>History: Life on the Farm</p> <p>Life on the Farm</p> <p>changes in the last 100 years (visit to farm)</p> <p>(NPP: EYFS On the farm)</p> <p>TRIP TO FARM</p>	<p>History: Life on the Farm</p> <p>Life on the Farm</p> <p>changes in the last 100 years (visit to farm)</p> <p>TRIP TO FARM...</p>
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School Visits and Visitors

(subject to change)



Bennetts Farm



Synagogue



COOL Time!

Choose Our Own Learning



- ▶ Autumn Term focus is on a mixture of adult and child led directed learning through COOL time!
- ▶ Examples of activities set up across area of Curriculum – Outside, English, Maths, Science, Art, Construction

Children will be encouraged to complete all challenges throughout the week.

Reading

- ▶ **Shared reading** - during lessons, everyday, cross-curricular.
- ▶ **Home readers** – changed weekly in library sessions
- ▶ **Reading book bands/RWInc. levels** - These will be regularly reviewed throughout the year and communicated in the home school link books.

Reading at home

- ▶ Record book title and write a response to the book they have read
- ▶ Regular reading will be rewarded



Maths



- ▶ All aspects of maths are covered (Shape, measures, time, calculations, problem solving)
- ▶ All work is set at your child's level
- ▶ We complete oral, practical and written work
- ▶ Children taught daily
- ▶ CPA (concrete, pictorial, abstract) maths policy
- ▶ Mastery Approach
- ▶ White Rose is followed

School Christian Values



Love

Trust

Respect

Friendship

Compassion

Courage

Forgiveness

Assessment



- ▶ On going teacher assessment
- ▶ Informs parents evening and midyear conversations
- ▶ Year 1 – Phonics check – May/June

The check comprises of 20 real words and 20 nonsense words. Pupils taught all the sounds they need to pass the test.

School pupil on line tracking system used to monitor progress and achievement.

- ▶ End of year reports

Homework



- ▶ Please read every day and record in the home school link book as per mentioned
- ▶ Practise number facts using NumBots (use same login)
- ▶ Learn RWInc sounds and read books sent home
- ▶ Use knowledge organisers as a starting point for vocabulary development and key knowledge acquisition
- ▶ Seesaw to communicate homework tasks

Uniform



- ▶ Uniform list on website
- ▶ PE kit – named and worn on PE days (check pumps/trainers regularly)
- ▶ Winter kit-joggers, long sleeved top
- ▶ Named Water bottles
- ▶ No jewellery and earrings must be removed or covered for PE. (please provide tape)

Communication



- ▶ Home School link book. Specific communication pages and reading record pages.
- ▶ School web site
- ▶ Text Messages
- ▶ Newsletters emailed
- ▶ Specific activity enquires only via Seesaw (other enquires via the school office)
- ▶ Any worries – please make an appointment to speak to your child’s class teacher, in the first instance.

Personal Skills and Learning Behaviours



- ▶ · Expectations: RRS- Be Respectful, Be Responsible, Be safe
- ▶ · Positive Behaviour Praised through:
 - ▶ - Good News Cards- children going above and beyond expectations- sent home on same day stating which behaviour being shown
 - ▶ - Congratulations Cards
 - ▶ - House Points
 - ▶ - Jar of Joy - jar filled up every time the School Value is demonstrated for that half term. Class decides on reward once full

Behaviour Policy



- 1 Remind- praising positive behaviours.
- 2 Final Reminder- referring back to positive behaviour using 30 sec script (RRS) already exhibited by the child that day.
- 3 Time In (Calm Corner or other agreed location). Followed up with a restorative conversation.
Recorded on ScholarPack. (Behaviour Plan on Provision Map).
- 4 Time In (agreed location- out of classroom) with a member of SLT.
Followed up with a restorative conversation.
Recorded on ScholarPack, Behaviour Incident Form completed with teacher and child, which is sent home to parents.
- 5 Positive Behaviour Card.
In place for a week, focussing on specific behaviour/s and created by the teacher and headteacher alongside the child. Multiple opportunities for success. Weekly review.
- 6 Individual Behaviour Plan- tailored to child's needs.

New Behaviour Policy



<p>Step 1 - Remind</p>	<p>Praise the positive behaviours</p> <p>Where behaviour does not meet your expectations, a reminder of the expectations for children of Responsible, Respect, Safe.</p>
<p>Step 2 - Final Reminder</p>	<p>The 30 second script, at the child's level, involves a conversation with the pupil that goes to redress their behaviour in the first instance. The key to these conversations is framing the pupil in the positive light we know they can exhibit:</p> <ul style="list-style-type: none"> • I noticed you are having trouble with [state the behaviour you see to separate the behaviour from the child]. • I am wondering if you are feeling [.....]? • You know we have a Ready, Respect, Safe rule in the classroom. It was the rule about [lining up / bringing toys into school / not allowing others to learn] that you broke. • Do you remember when you [did that kind thing for.....]? That is who I need to see today. • When I come back in * minutes, I want to see your wonderful [.....]. Thank you for listening. <p>The 30 second script can go a long way to reduce the disruption in lessons, build a positive relationship and enable children to reset their behaviour. Praise in Public (PiP) and Remind in Private (RiP).</p>

New Behaviour Policy



<p>Step 3 - Time in (Calm Corner) Recorded on ScholarPack. (Behaviour Plan on Provision Map).</p>	<p>The child will be asked to go to the Calm Corner in the classroom where they will access a calm box containing items to support the child's regulation. Items within the box will help the child to re-engage their prefrontal cortex, such as breathing and grounding techniques.</p> <ul style="list-style-type: none"> ○ The teacher will have a chance to speak to the child away from the class and will use WIN; 'I am wondering, imagining, noticing...' ○ Boundaries are reset. ○ Child is asked to reflect on their next step. Again, they are reminded of their previous positive behaviour for learning. ○ Usually, after no more than 10 minutes the child is given the opportunity to re-engage with the learning and / or follow instructions. ○ If this is at playtime, the child should have 'time in' by standing with the adult.
<p>Step 4 - Time In (Nurture Base) Recorded on ScholarPack</p>	<p>A member of the SLT will escort the child from the classroom and give them time to regulate and reflect on their behaviour. They will be given the opportunity to complete their work in a designated place, decided by and arranged by the class teacher and appropriate to the child's age and need (eg a quiet space, another classroom, with another member of staff). The length of time away from their base class will be decided by the class teacher and discussed with a member of the SLT, as appropriate.</p> <p>They may miss some playtime on that day (as deemed appropriate by the teacher). On their return to class, the final stage of the three Rs (repair- restorative conversation) will be discussed and a 'clean slate' approach will be used from that moment.</p> <p>Parents will be informed at the end of the day through a Behaviour Form filled in with child and teacher.</p> <p>Incident is logged as a Stage 3 on ScholarPack.</p>

New Behaviour Policy

<p>Step 5 - Positive Report Card (PRC) and Behaviour Plan on Provision Map</p>	<p>The Positive Report Card will support the child by setting a precise behaviour target that is achievable. The behaviour target will remain in place for a week, there will be 30 opportunities for success each recognised by a sticker. An achievement target (the number of stickers to be achieved) will be set by the Head Teacher, Class Teacher and Mentor in conjunction with the child. A review is held at the end of each week and a decision made as to the best course of action. A child must achieve 30 stickers 2 weeks running for it to be considered that the PRC is no longer needed for support. A mentor will be assigned to the child to offer support.</p> <p>The SLT member will determine a space appropriate to the school and the age of the child where the child will work for the remainder of the session or day depending on age and individual needs.</p> <p>They will not be able to access lunchtime or playtime, whichever is first, and the SLT member has the discretion to keep them off the playground if this puts other children at risk.</p> <p>A meeting with parents will be held with class teacher and member of SLT in order to discuss the triggers as noted on Provision Map and to seek a positive solution to avoid further negative behaviours from happening.</p> <p>The Head Teacher has the discretion to apply a fixed-term exclusion at this stage if it is deemed that removal from the playground or classroom will not regulate the behaviour or that the risk to other children and staff cannot be managed.</p> <p>Incident is logged as a Stage 4 on Scholar Pack</p>
<p>Step 6 - Individual Behaviour Plan Recorded on Provision Map</p>	<p>A child's behaviour may deteriorate before it improves when an Individual Behaviour Plan is introduced.</p> <p>Rewards and reinforcements used to promote positive social behaviour must be immediate and at a high frequency in the early stages of an Individual Behaviour Plan for maximum success, especially with younger children.</p> <p>The Individual Behaviour Plan will include clear expectations for behaviour and targets that provide limited (maximum of three) unambiguous and, above all, achievable targets for the child's behaviour. 'To stay on task at all times' is not a realistic target for any child. Specific targets will be identified through the Thrive assessment.</p> <p>This can only be given when a child has worked their way through Consequences. If there is an immediate situation that warrants exclusion, then a Fixed Term referral needs to be made by the class teacher to the Head Teacher. The decision to exclude lies with the Head Teacher.</p> <p>Fixed term and permanent exclusions must meet the statutory guidance as set out in DFE Exclusions from Maintained Schools (2017)</p>

Safeguarding

NJK Safeguarding Team

- ▶ Mrs Dean Designated Safeguarding Lead
- ▶ Mrs Marshall Deputy Designated Safeguarding Lead
- ▶ Mrs Clarke Deputy Designated Safeguarding Lead



Questions



- ▶ Please email any specific questions or enquiries that have not been answered to: office@nortonprimary.worcs.sch.uk

We look forward to working
with you and getting to know
your child even better.

