



Welcome to Year 1



Together We SHINE



Vision:

At Northway Infant School and Carrant Brook Junior School, our Two Schools, One Community is committed to providing a safe, nurturing and inclusive environment where every child feels valued, respected and empowered to succeed.

We have high aspirations for all pupils and are dedicated to ensuring that every child develops the knowledge, skills, confidence and character needed to thrive both now and in the future. Through our shared SHINE values, we foster independence, resilience, curiosity and a love of learning, enabling children to become responsible, respectful and successful members of their community. Our schools are thriving learning communities where every child is supported to **SHINE.**

Safe

Happy

Independent

Never give up

Excel

Aims:

- ✧ Provide a safe, welcoming and inclusive environment where every child knows they matter, feels a sense of belonging and is supported to achieve their very best.
- ✧ Promote respect, kindness and understanding, celebrating diversity and ensuring equality of opportunity for all members of our school community.
- ✧ Deliver an ambitious, broad and engaging Community based Curriculum that develops knowledge, skills and a lifelong love of learning.
- ✧ Inspire children to become confident, resilient and independent learners who are prepared for the next stage of their education and beyond.
- ✧ Support pupils' personal development by nurturing positive relationships, emotional wellbeing, responsible citizenship and strong moral values.
- ✧ Foster a culture of high expectations and continuous improvement through collaboration, professional development and reflective practice across the whole school community.
- ✧ Work in partnership with families and the wider community to ensure every child can flourish academically, socially and emotionally.

Communication

Teaching team is always first point of contact for all children & parents
Parent and teacher relationships are valued and important to us!

- *Face to face/ phone calls -
- *ARBOR – update child parent details/ medical information
- *Weekly newsletter –
- *Website – term dates, newsletter, Caterlink menu's
- *Class Dojo – updates on children's work and achievements in school
- *Parent's Evening

*Strong parent-teacher
relationships build strong
children, and every
meaningful conversation
matters.*

Communication Strategy has been created by children, staff, parent voice and champions – will be emailed out to parents once agreed with Local Academy Board.

Please be aware that emails sent during the day/ messages can take up to 24 - 48 hours before they are responded to/ actioned due to teacher's teaching commitments or staff being off site for a variety of reasons. Staff will always aim to respond as quickly as possible.



Be Ready, Be Respectful, Be Kind

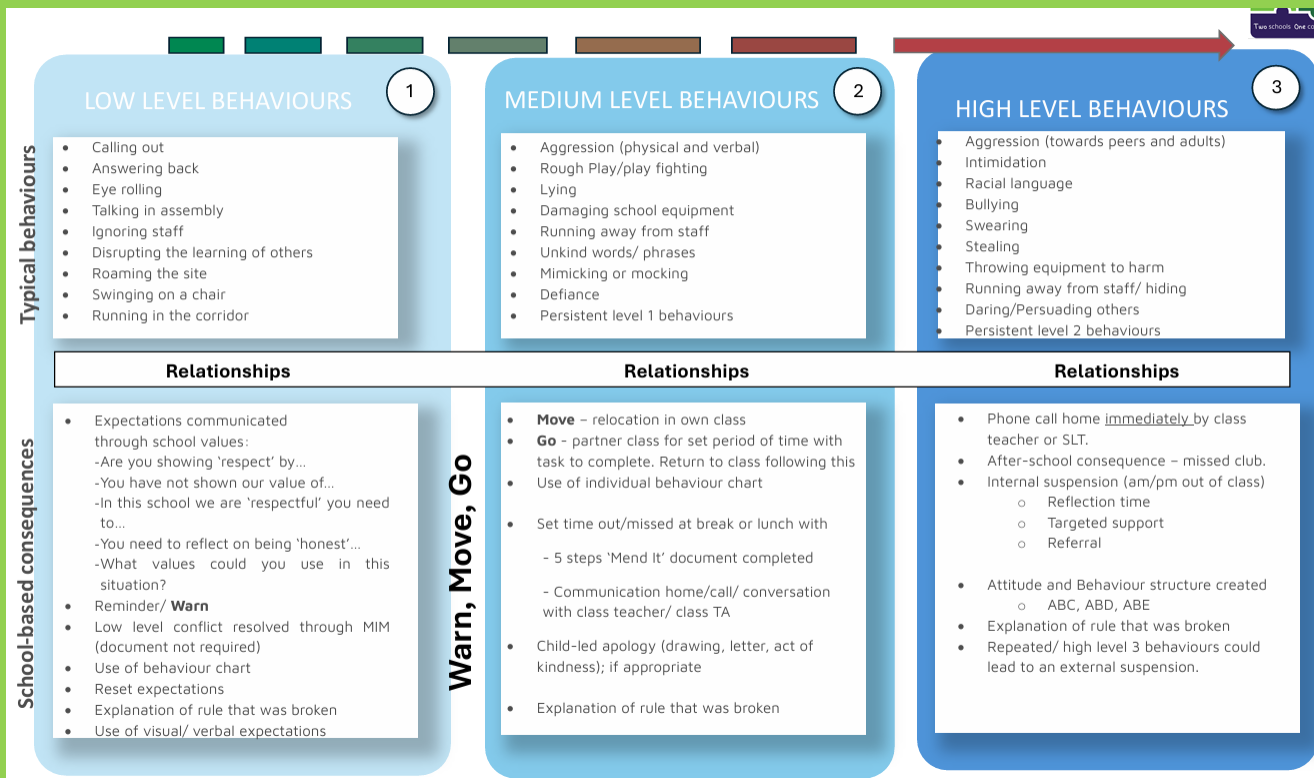
All links found on website

- GLA Behaviour Policy
- Behaviour Flow Chart
- Mend It Meeting

If school is dealing with a behaviour incident between children – please understand information regarding the other child/ren involved will not always be shared with you.

We will be following our trust/ school/ flowchart actions and have thorough recording process. Sometimes there are factors/ needs/ circumstances that are unique to situations that respectfully cannot and will not be shared.

It is always our aim to ensure that your child, is supported regarding each unique situation and will endeavour to keep parents as up to date as possible.



Pastoral & SEND

Your class team is always your first port of call for anything you wish to discuss/raise in regards to pastoral, academic support and SEND.

SEND My Plan Reviews

Class teacher/TA/ Parent meetings take place 3x a year – Class teachers will organise these directly with parents.

Mrs Jackson will attend reviews, if requested or change in circumstances or external agencies are involved, Mrs Jackson will lead all EHCP reviews, alongside the class team.

Pastoral support

Support staff class team will always support on a daily basis.

A referral can be made by the class teacher for further pastoral support, if class-based strategies or bespoke family support is required. This will come from a review between teacher and parents.

Medical

Class teacher/ Mrs Jackson will organise medical meetings with parents and class teacher as/when required.



Attendance

Working together to give every child the best possible start

- Every day counts. Children achieve more, build stronger friendships, and feel happier when they attend school regularly.
- Good attendance starts with strong home routines including bedtimes, mornings, and punctual arrival.
- If your child is unwell or cannot attend, please contact the school as early as possible on the first day of absence.
- We are committed to working in partnership with families to understand and remove barriers to attendance. [\[Link\]](#)
- If attendance becomes a concern, we will offer support early and work with you to find solutions.
- Medical appointments should be arranged outside school hours wherever possible.
- Holidays during term time are only authorised in exceptional circumstances.
- Children who attend regularly are more likely to feel a sense of belonging, succeed academically, and develop positive wellbeing.
- If you need help, please talk to us. Attendance is everyone's responsibility, and we are here to support you.

Attendance Message

95% attendance = 10 days of learning missed each year

90% attendance = 19 days of learning missed each year

90% attendance is classed as Persistent Absence

Expect good attendance.
Monitor attendance carefully.
Listen and understand concerns.
Support families to overcome barriers.
Work together so every child can thrive



Curriculum

Getting to Know Us

English/Writing

Oi Dog! (rhyme)

Stuck!

The Enormous Turnip (alternative versions)

The Three Billy Goats Gruff (defeating a monster)

Maths

Number and Place Value (up to 20)

2D Shapes

Science

Animals including humans

Geography

Exploring our local area of Northway, using maps and identifying **human** and **physical** features.

Foundation Curriculum

Music – Jazz and What a Wonderful World by Louis Armstrong

DT – Making a sock puppet

Art – Pop Art and Andy Warhol

R.E. – Christian's belief about God through bible stories

PSHE – Feelings, friendships, rules and getting help

P.E. – Running, jumping, throwing, catching, balancing and coordination

Computing – mouse and keyboard skills

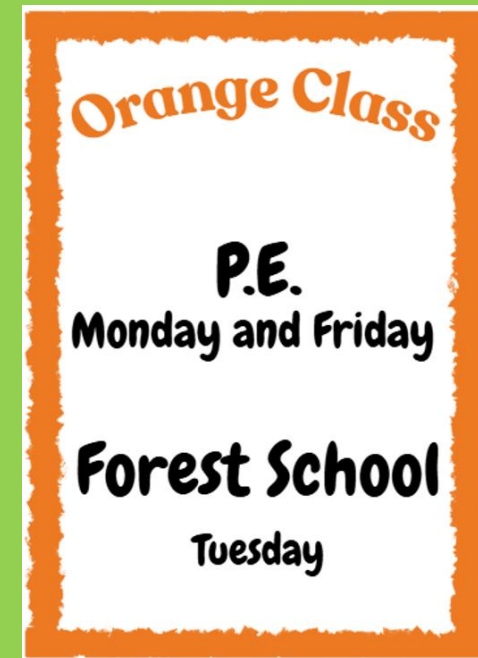
Community Links

We will take a **fieldwork walk** from school to our local shops and streets, exploring and observing our community along the way, identifying important places and features.

Trips/ Events/ Experiences



Remarkable Reading
25th September 2026



Statutory Assessments

The Phonics Screening Check is a short assessment that takes place in **Year 1** in **June**.

It checks how well children can use their **phonics knowledge to read words**. Children read **40 words**, including some real words and some made-up words (called *alien words*).

The alien words are included so that we can see whether children can **use their phonics skills to decode an unfamiliar word**, rather than simply remembering a word they already know.

It isn't a test that children need to worry about. It is simply a way for us to see what they can do and how we can support them.



Homework Expectations

DoodleMaths

Please record your child's name on the sheet provided if you need log in details again and/or a new password 😊

Reading Expectations

Each child has their weekly reads counted each **Thursday** and certificates and prizes are awarded in increments of 30. One read per day is counted (max 7 per week) and they must be recorded in yellow reading diaries- please ensure they are in book bags daily.

When you record reads please leave a comment on how well your child has read and any words they may have struggled with as we do love to hear about how your child is getting on with their reading at home.

Library Books

Children can select books that are of interest to them from a range of fiction and non-fiction books and may often select books that they are not yet able to read independently. We believe it is important for children to know that they can enjoy and learn from all books, even those they cannot yet read themselves. Please support your child by reading and enjoying these books together.

IF YOU CAN VOLUNTEER ANY TIME TO COME AND SPEND SOME TIME (AS LITTLE OR AS MUCH AS ABLE)

HEARING READERS WE WOULD BE VERY GRATEFUL!!

Red Tricky Words

We focus on our **Red Tricky Words** in year 1. The **Red Tricky Words** are linked to our writing unit. The children recognise the words 'can't be sounded out, we just have to know them.'

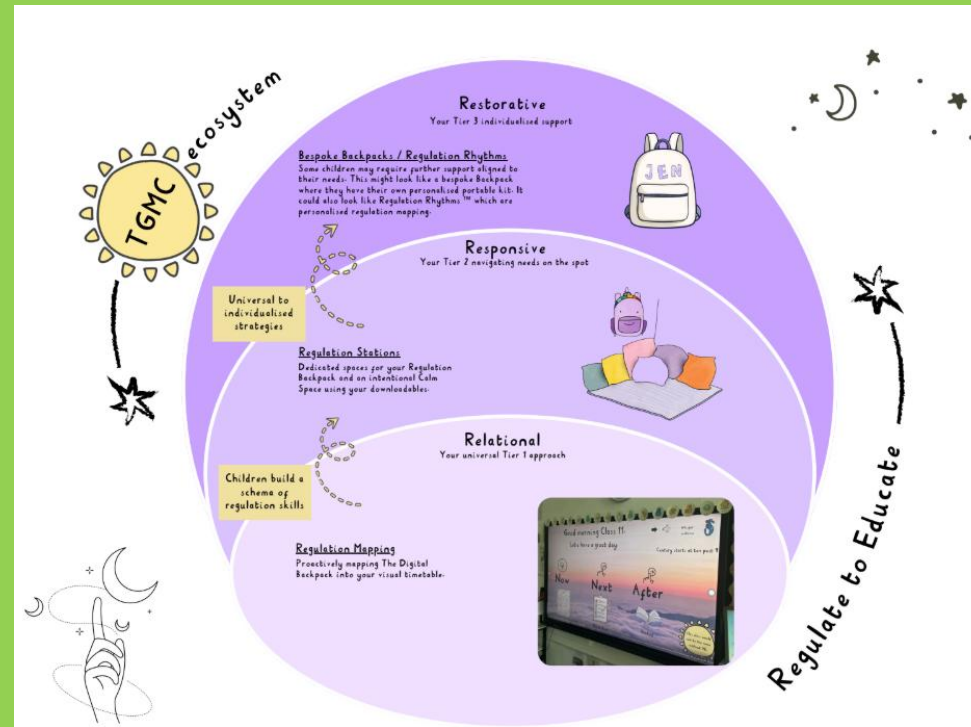


The Good Morning Club - Regulation Rucksack



The Regulation Rucksack is a needs based, child centred framework that transforms how regulation is supported and taught in schools.

Goes beyond talking and naming feelings, identifying how a child feels as some frameworks can do – The Regulation Rucksack empowers children with the language, skills and neural wiring they need thrive on long after they've left the classroom.



The Good Morning Club - Regulation Rucksack



Let's get to know your Backpacks

Press the backpacks to access



Name: Energiser Backpack

Purpose:

To provide intentional movement

Why? Movement = Strengthens and creates neural connections

When best to use: As a proactive approach if children are going into a static activity (ie assembly) or as a responsive approach if children are showing they need movement (lack of focus/ fidgeting)



Name: Connect Backpack

Purpose:

To build relational safety and social skills

Why? Humans are social creatures, if we do not create opportunities for connection we will seek it in other ways.

When best to use: As a proactive approach if children are going into or finishing an independent activity (ie a long write) or as a responsive approach if children are showing they need connection (chatting/ calling out)



Name: Focus Backpack

Purpose:

To build executive functioning skills

Why? Focus is a core cognitive skill that underpins academic success, behavioural regulation, and mental wellbeing.

When best to use:

After break as this is a typically a time that requires more demand when children have reduced capacity.



Name: Celebrate Backpack

Purpose:

To proactively build self esteem

Why? We know this is one of the biggest blocks to learning and an accelerator of concerning behaviour

When best to use: Routinely at the end of the day and if you have time before lunch time.



Name: Calm Backpack

Purpose:

To calm the nervous system

Why? Reduces stress, improves emotional safety and activates the pre-frontal cortex.

When best to use: At the beginning of the day and after lunch as these are typically overstimulating check-points that benefit from decompression.



Name: Help Backpack

Purpose:

A systematic approach for peak dysregulation

Why? One of the most challenging aspects of behaviour is peak dysregulation - this requires a research backed consistent approach.

When best to use: Responsively for Peak Dysregulation