

BISHOP PERRIN PRIMARY SCHOOL



Celebrating learning together in faith, hope and love

PARENT INFORMATION MEETING
July 2024



School Vision

Our vision is that we will grow in the God-given virtues of “faith, hope and love” (1 Corinthians 13:13): having faith in God or being inspired by faith; having hope that we can work to change ourselves and the world for the better; and having love for others, reflecting God’s love for everyone.



Curriculum Statement

Inspired by our local community and surroundings, our curriculum at Bishop Perrin School is designed to nurture life-long learners and provide opportunities for all to succeed in the modern world with confidence, creativity and curiosity. We endeavour to instil a love of learning using a range of exciting and inspiring books as a gateway to a wide range of subjects and cultural and social experiences. We aim to provide opportunities for all pupils to learn the knowledge, understanding and interpersonal skills necessary to be active, healthy, responsible participants in their community and the wider world, providing stable foundations for the next stage in their learning. Our curriculum is underpinned by our school's spiritual values.



We value the support from parents and the partnership between home and school which ensures that children are able to be the best they can during their time at Bishop Perrin. This meeting is designed to assist your child and the smooth running and work of the school throughout this academic year.

Further information is available on our school website:

www.bishopperrin.richmond.sch.uk

and you can keep up-to-date with the latest goings-on at school by following our Twitter account:

[@Bishop Perrin](https://twitter.com/Bishop_Perrin)



Attendance and Punctuality

- Your child should be in school every day unless they are unwell. The school should be informed of any absence on the first day of absence.
- Holidays during term time are not permitted and will be unauthorised absence.
- The gate will be open from 8:30am until 8:40am. If you arrive after 8:40am, please bring your child to the main entrance.

Pick up

Pick up time is at 3:15pm, from the playground. Please ensure we have written permission for any adults who you allow to pick your child up from school at the end of the day.

Please approach the door and stand so that we can see you, particularly whilst I get to know and learn everyone's names and faces. It can be tricky to manage the children and see who is in the playground so it is helpful if you come as close as possible to the door.



School Uniform

All children should be smartly dressed in the school uniform – the policy is available on the school website and order forms are in the school foyer. All items should be clearly named.

PE - children will change into their PE kit for PE lessons twice a week (Wednesday and Friday). Please practise independent dressing and undressing at home to support your child in school.

Children may wear trainers for outdoor PE lessons if they wish. Please leave these in school for the duration of the half term. PE kits will be sent home during holiday times to be washed and for you to check sizing, particularly of shoes.

Children have been assigned to a house – ruby, emerald or sapphire.

Outer wear – school fleece or a dark coloured coat (not patterned).

Jewellery is not permitted, except for a simple pair of stud earrings for children who have pierced ears, and a wrist watch. Smart watch devices are not permitted. This is in-line with our online safety policy.



Phonics

We follow the Little Wandle Letters and Sounds Revised. This is a complete systematic synthetic phonics programme (SSP) developed for schools by schools.

Children in Year 1 receive daily phonics sessions with their class teacher, during which they **review** sounds and words they have recently learnt, are **taught** a new sound/s or tricky words, have to time to **practise** their new knowledge along with their skills of segmenting and blending, and then **apply** it in their reading and writing. Children are taught to use pure sounds to pronounce all of the 44 phonics sounds, or phonemes, used in the English language.

It is vital that the pronunciation of sounds is consistent between adults at home and at school – please see this [short film for guidance](#) on how the sounds should be modelled to the children.



The first half term will be spent revising and consolidating learning from the end of Reception, focussing on Phase 3 sounds and words with consonant blends and learning some Phase 5 GPCs.



Reading

Teachers regularly assess children's reading to ensure that they are reading at the correct level. All children will read with an adult at least twice a week (possibly three) during reading practise sessions.

Children should practise their reading at home with an adult or older sibling **at least five times a week** for about 5 - 10 minutes each time. Children will be assigned a reading practise book to read online. These books will be assigned on a Friday, after the children have spent time in class reading the book, so by the time they read it at home it should be very familiar to them and they can focus on the fluency, accuracy and expression of their reading. Children will be assigned books with different levels of challenge according to their phonics knowledge and how accurate and automatic their reading is.

Please record home reading in the Reading Log and note any challenging vocabulary or particular graphemes that you notice your child is struggling to recall.

Children will still be bringing home a book from school. This is a book they will choose from the library, known as their 'sharing book' as they are not required to be able to read the book themselves, rather share and have it read to them by a family member. This forms an important part of the learning to read process as it fosters a love of reading and encourages children to talk about the narratives and characters in these books.

In addition to phonics and reading practise sessions, we read and study a wide range of exciting books in our English lessons.

- Our English is based around a story book or poetry
- The children will read to the class teacher once a week during Guided Reading.
- Some children may need some extra support with their reading so we are making sure that those children read with an adult more often and have access to interventions to support their learning.
- We will be developing the children's comprehension skills this year. The children will learn how to retrieve relevant information from texts and during whole class and group reading sessions we will be discussing the content of a variety of books. We will also spend time making sure the children know the meaning of new vocabulary.
- As a parent, it is crucial that you encourage your child to read every day.



Writing

Handwriting – children are taught to use the correct pencil grip and to form their letters accurately. We encourage neat handwriting presentation to promote a sense of pride in their work which often leads to higher quality content.

Children will experience reading and writing a range of different texts including stories, recounts, diaries, poetry and much more.

Children are encouraged to write more extensively as the year goes on. They are taught grammar and punctuation within the context of the wider writing they are learning.

- We will start the year revising correct letter formation, and the letter position when sitting on the line. Presentation will be a big focus this half-term; understanding where to start a sentence, using finger spaces and ensuring their writing sits on the line. Children will begin to add and understand the purpose of punctuation (capital letters and full stops) and express their experiences and ideas in written form.
- Our expectations are that your child will make their expected progress in writing by the end of the year.



Maths

At Bishop Perrin, Mathematics is taught using a mastery approach so that the skills and knowledge needed are covered in depth and all individuals can succeed. The whole class is taught together with practical resources and support chosen to scaffold or extend the children. Individual learning needs are addressed through scaffolding, skilful questioning and rapid intervention.

High quality feedback and addressing of misconceptions are covered through marking and teacher interaction.

There are many opportunities to practise the skills children are learning, inside and outside of the daily maths lesson to develop fluency and consolidate pupils' learning. Children are taught fluency in number which is applied in reasoning and problem solving contexts which are accessible to all.

Precise mathematical language and specific vocabulary is modelled and encouraged in children when talking with their peers, giving explanations and recording their ideas.

We use White Rose Maths to map out the maths curriculum, supplemented by materials from the NCETM. The children will begin the term exploring place value and addition and subtraction within ten. Children will be encouraged to continue to develop a strong foundation of number sense and to be fluent in key mathematical facts.



Foundation Subjects

As well as English and maths, children at Bishop Perrin Primary School participate in weekly lessons of art, computing, design and technology, Spanish, geography, history, music, PE, PSHE and science.

Our curriculum is designed to be taught through half-termly themes. **During the first half term Year 1 will be studying 'Me, Myself and I'.** The details for this theme are in the curriculum information sheet which is available on the learning page of the school website.

- Foundation subjects are so important for the children in ensuring that they receive a broad and balanced curriculum. All foundation subjects will cover the objectives set for that term, in some cases combining learning objectives so that full coverage is achieved.
- You may want to read some books with your child that are linked to the current theme.



Year 1 Phonics Screening Check

The Year 1 Phonics Screening Check takes place at the end of the school year, in the second half of the summer term. This is a statutory assessment which each child will complete 1:1 with a familiar adult. The purpose of this assessment is to provide information about your child's phonics knowledge and how well they can apply it to decode unfamiliar words.

More information will be sent to you nearer the time but this is not something that should be a cause for concern or worry for either you or your child.

Homework



Homework is important in consolidating learning undertaken in school and extending children's understanding. Please ensure that your child completes any homework tasks set.

Handwriting – set on to be completed by Monday.

Mathletics activities - set on Monday to be completed by Monday.

Handwriting tasks will focus on correct pencil grip and letter formation including correct starting and finishing points.

Please ensure you support your child closely during their handwriting. If your child is struggling to form a letter correctly, you should model how to do it to remind them and encourage them to keep 'giving it a go'. Children should sit at an appropriately sized table when they are completing this task. Their pencil should be sharp and they should not be distracted by devices while they are concentrating. This will be more of a challenge for some children than others but as well as being an opportunity to practise handwriting, it is an exercise that is developing their ability to focus on a task and sit at a table.

Children should read aloud at home to an adult or older sibling at least five times a week for 10 minutes each time. This must be recorded in Reading Logs so that Mrs Beith and Mrs Lawton can monitor progress and provide additional support when required.

Other Information



- If your child is to be collected by someone other than the adults you have already authorised, please inform the class teacher in writing ASAP. If there are any changes to your pick-up arrangements, please notify the school office via email.
- You are welcome to make appointments to talk to teachers to discuss any concerns. The end of the school day is better as teachers are preparing for the school day and attending briefings in the morning.
- Please ensure that you read the school newsletter every week as it contains all the vital information that you need. The current and previous newsletters are also available on the school website.
- We welcome parent volunteers. Please keep an eye on the newsletter for further details.
- We are striving to encourage children to become more responsible for their belongings and independent – please support us in this by encouraging your child to dress/undress themselves, remember when they have a message for the teacher, carrying their own belongings and when to hand in homework.

Useful Sites to Support Learning



<https://login.mathletics.com/>

<https://www.purplemash.com/login/>

<https://www.bbc.co.uk/bitesize/primary>

<https://www.thenational.academy/>