



Year 1 Information Meeting

Please sign in on the class lists at the side.

Please take a home/school agreement and a copy of our sound mat.



Our aims...

At Springdale First School we are committed to working together as a team, with our children at the heart of everything that we do. Each child will be given every opportunity to flourish, succeed and shine and no child should ever be disadvantaged or miss out on opportunities. We believe that children need to believe in themselves as strong capable learners, we view barriers as solutions to find, and we value positive enabling partnerships with parents. These aims are embedded in our Vision Statement:

A graphic with a black background filled with numerous small, bright white stars of varying sizes, creating a starry night sky effect. The text is written in a yellow, cursive font.

*Imagine with all your mind
Believe with all your heart
Achieve with all your might*



Our Learning Values.....



Perseverance and Persistence

Reflective and Resourceful

Inquisitive and Independent

Drive and Determination

Enthusiasm and Excellence

Meet the team.....

Ms Bunting – Butterflies Teacher.

Miss Wallis – Bumblebees Teacher.



Mrs Preston – Teaching Assistant.

Mrs Kimber – Teaching Assistant.

Mrs Warren – Teaching Assistant.



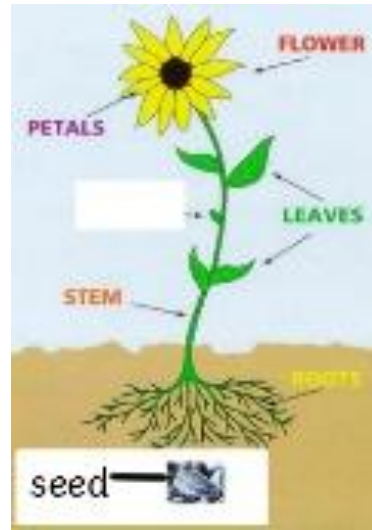


**“A NEW
SCHOOL YEAR
MEANS NEW
BEGINNINGS,
NEW
ADVENTURES...
AND NEW
CHALLENGES.”**

- Denise Witmer
ITSALLYOUBOO.COM



In Autumn, we have lots of exciting learning coming up



Broadstone
What's it like to live here?



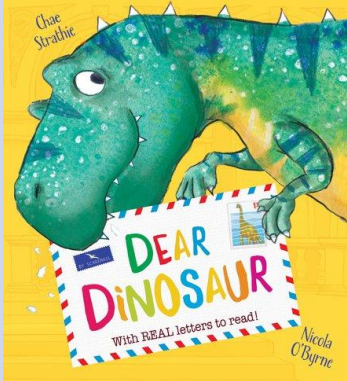




Summer:  **Winter:** 

Autumn:  **Spring:** 





Things to look forward to!

Autumn	Spring	Summer
<p data-bbox="343 568 907 625">Walk to the postbox</p>  <p data-bbox="343 1025 907 1082">Autumn welly walk</p> 	<p data-bbox="1031 568 1595 704">Walk to Broadstone Library</p>  <p data-bbox="1052 1025 1567 1082">Spring welly walk</p> 	<p data-bbox="1668 568 2130 704">Marwell Zoo (roughly £15 pp)</p> <p data-bbox="1668 1025 2232 1082">Summer welly walk</p> 

Springdale First School



Imagine, Believe, Achieve



SPRINGDALE FIRST SCHOOL ARE....



Ready

Respectful

Safe

Non-Negotiables

In the classroom

We are all quiet and we listen when being taught.

We all treat the classroom and equipment with care and use it as it should be used.

We use 'Quiet Learning' voices when learning. We all understand helpful and unhelpful talk.

We ask permission to leave the classroom.

Outdoor Play

We are ready for playing appropriate for the time of year. (Coats in the winter / water bottles in the summer).

We play walking games on the top playground.

We stay in our correct zones/ playgrounds.

We all use our equipment correctly and safely.

We return it when we have finished.

We welcome others into our games.

In the Hall at Lunchtime

We use our best manners, saying 'Please' and 'Thank you'.

We stay in our seats while eating.

We talk with the people we sit next to in a quiet voice.

We keep our table and floor clean and tidy.

We use the cutlery provided.

We speak in full sentences.

We enter and leave the hall quietly, as directed by the adults

Moving around school

We walk around the school quietly, taking care not to disrupt others' learning.

We hold the door open for others.

We all help to keep our school tidy and safe. For example, we pick up rubbish, we hang up our coats, we put equipment away.

SPRINGDALE FIRST SCHOOL ARE....



Ready

Respectful

Safe

Relentless Routines

Wonderful Walking

- Pupils and adults hold doors open for each other.
- We walk quietly around the school.
- Our hands are by our side.

Legendary Lines

- We line up in order.
- Our lines are straight, single lines.
- We always face the way we are walking.
- We are silent.

Caring Communications

- All members of the Springdale Community give 'Warm Welcomes' (a good morning, a smile, greeting at the door).
- Teachers and children give 'Fond Farewells' in the classroom at the end of the day (I've really enjoyed learning with you today).

Super Stopping

- We stop when we hear a whistle (outside) and a jingle (inside) and freeze.
- We look to the adult and are silent.
- We wait for the next instruction.

SPRINGDALE FIRST SCHOOL ARE....



Ready

Respectful

Safe

CONSEQUENCES

Step 1

Verbal reminder of expected behaviour

Step 2

Verbal warning in private. Ensure child knows why they have been given the warning.

Step 3

Moved within the class for regulation

Step 4

Support from another adult

Follow up – Repair and restore.
(After timeout or during sanction time – break or lunchtime)

SPRINGDALE FIRST SCHOOL ARE....



Ready

Respectful

Safe

RECOGNITION AND REWARDS



VISIBLE ADULT CONSISTENCIES

- Meet and Greet.
- First attention to best conduct – persistently catching children doing the right thing
- Calm and caring
- Praising in public. Reminding in private
- Consistent language



OVER AND ABOVE RECOGNITION 'CELEBRATIONS

- Verbal Praise
- Positive messages home
- Rainbow Certificates
- Share work with others
- Headteacher Awards
- Positive stickers
- PRIDE Awards
- Celebration Assemblies
- Class celebrations
- “Always Ready” chart.



Things to remember...

- PE days: Indoor Monday, Outdoor Wednesday
- Springdale Uniform
- Water bottles to be clearly named
- Homework goes out on a Friday, to be returned by the following Wednesday- TEAMS
- Book changing days depend on group (see label on folder)
- Beginning and the end of the day expectations – saying goodbye in the morning, children walking with their parents out of the school grounds (not running)
- Building independence.
- Forest School – more information will be sent on this.

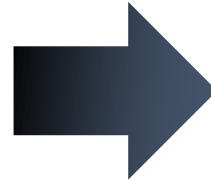


EYFS Curriculum

Early years foundation stage statutory framework

For group and school-based providers

Setting the standards for learning,
development and care for children from
birth to five



National Curriculum

The national curriculum in England

Key stages 1 and 2 framework document

September 2013



Changes to Our Curriculum

The Overview of Research document provided in the 2019 Ofsted framework states that "learning is at least partly defined as a change in pupils' long-term memory." The guidance also states that retrieval practice is an effective teaching tool for strong retention of knowledge.

Retrieval practice involves students recalling something that they've learnt in the past (a reasonable time after the topic has been initially taught to them) and bringing it back to their minds.



Our Curriculum



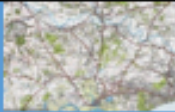



- Knowledge based curriculum
- Long term memory
- Recall and retrieve
- Children will view themselves as scientists, artists and will be able to recall key knowledge from the lessons.
- All documentation is on the website









Enquiry Question: What is a settlement? What is <i>my</i> settlement?	Enquiry: What are the human and physical features of Broadstone?	Enquiry Question: What is a map? What is a key?
Concept: Settlement 	Concept: Human & Physical 	Concept: Mapping 
 <p>Students will recall and retrieve that a settlement is where someone lives. They will be able to recognise their local environment as a settlement (Broadstone, Poole, Springdale – NOT a settlement) Springdale is not a settlement because no one lives here. They will orally compare and contrast their settlement to contrasting settlements (space, underwater, hot country)</p>	 <p>Children will learn the new concept Human and Physical. They will recognise the picture and dual coding up in the classroom. Children will know what the human and physical features are in Broadstone.</p> <p>Human features: services, shops, library, roads, car parks</p> <p>Physical features: trees, river, temperature</p> <p>Useful website for knowledge: What are human and physical features in geography? - BBC Bitesize</p>	 <p>Children will know that maps provide us with the key information about an area. They will know that 'ariel' means from above. They will know the difference between ariel, road, population and tourist maps. They will understand that a key is a list of symbols that appear on a map and how it works.</p>
<p align="center"><u>Floor book recording & suggested tasks</u></p> <p><u>Independent (Practice):</u> Sort pictures between settlement and not a settlement</p> <p><u>TA Guided (Apply):</u> Describe features of their settlement using Geographical language</p> <p><u>Teacher Guided (Deepen):</u> Compare their settlement to other contrasting settlements. What makes your settlement special?</p> <p><u>Independent:</u> Outdoor area, large construction building their settlement/home</p>	<p align="center"><u>Floor book recording & suggested tasks</u></p> <p><u>Independent (Practice):</u> Sort the human and physical features of Broadstone.</p> <p><u>TA Guided (Apply):</u> Children to have pictures sorted into a table showing human feature or physical feature. Tick if it is sorted correctly, cross if it is wrong. Verbally explain why.</p> <p><u>Teacher Guided (Deepen):</u> Children to explore continuity and change of the human and physical features in Broadstone throughout the years.</p> <p><u>Independent:</u> Outdoor area – create Broadstone using large construction. Apply learnt vocab.</p>	<p align="center"><u>Floor book recording & suggested tasks</u></p> <p><u>Independent (Practice):</u> Compare and discuss different maps of Broadstone (ariel, road, population).</p> <p><u>TA Guided (Apply):</u> Children will discuss the role of each type of map and match the maps to the definitions "A road map helps us to spot the roads." "A population map tells us how many people live there" "An ariel map is a map from up above."</p> <p><u>Teacher Guided (Deepen):</u> Show children a simple ariel map of our school grounds. What is it showing? Is it effective? Why/not? Explain that in our next lesson we will be making our own map of our school to try and improve this one</p>

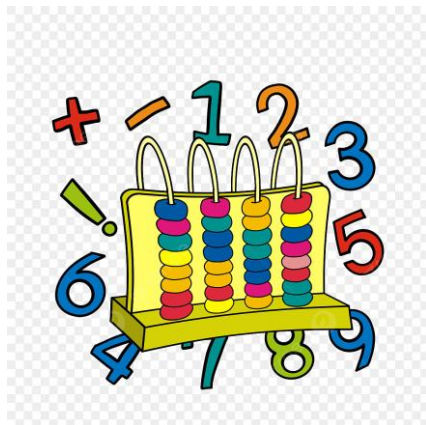


Maths

EYFS Curriculum

Mathematics

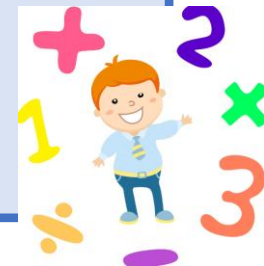
Number
Numerical Patterns



National Curriculum

Mathematics

Place value
Addition & subtraction
Multiplication &
Division
Fractions
Measurement
Shape






The stable order principle

When counting, the names of numbers stay in the same order.

one, two, three, four, five 

one, three, two, five, four 

Children at Springdale learn to say the order of numbers through rhymes, songs and stories.

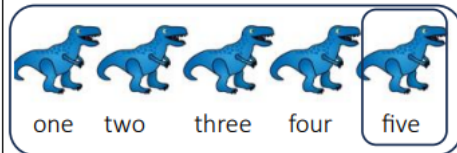
The one to one principle

Matching one 'counting word' with each object in a set to be counted. Saying one number word, and only one number word, for each object being counted.



Cardinal principle

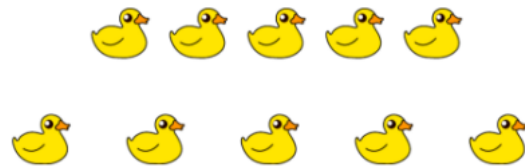
The final number said when counting represents the total number in a group. Children at Springdale are taught that the purpose of counting is to find out how many items there are altogether.



"There are one, two, three, four, five dinosaurs. I have five dinosaurs altogether."

The conservation principle

The number of items in a given group is the same whether the items are spread far apart or are close together.



Introduced in EYFS and KS1

1. The use of the language 'part, part and whole'. 'Part, part and whole' are used throughout addition and subtraction. The language and concept of part and whole are introduced in EYFS and continued into Year

1

'This is a whole carrot, because I have all of it.'



"This is a whole _____ because I have all of it"

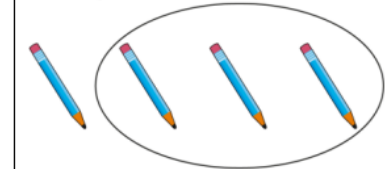
'Is this a whole carrot? Why / why not?'



"This is not a whole _____ because I only have part of it."

2. The language of 'part, part and whole' when describing a quantity of objects.

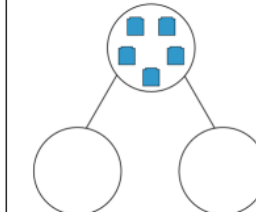
- 'There are four pencils in the whole group.'
- 'There are three pencils in the part of the group that has a ring around it.'



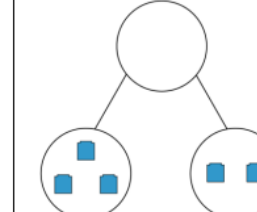
"There are 4 pencils in the whole group. There are 3 pencils in this part of the group."

3. Introduction of the 'part, part and whole' model.

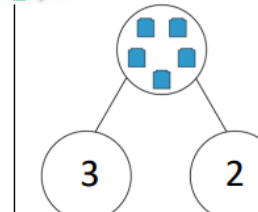
Manipulatives to be introduced – multilink cubes.



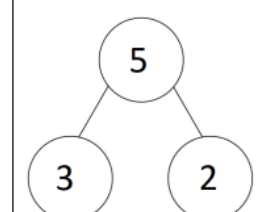
"There are five cubes in the whole group. Five is the whole."



"Three is a part, two is a part."



"Three is a part, two is a part. Five is the whole."



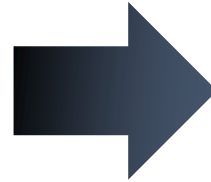
"The 5 represents the whole. The 3 represents a part. The 2 represents a part."



English

EYFS Curriculum

Literacy
Comprehension
Word reading
Writing

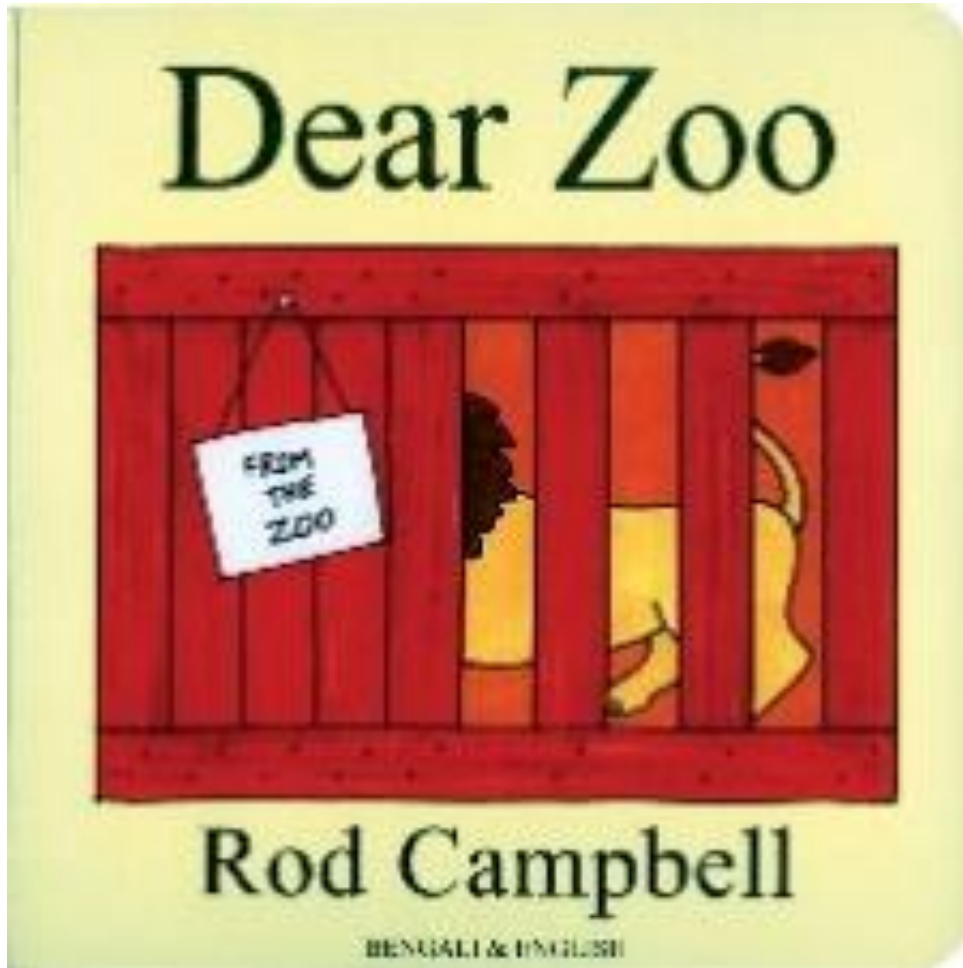


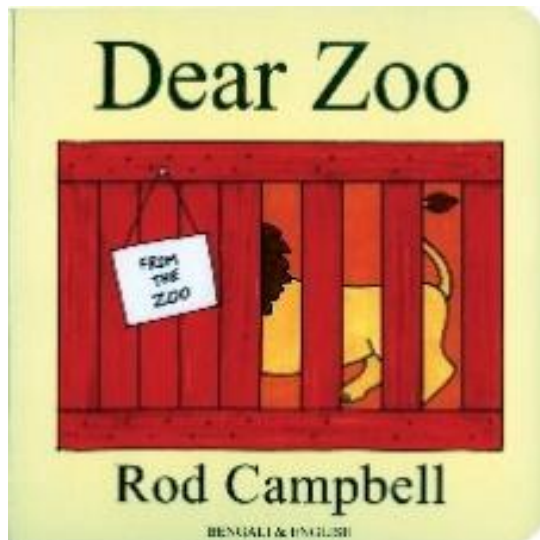
National Curriculum










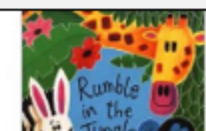



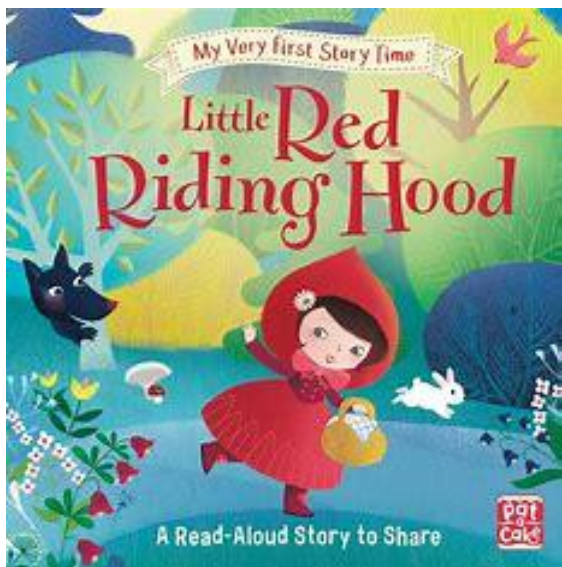
English
Writing
(Transcription, Composition,
Grammar & Punctuation)
Spelling


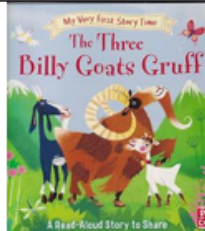

Reading
Comprehension, Phonics





Year: One Term: Autumn 1		Reading into Writing Journey		Unit Length: 3 weeks	
Text Immersion & Skill Building		Skill Rehearsal		Final Outcome Simple Sentences	
<p>HOOK: I know how to predict what might happen in a text. Children will find footprints across classroom leading to a special parcel surrounded by animal toy teddies. Children will answer questions with a prediction focus. What do you think it is? Why have they brought it? Look at front cover and predict what might happen.</p> <p>I know how to participate in discussions about the text. Children will read through the story as a whole class. They will add actions and retell together. Children will create a whole class 'Tell me' grid.</p> <p>I know how to form my letters correctly. Children will know that sitting like a writer means backs at the back of chairs, feet on the floor and sitting up. They will know what letters look like and how they are formed correctly. They will recall and retrieve the different types of letters and practice them on their own as well as in a word.</p> <p>I know how to write a label for a picture. Using pictures from the story as a stimulus, children will be given a picture of one of the zoo animals. They will independently write the name of the animal as a label/caption using known phase 3 phonics. Children will recall & Retrieve using their phoneme fingers to hear all of the sounds in a word.</p>		<p>I know what a noun is. Children will know that a noun is a person, place or thing. They will know that simple sentences need a noun. They will identify nouns in sentences and label pictures with the nouns they can see.</p> <p>I know what a verb is. Children will know that a verb is an action or doing word. They will know that simple sentences need a verb. They will identify verbs in sentences and act out the verbs they spot.</p> <p>I know what a simple sentence is. I know how to write a simple sentence. Children will know that a simple sentence has one idea. Teacher will model creating sentences, verbalizing sentences, and writing a sentence. To work in small groups at tables creating simple sentences orally.</p>		<p>I know how to write a sentence using capital letters and full stops. Children to have a picture from the text as a stimulus. To write a simple sentence using capital letters and full stops.</p> <p>I know how to write a fictional story. Using "Dear Zoo" as a model, children to write up their story and apply what they have learnt.</p> <p>I know how to edit and improve my writing. CT to edit/mark writing using pink/green. Children to improve one sentence and publish writing.</p> <p>I know how to read aloud my writing. I know how to provide feedback to others. Children to read their writing aloud, share with peers and feedback others' writing strengths and next steps.</p>	
		    		  	
Key Texts		Curriculum links			
 		Handwriting Sit correctly at a table Hold a pencil comfortably Form letters, starting & finishing in the		Punctuation Capital letters Finger spaces Full stops	Grammar Noun Verb




Year: One Term: Summer 1 Little Red Riding Hood		Reading into Writing Journey 	Unit Length: 3 weeks
Text Immersion & Skill Building		Skill Rehearsal	Final Outcome
<p>HOOK- I know how to write a prediction. Children to look at items connected to the story. A basket of cakes, a red cloak etc. Read story. Children to write a prediction sentence about who left these items around the school.</p> <p>Vocabulary- fairytale, exclamation mark, prefix, sly, warned, wary.</p> <p>I know how to sequence a known story. Children will recall and retrieve the story by sequencing pictures. They will work in small groups to map out story orally retell and rehearse the key events.</p> <p>I know what a prefix is. I know the prefix 'un'. Talk through what a prefix is. It goes on the start of a root word. The prefix 'un' means the opposite. Children to orally add prefix 'un' to root words.</p> <p>I know what an exclamation mark is. I know what an exclamation mark does. An exclamation mark changes the way something is said. Talk through when we use them. Read through the book and spot the exclamation marks. Read the book and talk about how it sounds different.</p>		<p>I know how to use the prefix 'un'. Recall and retrieve what a prefix is and what the prefix 'un' means. Children to have a root word and add the prefix 'un' onto the beginning.</p> <p>I know how to use an exclamation mark in a sentence. Recall and retrieve what an exclamation mark is and how we use it. Children write their own exclamation sentences to pictures of the book.</p> <p>I know how to use the prefix 'un' in a sentence. Children to be given root words. They write their own sentences using 'un' words based on pictures from the book.</p>	<p>I know how to plan a fairytale retell. Children will plan their fairytale retell, thinking about words with prefix 'un' they are going to use.</p> <p>I know how to write a fairytale retell. Children will write a retell of the fairytale. Their writing will include words with the prefix 'un' and exclamation marks.</p> <p>I know how to edit and improve my writing. Children will reflect and read their stories. After marking, the teacher will highlight 1 sentence per child to improve using one non-negotiable/key learning from journey.</p> <p>I know how to publish my writing. I know how to read aloud my writing. Children will publish their narratives.</p>
Key Texts		Spelling links	
 		Phonics – Phase 5 revisit Revisit: writing a retell, writing a narrative. Suffix 'ed' for past tense verbs. Spellings – New learning prefix 'un'. Exclamation marks.	

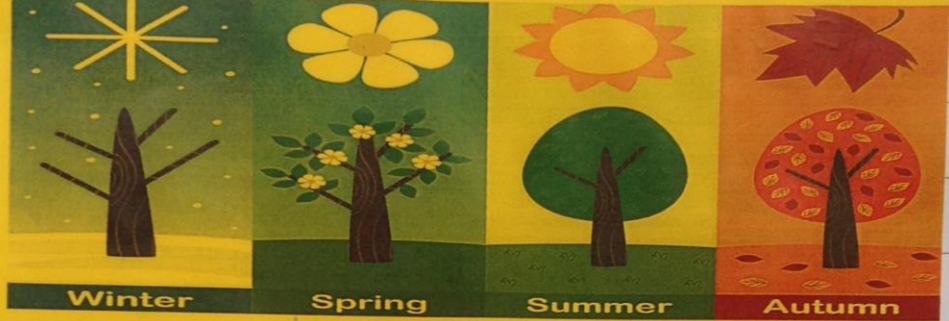


Writing Baseline
WALT: Write simple sentences
How?

Capital letter Aa
Finger space
Check your work
Sound it out
Full stop



My name is and
I am 5 years old I
have a dog and a ^{called}

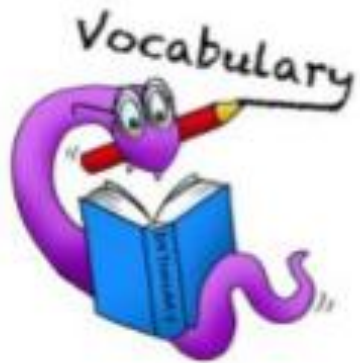


Winter Spring Summer Autumn

All about spring
What is the weather like?
In spring it is hot and you
need to put on sun cream a t-shirt.
It feels cold and a bit hot
What should I wear?
Put on a hat because your head will



Reading



V



I



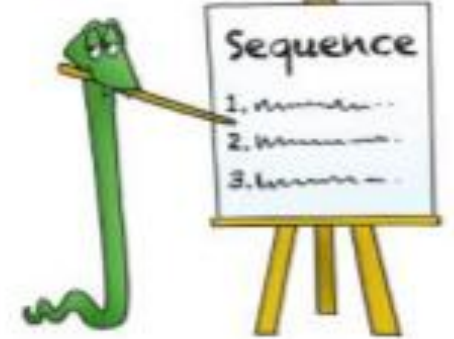
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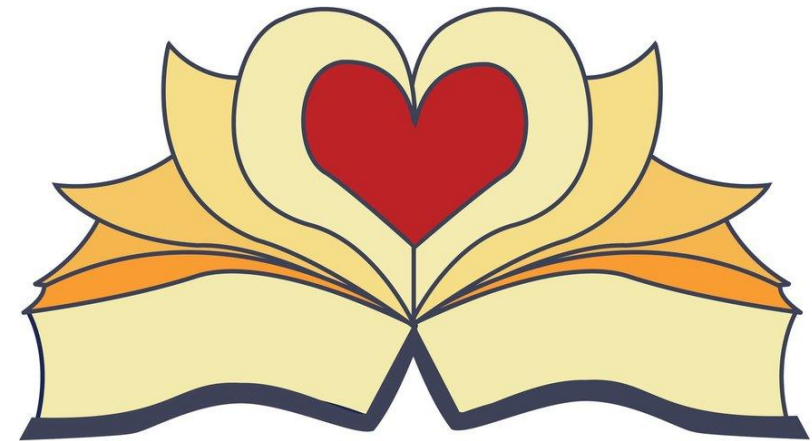
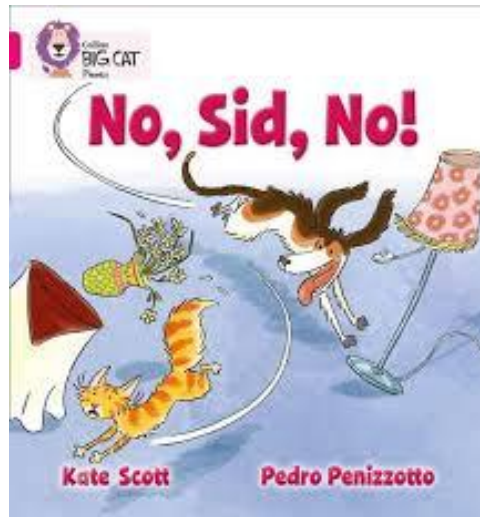
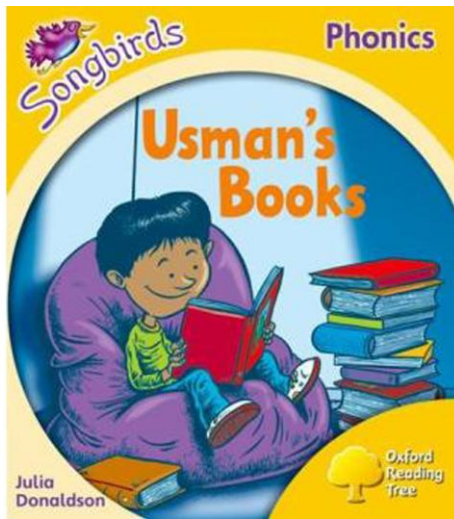
R



S (KS1)

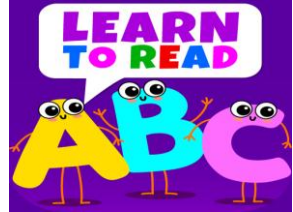
Learn to Read

Love to Read





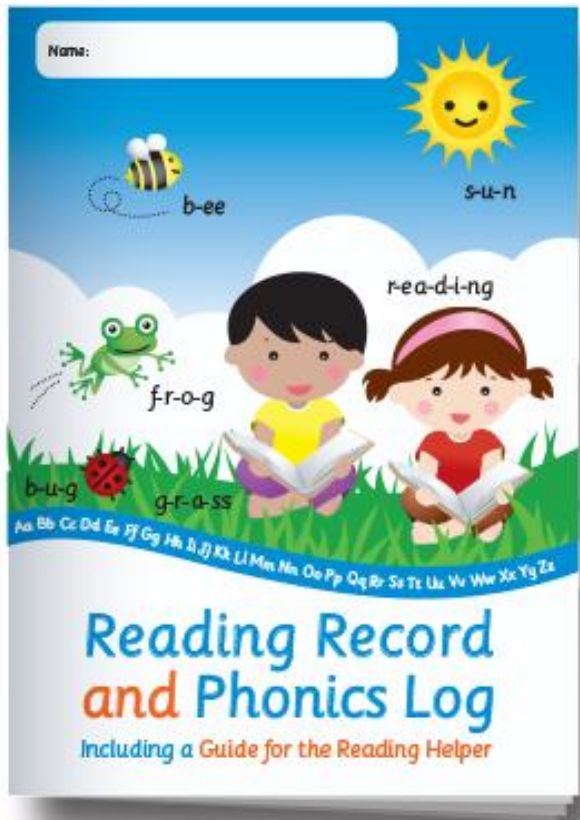
LovetoRead




- Our reading books are organised into two new distinctive categories. These are called “Learn to Read, Love to Read”.
- “Love to Read” is to continue to encourage a love of reading, enabling your child to enhance their imagination.
- “Learn to Read” is a reading book that will further support your child’s progress in blending to read fluently and accurately as well as fostering a love of reading. This means that there are small changes to the books that the children will be taking home to read with you.
- “Love to Read” books can be changed daily and will be a variety of genres and levels.
- “Learn to Read” books will be changed weekly and will match your child’s phonic attainment. This is so children have the opportunity to read the phonic book more than once, enabling them to practise their sounds and the skill of blending.



Reading Records



Well done
for reading
3 times this
week! 😊



Please record
your reading 3
times a week.
Thank you 😊

Week beginning 17/06/24


Reading Level

I read it:
Fluently and with expression
With some sounding out

Fluently
With support

We are continuing to focus on **INFERENCE**.

Example: *A smile was on her face.*
How is she feeling? How do you know?



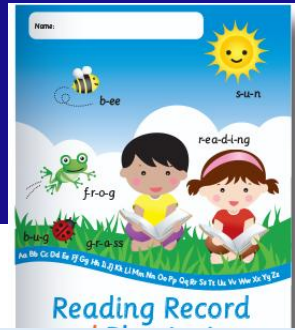
Springdale First School



Well done
for reading
3 times this
week! 😊



Please record
your reading 3
times a week.
Thank you 😊



VIPERS questions you could ask your child whilst reading their Learn to Read and Love to Read books...

Vocabulary



- *What does the word mean?
- *Which word(s) tell you about the...
character setting feeling
- *Find the word in the book that means.....
- *Can you think of a word that means the same as ___?



Infer

- *How do these words/parts of the book make you feel?
- *How does feel?
- *Why has happened?
- *What was thinking when?
- *Why did the author choose a specific word/phrase?
- *Can you explain why....?



Predict

- *From the front cover, what will the book be about?
- *What will happen next?
- *Do you think will happen? Yes? No? Maybe?
- *How might the story end?
- *Can you explain your answer using what you read, heard and saw in the story?



Explain

- *What changes from the beginning to the end of the book?
- *Does this book remind you of anything you have read or heard before?
- *Why have the words in the book been arranged like this?



RETRIEVE

- *How did ___?
- *Who had.....? Who did.....? Who is
- *What happened to/when?
- *What was the problem? How did it get solved?
- *Give one example of



Sequence

- *What was the first thing that happened in the book?
- *What happened after ___?
- *Can you put the parts of the book in order?
- *Can you draw a story map of the book?

Reading Comment Examples

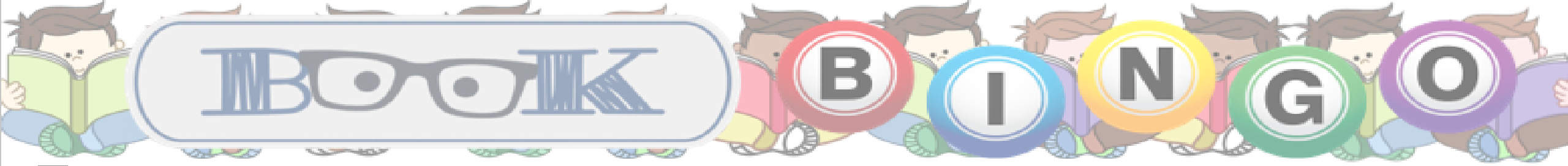


Please write
comments about your
child's reading – 3
comments a week. You
will get a reminder
sticker, if we cannot
see the children have
read 3 times.

Sally was able to sound out the word 'sh-i-p' in this book. She spotted the digraph 'sh' and told me it had 3 phonemes in it.

Michael predicted that the wolf was going to hurt the boy because he said 'Wolves are normally bad in stories like the 'The Three Little Pigs'. They hurt people.'

Julia tried really hard with this book. She found it tricky to spot the digraphs within words e.g. sh-or-t. She sounded out each letter individually. She recognised the tricky words, the, to and no.



A fiction book <input type="text"/>	A magazine <input type="text"/>	A book that has one word for the title <input type="text"/>	A non-fiction book <input type="text"/>
A rhyming book <input type="text"/>	A book that my grown-ups enjoy <input type="text"/>	A book that taught me a lesson <input type="text"/>	A book a friend has recommended <input type="text"/>
A book about an animal <input type="text"/>	A traditional tale <input type="text"/>	A book set in a different country <input type="text"/>	A poetry book <input type="text"/>
A library book <input type="text"/>	A book that makes me laugh <input type="text"/>	A series of books <input type="text"/>	A book with a hero and villain <input type="text"/>

A cartoon character with a green body and a red and blue striped shirt is holding several books. One book is yellow and open, while others are blue and closed. The character is positioned behind three text boxes.

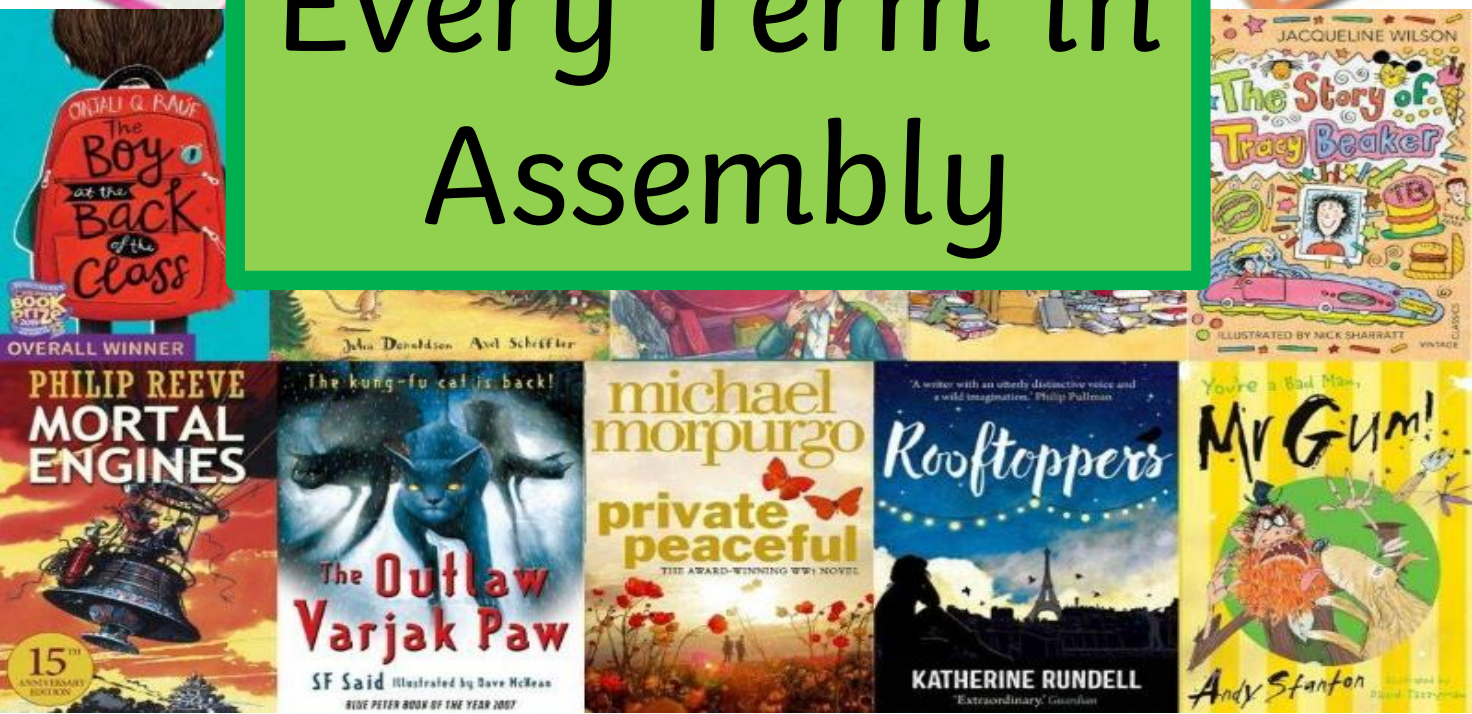
What is it?

- *A whole-school reading system
- *KS1 and KS2 version
- *Aim is to read a variety of text types
- *Read a book for each genre
- *Sign off in Reading Record
- *Reward incentive

The more you read, the more you know...the more chance you have of winning a prize!!!



Prize Draw
Every Term in
Assembly



1 line =

Raffle Ticket

Full House =

5 Raffle Tickets







EYFS Curriculum



National Curriculum



Rainbow Words



Rainbow words

 **Red rainbow words** 
Can you read these words?



a	an	as
at	if	in
is	the	I



 

 **Red rainbow words** 
Can you read these words?

a	an	as
at	if	in
is	the	I



Phonemic Awareness
Phoneme Segmentation
Breaking Up Words

Four activity cards are shown, each with an illustration and a row of blue dots with a green arrow pointing right. The cards are: 1. A bee with 2 dots. 2. A blue bird with 3 dots. 3. A red airplane with 4 dots. 4. A green lizard with 5 dots.

Activities for Small Group Intervention
www.blog.maketaketeach.com

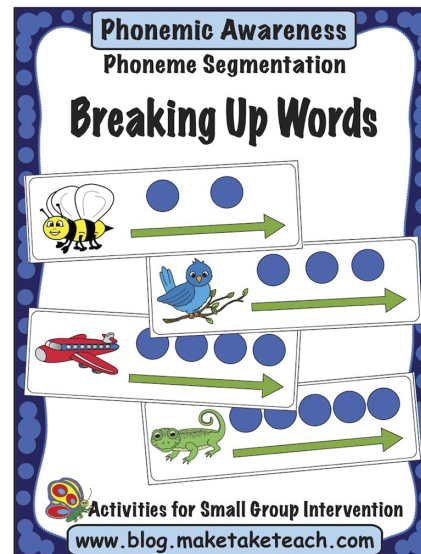
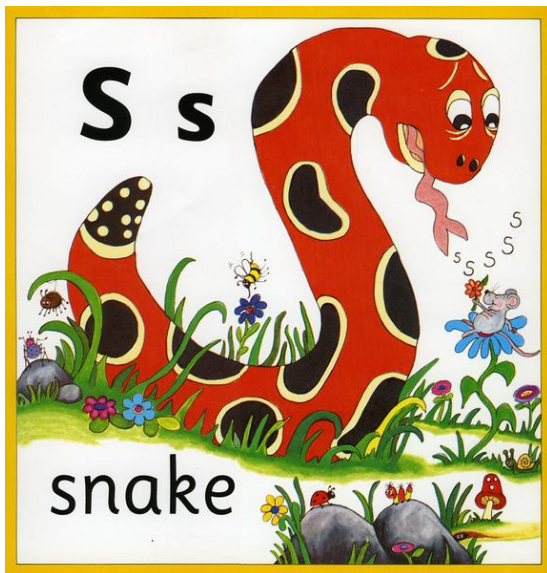
abcdefghijklmnopqrstuvwxyz

Springdale Phonics

The Springdale First School logo is centered at the bottom of the page, enclosed in a yellow border.

Phonics is the link between letters and the sounds they make.

















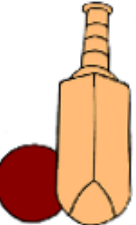


Phonics = skills of segmentation and blending + Knowledge of the alphabetic code



abcdefghijklmnopqrstuvwxyz































Phase 2 Sound Mat

 <p>s ss</p>	 <p>a</p>	 <p>t</p>	 <p>p</p>	 <p>i</p>	 <p>Tricky Words</p> <p>the I is as of to go no into his has</p>
 <p>n</p>	 <p>m</p>	 <p>d</p>	 <p>g</p>	 <p>o</p>	
 <p>ck k</p>	 <p>e</p>	 <p>u</p>	 <p>r</p>	 <p>h</p>	
 <p>b</p>	 <p>f ff</p>	 <p>l ll</p>			


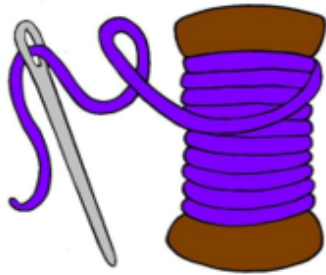



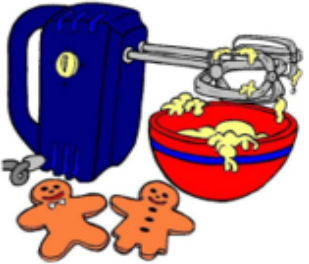

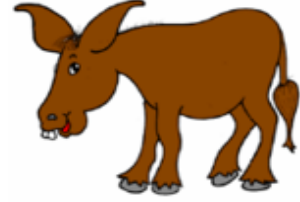

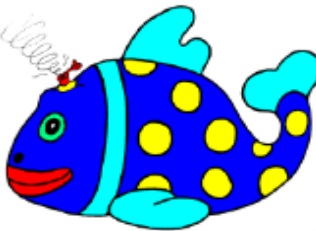



Phase 3 Sound Mat

 j	 v	 w	 x	 y	 Tricky Words he she we me be was put you they all are my
 z zz	 qu	 ch	 sh	 th	
 <u>th</u>	 ng	 nk	 ai	 ee	
 igh	 oa	 oo	 oo	 ar	
 or	 ur er	 ow	 oi	 ear	
 air	 ure				



Phase 5 Sound Mat

 <p>ai ay a-e</p>	 <p>ow ou</p>	 <p>igh ie i-e</p>	 <p>ee ea ey e-e</p>
 <p>oi oy</p>	 <p>ur er ir</p>	 <p>oo ue ew ou u-e</p>	 <p>or au aw</p>
 <p>w wh</p>	 <p>f ff ph</p>	 <p>oa oe ow o-e</p>	



Statutory assessments

Phonic Screening

June 2026

Key stage 1

Phonics screening check
Pupils' materials

A 3x3 grid of nine colorful cartoon monsters. The first monster in the top-left cell is yellow with a white arrow pointing to its mouth. The other monsters are pink, purple, yellow, pink, yellow, blue, green, and dark blue.

Section 2

brend	
throst	
stret	
spraw	



Homework - TEAMS

- Alternating between foundation subjects and maths
- Links to current learning or helps to prepare them for upcoming work



Dear Parents/Carers of

Now that your child is in Year 1 they will be using Microsoft Teams to access weekly homework. This is very different to Tapestry and is not used as a form of communication between home and school. If you have a message for school staff, please always send these via the school office and likewise, messages from school will be sent via Parentmail. Please find below information about how to access your child's account on Teams.

In order to ensure that children are safe online and acting responsibly in line with our e-safety guidelines and policy, please ensure that they read the agreement about how to engage safely and responsibly online, when it is sent out in the next few weeks.

To access account, you will need to log into Teams (either on a computer or any smart device) via <https://teams.microsoft.com> or download the app for your device. You can then use the following login details:

Email login:

Password:

Please ensure you log in as soon as possible, to make sure you know how to access the software. You should be able to see two teams when you join, a whole school one, and one specific to your child's class. Your child will also be shown how to access their 'assignments' when the first homework is set.



Safeguarding

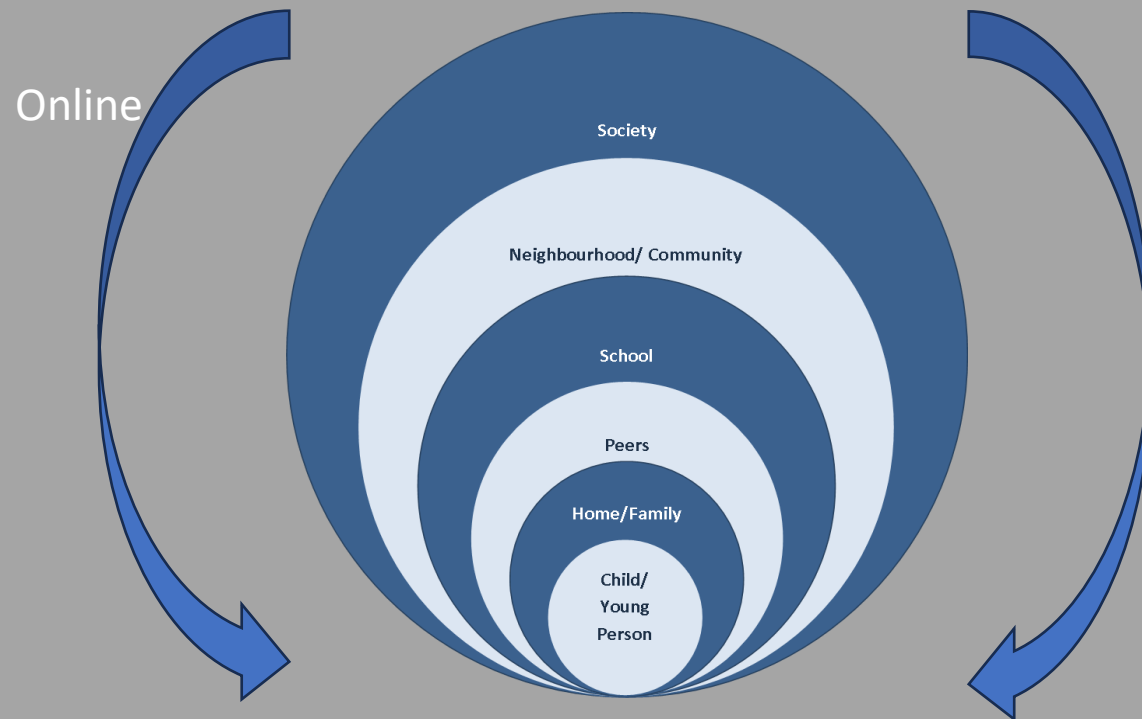
- Everyone's responsibility to keep children safe in school. Springdale view this as our most important job.
- Children receive specific lessons on how to keep themselves and others safe – this is taught through our PHSE lessons.
- Children know to go to a trusted adult if they are worried about anything.
- The next few slides highlight some key areas for you to be aware of in Safeguarding.





CONTEXTUAL SAFEGUARDING

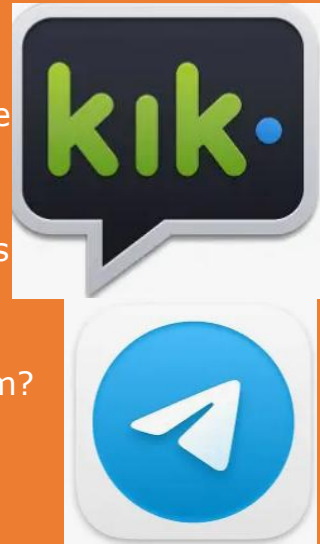
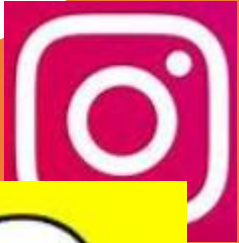
- Contextual Safeguarding recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.
- We need to help and support to meet the needs of children "as soon as problems emerge" ... "whether that is within or outside the home, including online" (New guidance last year)



*All
about
the
child*

ONLINE BULLYING, EXPLOITATION AND GROOMING

- Technology can be useful, educational and fun but also leaves children vulnerable and exposed.
- Children may be seeing or sending inappropriate images and messages without really understanding their meaning.
- Bullying is repeated behaviour, aimed at scaring, angering or shaming those who are targeted. It can involve spreading lies about or posting embarrassing photos or videos of someone on social media.
- It can be impersonating someone and sending mean messages to others on their behalf or through fake accounts.
- Face-to-face bullying and cyberbullying can often happen alongside each other. But cyberbullying leaves digital footprint – a record that can prove useful and provide evidence to help stop the abuse.
- Do you recognise these App symbols? What other apps have you heard of that may present risk of harm?



REMEMBER: ABUSE HAPPENS ONLINE TOO THROUGH....

AI

Social Media

Online Chatrooms



Text and
Maessaging Apps

Streaming Sites

Online
Gaming/Gambling



NSPCC 'Learning'

KCSIE groups online safety risks into four areas: content, contact, conduct and commerce (sometimes referred to as contract).² These are known as the 4 Cs of online safety.

Content

Content is anything posted online - it might be words or it could be images and video. Children and young people may see **illegal, inappropriate or harmful content** when online. This includes things like pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

Contact

Contact is about the risk of harm young people may face when interacting with other users online. This includes things like peer-to-peer pressure or seeing inappropriate commercial advertising. Sometimes adults pose as children or young adults with the intention of **grooming** or exploiting a child or young person for sexual, criminal, financial or other purposes.

Conduct

Conduct means the way people behave online. Some online behaviour can increase the likelihood, or even cause, harm - for example, **online bullying**. Conduct also includes things like **sharing or receiving nudes and semi-nude images** and viewing or sending pornography.

Commerce

Commerce is about the risk from things like online gambling, inappropriate advertising, phishing or financial scams. Children and young people may be exposed to these risks directly. Schools should also consider how the risk from commerce applies to staff.

*All
about
the
child*



Home / School Agreement.

The School will:

- Care for your child's safety and well-being.
- Be open and welcoming.
- Provide high quality opportunities for each child to achieve their full potential as a valued member of the school community.
- Ensure that the learning environment is stimulating and supportive.
- Celebrate your child's academic and personal achievements.
- Support your child to develop a growth mindset.
- Support your child to develop a positive attitude to one another regardless of gender, race, culture, belief, values, age or need.
- Communicate with you about your child's progress and learning behaviours; celebrating their strengths and explaining how we can further support them at school.
- Provide information to you regarding school, including policies, events, workshops and newsletters.



Home / School Agreement.

The Family will:

- Encourage my child to treat all members of the school with respect and good manners
- Encourage my child in all aspects of learning, value achievements and give praise for all their efforts
- Support my child by reading or discussing books with him/her each evening and support other opportunities for home learning
- Ensure my child attends school regularly, arrives on time and is properly equipped
- Inform the school of the reason for any absence, as soon as possible on the first day of absence
- Make sure my child has a good night's sleep and select age appropriate TV programmes , games and DVDs
- Make sure the school is aware of any additional needs my child may have and any concerns or problems that might affect their behaviour or learning
- Encourage a positive regard to everyone in our community
- Work in partnership with the school to support my child to follow the school Behaviour Policy
- Attend parent consultations, information meetings, Open Evenings and other events where possible.
- Read all information sent home as this gives you important details that will keep you informed.



Your Child will try to:

- Be helpful and caring towards others
- Be polite and respectful
- Be responsible
- Tell a grown up if they have a problem or worry
- Help look after our school, inside and out
- Try their best, by developing a growth mindset
- Behave in a safe way
- Complete their home learning

Please note that, if a child knowingly and willingly does not adhere to the home school agreement, then a conversation reinforcing the reasons why these rules are in place will take place with both the child and the parent.

I have read and understood Springdale First School Home / School Agreement

Teacher's signature

Child's signature

Parent's signature

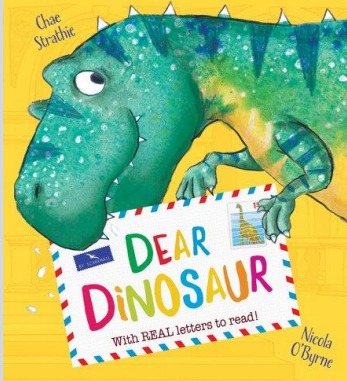






Volunteering to help in school.

- Anyone who volunteers in school needs to complete an application form, providing names for references. (This is part of important Safeguarding procedures).
- All volunteers need to complete a DBS check.
- All volunteers must undertake an induction before helping in schools.
- If you would like to volunteer, please ask the office for an application form.



Things to look forward to!

Autumn	Spring	Summer
<p>Walk to the postbox</p>  <p>Autumn welly walk</p> 	<p>Walk to Broadstone Library</p>  <p>Spring welly walk</p> 	<p>Marwell Zoo (roughly £15 pp)</p> <p>Summer welly walk</p> 

Springdale First School



Imagine, Believe, Achieve



Do you have
any
Questions?



Springdale First School



Imagine, Believe, Achieve

Thanks for
listening