

Blanford Mere Nursery & Primary School



KS1 Policy

Date adopted by governors
February 2021
To be reviewed
February 2024

KEY STAGE 1 POLICY

Article 29: *Every child has a right to an education. Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.*

Aims

- To provide clarity and structure as to everyday practises in Key Stage 1, in line with whole school policies.
- To ensure the quality and provision of education is consistent and appropriately challenging across Key Stage 1.
- To ensure children have a smooth transition period from EYFS to KS1, and from KS1 to LKS2.

In Key Stage One, we work together to create a happy and healthy atmosphere in which children prosper and thrive.

Timings/School Day

All staff to be present on the playground from 8:45am to welcome the children and ensure a settled start. Children must be brought inside sensibly and respectfully by 8:50am. Year 1 are to enter through the Year 1 external door. Year 2 are to enter through the main doors, through the library and left into the Year 2 classrooms.

Morning session 1:	8:55am – 10:30am
Break time:	10:30am – 10:45am
Morning session 2:	10:45am – 12:00pm
Lunch:	12pm – 1pm
Afternoon session 1:	1pm - 2pm
Afternoon break:	To be taken for a period of 10 minutes, if necessary, at the year group teachers' discretion.
Afternoon session 2:	2pm – 3:15pm
Home time:	3:20pm

Staff must ensure children are ready promptly to ensure a smooth end to the day.

Staffing

Each year group has a maximum cohort of 45 as we are a 'one and a half' form entry. Children are put into a Year 1 class or Year 2 class. There will be one teacher per class, and a shared teaching assistant between each year group.

Line Management

The KS1 Strategic Leader is the line manager for KS1 staff. Please report any personal issues, concerns or worries to them as soon as possible. Please ensure the Behaviour policy is followed with regard to sharing behavioural issues with the KS1 Strategic Leader. Please inform the KS1 Strategic Leader of any changes in timetabling. Safeguarding concerns need to be passed directly to the DSL, as per the school's safeguarding policy. Any issues regarding worries around children's academic progress, need to be discussed with the KS1 Strategic Leader.

Registration/School Grid

The register must be completed via RM Integris each morning and afternoon. The morning register must be completed by 8:55am and the afternoon register by 1:10pm. Parents will order their child's lunch via the School Grid app. This must be checked by 8:55am to check if any parents have forgotten to order. If the child is not designated a lunch, please speak to them and ask if they have brought a packed lunch. If they have not, please order a lunch with them and write a note in their planner. Lunches ordered after 9am may not be processed, so please ensure this is a priority.

Hygiene/Fruit

Fruit is delivered throughout the week. It is the class teacher's responsibility to ensure the correct amount of fruit is collected before 8:45am. If the fruit is of poor quality, please report to the KS1 Strategic Leader immediately.

Children must clean their hands, either with hand sanitiser brought in from home, or soap and water provided by school, before eating their snack/fruit.

Break time snacks brought in from school should follow our healthy eating policy. Please write in the child's planner if their snack does not meet our criteria.

Planning meetings

1. Formal planning meetings with the KS1 team are held in the Summer Term to assess the effectiveness of the past years curriculum and develop a general overview for the following academic year. Discussion across Key Stages is encouraged to ensure smooth transition between phases.
2. Planning meetings of a more informal nature are held throughout the year after school hours.
3. All staff have the right and opportunity to contribute to the SDP (school development plan).

Curriculum

We aim to provide a challenging and engaging curriculum to create challenged and engaged learners. Whole school curriculum overviews are followed to ensure continuity and progression across year groups and subjects. Please see individual subject policies for specific details.

Research is clear that the best learning happens when pupils are exposed to multi-sensory experiences, developing engagement and giving meaning to their work. When planning, KS1 staff should always be asking the question, "How can we make this come alive?" The importance of high quality Speaking and Listening skills should be included as part of everyday practise. Children should be exposed to new vocabulary regularly.

Resources

Whole school resources are kept in a variety of places around the school and should be cleaned and returned when finished with. Please see subject leaders for specific details. Any new or additional resources that are needed, should be discussed with the Key Stage 1 Strategic Leader, who can pass details onto the office/budgeting team.

General classroom resources/stationary are the responsibility of the class teacher.

Transition from EYFS

- Reception to Year 1

The Reception to Year 1 transition period is a vitally important part of a child's education. To ensure a smooth transition, Year 1 practise must ensure they reflect similarities to the Reception learning environment in the first Autumn half term. This may look different based upon the academic, social and emotional needs of the upcoming cohort and should be bespoke to the cohorts needs. A Summer term meeting with Reception and Year 1 staff (alongside the KS1 Strategic Leader if they are based in Year 2) must take place each academic year to discuss and formulate plans for the transition programme that will take place the following Autumn.

- Year 1 to Year 2, Year 2 to Year 3

Follow the whole school transition plans for 'Meet Your Teacher' day, parents meetings and other initiatives.

In the Summer term, 'hand over' meetings are scheduled between teachers to share information about children with the new class teacher.

Reporting to parents

Parents are invited to a termly parents evening to discuss their child's progress. We also provide annual written reports to parents. Throughout the year, KS1 staff should follow behaviour policy and discuss behavioural issues with parents either over the phone, or in person after school. The KS1 Strategic Leader can be made available for these meetings if deemed appropriate. If you have a worry over a child, after discussing with the KS1 Strategic Leader, please speak to the child's parents as a matter of urgency. Parents evening should not be the first time a parent hears of an issue.

Please be aware of certain family situations, and make allowances for separate parental meetings/annual reports if needed. If this becomes an issue, please see the KS1 Strategic Leader.

Monitoring/evaluation

KS1 best practise is monitored and evaluated regularly by the KS1 Strategic Leader. Teachers are encouraged to try new things and to express themselves within their teaching. If they feel something is working particularly well, please see the KS1 Strategic Leader.

Throughout the year, the KS1 Strategic Leader and other member of SLT may conduct learning walks or observations as part of this monitoring/evaluation process. These are designed to be helpful and supportive, celebrating good practise and supporting areas of development.

Marking

Following research from the EEF, and Government funded documentation such as "Eliminating unnecessary workload around marking" (March 2016) and "WOWS, reducing teacher workload" (March 2018), KS1 staff should provide as feedback to children as immediately as possible, in line with the school's marking policy. Immediate verbal and written feedback is vital in children understanding their own learning, next steps and sense of achievement. Distanced marking has very little effect on children's progress; KS1 staff should aim to provide feedback in small verbal and written chunks, regularly throughout the lesson following the codes and procedures in the whole school marking policy.

Displays

Displays should be purposeful, useful and accessible to all children. Displays designed as learning aids (e.g – common exception words, working walls etc) should be at child height. Displays designed as celebratory examples of good work are appropriate and welcome, but should be updated regularly.

Home Reading books and the library

Home Reading books are to be changed regularly, aiming for three times a week. At the beginning of the year, parents sign a Home School Agreement consenting to read daily with their child. Home Reading books should be the band below the child's in school Guided Reading book band to allow the child to practise their reading fluency, and develop confidence at home.

Children should be made aware of the colour book band that they need to take home and change this themselves when they are entering the classroom in the morning. Home Readers should be kept in banded boxes in the classroom to support this process.

The school library is a fantastic resource and all children should be encouraged to use it weekly. Each class will be allocated a lunch time slot to select a book, sign it out with the school librarian, and take it home. This is in addition to their Home Reader and is optional.

Adventure Playground

Each class will have an allocated break time and lunch time to use the Adventure Playground. They must be carefully supervised and adhere to the specific rules for using each piece of equipment safely. See separate policy for specific details.

Changing of clothes in school – P.E/Art

Children must change in the appropriate P.E kit for indoor/outdoor P.E. If a child does not have their P.E kit, it is not safe for them to partake in P.E and they must complete a non-participation learning sheet during the lesson (see P.E policy for more details). After discussion with the KS1 Strategic Leader, please call the parents of any child without their correct P.E kit to explain the situation to them.

In KS1, all children change together in the classroom quietly. They must ensure their school uniform is placed neatly and tidily before starting the P.E lesson.

Art aprons must be worn for any Art lesson that could unnecessarily dirty or damage school uniform. If you have any issues with Art aprons, please speak to the KS1 Strategic Leader.

Remote Learning

Remote learning for KS1 will be shared with families when they are absent due to the Covid related reasons.

Remote learning will not be available to those who are ill with a non-Covid related illness and would not normally attend school, or to those children whose parents choose to keep them at home when they have not been advised to do so. This is because children need to be in school and, in line with Government guidance, the school will strongly promote face-to-face contact through school attendance.

Work will NOT be set on the first day of isolation to allow staff time to prepare. Work will be sent from the second day onwards. Staff will prepare work the day before it is set and will ensure that it is published the following morning.

- A child who has a member of their household, who has tested positive for Covid-19 and are not permitted to attend school because they have been in close contact and have been advised to self-isolate;
- A child's whole bubble or identified pupils who is not permitted to attend school because they, or another member of their bubble, have tested positive for Covid-19.
- A child unable to attend school due to a local or national lockdown

In Key Stage One, we work together to create a happy and healthy atmosphere in which children prosper and thrive.

Approved by Governors: February 2021

To be reviewed: February 2024