

Belleville Primary School



Year 1 Parent Presentation

Belleville Senior Leadership Team



John Budden
Executive
Headteacher



Mary-Lyne Latour
Headteacher



Sarah Peach
Deputy
Headteacher
Infants



Tom Newman
Deputy
Headteacher
Juniors



**Stephanie
Foraud**
Assistant
Headteacher



Fiona Allan
SENDCo



Rachel Carruthers
SENDCo

The Year 1 Team



Georgia Hudson
Year Leader
1H Class Teacher
Webbs



Rhiannon Cowling
1C Class
Teacher
Meteor



Phoebe Davies
1D Class
Teacher
Webbs



Bryony Steele-
Perkins
1SP Class Teacher
Webbs



Rosalea Torrible
1T Class
Teacher
Webbs

Parent – Teacher Communication

- Staff will be available for brief conversations every day after school in the playground.
- Staff are always happy to make appointments to meet parents before or after school if necessary.
- If there are any urgent messages during the school day, please speak to our office staff, or email enquiries@bellevilleschool.org

Working in Partnership

- **Aims:** We want your children to be safe; to have excellent social and emotional skills; and to achieve and succeed.
- This requires effective partnership between children, parents/ carers and staff.
- Consistent support and open communication is vital.

Routines

- Gates open at 8:40am
- Registration is at 8:50am.
- Please say goodbye to your child in the playground.
- Lesson 1 starts at 9:00am.
- Please ensure that any children who are late come via the office – this ensures they are registered correctly.
- Pick-up time is at 3:20pm from the top playground. Please make sure your child says goodbye to their teacher.
- Bring a water bottle (named) each day.
- Please note that children should not be on the equipment before or after school.
- Year 1 have fruit or vegetables provided at break time so do not need to bring a snack.
- Medication – a form should be filled in by parents/ carers and given to the office.
- Children will be eating lunch in the dining hall.

Uniforms

- Please ensure all uniform is labelled.
- Please ensure children arrive with clothing appropriate for the weather, especially if they are going on a trip.
 - Navy blue jumper (no hoodies), cardigan or fleece; light blue or white shirt or polo shirt; and grey, black or navy blue skirt, pinafore, shorts or trousers / plain tracksuit bottoms (no denim).
 - Jewellery – please avoid - children might be asked to remove if large.

Our Curriculum



In Quality First Education (Q1E) schools, all children receive a world class, inspirational and aspirational curriculum driven by the principles of improvement, excellence and equality. We have a broad and balanced approach rooted in subject disciplines, which ensures excellent personal, physical, academic, social, emotional, aesthetic and cultural development for all children.

AT ITS CORE THE Q1E CURRICULUM HAS:

L



LEARNERS who are:

- inquisitive, resilient and have high expectations of themselves
- critical and creative thinkers who can solve problems and evaluate effectively
- confident, collaborative and articulate
- excellent learners

E



ENGAGEMENT

- exciting first hand experiences and enquiry approaches
- varied, structured learning opportunities that are purposeful and appropriate

A



AMBITION

- the highest expectations of what all children can achieve
- expanding horizons through research and sharing of best practice

R



RELEVANCE

- recognition of the richness in diversity and inclusion
- tailored to reflect local, national and global perspectives
- clear progression in knowledge, skills, content, language, processes and concepts

N



NURTURE

- of personal development fostering a sense of responsibility to self and others
- a sense of citizenship, community, empathy and service

Curriculum

- **History**

How has life changed

How has our local area changed

What was childhood like in the past

- **Geography**

What is special about our local area

Our amazing planet

How are countries different

- **Science**

Seasons

Senses

Materials

Animal Kingdom

Plants

- **REW**

Belonging

Christianity

Islam

Trips and Visitors

- We want to make the most of the exciting year ahead.
- We are planning several trips for the upcoming year. Our first trip will be the local walk in a few weeks time.
- Any connections you have which would help to bring the curriculum to life for the children would be greatly appreciated. Please let your class teacher know.

Belleville House System





Why?

- Using House point systems has been shown to have a positive impact on motivation and behaviour, as well as encouraging a sense of identity and belonging among school pupils.
- Such systems are inclusive and help develop a variety of skills, not just academic.
- A sense of camaraderie, teamwork and healthy competition is nurtured, which contributes to a thriving school culture.
- Leadership opportunities for Year 6 House Captains.



3) Ensure we know what to do

How?

- Children earn house points linked to CARE and Excellent Learner values or for excellence in subjects across the curriculum.
- House points are awarded with physical tokens and stickers, and are counted electronically as part of an online system. CARE, Excellent Learner stickers and House stickers are used to award House points.
- Specialists, SLT, lunchtime staff and playground staff will all award house points too.
- At the end of the **half term** term, the winning house will be announced in assembly and rewarded with a 'house cup'.
- Children are working towards a collective house goal.
- House Points cannot be taken away.

House Captains 2025-26



Felix



Mathilde



Forbes



Bea



Dylan



Sam



Naa



Leyla



Leni



Taiki

Behaviour Policy

(Making the Right Choices)

Principles:

All (children and adults) will make the right choices to ensure that everyone:

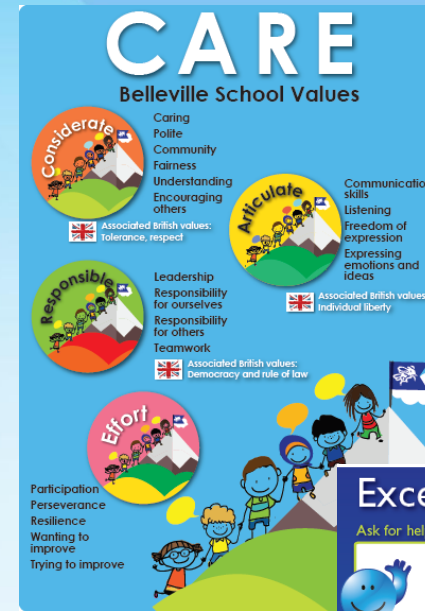
- 1. Is kept and feels safe
- 2. Can learn
- 3. Feels welcome and valued

To be able to make the right choices, children need to understand and (appropriate to their age/stage) be able to explain/reflect/act upon:

- 4. What the right choice is
- 5. Why this is the right choice (i.e. how it supports points 1, 2 and 3)
- 6. How to take responsibility for their choices

Recognising Right Choices

- House Points
- CARE values
- Excellent Learners
- Achievement Certificates/Star of the Week
- Belleville Badges
 - Sport
 - Community
 - Arts
 - Academic
 - Endeavour








































Addressing the wrong choices

- Wrong choices will be addressed as they arise according to our Behaviour Policy, which can be found on our website
- Incidents of behaviour will be recorded – this allows us to spot patterns and help tackle issues
- For any ‘medium’ or ‘high’ incidents, parents/ carers will be informed (awareness/ we can work together to support your child)

Addressing the wrong choices

- Time to calm down (if needed)
- Time to discuss and resolve any problems that may have arisen
- We guide children through discussion appropriate to their age/stage, starting with “Are you making the right choice?”
- Support children to think through the consequence of their choice, how they can fix any issues and how they can make the right choices in the future
- Consequences are appropriate to the level of behaviour according to our policy

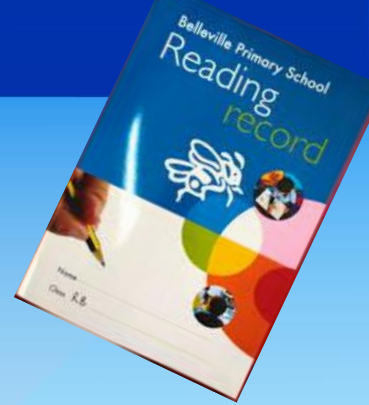
Which Zone are you in?

Blue	Green	Yellow	Red
			
 sad	 focused	 worried	 cross
 unwell	 happy	 surprised	 mad
 hurt	 calm	 confused	 frustrated
 tired	 proud	 overexcited	 angry
What might help you?   	What could you do next?    	What might help you?  10    	What might help you?     10 

Classroom system for addressing the wrong choices



Reading Records



- These are a strong form of communication between home and school – please read teacher comments.
- Please make a note of your children's wider reading in the Reading Record. Parents should sign when the child reads and comments are very much appreciated.
- **We recommend 10 - 15 minutes of reading daily.** It is very important to build confidence, fluency and comprehension.
- Please note that children may be required to re-read books they have been given previously to build up their comprehension skills of predicting, questioning and summarising.

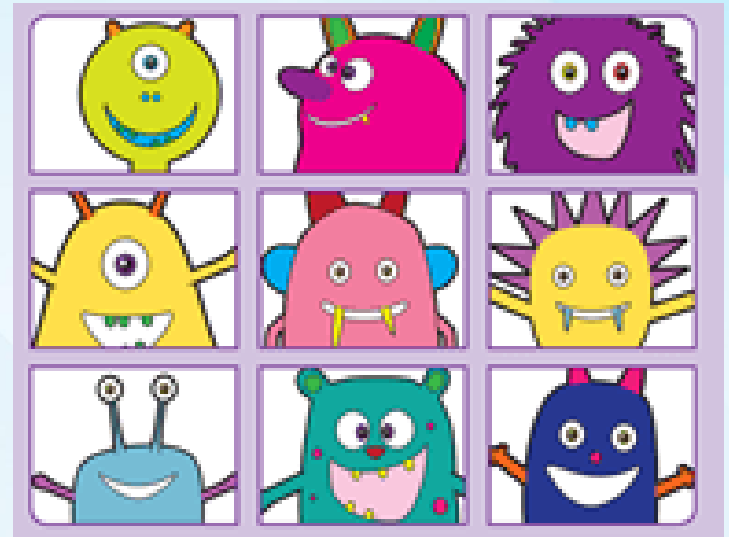
Homework

- Mathletics - this is set every Wednesday and due on the following Wednesday.
- Children are encouraged to take a book home from the class book corner for additional reading each week.

- If there are any problems with passwords etc. please ask the office as they can provide you with a new letter.
- Guided Reading homework: questions about their Guided Reading book. Approximately up to 20 minutes per week. Please don't worry about correcting your child's homework.
- Reading: the recommended amount is 10-15 minutes per day.
- Spellings: these are glued into the Reading Record and assessed the following week.
- Useful information regarding reading and how to support your child can be found on the school website.

Assessment

- Year 1 – Phonics Screening (June/July 2026) – to check phonics knowledge is at an age-expected level.
- Mix of real and alien words using all taught phonic sounds.



Thank you!

- We hope you share our excitement about the year ahead.
- If you have any concerns, please do not hesitate to speak to us at the end of the day, send a message with your child, or get in touch via the office.