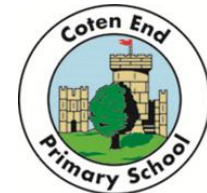


Year 1 Introduction Evening

September 2026



Senior Leadership Team:



*We have a large, supportive Senior Leadership Team.
Please do not hesitate to reach out to us.*



Sarah Sheepy –
Executive Headteacher



Kerry Pope –
Deputy Headteacher:

Safeguarding/Inclusion
Lead



Nick Williams –
Head of School



Katie Reeves –
Assistant Headteacher:

SENDCo



Andy Johnston –
Deputy Headteacher:

Behaviour/Assessment
Lead

Staffing

The class teachers in Year 1 are:



**Mrs Nicola
Leadbeater**
1NL



**Mrs Marianne
Halford**
1HH (M-W)



**Mrs Becca
Hawkins**
1HH (Th-F)



**Miss Sigrid
Turner**
1ST

Year 1/2 Phase Leader: Mrs Marianne Halford

The Phase Leader works closely with all staff in the phase and will handle any initial concerns you may have that require more than the class teacher's input.

The year group will be supported by a team of support staff including:

- **Miss Ashleigh Morgan (SEN Teacher)**
- **Mrs Susan Bagri (1NL Class TA)**
- **Miss Jess Heatley (1ST Class TA)**
- **Miss Ekjyot Bhambra (1HH Class TA)**
- **Miss Jess Kitchen**
- **Mrs Navjot Hernakia**



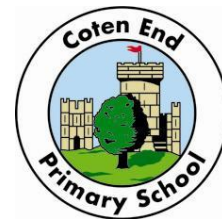
Attendance

We are committed to working in partnership with families to achieve the best possible attendance for your child.



- Set high expectations regarding your child's attendance at school
- Absence from school affects your child's progress both academically and socially
- Target of no more than **three days** absence per academic year
- Avoid absence from school where possible
- Contact the school office each day before 9.30am either by email, telephone or via the app
- **DO NOT** take family holidays during term time – risk of penalty notice > 5 days equivalent non-consecutive/ accumulative
- Avoid GP and dental appointments during school hours
- If your child is reluctant to come to school, share any concerns with the appropriate member of school staff to seek support at the earliest opportunity
- See the Attendance policy which can be found on the school website
- Attendance Lead –Kerry Pope
- Coughs and colds don't usually mean a child needs to be kept at home. We can keep their medicine e.g., Calpol in the school office and administer it, with your permission, to help them through their day.





Lateness and Punctuality

We are aware that consistent lateness can have an affect on a child's entitlement to education.

As a school we have clear expectations that children should be in on time, each day. When appropriate, parents/carers will receive half termly information when the school is concerned about your child's lateness.

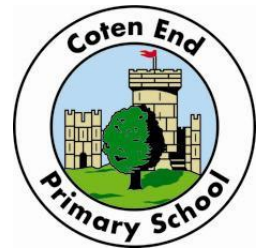
EVERY MINUTE COUNTS		
MINUTES LATE PER DAY	EQUIVALENT OF MISSING	HOW MANY LESSONS THIS IS MISSED
5 MINUTES	3.4 SCHOOL DAYS A YEAR	17 LESSONS
10 MINUTES	6.9 SCHOOL DAYS A YEAR	35 LESSONS
15 MINUTES	10.3 SCHOOL DAYS A YEAR	51 LESSONS
20 MINUTES	13.8 SCHOOL DAYS A YEAR	69 LESSONS
30 MINUTES	20.7 SCHOOL DAYS A YEAR	104 LESSONS

An illustration of a hand with a watch, pointing towards the table, emphasizing the importance of time.

- School doors open at **8.40am** and close at **8.50am**.
- Any child who arrives after 8.50am will need to do so through the schools main office.
- Children who are late must sign in through the schools system with a reason, accompanied by a parent.
- All late episodes are recorded on the schools registration system along with the minutes absent, past 8.50am.
- Each week the Attendance Support Team will monitor those children who are late and record any patterns of punctuality concerns.
- If necessary, parents/carers will be contacted to discuss their child's punctuality.
- When there are consistent punctuality concerns or patterns, it may result in further conversations with a member of the Attendance Support Team. This could result in a meeting and a support plan to be implemented.



Pupil Premium



If your child is eligible for Free School Meals, they are also entitled to a range of support in school funded by the Pupil Premium Grant.

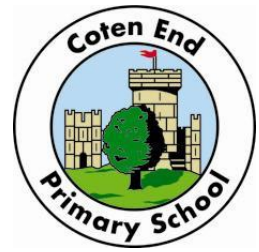
This includes access to additional learning and extra-curricular opportunities, academic support, financial support for school trips and a fully funded music lesson or sports club.

Even if children are only eligible for Free School Meals for a short time, they continue to receive Pupil Premium funding for **6 years**.

You can find out if your family is eligible on the Warwickshire County Council website: <https://www.warwickshire.gov.uk/education-learning/apply-free-school-meals>



Pupil Premium



To apply for free school meals, visit:

<https://www.warwickshire.gov.uk/education-learning/apply-free-school-meals>

Children may be eligible for **Free School Meals (FSM)** if their parent or carer receives one or more of the following:

- Universal Credit (any income level)
- Support under Part VI of the Immigration and Asylum Act 1999
- Income-related Employment and Support Allowance (ESA)
- The guaranteed element of Pension Credit
- You meet the rules for families with no recourse to public funds (NRPF)

All pupils in Reception, Year 1 and Year 2 will also continue to be entitled to free school meals under the universal infant free school meals policy regardless of family circumstances.

If your child is already receiving Free School Meals and you fit the new criteria, you do not need to apply. Warwickshire County Council are checking all pupils. They may be in contact with you to check details. Once it is working, you can apply at: Apply for free school meals: Apply for free school meals (FSM) - Warwickshire County Council

Year 1: Curriculum



The children experience a varied curriculum at Coten End.
An overview of the year's curriculum content can be found on the website.

What is Continuous provision?

Continuous provision is a teaching approach where a carefully planned, rich learning environment with accessible resources available for children to explore independently and initiate their own learning through play.

Many primary schools are beginning to use continuous provision in Year 1 and beyond to help promote active learning and create independent learners. The concept has been widely agreed upon through extensive research.

"Schools are free to choose how they organise their school day."

The National Curriculum

"Children are more motivated when they have a sense of autonomy and a sense of agency in their learning and as a result are more engaged."

Cambridge PEDAR Project

Why?

1. Transition
2. Developmental Stage
3. Depth of Learning
4. Assessment – support and challenge

Year 1: COOL Curriculum

Choosing Our Own Learning

C – Choice

O – Ourselves

O – Ownership

L – Learning and Links



As a school we are working on building on the success of the continuous provision framework; bespoke to our school and children.

Our intent is to create more independent and engaged learners.



COOL
curriculum®

Year 1: Continuous Provision

What it looks like

- Each day children will have whole class teaching in phonics, maths, writing and wider curriculum subjects.
- Teachers will work in small groups with children in the above subjects – this might be practical, hands-on tasks or more traditional written tasks. These group sessions will be catered to the individual needs of the children to ensure all are supported and challenged as needed.
- Alongside the group work, continuous provision will be accessed - children can explore their own interests, revisit ideas and concepts that have been previously taught and practise working collaboratively and independently. Sometimes specific tasks will be set and sometimes tasks will be self-initiated.

This balance allows us to meet curriculum requirements and supports children's social, emotional, physical and academic development.

Maths KS1



At Coten End, we embrace the idea that all children can do well in Maths, have high expectations of our children and strive to make the Mathematics curriculum accessible to all. We recognise that all children need to develop a deep and lasting understanding of mathematical procedures and concepts in order that future learning is built upon firm foundations. We want children to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems.

Our maths curriculum sequence is cumulative and allows for consolidation of learning to ensure children make connections and remember more. We offer an ambitious curriculum using the NCETM Curriculum Prioritisation Materials, that provides children with the skills and knowledge to become confident mathematicians. NCETM materials place greater emphasis on the key mathematical concepts pupils need to master, the sequencing of learning in small steps, and the development of deep conceptual understanding through carefully chosen representations, reasoning and discussion. Language development is also key in all our Maths lessons, and by using precise mathematical and stem sentences, this offers the children a scaffold to broaden and articulate their mathematical thinking.

Maths KS1



We have found that NCETM:

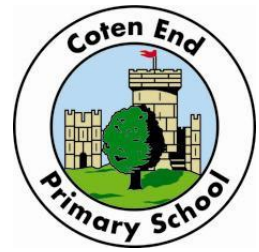
- Helps teachers focus on the most important mathematical concepts.
- Provides better support depth of understanding rather than simply covering content.
- Reflects evidence-informed approaches such as the use of representations, variation, mathematical discussion and connected small steps.
- Aligns closely with current Maths Hub and Teaching for Mastery professional development.

While we understand that some parents may worry that spending longer on a concept means learning is less challenging, in fact, the NCETM approach views challenge differently. Rather than accelerating children onto new content, pupils are challenged to develop a deeper understanding of the Mathematics they are learning, to explain their reasoning, make connections between ideas and apply their knowledge to increasingly complex problems. Our aim is for children to become confident, flexible and fluent mathematicians, with secure foundations that support future success.

Mastering Number

We also use Mastering Number for Reception and KS1 to secure firm foundations and develop good number sense for all. Children participate in lessons, which are taught outside of the main maths lesson for 10 to 15 minutes, on four days each week. In these short sessions, children are encouraged to notice, explore and explain patterns and connections they see when exploring mathematical concepts.

Phonics



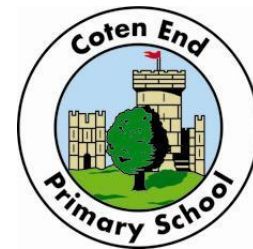
- Schools are required to deliver 'synthetic phonics'
- Synthetic phonics is a method of teaching reading and writing in which words are broken up into their smallest unit of sound (**phonemes**)
- Children learn to associate a written letter or group of letters, known as **graphemes**, with each **phoneme**
- Sounds are then **blended** together for reading. Or conversely, whole words are broken down (**segmented**) into their sounds for writing.
- Sounds are taught in a prescribed order:
Reception – Phases 2 and 3 with some introduced to Phase 4
Year 1 – Recap of Phase 3, Phase 4 and Phase 5 (alternative sounds)
- Phonics is taught daily in a rigorous manner using our bespoke scheme. Jolly Phonics actions and songs are used to support the reading of each sound.
- Lessons follow the same structure and are split into 4 parts:
Recap, **Teach/Learn**, **Practise**, **Apply**

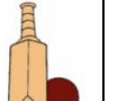
Segment and blend
Sound buttons

Decodable	Tricky 
tin chat	the said

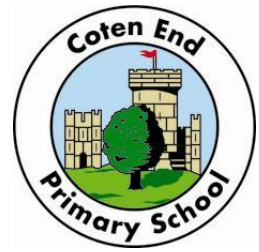
Sight read

Phonics



s ss 	a 	t 	p 	i 	n 	m 	d 
g 	o 	c k ck 	e ea 	u oo 	r 	h 	b 
f ff ph 	l ll 	j 	v 	w wh 	x 	y 	z zz 
qu 	ch 	sh 	th 	ai ay a-e 	ee ea ey e-e 	igh ie i-e 	oa ow oe o-e 
oo ue u-e ew 	ar 	or aw au 	ur er ir 	ow ou 	oi oy 	ear 	air 
ue u-e ew 	ng 	ure 					

Phonics

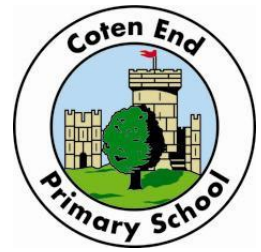


- Children will be regularly assessed throughout the year and their progress will be communicated to you.
- In June, all children nationally will sit the Phonics Screening Check.
- Children will be tested on their ability to segment and blend both real and pseudo (alien) words.
- The theory behind this is to ensure children can use their knowledge of sounds accurately to segment and blend. It also supports children with their understanding of vocabulary as they begin to read more fluently as they may then be able to recognise that the word doesn't make sense to them – and either they need to uncover it's meaning or re-read to make sense.
- Pass marks are *usually* 32 out of 40
- Children will retake the test again in Year 2 if they do not meet this threshold.

in	ot 
at	vap 
beg	osk 
sum	ect 

- At the end of Year 1, your child will be given two different results in their school report:
 - Their phonics screening result – purely decoding
 - Their reading level against age related expectations
- *Please be aware that these do not always match up.*

Phonics

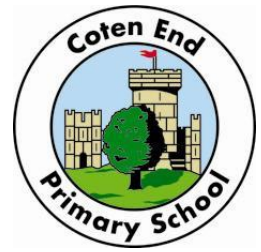


You can support child with their phonics by:

- Correct pronunciations – https://www.youtube.com/watch?v=BqhXUW_v-1s#
- School website - <https://www.cotenend.warwickshire.sch.uk/page/?title=Phonics&pid=134>
- Encourage reading of tricky words and key words
- Spot these sounds and tricky words in everyday situations
- Regular reading at home – flashcards when necessary.
- Being a good role model – encouraging reading – 5-10 minutes per day

Please do not hesitate to ask your class teacher for how you can support your child at home.

Handwriting and Spelling KS1



Handwriting is a key part of the writing process. When children can form letters correctly and write fluently, they can concentrate much more on what they want to say rather than how to write it. In school, we will be teaching handwriting daily.

In Key Stage 1, fine motor activities such as threading, playdough, Lego, scissor skills and pencil control activities are included to develop hand strength and coordination. Alongside this, handwriting is taught for 15 minutes daily using a print style. Letters do not have a lead-in stroke. There are no loops on descenders. The 'f' is a tall letter with a descender. The cross-bar is at the level of the short letters.

a b c d e f g h i j k l m n o p q r s t u v w x y z
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z



You can support your child with their handwriting using the LetterJoin website – login details will be shared soon.

Spelling is taught within school using phonics and spelling rules. A focus spelling rule will be provided to parents each week via homework alongside an activity, however spelling is not tested weekly.

NB: in KS1 phonetically plausible spellings should be accepted when writing e.g. 'caik', 'cayk', 'cake'

Year Group Page



We are no longer going to have a Year Group Blog and will instead move to a School Blog – still updated on a weekly basis.

We are introducing a Year Group Page instead which will feature a range of useful information specific to the year group, including:

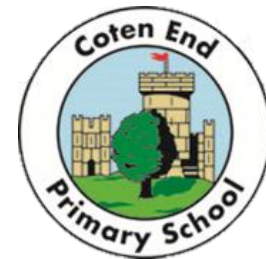
- Staff in the year group
- Curriculum Overview
- Key texts
- Homework expectations
- Recommended reads
- Spelling lists
- AR/MyON user guide
- Phonics and Maths resources (as mentioned previously)
- This introduction evening PowerPoint

Year 1: Homework



- Homework starts after October half term.
- During the first half term, please prioritise regular reading and Reception Phonics (refer to ways to support at home with Phonics)
- Homework will be set on a Thursday and need to be returned back to school on a Monday.
- Homework is stamped by class teachers and awarded house points.

Uniform



Lists of uniform is stated on the school's website.

Changes from Reception –

Please ensure that your child has an outdoor PE kit in school.

PE kit must be in every day.

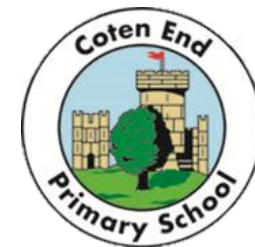
All items need to be clearly named and we encourage children to take responsibility to look after their own uniform.

Children need to ensure that they do not come to school with jewellery, trainers, nail varnish etc. We need to ensure that all children are wearing the correct uniform and PE Kit.

Any issues please speak to your class teacher.



PE



PE Kit needs to be in school everyday however these days are your child's PE slots –

- **1HH** Monday
- **1NL** Tuesday
- **1ST** Thursday

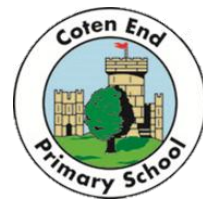
The following PE kit may be worn:

- Red or white round necked t-shirt
- Black PE shorts or skort
- Black or navy blue jogging bottoms
- Black or navy blue tracksuit top or sweatshirt (not a hoodie)
- Trainers for outdoor PE (Years 1-6)

There should be no branded logos/designs on any of the PE clothing nor should children wear any football kit.

If these are brought to school for PE, the children will be asked to take them home again and will be given spare PE kit to wear for the lesson that day.

OPAL (Outdoor Play and Learning)



- In April, we received our Platinum award from OPAL – the highest level of accreditation
- We are proud of our playtime provision and continue to improve it (An adventure playground in KS1 is our next addition)
- Children have a lot of choice, and a lot of freedom, but there are consequences for unsafe or disrespectful behaviour
- Children must have wellies in school – have a look for a pair tonight
- Children are welcome to bring in waterproof trousers
- We are out in all weather, but we will direct children to sensible play depending on the conditions, especially when very muddy

COTEN END PRIMARY SCHOOL APRIL 2026

LATEST NEWS

Great News!



Coten End Primary School is proud to announce that we have achieved the OPAL Platinum Award, the highest level of accreditation from the Outdoor Play and Learning (OPAL) programme.

This award recognises schools that have made a sustained, whole-school commitment to improving the quality of play for children. It puts us in the top 2% of schools in the country for quality play and confirms to us that we have transformed playtimes into inclusive, enriching and joyful experiences for every child.

Before beginning our OPAL journey, playtimes looked very different. Play was limited in choice and space. It was either





Relationships and Behaviour

In recent years, there has been a noticeable shift in the attitude and behaviour of the wider school that disrupts learning and does not reflect the school rules and values.

BE RESPECTFUL

BE SAFE

- Noticeable shift in attitude and behaviour of children within school.
- Shift in attitude has resulted in increases in low-level behaviours that disrupt learning:
 - Use of inappropriate and unnecessary 'fidgets' in class.
 - Talking during direct teaching.
 - Calling out or refusal to engage.
 - Refusal to follow instructions given by adults.
- Increase in disrespectful behaviour towards school adults including:
 - Rolling eyes.
 - Refusal to following instructions given by adults.
 - Walking away from adults when talking to them.
 - Becoming argumentative and verbally abusive.
- Increase in anti-social behaviour or that which directly contradicts school rules such as:
 - Showing wilful lack of care for school equipment i.e. drawing on items, routinely 'losing' items or breaking them.
 - Refusing to help tidy the school environment.
 - Incorrect school uniform (especially PE kit) including wearing of make-up, jewellery or trainers.

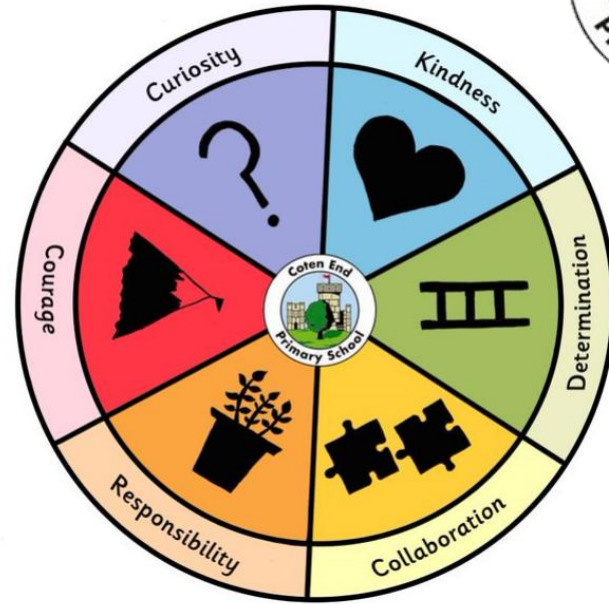
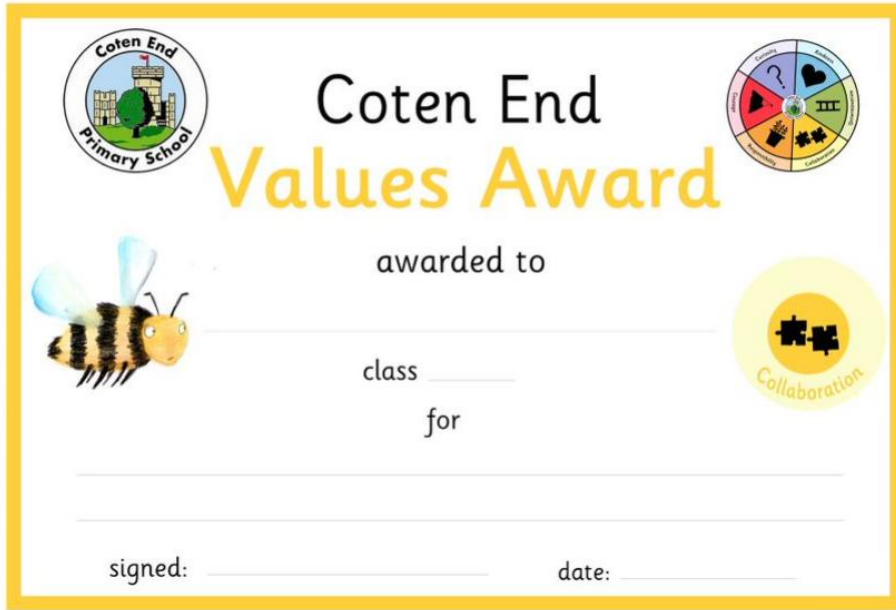


Relationships and Behaviour



- Children will be held accountable for their behaviour and reported to parents where appropriate.
- When school and home, work in unison and present a united, consistent message, children flourish.
- The conduct of parents towards members of staff (irrespective of perceived position) must always remain polite and courteous.
- School recognise that situations may elicit an emotional response, but discussions need to be focused on finding ways to move forward positively.
- Decisions made – in relation to behaviour – may not always be clear or agreeable **but** must – particularly when discussed with the child - be supported. If further private discussions need to be held, these can be arranged but arguments and undermining key messages does not support the child.
- Verbal abuse will not be tolerated.
- School may – at times – get things wrong and we need to know – providing we are reflective and willing to learn – that families will be supportive in helping the school to develop.

Awards

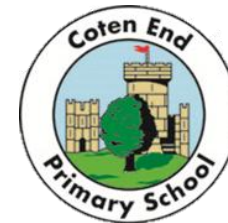


Values Awards and two Achievement Awards will be presented each week in assembly.

*Year 1 Celebration Assembly will take place in the **Lower School Hall** on **Wednesdays at 2:40pm***

Mathematician and Writer of the Week will be presented in the school corridor via the office weekly.

Communication



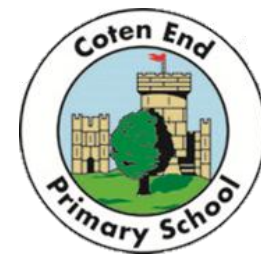
Ways in which communication is shared:



- **School App - MCAS (mychildatschool.com):** communication from school office, lunch orders and payments, trip payments, absence notifications – **essential, please enable push notifications**
- **School website:** newsletters, year group page, school blog
- **Class WhatsApp** group

Please update us of any changes of address, phone number, medical needs as a matter of urgency.

Online Safety



At Coten End, we provide children with an effective, reactive Online Safety curriculum through, but not limited to, our Computing, PSHE and RHSE lessons.

At school:

- We encourage children to consider what positive, healthy and respectful online relationships looks like.
- How to use technology safely and how/where they can seek support and advice.
- Our online safety programme is regularly revisited – this includes relevant and up to date messages about internet usage, video gaming and apps we are made aware of.
- Key online safety messages will be reinforced during assemblies and activities annually on World Safer Internet Day.
- Pupils are taught to be critically aware of the materials/content they access online and be guided to validate the accuracy of information – including the use of AI.

The key online safety themes explored within our curriculum include:

1. Self-image and identity
2. Online relationships
3. Online reputation
4. Online bullying
5. Managing online information
6. Health, Well-Being and Lifestyle
7. Privacy and security
8. Copyright and ownership

Children are encouraged to have open and honest conversations about their activity online. If school staff have any concerns surrounding a child's online activity, they have a duty to report it as a safeguarding concern.



Online Safety



The most impactful online safety comes from home:

- Have an open and honest dialogue around use of technology – it is important as parents and educators that we react calmly to incidents – we want children to feel safe, not scared.
- Have a balance in screen time – create boundaries and rules together.
- Enable content filters on devices, including gaming consoles.
- Use child-friendly versions of apps/websites e.g. YouTube Kids – be aware of age ratings!
- Regularly check messages and internet usage.
- Turn off screens at least 30 minutes – 1 hour before bed.
- Visit **InternetMatters.org** for advice and guidance on how to implement online safety at home



Check age
recommendations





Questions?

Please speak to your child's class teacher individually if you would prefer.