



Welcome to KS1 Meeting

10th September 2025

5:00 p.m.



School Vision

At Western, we aim to develop kind, ambitious, curious, confident and successful young people who are excited about their futures.

Characteristics of an Effective Learner

- Ambitious
- Collaborative
 - Curious
 - Reflective
 - Resilient
- Resourceful



Safeguarding is EVERYONE's responsibility

Keeping children safe is our top priority. If you have a concern about the safety or well-being of any pupil in school, it is vital that you pass this information on. You can do this by phone or email, or you can speak to any member of staff, who will then pass this information on to our **Designated Safeguarding Lead (DSL), Mrs Bland or one of our Safeguarding team.**

Mrs Slack Designated Safeguarding Lead (DSL) and our Headteacher has overall responsibility for Safeguarding policies and procedures.

Our Safeguarding team:



Mrs Bland
Family Support Worker
Designated
Safeguarding Lead
(DSL)



Mrs Slack
Headteacher
Designated Safeguarding
Lead (DSL)



Mrs Magill
Deputy Headteacher
Deputy Safeguarding
Lead (DDSL)



Miss Thompson
HLTA Hive Lead
Deputy Safeguarding
Lead (DDSL)



Operation Encompass



What is Operation Encompass?

The purpose of Operation Encompass is to safeguard and support children and young people who have been involved in a domestic abuse incident. Following an incident at home, children will often arrive at school distressed, upset and unprepared for the day.

Western Primary, the police and the nominated Key Adults in school will be working together to make sure that school staff are made aware of any incident early enough to support pupils in school.

How does it work?

The school has designated Key Adults who are a point of contact for the police. These adults have received specialist training regarding Operation Encompass and domestic abuse and are the school's Designated Safeguarding Lead or Deputies. If there has been an incident of domestic abuse where children were present, an officer will send this information to the designated Key Adult in school on the morning following the incident. The member of staff will then feedback to the child's class teacher so that child can be supported as necessary within school.

For more information about Operation Encompass, please visit <http://www.operationencompass.org/>





Special Educational Needs and Inclusion

Some children and young people need something additional to or different from what is provided for all children in school; this is special educational provision.

More information about our approach to supporting our children and families can be found on the SEND pages of our school website:

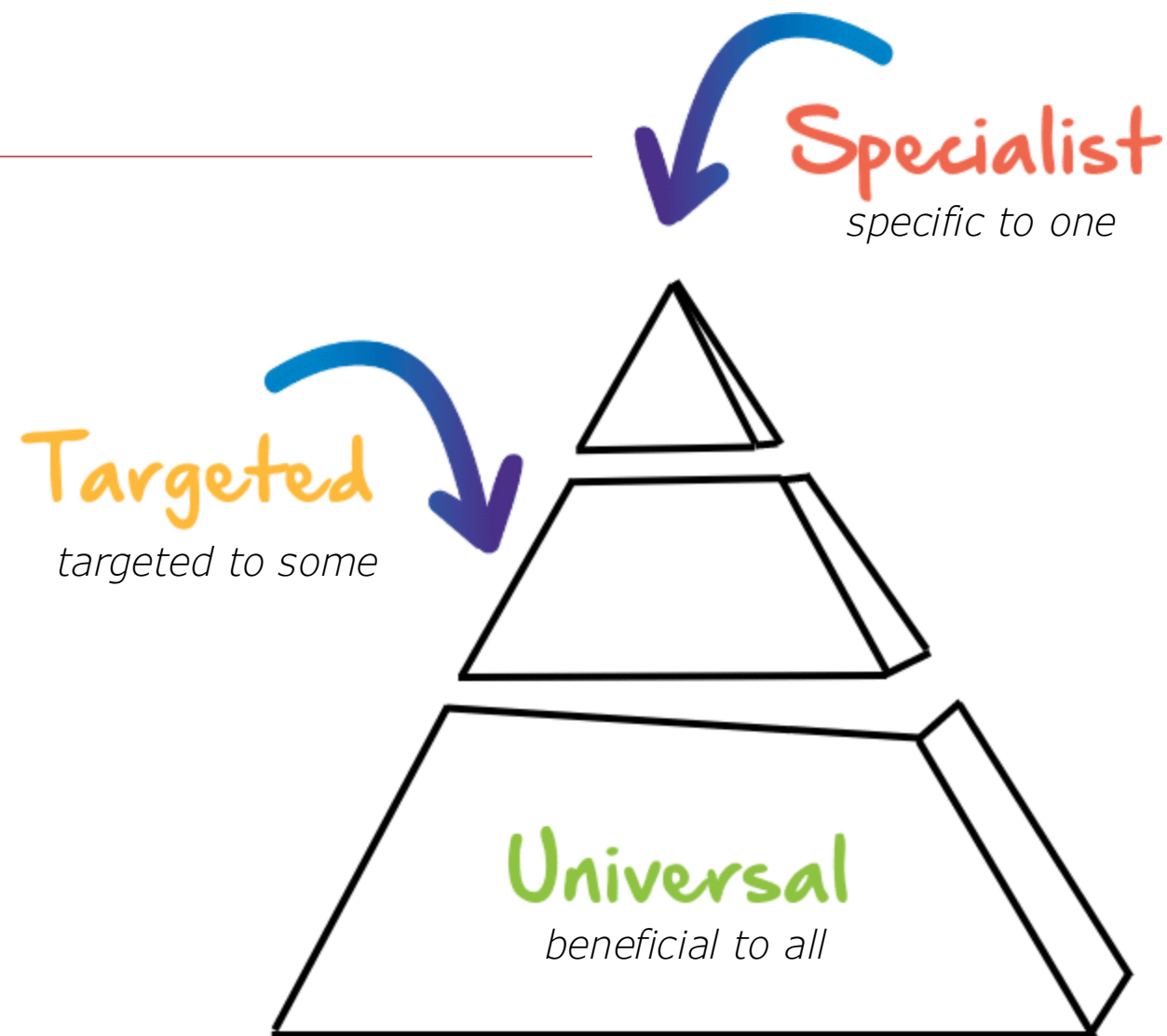
- Graduated Response Road Map
- SEND Policy
- SEND Information Report



Ben Fraser-Smith
Assistant Headteacher
Inclusion Lead and
SENDCO
fraser-smithb@wes.rklit.co.uk



Special Educational Provision



Universal



Targeted



Specialist



SEND School Support – Graduated Response Road Map

Step 1: Initial Concerns.

Concerns are raised in relation to a pupil's progress or needs. It has been recognised that something additional or different to our core offer may be needed.

The class teacher makes adaptations to existing Quality First Teaching strategies and reviews their impact after 6 weeks.

Teacher and parents/carers meet to complete the **Initial Support Plan**. The SENDCO will be made aware of these early concerns.

Has the pupil made satisfactory progress through adaptations to Quality First Teaching?

NO: Step 2: Dedicated Support

If sufficient progress is still not being made, the teacher, with support from the SENDCO, will write a **Dedicated Support Plan** and share this with parents/carers. Targeted strategies will then be put in place (including support from external agencies, if appropriate). The pupil will be added to the school's SEND register so that additional monitoring can take place.

Yes: Continue to monitor and apply adaptations to Quality First Teaching strategies.

Parents/carers will be invited by the class teacher to a termly review of this support. This model follows the 'Assess, Plan, Do, Review' process.

Has the pupil made satisfactory progress through targeted Dedicated Support?

NO: Step 3: Complex Support

If a pupil is not making sufficient progress, then a Needs Assessment will be considered. This decision will involve advice from professionals such as the Education Psychologist. If the school feels there is evidence that the needs of the pupil are greater than Step 2, then the school can apply for an **Education and Health Care Plan (EHCP)** on behalf of the pupil. This process takes at least 20 weeks to be implemented.

Yes: Carry on with Dedicated Support.

Monitor the pupil's progress through the Interim and Annual Review process.

Is the pupil making progress through an EHCP?

NO: Step 4: Specialist Support

If a pupil is not accessing their school environment with EHCP support in place, then consideration may be given to alternative provision. This applies to exceptional cases where a mainstream setting cannot meet the specific needs of a pupil.

Yes: Continue with the EHCP.





Universal

beneficial to all

There are six key components to the Western Curriculum

Curriculum Drivers
Technology, Natural World, Diversity, Health and Well-being.

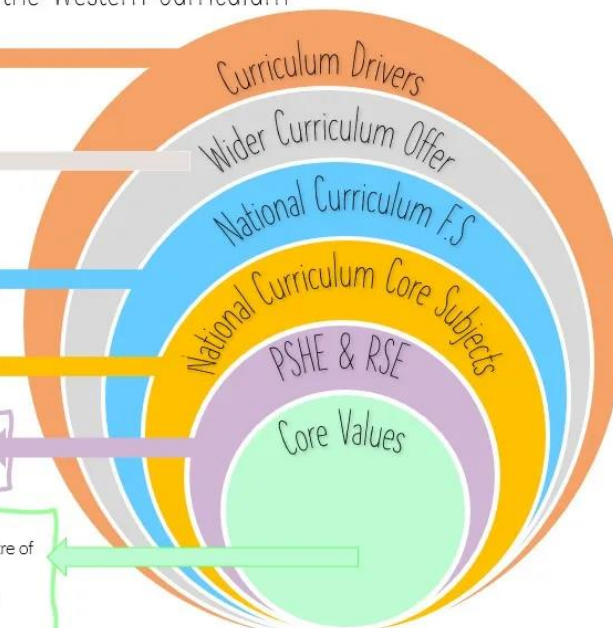
Wider Curriculum
Spiritual, Social, Moral and Cultural experiences. Personal Development.
Western's 10X.

The National Curriculum Foundation Subjects
Teaching of the foundation subjects has been designed with our locality in mind. Careful thought has been put into which content is taught at what time in order to help children to develop knowledge and skills in a progressive manner with the aim of promoting greater understanding and retention.

The National Curriculum Core Subjects
Reading, writing and maths are taught systematically from the very start; knowledge and skills learned in these subjects are applied across all other subjects.

PSHE and RSE
Personal and social development, relationships and health education, safeguarding, SMSC, British Values and Internet Safety.

Core Values and Characteristics
Our Core Values of Kindness, Honesty and Respect and British Values are at the centre of everything we do.
We want our children to develop our Characteristics of Effective Learning: Resilience, Collaboration, Ambition, Resourcefulness, Curiosity and Reflection.



Western Primary School

CREATING SUCCESS STORIES

The Quiet Room

The Retreat

The Junction

Signposting you to SUCCESS through ...

School & Learning
Support

Emotional Wellbeing

Friendship Guidance &
Restorative Approaches

Staying Safe

Home-School Links



Universal

beneficial to all





Family Support

Our Family Support Worker can provide support, advice and information to families and to listen to any concerns you may have about your child's education, behaviour or wellbeing.

Help and support may include:

- Helping to improve the home/school link
- Strategies for parents/carers to improve behaviour in the home
- Support for those families experiencing change, such as family breakdown/separation and divorce/ill health and bereavement
- Signposting and help to access services from external agencies and community services
- Advising on the process for secondary school/benefits/housing applications
- Support with school attendance and lateness issues

Universal

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Sophy Bland
Family Support Worker
blands@wes.rkit.co.uk

Working pattern: Monday-Thursday
(term time only)

www.westernps.co.uk



Targeted

targeted to some

Our Learning Support Team work alongside classroom staff to provide additional and different methods, resources and activities to help support children with their specific learning needs.



Our Emotion & Wellbeing Team are trained and access appropriate supervision to deliver a range of targeted interventions.





Specialist

specific to one



We work alongside external agencies to deliver more specialist care in school.





Specialist

specific to one



Education, Health and Care Plan





Special Educational Needs and Inclusion

More information about our approach to supporting our children and families can be found on the SEND pages of our school website.

You may also find these documents helpful (available online):

- Graduated Response Road Map
- SEND Policy
- SEND Information Report



Ben Fraser-Smith
Assistant Headteacher
Inclusion Lead and
SENDCO
fraser-smithb@wes.rklt.co.uk



Western's Behaviour Policy



- Our school is a **safe** place for pupils and staff where we are **kind**, **respect** each other, and are **honest** when we make mistakes. We understand that **actions** have **consequences**, including opportunities for learning, reflection and forgiveness. We are **compassionate** towards each other and take the time to explore and understand the reasons behind different behaviours.
- Individual procedures to address physical incidents
- Anti-bullying policy

Governors at Western



Michelle Roberts
Chair



Hannah Wynn
Trust-appointed Governor (Vice-Chair)



Nicola Bostock-Hayes
Parent Governor



Stuart Hall
Trust-appointed Governor



Mrs Slack
Headteacher



Claire Edwards
Trust-appointed Governor



Claire Magill
Staff Governor

How to contact the Governors

Governor Contact details:

- Michelle Roberts (Chair) - **RobertsM@wes.rklt.co.uk**
- Hannah Wynn (Vice-Chair) - **WynnH@wes.rklt.co.uk**
- Claire Magill - **MagillC@wes.rklt.co.uk**
- Claire Edwards - **EdwardsC@wes.rklt.co.uk**
- Stuart Hall - **HallS@wes.rklt.co.uk**
- Nicola Bostock-Hayes - **Bostock-hayesN@trust.rklt.co.uk**
- Louise Eames - **EamesL@wes.rklt.co.uk**

1:1 iPad

The innovative use of Apple technology at Western has enabled us to:

- Increase motivation and engagement in learning
- Inspire curiosity and creativity throughout the curriculum
- Significantly reduce teacher workload
- Significantly reduce our use of paper
- Further engage parents and carers in the children's learning
- Explore innovative ways of approaching learning
- Enhance collaboration
- Deliver a first-class home learning experience
- Improve engagement in writing, particularly for boys
- Provide equity of access to the digital world for all pupils

Recognised by Apple as a distinguished school for continuous innovation in learning, teaching, and the school environment.

View our story



Integrating iPads in Year 1



At Western Primary School, we are proud to be an Apple Distinguished School, dedicated to enhancing our curriculum through our innovative 1:1 iPad program in Year 1.



ENHANCING CURRICULUM WITH TECHNOLOGY

Our approach prioritises play-based learning and the Early Years Foundation Stage (EYFS) principles. The iPad serves as a "digital pencil case," complementing traditional learning tools and teaching essential digital literacy skills.

BALANCED AND PURPOSEFUL USE

iPads are used selectively and purposefully throughout the school day, paired with hands-on activities. Educational apps, such as Clicker Writer for emergent writing and various maths apps for skills like subitising and partitioning, are used with a purpose and not intended to dominate the learning experience.



PERSONALISED LEARNING



Teachers use iPads to provide personalised instruction, ensuring each child's unique learning requirements are met. For example, the Writing Repeater app allows for customised handwriting practice, supporting specific developmental needs.

FOSTERING INDEPENDENCE AND RESPONSIBILITY

Having a 1:1 iPad promotes independence and responsibility among students. It empowers them to present their learning in diverse ways and manage their own progress.



INTERACTIVE AND ENGAGING LEARNING



The interactive nature of iPads engages students and enriches their learning experiences. Projects like using Green Screen for storytelling not only enhance language skills but also boost confidence, personal development and collaboration.

For more insights, please explore the videos and newsletters on our website under the 'Latest' tab. We value your perspective and are always open to discussing any further questions or concerns.



Recognised by Apple as a distinguished school for continuous innovation in learning, teaching, and the school environment.

You can also check out our latest ADS video via the link below:

<https://vimeo.com/969543510/6546094cf7>

KS1 Teaching Team



Miss Ward
Year 2
KS1 Leader



Miss Wray
Year 1



Miss Herfield
Year 1



Ms Smith
Year 2

KS1 Support Team



Miss Spencer
HLTA



Mrs Stephenson
HLTA



Miss Laurence
LSA



Mrs Carlyon
LSA



Miss Mogg
LSA



Mrs Hughes
LSA



Mrs Jones
LSA



Mrs Reilly
French HLTA



Mrs Edwards
HLTA



PPA Staff



Miss Spencer
HLTA



Mrs Stephenson
HLTA



Mrs Reilly
French HLTA



Mrs Edwards
HLTA

On a Monday afternoon, our support staff alternate between Y1 and Y2 on a half-termly basis to teach French and other foundation subjects.

This will be the time when the teachers have their planning, preparation and assessment time.



Useful Information



- All children to wear the correct school uniform (please ensure it is labelled)
- No jewellery, especially on P.E. days. It is part of our legal risk assessment that earrings are not to be worn during P.E. lessons. If a child is unable to remove them, they will not be able to partake in P.E. lessons. Watches are allowed, provided they are not a Smart watch with a camera.
- Please use the red book bags or a small rucksack of an equivalent size.
- Children must come to school in their P.E. kit on their P.E. day.
- Fruit is provided in the classroom. No snacks to be sent with children, unless asked otherwise.
- iPad should come into school fully charged.
- A clearly labelled waterproof coat is needed.
- A clearly labelled water bottle is needed.
- Late arrivals must sign in at the office. Doors close at 8:55a.m.



Beginning/ End of Day Routines



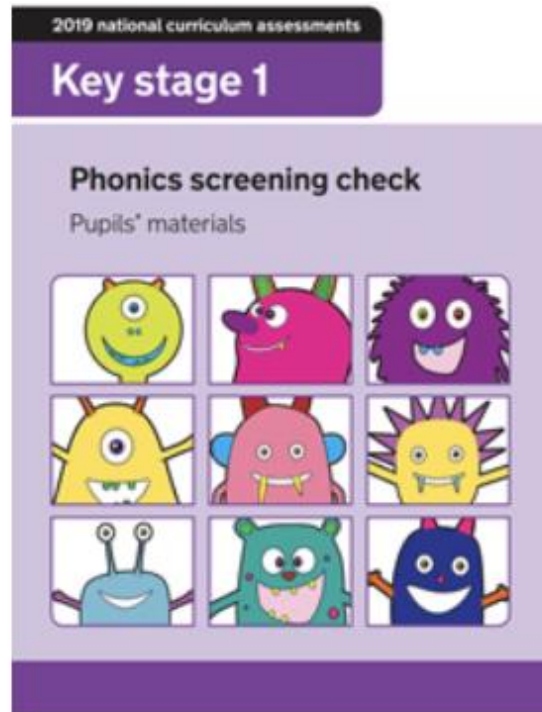
- In KS1, we encourage the children to become more independent. We would expect the children to come into school on their own. They will be responsible for getting their water bottle out of their book bag and placing it in the designated area. They will also be responsible for putting their iPad in their tray.
- At the end of the day, teachers will only let children go once they can see parents. If someone other than you is picking up your child, please tell us in the morning or ring the school office. If in doubt, we will always keep your child and try to contact you as soon as possible.

Key Learning Questions

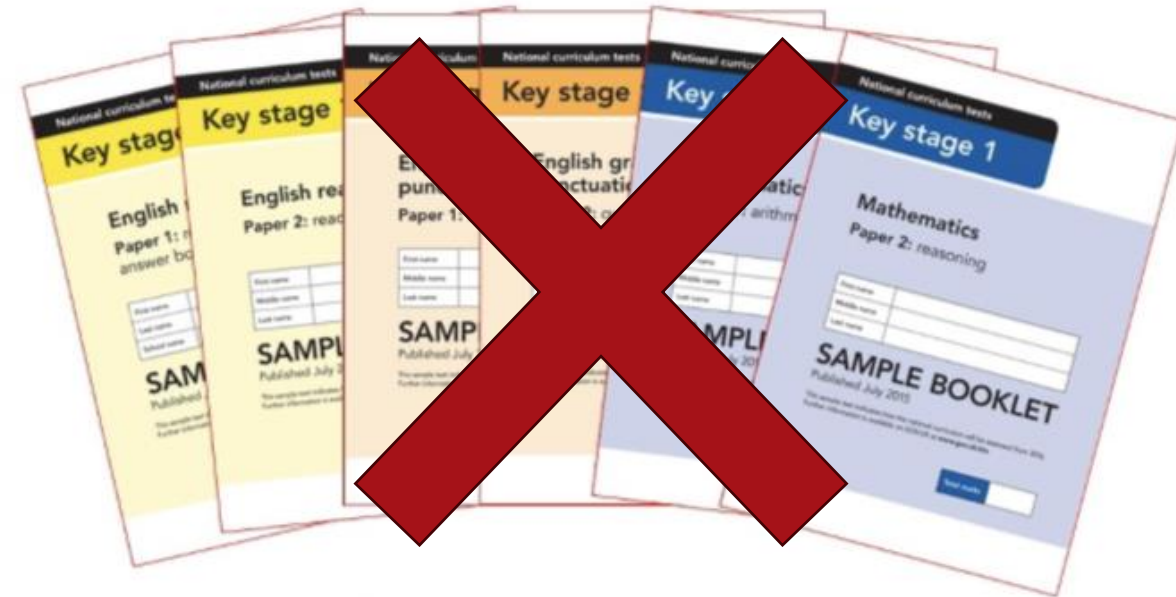
	Year 1	Year 2
Autumn 1	Who am I?	What makes me unique?
Autumn 2	Who am I?	What makes me unique?
Spring 1	How do astronauts get to space?	What can I find in my garden?
Spring 2	What can I find in my garden?	Would the Great Fire of London happen now?
Summer 1	Who discovered the Ichthyosaurus fossil?	Is Australia a continent or a country?
Summer 2	Where would you rather live?	Were Queen Elizabeth II and Queen Victoria good monarchs?

Statutory Testing

Y1
Phonics Screening Check



Y2
End of KS1 SATs



Typical Day in KS1

8:50 – 9:00	9:00 – 10:00	10:00 – 10:15	10:20 – 10:50	10:50 – 11:50	11:50 – 12:50	12:50 – 15:00	15:00 – 15:20
Register	Maths	Break	Phonics	English	Lunch	Foundation subjects / Science	Terrific Texts Home Time

KS1 assembly will be on a Monday afternoon with Mrs Slack.

Y2 P.E. will be on a Monday afternoon.

Y1 P.E. will be on a Wednesday afternoon.

This will swap each half-term.

PSHE at Western



Family and relationships

Learning how to: form respectful relationships with others, deal with conflict and bullying and the importance of challenging stereotypes.

Health and wellbeing

Learning strategies for looking after their mental and physical health, including: healthy eating, relaxation techniques, sun safety, immunisation facts and the benefits of sleep.

Safety and the changing body

Learning: how to administer first aid in a variety of situations and about safety around medicines, online and road safety and the changes which occur during puberty,

Citizenship

Learning about: human rights and the rights of the child, democracy, diversity and community and protecting the environment.

Economic wellbeing

Learning how to make decisions when it comes to spending, budgeting and saving money and exploring different career choices.

- Taught weekly
- Aims of the lessons are to develop the knowledge, skills and attributes of children so they can keep themselves safe, healthy and prepared for life in modern Britain.
- Relationships teaching became statutory in September 2020. Mental wellbeing, internet safety, physical health and fitness, changing bodies is all delivered in an age appropriate way.



Phonics is making connections between the sounds of our spoken words and the letters that are used to write them down.

TERMINOLOGY

Phoneme

Grapheme

Digraph

Trigraph

Split vowel
digraph

Blend

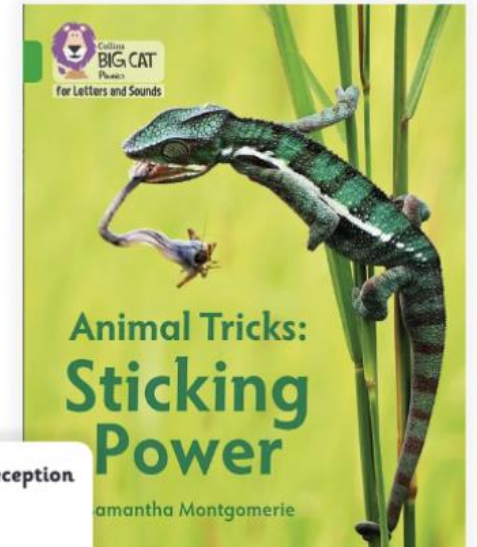
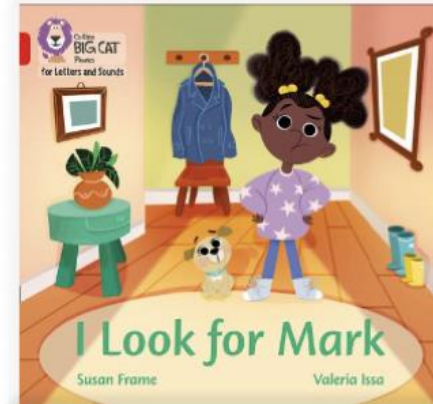
Segment

READING PRACTICE SESSIONS

How do we teach reading in books?

Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups
- Assessments are carried out to match children to the appropriate book. This is their home reading book.



Little Wandle Letters and Sounds Revised Reception
Child assessment

Autumn 1

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l
sat	man	hug	red	peck

HOME READING BOOKS

- Subscribed to an e-library.
- Child should be able to read their book with no parent help.
- If they can't read a word, parent is able to read it to them.
- Talk about the book and celebrate their success.

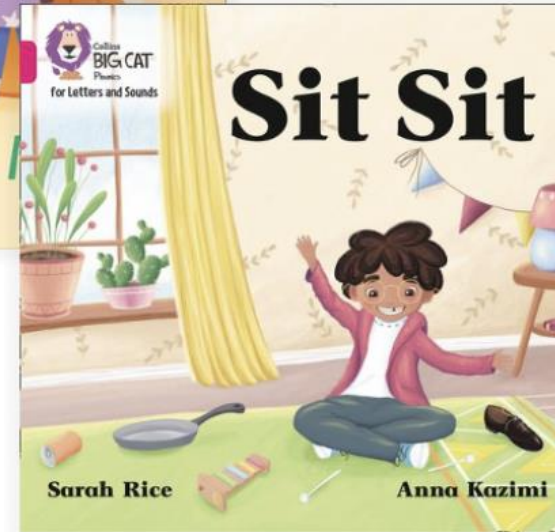
Books going home



Phonics book



Library book



Reading a book at the right level

This means that your child should:

- Know all the sounds and tricky words in their phonics book well
- Read many of the words by silent blending (in their head) – their reading will be automatic
- Only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.



Read to your child

The shared book is for **YOU** to read:

- Make the story sound as exciting as you can by changing your voice.
- Talk with your child as much as you can:
 - Introduce new and exciting language
 - Encourage your child to use new vocabulary
 - Make up sentences together
 - Find different words to use
 - Describe things you see.



The most important thing you can do is read with your child



Reading a book and chatting had a positive impact a year later on children's ability to...

- understand words and sentences
- use a wide range of vocabulary
- develop listening comprehension skills.

The amount of books children were exposed to by age 6 was a positive predictor of their reading ability two years later.



Parental involvement in the development of children's reading skills: A five-year longitudinal study (2002) Senechal, M. and Lefvre, J



Going home books

Along with their phonics book, children will also bring home a library book of their choice, often encouraged to be an ambitious text.

FRIDAY

^^ Book changing day ^^

Please ensure reading records are also brought into school each day.



Trips and Visits



Trips and visitors are a vital part of enhancing our curriculum offer. We aim to plan trips well in advance, particularly when there is an associated cost. We may require parent helpers but please be aware that you will require an up-to-date DBS check, which can be acquired through the school office.

Letters will be sent out in advance with the costings and further details. We are obliged to ask for a voluntary contribution but would like to make parents aware that if there are not enough contributions received, we may have to cancel the trip.





Reading

As emphasised all evening, spend whatever time you can reading with your child. Please speak to your child's class teacher if you are facing some challenges in getting your child to read at home.

Common Exception Words

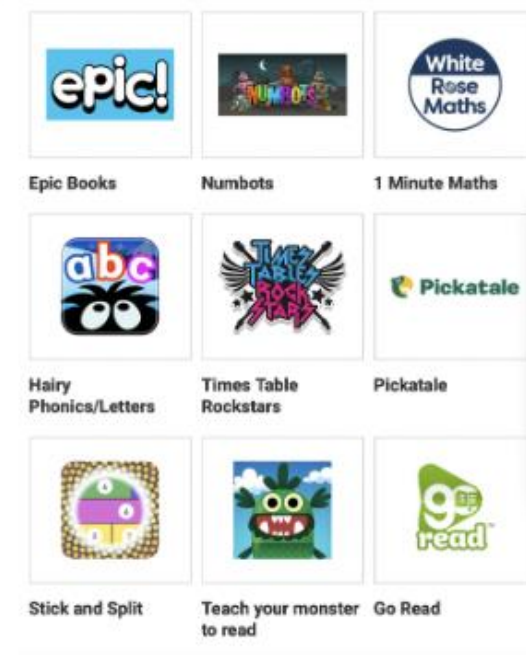
Your child will have word lists, which includes words that appear frequently in texts and words they will use almost daily in their learning. The children should be able to read and spell automatically by the end of Y1 and Y2.

Maths

By the end of Y1, children should be able to count in 2s, 5s and 10s and be able to recall their doubles and halves to 20.

By the end of Y2, children should know their 2, 5 and 10 times table and be able to recall these facts out of numerical order.

What can you do with your child at home?





Communication

@PrimaryWestern
@KS1Western

@Miss_Ward1
@MissWray21
@MissHerfield1

Teachers will use email as the main form of communication.

Should you need to make general contact, please use the year group email addresses:

year1@wes.rklt.co.uk

year2@wes.rklt.co.uk

Should you need to contact your child's class teacher about something specific, please use their email addresses:

wardj@wes.rklt.co.uk

herfieldh@wes.rklt.co.uk

wrayh@wes.rklt.co.uk

smithl@wes.rklt.co.uk

You can also follow the KS1 team and class teachers on X, using the handles above, where we regularly post photos of children's work and the learning going on.





Our Policies



School Policies

If you require a paper copy, please contact us [↗](#)

Admissions Policy 2024_25 (PDF)

Created July 2023 [Permalink](#) [🔗](#)


Western Primary School Admissions Policy 2024_25_Final_v.1



Website

[Home](#)[About Us](#)[Curriculum](#)[For Parents/Carers](#)[Nursery](#)[What We're Proud Of...](#)[Latest](#)

For Parents/Carers



[For Parents/Carers](#)[Admissions](#)[Attendance, Appointments And Absence](#)[Behaviour](#)[Calendar](#)[E-Safety](#)[Feedback](#)[Forms](#)[iPad 1-2-1 Scheme](#)[Letters Home](#)[Lunch Times](#)[Music Tuition](#)

[Ofsted](#)[Our Policies](#)[Our School Day](#)[Parent View](#)[Payments](#)[Pupil, Sports And Catch-Up Premium](#)[Remote Learning](#)[Safeguarding](#)[Transition To Secondary](#)[Uniform](#)[Western Hive](#)[Western Friends And Family \(PTA\)](#)

Reception & KS1

8.50 a.m. 3.10 p.m.

Gates open from 8.40 and doors from 8.45. Doors close at 8.55.	Parents collect as normal in a queuing system.
Parents with older pupils wait with them in playground after younger siblings have gone in.	Gates open at 3.00; doors open at 3.10.
No ball games. Queue system for EYFS. Separate entrances for Y1 and Y2.	Teaching staff available. Parents stand on astro in side playground if waiting for older siblings.



THANK
YOU

Please don't hesitate to get in contact if you have any questions.

