



Welcome Back

2026-2027

The Teaching Staff

Pre school – Mrs Brookes, Mrs Truckle, Miss Fellowes

Reception – Mrs Coleman, Miss Fellowes

Year 1 – Mrs Holt

Year 2 - Miss Ollis and Mrs Gill

Year 3 – Mrs Toms

Year 4 – Mrs Willatt (Deputy Headteacher) and Mrs Shelbourne

Year 5 – Mrs Goode

Year 6 – Mrs Hagues

Forest School – Mrs Stevens (Mondays)

All staff can be contacted via the school office email

office@peakirk.pdet.org.uk

Support Staff

Reception – Miss Fellowes

Year 1 – Mrs Patel

Year 2 – Mrs Ringham, Mrs Nightingale, Mrs Balaam, Mrs Glover (job shares)

Year 3 – Mrs Creasey

Year 4 – Miss Jarrett, Mrs Balaam

Year 5 – Miss Bell

Year 6 – Mr Smith, Mrs Shelbourne

Office – Mrs Nightingale (Mon – Weds). Mrs Alletson (Weds- Fri)

Family Support Worker – Mr Smith

Wrap around care – Mrs Ringham, Mrs ward, Mrs Creasey, Miss Fellowes

Lunch – Miss Skeats, Mrs Turpin, Miss Jarrett, Mrs Wragg, Moss Flannery, Miss Fellowes, Mr Weston (sports provision)

Site – Mr Handley

General Structure of the Day

Children to arrive 8:40 – 8:50am

Children come in quietly, greeted by a teacher on the door. They put their things away and get ready for the day.

Starter activities must be completed during registration

Phonics in Reception and KS1, English, Maths & Reading lessons in the mornings

Mid-morning break 10.30 to 10.45am

10:45 – 11:00 Snack and story – a healthy snack can be brought from home.

12:00 – 1:00 Lunchtime

Science, RE, PE, History, Geography, Music, IT, PSHE, Art and DT in the afternoons (depending on term)

Worship 2.45pm-3pm

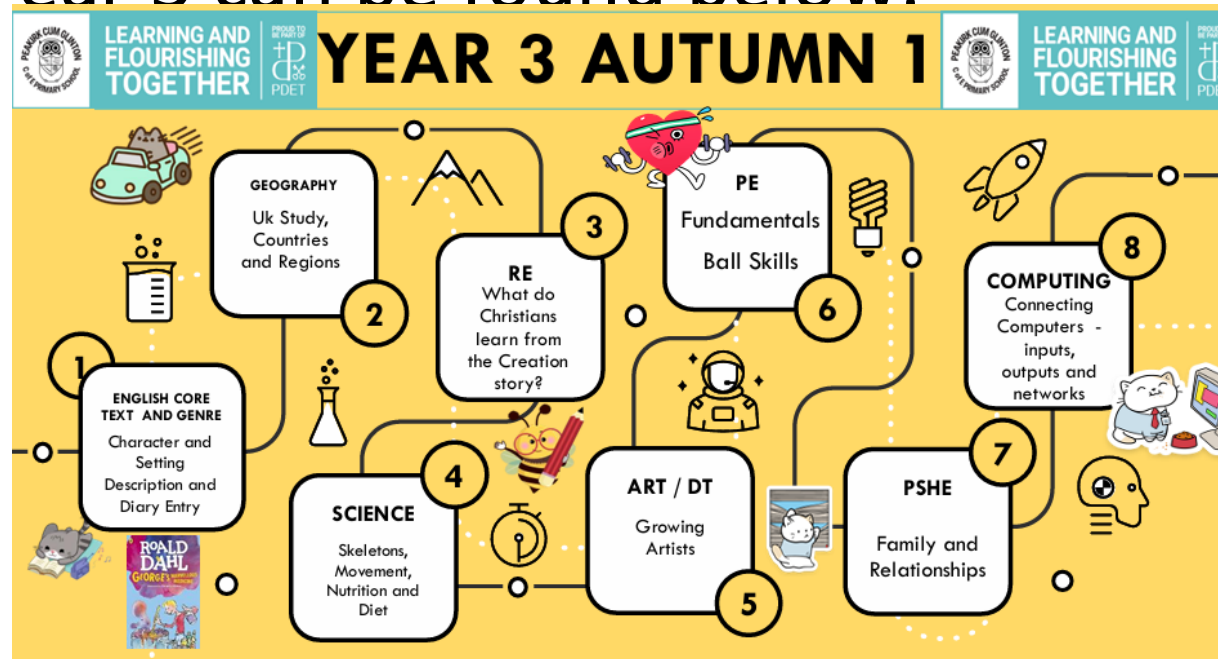
The Daily Mile once every day to help students release energy, refocus, and improve their learning.

Once a week teachers have PPA covered by PE with Mr Weston and music with Miss Shelbourne

More information can be found on the website class pages: [Peakirk-cum-Glinton CE Primary - Classes](#)

Year Group Learning Plans

On the school website, each class page has a link to the year group curriculum plans which detail which topics will be taught and what we will be covered each half term. Please visit your child's class page to view theirs: [Peakirk-cum-Glinton CE Primary - Classes](#) An example from Year 3 can be found below:



Items Needed

- Reading Book
- Named Water bottle (water only please and non metal if possible) and a healthy snack for break time
- Coat (all year round)
- Black trainer type shoes for Daily Mile (can be worn as school shoes or school shoes can be worn for the daily mile)
- **Clothing must be named to avoid being lost**
- PE kits can be worn on PE days and if your child does a PE type club after school.
- Long hair needs to be tied back. Nails should not be painted.
- School inhaler and asthma plan if your child has asthma

Items not required

Jewellery other than stud earrings

Temporary tattoos

Nail polish

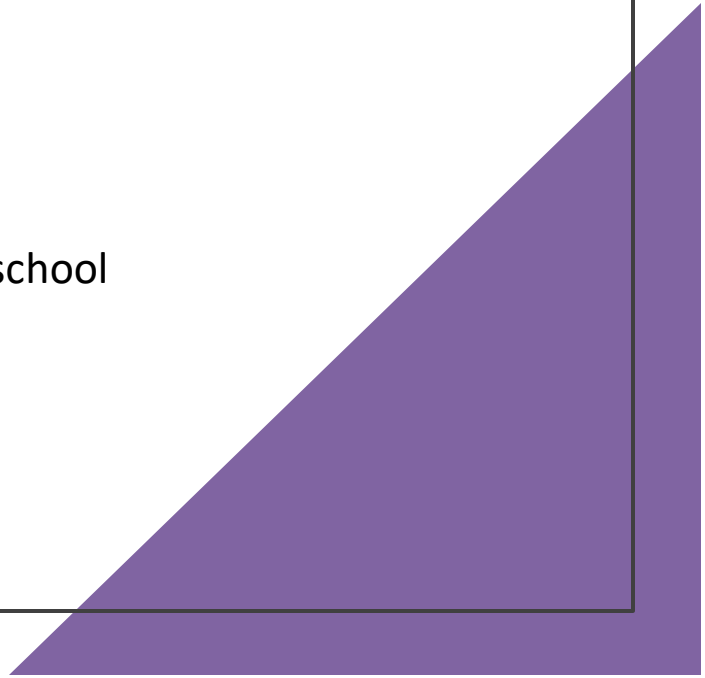
Toys from home (unless there has been a prior agreement)

Smart watches with wifi connection / camera

Mobile phones (Year 5 and 6 may bring these provided they are handed into the school office)

Items including nuts as ingredients

Snacks / drinks deemed unhealthy due to sugar / salt content



Fidget Toys

Fidget Toys Last year we saw a huge rise in the number of children bringing a fidget toy or comforter into school. There are valid reasons why children may need a fidget toy but in some cases 3/4s of a class had them and they became a distraction to learning and caused upset when they were lost and broken. We therefore need to set some parameters on fidget toys this year so please only send one in if your child meets the below criteria:

They have an EHCP.

They have been referred for or had external counselling or ELSA in school.

They have been referred to the Mental Health support Team via school.

They have suffered a bereavement or trauma.

For all other cases that may fall out of these initial parameters, please discuss your child's case with their class teacher.

The reason for setting this guidance is so fidget toys are used by children who need them for specific reasons.

We do not want to prevent children accessing them if they help but please discuss it with us first before sending your child in with one we are not aware of.



Homework

We don't set formal homework with set hand in times – we know families are busy and homework schedules can be stressful. There is always optional homework for those who want it and a few expectations for platforms that help children throughout their time at school.

In Reception, Years 1 and 2 we expect the Phonics (Little Wandle book) to be read at home each night it is sent. Sounds and words will also be sent home to practice. There is a devoted web page for phonics here: [Peakirk-cum-Glinton CE Primary - Phonics](#)



Spellings KS2



Work to do at Home



Spelling Shed
Words ending in '-tious' and '-ious'

We strive to be 'a small school with a big heart,' and consciously create:

- Motivated, active participants in school life
- Aspirational learners in all subjects

The following homework is the minimum weekly expectation to help your child's learning and progression in school. Most of these are easy to access platforms. Staff can monitor if children have logged on and how much time they have completed.



Spellings - your child will be tested on 15 spellings weekly. The first 10 are arranged by sound. There will be five that do not follow the pattern that are from the expected year group word lists (available to view on the school class website page), or words that the class are finding tricky. The 10 words will be sent home and uploaded to the class webpage weekly.

Your child should practice both the 10 words and the word lists by playing games on Spelling Shed for at least 10 minutes 3 times per week. Your child's individual login has been sent home.

fictitious
ambitious
amphibious
infectious
obvious
repetitious
notorious
nutritious
devious
curious



Times Tables and Number Bonds

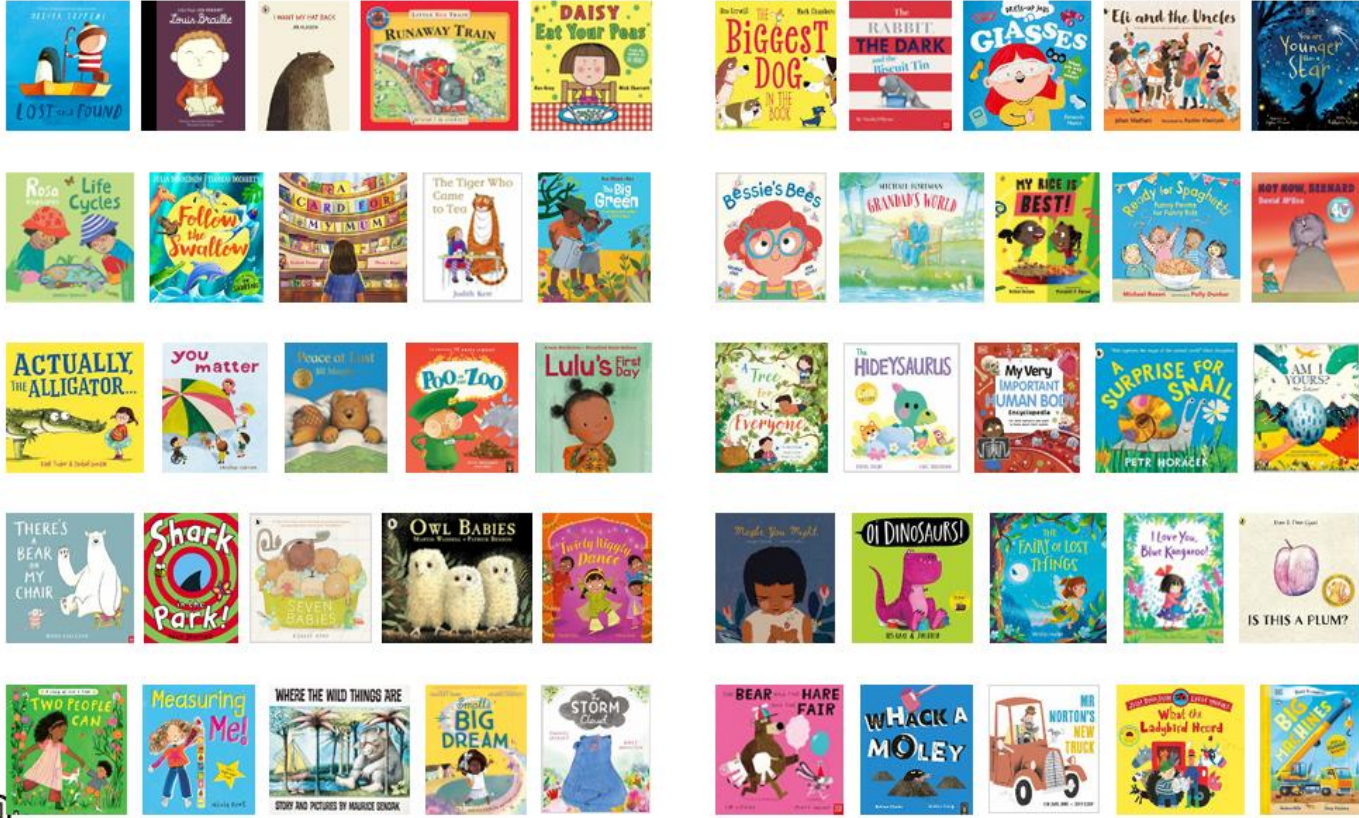
We are no longer using Tackling Tables but children from Year 1 upwards now have access to Time Tables Rock Stars for daily practice. Children have been issued logins for this.

The following pages include recommended reads for each year group

2026-2027 Booklist

 **Preschool & Nursery** (ages 3-4)

50 Recommended Reads



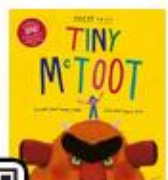
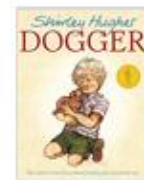
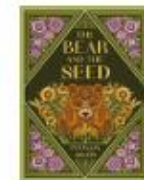
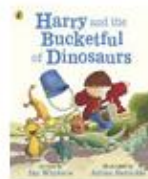
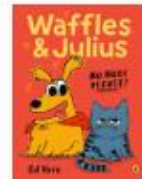
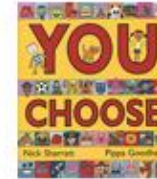
 Or visit www.booksfortopics.com/preschool

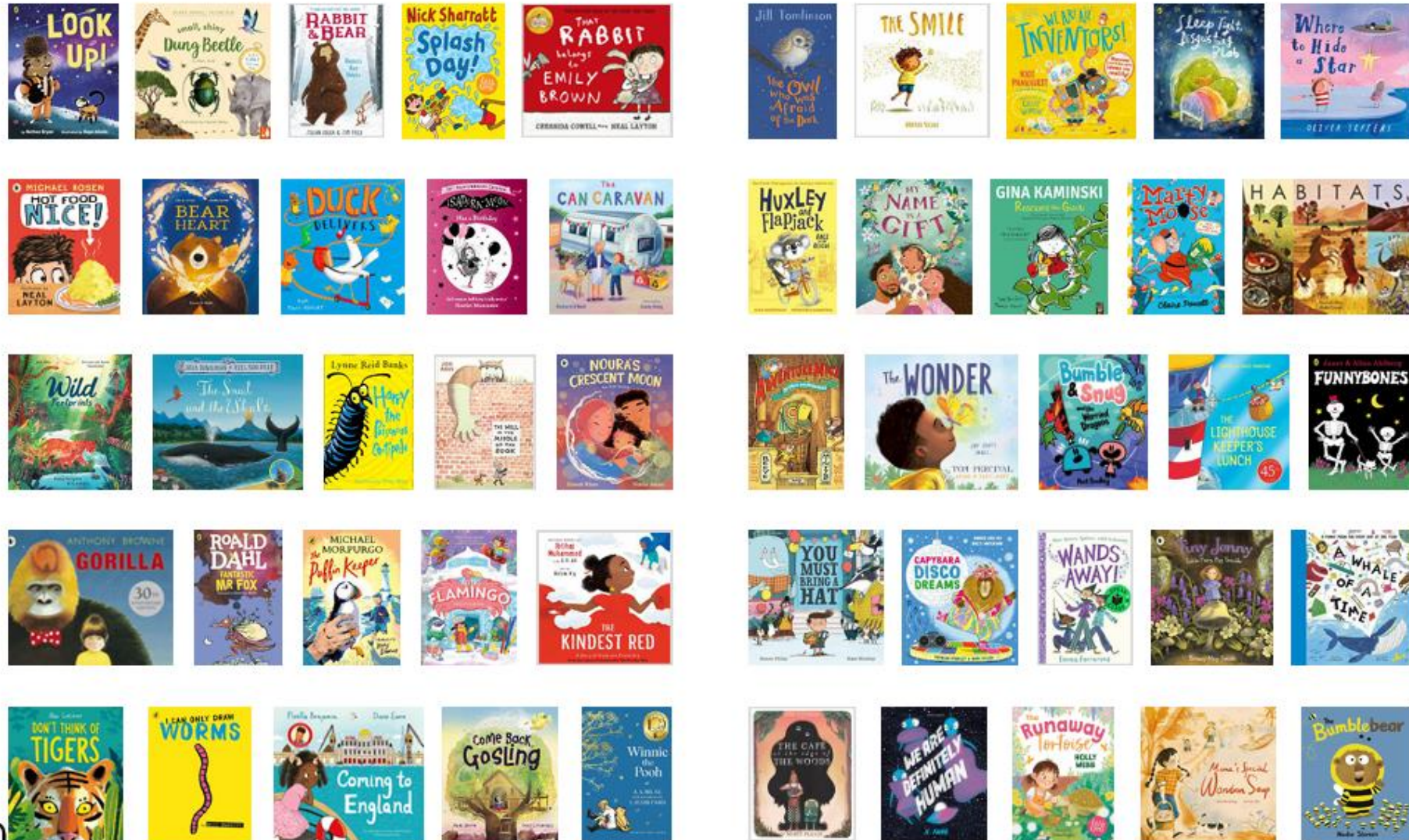
Books



Reception (ages 4-5)

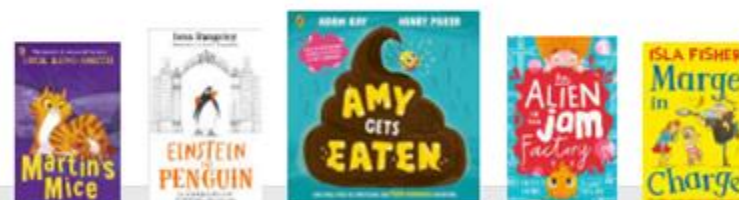
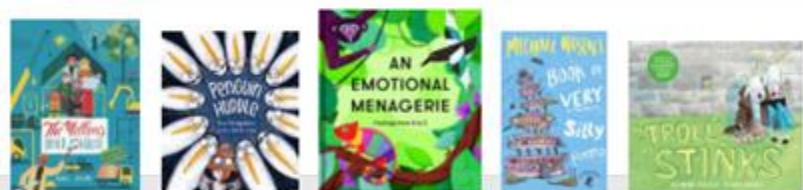
50 Recommended Reads





Books for Topics

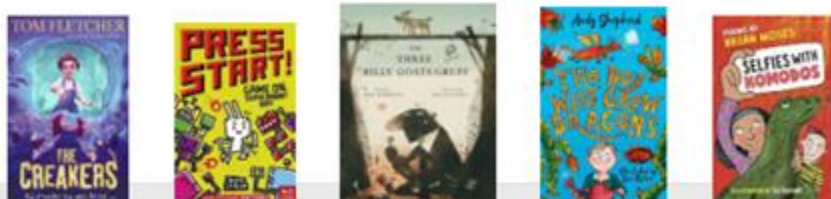
50 Recommended Reads for... Year 2 (ages 6-7)



Books
for Topics

50 Recommended Reads for...

Year 3 (ages 7-8)



50 Recommended Reads for...

Year 5

(ages 9-10)

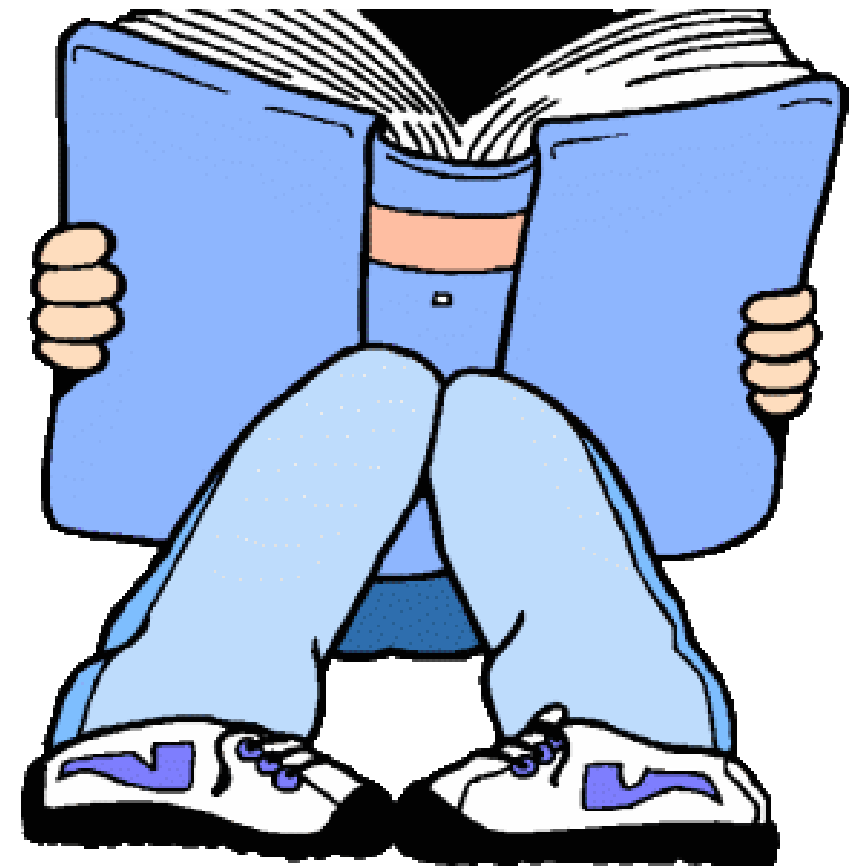




SCAN ME

Reading Books

- Children are responsible for having reading books everyday.
- In Reception to Year 2 these will be from Little Wandle. From Year 3 upwards these will be colour banded to match your child's reading age.
- Encourage your child to read whatever else interests them – think of the recommended reads
- The teacher will read a class story to the children during snack time so ask them about their class book!
- We recommend children read for about 15 mins per day. having a book read to them is also very valuable, especially for reluctant readers.



Expectations for Behaviour and Our Values



Compassion



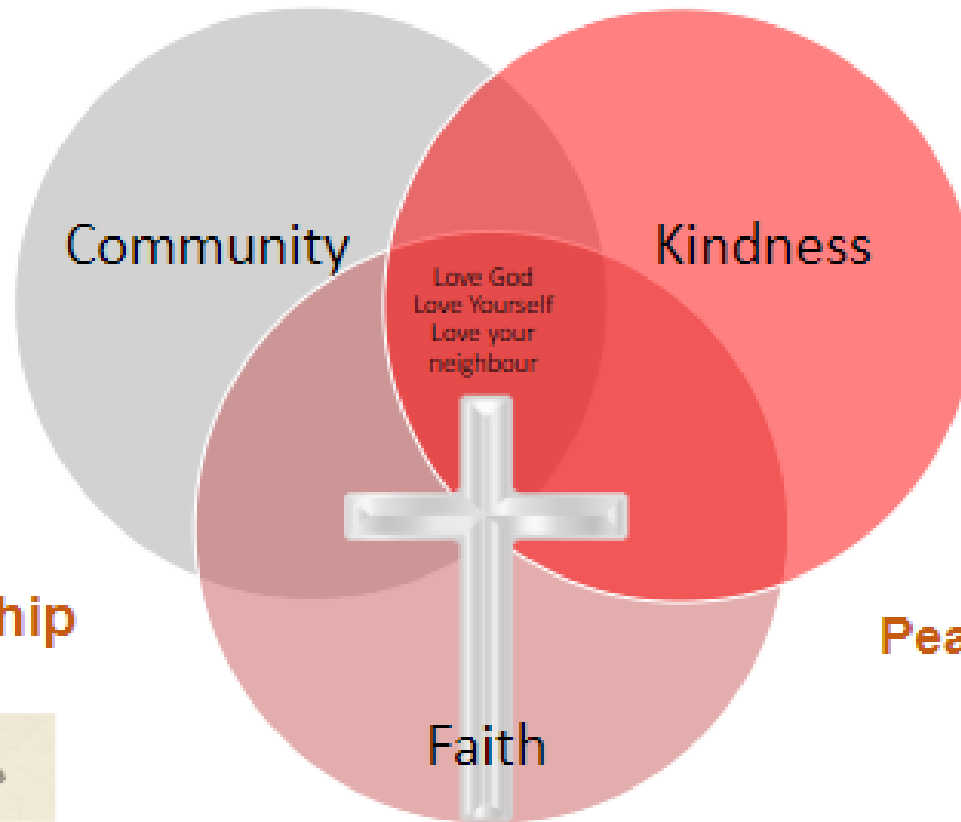
Forgiveness



Friendship



Our Vision and Values



Trust



Respect



Peace and Harmony



‘A small school with a big heart’

In class we will use Recognition Boards

Recognition Boards

How they work:

- Write the one behaviour that you are focussing upon
e.g. Conduct behaviour: one voice; speak politely;
e.g. Learning behaviour: show working out
- Add individual name on board when demonstrated well
- Aim for everyone to have name on board end of day / end of week
- Everyone on the board = class applause and 1 HP each



Recognition Boards

- Recognise the effort – not the achievement
- Collective endeavour – not showering praise on one individual
- No material gain / reward.

Visible Positive Consistency; Visible Kindness

We create:

A Culture of Certainty

Our values are: *Trust, Respect, Peace and Harmony, Compassion, Forgiveness and Friendship*

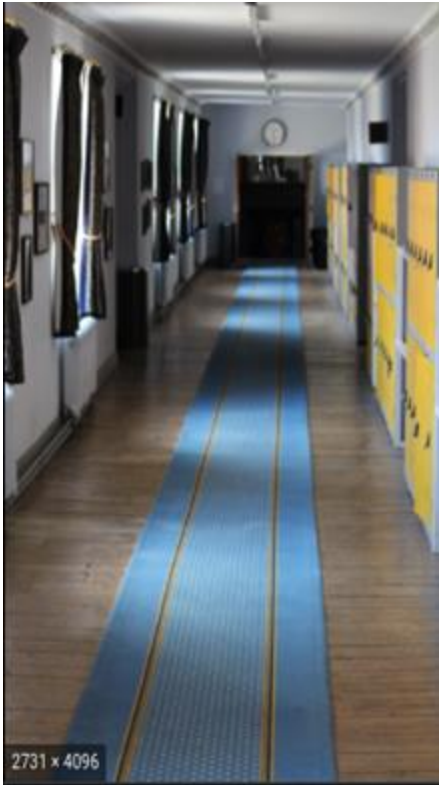
Relentless Routines:

Our 3 visible consistencies are: *Marvellous Manners, Wonderful Walking; Legendary Lines*

- We reward for '**going over and above**'- **for effort** and use that language CONSISTENTLY
- We give first attention to those children who are doing the right thing
- We show 'Deliberate botheredness' CONSISTENTLY: daily acts of care and positive recognition for all children
- We use a collaborative Recognition Board CONSISTENTLY: throughout lessons, one focus each day / week with the aim that all children have their name added
- We use the following Positive Consequences CONSISTENTLY:
 - Verbal praise from trusted adults*
 - Positive notes – one a week, every adult*
 - Phone call home / personal Dojo message- one a week, every adult*

- We use the following negative consequences (minor) with immediacy and CONSISTENCY:
Non-verbal reminder e.g. look
Quiet word/ verbal reminder – the school value is.....
Caution (outlining behaviour and consequence to the child)
Last chance (30 second scripted intervention)
Consequence e.g. time out
- We have restorative conversations (based on our restore questions).

Corridors and lockers are silent areas – wonderful walking and legendary lines!



We enter school in silence

We go to our lockers in silence

We move through school in silence

We will eat our snacks socially in the classroom

We stay off walls and displays and don't lean on them.

We walk smartly through school

Example Healthy Snacks

Fruit

Dried fruit

Vegetable sticks

Rice cakes

Crackers

Whole grain cereals

Pitta bread

Fruit cereal bars



Healthy drinks - in class

WHY should kids **#ChooseWater?**

Water is a great drink choice for kids!

		
It's super healthy: 0 calories & no added sugar	It's good for the body: helps keep joints healthy, good for teeth, helps blood circulate	It's good for the mind: Staying hydrated helps concentration and focus

 **healthychildren.org**
Powered by pediatricians. Trusted by parents.
from the American Academy of Pediatrics

American Academy of Pediatrics 
DEDICATED TO THE HEALTH OF ALL CHILDREN®



Allergy Information

Benedict's Law comes into effect this year and this relates to allergies and schools are working under new national allergy safety guidance to help keep children with allergies safe and included in all aspects of school life. We are already a nut free school but the law now encompasses a wider range of allergies and it is not just nuts we need to be aware of.

Please help us by: Informing the school immediately if your child has a food allergy, asthma, eczema, hay fever, insect sting allergies.

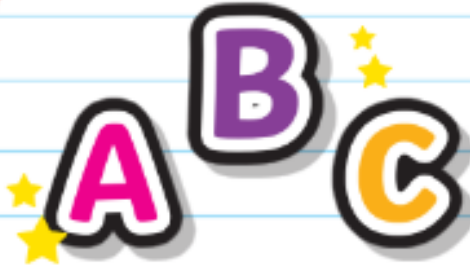
To help keep all children safe, we ask parents **not to send in birthday cakes, sweets or other food items to share with classes** unless these have been agreed with the school in advance. It doesn't mean it cannot happen but we may have to advise on what can be brought in and consider how it is stored and given out.

We have a number of children with serious allergies and it is important that we can check ingredients and allergens before any food is shared.

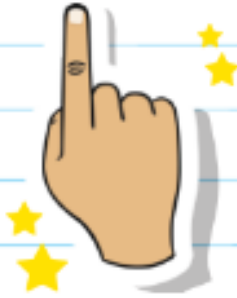
We also need to remind children that food, snacks, drinks and utensils should never be shared between pupils and you can help by reinforcing this message at home.

Thank you for helping us create an allergy-aware environment where all children can participate safely.

Non negotiables for written work KS1



capital
letters



finger
spaces



full
stop



read it
again

Non negotiables for written work

Ready writers always check they have:

Capital letters at the start of sentences, '**I**' and for **P**roper **n**ouns

Capital Letters

Capital letters are used to show the start of a sentence.

"The day was bright and sunny"

Capital letters are also used to indicate **Proper nouns**.

Proper nouns are naming words for individual people, places, days of the week and months of the year.

*"It was **D**ecember and **K**evin was excited for **C**hristmas in **N**ew **Y**ork."*



Full **s**tops, **q**uestion **m**arks or **e**xclamation **m**arks at the end of sentences

Full Stop

This Punctuation mark is used to indicate the end of a sentence.



Question mark

This punctuation mark is used to indicate that a question is being asked.

Have you seen the film?



Exclamation mark

The main use of the exclamation mark is to end an interjection or exclamation and indicate strong feelings.

Wow! Hello!



Commas

Commas

A comma separates units of meaning in a sentence.



A comma separates items in a list.

Jenna bought some apples, grapes, bananas and pears for her fruit salad.

A comma separates off a subordinate opening.

Although she was tired, Tilly went to the party.

A comma marks out a relative clause (extra information that has been added into the sentence).

The children, who were in class six, were very excited.

Apostrophes for contractions and possession

Apostrophe

Apostrophes have two main uses:
showing possession and showing omission.



Possession - Here the apostrophe indicates that a thing or a person belongs or relates to someone or something.

E.g. Ben's party.

Omission - Here the apostrophe is used to show that letters or numbers have been omitted.

I'm (short for I am)

He'll (short for he will)

Neat **handwriting** - on the line, with correctly formed letters - possibly joined

Why did the girl eat her maths test?

Her teacher said it was a piece of cake.

The quick brown fox jumps over the lazy dog.

NO EXCUSE FOR ABUSE

We will NOT tolerate
behaviour that is:

🚫 thre@tening,
🚫 abu\$ive or
🚫 vi*lent

We strive to create a safe and secure
environment for pupils and staff alike.
And we **WILL** take action when necessary.

If things go wrong, we will always try to resolve it

Speak to us and follow the school values
we seek to model

See or contact the class teacher in the
first instance. If they cannot resolve it,
mrs Willatt and then Mr Kendall

Use the office email and Arbor to
message us

Please do not comment about the school
on Facebook, whats app or social media
– there is a parent conduct policy that
explains this: [Peakirk-cum-Glinton CE
Primary - Policies](#)

Communications

- **Email** – office@peakirk.pdet.org.uk **In person**

The best time to catch teachers are at the start or end of the day at the school doors for brief messages and updates.

- **Website** – <https://www.pcgprimaryschool.co.uk/>

Important dates, curriculum information and photos will be posted on our class page.

Spellings will be posted weekly

- **Class Dojo** - we will use the class story function once a week to let you know something we have been doing or post information about the class! Please note Dojo does have a messaging service, but this is not routinely used for messages and so may not be seen on the same day.