

WELCOME MEETING



Lilliput C of E Infant School

Loving one another, respecting one another, serving one another.

Year 1

AGENDA FOR THE SESSION

- Meet the team
- Curriculum
- Timetables
- Trips and performances
- Assessment and Marking
- Maths
- English
- Vision and Values

- Growth Mindset
- Homework
- Behaviour
- Rewards
- Attendance
- Contact
- Questions

SENIOR LEADERSHIP TEAM

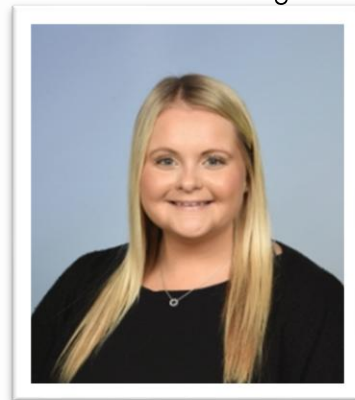
Headteacher
Mr Allington



Assistant Headteacher
Attendance and Behaviour
EYFS Leader
Mr Fleet



Assistant Headteacher
Inclusion and Personal development
Year 1 Leader
Miss Perry



Assistant Headteacher
Achievement and teaching
Year 2 Leader
Mrs Chinchin

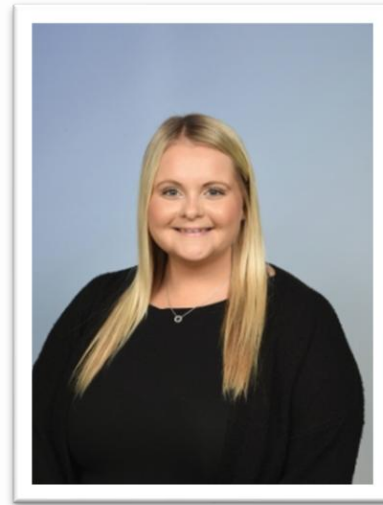
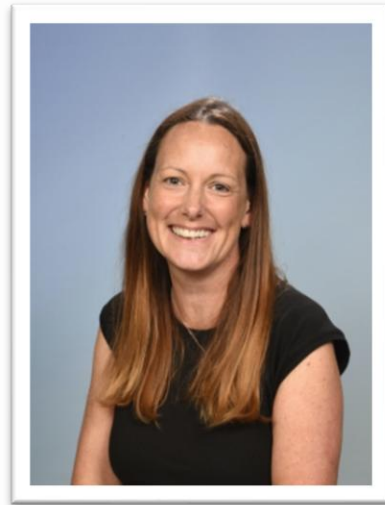


SENCO
Miss Smith



Butterflies

Mrs Hill and Miss Perry



MEET THE TEAM

Fireflies
Miss Gillett



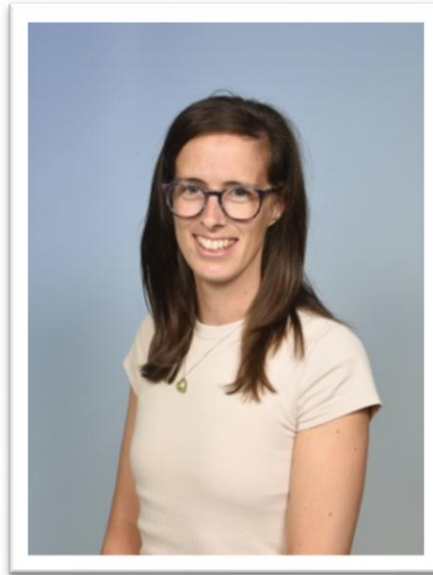
Dragonflies

Miss Bush



Grasshoppers

Mrs El Yauti



MEET THE TEAM

Teaching Assistants and I:l's



CURRICULUM OVERVIEW

A copy of our year plan can be found on our website.

- ❖ Superheroes
- ❖ Once Upon a Time
- ❖ Ready, Teddy, Go!
- ❖ Fee Fi Fo Fum
- ❖ Yo Ho Ahoy!
- ❖ Inspirational India

 Lilliput CE Infant School Year 1 Curriculum Overview 2025-2026						
2025-2026 Year 1 Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC	Superheroes!	Once Upon a Time...	Ready, Teddy, Go!	Fee Fi Fo Fum	Yo Ho Ahoy!	Inspirational India
SCHOOL VALUE	Generosity	Compassion (Love)	Courage	Forgiveness	Friendship	Respect
TRIPS/ VISITORS		The Lighthouse Pantomime	Museum of East Dorset	Road Safety		Farmer Palmers
FOCUS TEXTS	~~Superhero~~ ~~Superhero~~	The Deep Dark Wood Little Red	Stanley's Stick That Rabbit Belongs to Emily Brown	The Smartest Giant in Town Jim and the Beanstalk	Lost and Found The Pirates Next Door	Elmer The Tiger Child
ENGLISH	Sentence level writing	<u>Narrative</u> Adventure story Traditional tale <u>Non-fiction</u> Informal Letter	<u>Narrative</u> Adventure story <u>Non-fiction</u> Non-chronological report	<u>Narrative</u> Adventure story <u>Poetry</u> Onomatopoeia	<u>Narrative</u> Adventure story <u>Non-fiction</u> Instructions	<u>Narrative</u> Traditional folk tale from other cultures <u>Non-fiction</u> Non-chronological report <u>Poetry</u> Acrostic
MATHS WHITE ROSE SMALL STEPS	Number: Place Value within 10 Number: Addition and subtraction within 10	Number: Addition and subtraction within 10 Geometry: 2D and 3D shapes	Number: Place Value within 20 Number: Addition and subtraction with 20	Number: Place Value within 50 Measurement: Length and height Measurement: Weight and volume	Number: Multiplication and division Number: Fractions	Geometry: Position and direction Number: Place Value within 100 Measurement: Money Measurement: Time
	NCETM MASTERING NUMBER PROGRAMME DAILY FLUENCY SESSIONS					
SCIENCE	Animals including humans	Animals including humans	Everyday Materials	Everyday Materials -	Plants	Plants
	Seasonal Changes - describe the differences between the four seasons (explored throughout the year where appropriate)					
GEOGRAPHY		Our Local Area: Our School		Our Local Area: Poole		Comparison between India and the UK

More detailed topic newsletters will also be available every half term on our website.

0
Birth of Jesus

1820-1910
Florence Nightingale

2019-2020
We were born

Superheroes!!

Vocabulary	Meaning
nurse	a person trained to care for the sick
war	a conflict between different groups
soldier	a person who serves in the army
hospital	a place that gives medical care
injury	the result of being hurt
illness	a disease or sickness
hygiene	using cleaning to maintain health
pattern	a repeated decorative design
print	making patterns by transferring designs to paper
senses	sight, smell, hearing, taste and touch

Must Have Knowledge and Skills

- know Florence Nightingale trained to be a nurse
- know Florence Nightingale taught other nurses how to look after patients by keeping the hospitals clean
- know Florence Nightingale set up a school for nursing
- use pictures, photographs, artefacts and stories to think about the past
- ask and answer simple questions about the past
- know the three primary colours and know that we can make secondary colours by mixing

Key questions

Who was Florence Nightingale?
 What did Florence Nightingale do to make hospitals better?
 Why was Florence Nightingale called The Lady of the Lamp?
 Who was Mary Seacole?
 What did Mary Seacole do to improve nursing?
 What were Mary and Florence's legacies?

Key texts




Historical figures

Florence Nightingale

- Born: 12th May 1820 in Florence, Italy
- Occupation: Nurse
- Died: 13th August 1910 (aged 90)
- Best known for: founding modern nursing

Mary Seacole

- Born: 23rd November 1805 in Kingston, Jamaica
- Occupation: Nurse, Traveller, Author, Hotelier
- Died: 14th May 1881 (aged 75)

Fun Facts!

- Florence Nightingale looked after injured and poorly soldiers in the Crimean War
- Florence Nightingale was known as The Lady of the Lamp

English	
- listen and respond appropriately to adults and peers - participate in discussions about what is read to them take turns and listen to what others say - begin to form lower-case and upper-case letters in the correct direction, starting and finishing in the right place - name the letters of the alphabet - sit correctly at a table, holding a pencil comfortably and correctly - say out loud what they are going to write about	
Phonics	
- read accurately by blending sounds in unfamiliar words containing sounds that have been taught - read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - re-read books to build up fluency and confidence in word reading - embed the Phase 3 sounds (y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo)	
Maths	
- count to and across 10, forwards and backwards, beginning with 0 or 1, or from any given number - read and write numbers to 10 in numerals - given a number, identify one more and one less - identify and represent numbers using objects and pictorial representations - begin to use the language of: equal to, more than, less than (fewer), most, least	
Science	
- name the four seasons - name, draw and label basic body parts - name the five senses - name which body part is associated with each sense - observe closely using simple equipment - make predictions based on observations	
Art	
- identify a key feature of an artist's work - select and use materials and tools for a purpose - identify and name the primary and secondary colours - mix primary colours to make secondary colours - print patterns using a variety of materials	
Music	
- begin to use their voices expressively and creatively by singing songs and speaking chants and rhymes - begin to listen with concentration to a range of high-quality music	
Love	Respect
	Serve

RE/PSHE

- know that Christians believe in God and that he created the world
- know that God would want us to look after his creation
- understand that they are safe in their class
- identify helpful behaviours to make the class a safe place
- understand their own rights and responsibilities in the classroom
- understand that they have choices and these have consequences

Computing

- begin to use technology safely and respectfully
- use the keyboard and mouse to log in successfully

PE

- master basic movements including running, jumping, throwing and catching
- begin to perform dances using simple movement patterns
- develop balance, agility and co-ordination, and begin to apply these in a range of activities

Hook

There was an esca-pea from the kitchen and some of our vegetable friends got caught up in a terrible crime! Luckily, our superhero friend, Supertato, was on site to make sure it couldn't happen again!

Fab Finish

To finish our topic all about Superheroes, we will be dressing up as superheroes and completing a range of superhero challenges. Superhero Challenge Day will be **Friday 21st October**. All superhero costumes, real and fictional are encouraged, but the children must still be appropriately dressed for the weather and playtimes outside in the woods.

British Values

The Rule of Law

We will be discussing and deciding on important class rules.

Partnership with parents

We are sending home 3 reading books each week, please make time to read and discuss these books with them. Reading with your child daily, "little and often", is the best way to see them progress their reading skills!

- discuss any real life superheroes in your family
- share multi-sensory experiences with your child
- involve your child in making, tasting and smelling at meal times
- explore creating artwork with natural items you find out and about
- practice typing on a keyboard and using a mouse

The children have book plates in their booklets so that they know the sequence of learning, the key vocabulary and 'must have' knowledge they will need to learn.



History

Superheroes!



Lesson Sequence

- 1 To know who Florence Nightingale was.
- 2 To know what Florence Nightingale did to make hospitals better.
- 3 To know why Florence Nightingale was called the 'Lady with the lamp'.
- 4 To know who Mary Seacole was.
- 5 To know what Mary Seacole did to make hospitals better.
- 6 To recall the legacies of Florence Nightingale and Mary Seacole.



Must Haves

1. To know who Florence Nightingale was, including: she was a nurse, she was a woman from a wealthy family.
- 2 To know what Florence Nightingale did to make hospitals better, including: taught other nurses how to look after patients by keeping the hospitals clean.
- 3- To know Florence Nightingale was called the 'Lady with the lamp' because she visited patients in the night.
- 4: To know who Mary Seacole was, including: she was a nurse and she was from Jamaica.
- 6: I know that Florence Nightingale set up a nursing school in London.

*All I can use pictures, and stories to think about the past.
All I can ask and answer simple questions about the past.*

Key Vocabulary

Word	Definition
nurse	a person who cares for sick people
hospital	a place where sick people go for help
hygiene	keeping clean to stay healthy
soldier	a person who fights in the army
war	a fight between countries



Revisit Me!

Why do we remember Florence Nightingale and Mary Seacole?

A typical weekly timetable

PE days for Year 1 are Tuesday and Wednesday.

Core subjects - morning

PPA - Monday PM

Daily Worship and Stars

Class worships on dates for the year

Aut 1 Week 1 Generosity W/b	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY Homework / Spellings
8.30	Morning Task / Register	Morning Task / Register	Morning Task / Register	Morning Task / Register	Morning Task / Register
8.45	Maths	English	Maths	English	English
9.35-9.50	BREAK	BREAK	BREAK	BREAK	BREAK
9.50	English	Maths	English	Maths	Maths
10.40	STORY & SNACK	STORY & SNACK	STORY & SNACK	STORY & SNACK	
10.55-11.15	Worship	Worship	Worship	Worship	STORY & SNACK
11.15-12.00	Phonics	Phonics	Phonics	Phonics	Phonics
12.00-1.00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1-1.15	Maths fluency	Maths fluency	Maths fluency	Maths fluency	Maths fluency
1.15-1.30	Handwriting	Handwriting	Handwriting	Handwriting	Handwriting
1.15-2.00	Music	PE Outdoor	PE Indoor	Science	History
2-2.45	Art	RE	Jigsaw		Library Worship 2.30
2.45-3.00	Songs, Poems and Rhymes	Songs, Poems and Rhymes	Songs, Poems and Rhymes	Songs, Poems and Rhymes	Songs, Poems and Rhymes
After school				Staff meeting	

Trips



MED MUSEUM OF
EAST DORSET



Performances

Class assemblies

Details are on the yearly diary dates but all start at 2.30pm in the school hall.
The exact class dates will be out soon!

There will also be a Nativity Play performed by Year 1 in the hall to parents and a Christmas service at the Church, dates for these are on the school calendar and key dates sheet.

Assessment and Marking

- Highlighting - pink (for positives), green (areas of improvement) and blue (for challenge).
- Green highlighted spellings and number reversals will be practised three times on the lines.
- All work is presumed to be independently completed unless marked with T (Teacher assisted) or TA (Teaching Assistant assisted).

Assessment

- Year 1 phonics screening - June
- We will discuss your child's progress and next steps during parents evenings and in their annual report.

Maths in Year 1

We follow a Concrete Pictorial Abstract approach to teaching Maths and have a wide variety of manipulatives available for the children to use.

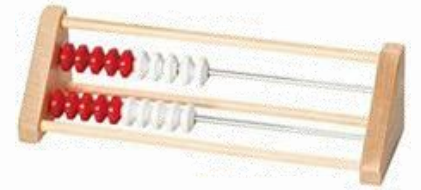
- Number and Place Value (within 10 $\rightarrow$ 20 $\rightarrow$ 50 $\rightarrow$ 100)
- Addition & Subtraction (within 20)
- Properties of shape
- Multiplication & Division
- Measurement - Length & Height / Mass & Volume / Money / Time
- Fractions
- Position and direction



Mastering Number Programme



In addition to our Maths lessons we also develop the children's fluency and number sense by teaching the Mastering Number Programme.



This not only enables children to be confident in recalling their number bonds, halves, doubles and subitising skills but it also exposes them to the structures and patterns that are present in Maths.

Writing genres

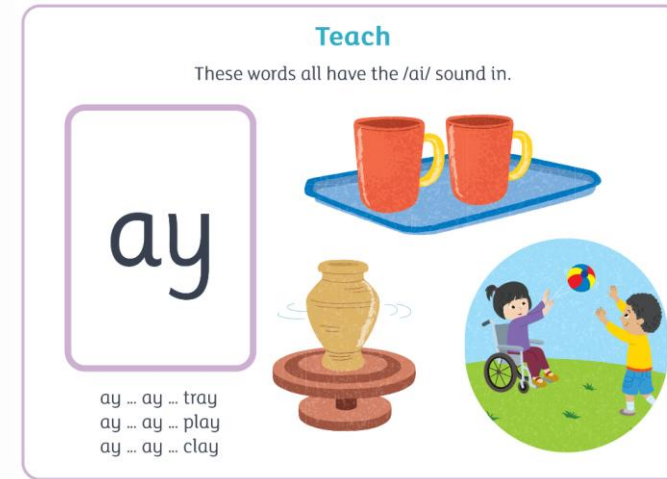
- Predominantly Narrative
- Exposure to other genres, such as:
 - Letters
 - Poetry
 - Recounts

Focus for Year 1

- Letter formation (print)
- Basic SPaG:
 - Capital letters
 - Full stops
 - Finger spaces
 - Common Exception Words
 - Phonically plausible
 - The conjunction 'and'

Reading in Year 1

- Our main focus is teaching your children to decode via phonics (ELS).
- Comprehension skills are developed during whole class stories and 1:1 reading sessions.
- It is our aim to hear your child read 1:1 a minimum of twice a week.
- We regularly complete assessments to identify gaps and accurately match a child's reading book to their ability.
- We visit the library weekly and issue each child with a library book.



Home Reading

- In Year 1 we send home 3 books at a time and these should be read 3 times.
- Once a week your child's reading will be checked and a member of staff will acknowledge the reading happening at home.
- As in EYFS, no comments will be written in your home link book. Your children are still being read with in school regularly - it is a core principle of our teaching of reading at Lilliput.
- We encourage you to read with your children daily (approximately 10 minutes per day) to build fluency.
- Mr Allington's Reading Challenge

Monday - Red Group

Tuesday - Blue Group

Wednesday - Green Group

Thursday - Yellow Group

Friday - Purple Group

MYSTERY READER

To promote a love and excitement for reading, we invite a member of each child's family to sign up to come into school and read a story to the class.

The exciting part is that the children won't know who their Mystery Reader will be!

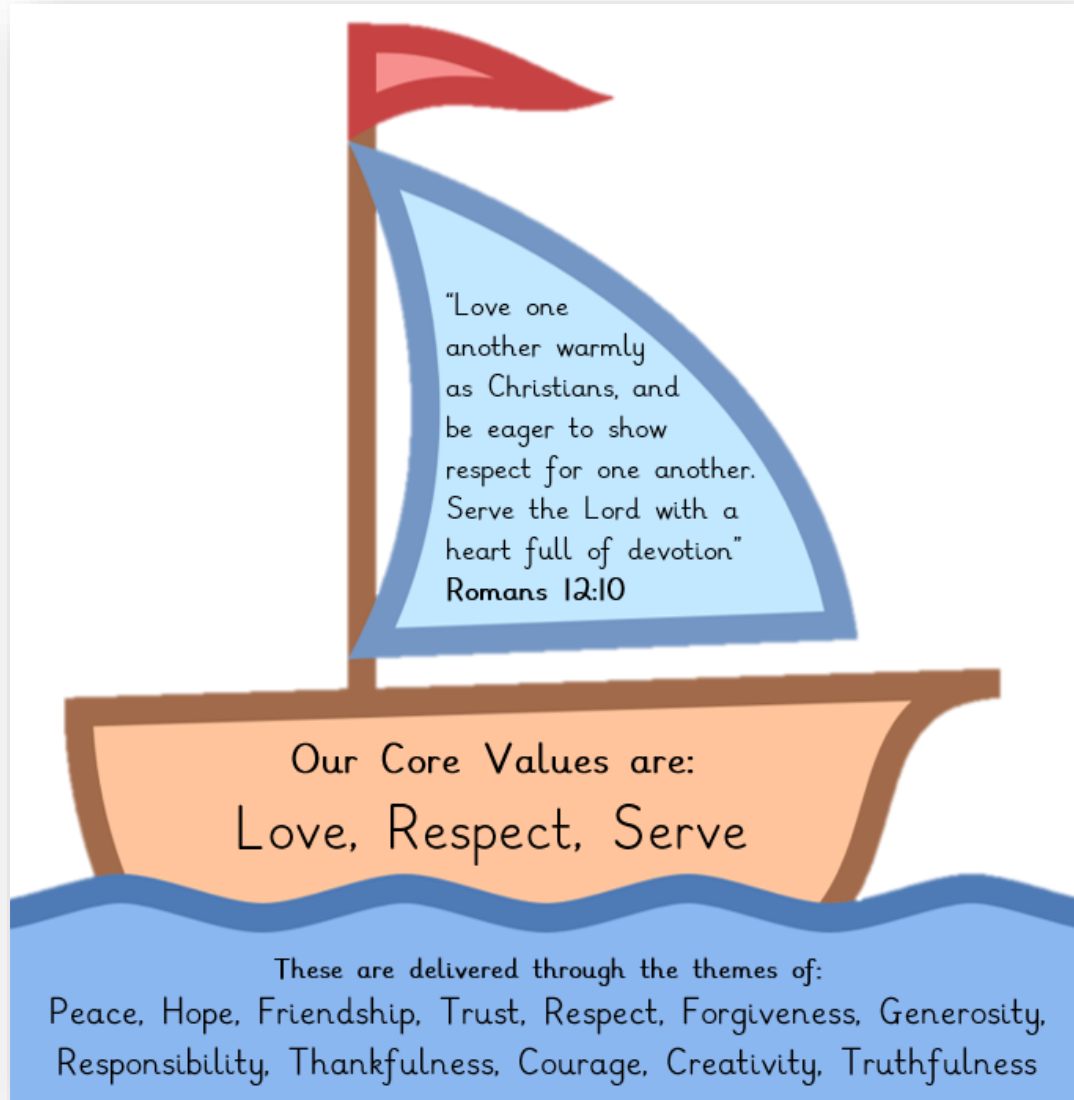
We will put a sign-up sheet outside each classroom entrance so that families can choose a Monday afternoon to take part in this year's 'Mystery Reader'.

Mystery Reader sessions will take place on Monday afternoons at 2:45pm. If you have signed up, please arrive at the school office just before 2:45pm, and a member of the team will bring you to the classroom.

We look forward to welcoming you into school and sharing a special story with the children! 📖 ✨

Mystery Reader!		
Bumblebees		Please sign up here:
Thank you for inspiring a love of reading at our school!		
MONDAY	30 th September 2024	
MONDAY	7 th October 2024	
MONDAY	21 st October 2024	
Half term		
MONDAY	4 th November 2024	
MONDAY	11 th November 2024	
MONDAY	18 th November 2024	
MONDAY	25 th November 2024	
MONDAY	2 nd December 2024	
MONDAY	9 th December 2024	
MONDAY	16 th December 2024	
Half term		
MONDAY	13 th January 2025	
MONDAY	20 th January 2025	
MONDAY	27 th January 2025	
MONDAY	3 rd February 2025	
MONDAY	10 th February 2025	
Half term		
MONDAY	24 th February 2025	
MONDAY	3 rd March 2025	
MONDAY	10 th March 2025	
MONDAY	17 th March 2025	
MONDAY	24 th March 2025	
MONDAY	31 st March 2025	
Half term		
MONDAY	28 th April 2025	
MONDAY	12 th May 2025	
MONDAY	19 th May 2025	
Half term		
MONDAY	2 nd June 2025	
MONDAY	9 th June 2025	
MONDAY	16 th June 2025	
MONDAY	23 rd June 2025	
MONDAY	30 th June 2025	
MONDAY	7 th July 2025	

Our school vision and values



We come together for an act of daily collective worship in the school hall led by a member of the SLT.

We also have weekly reflection time in class where we focus on the value of that half term.

On Friday we celebrate the children's successes in our Star of the Week assembly.

We encourage children to have a growth mindset, to be resilient and to learn from their mistakes.

INSTEAD OF...	SAY THIS...
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

Our behaviour policy



The Lilliput Way

Loving one another, respecting one another, serving one another.



Love



Respect



Serve

We show love by...

-  Using kind hands and words.
-  Offering help and support to those who need it.
-  Showing good manners to adults and our peers.
-  Including people in our games.

We show respect by...

-  Following the rules.
-  Looking after the school and everything in it.
-  Raising my hand when I want to speak.
-  Showing 'wonderful walking' and 'super sitting'.
-  Working hard in lessons.

We serve others by...

-  Being a role model to my peers, especially those who are younger than me.
-  Keeping the school clean and tidy.
-  Contributing my thoughts and ideas.
-  Helping those in need.
-  Supporting others to show the 'Lilliput Way'.



Key Shared Language

Loving one another, respecting one another, serving one another.



Love



Respect



Serve

Wonderful Walking

Straight backs, sealed lips, hands together.

Super Sitting

Crossed legs and arms, sealed lips, eyes on the speaker.

Marvellous Manners

Ask (don't tell), say please and thank you, greet others.

Choice

Your choice to... is/is not showing our value of... because... We do it the Lilliput Way by...

Chance

We have spoken about your choice to... This is your final chance to show the Lilliput Way by...

Consequence

You are still not showing the Lilliput Way so now I am giving you a C1/C2/C3 which means... At Lilliput we...

Our behaviour policy



Emotional Coaching

Loving one another, respecting one another, serving one another.



Step 1: Labelling

Respond and engage with the child by recognising, validating and labelling the feelings that children are experiencing.



- ♥ "I can see that you are feeling..."
- ♥ "I wonder if you feel..."
- ♥ "I would feel... if that happened to me."
- ♥ "It's okay to feel... about... when that happens to you."



Step 2: Limit Setting

Support the child by co-regulating before teaching children about appropriate responses by setting clear boundaries.



- ♥ "While it's okay to feel... it's not okay to..."
- ♥ "Everyone feels... but it's not helpful to..."
- ♥ "Remember, we use words to tell people when..."



Step 3: Problem Solving

When the child is calm and relaxed, explore alternative responses to feelings which are age and stage appropriate.



- ♥ "Let's think about what you could have done instead."
- ♥ "Can you think of a different way to deal with your feelings instead of...?"
- ♥ "What will you do next time you feel like this?"



Promoting Positive Behaviours

Loving one another, respecting one another, serving one another.



Consequences



Adults in School
Choice, chance, consequence.



Consequence (C1)
-1 Dojo Point



Consequence (C2)
-1 Dojo Points
5 minutes of reflection time with class teacher.



Consequence (C3)
-1 Dojo Points
10 minutes of reflection time & visit to Year Lead in first instance, AHT in second and HT in third.



Parents Consulted
Parents informed via conversation with Class Teacher in first instance, AHT in second and HT in third.



Individual Behaviour Plan
Internal referrals such as ELSA, Stormbreak, SENDCo, etc.



Individual Behaviour Plan Review
External referrals to outside agencies to offer specialised support.

Celebrations



Adults in School
Verbal praise given, linked to core values.



Adults in School
Dojos given, linked to core values.



Lunchtime Stars
Classes rewarded with stars for positive lunchtime behaviours. 10 stars earns them a class reward.



Reading Explorers
Children are awarded a certificate for reading 70 times over the term.



Star of Week Certificate
Awarded for embodying core values throughout the week.



Shining Light Award
Awarded for embodying core values throughout the term.

Rewards

- Star of the Week (linked to our core values of love, respect, serve)



- Dojo points are given and totalled up at the end of the week. The winning class with the most amount of Dojo points receive extra playtime.
- Sports Person of the half term.
- Shining Light Award per term.
- Class Mascots - These are sent home every Friday. Please fill in the diary so your child can share their adventures with their mascot back in class.

Homework

- A piece of Maths homework is available to do in your home maths booklet each week.
- Spellings will be set weekly and children will be tested on these on a Friday. There are three columns in their booklets for them to practise their spellings a minimum of three times throughout the week ahead of the test.
- Phonics homework will go home after half term.
- All homework apart from spellings is optional

Homework

- Spellings will be set weekly and children will be tested on these on a Friday. There are three spaces on their sheet for them to practise their spellings a minimum of three times throughout the week ahead of the test. Test are completed in their books at the back for you to see how they got on.
- A minimum of 5 short reads minutes weekly with comments in reading diaries that reflect this but we do encourage reading to be as often as possible. Drop it for 10.

Term: Autumn 1	Week: 2	Focus: s, ss, ck	
	Practice 1	Practice 2	Practice 3
<u>sit</u>			
<u>fuss</u>			
<u>kiss</u>			
<u>lick</u>			
I			
the			
Date:			
Want a challenge? Please practise using these words in sentences too!			
Set: Friday 13 th September		Test: Friday 20 th September	

- Class Mascots - These are sent home every Friday. Please fill in the diary so your child can share their adventures with their mascot back in class. Please do not include any photos of your child in these books

Housekeeping

- Book bags - please ensure you empty your child's book bag every night. They are allowed one small keyring attached to their book bags as we don't have the storage space for large toys to be attached.
- Book bags should include the child's home learning folder. Their reading books, reading record and spelling books should be kept in there at all times. The children are then responsible for getting these out in the morning and putting them in their colour box.
- If your child is being collected by someone not on their going home form, please make sure you have informed the office, especially if they are going to a club.
- Hair longer than shoulder length must be tied up for both boys and girls.
- Water bottles can be purchased from the school office and will be labelled in class. Please ensure your child has their water bottle in school every day - this needs to be a **school water bottle** and only contain water.
- Please avoid bringing in items from home eg toys, cards, cuddly toys.

Housekeeping

- Please name all uniform and PE kits, especially jumpers/cardigans, hats, coats, scarves and gloves!
- PE kits should be worn on your child's PE days. If it looks like rain, please ensure that your child has a raincoat as well. When the weather gets colder, please ensure that they have warm jogging bottoms, coat, etc as we still go outside!
- Stud earrings only. These must be removed or taped at home on PE days.
- Please do not send your child in with any jewellery/wrist bands etc. No smart watches please. No nail polish please.
- Drop off - please leave quickly after you have dropped off your child at their classroom.

Young Carers

- A young carer is a child under 18 who cares for, shares caring responsibilities for, or whose day-to-day life is impacted by someone at home. This could be because a parent, sibling or grandparent has an illness, disability, mental health condition or substance misuse issue.
- Caring responsibilities can affect a child's: Attendance and punctuality, Learning, homework and academic progress, Emotional wellbeing, Friendships and opportunities to socialize, Tiredness and ability to concentrate, Sense of belonging and self-worth
- We provide making memories days, access to ELSA, priority for interventions, support through other agencies, young carer groups
- Who qualifies?
- Email the office if you think you qualify.
- It's all about support!

Pupil Premium Funding

The Pupil Premium grant paid to schools is a government initiative designed to target resources to those pupils deemed to be from a disadvantaged background.

The 2024 - 25 grant is made up of the following for eligible pupils:

- - Pupils eligible for free school meals in the last 6 years - £1,480
- - Looked After Children - £2,570 (Pupil Premium Plus)
- - Children adopted from care - £2,570
- - Children from families with parents in the armed forces - £340

We use the grant in a number of ways to ensure it benefits eligible children in order to help them achieve their potential both academically and socially. The main ways in which the money is spent is:

- To fund or part-fund the provision of Teaching Assistant support for individuals, small groups and classes to help children achieve their academic potential.
- To fund the provision of specific resources and academic interventions to support and improve achievement.
- To fund the provision of Teaching Assistant support for non-academic interventions such as ELSA and Forest School sessions to help increase self-esteem, develop social skills, improve relationships and confidence etc.
- To subsidise school trips, Creative Club before and after school, uniform, extra-curricular clubs, milk subscriptions, visitors and performers to school.

Who can apply for Pupil Premium funding?

Your child might be able to get pupil premium funding if you receive any of the following:

- Income Support
- Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- The guaranteed element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit. You must also have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit - if you apply on or after 1 April 2018, your household income must be less than £7,400 a year (after tax and not including any benefits you get)

You can find more information on how we specifically spend this funding on our website under the Pupil Premium tab which also includes a link to the [BCP Council's application page](#).

Attendance

- Children do better if they attend school regularly.
- A child with 95% attendance has actually missed nearly 10 days of school.
- Attendance is monitored at Lilliput and parents will be contacted when their child's attendance dips below 95%.
- Mrs Chambers will only grant leave of absence from school in exceptional circumstances (defined as rare, significant, unavoidable and short).
- Requests should be made using the Request for Leave of Absence form available on the website or at the office. These must be submitted before any absence is taken.
- Family holidays/breaks and family birthdays are not considered 'exceptional'.
- Absences that are not agreed should not be taken. The Local Authority will issue fines for such unauthorised absences.

- If you would like a quick word then please speak to your class teacher after school.
- If you require a longer discussion, please email the year leader email (year1lead@lillput.coastalpartnership.co.uk) which is checked weekly to arrange an appointment.

Thank you for joining us today!

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Do you have any questions?