

Tweedmouth West First School

Prospectus 2017-2018



Respect

Responsibility

Resilience



Tweedmouth West First School



Dear Parents and Carers

Welcome to Tweedmouth West First School. The staff and governors here are very pleased that you have chosen our school for these important years of your child's education.

We will do our very best to give your child a good start in life. They will be part of a happy, caring community, where everyone is valued and encouraged.

This brochure gives you lots of information about our school, but please do not hesitate to speak to us if you have any concerns.

Anne Robertson (Head Teacher)



Tweedmouth West First School

Respect Responsibility Resilience

AIMS OF THE SCHOOL

RESPECT, RESPONSIBILITY, RESILIENCE

It is our aim to create an inclusive happy, caring, stimulating and secure environment with the necessary opportunities in which each child is encouraged to develop his/her own natural abilities for learning academically, aesthetically, socially, physically and morally.

We promote respect and friendship and are committed to keeping everyone safe from bullying whatever its form.

The school will promote a healthy lifestyle where children are encouraged to value themselves and others.

The school will provide:

- A creative curriculum that is broad, balanced, inclusive and includes the National Curriculum or Early Years Foundation Stage Curriculum where applicable.
- Opportunities to develop the basic skills of reading, writing and numeracy and ICT to encourage and support enquiring minds, independence and the love of lifelong learning.
- A safe, well ordered learning environment which promotes a sense of belonging, self respect, self control, respect for the feelings and property of others and positive attitudes to life.
- Opportunities for the development and understanding of their own religion and culture and that of others.
- An understanding and appreciation of human achievement in all its forms.
- An understanding of citizenship so that pupils can think globally, value diversity and promote community cohesion.
- Opportunities for children to be creative and critical thinkers in order to reflect upon their learning and deepen their understanding.



Tweedmouth West First School

Respect Responsibility Resilience

Our School Ethos

'School is not a preparation for life, it is part of life.' (Jerome Bruner)

At Tweedmouth West we nurture the individuality of every child. Giving everyone a sense of belonging, self-worth and value.

The children are at the heart of everything we do. We do not see the children as empty vessels to be filled, but as inquisitive, imaginative and lively minds to be cultivated. High expectation enables them to thrive and believe in themselves.

We take every opportunity to meet the needs of our children, and enable them to fulfil their potential. We deliberately create opportunities to broaden horizons and think outside the box.

Through a creative, enquiry based curriculum both outdoors and in, we encourage children to come out of their comfort zone, and take a risk.

We enable them to be independent decision makers, unafraid to use their own initiative. who show respect for the ideas of others, so that they can collaborate and learn to work as part of a team. Through challenges and responsibilities we develop perseverance, tenacity, and resilience.

We aspire for our children to grow up as responsible people with a clear sense of right and wrong; who are well rounded citizens able to make a difference in the world.



General Information

The information in this booklet relates to the school year 2017/2018

The address of the school is:

Tweedmouth West First School
Osborne Road
Tweedmouth
Berwick upon Tweed
TD15 2HS

Tel: 01289 306151
E Mail: Admin@tweedmouthwest.northumberland.sch.uk
Website: www.tweedmouthwest.northumberland.sch.uk

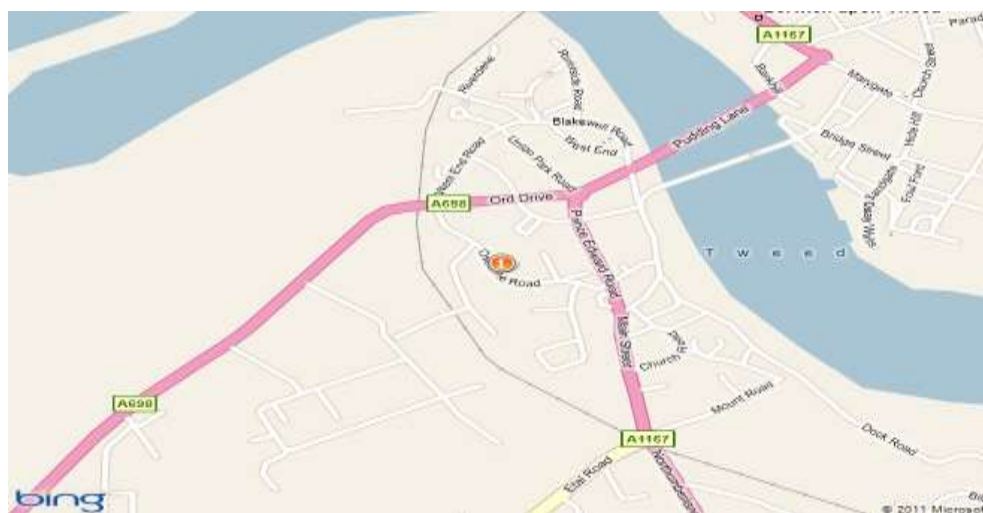
Head Teacher:	Mrs Anne Robertson
Deputy Head:	Mrs Joanne Anderson

Tweedmouth West is situated on the south side of the river Tweed in a well established community. The school has stood on this site since 1906 and was refurbished in 1996 to accommodate five classrooms, a breakfast room, cloakrooms and a large assembly hall.



At first sight our school looks very old fashioned, step inside and you will soon realise that we belong very much to the 21st century.

Directions to Tweedmouth West First School:



Our catchment area includes Dock Road, Main Street, West End, Osborne Road, Northumberland Road, Shielfield Terrace, Hiveacres, Ivanson Road, Valley View and East Ord.

Teaching Staff:

Head Teacher	Mrs A Robertson	
Deputy Head	Mrs J Anderson	
Class Teachers:	Miss L Lewins	Reception
	Mrs J Anderson	Y1
	Mrs Fairnington	Y2
	Mr Harker	Y3
	Mrs Poole	Y4

Support Staff:

School Administrators	Mrs Hannah Hodgson
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Teaching Assistants

Mrs Liz Steven
Mrs Lynn Oliver
Miss Sharon Patterson
Mrs Vicky Davidson
Mrs Stella Cowe

Higher Level Teaching Assistants

Mrs Julie Pick
Mrs Julie Newton
Miss Shona Campbell

Caretaker	Mr Stephen Lennon
Cleaner	Mrs Susan Bell
Unit Manager (kitchen)	Mrs Julie Straughan
Kitchen Assistants	Mrs Susan Parker Mrs Pam Garland
Midday Supervisors	Mrs Susan Bell Mrs Annette Dixon Mrs Louise Frost Miss Sharon Patterson

Governing Body

Governors hold regular meetings at least once a term; they discuss national and local issues and the general management and leadership of the school. Each governor is appointed for four years and when the period of office expires for a parent governor then nominations and elections will be organised as appropriate, and all parents will be notified.

<u>Governor</u>	<u>Appointed by</u>	<u>Appointment Expires</u>
Mrs K Randall (chair)	LA Governor	31.12.18
Mrs A Robertson	Head Teacher Governor	31.18.18
Mrs J Anderson	Teacher Governor	31.05.21
Mr P Stewart	Parent Governor	31.05.18
Mrs C Knox	Community Governor	30.12.18
Mrs J Newton	Staff Governor	31.12 18
Mrs H Hodgson	Associate Governor	01.01.21
Mrs S Mitchell	Clerk to the Governors	31.12.20
Mrs M R Blythe	Co-opted Governor	31.05.19
Mr B Judd	Parent Governor	31.05.19
Mrs L Mole		31.05.21

Pre School Group

There is a pre-school group 'The Red Balloon' on the school site. This is a Committee run group which is not under the governance of the school but who use some school facilities. The Red Balloon is open on the mornings from 9.00 – 12.00 and Monday and Friday afternoons from 12-3p.m. it is situated in the mobile classroom in the playground. Reception class and playgroup staff, share resources in the outdoor learning area.

Many of the children attending red Balloon have a lunch in school, this helps them to settle more easily. Mrs Walsh will be happy to discuss the details with parents.

All enquiries should be directed to Mrs Walsh, tel. 07790967868

Staff:

Playgroup Leader
Deputy playgroup Leader
Playgroup assistants

Mrs J Walsh
Miss Sarah Young
Mrs H Hay, Mrs K Roughead

Admissions

We comply with the guidelines laid down by Northumberland County Council regarding admissions. All parents are required to apply online requesting a place, which must be forwarded to Northumberland County Council by December prior to the year of starting school. Copies of the full admissions policy are available from school or online.

During the autumn term, prior to the year your child starts school, it is advisable to make an appointment to view the school and complete a registration form. You will need to fill out an application form or you can register on line. The County Council will allocate places to children and notify you in April. The Head Teacher will contact you before your child starts school with the arrangements for the induction.

Uniform

Children wear red sweaters/cardigans and grey or black skirts/trousers. We ask that all uniform is named. Uniform with the school logo is available locally from Robertsons although plain supermarket versions are acceptable. Pupils with long hair are required to tie it up and may use small, discreet hair accessories.

Starting School

A lot of time goes into the induction and it is designed to ensure a smooth and happy transition from nursery or pre-school into school life. It is ideal if children attend all sessions. They are as follows:

- An open evening for new parents during the summer term where we discuss curriculum and special educational needs. Parents are also able to chat to staff and view the school.
- The reception teacher and teaching assistant, will make a home visit as a first introduction to your child. The home visit lasts about ten minutes and always proves beneficial to the children and often allays fears about starting school.
- Shortly after this the children participate in a P.E. lesson on the large apparatus, which they enjoy immensely, parents are welcome to observe but for safety reasons no toddlers are allowed.
- Parents and children are welcome to sample a school dinner followed by an activity session.

Partnership working is a strength of the early years. The early years leader has worked with the main preschool providers to develop shared approaches to teaching and assessment. Effective links with parents are in place to help children make a settled transition into school. Where necessary, the school works well with other agencies, such as speech therapists, to ensure that children receive early support.

***Safeguarding in the Reception class is effective and all welfare requirements are met.
(Ofsted March 2016)***

The reception children are currently admitted in September over a 3 day period. Children are full time from the day they start unless parents wish to negotiate part time for children under 5.

If you are interested in discussing this further please make an appointment to see the Head Teacher.

**Prior to starting school we ask that you enable your child to dress and toilet themselves independently.
We also expect children to be able to use a knife and fork and to behave appropriately.**

How classes are organised

In the school year 2017/2018 we expect to have approximately 141 children on roll and they will be placed in five classes. Teaching assistants support learning throughout the school, giving excellent continuity of pastoral care as well as academic support.

The school day

Teachers assume responsibility for the children from 8.50 am until 3.15 pm. The school doors are unlocked at 8.45 and children enjoy the opportunity to mix with their peers and to chat informally to their teacher.

Parents are asked to leave their children at the classroom door and if you need to speak to a teacher then leave a message with the senior teacher on duty in the yard. The main entrance to the office is open from 8.45 – 9.00 and from 3.00 – 3.30. At other times all the doors are locked and access is gained via the main entrance where a buzzer system is in operation.

We teach mostly through topics rather than subjects and most days look like this:

8.00 – 9.00	Breakfast Club
9.00 – 9.05	Registration
9.05 – 9.30	Assembly
9.30 – 10.45	Teaching Session
10.45 – 11.00	Break
11.00 – 11.55	Teaching Session
11.55 – 1.15	Lunch KS 1
12.05 – 1.15	Lunch KS 2
1.15 – 2.30	Teaching session
2.30 - 2.40	Break for KS 1 only
2.45 – 3.10	Teaching Session
3.15	School closes
3.15 – 4.15	After school clubs for 2, 3 & 4 Mon/Tues/Thurs

We comply with the recommendation from the Department of Education for First School teaching time of 21.5 hours per week in KS1 and 22.5 in KS2.

Telephone Numbers

All parents are asked to notify school giving details of a change of address, work or emergency contact numbers, we often have to contact parents of a child has an accident or is ill and needs to be sent home.

ParentMail

Parents are asked to register for ParentMail. All communications and money collection is done directly to your phone/computer.

Health and Safeguarding

SAFEGUARDING and CHILD PROTECTION

Tweedmouth West is committed to safeguarding and promoting the wellbeing of all our pupils.

We will always take a considered and sensitive approach in order that we can support all our pupils because every child's welfare is of paramount importance.

The School Safeguarding and Child Protection Policies are available from the office and website. They apply to all adults, including volunteers, working in or on behalf of the school. These documents demonstrate how everyone working in or for our school, shares a duty to help keep children safe from danger, harm and abuse.

We aim:

- To ensure that children within our school feel safe at all times
- To ensure that all stakeholders are safe and feel that they are able to put the welfare of the children first without concern that there will be any negative consequences attached to their actions
- To ensure that all adults who have contact with children in school have been properly vetted and cleared as suitable to work and support children in our care/charge
- To ensure that all adults who have contact with children in school have been trained to undertake their safeguarding responsibilities effectively.

PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

Safer Recruitment and Selection

The school pays full regard to DFE guidance. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult, including volunteers and staff employed by contractors.

Safeguarding Information for Pupils.

The school is committed to ensuring that pupils are made aware of how to keep safe and become aware of behaviour towards them that is not acceptable .

All pupils know that we have senior members of staff with responsibility for child protection and know who they are.

We inform pupils of whom they might talk to, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm.

PSHE and computing lessons and assemblies are used to help pupils learn how to keep safe.

The Senior Designated Persons for child protection in our school are:
Mrs. Robertson, Head Teacher and Mrs. Anderson, Deputy Head teacher.

Partnership with Parents

The school shares a responsibility with parents and carers to educate, keep children safe from harm and promote their well-being.

We are committed to working with parents and carers positively, openly and honestly.

We ensure that all parents and carers are treated with respect, dignity and courtesy. Tweedmouth West will share with parents any concerns we may have about their child unless to do so may place a child at risk of harm. We respect their right to privacy and confidentiality.

We encourage parents to discuss any concerns they may have with us.

Health and Safety Policy

The school has a health and safety policy, (available on the website) which is monitored each year by the relevant committee of the School Governing Body.

Site Security

Tweedmouth West aims to provide a secure school site but recognises that the site is only as secure as the people who use it. Therefore, all people on the site must adhere to the rules, which govern it.

At Tweedmouth West we believe it is important for children to develop a high regard for the safety and well-being for themselves as well as for others. The ethos of our school encourages excellent standards of behaviour and attitudes.

At the beginning of the academic year members of each class discuss and set their own class rules; these rules are displayed and referred to during the year. Staff model excellent behaviour and mentor children who may be experiencing difficulties in their relationships with others.

We have a clear rewards system which is understood by everyone and sanctions are implemented where necessary. We have a very low incidence of formal sanctions.

Children feel very safe from bullying, racism and any other discrimination and they are fully confident that they can confide in and gain strong support from staff should they feel threatened. Playground Friends act as supportive friends to pupils who may be reluctant to speak to an adult. The behaviour and anti bullying policies are available on request from the school office and the website.

TooT TooT

Children in Year3 and Year 4 have logins for TOOT TOOT make some noise anti bullying online service.

E safety

Children are taught about e-safety and parents are offered e-safety awareness training each year. This is very important as ICT capability is fast changing.

All parents are required to read and sign the Acceptable use policy when the child starts school. For reasons of data security and for the safety of the children videoing is NOT PERMITTED at any school events. On occasion permission may be granted to take still photographs of their own children – but not to capture images of other children, or to share the pictures on social media.

Health

Access Policy Statement

This school recognises that many of its students, visitors and staff, whether disabled or otherwise, have individual needs when using school and facilities. However, we also recognise that for some students, the nature of their disabilities may mean that they experience specific difficulties related to accessing education, and the physical environment. As part of the ongoing commitment to the delivery of an inclusive educational service, we will endeavour to ensure that disabled students receive the same standards of education as able bodied students.

Mrs Anderson is the SENDCO for the school and will discuss any areas and answer any questions about special educational needs.

Medicines in School

If a child needs medicine at a lunch time then parents are welcome to come to school and administer it, although exceptions can be made for children with on going health problems. Children With inhalers are always supervised when using them.

Health Checks

Reception children have a hearing and sight test during their first year and concerns are reported to parents.

Unfortunately the school nurse no longer inspects for head lice so parents/carers need to be vigilant in checking their child's head and must notify school if treatment has been given so that other parents can be informed. A child with head lice should not attend school until treatment has been carried out.

Healthy eating

We enjoy 'Healthy School' status. To achieve this we needed to reach the standards in four core themes, namely:

- Personal, Social and Health Education, including sex and relationship education, drug education (including alcohol and tobacco)
- Healthy eating
- Physical activity
- Emotional health and well-being (including bullying)

We aim to develop an ethos and environment that supports learning and promotes the health and well-being of everyone within the school community.

To achieve this we teach Personal Social Health Education (PSHE) on a weekly basis to all year groups. The planned programme is pertinent to our children's needs and is in line with the Department for Education and Skills guidance. We encourage pupils to share their views on a wide range of issues including the curriculum, teaching and learning, the school environment and their personal needs and requirements. This is done through the school/class councils, questionnaires, Playground Friends and (philosophy lessons).



Lunch time at the Captain's table

Children under the age of 7 receive a free school meal. It is important that low income families apply to the Local Authority for free school meals even if their child is eligible for a free meal already because they are under 7. The reason for this is that your child may be entitled to additional funding (Pupil Premium).

The whole school food policy enables pupils and parents to contribute to healthy eating and where possible we act on your feedback.

We grow, cook and eat a lot of our own fruit, vegetables and herbs. This encourages children to try new foods.

We encourage a positive social interaction at lunch times, staff eat with the children and promote good table manners as well as encouraging children to try new foods.

Children have free and easy access to clean, palatable drinking water. Milk and fruit are also available.

Children have opportunities to learn about different types of food in the context of a balanced diet and how to plan, prepare and cook food. Y4 children enjoy cookery lessons as one of the after school clubs.



Children enjoying school dinner



Children enjoying a Burn's Lunch!

Parents are invited to sample a school dinner with their child before he/she starts school. You will also have other opportunities during the year to enjoy a dinner with your child.

We do not have facilities for children on packed lunches to place their box in a fridge to ensure food is kept at the correct temperature, therefore it is advisable to use an ice block at the bottom of lunch boxes. For safety reasons parents are asked not to send drinks in glass bottles or sweets. Please put names on lunch boxes.

We run a Breakfast Club from 8.00 to 9.00 a.m. each morning and again, care is given to providing a well-balanced breakfast, children are also given the opportunity to complete homework tasks in preparation for the school day.



Breakfast club is very popular!

Physical Activities

We provide a range of opportunities to be physically active, both through the curriculum and out of school clubs. Children are taught how physical activity can help them to be healthy, and how it can contribute to their every day life. Every day starts with Wake and Shake.

All our children receive a minimum 2 hours of structured physical activity each week inside the school curriculum. We also provide opportunities for pupils to participate in a broad range of extra-curricular activities such as hockey, games, cricket, rounders, netball, tennis and golf. These clubs run on a rota basis over the year and are open to years 2, 3 and 4. All children also follow the Activate programme.

We participate with other schools within the partnership in tag rugby, football, cricket, swimming galas and rounders. Some of these activities are co-operative and some are competitive.



Outdoor Sports



Indoor Sports

A change of clothes is required for P.E. lessons and this includes a tee-shirt, shorts (not baggy Bermudas) and sand shoes. These should be kept in a named, drawstring bag and kept on a peg in the cloakroom. All jewellery, including earrings must be removed before lessons.

Children will also need their 'Field clothes' for their outdoor learning day. They will need waterproof trousers, coat and boots.

A suitable swimming costume or trunks must be worn for swimming in Years 1, 2 & 3. On Swimming and PE days children may wear school hoodies and tracksuit bottoms. For safety reasons long hair must be tied back and all jewellery removed before the children enter the water. Swimming lessons are partly subsidised by Northumberland County Council and parents are asked to make a contribution to cover the cost of transport.

***The additional funding for sport and physical education is used effectively to increase the opportunities that pupils have to enjoy physical activities and learn from specialist coaches. This has provided pupils with a wider range of sports, increasing participation and helping them to develop healthy lifestyles.
(Ofsted March 2016)***

Emotional Health and Well Being

We believe in promoting positive emotional health and well-being to help pupils to understand and express their feelings, build their confidence, emotional resilience and their capacity to learn.

Children's behaviour is managed in a positive way, which includes a clear reward system. We celebrate children's achievements at regular assemblies to which parents are invited. We participate in Anti Bullying week and have a clear policy which not only deals with bullies but offers ideas on support and guidance.

In order for our children to be emotionally healthy and enjoy a sense of well-being we encourage children to participate in school activities in order to build their confidence and raise their self-esteem.



Reception children take part in a Dance workshop



Y4 children taught by peers about Islam

The school has very effective systems to improve pupils' self-esteem and confidence. For example the nurture group provides sensitive guidance on improving social skills. Pupils are proud when they are selected to join the head teacher for lunch at the 'Captain's Table' which provides another opportunity to foster self confidence and reward positive attitudes. (Ofsted March 2016)

We expect our children to look after each other and to show compassion for those who are hurt, upset or have problems. We give them opportunities to develop their levels of responsibility and empathy, not only through the curriculum but through nominating themselves as playground friends and school councillors. They also have the opportunity to organise and run the School Book Shop, MacMillan Coffee Morning, Toy Fair etc.



Addressing the Haggis at our Burn's Lunch



working together

Our mantra is "team work" and we identify and praise the qualities of this through the school house system, where Year 4 children self-nominate for the position of House Captain. The children throughout the school then listen to an address from the nominees and vote for the captains. Our houses are Kingsmith, Dahl, Rowling, and Wilson.

Our sporting teams are encouraged to have an excellent attitude to team work, they behave sensibly on all visits and are a credit to the school and their families.



Children about to take part in a football competition



Staff, children and their families camp out on the school field.

Pupils feel safe and valued as members of the school community. They know how to keep themselves safe, including when online. The school's curriculum and a range of visits provide pupils with a good understanding of how to stay safe. The regular teaching in the outdoors provides pupils with opportunities to develop their learning and promote their self-esteem.
(Ofsted March 2016)



Playing and Learning in the Outdoors

The outdoor learning area provides us with a rich environment where children can play on a much bigger scale. They have access to water, sand and construction, and resources that constantly change and encourage their creativity.

In the outdoors, supported by knowledgeable adults, the children can experience at first hand the changes in the weather, the seasons and discover nature for themselves.

We have developed a sustainable village on our school field where the children engage in forest school activities.



We have achieved the Learning Outside the Classroom Mark (silver) for the second time.

Outdoor Learning

We believe that children learn through play and that the curriculum can be delivered out of doors. We value outdoor learning as a means to develop problem solving skills, encourage team work and improve thinking skills, which ultimately lead to deeper learning. Therefore, each class is timetabled to spend a day each week in our learning village. Children take part in activities such as cooking, gardening, maths trails, art, music and English activities.



We use the village, which is based on the Danish forest schools, in all weathers so it is vital that all children have warm, waterproof clothing.



The curriculum is well planned to meet the interests and needs of all pupils. Pupils talk enthusiastically about their work across a range of subjects. After-school clubs and outdoors learning successfully enrich the curriculum. For example, outdoor learning enables pupils to develop gardening and forest skills and prompts their appreciation of care for the environment. (Ofsted March 2016)

Learning through Play



When the children come into the Reception Class, they will find a very inviting and stimulating environment that will enable them to learn as they play. As they follow their own interests and curiosities, they will explore the world around them and make discoveries about how things work and what happens if.....

As we observe them in their play we can find out what they are learning and how to help them develop.

We encourage our children to look beyond themselves and the school to make a contribution to national charities and international developments such as the Samaritan's Purse shoebox appeal, Macmillan nurses, Poppy Appeal, Children In Need and Comic Relief.



Our garden won gold from Northumbria in Bloom for the fifth consecutive year



Children visit the local Parish Church

Playtimes

Playtimes are supervised by teachers, teaching assistants or lunch time supervisors. Children can play in the fast area, designated for ball games or the creative area which has a double stage, seating and tyres. Younger children spend part of their lunch time in the slow area near the garden. During the summer months the field is used for lunch play times.



The large playing field is used for sporting activities and playtimes in fine weather and houses our learning village.



Cookery Outdoors

***During playtimes and lunchtimes pupils are well behaved and engage in lively games or in quieter sociable activities. Well-thought-through support is in place for pupils who need extra guidance and support at lunchtime.
(Ofsted March 2016)***

Curriculum

We aim to develop first rate attitudes to learning, co-operating with others, using initiative and taking pride in work, school and all we do.

To achieve this aim we plan a stimulating and challenging curriculum which engages children's interest and motivates them to achieve and be independent learners. Work is topic based and covers most curriculum areas.

We believe children learn effectively if they can discuss their thoughts and ideas with their peers so lessons frequently include 'talk partners' to help consolidate concepts, answer questions or to build new knowledge together.

Inclusion Policy:

'All children, regardless of race, gender and educational ability have the right to the same educational opportunities as their peers, and have the same right of access to a broad and balanced curriculum'

In the main we seek to encourage and support children with Special Educational Needs or disabilities (SEND) within the classroom environment.

When specific learning difficulties arise interventions will be put in place by the class teacher in consultation with the Special Educational Needs and Disability Co-ordinator (SENDCO). On certain occasions children will need extra support which may be undertaken in a small group situation or a one to one basis.

High achieving children's needs are met for by specially constructed work programmes of extension and higher order skills.
See Gifted & Talented Policy on the Web site.

It is important for each child to feel valued for their own abilities. We endeavour to build self-esteem and their work effort will always be recognised.



Team Work

Effective leadership is provided for pupils who have special educational needs or disability. Well-planned provision in classrooms, additional interventions and nurture groups enable these pupils to make good progress. Parents are very positive about the support that the school provides for pupils who have special educational needs or disability
(Ofsted March 2016)

Mathematics

Our children need to be confident and numerate in order to achieve economic well-being as adults. To equip them with the right skills we teach mathematical exploration, discussion, reasoning about numbers and problem solving. Children are encouraged to use and apply mathematics with great emphasis being placed on discussing methods of working out and opportunities for collaborative work with classmates.

Children take responsibility for helping to run the Book Shop, which involves accounting i.e. recording how much each child has saved, totalling the money on a weekly basis and keeping a simple running record of income and expenditure.

In addition to this, opportunities are created to present mathematics in real life situations, for example, in activities such as shopping for ingredients, cooking, role play in a class shop and the Book Shop, Toy Fair and Book Fair. Children in this school use mathematics in other subject areas such as co-ordinates in Geography, weather recording in Science, weighing and measuring in Technology and ICT for Data Handling. They are expected to consolidate what they have learned at school by learning number bonds and tables at home.



A pattern activity

Literacy

Literacy has a high profile at Tweedmouth West and we believe it is essential to develop good communication skills in language, speaking and listening, reading and writing. We encourage children to have confidence in their own ability to communicate and co-operate with their peers as well as the adults in school and the local community. We develop literacy skills and teach English directly as well as through other subjects such as Geography, History and Science. ICT supports the teaching of literacy by allowing pupils to explore, analyse, exchange and present information responsibly, creatively and with discrimination.

Our children are expected to read every night and to learn their spellings, if appropriate, to ensure they make progress. Children are often asked to do research on a topic and to share their ideas and knowledge with their peers.



Homework

Children are expected to read with an adult at home every day and to learn tables and spellings. From Y2 children use their learning log to follow up work at home and explore ideas which interest them.

Computing

Our pupils are children of the 21st century and we equip them for the world of technology by offering a wide range of opportunities to learn new skills, consolidate ideas and transfer knowledge across the curriculum.

- ICT is used by all pupils in all areas of the curriculum
- All pupils have access to School 360.
- ICT Club allows children without ICT access at home to develop their skills and knowledge and is popular with all age ranges
- The excellent use of interactive whiteboards enriches learning in every subject.
- Children have access to a range of ICT equipment in all classes.
Children learn the basics of computer programming.

We are constantly adding to our ICT equipment and all children have regular use of Ipads, the use of which is enhanced by means of Apple T.V.s



Our Computing Room

Creativity

The arts are given priority in this school and we have been awarded the ARTSMARK in recognition of this.

Creativity and the performing arts are at the core of our curriculum and we place a high priority on thinking skills. All children are involved in performances during their time here. We work very much as a team and teachers use their expertise to contribute to the performance.



We have a thriving school choir, enjoyed by a wide audience. We participate in community events such as, Churches Together. Children are also given the opportunity to learn a musical instrument such as violin, recorder, cello and samba drums.

whole class tuition is on offer to Y3



Pupils are self-confident and prepared to put forward their views in a thoughtful and respectful way. This is because they are taught how to ask questions and listen carefully to the views of others.

(Ofsted March 2016)

Extra Curricular Activities

The majority of children take the golden opportunity to join after school clubs which are led by teachers, teaching assistants or outside coaches. Sports club includes netball, golf, hockey, cricket, rounders, tennis and gymnastics. Art club includes dance, drama, music, choir, art and pottery. We want our children to care about their own well-being as well as their future and the natural world, to foster good attitudes we run a cookery club, wildlife and gardening club and the eco team take responsibility for the re-cycling issues in school. Clubs are spread out over the year and are open to years 2 3 and 4. For children who have shown exemplary behaviour and a good attitude to learning throughout the week there are additional clubs such as orienteering, challenge, travel or drama during Golden time on a Friday afternoon.



Music Session with High School Pupils

Sport

We take every opportunity to meet with other schools, sometimes to compete and at other times to learn new skills but always to meet new people and develop friendships across schools and to build good attitudes to sport.



Football Club





Tweedmouth West awarded Gold Kitemark

Tweedmouth West are one of only 2 schools from the Berwick area to be awarded the Gold Kitemark for their participation in the Sainsbury's School Games Programme during the 2012-2013 Academic year.

The Sainsbury's School Games Kitemark is a Government led awards scheme launched in 2012 to reward schools for their commitment to the development of sporting competition across their school and into the community. Schools in England are able to apply for bronze, silver and gold levels of the Kitemark.

Tweedmouth west scored highly in the following areas to secure their gold award:

- the school's sports participation by all pupils at all levels of ability;
- the competitive sports provision offered to the largest range of pupils in a wide number of sports;
- the provision of opportunities that attract less active young people to participate in physical activity;
- the development of a pupil lead School Sports committee or Sports Crew to help plan the school sport programme;
- the development of young sports leaders scheme to deliver and run sport within their own school and at inter school level;
- utilise sports coaches to support school sport;
- train wider school staff to deliver sports opportunities to all pupils;
- have good active links with local sports clubs.

Dave Pick, North Northumberland School Games Organise congratulated all pupils, staff, coaches, volunteers and parents for such good work in PE and School Sport when he presented the school with their award.

Thinking Skills

At Tweedmouth West we believe children should be equipped with the skills that will allow them to think for themselves and to learn as well as possible. Philosophy is used throughout the school to help children process information, ideas and abstract concepts. They develop their reasoning skills and begin to choose the correct vocabulary so others will understand them properly. They also refine their questioning, think creatively and evaluate and judge ideas. Some of the strategies we use are: mysteries, ranking and linking activities, concept and mind-mapping, odd - one - out and creative and lateral thinking.

Philosophy for Children

In Philosophy for Children pupils are being taught to question, hypothesise, reason, give examples and make connections to each others ideas.

Following a shared stimulus Y3&4 children formulated the following questions:

'Why do people lock animals up instead of letting them have their freedom?' 'Why are some people greedy?'
'Why can't people be friends with people who are different?' 'How can families protect the world from war?'

We frequently ask parents for feedback on a variety of issues. These are some of their comments regarding Philosophy:

'Olivia's reasoning has improved. She is always considering the consequences of certain actions and ideas. Also, her range of vocabulary has improved. She often surprises us with the words she uses.'

'We feel philosophy has been one of the factors that has improved Robyn's confidence. She shares many of her philosophy session with us and is always curious about our opinions.'

***Pupils' spiritual, moral, social and cultural development is well promoted by opportunities to develop tolerance and consideration for the needs of others. This work reflects the school's principles of respect, responsibility and resilience, which are developed with all pupils.
(Ofsted March 2016)***

We encourage children to engage in decision making at Tweedmouth West, in order to support the community and develop enterprising behaviour. We believe it is important for children to be law abiding and to behave well in and out of school, to develop positive relationships and choose not to bully or discriminate. We work towards children being self-confident and successful in dealing with significant changes and challenges.

The Senior School Council is made up of pupils from Y3 & Y4 and they are the nucleus of the school community. They take on the executive positions of chair, secretary and treasurer and are responsible for drawing up the agenda, under the careful guidance of Mrs Robertson, Head Teacher.

In the past the School Council raised money for playground furniture; they were successful in obtaining a 'doggie bin' outside school; surveyed parents, governors, pupils and staff for their views on school uniform and attended the annual Pupil Voice Conference. They are now busy helping to improve the quality of learning by looking at opportunities for learning outdoors.

Each term we hold our own pupil voice conference when class representatives feedback to the whole school their thoughts on our school learning environment.

Playground Friends, Anti-Bullying Buddies, book shop helpers, young sports leaders also play a leading role within school community by caring for younger children, role modelling good behaviours and helping to run Book Shop.



School Council delegates at the Berwick Pupil Voice Conference

Parents

Our relationship with parents/carers is a key factor in ensuring the children make a positive contribution. Parents are encouraged to support events such as Family Fun Days, Treasure Hunts, Barbecues and bingo nights. Money raised from such events is crucial for buying books and other equipment for school.

We have forums at the beginning of each term to share the work we plan to cover. Parents/carers are offered guidance in how they can support their children's learning both in school and at home.



Our children visited The Alnwick Garden

Parents and families are welcome to attend a Celebration of Learning at the end of each half term. Consultation meetings for parents/carers to meet with teachers are held in the Autumn and Spring terms and parents receive a written report about their child's progress in the summer term.

Helpful things to know

Telephone Numbers

All parents are asked to notify school giving details of a change of address, work or emergency contact numbers, we often have to contact parents if a child has an accident or is ill and needs to be sent home.

Availability of Documents

Policies relating to the curriculum, aims and Health and Safety are available for parents to read, some are available on the school website. Please contact the Head Teacher if you wish to have access to documentation.

Concerns and Complaints

Fortunately complaints are few and far between but when they do arise it is best to make an appointment to speak to the Head Teacher as soon as possible and every effort will be made to resolve the problem in an informal way. If, however, you feel that the problem has not been resolved to your satisfaction you can follow the complaints procedure and write to the Chair of Governors stating your case. The Head Teacher will forward your letter of complaint.

Children's Records and Data Protection

Basic information about pupils is held on computer to assist with the organisation of the school and the children's educational needs. Security measures are taken to ensure that the information is kept confidential and is only available to authorised staff.

Behaviour

Children are treated with respect and taught to respect others.
We have high expectations and expect good behaviour.
Bullying is not tolerated.

Punctuality

Please ensure that your child arrives on time as it is very stressful for children to rush into school at the last minute.

Attendance

Good attendance is important because school work becomes easier, children make better progress, they achieve better exam results and have better job prospects. Being punctual and attending well establishes good habits which prepare children for adult life.

For safety reasons, we need to know why children are absent from school, therefore it is important that parents contact school on the first day of illness and preferably every day a child is absent from school. Parents receive a record of attendance every half term and children with 100% attendance at the end of the year receive a Book Voucher.

We work in partnership with the community police, school nurse, local council, the fire brigade and social services, who often work with children on Health and Safety issues.

If your child has to visit the clinic, doctor or dentist we request that an after school appointment be made whenever possible. If this is not possible then advance notice must be given to the class teacher. We do not allow a child to be taken out of school by a relative or friend unknown to the teacher and without parental notification.

Holidays in Term Time

May not be taken and leave of absence is only granted in exceptional circumstances.

Tweedmouth West follows the Partnership Policy

Please do not ask as refusal often offends.

THE BERWICK PARTNERSHIP OF SCHOOLS

School Term Time Leave Guidance; DfE Guidelines

As of August 2013 the DfE has amended the 2006 regulations around Term-time holidays. These amendments remove references to “family holiday” and “extended leave” as well as the “statutory threshold of 10 school days”. The amendments made clear that Head Teacher may not grant any leave of absence during term time unless there are exceptional circumstances. If leave is granted, Head Teachers should determine the number of school days a child can be away from school.

Parents are not entitled to remove children from school for holidays, leave of absence must be applied for and the decision to authorise absence rests entirely with the head teacher.

Guidance to Parents/Carers where leave is being applied for in exceptional circumstances:

- Before making arrangements for the leave of absence, Parents/Carers must seek permission from the school in writing.
- The letter should indicate if siblings attending another school in the Partnership are also requesting leave.
- The actual date that the child will return to school must always be provided by the Parents/Carers.
- Parents/Carers may be asked to attend a brief appointment to discuss the application.
- Leave is unlikely to be granted during school exams and the first two weeks of the autumn term.
- The school will carefully consider their request and may take the child’s attendance and attainment records into account.
- Leave of absence and the number of days is granted entirely at the Head Teacher’s discretion.
- Leave is unlikely, however, to be granted for the purposes of as family holiday as a norm.
- The school may set work for the child to do while he/she is away.
- The Head Teacher’s decision is final- there is no appeal mechanism.

Guidance to Schools:

Parents have legal duty to make sure that their child aged 5 – 16, if registered at a school, attends that school regularly. Taking an unauthorised term time holiday would be grounds for issuing a penalty notice according to the local authority’s code.

Only in exceptional circumstances a parent may be granted leave of absence. It is for Head Teachers to determine if the request is exceptional and to determine the number of days a pupil can be away from school. Each request can only be judged on a case by case basis and we expect that head teachers will use their discretion sparingly.

Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.

- The Head Teacher should only grant leave of absence where there are exceptional circumstances relating to the application.

*School will inform the parent/carers, in writing, advising whether the leave has been authorised. It will be made clear the reasons why the decision has been taken and the criteria used. The letter will also explain the category of “unauthorised” absence should that be necessary. **The 2013 amendments to school attendance regulations [2006] remove references to family holidays and extended leave as well as the statutory threshold of ten school days. The amendments make clear that leave may only be granted in exceptional circumstances***

If a Child If a Child

If a child lives with criticism - it learns to condemn.

If a child lives with hostility – it learns to fight.

If a child lives with ridicule – it learns to be shy.

If a child lives with shame – it learns to be guilty.

If a child lives with tolerance – it learns to be patient.

If a child lives with encouragement – it learns confidence.

If a child lives with praise – it learns to appreciate.

If a child lives with fairness – it learns justice.

If a child lives with security – it learns to have faith.

If a child lives with approval – it learns to like itself.

**If a child lives with
acceptance and friendship
it learns to find love
both in itself and in the world.**

