

# Tweedmouth West First School

*Prospectus 2019-2020*



**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**

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 it's 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. We give 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 for them to broaden their 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 the children to be independent decision makers, unafraid to use their own initiative. To 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 the children 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 2019/2020.

The address of the school is:

Tweedmouth West First School

Osborne Road

Tweedmouth

Berwick Upon Tweed

TD15 2HS

Tel: 01289 306 151

E-mail: [admin@tweedmouthwest.northumberland.sch.uk](mailto:admin@tweedmouthwest.northumberland.sch.uk)

Website: [www.tweedmouthwest.northumberland.sch.uk](http://www.tweedmouthwest.northumberland.sch.uk)

Head Teacher: Mrs Anne Robertson

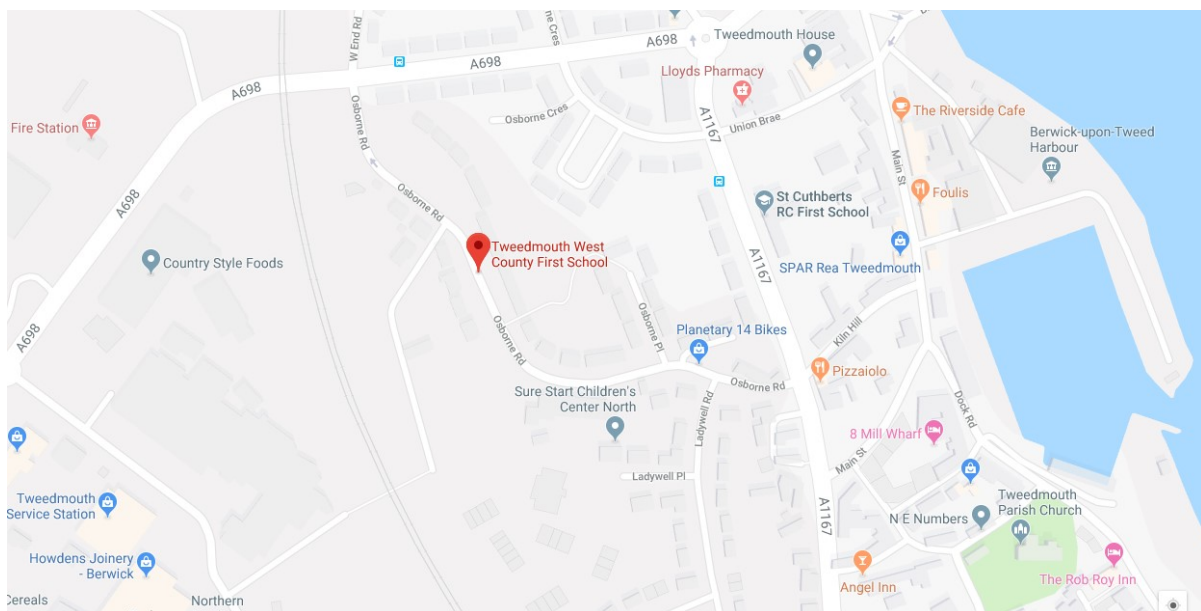
Deputy Head: Mrs Joanne Anderson

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, a computer room and a large assembly hall.



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

The location of Tweedmouth West First School:



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

## **Staffing**

Head Teacher: Mrs A Robertson

Deputy Head / SENDCO: Mrs J Anderson

Class Teachers: Miss A Huntly Reception Class

Mrs J Anderson Year 1

Mrs P Fairnington Year 2

Mr G Harker Year 3

Mrs V Poole Year 4

Miss L Batham Year 4

Support Staff: Mrs H Hodgson Administrator

Mrs J Pick Higher Level Teaching Assistant

Miss S Campbell Higher Level Teaching Assistant

Mrs J Newton Higher Level Teaching Assistant

Miss S Patterson Teaching Assistant

Mrs S Cowe Teaching Assistant

Mrs L Mole Teaching Assistant

Miss Y McLeod Teaching Assistant

Mr J McLeod Caretaker

Mrs S Bell Cleaner

Mrs J Straughan Unit Manager (Kitchen)

Mrs P Garland Kitchen Assistant

Mrs S Parker Kitchen Assistant

Mrs S Bell Midday Supervisor

Mrs A Dixon Midday Supervisor

Mrs S Cowe Midday Supervisor

Miss S Patterson Midday Supervisor

Miss L Dixon Midday Supervisor

Mrs L Mole Midday Supervisor

## **Governing Body**

Governors hold regular meetings at least once a term; they discuss national and local issues as well as the general management and leadership of the school.

Each Governor is appointed for four years. 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.

<b><u>Governor</u></b>	<b><u>Appointed by</u></b>	<b><u>Appointment Expires</u></b>
Mrs S Mitchell	Clerk to the Governors	31.12.2020
Mrs K Randall (Chair)	LA Governor	31.12.2022
Mrs A Robertson	Head Teacher Governor	31.12.2022
Mr J Rutherford	Parent Governor	31.05.2022
Mrs C Richards	Parent Governor	01.01.2023
Mr P Stewart	Parent Governor	01.01.2023
Mrs J Anderson	Staff Governor	31.05.2021
Mr C Elliot	Co-opted Governor	31.05.2022
Mrs J Newton	Co-opted Governor	31.12.2022
Mrs H Hodgson	Associate Governor	31.05.2021
Mrs L Mole	Associate Governor	31.05.2021

## **Pre School Group**

The Red Balloon pre-school is situated in the mobile classroom on the playground.

This is a committee run group, which is not under the governance of the school.

The children at Red Balloon come into school on a daily basis to use the toilets, have PE in the hall, and to have lunch. Because of this, those children who go on to attend the school find the transition much easier.

Mrs Walsh will be happy to discuss any enquiries from parents.

Please contact her on:- 07790967868

Staff:

Playgroup Leader: Mrs J Walsh

Deputy Leader: Miss Sarah Young

Playgroup assistants : Mrs Heather Hay  
Mrs Karen Roughead  
Miss Sarah Lang

## **Admissions**

We comply with the guidelines laid down by Northumberland County Council regarding admissions.

All parents are required to apply for first school places online, on the Northumberland County Council School Admission website. The admissions portal opens during November for children due to start school the following September. The portal closes during January. (Exact dates differ from year to year, please check with the school or on the Northumberland County Council Website to confirm).

Copies of the full admissions policy are available from school or online.

If you would like to view the school prior to making your application you are very welcome to do so, please contact the school office to make the appointment.

Northumberland County Council allocate all school places in April, confirmation will be sent directly to the parent / carer who applied for the place.

If you are allocated a place at Tweedmouth West, the Head Teacher will contact you to confirm details of the new starter induction which will begin during the Summer Term prior to your child starting school in September.

## School Uniform

At Tweedmouth West we encourage children to wear school uniform. It gives children a real sense of belonging, and is very hardwearing. Children will often come home from school dirty, and school uniforms are designed to withstand everything the children need to do to learn.

Tweedmouth West logo'd jumpers, cardigans and hoodies are available to purchase from local suppliers but are not compulsory.

Our uniform includes:

- Red jumper or cardigan
- White shirt or polo shirt
- Grey skirt or trousers
- Black shoes

PE kit:

- Red t-shirt / polo shirt
- Black shorts
- Sandshoes / plimsols / trainers

Red hoodies and plain black tracksuit bottoms are optional – these are useful for swimming / field days, and for outdoor PE sessions.

Year 3/4 can wear **plastic** studded football boots for outdoor football / tag rugby, but are not compulsory.

Swimming:

- Suitable swimwear\*
- Towel

\*Girls must wear one piece swimming costumes and boys must wear trunks or shorts no longer than knee length (These are the guidelines set by our swimming pool staff).

Field Kit:

Children will spend lots of time outside in all seasons and will therefore need a mixture of all of the following throughout the year depending on weather conditions.

- T-shirt
- Sweatshirt / fleece jumper
- Warm trousers (no jeans)
- Tights / leggings / thermals for under trousers in winter
- Warm socks
- Hat, gloves and a scarf
- Wellington boots
- Waterproof suit or separate trousers and jacket (essential for all seasons)
- Wind and waterproof coat

**Please make sure all children's clothing is clearly labelled**

## **Starting School**

A lot of time goes into our new starter 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 invited into school to sample a school dinner which is followed by an activity session.

The reception children are admitted in September over a 3 day period. Children are full time from the day they start. 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.

***“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 school day**

In the school year 2019/2020 we expect to have approximately 140 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.

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.

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

8:00	to	9:00	Breakfast club
9:00	to	9:05	Registration
9:05	to	10:30	Teaching session
10:30	to	10:45	Assembly (Tues / Wed / Fri)
10:45	to	11:00	Break
11:00	to	12:00	Teaching session
12:00	to	12:30	Lunch 1st sitting
12:30	to	1:00	Lunch 2nd sitting
1:00	to	1:15	Daily mile
1:15	to	2:30	Teaching session
2:30	to	2:40	Break (Reception / Year 1 only)
2:40	to	3:15	Teaching session

School closes at 3:15, children are collected from their classroom door.

We comply with the recommendation from the Department of Education for First School teaching time of 21.5 hours per week in KS1 (Reception & Year 1) and 22.5 in KS2 (Year 2, 3 & 4).

Children will need their reading folder, a water bottle and their PE kit in school each day.

Reading folders, water bottles and PE bags Are available for sale in the school office or in your Parentmail shop.

## **School Contact with Parent / Carers**

### **Parentmail**

Tweedmouth West use an app called Parentmail to communicate with parents / carers. All parents are asked to register with parentmail throughout the induction process. Using this online platform we are able to safely and effectively:

- ◆ Request information from you
- ◆ Communicate relevant information with you regarding your child or things that are happening in their class.
- ◆ Send out school diary and term dates.
- ◆ Send you forms giving permission for trips.
- ◆ Send you menu choice for our school dinners.

As well as all the above its an easy and convenient way to purchase school folders, art portfolio's or to pay for milk or school trips etc.

Please ensure you keep us updated with any change of address or telephone numbers in case we need to contact you in the event of illness or accident.

## **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, 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 school 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. The behaviour and anti-bullying policies are available on request from the school office and the school website.

### TooTooT

Children in Year 4 have logins for Tootoot, an 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 their child starts school.

### Photographing Children

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.

For safety reason some children in school are not allowed to be photographed, before your child starts school you will be asked if you are happy for your child to be photographed:

A - for use within school

B - for use on the school website

# NORTHUMBERLAND

Northumberland County Council



Dear Parent/Carer

I am writing to inform you about Operation Encompass. This is a new innovative project in which schools in Northumberland are participating, and which is run in partnership with Northumberland County Council and Northumbria Police. Many other Local Authorities both nationally and locally have successfully implemented Operation Encompass.

Operation Encompass which commences 3<sup>rd</sup> April 2017, aims to support children and young people who are affected by domestic abuse. Witnessing domestic abuse is really distressing for a child or young person, who often see the abuse, hear it from another room, see a parent's injuries or distress afterwards or can be physically hurt by trying to stop the abuse.

As a result, following any domestic abuse incident being reported to the police, the Police will make contact with Children's Social Care who will then communicate relevant and necessary information to nominated school staff. This will ensure that the school is made aware at the earliest possible opportunity and can subsequently provide support to children in a way that means they feel safe and listened to.

Each school has members of staff (key adults) who have been fully trained in liaising with police and Children's Social Care when required, and will ensure that the necessary support is made available to the child or young person following the disclosure of a domestic abuse incident.

I believe that this project demonstrates our school's commitment to working in partnership to safeguard and protect children, and to providing the best possible care and support for our pupils.

In the meantime, if you would like to speak to someone further about the project or require further information please contact our key adults in school who are Mrs Anne Robertson or Mrs Joanne Anderson.

You can also find out more information here <http://www.operationencompass.org/> and <http://www.bbc.co.uk/programmes/p03y9r5h>

Yours,

*Mrs Anne Robertson*



Dear Parent/Carer

I am writing to inform you about Operation Endeavour. This is an innovative project in which schools and colleges in Northumberland are participating, and which is run in partnership with Northumberland County Council and Northumbria Police.

Operation Endeavour which commences in November 2018, aims to support children and young people who go missing from home. Children who go missing from home are at risk of significant harm and they may be vulnerable to sexual exploitation, violent crime, gang exploitation, or to drug and alcohol misuse.

As a result, following any report of a child going missing to the Police, the Police will make contact with Children's Social Care who will then communicate relevant and necessary information to nominated school staff.

Each school has members of staff who have been fully trained in liaising with the Police and Children's Social Care when required, and will ensure that the necessary support is made available to the child or young person following their return.

I believe that this project demonstrates our school's commitment to working in partnership to safeguard and protect children, and to providing the best possible care and support for our pupils.

In the meantime, if you would like to speak to someone further about the project or require further information, please contact myself in the first instance.

Yours Sincerely

*Mrs Anne Robertson*

Headteacher

## **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 ongoing health problems. Children with inhalers are always supervised when using them.

### **Health Checks**

Reception aged children have a Height and Weight check, any concerns are reported to parents.

### **Headlice**

All parents will be made aware of any incidents of headlice, please check your child's hair regularly and treat as necessary. If your child has headlice they need to be treated before they can come to school. If your child comes to school with lice they will be sent home to be treated to prevent spread, please ensure you treat the whole family.

## Healthy Eating

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 the choice of two lunch options each day which are chosen in advance. In addition to their lunch choice they can choose from a range of salads from our salad bar. A variation of water, milk or fruit juice is also served.



*Lunch on the Captain's Table*

We encourage all children to have a healthy, balanced diet. We ask parents who provide a packed lunch for their child to ensure that it is healthy and nutritious.



*Burns Day Celebrations*

All children in key stage 1 receive a free school meal. However 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. The reason for this is that your child may be entitled to additional funding (Pupil Premium).

Parents are invited to sample a school dinner with their child before he/she starts school.

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.

As part of the national School Fruit and Vegetable Scheme children in KS1 (Reception, Y1 and Y2) are provided with a free piece of fruit or vegetable every day. Only one kind of fruit / vegetable is available each day and the fruit usually supplied is apples, pears, bananas, carrots and tomatoes. Please let your child's teacher know if you don't want your child to have fruit.

The fruit is given to children at morning break. Fruit can also be brought from home for afternoon break. Because we are only supplied twice a week, free fruit is not usually available on the first 2-3 days after a holiday.

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.

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



## 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, and the whole school takes part in the Daily Mile at lunch time.

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. Children also follow the Activate programme.



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



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.



***“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 the MacMillan Coffee Morning.



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.



***“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.**

## 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.

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.

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.

## 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.

***"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.

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.

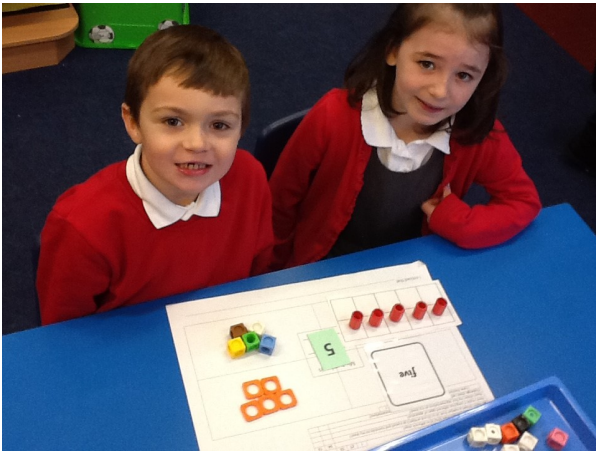


***"Effective leadership is provided for pupils who have special educational needs or disability. Well-planned provision in classrooms, additional interventions and nurture groups enable these pupils to make good progress. Parents are very positive about the support that the school provides for pupils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

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.



*Numicon and number tasks*

## 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.

## 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, here are some of the ways we use technology everyday:

- ♦ The excellent use of interactive whiteboards enriches learning in every subject.
- ♦ Children have access to a range of ICT equipment in all classes
- ♦ 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.
- ♦ Children are taught the basics of computer programming.



We are constantly adding to our ICT equipment and all children have regular use of Laptops, iPads, Ozbots and Beebots. In addition to this we regularly loan Spheros, Bluebots and 3D printers from Northumberland County Council.

***“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.”***  
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## Creativity

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, The Big Sing.

Children are also given the opportunity to learn a musical instrument such as violin, recorder, and guitar.



## **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, lego, 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.

From time to time we invite visiting Theatre Groups etc. to perform in school. These are excellent opportunities for your child to see professional artists at work, but we do need to pay for them. We ask for a contribution from each child to meet the cost. This is the same for school trips / extra curricular activities and although this is a voluntary contribution, if insufficient money is received we may not be able to continue with such visits, so please contribute if you can.



## **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.





## **Tweedmouth West awarded Platinum Mark**

Tweedmouth West are one of only 2 schools from the Berwick area to be awarded the Platinum Mark for their participation in the School Games Programme during the 2016-2017 Academic year.

The School Games Mark 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 Mark, and last year the Platinum award was introduced to award those schools' who have achieved Gold for five consecutive years.

Tweedmouth west scored highly in the following areas to secure their Platinum 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 excellent active links with local sports clubs.

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

## Thinking Skills & Philosophy for children

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.

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 Year 3 & 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.’*

We encourage children to engage in decision making 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.

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.

***“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.”***

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## **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.

Parents and families are welcome to attend a Celebration of Learning Assembly 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.

## **Punctuality & Attendance**

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

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. Children with 100% attendance at the end of the year receive a Book Voucher.

If your child has to visit the clinic, doctor or dentist please make an after school appointment wherever possible. If your child is being collected from school by someone different please let us know.

## **Holidays in Term Time**

It is important that your child is at school everyday in order to learn and be part of the school community. Therefore taking holidays during term time can be very disruptive for your child. However in exceptional circumstances term time holidays may be authorised by the head teacher. A request form must be submitted for any planned term time absence. It is unlikely that a family holiday would be authorised.

## **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**

We are GDPR compliant. 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.

# 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.**