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Dear Parents

I am delighted to welcome you and your child to **FORDLEY COMMUNITY PRIMARY SCHOOL**. At Fordley we aim to provide a secure, stimulating and caring environment in which all children are valued as individuals and are given equal status and opportunity. The governing body and the staff have worked closely together to develop a school we are proud of.

Your child will be encouraged and challenged to achieve the highest possible standards in all aspects of school life. We will help your child to grow in confidence and to develop the skills, knowledge and attitudes which promote successful learning.

We believe that we can only achieve the best for your child by close co-operation between home and the school and between school and the wider community. Throughout your child's time in the school there will be opportunities for you to share in his/her education. We hope that you will work with us to make this a happy and successful period in your child's life.

You are always welcome to visit the school to discuss your child's progress with the teachers or headteacher – please do not hesitate to come to talk to us if you have any concerns or queries.

We may need to send you further information or updates of existing information as the situation changes. If you have any suggestions for additions or alterations, please let us know.

Yours sincerely

Tony Rigg

Head Teacher

TEACHING STAFF

Mr. Tony Rigg	Headteacher	Curriculum Overview Assessment (Shared) Child Protection Officer
Mrs. Yvonne McDowell	Assistant Headteacher	Foundation Stage Coordinator Special Needs Coordinator Gifted & Talented Coordinator Initial Teacher Training
Miss. Stephanie Taylor	Nursery Teacher	International Dimension MFL
Mrs. A Mazzacchi	Year 4/5 Teacher	R.E
Mrs. Julie Ryder	Year 4 Teacher	ICT Art
Mrs. Sue Oswald (0.5)	Year 1 Teacher	D & T (Shared) PSHCE (Shared)
Mrs. J Devine (0.5)	Year 1 Teacher	D & T (Shared) PSHCE (Shared)
Mrs. A Brewster	Year 1/2 Teacher	KS 1 Coordinator Numeracy Assessment NQT Mentor
Mrs. J. Watson	Y2	Science
Miss. K Cardwell	Year 3 Teacher	History
Mrs. Y. Murray	Year 3 Teacher	Geography
Mrs. L. Wilson	Year 6 Teacher	Music
Mrs. P. Hunt	Year 5 Teacher	PE
Mrs. E. Oliver	Year 6 teacher	KS2 Coordinator Literacy
Miss S Claxtn	Year 4 Teacher	NQT

SUPPORT STAFF	Mrs. D. Bainbridge	Mrs. S. Donoghue
	Mrs. S. Douglas	Miss. J. Lee
	Mrs. M. Wardle	Mrs. J. McLean
	Mrs. S. Clough	Mrs. A Mehan
OFFICE STAFF	Mrs. L. Langlands	Office Manager
	Mrs. S. Rowley	Budget Clerk
CARETAKER	Mr. K. Best	
SCHOOL COOK	Mrs. B. Harbottle	
LUNCHTIME SUPERVISORS	Mrs. M. Findlay	Mrs. S. Gibbison
	Mrs. V. Cuthbertson	Mrs. G. Moor
	Ms. K. Gradwell	Mrs. J. Hopkinson
	Mrs. S. Robson	Mrs. C Riseborough
	Mrs. K. Davis	Mrs. J. Craig
	Mrs. D. Lazzari	

The names of the school governors are:

Cllr. Mrs. A. Richardson	L.E.A. Governor	Chair
Mrs. B. Kane	L.E.A. Governor	
Ms. A Salt	L.E.A. Governor	
Mr G Bushell	Coopted Governor	
Mr. N. Livingstone	Coopted Governor	
Mrs L Ridden	Coopted Governor	Vice Chair
Mrs R Crennell	Coopted Governor	
Mrs. C. Barnes	Parent Governor	
Mrs C Featherstone	Parent Governor	
Mrs S Postlethwaite	Parent Governor	
Mrs. K. Gradwell	Parent Governor	
Mrs. C. Clark	Parent Governor	
Mrs L Wilson	Teacher Governor	
Mrs A Brewster	Teacher Governor	
Mrs. S. Clough	Non Teaching Governor	
Mr. T. Rigg	Headteacher	

Total 16

Samantha Guthrie Clerk to Governors

What are governors

School governors oversee all aspects of school life including running the school budget, staffing issues and premises. Governors initially serve for a period of four years. The different types of governors include parent governors, who are elected by parents and who must have a child in school at the time of the election, L.E.A. appointed governors who are appointed by the local education authority, teacher governors who are elected by and from the teaching staff and co-opted governors are chosen by the other governors to represent the local community and may include people from local businesses, churches and health authorities. The Headteacher has chosen to be a governor.

Minutes of governor's meetings are available in the school office for any parents or members of staff.

SCHOOL DAY

8.50 a.m.	Registration of children
8.55 a.m.	Start of teaching session
10.30 - 10.45 10.45 - 11.00 11.00 - 11.15	MORNING BREAK - Reception MORNING BREAK - Years 1 & 2 MORNING BREAK - KS2
12.00 12.15	KS1 LUNCH KS2 LUNCH
1.10 p.m. 1.25 P.M.	KS1 Afternoon session Early Years children may have an additional break KS2 Afternoon session
3.20 p.m.	School day finishes

4 hour 45 minutes x 5 = 23 hours 45 minutes teaching

(Assembly times can vary)

Foundation - 9.00 a.m. - 11.20 a.m. = 2 hrs 20 mins
(Nursery)

12.55 p.m. - 3.15 p.m.= 2 hrs 20 mins

Foundation finish to coincide with main school at end of the school day.

Please Note : The children are welcome in the school grounds up to 10 minutes before the start of the morning session. Prior to that time the child is the parents' responsibility

Breakfast Club operates from 8.15 a.m. - 8.45 each weekday.

6. (i) Illness, absence from school

6(i)

If your child is ill it is important that you tell us so that we have an explanation for your child's absence. A telephone call to the school office or a message via a neighbour is sufficient. When your child returns to school a short note from you acts as a register record and is used by the welfare officer to explain absence patterns. With new regulations we have to investigate unexplained absences from school. Regular contact and information from you helps to prevent any problems arising and saves a great deal of time.

The teaching day will start at five to nine so please try to have your child in class on time. The register will be taken at 8.50 a.m. All families can however experience difficulties at times. If your child is late for school please bring him/her to the school office so we can record their attendance. It is much better to bring your child in late rather than to keep him/her off school for the day or half day.

(ii) School lunches

School lunches will be provided from our own school kitchen on each school day. We use an 'airline tray' system and there is a very good selection of food each day. The younger pupils have dinners first with the older pupils eating lunch towards the end of the session. The older pupils still get a full range of choice. The reception children will start lunch earlier to help them to settle in and to enjoy their lunch in an unhurried fashion. Some children prefer to have a school packed lunch.

Dinner money for the week will be £7.50 This will be collected on a Monday morning. Will you please send or bring dinner money in a marked envelope or packet with your child's name and class clearly shown. Parents who are in receipt of Income Support are entitled to apply for free school meals and milk for their children. A form is available in the office. Please inform the office if your circumstances change and you are no longer in receipt of Income Support.

6 (iii) Medical Information

Our school has a named school nurse and doctor who are based at Longbenton Clinic. Medical Inspections are carried out on children following their entry into school. Parents are encouraged to be present at the medical. Mrs. Sylvia Ainsley is our school nurse and she holds routine advice sessions for parents at certain intervals.

Hearing tests are carried out at 5 years of age and vision tests at 5 years and nine years. Children with special educational needs are seen by the school doctor to help with the assessment of these needs.

Immunisation is an important part of the school health service program. The BCG vaccination against tuberculosis is offered at Year 6. The consent of parents is required and parents will always be informed prior to any vaccination program.

School dental inspections are carried out at regular intervals. Parents who have any queries or who need medical advice for their children are encouraged to contact school. However the school medical services are not intended to replace your own family doctor or dentist.

It is vitally important that parents supply school with medical information relevant to the well being of their own child.

7. The Children's behaviour

In our school we believe that good behaviour is the key to educational success. The children, working with their class teachers decided what was meant by good behaviour. For everyone at Fordley good behaviour means that:

- we care for others and are kind and friendly
- we move and play calmly and safely
- we do our own work and allow others to do theirs
- we look after our school and everything in it
- we try to be polite and sensible all the time

The older children's ideas were turned into easily remembered rules:

- Be aware - move with care.
- Use hands to help - not to hurt.
- Be good - behave as you should.
- Be polite - say it right.
- Be cool - look after our school.

A successful behaviour policy should be based on REWARDS.

We are working with the children to develop meaningful and valued rewards which can be achieved by all children.

On occasions some pupils misbehave. We will employ a series of strategies to discourage poor behaviour. Parents will be involved at an early stage. All parents will be sent copies of our behaviour policy and will be asked to support our efforts to improve the behaviour of everyone in school.

Parents, and where possible the children, will be asked to sign and support a home school agreement.

School and the Community

8

i Home school links and community involvement

It is a stated aim of the school to work in partnership with parents and carers and to foster positive links with the local community. All parents are encouraged to take an active interest in their children's education. An increasing number of parents also work in school on a regular basis. The parents assist with a wide range of different school activities and many parents also accompany school visits. The school also works closely with the Community Forum.

ii Extra Curricular activities and clubs

We aim to offer the children a wide range of different activities and experiences. School activities and clubs have involved Art Club, Choir, Chess Club, recorders, Kwik cricket, soccer and basketball. Visits from coaches to encourage expertise in certain sports have included Rugby, Soccer, Basketball, Tennis and Kwik cricket. There is also a summer play scheme which runs two days a week during August. There are a variety of school based events organised for the children.

9(i) Statement of school aims

Fordley Community Primary School will provide a high quality learning environment in which the children are encouraged to achieve their full potential in all dimensions of school life. The children will be expected to take an active and responsible part in 'learning how to learn' within a co-operative framework in school. The general aims of the school will be;

- To encourage parents/carers and the community to take an active part in the education of the children in partnership with the school
- To promote an ethos in the school which rewards and encourages high standards and celebrates achievement and effort in all aspects of school activity
- To develop acceptable behaviour within the school and the community at large. To help the children to care for and respect other people, to care for their environment and to take care of themselves
- To encourage the children to have respect for moral and social values and to promote equality of opportunity. To help the children to develop an understanding of, and tolerance for, other religions, cultures and ways of life.
- To help the children to acquire the skills to become confident, flexible and independent learners and to develop the ability to question and to argue rationally thus helping them to cope with life in a fast changing world
- To enable the children to enjoy their time in school and to look forward to the challenge of the next stage of their education.

The whole curriculum on offer to your child goes well beyond the requirements of the National Curriculum. All of the activities planned by the school to promote the all round development of your child contribute to the school curriculum.

The National curriculum is the starting point for provision. At present all children study the core subjects of English, Mathematics and Science as well as the foundation subjects of Technology, History, Geography, Music, Art and Physical Education. Information Technology and the use of computers across the curriculum will be taught at all stages. In addition we have introduced into part of Key Stage 2 a modern foreign language - initially French. Arrangements for collective worship and Religious Education will comply with the requirements of the 1988 Act.

The curriculum has been carefully planned and mapped out from Foundation to Year 6 to ensure that it offers breadth and balance and is relevant to the needs of individual children. The detailed mapping also ensure continuity and progression

The school also offers a program of personal and social education. We make provision for health education, careers information, and the development of political, economic and environmental awareness.

Whatever the nature of the local community, pupils are growing up in a wider multicultural and multiracial society where they are subject to various attitudes towards minority groups and also certain images of these groups portrayed by the media. Racial prejudice and hostility exists as much or more in the 'all white' parts of Britain as in multicultural areas.

The school stands against racism and all forms of discrimination on the grounds of ethnic origin, religion, gender or disability.

We ensure that all pupils have equal access to the full range of opportunities provided by the school.

<u>Room No</u>	<u>Year Group</u>	<u>Teacher's Name</u>
	Foundation	Miss S Taylor
1 & 2	Reception	Mrs Y. McDowall
3	Year 1	Mrs S Oswald/ Mrs J Devine
4	Year 1/2	Mrs A Brewster
5	Year 2	Mrs J Watson
6	Year 3	Miss K Cardwell
7	Year 3	Mrs Y Murray
8		
9		
10	Year 4	Miss S Claxton/Mrs J Ryder
11	Year 4/5	Mrs. A Mazzucci
12		
13		
14	Year 5	Mrs. P. Hunt
15		
18	Year 6	Mrs L Wilson
17	Year 6	Mrs. E. Oliver

SUBJECTS OF THE NATIONAL CURRICULUM
ENGLISH

English is an important school subject because:-

- it is the basic language of communication in our society.
- it is the foundation for almost all of the learning which takes place in our school.
- mastery of it is essential for independent learning, for the world of work and most other aspects of every day life.

Therefore our aims in the teaching of English are that all children will.

- develop the necessary skills to use the English Language confidently, appropriately and accurately.
- be able to speak clearly, fluently and convincingly.
- be able to listen to the spoken word attentively and with understanding.
- be able to read a range of materials fluently and with understanding for enjoyment and information.
- be able to write effectively for a range of audiences and purposes using spelling, punctuation and grammar accurately and confidently.

English is a core subject in the National Curriculum. It is subdivided into the Programmes of Study of:

- Speaking and listening
- Reading
- Writing - which includes spelling, handwriting and presentation

To achieve our aims :

Children are taught in classes or sets for a specifically structured 'Literacy Hour' each day using the reading and writing objectives of the National Literacy Framework. Speaking and Listening skills are developed within these.

Pupils' abilities are also developed within an integrated programme in specific class English lessons and through informal learning throughout the school day and throughout all curriculum areas.

SUBJECTS OF THE NATIONAL CURRICULUM

MATHEMATICS

In life, experiences do not come in separate packages with subject labels. As children explore the real world around them and go about their day to day lives, mathematical experiences present themselves alongside others. Teachers will be looking to develop high quality topic work at every level which by a cross subject approach will show mathematics to be a powerful tool with great relevance to the real world. For this to be appreciated children must have "hands on" experience of using and applying mathematics in a range of contexts throughout the curriculum.

When children enter our Foundation Stage the emphasis will be on active learning through the medium of structured play. Staff make sure that through effective planning the mathematical skills, ideas and knowledge that children need for later stages will get a firm foundation. There is no particular age at which children no longer need practical materials nor is it only the preserve of low attainers.

As children reach Year 1, they enter National Curriculum, which states clearly the areas that must be covered. These are: Number and Algebra; Space, Shape and Measures and Handling Data. These will be delivered in a variety of ways appropriate to the age and ability of the children.

The National Numeracy Strategy is now in place requiring pupils to have from 40 minutes to 1 hour numeracy teaching each day, again depending on age. The strategy lays out clearly areas to be taught each term. Lessons are split into three sections.

1. The introduction - mainly learning and practising mental techniques.
2. The main body of the lesson on the topic specified by the strategy (which may also be linked to mental work).
3. The Plenary which consolidates what has just been taught and learnt.

Overall the teacher will be trying to produce independent learners making decisions, co-operating with classmates and generally increasing independence and self confidence.

The use of micro computers and calculators is seen as a useful tool if used appropriately and the discerning teacher uses these as a problem solver and an investigational enhancer. Specific provision is also made to fully develop the potential of both the less able and the more gifted children with individual educational programs devised to stretch and challenge all levels of ability. Assessment of progress is continuous to maintain a pace which is challenging and stimulating.

SUBJECTS OF THE NATIONAL CURRICULUM

SCIENCE

Science is one of the core subjects in the National Curriculum and is therefore an important part of a child's education. Children in KS1 and KS2 will follow the programme of study for Science, looking at experimental and investigative science, life and living things, materials and their properties and physical processes.

Science is concerned with children finding out about the world in which they live. It involves children developing knowledge and understanding of themselves and the world around them. The science curriculum provides each child with practical, stimulating experiences which promote curiosity and enthusiasm. Children will be given the opportunity to acquire understanding of a broad range of scientific knowledge. They will become aware of how science affects their everyday life, their environment and the world beyond. Scientific skills will be introduced as and when they are felt appropriate. Opportunities will be given to allow the children to work both individually and collaboratively and to be able to communicate ideas and findings in a variety of ways. It is important that children are given a broad range of scientific experiences from an early age, which can be looked at in greater detail at a later stage.

In the foundation stage . Children are given the opportunity to look closely at things and describe what they see. They are encouraged to notice similarities and make comparisons. Ask questions about why and how things happen. Good scientific learning habits will be established.

Key Stage 1. Children will build upon the experiences offered in the foundation. Children will be given opportunities to observe closely and measure with some accuracy. To question whether a fair test has been carried out. To make suggestions which can be investigated and begin to draw their own conclusions. Children will be given the opportunity to discuss and interpret findings. Investigate a wide variety of objects and materials both natural and man-made. Learning also about themselves and living things. Looking closely at similarities and differences, patterns and change.

Key Stage 2. Children will continue to build upon earlier experiences and investigate ideas in greater depth. The children will be given the opportunity to plan experimental work, to make predictions and decide what evidence needs to be collected. Children will be encouraged to formulate hypotheses and plan how to carry out a fair test. In order to obtain evidence children will use simple apparatus and equipment correctly. Children will be encouraged to measure accurately and record findings using simple drawings, diagrams and charts and use these records to interpret findings in a variety of ways.

I.C.T. will be used to support any recording and collecting of data when appropriate at any age.

Teacher assessment will be carried out regularly in order to monitor progress and ensure progression and understanding.

SUBJECTS IN THE NATIONAL CURRICULUM

HISTORY

Children at Fordley Community Primary School will receive a sound and lively historical education whilst satisfying the legal requirements of the National Curriculum.

History lessons will promote quality teaching and learning. Through their active participation we will encourage positive attitudes and enthusiasm for exploring the past and present. By fostering a spirit of enquiry and an investigative approach we will help them understand and interpret the past. Also, we will help them develop a sense of chronology and an awareness of their own, and others, place and time and society.

All children will be given the opportunity to experience success in all aspects of the subject regardless of gender, race, creed and ability.

The teaching of history in the foundation will begin to develop the children's understanding of their own, their families and their communities past. This will be taught as part of cross-curricular topics such as 'Ourselves' or 'Travel' or 'Transport' which may not be history led.

As they progress through Key Stage 1 they will be given opportunities to move from familiar situations to those more distant in time and place. Through stories they will be taught about the lives of famous men and women and about everyday life, work, leisure and culture of people in the past. They will also be taught about past events, including those from the history of Britain.

At Key Stage 2 the children will be taught history in line with the QCA study units. These will include the study of famous individuals and important episodes and developments in Britain's past, from Roman to modern times, about ancient civilisations and the history of other parts of the world. They will be helped to develop a chronological framework by making links across the different study units. They will also have opportunities to investigate local history and learn about the past from a range of sources of information. These will include documents and printed sources, artefacts, pictures and photographs, music, computer based materials and visits to museums and sites.

To provide material for practical and investigational work we have set up a Community Archive. This includes a collection of local photographs and census returns, maps and artefacts including mining equipment and household utensils.

We are always looking to extend our archive collection, so

**DON'T THROW OUT OLD PHOTOGRAPHS,
CAMERAS, IRONS, TELEPHONES OR UTENSILS**

Send them to school so that future generations can handle these historical artefacts and wonder at their uses!

SUBJECTS IN THE NATIONAL CURRICULUM

GEOGRAPHY

What is Geography?

Geography is about people and places. It helps children to understand the world in which they live, but it is not just learning facts and figures about our world. The way geography is taught is important because through studying geography, children should learn how to find the answers to questions. This process of enquiry is as important as the information that is learnt. By looking at photographs, maps, books, postcards, television and computer programmes, as well as real places, children find out the answers to questions such as:-

Where is this place?

What is it like?

How did it get like this?

The National Curriculum requirements for the subject stress the importance of first hand experience which is why we value parents contributions towards the cost of taking children out of school.

Foundation Stage

In the Foundation Stage early geographical ideas are introduced alongside early historical and scientific concepts under the umbrella of "Knowledge and Understanding of the World". Appropriate vocabulary is introduced to enable children to talk about where they live and the school environment. Children can be made aware of local features such as shops and parks, and should be able to describe simple similarities and differences between familiar places such as Cramlington and Whitley Bay.

Parents can support this early learning by talking to children about their surroundings when they are out and about with them.

Key Stage 1

Some Geography will be taught as part of themes such as "Toys and Games" or "Transport" that combine early geographical and historical knowledge. Other specific skills, such as drawing simple plans are introduced through practical activities using educational materials produced for this purpose.

Parents can help by ensuring that children know, and if possible can write, their own address. Visiting places such as a city centre or the sea shore can create opportunities to use lots of geographical language.

Key Stage 2

At this level children cover a range of geographical themes outlined in the National Curriculum such as "The Weather" and "Rivers". Our own locality is compared to other places within the UK and to a locality in a foreign country, using pictures, maps, books and video materials. The children learn to record and investigate geographical information using a variety of maps.

Families can try to give children experience of a range of landscapes and places, such as a walk by a riverside, or a visit to an airport. Newspaper articles about other countries could be shared with children, where appropriate.

At all levels geography should foster children's care of our world.

SUBJECTS IN THE NATIONAL CURRICULUM RELIGIOUS EDUCATION

Religious Education is an important part of the school's basic curriculum. It is a legal requirement to teach Religious Education in schools. It is however different from other subjects as it is not set out in the National Curriculum Document. The content of the Religious Education curriculum is agreed by Local Education Authorities. As part of North Tyneside we follow the North Tyneside Agreed Syllabus for Religious Education.

The syllabus lists three attainment targets.

1. Religious Communities

Pupils should develop a knowledge of the practices and beliefs of the principal world religions. They will explore the lifestyle and responsibilities of people who believe in these faiths.

2. Values and Morality

Pupils should develop a knowledge of the beliefs and values which define the principal world religions. They should develop an understanding of how these beliefs affect the lifestyles of those who believe in them.

3. Ultimate Questions

Pupils should explore responses to questions about life and the world we live in. The pupils will develop a knowledge of how the principal world religions respond to these questions. They should recognise that there are different points of view and begin to develop their own views.

The children study Christianity at both Key Stages. In Key Stage One the children also focus on Judaism as well as becoming aware of the other principal world religions. In Key Stage Two the children study all the principal world religions

Resources

Here at Fordley we have invested in a wide range of artefacts associated with each of the principal world religions. These help to focus the attention of the pupils and reinforce the religions they are studying. They give the pupils the opportunity to touch and feel objects rather than just looking at pictures.

Worship

A daily act of collective worship is another legal requirement in schools. This worship takes shape in a variety of different ways within the school. It can be a small gathering consisting of a year group or unit or a larger assembly involving a key stage or whole school.

Parents have the right to withdraw their child from religious education and collective worship.

SUBJECTS IN THE NATIONAL CURRICULUM PHYSICAL EDUCATION

All children at Fordley take part in a structured Physical Education programme from Foundation Stage through to Year 6. This program is in line with National Curriculum requirements.

The school is able to offer superb facilities including a well equipped Gymnasium, a large flat playing field, as well as playground space and the school hall.

All children do work in Gymnastics, Dance and Games. Outside activities during the winter include Football, Rugby, Hockey, Netball and Cross Country, while in the summer term, Athletics, Rounders, Cricket and Short Tennis take place. Specialist coaches have been utilised on occasions to assist in the teaching of such sports as cricket, tennis and rugby. Swimming tuition is done at Killingworth Leisure Centre and Wideopen Pool for Years 3 and 4.

The use of a multi-purpose gymnasium has enabled a wide range of indoor sports to be offered to the children. Badminton, Basketball, 3 a side football, Short Tennis and Health related fitness are just some of the activities that are on offer. The vast majority of sports involve mixed-sex groups.

Despite being in its infancy Fordley has already established a name for itself among North Tyneside Primary School Sport, mainly in football.

Extra curricular clubs play a prominent role at Fordley with Football, Kwik Cricket and Short Tennis all catered for either during lunch or after school.

SUBJECTS OF THE NATIONAL CURRICULUM

INFORMATION & COMMUNICATIONS TECHNOLOGY

What is Information and Communications Technology?

Information Technology (ICT) includes a variety of systems which can handle information electronically and retrieve it e.g.

- computers
- the Internet
- programmable robots
- tape recorders
- calculators
- video cameras
- electronic musical keyboards

Why is ICT important?

Computers are now impinging on most aspects of modern life both at work and play - such as:

- check-out at the supermarket
- cash point machines
- surfing the net
- games machines - including those your children play on at home
- producing the newspapers

How Is ICT taught at school?

ICT is not taught as a distinct subject but is seen as a tool to be used as appropriate throughout the curriculum to support and enrich the children's learning e.g.

- to word process a story in English
- to produce a picture to go with the story
- to make a database from the census returns to find out about occupations and family sizes.
- using the computer to control a Lego model e.g. traffic lights
- to make a computer adventure game
- computer programming using Logo
- using a tape recorder to record bird songs

SUBJECTS IN THE NATIONAL CURRICULUM

TECHNOLOGY

What is Technology and why is it important

Technology is a fundamental aspect of modern life. Learning about it at school helps to prepare children for living and working in an increasingly technological world. It does this by teaching them the technical understanding, design methods and making skills needed to produce practical solutions to real problems. This is achieved by:

- Developing knowledge and understanding of materials and components
- investigating, evaluating and improving the use of existing products
- designing, making and evaluating original products for specific purposes.

How is Technology taught at school ?

At Fordley our emphasis is on developing capability by engaging children in both independent and collaborative practical activities which will enable them to explore, investigate, invent, experiment and evaluate. As our pupils are destined for life in the technological world we are aiming to make them confident, informed and motivated. Technology should make use of skills and knowledge acquired in other subjects, particularly Maths, ICT Art and Science.

SUBJECTS OF THE NATIONAL CURRICULUM

MUSIC

Music in the classroom

During music lessons children will have the opportunity to sing, play instruments, and listen carefully to select pieces of music. It is intended that all children of all abilities will enjoy and gain an aesthetic pleasure during music lessons.

At both KS1 and KS2, the music curriculum is divided into two sections: performing and composing and listening and appraising. Both sections are intended to compliment each other and provide a rounded music education.

Performing and Composing

In this part of the curriculum, children will have the opportunity to sing songs, play simple pieces of music and accompany songs with which they are familiar. They will be given opportunities to compose music of their own and would be expected to learn how to use and read simple musical symbols. At the end of key stage two the children will have progressed to have a basic knowledge of formal notation.

Listening and Appraising

Children will listen to a range of pieces from different cultures and times in history. They will be taught how to listen carefully to a piece of music and, using musical vocabulary to describe what they have heard. For example they may be able to pick out a simple repeated pattern or a change in tempo, dynamic or pitch.

Music can also help children further skills used in other areas of the curriculum. For example using the music software compose enhances IT skills. Movement and expression can help co-ordination in PE and dance. Learning songs from different cultures and times may consolidate facts learned in history and geography.

Extra Curricular

In key stage 2 children are able to take part in extra curricular music activities. At present, tuition is available in trumpet, brass, cornet and violin. There is also a singing group which children may have the opportunity of joining. All of these groups perform regularly throughout the school year.

SUBJECTS OF THE NATIONAL CURRICULUM

ART

Art is a foundation subject in the National Curriculum. Through both Key Stage 1 and 2 it states that pupils understanding and enjoyment of art, craft and design should be developed through activities that bring together requirements from both Investigating and Making and Knowledge and Understanding wherever possible.

Investigating and Making

Through this programme of study pupils will record their observations, memory and imagination then select relevant resources and materials to produce their own work. They will be taught to experiment with tools, techniques and visual elements to communicate their ideas and feelings in a visual form.

Knowledge and Understanding

Pupils will be taught to distinguish between works of art, craft and design. They will use the correct art vocabulary to identify and describe differences in materials, techniques and approaches. They will develop an understanding of how images or artefacts reflect the time and place in which they are made.

In Fordley Community Primary School we have identified five main principles for which we will deliver the art curriculum in order to fit in with these legal requirements.

We propose that:-

1. Art is for everyone, to enable cross-communication.
2. We create a positive atmosphere enabling children to appreciate their own and others work.
3. We encourage familiarity and experimentation with different media and techniques.
4. We increase children's awareness of the variety of purposes to which art is put for a variety of audiences.
5. The cultural aspects of art throughout history and in the present day, are accessible to children through real experiences whenever possible.

SUBJECTS OF THE NATIONAL CURRICULUM

SEX EDUCATION

Sex education is a statutory entitlement within the Science National Curriculum. Schools should provide a program of sex education for the children in school.

The school governors wish a broad, cross curricular program of sex education to be part of a wide curriculum program of health, personal and social education. A teaching approach for sex education will be developed for children from foundation through to year 6. Parents will be invited to see and discuss teaching materials prior to the use of these materials with the children. The governors will consult parents about the content, timing and program of sex education to be used in school.

Parents who wish to withdraw their children from the non statutory sex education teaching program, will be able to do so.

SUBJECTS IN THE NATIONAL CURRICULUM

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Some children require additional support in order to achieve their potential and we endeavour to do this through our Special Educational Needs provision.

Once a need has been identified staff will create an Individual Education Plan (I.E.P.) and discuss it with the child's parents. For most children Stage 1 provision is enough but for those who require further support the Local Authority employs a range of professionals who are able to provide specialist input.

Parents are involved at the first identification of a learning difficulty and are kept involved in any decisions regarding their child.

Ongoing progress is monitored by teaching staff and other professionals and each year children undertake tests which highlight potential learning difficulties. Within the pyramid, schools work in partnership with the local Authority and within the Code of Practice.

Mrs McDowall is the SEN Coordinator for the school. She is available to talk through any SEN concerns you may have and can be contacted at school. Please don't hesitate to contact her if you have any queries.

SUBJECTS OF THE NATIONAL CURRICULUM ASSESSMENT

At Fordley Community Primary we ensure that assessment and recording is supported by a whole school policy.

We make assessment meaningful, manageable, relevant and worthwhile.

Assessment begins in the foundation and ends as the children transfer to High School at the end of Year 6.

Our assessment is ongoing in three main strands.

- Teacher Assessment
- Formal Assessment
- Self Assessment

1. Teacher Assessment:-

This is undertaken each term in the three core subjects of English, Mathematics and Science. Evidence collection in foundation subjects is undertaken throughout the year, and is kept in a subject portfolio. Individual assessment and evidence samples in English are kept in a child's portfolio provide evidence of achievement.

2. Formal Assessment:-

Reception children undertake baseline assessment on entry into school. This takes place at the end of each key stage. At the end of Key Stage 1 children undertake tasks and tests in English and Mathematics. These are marked by a teacher but are externally moderated to ensure accuracy and consistency in marking. In years 3, 4 and 5 children undertake Q.C.A. tests in English and Maths at the end of each year. These papers are marked internally and provide us with information to support future planning and provision. At the end of Key Stage 2 children undertake task and test in English, Mathematics and Science. These are marked externally. These tasks and tests are commonly known as Sat.'s

3. Self Assessment:-

This strand is begun in the foundation where children choose their favourite work for inclusion in their portfolio. The process continues throughout the school, increasing in complexity until Year 6 children are asked to comment critically on their chosen piece of work.

Reporting to Parents

Towards the end of each academic year a report is written for each child. Children at foundation stage age (foundation and reception) receive reports based on the 6 foundation areas of learning. This reports on achievement in both core and foundation subjects. At the end of each key stage (KS1 in Y2 and KS2 in Y6) an additional report details the SAT results for:-

- Your child
- Your child in relation to the school results
- Your child in relation to the national results of the previous year.

A parental response form allows parents to make their own reply.

Our assessment and recording policy aims to give us an overall view of the achievement of your child so that we can act upon the evidence to provide the best learning opportunities we can offer.

HOMEWORK

The government believe that 'all children, from infant age onwards, should have at least half an hour of homework set each evening'

At Fordley Community Primary School we see the purpose of homework as

- helping to develop home school links
- reinforcing the importance of school work and developing skills and knowledge learned in the classroom.
- establishing good study habits.

Parents have a key role to play

You can

- support our homework policy
- encourage and assist your child
- enquire about homework and see it is complete
- send an explanation if your child cannot complete homework
- contact school if you have any concerns

10. School Uniform

We believe that a school uniform looks smart, wears well and contributes to a feeling of belonging to the school. We hope that you will feel able to support our school uniform policy.

We prefer the children not to wear any jewellery for school.

Recommended uniform consists of

A white shirt, blouse or polo shirt

Grey skirt, culottes or trousers

Maroon sweatshirt, cardigan or jumper

Some sweatshirts are available in the school office.

(Children in the younger age classes may find it practical to wear maroon jogging bottoms

We would like the children to wear school shoes. It would be helpful if the children could also bring a pair of gym shoes or other indoor shoes to change into when in the school.

NB – it is essential that parents put children's names onto clothing.

Games and P.E. lessons

Children usually like to bring their own favourite teams kit for games lessons. We will encourage this but ask the children are sensible and do not wear three quarter length multi coloured cycle shorts etc. Normal team kit will be perfectly acceptable. Many children also have track suits and they will be allowed to wear these when appropriate.

For P.E. lessons the younger pupils usually change to their underclothes. Many of these lessons will be in the school hall. The children from year three onwards will be encouraged to wear a white tee shirt or vest and black shorts or skirt. They will also be encouraged to wear gym shoes for their lessons in the gym. Black soled trainers may not be worn in the gym.

Children going to the swimming baths - years 3 and 4 will need a towel and a swimming costume or bathing trunks.

If you have any queries about uniform or problems with uniform, please contact school for advice. If your child loses any clothing at school please tell us as soon as possible. We can usually find items if we are told the same day.

If you need application forms for clothing grants or advice about applying for grants, please contact school and we will try to help you.

School Admissions and transfer to High School

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(i) Admissions to the Nursery

A waiting list, in the order in which children's names are received, will be kept in a loose-leaf file. Parents may register their child from birth, with the following information recorded:

- a) Child's full name
- b) Date of birth (birth certificate is required)
- c) Address
- d) Child's position in family
- e) Any other information which the parent feels is relevant to support application.

The parent will be invited to sign and date this entry. No firm starting date or commitment to a guaranteed place can be given at this stage. Places will be allocated according to North Tyneside's Admission's Policy. A child cannot be admitted before their third birthday and attendance is on a part-time basis. Morning and afternoon sessions are of equal length. An offer of a place will usually be made during the term prior to admission. Your child will be offered either a morning or an afternoon place. A home visit will be offered and there will be an opportunity for short visits to the nursery for the parents and their child. An admission form will be completed and the child's birth certificate checked at this stage. A definite starting date will be given. No new children are usually admitted on the first day of term. Parents are welcome to stay in the nursery with the child during the settling in period. In some cases children may only stay for a short while each day. This period gradually lengthening when the child is ready for a full session. Nursery sessions are 9 - 11.20 a.m. and 12.55 - 3.15 p.m.

(ii) Admissions to reception

We will make the transition into full time school as smooth as possible for all the children. The needs of each child will be carefully considered. The scheme we propose to use is as follows:

Each reception class will be divided into three age groups, the eldest group, (Autumn birthdays), the middle group (Spring birthdays) and the youngest group (Summer birthdays). The first half term of the new school year lasts for seven weeks. (actually 6 weeks and 4 days)

The eldest group

Week 1: Attend school for the morning session, go home for lunch then return for the afternoon session

Week 2: Attend school full time and can stay for school lunch if you wish.

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The middle group

Week 1: Your child may attend Nursery for their usual morning or afternoon session

Week 2: Attend school for the morning session, go home for lunch then return for the afternoon session.

Week 3: Attend school full time and can stay for school lunch if you wish.

The youngest group (children with a birthday June 1st - August 31st)

Weeks 1-2 Your child will attend Nursery for their usual morning or afternoon session. During these 2 weeks the children will spend increasing amounts of time with their new teacher.

Week 3 Attend school for the morning session, go home for lunch then return for the afternoon session.

Week 4 Attend school full time and can stay for school lunch if you wish.

(iii) Transfer to the High School

During the first week in November each child in year 6 will bring home a letter offering him/her a place at a named high school, in our area Seaton Burn Community College. There will also be a copy of the prospectus from the school and a booklet about schools in North Tyneside. The letter will invite you to either accept or reject this offer. If you reject the offer and you wish to express a preference for another school a 'preference' form can be obtained either from school or the education office. All replies and preference forms have to be received by the Authority by the end of the December term.

Offers of places are usually made by February half term. If parents are unhappy with the place offered they can appeal against the decision. Appeal panels usually meet in June/July and their decisions are binding on all parties.

School Charging Policy

The underlying principle is that education provided for registered pupils should be free of charge if it takes place during school hours.

- The governors will, from time to time, request VOLUNTARY contributions from parents in order to provide extended experiences and/or additional opportunities for the children.
- The governors have the right to charge for optional activities provided wholly or mainly outside the school curriculum.
- Parents who wish their child to benefit from extra music tuition provided by peripatetic music specialists will be asked to pay the costs associated with this tuition.
- The governors will implement a charging scale for the community use of school premises. This scale will be based on information available from North Tyneside Council and the actual costs incurred in the use of the school premises for community groups.
- The governors will encourage the community use of the school premises.

