



High Aspirations – Broad Horizons



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## **Our Mission Statement**

To unlock the potential in every child to ensure they progress,  
achieve and succeed.

## **Our Aims and Values**

- We provide a broad and balanced curriculum which engages and inspires
- We promote British Values of democracy, rule of law, individual liberty and mutual respect and tolerance
- We nurture resilience in children and staff to promote a culture of high expectations
- We encourage children and adults to learn from their mistakes and work together to overcome barriers
- We ensure the backgrounds of all the Tweeddale community are valued by celebrating our differences

- We aim to develop in each child, confidence and a positive self-image
- We encourage children to take responsibility for their own behaviour and be a positive role model to others
- We maintain strong partnerships with parents, carers, governors, the Greenshaw Learning Trust and the wider community

## High Aspirations, Broad Horizons

At Tweeddale, we **ASPIRE**:

**Ambitious** children who want to **achieve**

**Safe** children who demonstrate **self-control**

**Positive** children who **persevere**

An **inclusive** school that will **inspire** everybody

**Respectful** children who will become **responsible** adults

**Enthusiastic** children who are always **engaged**

Statement of Values	Associated behaviour
<p style="text-align: center;"><b>A</b></p> <p><b>Ambitious</b> children who want to <b>achieve</b></p>	<ul style="list-style-type: none"> <li>• We set high goals and standards for ourselves.</li> <li>• We take pride in our learning, progress and achievements.</li> <li>• We set our own challenges for ourselves.</li> <li>• We make the most of the opportunities learning gives us.</li> <li>• We have high hopes for the future.</li> <li>• We enjoy challenging activities.</li> </ul>
<p style="text-align: center;"><b>S</b></p> <p><b>Safe</b> children who demonstrate <b>self-control</b></p>	<ul style="list-style-type: none"> <li>• We use Zones of Regulation to manage our emotions.</li> <li>• We keep ourselves safe online, both in and out of school.</li> <li>• We respect each other's boundaries and personal space, by keeping hands and feet to ourselves.</li> <li>• We walk around school quietly and calmly.</li> <li>• We tell an adult if anything upsets, worries or scares us.</li> <li>• We react sensibly if things don't go our way.</li> </ul>
<p style="text-align: center;"><b>P</b></p> <p><b>Positive</b> children who <b>persevere</b></p>	<ul style="list-style-type: none"> <li>• We put 100% effort into all work and not give up.</li> <li>• We try to work independently.</li> <li>• We ask an adult for help and support with work if needed.</li> <li>• We have a growth mindset.</li> <li>• We are willing to make mistakes and learn from them.</li> <li>• We value small steps of progress.</li> <li>• We use all available resources to help us learn.</li> </ul>

<p style="text-align: center;"><b>I</b></p> <p>An <b>inclusive</b> school that will <b>inspire</b> everybody</p>	<ul style="list-style-type: none"> <li>• We celebrate everybody's faiths, traditions and beliefs.</li> <li>• We support each other in good times and bad.</li> <li>• We celebrate everybody's progress and achievements.</li> <li>• We make sure that everybody has the same access to learning and education.</li> <li>• We listen to each other's ideas and help each other.</li> <li>• We offer praise, support and compliments.</li> <li>• We welcome visitors and people who are new to our school.</li> </ul>
<p style="text-align: center;"><b>R</b></p> <p><b>Respectful</b> children who will become <b>responsible</b> adults</p>	<ul style="list-style-type: none"> <li>• We use good manners in our words and body language.</li> <li>• We are good ambassadors for Tweeddale both in and outside of school.</li> <li>• We behave appropriately for all members of staff, not just our usual class teacher.</li> <li>• We will take care of our classroom and school grounds.</li> <li>• We model the behaviour we would expect of others.</li> <li>• We look after our own property and that of others.</li> </ul>
<p style="text-align: center;"><b>E</b></p> <p><b>Enthusiastic</b> children who are always <b>engaged</b></p>	<ul style="list-style-type: none"> <li>• We are eager to learn new things.</li> <li>• We ask interesting and relevant questions.</li> <li>• We come to school every day we can and arrive on time.</li> <li>• We answer questions in class</li> <li>• We are curious about the wider world around us.</li> <li>• We enjoy extra-curricular activities, clubs, teams and trips.</li> <li>• We smile!</li> </ul>

## About Tweeddale Primary School

Tweeddale is located at the heart of the St Helier Estate. The estate was constructed by London County Council in the 1920s and the 1930s as part of the London slum clearance programme. It is named after Lady St Helier who was a London County Councillor and Alderman – her special interest being the improvement of conditions for the poor. The estate was designed as a garden estate incorporating parks and open spaces, and public facilities. Tweeddale is built on land once owned by the Miller family who were nurserymen and market gardeners. They grew lavender, watercress and herbs.



The school is housed in a two storey building with a purpose-built Foundation Stage block, comprising a Nursery and two Reception Classes, with its own play area. The main school building has twelve large classrooms, a spacious hall, separate gymnasium, music room, library, resource rooms, group rooms, a Computing suite with 30 PCs, and a swimming pool.

The heated swimming pool is used from April to October each year. Every child from Reception to Year 6 is offered the opportunity to learn to swim, under the guidance of a qualified instructor.

On 1<sup>st</sup> September 2016, Tweeddale Primary School became an academy within the Greenshaw Learning Trust.

## Starting School

We believe it is very important to provide our children with a smooth entry to school life. For most children this starts in the Nursery where the staff use carefully planned strategies to enable children to adjust to school. During the term prior to starting in the Reception classes all parents are invited to a meeting at school, when the routines and organisation of the school are explained. The children and parents also have an opportunity to visit their new classroom and meet their new teacher.

## Admission to the School Nursery

Admission to the school nursery is through the school and not the London Borough of Sutton. An application form is available from the school office or website and must be returned to the school office.

Please note that there is no automatic transfer to the Reception year from Nursery and parents must apply as below.

## Admission to the School

All admissions into the school, other than into the school nursery, are made by the London Borough of Sutton's Admissions Team in accordance with the borough's Admissions Policy. Applications should be made online using the following link: [https://www.sutton.gov.uk/info/200439/school\\_admissions](https://www.sutton.gov.uk/info/200439/school_admissions). Hard copy application forms are still available however these will need to be requested directly from the Sutton Admissions Team.



Each school has a 'Standard Admission Number', which is the number of pupils Governors may admit into school each year. The current standard number for Tweeddale Primary School is 60.

Reception pupils are admitted in three groups from the beginning of the Autumn term. Admissions are staggered and children attend parttime for a short period to enable them to settle into school.

For admissions to Reception, Key Stage 1 or Key Stage 2 during the school year, parents are invited to make an appointment to visit the school when they will be shown round and have any questions answered. The London Borough of Sutton operates a mid-term policy, which Tweeddale follows. All admissions into Reception and other classes are dealt with by the Borough. A copy of our Nursery Admissions Procedure is available on our website or from the school office. A link to Sutton's School Admissions information is also on our website.

## Organisation

For organisation purposes, the School is divided into three key stages, each of which is led by a member of the Senior Leadership Team.

The Foundation Stage comprises of Nursery and Reception. Key Stage 1 is made up of Years 1 and 2 and Key Stage 2 consists of Years 3, 4, 5 and 6. Names of Phase Leaders can be found in the staffing list on our website.

The curriculum each child follows is laid down in the National Curriculum for pupils aged 5-11 and the Early Years Foundation Stage Curriculum for 35 year olds.

## THE SCHOOL DAY

Doors open at 8:45am

	KS1	KS2
Morning Session	8:55 - 12:00	8:55 - 12:30
Morning Break	10:10 - 10:25 (Th) 10:25 - 10:45 (M, T, W, F)	10:10 - 10:25 (W, F) 10:25 - 10:45 (M, T, Th)
Lunch Break	12:00 - 1:00	12:30 - 1:20
Afternoon Session	1:00 - 3:20	1:20 - 3:20

**Reception** classes have free-flow learning and play and so do not have a morning break time. They also finish at 3:10 p.m.

Children should arrive at school no earlier than 8:40am.

For your own and your child's safety, please ensure you enter the school site by the pedestrian gates.

Nursery, Reception and Years 1, 2 and 3 classrooms are all on the ground floor and so children come in by the doors from the playground at the start of the day. Children in Years 4, 5 and 6 go to their classrooms via the front playground door at 8:45 am. For security reasons, parents should not enter the school building with their children unless they have an appointment, when they should enter via the main entrance. Registration will start promptly at 8:55 am.

If your child arrives at school after 8:55 am he/she must enter the school through the main entrance by the school office.

At the end of the day (3:20pm), children in Reception and Years 1, 2 and 3 may be collected from their classroom via the door to the playground. Children in Years 4, 5 and 6 will be escorted out of the building by their teachers. Any child not collected by 3:30pm will be taken to 'Late Club' and a £3.00 fee will be charged. Parents may also book children into Late Club in advance on a regular basis or an occasional basis if, for example, they have been delayed that day.

## Parents and the School

Parents are valued partners in our school. We work together to do all we can to ensure that the children's time spent in school is both happy and worthwhile.

We value the partnership we have with parents in the education of their child. The importance of this partnership cannot be over emphasised. We encourage parents to become involved in the learning experiences of their children and to participate fully in the life of the school. Parents are invited to be involved in a number of activities, for example, reading support, assisting with classroom projects and on school visits and helping whenever we have special events at school. If you have any free time and would like to help in the school, please speak to your child's teacher or leave a message in the office.



**Please note however, in order to safeguard the children, any parent who helps in school on a regular basis must agree to a Disclosure and Barring Service (formerly the Criminal Record Bureau) check, in line with current guidelines.**

Children starting school or during their school life can become anxious and small incidents can cause considerable distress. If you have any worries about your child, please come and see us. It is important that matters of concern are discussed and dealt with promptly. Small matters can be discussed with your child's class teacher on an informal basis. If you need a longer appointment or wish to see the Headteacher, one of the Deputy Heads or another member of the Senior Leadership Team, please contact the school office to arrange a mutually convenient time.

## Visiting the School

In the interests of security and to ensure the safety of pupils, all visitors are asked to enter the school building through the main entrance, sign the visitors book and wear an identity badge while on site.

## Guidelines for Parents

There are certain rules that we ask parents and carers to follow:-

- no smoking or 'vaping' anywhere on the school site
- for health and safety reasons, dogs may not be brought onto the school site
- younger children accompanying you to school remain your responsibility at all times and should not use playground equipment

**Please note: The school car park is for the school staff and authorised visitors only. Parents/carers collecting children should park in the road, David Weir Centre car park or other nearby parking facilities.**

### **Parental Consultation Meetings**

We keep comprehensive records of your child's progress through the school. As well as being an aid to teachers, they are invaluable when children move onto their next school.

During the school year, parents are invited into school to share activities such as assemblies, sports days and plays. Parents are also invited to meet teachers to review their child's progress and exchange information. If we have any concerns, we will of course contact you straight away, rather than wait for the next consultation meeting. Similarly, if you have any concerns, please let us know straight away, so we can work together to address them.

Parent Consultations are held each term. In the Autumn Term parents have the opportunity to meet their child's new class teacher and discuss ways in which parents can help develop any areas of weakness or particular strengths and to set targets for the future.

In the Spring Term parents and teachers review progress to date and update children's targets.

A full written report is given to parents in the second half of the Summer Term and parents have the opportunity to discuss the report with the teacher shortly after.

In addition, we hold "meet the teacher" meetings for each year group, when teachers pass on information about the curriculum, visitors, trips and expectations for the year group, including homework.

When a child is having difficulties it is essential for the school and parents to work in partnership to provide support and encouragement. If there are circumstances at home which may affect the child's learning, please inform us so that we can provide the appropriate support.

### **The Parents, Teachers and Friends of Tweeddale Association**

All parents, carers and members of the school staff are automatically members of the PTFA, which works to raise funds for extras that we would not otherwise be able to afford. The PTFA has an important role to play in school life and all parents are urged to support the group in every possible way.

## Breakfast Club

We operate a Breakfast Club for our pupils. The club caters for children from Reception to Year 6. Children may be left from 7.45 a.m. They will be given a healthy breakfast, for example cereal and/or toast and a drink for breakfast. They also have a supervised play session until school begins.

Please contact the school office for details of cost and registration.

## Late Club

All children are automatically members of Late Club (if required) which runs from 3.30-4.20pm every day.

## Complaints

If parents have any complaints or concerns about delivery of National Curriculum or related matters please discuss these with your child's teacher in the first instance. If you would prefer to discuss the matter with the relevant Key Stage Leader, one of the Deputy Headteachers or the Headteacher, please make an appointment through the school office. Similarly, if you have any other complaints or concerns, please get in touch in the same way.

You may also approach the school's Chair of Governors, via the school office. The Greenshaw Learning Trust will advise you of the formal complaints procedure if you feel the matter has not been resolved satisfactorily in school. The school office will supply you with details of the address and telephone number.

## Attendance and Punctuality

### Attendance

We believe that good attendance is essential if children are to take full advantage of school and gain the educational and social skills to equip them for life. Children are legally required to attend school unless prevented from doing so by ill health or other valid reason.

Please help ensure good attendance by:

- making routine dental/medical appointments after school or during the holidays
- not booking holidays during term time
- not allowing your child to be absent for birthday celebrations or other non-essential events

If your child is unable to attend school, due to illness, please telephone with the reason, on the first day of absence. Outside office hours or at busy times, messages may be left on the answerphone. The message should include the following details:

1. Name and Class
2. Reason for absence
3. Likely length of absence

The school works closely with the Greenshaw Learning Trust School Attendance Officer who monitors attendance and investigates any unexplained or persistent absence or lateness. Parents/Carers of pupils with poor records of attendance/punctuality will be invited to meet with the Deputy Head- Inclusion and School Attendance Officer to discuss how the situation could be improved. Absences may be recorded as authorised or unauthorised, depending on the validity of the reason given.

**Authorised absence** includes sickness, dental/medical treatment and religious observance.

**Holidays during term time** - Holidays during term time will not normally be authorised. Although the Headteacher has discretion to authorise holiday requests if under exceptional circumstances. You will be liable to receive a Penalty Notice should you decide to take your child on holiday or other absence in term time which is unauthorised. If you need to request absence during term time, please complete a "request for authorised absence from school" form which is available from the school office.

**Unauthorised absence** is that which is not notified or is for reasons which are unacceptable. Parents/Carers are asked to help the school to ensure unauthorised absence is not incurred by informing us of the reason for every absence.

### **Punctuality**

Punctuality is essential if children are to take full advantage of the opportunities our school offers.

Please help us to make a smooth start to the school day by ensuring your child arrives at school punctually. Children are registered electronically and class registers close at 9:00 a.m. Children arriving after the close of class registration report to the school office. Any child arriving after 9:00 but before 9:25 a.m. is registered as late. Children arriving after 9:25 a.m. are recorded as being in school but as absent during registration for the morning session.

Persistent lateness is referred to the Greenshaw Learning Trust School Attendance Officer.

### School Uniform

It is the policy of the school that all children wear school uniform, consisting of a red sweatshirt, black or grey trousers/skirts and white or grey polo shirts. Sweatshirts and fleeces are available for purchase from the office at reasonable prices. Alternatively, sweatshirts in school colours can be bought from most high street shops.



### PE Kit

PE is a compulsory National Curriculum subject and all pupils are expected to take part. PE kit, black shorts, white T-shirt and plimsolls, should be brought to school on the appropriate day.



Please ensure all items of clothing, uniform and PE kit are clearly named. Where items are clearly labelled we can return them to the appropriate child.

### Going Home During School hours

We do not allow children to leave the school premises unaccompanied once they have arrived at school. Children may not go home to collect PE kit or packed lunches. If you have an appointment for your child, please telephone the school office or send a letter/note to the class teacher in advance. When collecting your child during school hours please go to the school office to collect your child.

### Health Care at School

Please do not send your child to school if he/she is unwell. If a child falls ill at school care is taken to ensure that he/she is well looked after. However, we have very limited facilities for looking after sick children.

Illness and accidents do happen and it may be necessary for us to contact you. Please ensure that you advise us of any change in contact telephone numbers immediately and try to ensure that we have the number of a friend or relative who can be contacted if you are not available.

After illness children should not return to school until they are fully recovered. Children who have been sick or who have diarrhoea must not return to school for 48 hours after they start eating again, to avoid passing on stomach bugs to other children.

## Medicines

Medicines, except asthma inhalers, are not normally given at school. However, if your child has a chronic condition which requires regular medication, you will be asked to complete a medication consent form. Medicines will not be administered without this written consent.

All medicines must be clearly labelled with the child's name and the dosage and be handed by an adult to the office staff for safe keeping in the school office.

## Other Medical Conditions

An audit of children's medical conditions is carried out each year to ensure that medical information is kept up to date. Please ensure that the Deputy Head - Inclusion is aware of any relevant health problems or medical history and notify the school immediately of any diagnosed contagious illness or cases of head lice or threadworms.

More serious medical conditions will be managed through an Education & Health Care Plan. Parents and the Deputy Head - Inclusion will work together and, where appropriate, with other agencies, to agree and to implement the plan.

## Emergencies

In the event of an accident at school, parents will be contacted and asked to take their child home or to hospital. In urgent cases an ambulance will be called and the parents told where the child has been taken.

Parents are asked to inform the school of any change of address or telephone number so that contact can be made in case of emergency. It is important that we have a telephone number where we can contact you during the day.

## Pastoral Care

Tweeddale is a caring school and we make every effort to deal with people in a calm and understanding way. We believe in the importance of building a good relationship with each pupil, developing trust and respect. When problems do occur they are normally dealt with by the class teacher. It may sometimes be necessary for the Head, a member of the Senior Leadership Team or the Family Liaison Officer to be involved and for parents to be

contacted. Conversely, if you are worried about your child we would like you to contact us.

## Lost Property

Please ensure all items of clothing, uniform and PE Kit, as well as lunch boxes, pencil cases and any other belongings, are clearly labelled with your child's name. Where items are clearly labelled we will return them to the appropriate child.

Lost Property is kept by the main office for **two weeks** and **then disposed of**. If your child has lost any item of clothing or personal belongings, please look in lost property at the end of the school day.



**The school does not accept responsibility for children's belongings.**

## Jewellery

For reasons of safety, children are not permitted to wear any jewellery to school, with the exception of small stud earrings. Rings, bracelets, necklaces or any earrings, other than studs, are not allowed and pupils will be instructed to remove them. These items will be kept safely in the school office until the pupil collects them at the end of the day.

## Nail Polish and False Nails

Children are not permitted to wear nail polish or false nails to school.

## School Meals

Food is cooked on the school premises where our caterer provides a selection of balanced choices each day. Menus are available from the school office if required.

Pupils in Reception, Year 1 and Year 2 are entitled to a free meal under the Universal Free School Meal scheme. Children in Key Stage 2: Years 3, 4, 5 and 6, are charged at the current rate.

School dinners are paid for via ParentPay. When your child starts having school dinners in Key Stage 2, you will be given a barcode (to pay using PayPoint) or login details (to pay online) to enable you to pay. ***Your child's account must be kept in credit.*** Money is not deducted from the dinner account if your child is absent from school.

## Free Meals and Pupil Premium

If children are entitled to free school meals, the Office will need to renew the entitlement annually in July. This is done by bringing proof of entitlement, in the form of a letter, into the Office where it is recorded and you will be issued with a slip showing that free meals have been authorised for the period of time stated.

Although Reception and Key Stage 1 pupils are entitled to a free meal in any case, registering as eligible for Free School Meals because of state benefit entitlement also registers children into the Pupil Premium scheme. The school then receives additional funding which is used for the benefit of the registered child on e.g. free uniform items, free after-school care at Late Club or funding towards the Year 6 residential visit.

To check whether or not your child is eligible, go to [www.fsm.lgfl.net](http://www.fsm.lgfl.net). All parents who check eligibility through this site will be offered Sophos AntiVirus software, free of charge, to protect the computers used by pupils at home at no cost. The London Grid for Learning (LGfL) is a UK education charity set up in 2001 and owned by London's 33 local authorities.

## Meal Arrangements

You may supply your child with a packed lunch if you wish. Packed lunches should be brought in a named box/bag. We encourage healthy packed lunches and **sweets, chocolate or fizzy drinks are not allowed. Cans and glass bottles are not allowed for safety reasons.**

**In order to safeguard the health of pupils suffering from nut allergies, children are not permitted to bring any products containing nuts to school. This includes items such as peanut butter and snack bars. Any items containing nuts will be taken away and disposed of.**

You will be asked whether your child is having a school dinner or packed lunch when he/she joins the school. Changes to meal arrangements should only be made at the beginning of term or at half term since the Caterer needs to order supplies in advance. In emergencies, please contact the school office for alternative arrangements to be made.

If you wish your child to go home for lunch, a letter will need to be sent to school stating which days this applies. Children who go home for lunch are the responsibility of their parents and should not return to school before 1:00pm if in KS1 or 1:15pm if in KS2.



## Food Allergies

If your child has any food allergies, please complete and return an Allergy Form, available from the school office or from Caterlink's website at [http://www.mycaterlink.co.uk/sutton/downloads/menu\\_129.pdf](http://www.mycaterlink.co.uk/sutton/downloads/menu_129.pdf) If your child has an acute allergy, please make an appointment with the Deputy Head - Inclusion to discuss this.

## Sharing Information

We believe that parent/carers have a right to know what happens in their child's school and we provide information and involve parents in a variety of ways:

- newsletter - a regular e-newsletter is sent via GroupCall
- at the beginning of each half term, each year group writes via GroupCall to inform parents/carers of topics that will be covered that term
- letters requiring a reply slip e.g. trip letters, after school clubs or urgent reminders, are sent home as necessary
- school reports - these are sent home towards the end of the Summer Term.
- parents' meetings - these are normally held termly and are opportunities for parents/carers to discuss their child's progress, review targets and set new ones with the teachers. The meeting in the Summer Term is an opportunity for parents and teachers to discuss the Annual School Report.
- additional meetings are arranged to inform parents/carers on various aspects of the curriculum from time to time.
- individual meetings are arranged for parents/carers with children having identified special needs.
- in addition there are many other school functions to which parents/carers are invited, such as sports days, spring hat parade and concerts. We invite parents/carers to take a full part in the life of the school.

Please ensure that we have your current e-mail address so that you receive these invitations and other information.

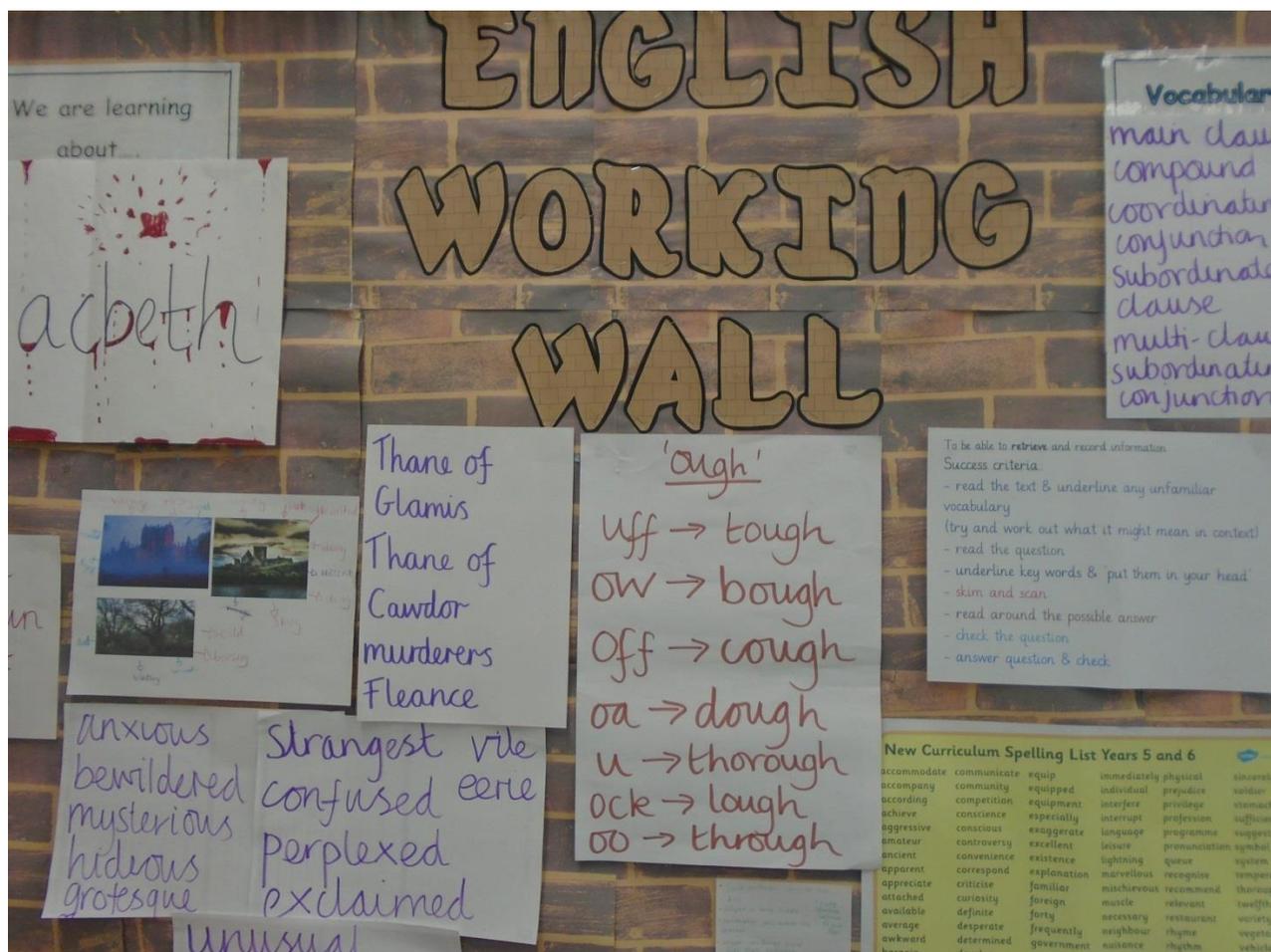
## Special Educational Needs and Disabilities (SEND)

Children with SEND are those who have a learning, physical, behavioural or emotional difficulty which impacts on their ability to make progress.

At Tweeddale, our Special Needs & Disabilities Policy is linked to the Government Code of Practice. Any child giving cause for concern is brought to the attention of the Deputy Head - Inclusion, who carries out the SENCO role. The referral may be by the class teacher, by another member of the school staff or by parents. Working with the class teacher and parents, we will assess the child using a combination of formal and informal assessments. If

necessary, a Learning Support Plan is drawn up, identifying an additional support programme for the child. The programme is monitored and reviewed at least termly and parents are kept informed of their child's progress. It may be necessary to involve specialists e.g. Educational Psychologists, Speech and Occupational Therapists at this stage, after consultation with parents.

If a child's difficulties are more significant or are continuing, he or she may undergo a statutory assessment and an Education & Health Care Plan may be issued. The EHCP is a legal document and ensures that a child receives an appropriate level of support.



## Behaviour

We aim to achieve an atmosphere in which all children feel secure and are able to thrive and to achieve. Children are taught to have respect for the needs and feelings of others and that any unkindness or bullying is not acceptable and will be followed up - if necessary by contacting parents. Violent behaviour is



not accepted at Tweeddale and we expect the support of parents/carers in this. Similarly, bad language is not acceptable in school. To help children manage their own behaviour, they are given a clear framework of rules which is explained to and discussed with them. This happens in assemblies and in class lessons and discussions.

We expect high standards of work and behaviour and we acknowledge children's success in meeting these with a system of rewards and certificates. Our Behaviour Policy focuses on positive strategies for managing behaviour but, for those children who have difficulty in keeping our school rules, a system of sanctions is in place. This is fully explained in the Behaviour Policy, a copy of which can be downloaded from the school website.

## School Rules

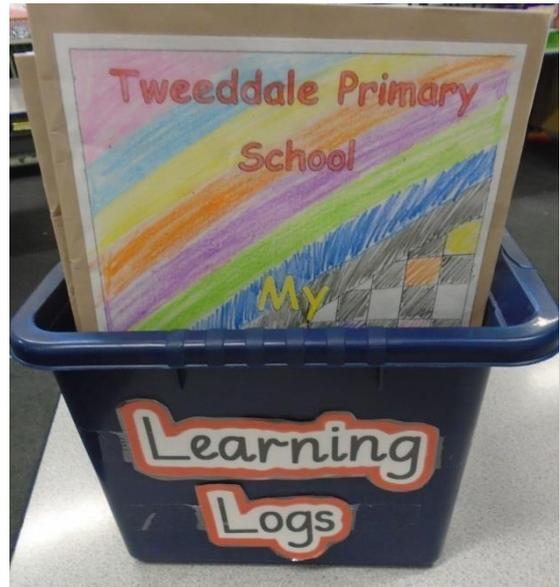
We make clear our expectation of good behaviour through our classroom and school rules.

At Tweeddale we:

- follow instructions and work hard
- we are kind and polite to each other
- show respect to others and treat them as we would like to be treated
- we always try our best with our work and let other children do the same
- we move calmly and safely around the school
- we look after our own property and school property
- we look smart in our school uniform

## Homework

The school Homework Policy has been developed in line with DfE guidelines. Homework is given on a regular basis and will increase as your child moves up the school. It is the child's responsibility to see that homework is completed and returned to school on time. However, with younger children, we would expect parents/carers to support their children in the completion of their homework. This could simply be a matter of sharing a book with your child for a short time each day. We ask that parents support us in this policy, as the satisfactory completion of homework is important in reinforcing children's school learning.



## The Curriculum

All children are entitled to access to a broad and balanced curriculum if they are to acquire the understanding, skills and knowledge they will need for adult life. This is central to our planning for continuity and progression.

We aim to provide a broad, balanced curriculum that is appropriately differentiated and relevant to the needs of all children.

Class teachers in each year group plan together using the programmes of study from the National Curriculum. This ensures each child's learning experience is similar and that content is relevant and promotes real learning experiences for the children. A balance of group, class and individual teaching is used and the different needs and abilities of the children carefully monitored.

Appropriate support is given to children experiencing difficulty and to children making exceptional progress. We have high expectations and encourage each child to develop to the very best of their ability. We aim to provide a curriculum, which facilitates this. Teaching and tasks are carefully matched to the child's ability.

All pupils study English, Mathematics, Science and Computing according to the guidelines set out in the National Curriculum.

Daily English and Maths lessons take place in accordance with the Primary Frameworks.

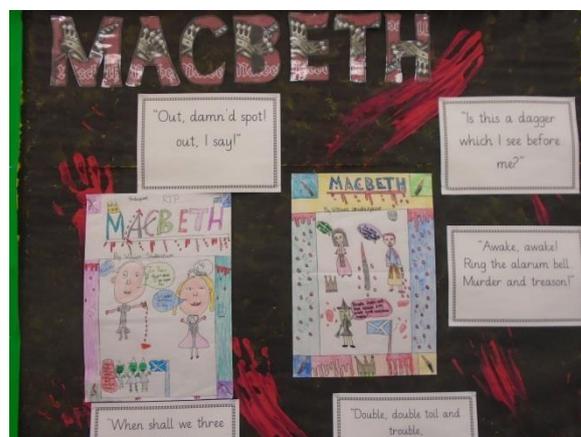
The Foundation subjects of the National Curriculum; Art, Design Technology (DT), Geography, History, Personal, Health, Social and Citizenship Education (PHSCE) and Physical Education (PE) are all taught, in accordance with the appropriate Curriculum guidelines, through a topic-based approach. Religious Education is taught according to the Local Authority Syllabus. Subject leaders promote and monitor their subject throughout the school. Each area has an agreed policy, which details the aim of the subject. The subject leaders help colleagues with advice and training in their particular area.

## English

There are many elements to English at Tweeddale. National Curriculum expectations require the children to leave the school as confident readers and writers, with a sound level of grammar, comprehension and spelling.

While the new National Curriculum for English places a heavy emphasis on grammar, it also provides us with the flexibility for more cross-curricular learning. English links very successfully with most other subjects and is a basis for exciting and stimulating topics in every year group.

We teach the skills of reading at school through daily phonics, comprehension and discussions about books and stories, all in a reading-rich learning environment. We promote reading for pleasure both in and out of school. While we at school teach children to read, we encourage a partnership with parents and families to listen to their children read daily, giving them the opportunity to apply what they have learned in school.



Writing is a very engaging and imaginative activity, and we have high expectations in teaching our children to write independently. Children learn grammar, spelling and punctuation at an age-appropriate level, alongside developing their creativity, to become well-rounded and better writers.

Grammar forms a key feature of the speaking and listening part of our English curriculum. We expect children to talk to us and each other using, not only good manners, but the correct tenses, a more developed vocabulary and in grammatically correct sentences.

## Mathematics

We aim to make this subject enjoyable using practical experience where appropriate, so that children acquire sound basic understanding. Children are taught individually, in groups and as a whole class.

The Mathematics curriculum reflects the requirements for mathematics teaching given in the National Curriculum and in the Primary Framework for Mathematics. There is a strong emphasis on the acquisition of mental maths skills. This forms the first part of each day's lesson.



A typical daily mathematics lesson will last between 45 minutes and one hour. It will be divided into three sections:

1. Oral work and mental calculation
2. Main teaching activity and independent work
3. Plenary Session

Through careful modelling and questioning, children are encouraged to be actively involved in their maths lessons. They are given the opportunity to develop their skills by talking about what they are learning, solving problems and tackling tasks individually, in pairs and in groups.

Parents are encouraged to support their child's learning by supporting homework related to the current class lessons.

## Science

Science is an integral part of our increasingly technological world and it is important that we prepare our children for this. Science is taught either as a separate subject or as part of a theme with a cross-curricular focus.

In Science, children are given opportunities to predict, hypothesise, observe, experiment and record their findings and to begin to develop a scientific approach. Whilst it is important for children to develop their scientific knowledge and understanding, we also emphasise the need to raise their awareness and appreciation of the environment and world in which we live.

## Computing (formerly ICT)

Tweeddale has an IT suite equipped with 30 computers. There is a computer and an Interactive White Board in each classroom. We also have two sets of 30 Chromebooks and the school has Wi-Fi access throughout the building. All computers are networked, with Internet access.

Computing is taught as a discrete subject, in which children develop their skills in computer programming and coding. It is also used as a tool to develop children's skills in other subjects across the curriculum. Children use IT for research, to communicate, to test their ideas and to investigate how things work.



All our children have their own accounts through the London Grid for Learning, [www.lgfl.net](http://www.lgfl.net) and an additional Google account through our own Google domain, tweeddale.net

### Design Technology (DT)

Design technology involves the children in identifying needs, generating design proposals, planning and making products fit for a purpose. Evaluating the completed work and planning for future action forms an integral part of the learning experience.

The products the children make range from a healthy sandwich to a Greek temple. Children have the opportunity to work with a variety of materials and use a range of tools. We try to ensure that design technology forms part of a topic so that children have a context for their learning.



### Music

Lessons provide opportunities for singing, using instruments and listening to music.

From Year 1, children build up their knowledge and musical skills, in weekly music lessons.

In addition, singing assemblies are held weekly and singing is an integral part of school concerts and performances.

## Physical Education (PE)

PE is a vital part of the school curriculum. In accordance with Government guidelines, Tweeddale pupils have approximately 2 hours of physical activity each week, through carefully planned lessons and after-school activities as well as playtimes.

Through PE, children not only have an opportunity to exercise and keep fit, they are also able to develop teamwork and cooperative skills. The emphasis throughout the subject is that children should plan, perform and evaluate their work and that they should have a broad and balanced range of activities in each Key Stage.

We are fortunate to have a small heated swimming pool on site and all children from Reception - Year 6 have the opportunity to learn to swim once a week from April to October.

We also work closely with our local School Sports Coordinator and Crystal Palace Sports Foundation in the development of our PE curriculum.

PE is a compulsory National Curriculum subject and all pupils are expected to take part, unless there is a medical reason for not doing so. A PE kit should be brought to school on the appropriate day for changing into. For safety reasons children are expected to remove stud earrings before each PE lesson. Parents can help by ensuring that pupils do not wear their earrings on a day when they will be having a PE or swimming lesson.

## History

Through the history element of the curriculum, children are introduced to the way people lived in the past, through a variety of historical sources such as artefacts, maps, newspapers and memories and through



historical visits. Each year group studies one or two periods of history.

Children are introduced to the past at a level appropriate to their developmental stage. For example, in Year R they think about their own past and how they have changed through the course of their lives. As they move through the school, they learn about the way things used to be within living memory and before that.

## Geography

Through the geography element of the curriculum, children learn about the physical, natural and human world in which we live. Geographical work is carried out in and around the school and in the local area. Local studies include investigation of land use, different kinds of work and leisure, the effects of physical features and the effects of people on the environment.

Children develop their skills through fieldwork, map work and studies of environmental issues. They are introduced to geography at a level appropriate to their development. In Year 1 for example, children study the school and its immediate local area. Later in Key Stage 1 and Key Stage 2 they find out about contrasting areas in the UK and overseas.

## Art

In art lessons, children use a variety of media and techniques including drawing, painting, collage and printing. Children work individually and in groups and produce art and craft in two and three dimensions and are introduced to examples of art from their own and other cultures. Much of the art curriculum is taught within the context of curriculum topics.

## Modern Foreign Language

Children are taught spoken and written French by their class teachers. As with all other subjects, the level of difficulty increases as children move through the school.

## Religious Education (RE)

Children's attitudes and values govern their responses to life. We aim to raise their awareness, enabling them to develop an understanding of religion and the part it plays in people's lives and to have a respect for different faiths. We endeavour to provide opportunities for our children to develop attitudes of fairness, respect for others, commitment to a set of values and self-understanding so that they can reach informed decisions.

The Religious Education curriculum is based on the Sutton Agreed Syllabus. The majority of RE in each year group is linked to Christianity. We also study the beliefs and traditions related to Islam, Judaism and Hinduism. The themes

used include places, writing and stories, symbols, festivals, key people, rites of passage, journeys and approaches to life.

Under the provision of the Education Act parents/carers are entitled to withdraw their children from RE lessons and assembly. Anyone wishing to exercise this right on the grounds of religious conviction should discuss the matter with the Head.

## Personal, Social, Health Education and Citizenship (PSHE & C)

We approach PSHE & C in a number of ways.

Through assemblies, we celebrate, share and uphold the values we hold as a community and talk about a variety of issues relevant both to the school and wider community.

Class teachers use circle time to discuss issues with the children, such as the class or school rules, bullying, friendship or playground issues. Circle time is also used to raise pupils' self-esteem, their awareness of the feelings of others and of contemporary issues. The children are encouraged to show care, courtesy and respect towards others and in turn to receive it from all members of the school community.



## Sex and Relationships Education (SRE)

Sex and Relationship Education forms part of the PSHE & C curriculum. It is taught within a relationship framework stressing the value of a stable family life and being aware of individual needs within all family units, emphasising the responsibility of parenthood and personal relationships. We aim to develop pupils' knowledge by presenting them with facts and dispelling misconceptions through the use of correct vocabulary and details of the nature of human reproduction.

Parents are invited to view the materials used to teach SRE and to discuss the content of lessons prior to them taking place. Boys and girls are taught their SRE lessons separately.

## Safeguarding

At Tweeddale Primary School the safety and welfare of our pupils is of the utmost importance. Due of the day-to-day contact with our children, our staff are well placed to observe the outward signs of abuse. All adults working in the school must protect children from harm and abuse and be aware that any pupil may be at risk. We work hard to ensure that our pupils feel secure, well

cared for, and able to reach their full potential. If you have any concerns at all about the safety or welfare of a child please do not hesitate to contact us.

To view our Safeguarding policy please [click here](#).

## Charging Policy

The Governors of the school have adopted the Greenshaw Learning Trust's Charging and Remission Policy which conforms to the requirements of the current Education Act.

Under the legislation, parents/carers may not be charged for the cost of activities taking place wholly or mainly during school hours and which have a significant National Curriculum connection. This is to ensure that no child is excluded on the grounds of non-payment. Charges will be made for optional extra activities taking place outside school hours.

However, during the school year we take children on visits to museums and other places of interest or to performances to enhance the curriculum and extend children's learning. These educational visits may incur costs over and above that which is normally allowed for in the school budget.

In these instances, voluntary contributions will be requested from parents. If an activity cannot be funded from voluntary contributions because there is insufficient support from parents, then the activity will not take place.

In cases of financial difficulty a pupil will not be excluded from a visit. The school may be able to help and parents/carers are encouraged to should speak with our Family Liaison Officer or with the Head, in confidence.

## Governance

Tweeddale Primary School is an academy within the Greenshaw Learning Trust. The Board of Trustees is responsible for the operation and performance of all academies in the Trust but has delegated many powers and functions to school's Local Governing Bodies, although it retains legal responsibility.

Our Local Governing Body has the responsibility of ensuring the efficient and effective management of the school.

The governors have agreed to do much of the work required through two committees: Resources and Learning. The whole Local Governing Body meets at least once a term and the committees also meet termly to discuss specific aspects of our school.

The governing body is made up from:

4 trust governors, appointed by the Board of Trustees.

2 community governors, appointed by the LGB.

2 parent governors, elected by parents who have children at the school.  
1 teaching staff governors, elected by the teaching staff.  
1 non-teaching staff governor, elected by the non-teaching staff. The  
Headteacher.

The governing body may also co-opt members to either or both of the committees.

For a full list of our current governing body please [click here](#).

All Governors may be contacted via the school office (Tel: 020 8644 5665).

The Clerk for the Governing Body is provided by the Greenshaw Learning Trust and can be contacted on 020 8715 1078.

Go to <http://www.greenshawlearningtrust.org.uk/> to find out more about the trust and the trustees