



## School Details and Contacts

Name: Teagues Bridge Primary School

Address: Teagues Crescent

Trench

Telford

TF2 6RE

Tel: 01952 388450

Email: [teagues.bridgepri.a@telford.gov.uk](mailto:teagues.bridgepri.a@telford.gov.uk)

[www.Teaguesbridgeprimary.org](http://www.Teaguesbridgeprimary.org)

Headteacher: Mrs Sarah Abdulla

Chair of Govs: Mrs Rose Gregory

LA: Telford and Wrekin

Darby House

Telford

TF3 4JA

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**Teagues Bridge Primary School**

Teagues Crescent, Trench, Telford, Shropshire, TF2 6RE

Tel: 01952 388450 Fax: 01952 388452

Email: [teagues.bridgepri.a@telford.gov.uk](mailto:teagues.bridgepri.a@telford.gov.uk)

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## An Invitation to Visit

Dear Parent/ Guardian,

Welcome to Teagues Bridge Primary School

This prospectus has been prepared to help you understand the organisation of our school and its aims. The children, parents, staff and governors are very proud of our school, its family atmosphere, the achievements of the children and its place in the local community.

At Teagues Bridge, we start with the premise that the individual child must be at the centre of our thinking and that our aim must be to develop the potential of each child to the fullest extent. We place particular emphasis on self-esteem and self-worth, believing that only when they feel valued and respected will they have the confidence to reward our high expectations with good all-round achievement.

In order to achieve this we aim to create an enriching environment, and rewarding and enjoyable experiences, which will extend and challenge the individual child in all areas of development.

For children to realise their full potential there must be a partnership between home and school. Close co-operation between parents and teachers is a long established tradition at our school.

We will have high expectations and expect the children to reflect these in the presentation of their work and the way they conduct themselves within their classroom and around the school.

Our most important aim is to provide a safe, caring and happy environment filled with exciting experiences and opportunities that the children will remember for life.

Should you require any further information about the school, please do not hesitate to contact us. We will be happy to be of help in any way we can.

Yours Sincerely

*S. Abdalla*

Sarah Abdulla, (Mrs)  
Headteacher



## Our School Mission Statement

At Teagues Bridge we start with the premise that the individual must be at the centre of our thinking and together we must develop the potential of each child to the fullest extent. We must place particular emphasis on self-esteem and self worth, believing that children need to be convinced of their worth, and that only when they feel valued and respected will they have the confidence to reward our high expectations with good all-round achievement.

In order to achieve this we aim to create a safe and enriching environment, with rewarding and enjoyable experiences, which will hopefully be part of their memories.

It is expected that ALL children have the potential to 'Reach for the stars'. These high expectations should be reflected in the pace at which they work, the presentation of their work and the way they conduct themselves in their classroom and around school.

Positive behaviour is always rewarded, this may be verbally, use of praise, facial expressions, notes home, certificates, golden time etc... Negative behaviour is challenged so children can start to take responsibility for their own actions. Our behaviour policy must be followed consistently; however sometimes we must consider what is best for the individual and how best to achieve the necessary goal.

At Teagues Bridge we ALL believe that children can leave as confident, articulate, creative, numerate, literate and caring individuals, able to succeed in life. We must ensure children have self worth and that they believe they can reach success with both hands. It's our goal to create happiness in our children and equip them for life.

We must work with parents to build the kind of relationships which foster confidence and trust, knowing that parents look to school for the fulfilment of their high expectations.

We accept the children with all they bring recognise and celebrate with them their diversities, cultures, language, experience, background, knowledge and achievements. We must make sure that our curriculum empathises with and reflects all of these elements as we seek to give breadth, depth and relevance to the teaching and learning at Teagues Bridge.

Together we can make a difference; together we can **'REACH FOR THE STARS'**





## The School: Background and Organisation

NOR - 270 (May 2021)

Age Range 4-11 years



Teagues Bridge Primary School is located in a residential area of Trench and serves the neighbourhoods of Trench and Wombridge. The school serves a multi-cultural community and is proud of its strong foundation in promoting a culture of respect and value for the beliefs and traditions of others.

There are currently 255 pupils on roll, aged between 4 and 11. There are 8 classes in full time use, each with its own interactive whiteboard. All classes have access to TA support throughout the week and the school also has 3 bi-lingual teaching assistants to support those children with English as an additional language.

The school benefits from large classrooms and a rolling programme of refurbishment in order to ensure that learning environments are bright, comfortable and fit for purpose. We have a large hall which is used for PE, drama activities, music and assemblies and also incorporates a newly designated dining area.

Outside there are two large, hard surface playgrounds, a secure outdoor play area for the Foundation stage, adventure playground and extensive playing fields as well as a small theatre area, where children can dress up and perform. We also have recently had an outdoor gym fitted. The school has its own kitchen which supplies meals on a daily basis.

We have good links with our local pre-school setting which is based in a demountable building within the school grounds. Strong cross-phase liaisons have been established with neighbouring Secondary schools including Sports partnerships, Modern Foreign Language links, science and working groups to develop pastoral and curriculum continuity.

We are known for the high standards we achieve and were commended in our last Ofsted for the behaviour management systems and support we give to the pupils in our care.



## Who's who at Teagues Bridge Primary School

**Head teacher:** Mrs S Abdulla

**Assistant Head teacher/SEND/CO:** Mrs N Woods

**Foundation Stage teacher:** Miss Fowler

**Foundation Stage/ Year 1 teacher:** Miss Kaur/Miss Bowler

**Year 1/2 class teacher:** Miss Roberts

**Year 2 class teacher:** Miss Poole

**Year 3 class teacher:** Miss Bingham

**Year 3/ 4 class teacher:** Miss Gray

**Year 4/5 class teacher/SLT:** Miss Jones

**Year 5 Class teacher/SLT:** Mrs Wilkinson

**Year 6 Class teacher/SLT:** Mr Hale

**Bi-lingual teaching assistants:** Mrs B Siegel/ Mrs K Godlewski

**School Business Manager:** Miss H Powell

**Inclusion Mentor:** Miss E Mumford

**TA support:** Mrs F Mc Douall (HLTA)  
Mrs H Whitehouse (HLTA)  
Miss Staley  
Mrs D Ames  
Mrs T Thomson  
Mrs E Piskin  
Mrs J Jones

Mrs C Salter  
Miss Z Nadeem  
Miss R Greenhalgh  
Miss J Bates  
Mrs L Garrett





**Cook in charge:** Mrs K Brown

**Caretaker:** Mrs V Tomovic

**Cleaners:** Mrs T Kaur, Mrs V Preece, Mrs K Brown, Mrs D Gardner

**Dinner Supervisors:**

Mrs L Garrett	SLSA
Mrs V. Preece	Mrs T. Kaur
Mrs T Sandhu	Mrs K. Kaur
Mrs D. Garner	





## The Governing Body

STATUS	NAME	Term of Office
Chair of Governors LA Appointed	Mrs R Gregory (LA appointed)	Aug 2018
Headteacher	Mrs S L Abdulla	
Teacher Governor	Mrs N. Woods	Oct 2010
Co-opted Governors	Mrs E Piskin	Dec 2018
	Revd K S Evans	Sep 2018
	Mr M V Viney	Aug 2018
	Mr S Reynolds	Nov 2018
	Mrs M. Boshell	March 2021
Parent Governors	Mrs C. Salter	March 2021

**Clerk to Governors:** Ms K Jones c/o School Effectiveness and Governance Support (SEGS)  
Education and Culture  
Darby House  
Telford  
TF3 4JA

The day to day management of the school is the responsibility of the Headteacher but the Governing Body has general oversight of the school, particularly in matters relating to finance, staffing, the curriculum and discipline.

The full Governing Body meets at least once termly and there are sub-committees which meet regularly and as required.

Meetings and elections of governors are minuted, reported and the business of meetings is carried on within the legal regulations and requirements. Parents have the right to put themselves forward for election to the governing body and they have the right to inspect the agenda and read the minutes. Parents may bring matters to the attention of the governing body through the parent representative or through formal representation to the chair of governors.

Governors undertake training in their responsibilities and have made links with the teacher responsible for specific curriculum areas.

All governors take on a link role and this is reviewed at the beginning of each academic year. Parents are informed of the changing roles through the Friday newsletter.



## The School Day



### School Day at Teagues Bridge

School gates open	8.43am
Classroom doors open	8.45am
registration	8.50-9.00am
Gates locked	8.56am
Daily Mile	9.00am-9.15
Break-time KS2	10.45-11.00am
Break-time KS1	11.00-11.15
EYFS/KS1 Dinner-time	12.00-1.00pm
KS2 dinner-time	12.15-1.15pm
Assembly	2.45-3.00pm
School gates opened	3.10pm
Home-time	3.15pm



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Length of teaching session for Key Stage 2 children –

4 hours 45 mins (23hrs 45 mins weekly)

Length of teaching session for Key Stage 1 children –

4 hours 35 mins (22 hrs 55 mins weekly)

There is a morning break of fifteen minutes for all children.

For safety reasons children should not arrive at school before 8.45am as there is no supervision before this time. At

8.50am a bell will ring and pupils will make their way to classes. The gates in the security fencing are open between

8.45am and 9.05am and again between 3.10pm and 3.30pm.

It is important that children are punctual. We expect each class to be settled and ready to begin work at 9.00am.

For your child's safety we need to know who will be collecting your child from school. On starting school you will be asked

for the names of persons authorised to collect your child should you be unable to do so. We also ask you to inform us in writing if there are any changes to those carers previously authorised by parents.

Whenever possible, dental or doctor's appointments should be made outside school hours. In cases where this is not possible the school should be notified and the child collected at the agreed time from the Reception area.

Parking is a problem here, but we ask for your consideration of local residents when arriving and leaving school. Please do not park or turn in driveways. If you can possibly arrange with parents living near you to car share, this would be a great help.

## School Closure

In the event of the school having to be closed in adverse weather conditions or any other emergency we will endeavour to inform you of the situation via the following local radio stations;

**BBC Radio Shropshire, Heart FM, Telford FM.** Or **Telford and Wrekin Website** and school website

[www.teaguesbridgeprimary.org.uk](http://www.teaguesbridgeprimary.org.uk)

It is important that parents listen to one of the local radio stations in order that they can receive up to date information on their child's school.

You can also view school closures on the **Telford and Wrekin website**.

## Charging and Remissions

For visits and activities during the school day, voluntary contributions from parents will be sought. We would like to point out that such activities offered during the school sessions will be very unlikely to take place unless parents offer the suggested level of voluntary contribution. Where possible, other sources of funding will be sought in order to reduce costs to parents.

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## Child Protection Statement

At this school, we recognise that your child is your responsibility and concern. We want to work in partnership with you, and we will share successes with you, and discuss with you any concerns that we may have.

Since our first priority is your child's welfare, there may be rare occasions when our concern about your child means that we have to consult other agencies before we are able to contact you.

The procedures we follow have been laid down by the Telford & Wrekin Safeguarding Children Board, and the school has adopted both a Child Protection and Anti Bullying Policy for the safety of all.

If you want to know more about our procedures or the policies, please speak to the Head teacher or the Designated Person for Child Protection.

The head teacher is the schools designated child protection officer.

## Curriculum Statements

The following statements summarise what is required nationally; the role of the LA and how in turn the school meets its obligations with regard to the curriculum.

### The Early Years Foundation Stage

The Early Years Foundation stage is the first stage of the National Curriculum focusing on the distinct needs of children aged 0 to the end of the reception year in primary school. If your child joins us in the Reception year they will work on three prime areas of learning and four specific areas.

Prime areas of learning are:

- Personal, social and emotional development;
- Communication, and language;
- Physical development

Specific areas of learning are:

- Literacy;
- Mathematics;
- Understanding the world;
- Expressive arts and design.

Well planned play is central to children's learning in the Early Years Foundation Stage. That way learning is both challenging and fun. The indoor and outdoor 'classrooms' are organised to give children plenty of space to move around, to



work on the floor and on table tops, individually and in smaller and larger groups. Resources are well-organised and labelled so that children know where to find what they need and can be independent.

The role of the adult is crucial in supporting children's learning through planned play and extending and developing children's spontaneous play. Through this supported play children can explore, develop and use their curiosity and imagination to help them make sense of the world in a secure environment.

## National Curriculum

At Teagues Bridge Primary School the National Curriculum is implemented as determined by the Education Reform Act of 1988. The National Curriculum is administered to provide children with an opportunity to:

- Learn key skills in English, Maths, Science and ICT
- Study other subjects which provide a sound foundation for their future
- Receive a broad and balanced education

The National Curriculum is divided into 4 key stages. Key stages 1 and 2 are followed during the primary school years and Key stages 3 and 4 during the secondary school years.

Key Stage 1- pupils to the age of 7

Key Stage 2- pupils to the age of 11

At the end of each Key Stage, your child's progress will be measured against the standards set out in the National Curriculum. Each subject has its own set of challenging targets to suit all ages and abilities. SATs are carried out at the end of both Key Stages. The results of these are reported to you at the end of each Key Stage and are also used to inform whole school target setting.

## Assessment

Since the new curriculum was released in September 2014, there have been several changes to assessments in primary schools. To ensure that we have a consistent approach to assessing the progress made by the children at Teagues Bridge from EYFS (Reception) through to the end of year 6, we use a assessment format which assesses children against age related expectations. Children's ability in maths, reading, writing and grammar will be reported in years and months. This will provide a more specific indication of each child's ability in relation to their chronological age.

The table below shows the expected age related expectations for the end of each term for each year group:



	Autumn term		Spring term		Summer term	
	years	Months	years	months	years	months
Reception	4	10	5	2	5	6
Year 1	5	10	6	2	6	6
Year 2	6	10	7	2	7	6
Year 3	7	10	8	2	8	6
Year 4	8	10	9	2	9	6
Year 5	9	10	10	2	10	6
Year 6	10	10	11	2	11	6

At Teagues Bridge Primary, our aim is to ensure that all children make good or better progress from their starting point and achieve their full potential. We strive to ensure that all children leave Teagues Bridge prepared for the next steps in the wider world. By using the Cornerstones assessment tools, we are able to quickly highlight any essential skills that individuals are not meeting and plan targeted work to support to ensure these gaps are closed.

At each parents' evening you will be provided with an overview of your child/ren's current level in years and months and specific targets that they should work towards in order to make progress.



## Assessment Overview

	Autumn	Spring	Summer
EYFS	<ul style="list-style-type: none"> <li>• Baseline assessments - first 2 weeks (Cornerstones)</li> <li>• RWI phonics assessment each 1/2 term.</li> <li>• Cornerstones assessment sheets - on-going.</li> <li>• Short observations during child initiated.</li> </ul>	<ul style="list-style-type: none"> <li>• RWI phonics assessment each 1/2 term.</li> <li>• Cornerstones assessment sheets - on-going.</li> <li>• Short observations during child initiated.</li> <li>• EYFS assessment - March</li> </ul>	<ul style="list-style-type: none"> <li>• RWI phonics assessment each 1/2 term.</li> <li>• Cornerstones assessment sheets - on-going.</li> <li>• Short observations during child initiated.</li> <li>• Exit assessment - GLD. - June</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Cornerstones SPaG test.</li> <li>• Cornerstones maths - Arithmetic and Reasoning paper.</li> <li>• Rising stars reading test fiction and non-fiction</li> <li>• Complete Cornerstones assessment grid each 1/2 term.</li> <li>• Phonics assessment October and December.</li> <li>• Writing assessment 1/2 termly focus on 2 different genres (Narrative/explanations)</li> </ul>	<ul style="list-style-type: none"> <li>• Cornerstones SPaG test.</li> <li>• Cornerstones maths - Arithmetic and Reasoning paper.</li> <li>• Rising stars reading test fiction and non-fiction</li> <li>• Complete Cornerstones assessment grid each 1/2 term.</li> <li>• Phonics assessment February and April</li> <li>• Writing assessment (Instructions/Poetry)</li> </ul>	<ul style="list-style-type: none"> <li>• Cornerstones SPaG test.</li> <li>• Cornerstones maths - Arithmetic and Reasoning paper.</li> <li>• Rising stars reading test fiction and non-fiction</li> <li>• Complete Cornerstones assessment grid each 1/2 term.</li> <li>• Phonics assessment May and June</li> <li>• Writing assessment Narrative and Non-fiction.</li> <li>• Phonics screening - June</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Cornerstones SPaG test.</li> <li>• Cornerstones maths - Arithmetic and Reasoning paper.</li> <li>• Rising stars reading test fiction and non-fiction</li> <li>• Complete Cornerstones assessment grid each 1/2 term.</li> </ul>	<ul style="list-style-type: none"> <li>• Cornerstones SPaG test.</li> <li>• Cornerstones maths - Arithmetic and Reasoning paper.</li> <li>• Rising stars reading test fiction and non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>• Cornerstones SPaG test.</li> <li>• Cornerstones maths - Arithmetic and Reasoning paper.</li> <li>• Rising stars reading test fiction and non-fiction</li> <li>• Complete Cornerstones assessment grid each 1/2 term.</li> </ul>





	<ul style="list-style-type: none"> <li>Phonics assessment October and December.</li> <li>Writing assessment 1/2 termly focus on 2 different genres (Narrative/explanations)</li> </ul>	<ul style="list-style-type: none"> <li>Complete Cornerstones assessment grid each 1/2 term.</li> <li>Phonics assessment February and April</li> <li>Writing assessment (Instructions/Poetry)</li> </ul>	<ul style="list-style-type: none"> <li>Phonics assessment May and June</li> <li>Writing assessment Narrative and Non-fiction.</li> <li>KSI SATs assessments - end of May</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>Cornerstones SPaG test.</li> <li>Cornerstones maths - Arithmetic and Reasoning paper.</li> <li>Rising stars reading test fiction and non-fiction</li> <li>Complete Cornerstones assessment grid each 1/2 term.</li> <li>Writing assessment 1/2 termly focus on 2 different genres (Narrative/explanations)</li> <li>Multiplication tests weekly.</li> </ul>	<ul style="list-style-type: none"> <li>Cornerstones SPaG test.</li> <li>Cornerstones maths - Arithmetic and Reasoning paper.</li> <li>Rising stars reading test fiction and non-fiction</li> <li>Complete Cornerstones assessment grid each 1/2 term.</li> <li>Phonics assessment February and April</li> <li>Writing assessment - 1 per half term (Instructions/Poetry)</li> <li>Multiplication tests weekly.</li> </ul>	<ul style="list-style-type: none"> <li>Cornerstones SPaG test.</li> <li>Cornerstones maths - Arithmetic and Reasoning paper.</li> <li>Rising stars reading test fiction and non-fiction</li> <li>Complete Cornerstones assessment grid each 1/2 term.</li> <li>Cornerstones SPaG test.</li> <li>Cornerstones maths - Arithmetic and Reasoning paper.</li> <li>Rising stars reading test fiction and non-fiction</li> <li>Complete Cornerstones assessment grid each 1/2 term.</li> <li>Multiplication tests weekly.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>Cornerstones SPaG test.</li> <li>Cornerstones maths - Arithmetic and Reasoning paper.</li> <li>Rising stars reading test fiction and non-fiction</li> <li>Complete Cornerstones assessment grid each 1/2 term.</li> <li>Writing assessment 1/2 termly focus on 2 different genres (Narrative/explanations)</li> <li>Multiplication tests weekly.</li> </ul>	<ul style="list-style-type: none"> <li>Cornerstones SPaG test.</li> <li>Cornerstones maths - Arithmetic and Reasoning paper.</li> <li>Rising stars reading test fiction and non-fiction</li> <li>Complete Cornerstones assessment grid each 1/2 term.</li> <li>Phonics assessment February and April</li> </ul>	<ul style="list-style-type: none"> <li>Cornerstones SPaG test.</li> <li>Cornerstones maths - Arithmetic and Reasoning paper.</li> <li>Rising stars reading test fiction and non-fiction</li> <li>Complete Cornerstones assessment grid each 1/2 term.</li> <li>Cornerstones SPaG test.</li> <li>Cornerstones maths - Arithmetic and Reasoning paper.</li> <li>Rising stars reading test fiction and non-fiction</li> </ul>



		<ul style="list-style-type: none"> <li>• Writing assessment - 1 per half term (Instructions/Poetry)</li> <li>• Multiplication tests weekly.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Cornerstones assessment grid each 1/2 term.</li> <li>• Multiplication tests June</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>• Cornerstones SPaG test.</li> <li>• Cornerstones maths - Arithmetic and Reasoning paper.</li> <li>• Rising stars reading test fiction and non-fiction</li> <li>• Complete Cornerstones assessment grid each 1/2 term.</li> <li>• Writing assessment 1/2 termly focus on 2 different genres (Narrative/explanations)</li> </ul> <p>Multiplication tests weekly.</p>	<ul style="list-style-type: none"> <li>• Cornerstones SPaG test.</li> <li>• Cornerstones maths - Arithmetic and Reasoning paper.</li> <li>• Rising stars reading test fiction and non-fiction</li> <li>• Complete Cornerstones assessment grid each 1/2 term.</li> <li>• Phonics assessment February and April</li> <li>• Writing assessment - 1 per half term (Instructions/Poetry)</li> </ul> <p>Multiplication tests weekly.</p>	<ul style="list-style-type: none"> <li>• Cornerstones SPaG test.</li> <li>• Cornerstones maths - Arithmetic and Reasoning paper.</li> <li>• Rising stars reading test fiction and non-fiction</li> <li>• Complete Cornerstones assessment grid each 1/2 term.</li> <li>• Cornerstones SPaG test.</li> <li>• Cornerstones maths - Arithmetic and Reasoning paper.</li> <li>• Rising stars reading test fiction and non-fiction</li> <li>• Complete Cornerstones assessment grid each 1/2 term.</li> <li>• Multiplication tests weekly.</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• Cornerstones SPaG test.</li> <li>• Cornerstones maths - Arithmetic and Reasoning paper.</li> <li>• Rising stars reading test fiction and non-fiction</li> <li>• Complete Cornerstones assessment grid each 1/2 term.</li> <li>• Writing assessment 1/2 termly focus on 2 different genres (Narrative/explanations)</li> <li>• Multiplication tests weekly.</li> </ul>	<ul style="list-style-type: none"> <li>• Cornerstones SPaG test.</li> <li>• Cornerstones maths - Arithmetic and Reasoning paper.</li> <li>• Rising stars reading test fiction and non-fiction</li> <li>• Complete Cornerstones assessment grid each 1/2 term.</li> <li>• Phonics assessment February and April</li> <li>• Writing assessment - 1 per half term (Instructions/Poetry)</li> <li>• Multiplication tests weekly.</li> </ul>	<p>END of KS2 SATS Tests May:</p> <ul style="list-style-type: none"> <li>• SPaG</li> <li>• Maths</li> <li>• Reading</li> <li>•</li> </ul> <p>Writing is teacher assessed and will be built up over the year with regular moderation sessions.</p>



# Curriculum Offer

The Four Cornerstones of learning – Intent, Implementation and Impact

## Engage

Let's Think!

Engage learners through stimulating activities that have purpose making use of the environment and the community.

## Develop

Let's Learn!

Develop learners knowledge, skills and understanding through high quality teaching.

## Innovate

Let's Explore!

Innovate allows children to use and apply their knowledge, skills and understanding through a negotiated process facilitated via a knowledge provocation.

## Express

Let's Apply and Reflect!

The opportunity for children to Express their learning and share their understanding with others.

Our Intent – what we want our curriculum to achieve, every minute of every day

At Teagues Bridge Primary School, staff and governors want every child to be motivated to be the very best learner they can be, embedding knowledge in their long-term memory that they can draw upon for subsequent learning. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values.

We constantly provide enhancement opportunities to engage learning and we believe that childhood should be a happy, investigative and enquiring time in our lives, where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

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We use Magic learning habits to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

Children will leave Teagues Bridge with a sense of belonging, where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners. They will have integrity and a moral compass to support them through their journey.

We ensure that every child is school and classroom ready daily, teaching our pupils how to be resilient, resourceful, reciprocal and reflective individuals. SOLO Taxonomy enables pupils of all ability to move from surface to deep learning. We teach a rolling programme of values which are introduced in assemblies, discussed in class and promoted through activities and actions. Children learn to take personal responsibility for their own thoughts and actions.

All children have a curriculum that promotes The British Values and an understanding of the faith and beliefs that they and their peers hold. This is a taught curriculum as well as the opportunities through the daily act of worship. The curriculum prepares them to be responsible and pro-active citizens in modern Britain with a robust Health, Relationships and Sex Education curriculum, which tackles homophobia and domestic abuse.

All of our children need the implicit curriculum to ensure that they are emotionally ready to learn. For some children, an implicit curriculum is the most significant as they are not in an emotional state that allows them to be healthy learners. These are our most vulnerable pupils. For these children, the SENDCo, liaising with the class teacher and the Inclusion Mentor, plans provision. Their intent is to support children in self-regulating and the ability to be part of their class learning. For some this is a short-term intervention; for others a longer-term curriculum.

From the minute your child steps into school in the morning, they are greeted by an adult in their class, making the connection that allows them to feel safe and reduce anxiety. This happens again after break and lunchtime and is completed at the end of the day; when they are wished goodbye.

Classroom organisation means that your child knows what is expected of them once they have put away their coats and bags. Independence is encouraged from Reception upwards, creating a relationship with rather than a dependency on adults.



For children who have an identified emotional health and wellbeing need, or those whose home life is difficult to make sense of an adult checks in with that child at the start of each day and greets them on the playground. This means that we know what sort of start the child has had, whether or not they have had breakfast and if relationships between the child and adults at home were secure when they left home. The relationship with you as parents and carers is therefore an essential one; bridging the understanding between home and school. At Teagues Bridge you as the parents and carers complete the relationship with the school and your child.

At break time and lunch time there are some children who cannot access a healthy and safe period of time outside. These children have alternative arrangements made for them, accessing Games Club and indoor provision at this time, making use of the outdoor area once it is free from others. In this way all children can access a safe and happy period of relaxation.

At lunchtime, some children will choose to eat with a member of staff; these are children who need to make an emotional connection throughout the school day.

At the end of the school day there are varied after school provisions; including sport, the arts and cultural learning opportunities. School subsidises some of these to make them accessible to all. We also provide Family Learning opportunities, to ensure that parents do not feel isolated and this can support them into developing confidence to get back into the world of work.

The way the curriculum is planned, taught and evaluated means that pupils have a real voice in their curriculum; as it is reviewed by the Curriculum Leads for The Arts, Humanities and STEM on an annual basis; taking into account the views, needs and wants of pupils. This is also true of the many pupil voice groups within school - School Parliament, SAS Crew (a children's safeguarding board), E-safety Crew (E-Safety), Librarians, Playground Pals (playtime ambassadors),

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Once children are emotionally ready to learn, we want to inspire them with new and varied experiences every half term, learning and rehearsing age-appropriate knowledge and skills to access the curriculum. Speaking and listening, the development of vocabulary and early reading, writing and number are essential for children in the Reception year. After this there is a clear focus on developing phonemic understanding; so that pupils become fluent readers and writers; with the ability to read across the curriculum, an essential skill to access all aspects of learning. A secure understanding of mathematical concepts, coupled with fluency, is essential and a clearly defined expectation. Our explicit curriculum is based on our four-stage philosophy: Engage, Develop, Innovate and Express. This supports the Early Years' philosophy of pupil fascinations, awe and wonder, with engaging hands on learning and play, the development of knowledge and skills and the opportunity to plan, do and review; to ensure that pupils know, can remember and apply the knowledge and skills they have been taught.

### Imaginative Learning Projects(ILP)

Every half-term we will write to you to tell you about the curriculum offer for your child. We call these units of work Imaginative Learning projects. Over half a term your child will have a memorable experience, the opportunities to develop their knowledge and skills, a week to demonstrate how they can use and apply the knowledge and skills they have been taught and an opportunity to express what they have learnt to you and other audiences. Sometimes the project is just for your child's class, at other times; it is a whole school project, giving your child the sense of collaboration and the excitement of seeing what other classes have learnt; through sharing. This process forms the four-cornerstone philosophy of **Engage, Develop, Innovate and Express**.

### The four cornerstones:

- Engage - Implementing the curriculum
- Develop - Implementing the curriculum
- Innovate - Evaluating the impact of the curriculum
- Express- Evaluating the impact of the curriculum

### Implementation of the curriculum; how it will be taught



## Engage

### Let's Think!

Engage learners through stimulating activities that have purpose making use of the environment and the community.

*In order to engage every child, we ensure that they:*

- Take an active part in memorable first-hand experiences
- Begin to read and research about their new theme using a range of source materials
- Ask their own enquiry questions
- Complete a home learning task
- Develop spoken language skills in different situations and with a range of people
- Take part in sensory activities
- Identify possibilities for future learning

*Teachers will support the Engage Cornerstone by:*

- hooking learners in with a memorable experience
- setting the scene and providing the context
- asking questions to provoke thought and interest
- using interesting starting points to spark children's curiosity

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## Develop

Let's Learn!

Develop learners knowledge, skills and understanding through high quality teaching.

In order to develop every child, we ensure that they:

- Delve more deeply into the theme
- Develop an understanding of new concepts and skills
- Acquire new knowledge
- Practise and master new skills
- Make links between subjects across the curriculum
- Revisit previously learnt skills
- Compose, explore, make, do, build and investigate
- Use transferable skills in different subjects and contexts
- Read and write for different purposes and audiences
- Follow pathways of enquiry based on their own interests
- Explain and describe their learning and understanding
- Complete Learning Genie homework on a weekly basis that supports their learning

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Teachers will support the Develop Cornerstone by:

- Teaching knowledge to provide depth of understanding
- Demonstrating key skills and allowing time for consolidation
- Providing creative opportunities for making and doing
- Delivering reading, writing and talk across the curriculum

Impact - Evaluating the impact of the curriculum



In order to show how innovative they can be; every child will have the opportunity to:

- Apply skills, knowledge and understanding to real life and imaginary contexts
- Show enterprise in solving problems and resolving situations
- Use their thinking skills to explore possibilities
- Build on their self-esteem and confidence
- Reflect upon and identify their own needs, skills and understanding
- Work in pairs, groups, as a whole class and independently



- Take on different roles and responsibilities

Teachers will support the Innovate Cornerstone by:

- Providing imaginative scenarios for creative thinking
- Enabling and assessing the application of previously learnt skills
- Encouraging enterprise and independent thinking
- Facilitating group and independent work to solve problems

### Express

Let's Apply and Reflect!

The opportunity for children to  
Express their learning and share  
their understanding with others.

In order to express every child will have the opportunity to:

- perform, present and become the experts
- evaluate, finish products, processes and progress
- link what they have learnt to starting points or initial observations
- reflect on their own learning
- share their achievements with parents, peers, the community and beyond
- celebrate their achievements

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Teachers will support the Express Cornerstone by:

- encourage reflective talk by asking question
- provide opportunities for shared evaluation
- celebrate success
- identify next steps for learning

### Assessment of the curriculum

#### In-school formative assessment

Formative assessment takes place during learning and:

- assesses knowledge, skills and understanding
- identifies children's strengths
- highlights gaps in learning
- tackles children's misconceptions
- identifies the next steps in learning
- diagnoses need for support or intervention
- informs teacher planning and reporting.

Types of formative assessment include:

- assessment for learning task at the start of each lesson
- rich question and answer sessions during lessons
- marking of pupils' work
- observational assessment (e.g. during the Innovate stage)



- regular short re-cap tasks
- scanning work, from across the curriculum, for pupil attainment and development
- adult and peer feedback, response partners
- use of the appropriate Assessment Arrangements for pupil writing
- child self-assessment, reflection on learning – at the end of the Innovate stage.

We use Cornerstones' Assessment to support our formative assessment methods.

Essential Skills, based on end of year age-related expectations, are used to inform planning in all foundation subjects. They break the programmes of study into end of year group expectations to show a clear progression. For each subject the skills are organised into aspects, allowing teachers to monitor children's breadth of understanding.

We use the Essential Skills in two formats:

- a subject-specific format, showing annual progression. This is used by subject leaders to track progression across school in particular subjects.
- a year group format, showing all subjects for each year group. This is used by teachers to support planning and target-setting.

[Click here](#) to read some success stories on the Cornerstones website.

## English Curriculum

### WRITING

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## READING

# Our READING Vision at Teagues Bridge

At Teagues Bridge we have a strong belief that it is not only our duty to provide the provision for the teaching of Reading, but we ensure that children develop a love of reading. Encouraging children to read for pleasure supports them being a 'lifelong learner' and this vision is at the forefront of our approach. We believe that reading opens the door to learning in all curriculum areas.

In Key Stage 1 children take part in daily Reading sessions which are carried out in small groups, Pairs and whole class often lead by adults or can include independent activities. In KS2 the 'Love to Read' approach is used along with reciprocal reading model where the whole class share the same text with specific focus. The texts used are classical based and allow for a rich based vocabulary to be developed and used. Our main focus is to ensure that children are developing their comprehension skills and becoming fluent readers within these discussions. Teachers are able to scaffold the children in their learning by stretching their depth of understanding within a text.

Reading takes children to places where they may never go and teachers share books for pleasure every day with the whole class. These sessions are purposeful and enjoyable, and a range of genres are read to the children.

Children are able to access the school library on a daily basis, allowing their imaginations to run free. As well as the quality core texts read in class, the children have access to a wide range of interests and experiences through books. Classroom book corners are the heart of the classroom and offer children a range of texts which are appropriate to their age range.

Children are expected to read at home daily. This helps to develop confident and fluent readers. In EYFS and KS1 children take home a phonetically decodable text and a reading for pleasure book that their parents can read to them. In KS2 children take home a book that is age appropriate and a book for pleasure. Children are rewarded for reading at home and can be nominated for reader of the month if they have reading regularly at home. We also operate a reward system to encourage children to read a range of books. When they have



read 10 books, they can have a reward from the golden box, when they have read 50 books they are presented with their own book in assembly.

## How we develop Vocabulary at Teagues Bridge. . . .

Wordaware is a programme to ensure vocabulary is taught effectively and children understand and can use the vocabulary in their writing. It takes place daily and there is a set procedure to follow to allow words to go from short term memory to long term memory. All staff have received training from Mrs Abdulla. Teachers were set a gap task following the CPD and recently presented their gap task at a staff meeting. The results were overwhelming, all staff had embraced and implemented the programme. Evidence of implementation was evident as children are using and understanding specific targeted vocabulary, as well as being able to spell the words accurately.

## How we teach Phonics at Teagues Bridge. . .

We recognise that a systematic approach to teaching sounds plays an important part in developing fluent readers.

Throughout the Early Years and Key Stage 1, children are taught phonics on a daily basis through the Read, Write, Inc. Phonics programme.

The 'Read, Write Inc.' approach provides a detailed and systematic programme for teaching phonic skills starting with initial sounds, blending and segmenting. Children learn to read quickly and effectively using their phonetic knowledge and the programme also introduces children to 'RED' words or words that cannot be decoded by breaking it down. The children are taught that these RED words sometimes have to be learned by sight. In Year R we emphasise the alphabetic code. The pupils rapidly learn sounds and the letter or groups of letters they need to represent them. Simple mnemonics help them to grasp this quickly. This is especially useful for pupils at risk of making slower progress. This learning is consolidated daily. Pupils have frequent practice in reading high frequency words with irregular spellings – common exception words.



At Teagues Bridge we understand that developing phonetic knowledge is only one skill to becoming a confident and competent reader. Starting in Reception, children are encouraged to demonstrate an understanding when talking with others about what they have either listened to or read. Teachers consistently model a range of reading strategies which support children to read with fluency and a depth of understanding.

Children are grouped homogeneously, according to their progress in reading rather than their writing. This is because it is known that pupils' progress in writing will lag behind progress in reading, especially for those whose motor skills are less well developed.

In addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. This provides the teacher with opportunities to assess learning and to pick up on difficulties, such as pupils' poor articulation, or problems with blending or alphabetic code knowledge.

We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly fluent decoding. Alongside this, the teachers read a wide range of stories, poetry and non-fiction to pupils; they are soon able to read these texts for themselves.

Our aim is for pupils to complete the phonics programme as quickly as possible. The sooner they complete it, the sooner they will be able to choose books to read at their own interest and comprehension level, continuing the joy of reading for pleasure that they will have developed throughout the phonics programme.

### **Intent**

Knowledge of English and a command of the spoken and written word is an essential resource for a child's learning in school. It is a tool used across the whole school curriculum as well as being a subject in its own right. At Teagues Bridge Primary School, English and the teaching of English is the foundation of our curriculum. Our main aim is to ensure every single child becomes primary literate and progresses in the areas of reading, writing, speaking and listening.

English at Teagues Bridge will not only be a daily lesson but is at the cornerstone of the entire curriculum. It is embedded within all of our lessons and we will strive for a high level of English for all. Through using high-quality texts, immersing children in



vocabulary rich learning environments and ensuring new curriculum expectations and the progression of skills are met, the children at Teagues Bridge will be exposed to a language heavy, creative and continuous English curriculum, which will not only enable them to become primary literate, but will also develop a love of reading, creative writing and purposeful speaking and listening.

At Teagues Bridge, we recognise that each child had their own starting point upon entry to every year group and progress is measured in line with these starting points to ensure that every child can celebrate success. We value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers. We believe reading is key for academic success through a holistic approach to the teaching of reading. By the time children leave Teagues Bridge, they are competent readers who can recommend books to their peers, have a thirst for reading a range of genres including poetry, and participate in discussions about books, including evaluating an author's use of language and the impact this can have on the reader.

At Teagues Bridge Primary we endeavour to create a love for literacy. We want every child to leave our school with the skills of an excellent writer who has the ability to write with fluency and has an author's voice. Every child will think about the impact they want their writing to have on the reader and knows how they will achieve this; has a sophisticated bank of vocabulary and an excellent knowledge of writing techniques to extend details or description. All writers will structure and organise their writing to suit the genre they are writing and include a variety of sentence structures; displays excellent transcription skills that ensure their writing is well presented, punctuated, spelled correctly and neat. Furthermore, children will re-read, edit and improve their writing so every piece of writing they produce is to the best of their ability and better than the last.

Throughout their time at Teagues Bridge Primary, children develop their skills by exploring a whole range of different genres, with a focus on exploring a range of models of excellence and using these to guide the drafting and editing process. It is important to note that we not only develop a real enjoyment of writing in English lessons but in all subjects across the curriculum. We expect the highest standards of writing every time a child writes in any subject.

### **Implementation**

Beginning in Reception and continuing through all primary years, the children develop their capacity to express themselves effectively for a variety of purposes. This is fostered through carefully structured lessons and collaborative learning. Working with adults and other children their activities include listening, giving opinions, replying to instructions and questions, describing experiences and feelings, as well as taking on dramatic roles.



## Reading

Reading is not only celebrated in classrooms at Teagues Bridge, around school you will find displays which celebrate authors, children's favourite books and reading reward schemes. In addition, throughout the school year the importance of reading is enhanced through World Book Day, author and poet visits, parent reading workshops and a range of trips and visits which enrich and complement children's learning.

KS2 children extend these skills to recount events, tell stories, take on dramatic roles, report, summarise and predict. Children are also provided with opportunities to compose, recite and perform poetry. All classes take part in literary events, where published writers work with the children to enrich their literary skills. All children also take part in annual dramatic public performances. EYFS, KSI and years 3-5 will be performing in a Christmas nativity this December, and year 6 will end the year with a summer show.

Children not just learn the mechanics of reading but to become accomplished comprehending readers, developing the habit of reading daily and a love of reading for life. Each class has a designated reading area to help promote the love and high importance that reading holds in our school. Everyone can enjoy exploring a wide selection of books, which helps them to develop an appreciation of our rich literary heritage. This year we are continuing to embed our use of high-quality texts into our curriculum. This has placed high-quality literature at the heart of our English lessons.

From Reception, phonics is taught through a synthetic, systematic approach using the Read, Write Inc scheme and this is continued through year 1 and into year 2. At Teagues Bridge, we use a synthetic phonics programme called 'Read Write Inc' produced by Ruth Miskin. Read Write Inc is a method of learning letter sounds and blending them together to read and write words. As part of this, children have daily phonics sessions in small groups where they participate in speaking, listening and spelling activities that are matched to their developing needs. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Children work through the different phases, learning and developing their phonics sounds and knowledge.

Across school, we use a range of reading schemes, which are phonic decodable and match the phonics that each child is using, with a range of fiction, non-fiction and poetry. Book bands are used to grade the texts according to the national book-banding





scheme. Each reading area in class is print and language rich, with a range of different genres, as well as the use of 'Five of the Best' boxes, which showcase high quality texts aimed at their year group. Love to read reading sessions are integral in KS2 as children engage and read high-quality texts using whole class reading, partner reading as well as reciprocal reading, where children explore texts using questions, predictions, clarifying and summarising within groups. As well as reciprocal reading sessions, comprehension skills are carefully planned to ensure that all children explore a thorough understanding of what's being read.

The active encouragement of reading for pleasure should be a core part of every child's educational entitlement, whatever their background or attainment, as extensive reading and exposure to a wide range of texts make a huge contribution to students' educational achievement. At Teagues Bridge, we believe that all children have the opportunity to participate in a positive reading experience to engage the students, to have a model for adult's enthusiasm for books and reading for them. When choosing books to read aloud, all adults strike a balance between following the students' preferences and inviting them to try new types of books to expand their horizons and spark new interests.



## English Curriculum Vision

### Intent, Implementation and Impact



#### Writing

As we believe consistency and well-taught English is the bedrock of a valuable education, at Teagues Bridge we ensure that the teaching of writing is purposeful, robust and shows clear progression for all children. In line with the new national curriculum, we ensure that each year group is teaching the explicit grammar, punctuation and spelling objectives required for that age groups. As well as teaching the objectives, teachers are able to embed the skills throughout the year in cross-curricular writing opportunities and ensure that most children are achieving the objectives at the expected level and that some children can achieve at a greater depth standard. In this sense, assessment of writing is also more fluid as teachers can assess against a set framework. All year groups use the same format for assessing writing which have been produced in line with the end of Key Stage assessment frameworks as published by the Department for Education.



In order to expose children to a variety of genres which helps to utilise and embed the writing skills, teachers plan, structure and teach their English lessons using Pie Corbett's Talk for Writing approach, employing the three stages of imitation, innovation and invention to range of non-fiction and fiction genres. This journey is designed to show progress, teach the pertinent year group objectives, apply and consolidate these skills and develop vocabulary. Writing is taught through the use of a quality text, which exposes the children to inference, high-level vocabulary, a range of punctuation and characterisation. Each text is purposefully selected in order to promote a love of reading, engagement and high quality writing from each child. We use each book to create opportunities to develop reading fluency and comprehension with a focus on key reading strategies and skills; develop grammar and punctuation knowledge and understanding to use and apply across the wider curriculum; explore the writing structure and features of different genres, identify the purpose and audience; plan and write an initial piece of writing with a clear context and purpose before evaluating the effectiveness of writing by editing and redrafting. At Teagues Bridge, we believe that writing is strengthened by instilling a love for reading within our pupils. We value the importance of reading to supplement writing, providing a purpose and a context to writing. We believe that pupils who are provided a reason for writing demonstrate flair and effective writing composition, leading to high quality outcomes.

Every lesson builds on knowledge, skills and understanding from previous lessons and prior learning in earlier year groups. Lessons are taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills. Lessons follow a recognisable sequence that is pertinent to the unit of learning or topic and moves learning forward. All children, including the most disadvantaged pupils, the most able pupils and pupils with SEND receive the same challenge within the same broad curriculum.

### **Impact**

Through the teaching of systematic phonics, our aim is for children to become fluent readers by the end of Key Stage One. This way, children can focus on developing their fluency and comprehension as they move through the school. Attainment in reading is measured using the statutory assessments at the end of Key Stage One and Two. These results are measured against the reading attainment of children nationally. Attainment in phonics is measured by the Phonics Screening Test at the end of Year 1.

However, we firmly believe that reading is the key to all learning and so the impact of our reading curriculum goes beyond the results of the statutory assessments. We give all children the opportunity to enter the magical worlds that books open up to them. We promote reading for pleasure as part of our reading curriculum.



Children are encouraged to develop their own love of genres and authors and to review their books objectively. This enhances a deep love of literature across a range of genres, cultures and styles.

We strive to ensure that our children's attainment is in line or exceeds their potential when we consider the varied starting points of all our children. We measure this using a range of materials, whilst always considering the expectations for each year group. Children will make at least good progress in Reading, Writing and Speaking and Listening from their last point of statutory assessment or from their starting point in Reception. We intend the impact of our English curriculum will ensure our pupils are academically prepared for life beyond primary school and throughout their educational journey. We believe that through the book-led approach we have developed for the pupils of Teagues Bridge, that pupils foster a love for reading and an interest in reading for pleasure. We also strive to ensure that pupils work hard to ensure that children will be able to produce written work in all areas of the curriculum of a similar standard which evidence good progress from their last point of statutory assessment point or their starting point in Reception.

## Handwriting and presentation

All children are taught the correct formation of letters, using the Nelson handwriting scheme. Handwriting is essential for a child's

writing to become fluent, legible and speedy when they are writing. This scheme is progressive so that children develop their gross and fine motor skills before practising their handwriting on paper. Handwriting occurs daily for approximately 10 minutes.

At Key Stage 2, once a child's handwriting is at the required standard they will receive a pen license and are then encouraged to write

in fountain pen. They will have a certificate to take home and their name will be displayed in the hall.

## Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

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# Word Reading

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>apply phonic knowledge and skills as the route to decode words</li> <li>respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li> <li>read other words of more than one syllable that contain taught GPCs</li> <li>read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>read accurately words of two or more syllables that contain the same graphemes as above</li> <li>read words containing common suffixes</li> <li>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</li> </ul>





	re-read these books to build up their fluency and confidence in word reading.				
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## Comprehension

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by:               <ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>being encouraged to link what they read or hear read to their own experiences</li> <li>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>recognising and joining in with predictable phrases</li> <li>learning to appreciate rhymes and poems, and to</li> </ul> </li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop pleasure in reading, motivation to read, vocabulary and understanding by:               <ul style="list-style-type: none"> <li>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>discussing the sequence of events in books and how items of information are related</li> <li>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>being introduced to non-fiction books that are structured in different ways</li> <li>recognising simple recurring literary language in stories and poetry</li> <li>discussing and clarifying the meanings of words, linking new</li> </ul> </li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>using dictionaries to check the meaning of words that they have read</li> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>identifying themes and conventions in a wide range of books</li> <li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action phrases that capture the reader's interest and imagination</li> <li>recognising some different forms of poetry [for</li> </ul> </li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>develop positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>using dictionaries to check the meaning of words that they have read</li> <li>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>identifying themes and conventions in a wide range of books</li> <li>preparing poems and play scripts to read aloud and to perform, showing understanding</li> </ul> </li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>maintain positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>recommending books that they have read to their peers, giving reasons for their choices</li> <li>identifying and discussing themes and</li> </ul> </li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>maintain positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>reading books that are structured in different ways and reading for a range of purposes</li> <li>increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</li> <li>recommending books that they have read to their</li> </ul> </li> </ul>



<p>recite some by heart</p> <p>discussing word meanings, linking new meanings to those already known</p> <p>understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>discussing the significance of the title and events</p> <p>making inferences on the basis of what is being said and done</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>explain clearly their understanding of what is read to them.</p>	<p>meanings to known vocabulary discussing their favourite words and phrases</p> <p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p>understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>making inferences on the basis of what is being said and done</p> <p>answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p> <p>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns</p> <p>And listening to what others say, explain and discuss their understanding of books, poems and other material, both those</p>	<p>example, free verse, narrative poetry]</p> <p>understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p> <p>retrieve and record information from non-fiction</p> <p>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>through intonation, tone, volume and action</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>identifying main ideas drawn from more than one paragraph and summarising these</p> <p>identifying how language, structure, and presentation contribute to meaning</p>	<p>conventions in and across a wide range of writing</p> <p>making comparisons within and across books</p> <p>learning a wide range of poetry by heart</p> <p>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>asking questions to improve their understanding</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>identifying how language, structure and presentation contribute to meaning</p>	<p>peers, giving reasons for their choices</p> <p>identifying and discussing themes and conventions in and across a wide range of writing</p> <p>making comparisons within and across books</p> <p>learning a wide range of poetry by heart</p> <p>preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>asking questions to improve their understanding</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying</p>
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	<p>that they listen to and those that they read for themselves.</p>		<p>retrieve and record information from non-fiction          participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader          distinguish between statements of fact and opinion          retrieve, record and present information from non-fiction          participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views          courteously explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary          provide reasoned justifications for their views.</p>	<p>inferences with evidence          predicting what might happen from details stated and implied          summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas          identifying how language, structure and presentation contribute to meaning          discuss and evaluate how authors use language, including figurative language, considering the impact on the reader          distinguish between statements of fact and opinion          retrieve, record and present information from non-fiction          participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views          courteously explain and discuss their understanding of</p>
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					<p>what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views.</p>
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## Curriculum Offer

# MATHS

At Teagues Bridge Mathematics is based upon The New National Curriculum, 2014 which provides detailed guidance for the implementation of the teaching of Mathematics from Reception to Year 6. The different strands of mathematics within the new framework include:

- Number, place value and rounding, approximation and estimation
- Addition and Subtraction
- Multiplication and Division
- Fractions, Decimals, Percentages Ratio and Proportion
- Algebra
- Statistics
- Measurement
- Geometry: properties of shapes, position, direction and motion

Using and applying mathematics is integrated throughout.

### Aims:

- To become fluent in the fundamentals of mathematics through varied and frequent practice with complexity increasing over time.
- Develop conceptual understanding and ability to recall and apply knowledge rapidly and accurately.

Reason mathematically; follow a line of enquiry, conjecture relationships and generalisations.

- Develop an argument, justification and proof by using mathematical language.
- Problem solve by applying knowledge to a variety of routine and non-routine problems. Breaking down problems into simpler steps and persevering in answering.



## KS1

- Develop confidence and mental fluency with whole numbers, counting and place value.
- Working with numerals, words and the four operations, including resources.
- Develop ability to recognise, describe, draw, compare and sort shapes.
- Measures to describe and compare quantity.
- Number bonds to 20.

## Lower KS2

- Increasing fluency with whole numbers and four operations including number facts and place value.
- Efficient written and mental methods and perform accurate calculations with increasingly large numbers.
- Problem solving in fractions and decimal place value.
- Analyse shape and properties and describe relationships.
- Accurate use of measuring instruments.
- Memorise up to 12 times tables.

## Upper KS2

- Understanding larger integers.
- Multiplication and division of fractions, decimals, percentages and ratio.
- Use of efficient written and mental calculation.
- Introduce language of algebra for problem solving.
- Classification of shape with complex geometric properties and associated vocabulary.

Through the teaching of daily maths lessons we aim to develop children as thoughtful, confident and resilient mathematicians. These lessons are also supported by a number of enrichment activities built into the curriculum such as; Minute Maths, Mental Maths

Mondays, Maths Challenge Mornings, Cross Curricular Theme related maths activities and use of the outside environment.

### Purpose of study

Mathematics is essential to everyday life, links to other areas of the curriculum and necessary for most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

#### Teagues Bridge Primary School

Teagues Crescent, Trench, Telford, Shropshire, TF2 6RE

Tel: 01952 388450 Fax: 01952 388452

Email: [teagues.bridgepri.a@telford.gov.uk](mailto:teagues.bridgepri.a@telford.gov.uk)



Numeracy and mathematical reasoning should be developed in all subjects so that pupils understand and appreciate the importance of mathematics.

### Aims

The national curriculum for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

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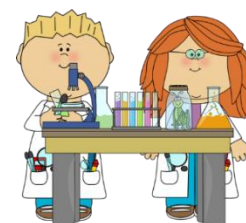
Tel: 01952 388450 Fax: 01952 388452

Email: [teagues.bridgepri.a@telford.gov.uk](mailto:teagues.bridgepri.a@telford.gov.uk)



## Curriculum Offer

# SCIENCE



### Purpose of study

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

### Aims

The national curriculum for science aims to ensure that all pupils:

- develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics
- develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.

### Scientific knowledge and conceptual understanding

The programmes of study describe a sequence of knowledge and concepts. While it is important that pupils make progress, it is also vitally important that they develop secure understanding of each key block of knowledge and concepts in order to progress to the next stage. Insecure, superficial understanding will not allow genuine progression: pupils may struggle at key points of transition (such as between primary and secondary school), build up serious misconceptions, and/or have significant difficulties in understanding higher-order content.

Pupils should be able to describe associated processes and key characteristics in common language, but they should also be familiar with, and use, technical terminology accurately and precisely. They should build up an extended specialist vocabulary. They should also apply their mathematical knowledge to their understanding of science, including collecting,

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Tel: 01952 388450 Fax: 01952 388452  
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presenting and analysing data. The social and economic implications of science are important but, generally, they are taught most appropriately within the wider school curriculum: teachers will wish to use different contexts to maximise their pupils' engagement with and motivation to study science.

### The nature, processes and methods of science

'Working scientifically' specifies the understanding of the nature, processes and methods of science for each year group. It should not be taught as a separate strand. The notes and guidance give examples of how 'working scientifically' might be embedded within the content of biology, chemistry and physics, focusing on the key features of scientific enquiry, so that pupils learn to use a variety of approaches to answer relevant scientific questions. These types of scientific enquiry should include: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources. Pupils should seek answers to questions through collecting, analysing and presenting data. 'Working scientifically' will be developed further at key stages 3 and 4, once pupils have built up sufficient understanding of science to engage meaningfully in more sophisticated discussion of experimental design and control.

### Spoken language

The national curriculum for science reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their scientific vocabulary and articulating scientific concepts clearly and precisely. They must be assisted in making their thinking clear, both to themselves and others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Biology		Living things and their habitats		Living things and their habitats	Living things and their habitats	Living things and their habitats
	Plants	Plants	Plants			
	Animals including humans	Animals including humans	Animals including humans	Animals including humans	Animals including humans	Animals including humans
						Evolution and inheritance
Chemistry	Everyday materials	Uses of everyday materials	Rocks	States of matter	Properties and changes of materials	
Physics			Light	Sound		Light
			Forces and Magnets	Electricity	Forces	Electricity
	Seasonal changes				Earth and Space	



## Curriculum Offer COMPUTING



### Purpose of study

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links to mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computing science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

### Aims

The national curriculum for computing aims to ensure that all pupils:

- Can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- Can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- Are responsible, competent, confident and creative users of information and communication technology.

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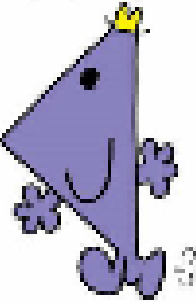

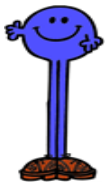
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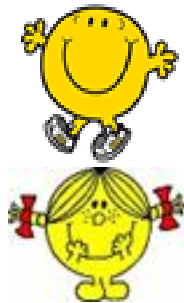


Magic Learning Habits – these help children with their learning and these behaviours are needed to allow children to tackle challenges and overcome difficulties.

The MAGIC Habits of Learning	Characters	What does it mean?
<p style="text-align: center;"><b>M</b> <b>Motivation</b></p>		<p>Being able to motivate yourself, even when learning is difficult, it is the best habit children can learn at a young age. Understanding yourself and what motivates you involves consideration of beliefs and values and also strategies for managing moods and feelings.</p>
<p style="text-align: center;"><b>A</b> <b>Attitude</b></p>		<p>This is about developing a can-do attitude which includes taking responsibility for learning. It includes the idea of taking positive action rather than feeling like the victim of circumstances. The habit helps children to become more optimistic and independent. Attitude is about a habitual way of thinking and behaving that can create a positive reaction. This habit also encourages an open-minded approach to change that promotes flexibility.</p>
<p style="text-align: center;"><b>G</b> <b>Gumption</b></p>		<p>This is about having resourcefulness, courage and common sense and therefore becoming more resilient and determined.</p>
<p style="text-align: center;"><b>I</b> <b>I-Learn</b></p>		<p>This shows children how to make the most of their brainpower through understanding their learning styles and how the brain reacts to stress.</p>



C  
Communication  
Courage



Effective communication is an essential skill for future success and it develops charm and good manners as well as teamwork and body language.



Religious Education and Collective worship:

Religious education is provided in accordance with current legislation and the recommendations of the Local Authority which states that the majority of work and assemblies are built around main faiths. At Teagues Bridge we follow the SACRE RE scheme of work.

Telford and Wrekin SACRE RE Scheme of Work – 4 units per year group. Teaching sequence to be flexible, and none of this to be required – just supportive, practical guidance.

Year Group	Unit A	Unit B	Unit C	Unit D
Y R	1. RE through play: a flexible ideas unit (many religions)	2. Who celebrates what and how? (Wedding, birthday, welcoming a new baby)	3. Festivals: how are they celebrated? (Christmas, Eid, Passover, Divali)	4. Myself: Who am I?
Y1	5. Creation + Thanksgiving: How do we say 'thank you' for a beautiful world? (Jews and Christians)	6. Special stories: what can we learn? (Christians and Muslims)	7. I wonder... Questions that Puzzle Us	8. Finding out about Christian Churches
Y2	9. Respect for everyone: what does that mean?	10. Symbols of belonging: what can we learn? (Hindu, Muslim, Christian)	11. Holy words: Why do religious people love their scriptures?	12. Beginning to learn from Islam: Muslims and Mosques in Telford and Wrekin
Y3	13. Divali: How and why is the festival celebrated and what does it mean?	14. Living in Harmony: Stories to show we care	15. Leaders and followers in Family Life (Jewish and Christian)	16. Is life like a journey? (Christian, Muslim, Hindu)



Y4	17. What can we learn from visiting sacred places? (Any two faiths)	18. Does a beautiful world mean there is a wonderful God? (Christian, non-religious)	19. Why do some people think Jesus is inspiring?	20. Keeping the 5 Pillars of Islam today
Y5	21. Temptation: What can we learn from Muslims and Christians?	22. Prayer: asking questions, and seeking answers.	23. Values: What can we learn from Christians and Humanists?	24. Christian Aid and Islamic Relief: Can they change the world?
Y6	25. Religion + the individual: Exploring commitment.	26. Words of Wisdom from Sikhs, Muslims and Christians	27. Expressing spiritual ideas and beliefs about God through the arts (Christian)	28. What will make our community more respectful? (Many religions + beliefs)

Whole

school assemblies take place three times a week, on other days each keystage meets separately. Monday's Assembly is based around our Jigsaw themes, this looks at the world around us and how we live together. Wednesday's assembly is based around the value of the month. Each class has a task linked to the assembly and At the end of the month they present their work. One member of each class is chosen as 'Values Champion', Awards are given for this achievement.

Values of the month:

	2018/2019	2019/2020
September	RESPECT	LOYALTY
October	RESPONSIBILITY	PEACE
November	KINDNESS	THOUGHTFULNESS
December	LOVE	HOPE
January	EQUALITY	HAPPINESS
February	PATIENCE	EMPATHY
March	COURAGE	APPRECIATION
April	TOLERANCE	PERSEVERANCE



May	HONESTY	OPTIMISM
June	TRUST	SELF-CONTROL
July	CO-OPERATION	SELF-BELIEF

Friday's assembly is awards assembly, this is led by the school council. Children are given awards for the following:

- Worker of the week
- Brilliant behaviour (BBC)
- Star of the week
- Golden tickets - dinner-time behaviour
- Punctual Panda - being on time consistently
- Writer of the month
- Reader of the month
- Best attendance - 1/2 termly non-uniform day for the best attendance - class reward
- Best weekly attendance - awarded with a trophy in assembly
- Values champions - every month

Assemblies cover SMSC (Spiritual, Moral, Social and Cultural Development) and British Values. This includes Moral and values needed to ensure the children grow into well rounded good citizens. Children of all faiths need to be well-equipped to live in harmony in a globally developing country.

The right of withdrawal exists for any child subscribing to a Religious Faith whose principles would be threatened by participation in Religious Education and Assemblies. Each parent should inform the Headteacher in writing if they wish to exercise this right. A meeting will then be arranged to discuss the reasons for such withdrawals. If the reason is genuine, alternative arrangements will be made for the child during religious education and assemblies. There is no need for children to be taken out of school.





### PSHE and Citizenship:

PSHE promotes the personal and social development of children. At Teagues Bridge we use JIGSAW scheme to promote this area of learning.

### **Jigsaw Content**

Jigsaw covers all areas of PSHE for the primary phase, as the table below shows: Term	Puzzle name	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my place in the class, school and global community as well as devising Learning Charters)
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, working together to design and organise fund-raising events
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
<b>Summer 2:</b>	Changing Me	Includes Sex and Relationship Education in the context of looking at change



## Global Dimensions

Global education broadens horizons and encourages exploration of all subjects from a global perspective. It contributes to the whole curriculum and enhances our understanding of the world. It also stimulates curiosity and motivates learning, thus contributing to the raising of standards. Through studying different cultures and countries and the issues that face them, global education helps develop an understanding of the impact our actions have on them. It also enables us to reflect on the global nature of our society and responds to the diverse backgrounds and experiences of the children in the classroom, recognising the entitlement of those children to receive an education which reflects this diversity.

## Relationships and Sex Education:

The governors and staff believe it is important that children are well-prepared for adulthood and that it is important to support parents in this sensitive task from the time the children start with us to the time they leave. We have a sex and relationships education policy within school and the materials used for the teaching of this subject has been viewed and approved by parent governors. We believe that the school sex-education programme should support parents in their role in providing appropriate information at each stage of learning as part of the curriculum.

Within years 5 and 6, teachers will talk about puberty and reproduction and will show videos and books recommended by the Healthy Education Authority. Information will be given sensitively and in the context of family life. Parents will be informed when this work will take place and be invited to see the resources to be used before they are presented to the children. However, questions asked by any child will be answered by the teacher or school nurse, as and when they occur.

*Parents have the right to withdraw pupils from all or part of the sex education programme except that which is part of the science curriculum. Parents should inform the school in advance so that other arrangements can be made for their children.*

STAR- This is a drugs awareness and personal development programme for year 6; it is taught every year in partnership with the Community Police Service.



### Curriculum Enrichment:

We aim to provide additional activities to enhance the curriculum, these include:

- An annual theatre visit – to school or whole school visit to a theatre.
- World book day work shops
- Work shops linked to a variety of festivals
- Workshops linked to SMSC and British Values
- Visiting authors

Family Friday takes place the last Friday of each 1/2 term. Children of all ages are mixed and in groups with their siblings, cousins etc. The whole school works on a theme linked to 'Growth Mindset,' Values, Learning behaviours. The children work together in a fun and creative way, learning to support each other and collaborate with a range of ages.

### After school activities:

We offer a range of clubs that run from 3.15-4.15. Currently we have the following:

- Chin Woo (Charge of £4.00)
- Top Hats (Drama, dance and singing) Charge of £3.00
- Gardening club ~ Free
- Crossbar Football ~ £2.00
- Gymnastics ~ £4.00

### **Celebrating children's Achievement**

Rewards are an important part of school life in recognising children's achievements and encouraging behaviour. We all need recognition of our efforts and children need to be consistently told that they are GOOD!

Two children from each class are awarded worker of the week. Their picture is displayed on the worker of the week tree in the hall. A letter is sent home to parents to inform them of their child's achievement. Each week a child is chosen for star of the week. Their picture is displayed and their peers write nice things about that person on post-it notes. These are shared in assembly and then sent home for parents



to see on a Friday. Two students are chosen every week for 'BBC (Being Brilliant Club)', this means they have demonstrated outstanding behaviour and have followed the schools values and promoted these in school life.

Praise and reward must be consistent in the classroom. Stickers are given for behaviour and achievement. Notes home are also given in recognition of their efforts. Teachers are encouraged to send children to the head between 1-1.30 to share and celebrate good work.

The head will also make random visits to look at the children's books. A postcard will be posted home to those children who show outstanding presentation.

All children have a reward sticker chart, they collect stickers for a range of reasons, and these can be stuck in their folder. When they are full, they can come to see Mrs Abdulla and they are given a reward for completing the whole booklet.

Teachers should ensure that they set up their own reward systems within the classroom. Praise and reward are key to a well-managed classroom but children need to understand what is expected of them and the outcome. Having a focus for reward can sometimes be a good incentive for children e.g. presentation, quiet voices, good listening, hands up, respecting each other, good maths, tidy classrooms etc.

Praise must be consistent. Children and adults like to know if they are doing well. It doesn't take a lot of effort to say something nice to every child. Comment on the things that are important to them. Raise their self-esteem in the classroom and your will raise their achievement.

Golden tickets are awarded daily for dinner-time behaviour and good manners in the dining hall. Children receive a golden sticker in assembly and at the end of term take part in 'Golden Time', this is organised by the headteacher.

Each month 2 pupils from each base for writer and reader of the month. Children are awarded in assembly and parents informed of this award.

Each month children are nominated for Values champion; this is the person who has received the most tokens for demonstrating that particularly value of the month e.g. Kindness.



To celebrate and reward those children who arrive at school promptly with a positive outlook every morning to embark on the day's journey of learning we will be entering them into a weekly raffle. Each child who arrives between and 9.00 will be given a raffle ticket by the adult on the door. They must write their name on and place the ticket in the punctual panda pot. These pots will be collected on a Friday and a name will be drawn from each pot in Friday's award assembly. They will be rewarded with a punctual panda prize. These tickets will then be placed in the punctual panda grand tube and at the end of each half term there will be a second draw, three names will be pulled out and they will be awarded a grand prize.

Each half term the class with the best overall attendance are awarded with a non-uniform day. Parent will be informed of this the last Wednesday of each half term.

#### BEHAVIOUR:

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*"Pupils are enthusiastic and have positive attitudes towards school and learning. They cooperate and collaborate well in groups. They have good levels of perseverance; show initiative and can think and learn for themselves. Pupils mostly manage their own behavior well, which means lessons proceed without interruption*

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OfSTED Report Sept 2017

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Teagues Bridge adopts a positive Behaviour policy. This means we place high value on the pupils acting as responsible members of our school and community, coupling self-discipline with a regard for others and a respect for property. We regard discipline not as a system of punishment but as rules for good behaviour which cultivates in pupils an understanding of their actions and decisions, and an acceptance of responsibility for the consequences. We seek to provide a relaxed and pleasant atmosphere where all children can feel safe and secure, where we encourage and reward achievement within a positive and consistent framework for behaviour.



We have a set of school rules which the children chose, they are our whale rules:

Work sensibly and calmly at all times

Help each other in the classroom and outside

Ask with respect and be polite

Listen to the teacher

Everyone has the right to feel safe

We have a School Behaviour Policy, which outlines in greater detail our expectations of the children's role in developing this community; it includes details of the sanctions we feel are appropriate.

Parents will be given a behaviour policy, this outlines the rules we promote and the consequences for not following classroom rules. Excellent behaviour is essential to open the doors to learning. Disruptive behaviour can be detrimental to the well-being and education of all children in the school. For this reason we ensure that behaviour is acceptable and conducive to learning. High standards of behaviour are expected at all times and the policy and procedures are non-negotiable. Children's learning and education are paramount and if others effect this then procedures need to be put in place.

Parent will be informed immediately of their children's behaviour and the actions taken to reduce such disruption in our school, this includes class time, dinner-time, breakfast club and after school activities.

Expectations at Teagues Bridge:

**In the classroom and shared areas children should:**

- Get on with their work responsibly and complete the work set to the best of their ability
- Use books and other materials sensibly and put them away carefully
- Let others get on with their work
- Listen to and follow instructions
- Be willing to ask the teacher for help
- Walk around quietly and sensibly



**In the playground children should:**

- Respect the right of other children to play without interference
- Keep the playground free from litter
- Resolve differences of opinion without resorting to physical violence
- Try to make sure that all children are happy and that no one is left out
- Have respect for the property of the school and other children

**Around the school children should:**

- Walk around quietly and sensibly
- Help to keep the school neat and tidy
- Have respect for the property of the school and other children

**Everyone at Teagues Bridge Primary School has agreed to:**

- Recognise and highlight good behaviour as it occurs
- Ensure that children are praised when behaving well
- Ensure that criticism is constructive
- Explain and demonstrate the behaviour that we wish to see
- Encourage children to be responsible for their own behaviour
- Let parents know about their children's good behaviour
- Reward individual children and groups of children for behaving well

All staff at Teagues Bridge are given a behaviour script which they must follow, this ensures that we all speak with respect towards children and ensure their dignity at all times.

### **Bullying**

This is an emotive word which describes a variety of behaviours which happen or allegedly happen in schools, other institutions or in the world at large. The broadest definition of bullying is **that it has occurred if a victim perceives they have been bullied**. Thus, it can happen once, repeatedly or even not at all except in the perception of the victim.





We address this issue by being proactive rather than reactive. Issues such as this are highlighted in assemblies and at the beginning of terms. Through PSHE, RE and circle times we address specific issues that may arise in a particular class or group.

Parents should contact the school if they believe their child is being bullied, the point of contact for this may be the class teacher or the Headteacher. All concerns will be taken seriously and all concerns will be logged. Pupils are encouraged to tell an adult if they have been bullied who will then follow the appropriate procedures.

### Uniform

We expect children to be smart and tidy and school uniform must be worn. If you have difficulties with providing this you should contact the head teacher in confidence. We respect cultural needs where dress is concerned and will be happy to discuss this with you.

Reception -> Yr 6- Navy cardigans or school sweatshirts should be worn with the school logo on over a white shirt, polo shirt or blouse with grey or navy skirt, pinafore or trousers. Sensible black shoes.

In the summer, blue gingham dresses or white T-shirts with grey or navy shorts or trousers can be worn.

Cardigans, sweatshirts, fleece jackets and polo shirts with the school logo on can be purchased from the 'Bakers and Sons Uniform shop in Wellington.

### P.E. Kits

All children are expected to wear the school P.E. Kit. This consists of a sky blue t-shirt with the school logo on and navy blue shorts, along with black plimsolls or suitable outdoor footwear. Indoor PE is done in bare feet, or when medical reasons make it necessary, in plimsolls- trainers are not suitable.

For outdoor PE, children need suitable footwear. Trainers are ideal for work on the playgrounds, football boots and trainers for the field.

In the Summer term, KS2 children will have swimming lessons as required under the National Curriculum. Girls should wear a one-piece swimsuit and boys wear swimming trunks, shorts are not acceptable at the local leisure centre.

Please provide kit in a small drawstring PE bag (Large sports bags are not suitable).



All clothing should be clearly marked with your child's name

### Lost Property

Should your child lose an item of clothing please check the lost property box in the corridor outside the PE store. We will make every effort to help locate lost items. However, we cannot emphasise enough the importance of having all items clearly labelled with the child's name.

### Personal Possessions

Toys and personal possessions should not be brought into school unless for a specific project or on a designated day. If toys or cards are seen inappropriately in school they will be taken from your child and returned to you at the end of the day. Jewellery should not be worn in school although we will accept small studs and watches. These are worn at the owners risk and the school will not be held responsible for the actions of third parties.

### School Meals

The children eat their lunches in the canteen area of the main hall. They may choose to eat a school lunch, provided by the school's own kitchen, or they may bring sandwiches. For those children taking a school lunch, a cashless till system operates whereby your child will pay in advance before proceeding to the serving hatch. The cost of school meals is £2.40 per day this must be paid via parent pay. Any absence is credited to you when your child returns. Drinks brought to school by children taking sandwiches should be in unbreakable containers for safety reasons, lunchboxes should be clearly named and we respectfully request that a 'healthy lunchbox' is provided in line with our healthy eating policy.

If a parent/ carer is in receipt of Income Support or Jobseeker's Allowance your children may be entitled to free school meals, please





ask for an application form from the school office. This is dealt with in confidence but proof of benefit entitlement is necessary.

All children in base 1,2,3 and 4 are entitled to free school meals. There is also a sandwich option for those children who do not like hot dinners. These must be ordered in advance so the kitchen staff can cater for orders, ensuring produce is fresh. Sandwich option order forms are available at the office or on the website, under the parents section - [www.teaguesbridgeprimary.org](http://www.teaguesbridgeprimary.org)

Those children who go home for lunch are the only ones permitted to leave the premises at lunchtime and are the responsibility of their parents during that time. They should leave through the main entrance and return to school **5 minutes before afternoon registration.**

#### Breakfast Club:

8.00-8.50 daily. Charge of £2.50 per child. Places must be booked 1 week in advance and a registration form needs to be completed. We cannot offer you a space if this is not paid for. This must be paid via parent pay, please do not turn up if you have not paid for the place.

#### Break and Lunchtime Supervision

During morning break times two members of staff are on duty, with additional support identified pupils when necessary. At dinnertimes the children are supervised by six lunchtime supervisors.

In all instances, if an incident or accident occurs, the matter is reported to the Head or First Aider and dealt with accordingly.

First aid slips will be sent home with children at the end of the day. If a child receives a serious bump, fall or accident during the school day, parents will be telephoned immediately so medical advice can be sought.



### Medicines

School can only administer prescribed medicines from a Doctor which have the child's name and dosage printed on the bottle. If your child needs three doses per day, parents should give doses at home, before and after school, with a final dose at bedtime. Medicines should only be kept in school if the doctor has prescribed four doses per day.

We are unable to administer over the counter Cough mixtures/ Calpol etc. **Parents are required to fill in a standard form for administering medicine** if they wish the school to administer prescribed medication during the school day. Please ask the administrator, Mrs Inwood.

On starting school you will be asked to identify any allergies your child may have. **Children who require inhalers will keep them accessible at all times and should know how to use them.** Parents are requested to complete an asthma care plan and provide medication in a clearly marked plastic container large enough to hold the Volumatic aid.

### Illness and Accidents

All children when admitted to school must give a home telephone contact number or emergency contact number so that should the need arise for us to send a child home due to illness, or they have an accident, then parents can be contacted easily. Please make sure that school is notified of any changes in contact numbers. A number of staff have completed first aid training. Where serious injury is suspected an ambulance will be called and the parents will be notified as soon as possible. You will be informed of minor injuries such as bumps to the head by your child's teacher or a note that explains what has happened.

### Infectious diseases

Infectious diseases should be notified to school as soon as possible. Children suffering from an upset stomach or feeling generally unwell should not be sent to school. As you know, children benefit from a period of rest after illness – the vigour's of a school day do not allow for this, and of course any infection can be spread to others. It is important that children are kept at home for at least 4-8 hours after the last bout of sickness or diarrhoea.

Please advise school before 9.30 a.m. of any absence/lateness as registers are closed at this time.



### Head lice

Head lice are uninvited guests at school and unfortunately it seems they are regular visitors at all schools. We would ask that all parents regularly check their child's hair and treat accordingly. Please keep the school informed should you have a problem. The school nurse is always willing to offer support and advice concerning treatment.

### Communication

We welcome regular contact between staff, governors, parents of pupils and the community as an essential element in the success of the school.

We place a high priority on early consultation between parents and staff in identifying and resolving problems. Staff will always make time to discuss a child's problems/ progress.

### **We will also inform you of your child's progress through;**

- Parent/ teacher discussion – planned at an appropriate time during the year to give you the opportunity to talk about your child's progress
- At the end of the Summer Term your child's written report outlining his/her progress will be sent to you
- Regular events such as plays, concerts, sports days, assemblies are held to which you are invited so that you can see the school in operation
- Invitations to share your child's work within their class

Newsletters are sent out every Friday and also contain information about the PTFA and Community events. These letters will be given to the youngest child in a family to prevent duplication, if you require newsletters to be sent via e-mail then please contact the administrator with your request [teagues.bridgepri.a@telford.gov.uk](mailto:teagues.bridgepri.a@telford.gov.uk) .

It is very important that school is advised immediately of any change in emergency contact details or home circumstances so that records can be kept up to date and staff made aware of those with responsibility for individual children.



### Equal Opportunities

We are committed to the view that all children are of equal value and have equal rights to education whatever their race, gender, class, disability, learning need, age or religion. This is central to the school's philosophy and ethos.

The school has an Equal Opportunities and Racial Equality Policy which are both available upon request for inspection.

### Pupils with Disabilities/Accessibility

The LA are the admissions authority and determine the placement of pupils including pupils who may have special needs.

The ethos of the school is:

- To recognise individual needs of pupils including those with special needs
- To be flexible in organisation, routines and deployment of resources, including staff, to meet those needs.

### Access to the school curriculum

All children, admitted to the school, including those with disabilities, have access to the full curriculum offered by the school. Class organisation allows teaching and learning to take place in the following contexts; whole class, cohort groups, social groupings, ability groupings and one to one.

The school has a number of teaching assistants who can support pupils in these contexts.

Generic training is provided for TAs and specific training if and when appropriate.

Outside agencies are key to helping us support these pupils.

Where necessary resources used to access the curriculum will be produced in suitable form e.g larger type, Braille etc





### The School Environment

Where necessary, reasonable adjustments will be made to the school environment in order to support access for pupils and visitors.

The school has produced a detailed Accessibility plan (as required under the Disability Discrimination Act 1995) which covers future policies for increasing access to the school. Please ask the administrator if you would like to view a copy.

### Security and Safety

#### Security

All visitors access the school by the main entrance only and must sign in and out with the school administrator. The school is security alarmed and has a security fence boundary with entrance gates that are locked during the school day.

#### Health and Safety

A termly health and safety audit is carried out by the Head and a member of the Governors Health and Safety sub-committee. An annual audit is also carried out and submitted to the LA. The building is subject to the same health and safety rules as other public buildings.

#### Fire Drill

Fire drill is practised termly and the pupils are made aware of the fire procedures.

#### Trips and Visits

The school adheres to the Guidelines for Educational Visits as set out by the LA. When out of school visits are planned risk assessments are undertaken and each visit is covered by insurance. We have an emergency policy, available in school, which details procedures to be followed if pupils are off site.

#### Dogs

To protect the health of the children, parents are asked to ensure that all dogs are kept on a lead and kept outside of the school boundary.





### No Smoking Policy

A strict 'No Smoking' Policy is maintained in the school building and grounds and parents are required to observe this policy.

### Road Safety

We ask that parents do not park on the staff car park, zig zag lines or gate area when bringing children to or collecting them from school. Parking for blue badge holders is limited but can be negotiated with Headteacher.

### Admissions

The school's current admissions policy is operated by the LA on behalf of the school, full details of which, together with information about the arrangements, are set out in the LA's information for parents' booklet, a copy of which is held in school.

At present, Telford and Wrekin Council has placed admission limits on each year group in the school. The admissions limit for Reception class for this school is 40. Once this limit has been reached, the school is deemed full. Parents still wishing their child to attend the school should contact the Admissions Department of the Local Authority (Tel: 01952 380903) who will explain the APPEALS PROCEDURE.

The LA will officially allocate the reception places in March and in the Summer Term we will invite parents to a 'Starting School' meeting. All children have the opportunity of starting school in the autumn term but parents do have the right to defer entry until the term in which their child reaches his/her 5<sup>th</sup> birthday.

### Attendance

We are required by law to monitor attendances and absences. Parents should therefore let the school know if a pupil misses school for any reason. On the day of absence a telephone call may be made to the school administrator or a letter can be sent in.

If attendance drops below 91%, parents will receive an attendance letter, if it remains below this figure another letter is sent and then an invite to an attendance panel meeting is set. Regular attendance is required to ensure all children are able to make progress and cover the demanding elements of the National Curriculum. Regular attendance also equips children for life in the real world and promotes perseverance and commitment.



Absence for illness or medical reasons is an authorised absence. We are now obliged to report unauthorised absences to the LA and these may be pursued by the Local Authority's Education Welfare Officer. Incidental days off and holidays during term time are NOT authorised.

### Punctuality

It is vital that children are ready for lessons at 9.00 a.m. Persistent late arrival impacts on children's learning as they miss vital curriculum delivery in the initial session.

### Holidays during term time

Amendments have been made to the 2006 regulations in the Education (Pupil Registration) (England) (Amendment) Regulations 2013.

Amendments to the 2006 regulations remove references to family holiday and extended leave as well as the statutory threshold of ten school days. The amendments make clear that headteachers may not grant any leave of absence during term time unless there are exceptional circumstances. Headteachers should determine the number of school days a child can be away from school if the leave is granted.

Amendments have been made to the 2007 Regulations in the Education (Penalty Notices) (England) (Amendment) Regulations 2013.

The 2007 regulations set out the procedures for issuing penalty notices, (fines) to each parent who fails to ensure their child's regular attendance at school or fails to ensure that their excluded child is not in a public place during the first five days of exclusion. Parents must pay £60 if they pay within 28 days: or £120 if they pay within 42 days.

Amendments to 2007 regulations will reduce the timescales for paying a penalty notice. Parents must, from 1st September 2013, pay £60 within 21 days or £120 within 28 days. This brings attendance penalty notices into line with other types of penalty notices and allows local authorities to act faster on prosecutions.

### Attendance Data

Current attendance data for this school can be found within our school profile- an online document accessed from [www.schoolsfinder.direct.gov.uk](http://www.schoolsfinder.direct.gov.uk)



### Pastoral Care

We see children as individuals and value them. We try to provide for their needs and encourage them to develop the values and attitudes that will help them to make informed choices and decisions for both now and the future.

Children in year 6 are encouraged to be playground buddies and help throughout school with other responsibilities. They particularly enjoy carry out office duties, they will answer the phone, take messages to teachers, photocopy newsletters etc. Many visitors have commented on how courteous they are and well spoken.

We encourage older children to set a good example to younger children in all aspects of school life.

### School Parliament

There is a school Parliament which meets regularly and is made up of elected representatives from each class.

The aims of the school council are:

- To work towards the school's aims as set out in the mission statement.
- To promote and develop personal, social and citizenship aspects of school life.
- To provide opportunities for pupils to inform staff, headteacher and governors regarding their needs to ensure a safe and secure learning environment.
- To provide pupils with opportunities to develop their skills in making decisions, being responsible and developing qualities of good citizenship.
- To provide opportunities and challenges for staff and pupils to work together to raise standards and achievements throughout the school.

### Homework

We believe that the education of your child is based on a joint responsibility by school and parents to support them in all aspects of their learning.

Homework is a way of consolidating work taught in class and for involving parents in their child's education. The amount of homework varies and tends to increase as the child gets older. We strongly recommend you read with your child regularly from an early age. Weekly spellings and times tables are



also given where appropriate. Your child's teacher will set work that is relevant and pertinent to the class situation.

Homework will be communicated in their homework diaries that all classes will provide for their children. This also provides an opportunity for parents to communicate with the teacher if they don't attend school regularly.

We ask that children take pride in their homework and that it is handed in on the day specified. Parents will receive a letter if homework is persistently not handed in by the child/children. A child's development for life is the responsibility of both the school and the parents. TOGETHER we can make a difference to your child's life.

### Transfer between key stages

Pupils transfer from KS1 to KS2 at the end of the school year in which they are seven years old.

At the end of the primary years the pupils transfer to a number of different secondary schools within the area. During year 6 (the year in which your child becomes 11), a 2 day period will be set aside when the children are given the opportunity to visit their chosen school as an induction for the following September.

Staff from some of the secondary schools will make visits to the school in order to discuss this process.

Records and any other relevant information are passed on to the relevant schools. Every effort is made to ensure a smooth transition between primary and secondary school.

### Bi-lingualism

Over the years at Teagues Bridge, all children have enjoyed and been enriched by working alongside others from a variety of religious and cultural backgrounds.

Some of our children are bi-lingual and are developing their use of English as a second language. In these situations, there is additional support provided through the Multi-cultural Development Service.

### SEND

The school endeavours to identify children with special educational needs, whether they need extra support due to learning or physical difficulties, or whether they have exceptional gifts in areas of



learning, as soon as is possible. We will always inform parents when it is thought that a child needs additional support with learning. These children may be supported individually or in a small group within their class base for short as appropriate to their learning needs. The class teacher, or teaching assistant, working to the directions of the class teacher, may provide support.

Mrs Woods, the SEND co-ordinator, will work together with the class teacher to write an Individual Education Plan (IEP). IEP's are sent home for parents to read and comment on the targets set. These are reviewed termly. Any teaching assistants needed to implement the plan will be identified and if necessary, additional and specific training will be arranged. Outside agencies who are involved with the school include the local authority's learning support team, the educational psychologist, the sensory advisory support teachers, speech and/or occupational therapists.

No children to date have been excluded from curriculum activities because of special needs. Curriculum planning and group organisation takes account of different learning abilities within classes and the differing needs of the pupils

#### Early Help Assessment and TAF's (Team around the family)

Meetings and discussions can be held to ensure your child and family have the best support if there is a difficult situation. Other agencies are invited when the issues cannot be solved independently by school. This is a supportive process and a way of identifying early intervention/help for an individual child or/and family.



SATS results July 2019:

EYFS ~ Good Level of Development 2019 (Reception)

EYFS - Good Level of Development	79%	73%	78%	71.8%	+6.2
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%	Emerging (Below)	Expected (At)	Exceeding (Above)
Writing	17%	53%	30%
Number	6%	72%	22%
Shape, Space, Measure	6%	72%	22%
Reading	19%	44%	37%

	Emerging	Expected	Exceeding
EYFS - Good Level of Development	19%	59%	22%



Total 29/36	81%
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Overall percentage for emerging, expected and exceeding is based on the child's individual average and not the co-hort average.

*Phonics results Year 1 Phonics Screening June 2019:*

2013	2014	2015	2016	2017	2018	2019	National Average
65%	88%	84%	87%	92%	95%	100%	81%

*Keystage 1 SATs results (Year 2) 2019:*

Subject	2017 ES	2017 GD	2018 ES	2018 GD	2019 ES	2019 GD	National Average
Reading	81%	31.25%	72%	20%	75%	20%	75%
Writing	72%	21.8%	65%	18%	73%	18%	69%
Maths	78%	28%	80%	10%	83%	18%	76%
SPaG	78%	34%	70%	33%	80%	30%	/





Keystage 2 SATs results (Year 6) 2019:

	School 2017 - ES	School 2017 GD	School 2018 ES	School 2018 GD	School 2019 ES	School 2019 GD	National Average
KS2 READING	65%	18%	70%	23%	93%	20%	73%
WRITING	72%	7%	83%	13%	83%	20%	78%
MATHS	55%	18%	72%	17%	83%	20%	79%
SPaG	71%		83%	20%	87%	47%	78%
Combined Attainment	41%	/	/	3%	79%	7%	64%



Safeguarding  
Children's Board  
Teagues Bridge:

# SAFEGUARDING AT TEAGUES BRIDGE

at

## Our safeguarding vision

Teagues Bridge will establish an environment and maintain an ethos where children feel safe, secure and recognise when they don't feel safe and who they can tell. Children at our school will belong to a culture of openness and trust, where children are encouraged to talk and are listened to if they have a concern.

At Teagues Bridge we will develop resilience to radicalisation and all forms of grooming. We will ensure that children understand the dangers of Social Media and how this can affect their safety. Children will be equipped with the skills to recognise when they are in an unsafe situation and how to manage it in real life situations.

At Teagues Bridge we will ensure all staff have up to date safeguarding training. The children's safety is paramount and we will ALL be committed to ensuring children are SAFE and SECURE in today's world.

## Designated safeguarding Officers



Mrs Abdulla - Head  
teacher

Mrs Woods - Assistant  
Head



Mr Hale - year 6  
teacher

[www.teaguesbridgeprimary.org](http://www.teaguesbridgeprimary.org)



Safeguarding is always our top priority. All children have a safeguarding card so they know who they can go to if they are feeling unsafe at school, at home or in the community. We also have a children's group, that children can go and speak to. The safeguarding board consists of children from year 4, 5 and 6. They are extremely responsible, sensible and mature children who have the capacity to support others with their problems. The safeguarding group are call 'The SAS (Safe and Secure) Crew. They are available any dinner-time and break for children to speak to. They run workshops across the school to inform children about safeguarding issues and keeping safe. They can be clearly identified at dinner-time by the red tabards they wear.





