



## School Details and Contacts

Name: Teagues Bridge Primary School

Address: Teagues Crescent

Trench

Telford

TF2 6RE

Tel: 01952 388450

Email: [A2191@telford.gov.uk](mailto:A2191@telford.gov.uk)

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

Headteacher: Mrs Sarah Abdulla

Chair of Gobs: Mr Stephen Reynolds

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: 01952388450, Fax: 01952388452

Email: [A2191@telford.gov.uk](mailto:A2191@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.

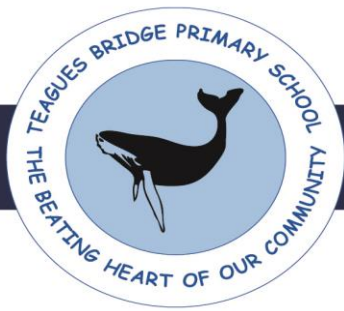
Our most important aim is to provide a safe, caring and happy environment filled with exciting experiences and opportunities that the children will remember for life.

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 Vision

### OUR VISION

At Teagues Bridge our vision is to be an outstanding school at the heart of the community. We are dedicated to developing our children to become well-rounded citizens, who show tolerance and respect and who value the diversity of our community and the wider world. We want to ensure our children grow into caring, responsible, and positive members of the community through promoting the British Values and spiritual, moral, social, and cultural development. Together we will develop children to be confident, respectful, resilient, and happy individuals. Through a child-centred, engaging, and meaningful curriculum, which is underpinned by developing a love of reading, children will leave with the skills to become lifelong learners. They will know how to keep themselves safe and how to be safe in the local community and the wider world.

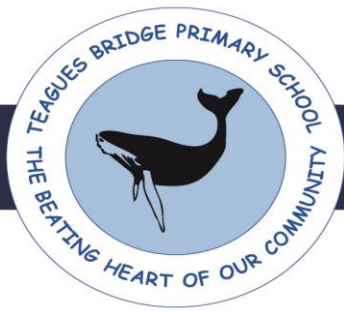
Responsibility	Expect Success	Safety and Self Control	Positive Attitude	Equality for all	Creativity	Teaching and Learning
Children will express themselves effectively, respecting other's thoughts, feelings, and opinions.	All children develop self-confidence and courage to believe that they can and will succeed.	There are high expectations of behaviour for all, and children are taught to manage conflict and emotions through self-regulation.	Children take pride in themselves, their school, and their learning.	Children will have a voice to challenge prejudice and stereotypes to ensure we are an inclusive school.	Children will develop a thirst for knowledge through a broad and balanced curriculum that inspires curiosity.	Children are given time to reflect on their ideas, use their initiative and develop independent learning skills.
Children develop a sense of responsibility by contributing to a range of roles within school e.g. school parliament, SAS crew, office helpers, librarians, playground pals etc.	Dreams and Aspirations are harnessed and nurtured.	Children are happy and supported in school and are encouraged to develop effective learning behaviours.	The importance of mental well-being is promoted and children can use strategies to maintain a healthy body and mind.	To provide an inclusive environment that celebrates diversity and teaches children to appreciate the world around them.	Every child is given the opportunity to develop their interest and skills through a wide variety of enrichment activities and events.	Children will be confident in using ICT to enrich their learning experience in school and the wider world.
Children will be responsible citizens and will contribute to the wider society.	Children, staff, governors, and parents alike are passionate about progress and every success is celebrated.	Children learn how to keep safe in school, the community and online and are secure in developing healthy relationships with others.	Children can express emotions and feelings in an appropriate way and know when to seek support.	All learners, families, and cultures – regardless of gender, ethnicity, faith, orientation, and disability – are of equal value.	Children will ask questions, follow a line of enquiry and be successful problem solvers.	Supportive and stimulating learning environments will engage children and allow them to know and remember more.
Children will take responsibility for their actions, will understand consequences, and will know the difference between right and wrong.	Children will feel safe to make mistakes and develop their resilience to learning.	Children will know what to report to support a zero-tolerance approach to any form of bullying or harm e.g. peer-on-peer abuse.	Our school ethos and values teach children to have a strong moral compass.	Children learn the significance of equal opportunities, justice, and human rights. They become increasingly aware of the significance of these principles to citizenship and democracy, preparing them for life in modern Britain.	Learning is exciting and engaging through a range of memorable experiences.	A love of reading is harnessed throughout every child's learning journey.

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## The School: Background and Organisation

NOR - 255 (Dec 2019)

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 277 pupils on roll, aged between 4 and 11. There are 9 classes in full time use, each with its own interactive whiteboard. All classes have access to TA support throughout the week.

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 an outdoor gym.

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 support we give to the pupils in our care.



## Who's who at Teagues Bridge Primary School

Head teacher: Mrs S Abdulla

Deputy Head teacher/SLT/SENDco: Mrs N Woods

Foundation Stage teacher: Miss Fowler

Foundation Stage/ Year 1 teacher: Miss Bowler

Year 1/2 class teacher: Mrs Wood

Year 2 class teacher: Mrs Muir

Year 3 class teacher: Mrs Thomas

Year 3/ 4 class teacher: Miss Stevens

Year 4/5 class teacher: Mr Smith

Year 5/6 Class teacher: Miss Goring

Year 6 Class teacher/SLT: Mr Hale

Business Manager: Mrs Smith

Administrator: Mrs Johnson

Caretaker: Mr G. Powell

Cleaners: Mrs Gardner, Mrs R. Reed, Mrs S. Latif

TA support: Mrs H Whitehouse (HLTA)  
Mrs D. Ames (HLTA)

Mrs T Thomson  
Mrs K Marson  
Mrs J Jones  
Mrs L Garrett  
Mrs C. Salter





Miss Pritchard  
Mrs H. Evans  
Mrs D. Tibbetts  
Mrs K. Copestake  
Mrs S Broomfield  
Miss J. Chahal  
Miss C Price

**Cook in charge:** Ms K. Smith

**Dinner Supervisors:**

Mrs L. Garrett SLSA	
Mrs V. Preece	Miss D. Tibbetts
Mrs D. Veres-Micle	
Mrs D. Gardner	





## The Governing Body

STATUS	NAME	Term of Office
Chair of Governors LA Appointed	Mr S Reynolds	Dec. 2026
Headteacher	Mrs S L Abdulla	
Teacher Governor	Mrs N. Woods	Jul 2025
Co-opted Governors		
	Revd K S Evans	Dec 2026
	Mr S Reynolds	Dec 2026
	Mrs C. Jenkins	June 2028
	Mrs S Jones	
Parent Governors	Mr Drew White	May 2025

**Clerk to Governors:** Ms K Hughes 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.

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## School Day at Teagues Bridge

School gates open	8.43am
Classroom doors open	8.45am
registration	8.50-9.00am
Gates locked	8.56am
RWinc Phonics	9.00am-10.00
Break-time KS1	10.30-10.45am
Break-time KS2	10.45-11.00am
EYFS/KS1 Dinner-time	11.45-12.30 pm
EYFS/KS1 reading	12.30-12.45
KS2 dinner-time	12.30-1.00pm
KS2 Newsround	1.00-1.15pm
Assembly	2.30-2.45pm
Reading for pleasure	2.45-3.10pm
School gates opened	3.10pm
Home-time	3.15pm
Total hours per week	32 hours & 30 Minutes



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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

8.43am and 8.56am and again between 3.12pm 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 of 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 text, email or **Telford and Wrekin Website**

It is important that parents check one of these 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.



## 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 – Mrs N. Woods, Mr M. Hale or Mrs E. McInnes

The head teacher is also 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 an 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 NFER 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.



## English Curriculum

### READING AND WRITING

## 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 delivered through Read, Write, Inc Phonics. 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 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 been reading regularly at home.

## 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.

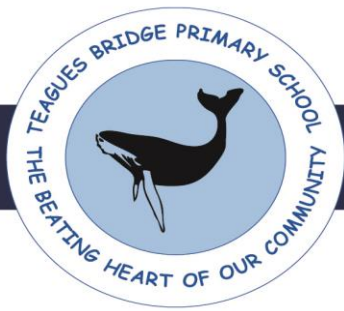
We make sure that pupils read books that are closely matched to their increasing knowledge of phonics and the common exception words. This is so that, early on, they experience success and gain confidence that they are readers. Re-reading and discussing these books with the teacher supports their increasingly 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, KS1 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.

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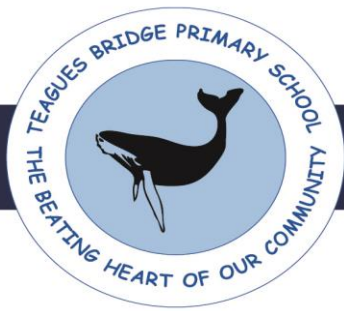
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## English Curriculum Vision

### 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

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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.

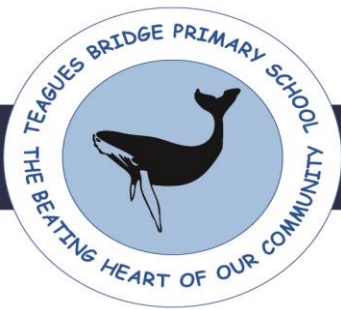
Every lesson builds on knowledge, skills and understanding from previous lessons and prior learning in earlier year groups. Lessons are taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills. Lessons follow a recognisable sequence 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 Read, Write, Inc Handwriting and 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.

Word Reading					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pupils should be taught to: apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or	Pupils should be taught to: continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	Pupils should be taught to: apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English	Pupils should be taught to: apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both	Pupils should be taught to: apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English	Pupils should be taught to: apply their growing knowledge of root words, prefixes and suffixes



<p>groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>read other words of more than one syllable that contain taught GPCs</p> <p>read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted</p>	<p>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>read accurately words of two or more syllables that contain the same graphemes as above</p> <p>read words containing common suffixes</p> <p>read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>re-read these books to build up their fluency and confidence in word reading.</p>	<p>Appendix I, both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Appendix I, both to read aloud and to understand the meaning of new words that they meet.</p>	<p>(morphology and etymology), as listed in English Appendix I, both to read aloud and to understand the meaning of new words that they meet.</p>
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## Comprehension

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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<p>Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics recognising and joining in with predictable phrases learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or</p>	<p>Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by: 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 discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear understand both the books that they can already read accurately and fluently</p>	<p>Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books 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 recognising some different forms of poetry [for example, free verse, narrative poetry] 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 asking questions to improve their understanding of a text drawing inferences such as inferring characters'</p>	<p>Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry]</p>	<p>Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes 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 recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wide range of poetry by heart 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>Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes 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 recommending books that they have read to their peers, giving reasons for their choices identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books learning a wide range of poetry by heart</p>
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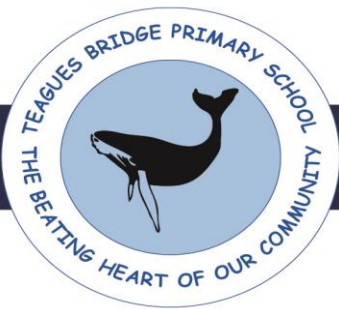


<p>on background information and vocabulary provided by the teacher</p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>discussing the significance of the title and events</p> <p>making inferences on the basis of what is being said and done</p> <p>predicting 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>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 that they listen to and those that they read for themselves.</p>	<p>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>understand what they read, in books they can read independently, by:</p> <p>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>understand what they read by:</p> <p>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>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>distinguish between statements of fact and opinion</p> <p>retrieve, record and present information from non-fiction</p> <p>participate in discussions about books that are read to them and those they can read for themselves, building on their own</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:</p> <p>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>
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				<p>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>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>
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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.

### KSI

- 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.

### 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.

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

### Aims

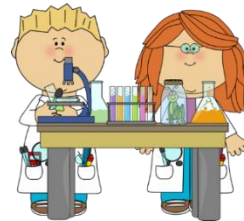
The national curriculum for mathematics aims to ensure that all pupils:

- 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.



## 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 and 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, 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.

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### 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.

	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	

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## 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.

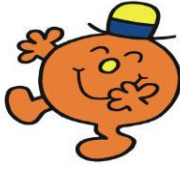
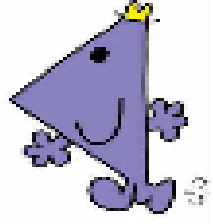



### Aims

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.



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?
<b>M</b> <b>Motivation</b>		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.
<b>A</b> <b>Attitude</b>		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.
<b>G</b> <b>Gumption</b>		This is about having resourcefulness, courage and common sense and therefore becoming more resilient and determined.
<b>I</b> <b>I-Learn</b>		This shows children how to make the most of their brainpower through understanding their learning styles and how the brain reacts to stress.
<b>C</b> <b>Communication</b> <b>Courage</b>		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	18. Does a beautiful world mean there is a wonderful	19. Why do some people think Jesus is inspiring?	20. Keeping the 5 Pillars of Islam today

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	sacred places? (Any two faiths)	God? (Christian, non-religious)		
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. Tuesday's Assembly is based around out Jigsaw themes or Picture News, 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.



## Value of the Season

At Teagues Bridge Primary School it is our aim to raise standards and equip children for life in modern Britain by promoting a school ethos which is underpinned by core values. These values support the development of the whole child as a reflective learner within a calm, caring, happy and purposeful atmosphere.

We give regular thought to how our values can be used to support the child as a learner and promote quality teaching and learning. In our society children are increasingly encouraged through advertising to think of happiness as something which can be found simply in the material world, but we promote that happiness is more than this and it encompasses all the values that we believe are important to help children become good, thoughtful citizens. Our Main value is RESPECT and we promote this in all areas of school life.

The values we focus on are:

VALUES of the Season	Year A	Year B
Autumn 1	RESPONSIBILITY	HONESTY
Autumn 2	KINDNESS	SELF-CONTROL
Spring 1	EQUALITY	HOPE
Spring 2	PATIENCE	CO-OPERATION
Summer 1	COURAGE	PERSEVERANCE
Summer 2	TOLERANCE	SELF-BELIEF

PROGRESS PRIDE INTEGRITY SUPPORT  
 ACCOUNTABILITY TEAMWORK TRUST  
 RESPECT COURAGE LEADERSHIP DIVERSITY  
 HONESTY PASSION COMMUNICATION  
**VALUES**  
 INTEGRITY HONESTY  
 LEADERSHIP RESPECT  
 QUALITY COMMITMENT RELIABILITY  
 PERFECTION VISION PROGRESS CARE  
 POTENTIAL EXCELLENCE OPENNESS  
 SUPPORT CONFIDENCE SIMPLICITY

**Teagues Bridge Primary School**

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

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

- Whale Rule Champion
- Worker of the week
- Handwriting Hero
- Respectful Ranger
- Star player of the week
- Individual attendance
- Best weekly attendance ~ 1/2 termly non-uniform day for the best attendance ~ class reward
- Homework of the week
- Punctual Panda ~ being on time consistently
- Star of the week (one child)
- Writer of the month
- Reader of the month
- Mathematician of the 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.

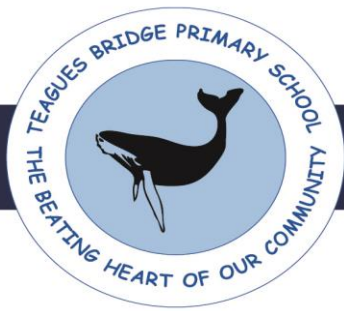


### PSHE and Citizenship:

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 workshops
- Workshops linked to a variety of festivals
- Workshops linked to SMSC and British Values
- Visiting authors

### **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. They receive a certificate in assembly and their work is displayed in the class celebration book.

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.

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 you will raise their achievement.

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

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 8.45 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.

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:

*"A notable feature of the school is the way leaders and staff support pupils to become responsible, caring members of society. There are many opportunities for pupils to do jobs that help others. Members of the SAS crew, playground pals, junior librarians, head pupils and other roles give pupils a part to play in running the school. In lessons and assemblies, staff teach pupils about how different people live. Pupils learn to respect difference, while also appreciating the things that unite people. They know the difference between right and wrong."*

OfSTED Report February 2023



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

Always be polite and respectful

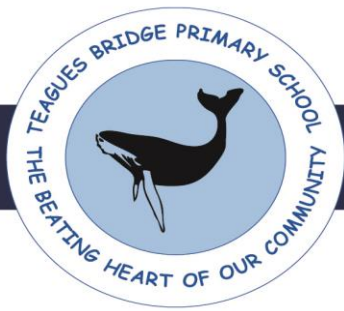
Listen carefully to all staff and each other

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).

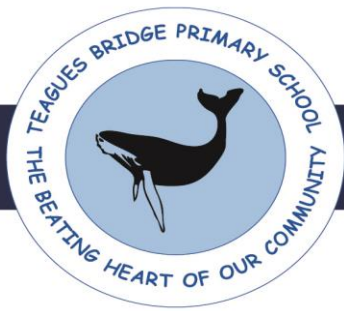
**All clothing should be clearly marked with your child's name**

### Lost Property

Should your child lose an item of clothing please check the lost property box in the school office. 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, except for smart watches with camera and recording features. 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 you will pay in advance and your child would make a selection, before proceeding to the serving hatch. The cost of school meals is £2.45 per day this must be paid via parent pay. 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, Jobseeker's Allowance, Child Tax Credits or Universal Credit, your children may be entitled to free school meals.

Please fill in an online form on Telford and Wrekin Council website to find out if you qualify:



[https://www.telford.gov.uk/info/20028/school\\_meals/9/free\\_school\\_meals/2](https://www.telford.gov.uk/info/20028/school_meals/9/free_school_meals/2)

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 £3.00 per child, per session. Places must be booked 1 week in advance and a registration form needs to be completed. We cannot offer you a space if it has not been booked or there is an outstanding balance. This must be paid via parent pay, please do not turn up if you have not paid or booked.

### Break and Lunchtime Supervision

During morning break, 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.

All the head bumps will be reported to parents immediately via text message. If a child receives a serious head injury, 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.

We are unable to administer over the counter Cough mixtures/ Calpol etc., unless the bottle has been unopened. **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 Ms Millar or Ms Tracz in the school office

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 bag large enough to hold the Volumatic aid.





### Illness and Accidents

All parents, when a child is admitted to school, must provide details of at least two emergency contacts 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 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 48 hours after the last bout of sickness or diarrhoea.

**Please advise school before 9.30 a.m. of any absence/lateness either via telephone or email, 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 issues. 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
- Invitations to share your child's work within their class

Newsletters are sent out every Friday via email and also contain information about the Community events.

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 Equality Policy which are both available on our school website.

### 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 a 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 or Business Manager 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. Outside of the school hours the school is monitored by a security company.



### Health and Safety

A termly health and safety audit is carried out by the Head, Business Manager 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 Plan, 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 on the following email address: [admissions@telford.gov.uk](mailto:admissions@telford.gov.uk) who will explain the APPEALS PROCEDURE.

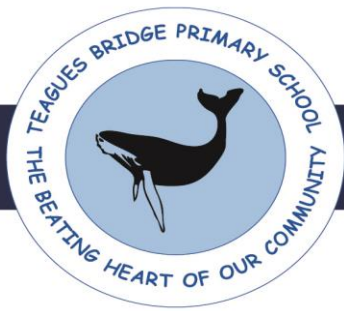
The LA will officially allocate the reception places in March and in the Summer Term we will invite parents to a 'Starting School' meeting. All children have the opportunity of starting school in the autumn term but parents do have the right to defer entry until the term in which their child reaches 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 should be made to the school office or an email sent to [A2191@telford.gov.uk](mailto:A2191@telford.gov.uk), explaining the absence.

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

By law, parents and carers must ensure that all children of compulsory school age (5-16) receive a suitable, full-time education. Telford and Wrekin Council Attendance support both schools and parents/carers to ensure that every child attend school regularly. As a parent/carer you may be committing an offence if you fail to make sure that your child attends school regularly. This may lead to the issuing of a penalty notice, prosecution, or application for an education supervision order.

#### Leave of absence

- o Please be aware that the Education regulations 2013, which came into effect on 1st September 2013, states that Headteachers may not grant leave of absence during term time unless there are exceptional circumstances.
- o Any absence must be requested as far in advance as possible, and no less than 4 weeks prior to the requested date. A form for application for leave of absence during term time can be found on the website or you can ask for one from the office.
- o The guidance from Telford and Wrekin Council states that if a parent/carer takes their child out of school, e.g. on holiday or other unauthorised leave of absence, for 5 days (10 sessions) or more, without the authority of the headteacher, each parent/carer may be liable to receive a penalty notice for each child who is absent.
- o If leave is taken without authorisation by the school, it may be recorded as an unauthorised absence and Telford and Wrekin attendance support team will be notified. A penalty notice will probably be issued.

Any leave of absence during term time can be disruptive both to the child's learning and to the school whether for a family holiday or for any other reason. Schools will only consider the leave in term time where both:

- The application is made to the headteacher in advance of the leave by a parent/carer the child normally lives with,



- There are exceptional circumstances, as agreed by the headteacher for the leave.

Application should be made as far in advance of the leave as possible (at least four weeks prior to leave).

Teagues Bridge Primary School will only agree absence in exceptional circumstances. The following factors will be considered when assessing requests – no one factor should be regarded as conclusive.

School staff should investigate each request individually and consider:

- The time of the year of proposed leave of absence
- The length and purpose of the leave of absence
- The duration of the leave of absence and its impact on continuity of learning
- The circumstances of the family and the wishes of parents
- The overall attendance pattern of the child

Schools should carefully explore with parents why leave of absence is necessary if they do not accept the unauthorised notification. Where absences are sanctioned, they should be counted as an authorised absence.

When parents fail to abide by the agreement reached with the school and keep a child away from school in excess of the period agreed or, where parents fail to apply permission, the extra time taken should be treated as an unauthorised absence.

What are exceptional circumstances:

- Close Family Funeral
- A member of immediate family has been taken seriously ill overseas.
- Religious Observance
- Illness
- Exams, tests, sporting events.
- Medical procedures overseas (evidence must be provided from Doctor)

Where schools are experiencing difficulties with leave of absence in term time, they may wish to:

- Focus on the issue at parents' meetings





- Issue a letter in the subject to parents
- Contact the Attendance Support Team for advice and support

All requests for leave of absence should be in writing and the application should be made by a parent with day-to-day care of the child even if they are not actually going on holiday themselves. If the parent with whom the child lives does not give consent to the holiday, leave cannot be given lawfully by the school except by a court order.

The application should be made within 4 weeks of the absence request.

#### Penalty Notices:

Under existing legislation, each parent/carer commits an offence if a child fails to attend school regularly and the absences are classed as unauthorised. Depending on circumstances, such cases may result in prosecution under section 444 of the Education Act 1996.

Telford and Wrekin Council considers that regular attendance at school is of such importance that penalty notices may be issued in the following circumstances where unauthorised absence occurs:

- o Children identified by police or Education welfare officers engaged on truancy patrols and who have incurred unauthorised absences.
- o Unauthorised leave of absence during term time.
- o Where it is judged that a parent/carer is failing to engage with any supportive measures proposed by the school. This may be considered if a child has 10 or more sessions of unauthorised absence during the previous 6 school weeks. Unauthorised absence may include arriving late after the close of registration without good reason.

With the exception of unauthorised leave of absence taken in term time, parents/carers will be sent a formal warning of their liability to receive such a notice before it is issued.

The amount payable on issue of a penalty notice is £80 (issued to each parent/carer, for each child) if paid within 21 days. Penalty notices will increase to £160 after 21 days but within 28 days. After 28 days, the LA may prosecute under section 444 Education Act 1996.



### Performance Data

Current performance data for this school can be found within our school profile – an online document accessed from:

<https://www.find-school-performance-data.service.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 to carry out office duties, they will answer the phone, take messages to teachers, photocopy, 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, the 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 it 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 class and individual provision plans. 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 2024:

SATS	ARE 2024	National Average	Greater Depth	ARE 2023	ARE 2022
Reading	81.08%	74%	5.40%	69%	78%
Writing	70.27%	72%	10.81%	43%	73%
Maths	62.16%	73%	8.10%	69%	48%
SPAG	67.56%	72%	18.91%	67%	73%
Combined (R,W,M)	54.05%	61%	0	50%	/

**Teagues Bridge Primary School**

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

Tel: 01952388450, Fax: 01952388452

Email: A2191@telford.gov.uk



Safeguarding at Teagues Bridge:

## SAFEGUARDING AT TEAGUES BRIDGE

### 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

Lead DSL -  
Mrs Woods



Deputy DSL -  
Miss McInnes



Deputy DSL -  
Mr Hale

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

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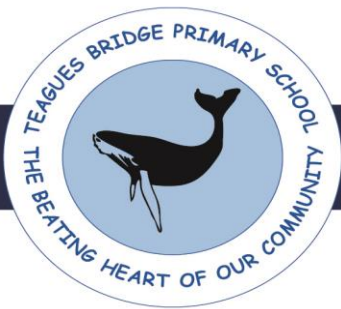


### Safeguarding Children's Board at Teagues Bridge:

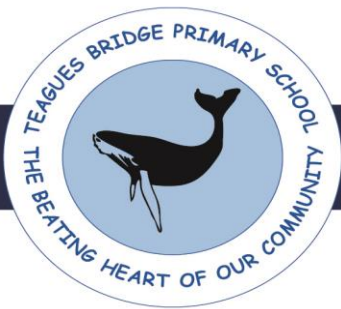
Safeguarding is always our top priority. All children have a safeguarding card so they know who they can go to if they are feeling unsafe at school, at home or in the community. We also have a children's group, that children can go and speak to. The safeguarding board consists of children from year 4, 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 called '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.











Supporting mental well-being at Teagues Bridge:





Mental Health Charter:

At Teagues Bridge we promise to adhere to the statements on this Charter.

	<p><u>Teagues Bridge Well-being Charter for Children</u></p>	
<p><u>Teagues Bridge are committed to supporting mental health we will:</u></p>		
<p>1. <u>Create Safe spaces in school</u> We will ensure that school is a safe place for you inside the building and outside.</p>		
<p>1. <u>Listen to all pupils:</u> We will ensure that all staff listen to all pupils needs. When you have a concern you can tell an adult and we will listen with empathy.</p>		
<p>2. <u>Provide lessons on Mental Health:</u> Lessons, assemblies, and activities on mental health will be taught in all classes throughout the year.</p>		
<p>3. <u>Champion diversity:</u> We will strengthen our efforts to promote diversity. We will eliminate discrimination and ensure equality for all.</p>		
<p>4. <u>Provide Supportive classrooms:</u> Classrooms will be supportive with positive praise and rewards for all.</p>		
<p>5. <u>Teach Respect:</u> Provide lessons to teach children to value and respect the views of others.</p>		
<p>6. <u>Improve access to mental health and wellbeing resources</u> We will ensure that children are supported with resources to support Mental health and well-being.</p>		
<p>7. <u>Care and Empathy:</u> We will ensure that all staff show empathy and respect for all children</p>		