

Welcome to

TEBAY PRIMARY SCHOOL




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Education Trust

RESPECT | RESPONSIBILITY | RESILIENCE

Tebay Primary School is part of Cumbria Education Trust, that shares a common vision to enable every young person to reach their potential. Whilst working within the shared vision and values of the Trust, each school has its own unique ethos to reflect the community they serve.

It is the Trust's aim to not only develop the standard of education in the Cumbria region but also aid its social and economic regeneration.

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Welcome to Tebay Primary School, a small, rural school that is part of Cumbria Education Trust.

In our school, we aim to create an inclusive, happy, stimulating learning environment, which allows equal opportunities for all, where our children will achieve their potential; intellectually, emotionally, physically and socially. We provide a structured approach to learning, following the guidelines set by the National Curriculum yet leaving room for personal development and creativity. Our learning programmes are designed to give our children a rich variety of enjoyable experiences through which their skills, abilities and attitudes can grow.

In the long-term, our aim is for our children to become well-balanced, resilient, thinking adults who are able to face the future confidently and independently. In educating a child, we have to look at the whole person. We know that children learn best when they are secure and happy. How a child feels about themselves is fundamental to their success in learning. Therefore, our aims encompass not only intellectual skills like reading, writing and mathematics but life skills including self-confidence and initiative, perseverance and co-operation.

Being part of a wider trust that encompasses a range of schools from across Cumbria means we are fortunate to make links and extend our learning to be the very best that we can be!

If you wish to visit us, please make an appointment by calling the school office on 01539 624239 to come and look around at your leisure.

Helen Wright
Headteacher

EARLY YEARS FOUNDATION STAGE

CURRICULUM

In the Nursery Class and the Reception Year, the curriculum is planned and resourced to take children's learning forward and to provide opportunities for all children to succeed in an atmosphere of care and of feeling valued.

The curriculum for the Foundation Stage is designed to ignite children's curiosity and enthusiasm for learning and to build their capacity to learn, form relationships and thrive. The curriculum is planned in seven areas of learning and development; all areas are important and interconnected.



HOW DO CHILDREN LEARN IN THE EARLY YEARS?

Children learn through a play-based curriculum, focused around children's interests. A day consists of:

Direct teaching

An activity planned, structured and delivered by an adult to a child, group of children or the whole class. This focuses on the direct teaching of skills and knowledge with a specific learning intention.

Focused activities

An activity planned by an adult that focuses on a specific learning intention that your child may complete independently or with adult support.

Child initiated learning

A self-initiated activity wholly decided upon by your child and is the result of their own motivation to explore a project or express an idea.

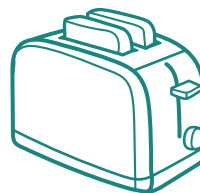




THE SCHOOL DAY



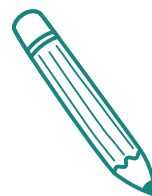
Our school day begins with a welcoming smile from their class teacher and eager children excited to learn!



School starts at 8.45am when our gates open. Children can arrive between 8.45am and 8.55am. The Breakfast Club provision starts at 8am.



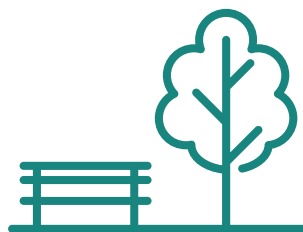
KS1 and KS2 have a morning break. Children have access to play equipment and our Mindfulness Den where children can read, chat and engage in mindfulness activities.



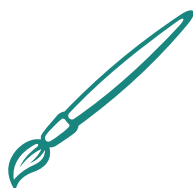
Each class has their own timetable. With lessons taking place before and after the morning break.



After break, children continue with their learning following their class timetable. Then it's lunchtime!



The afternoon sessions run from 1pm to 3.30pm with a variety of lessons. Outdoor learning opportunities are an integral part of our school day.



After school clubs run from 3.30pm to 4.30pm with a second session from 4.30pm to 5pm.



The school day ends at 3.30pm.



LEARNING PROVISION

DRIVEN BY CHILDREN

Inclusion & Accessibility

- Included in all aspects of the school day
- Provided with quality-first teaching, adapted to their needs
- Respected and their contributions valued and acknowledged.

Assessment & Identification of Needs

- Early identification ensures that progress and opportunities are maximised
- Effective reporting and assessment tools allow for the planning and directing of interventions.

Partnerships

- Partnerships with parents recognising that this plays a key role in enabling children to achieve their potential.
- Work alongside external agencies in order to develop programmes of support which are tailored to individual needs

Transition

- Focused on preparing children for their continuing journey through education and into adulthood.





READING AT TEBAY

A child's reading experience is vital to the stimulation of imagination and the development of a positive growth mindset for life.

Reading is much more than the books which come home from school - it is in everything we do! Therefore, we encourage reading throughout our school day and curriculum here at Tebay. We embrace reading and celebrate books in all areas of school life!

We read books about difference and delve into a range of authors throughout the children's journey with us. Different genres are covered in English lessons and children are constantly practising their reading skills across all subjects.

At Tebay Primary School, we strive to nurture the love of reading in every child through our reading-rich curriculum, quality reading resources and stimulating environment.

We aim to:

- provide all children with the skills and strategies to read with confidence, fluency and understanding
- create a positive reading culture where children enjoy reading, want to read regularly and discuss their reading
- encourage reading outside the classroom through forging strong links with home, including the Strive for Five program
- establish a love of books where children choose to read for pleasure.



WHOLE CLASS READ

Whole-class reading is an approach which supports children to understand texts at a deeper level through carefully planned questioning and book discussion. This interactive approach supports learning key reading skills: understanding vocabulary, inference, prediction, explanation, retrieval, and summarising. Children have a copy of the text in front of them and are encouraged to follow along as the text is read by the teacher.

Each class study a range of texts across the year, including classic novels and diverse stories. Children take part in a Whole Class Reading session at least 3 times a week. This approach has had a positive impact on reading lessons at Tebay – children are hooked on their class stories!

EARLY READING

Early reading begins with a love of nursery rhymes, songs, poems and jingles. Children begin to repeat words or phrases. Children are encouraged to take note of the environment around them noticing logos, illustrations, marks and print. As they begin to listen to stories with increasing attention and recall, children can suggest how stories might end and begin to have an understanding of how stories are structured.

In Nursery, children are given picture books. This allows the children to understand how to hold a book, understand its title and they can discuss the pictures with family members. As the children progress through the phonic scheme, they are given reading books which match the phonic phase they are being taught. This provides opportunities for children to practise applying what is taught in the lesson to their reading. We have a vast range of books for the children to read in order to encourage their love for reading.

We also have our 'favourite four' book titles which we read, share and discuss. These books are shared regularly during a half term until children are able to recite the story along with the adult. This allows children to internalise the story and provides a wealth of vocabulary they are able to remember and apply in their play and early writing.



PHONICS

Phonics is the precursor to reading, writing and spelling. It provides a key foundation for children to develop crucial literacy skills that will carry them through life. At Tebay, we follow the Little Wandles Scheme to teach high quality phonics. Our aim is to ensure every child has the best start possible in reading and writing, to enable them to become confident, independent, all round learners.

Phonics is taught discretely and daily at a brisk pace, following a review, teach, practice and apply cycle. Phonics is continuously assessed through children's application and development of phonic knowledge. Children's progress is monitored half-termly to inform subsequent planning and next steps.



STRIVE FOR FIVE!

Strive for 5 is a weekly reading challenge that is set across Tebay Primary School. The aim of Strive for 5 is to encourage pupils to develop a regular schedule of reading outside of school. Strive for 5 is to support the development and progression of readers at Tebay. Teachers will check reading records in order to move children along the Strive for Five chart. If children reach 5 stars, they will be rewarded with 5 points. If children are able to read more than 5 times a week, they are entered into the Above and Beyond raffle!

Children receive one raffle ticket each time they read, on top of the five times needed for Strive for Five. These raffle tickets are drawn during the Celebration Assembly and the winner from each class can collect a prize from the prize box!

LIBRARY

Tebay Primary School's library has raised the profile of reading with both pupils and parents. Situated near the main entrance of the school, it is a welcoming and inspiring place for children to snuggle up and enjoy reading a book from the carefully selected texts.

The library is timetabled to ensure all children are able to access and enjoy this space. It has quickly become a much loved and well used resource.

HOME / INDEPENDENT READING

Every individual child has a school reading book that is either matched to their phonic phase in EYFS to Year 1, or book banded to match their reading ability from Year 2 to Year 6. Children change their books when they have finished them. There are a range of fiction, non-fiction and poetry books in each book band. We have a huge collection of books to match the interests of children. As a child's reading improves, they move through the book bands. The books children have read are logged in reading records.



OUTDOOR LEARNING AND WELL BEING



LOCALITY AND PROVISION

As a village school, our location is fundamental in the development of the curriculum. We provide children with a safe but stimulating setting where they can grow in confidence; to question, explore and learn through investigation. Activities are tailored for each year group, ranging from fell walking and orienteering, to swimming and sailing on the local lakes.

Further to this, we take every opportunity to make the most of our school grounds and local environment by taking everyday sessions, such as whole-class reading and PSHE, out onto the school field and wherever possible other subjects are adapted to incorporate outdoor education too.

Using different outdoor areas, we are able to provide hands-on, practical learning experiences that make subjects more relatable to our pupils. For example, during maths lessons, children measure the height and length of play equipment, trees, flowers and other objects in the school grounds. Science and Geography lessons allow children to investigate the wildlife of our grounds, use quadrats to work out the distribution of plants and animals in a given area and many other topics.

Our allotment area allows children to grow their own fruit and vegetables and gain an understanding of where our food comes from, as well as providing opportunities to see their science curriculum in action. Children have the satisfaction of seeing the fruits of their labour and sharing the produce with our local community.

WELL BEING

At Tebay, we are committed to supporting children, staff and our families with mental health and wellbeing.

Our qualified ELSA (Emotional Literacy Support Assistant) provides tailored intervention to children struggling with specific mental health needs. Our designated ELSA area provides a safe space for children to express themselves and explore strategies which will support them.

We have also developed our very own Mindfulness Den which allows children to have a quiet and safe space during playtimes and lunch breaks to read, chat to friends or complete mindfulness activities. This has proven to be a very popular addition to our outdoor provision.



SPORTING AND AFTER SCHOOL PROVISION

Here at Tebay Primary School, we take pride in showcasing the talents of our pupils across all areas of the curriculum. Sporting events such as cross country, multi-skills tournaments and dance showcases allow our pupils to excel outside of the classroom.

At Tebay, we like to give our pupils access to sports and activities that are far from 'the norm' and we have had experiences including visits to a climbing wall, Action Ants sessions and access to soft play venues. Further to this, we focus on building a sporting curriculum that incorporates a range of activities such as athletics, hockey and dance.

Our after-school clubs are well supported with a range of activities on offer. Throughout the academic year, we run different sessions including art, sport, gardening, cookery and music. These clubs are a great way for children to develop skills, stamina and build relationships with staff and children across school.





LANGUAGES

It is intended that when children leave Tebay Primary School, they will have a natural curiosity and confidence to explore other countries, cultures and languages. It is important that, in a multi-lingual society, it is a valuable skill to be able to communicate effectively with others in another language.

They will be engaged and prepared to continue language learning at their chosen secondary school.

HOW DO WE IMPLEMENT LANGUAGE LEARNING?

In Early Years and in KS1, teachers make meaningful links to the language through song and rhyme, using aspects of the KS2 curriculum, such as numbers and birthdays, where possible. They participate in celebrations and other cultural events. Children with EAL will be acknowledged and aspects of their language celebrated.

In KS2, children begin to learn French - the school's chosen modern language - as their statutory entitlement. This language is taught at both of our feeder secondary schools.

The children follow a progressive curriculum which provides small steps for them to move forward with their language learning and gives them the foundation from which to move forwards into secondary education.

WHEN TEACHING FRENCH

Teachers focus on 4 key areas; Speaking, Listening, Reading and Writing. A variety of techniques are used to encourage the children to actively participate within French lessons, including games, role play, stories and action songs and rhymes.

The teacher also uses a variety of strategies to present new vocabulary, as this serves to demonstrate French without the need for translation. Listening, responding and speaking skills are emphasised together with simple reading and writing skills.

A multi-sensory and kinaesthetic approach to teaching is used, i.e. a physical element is introduced into some of the games, rhymes and songs as this serves to reinforce memory.



SCHOOL UNIFORM

We have a school uniform that enables children to look smart, part of a team and able them to carry out their daily lessons.

DAILY UNIFORM

- Green sweatshirt or cardigan
- White or green polo shirt, can be unbranded if necessary but needs to have a collar and buttons
- Black or grey trousers/shorts/skirt/pinafore/summer blue and white checked dress
- No leggings unless worn under a skirt or trousers
- White, grey or black socks/tights.

Hair:

Should be natural in colour and no extreme haircuts – long hair (just about shoulder length) must be tied up.

Permitted Jewellery:

Children may wear a watch and small stud earrings, which must be removed for P.E (children will be responsible for taking out and putting in their own earrings).

P.E. UNIFORM

Indoor – Black shorts and white t-shirt. Gym trainers for indoor.

Outdoor – Black joggers and a sweatshirt. These can be school branded and named if you wish to make them more personal. Outdoor trainers with a tough sole.

FOOTWEAR

Black shoes.

SCHOOL BAG

School book bag is encouraged as it will fit children's books in and not take up a lot of space on their pegs.



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