



# **Information for Parents**

## **2017 - 18**

At Branton and Breamish we are full of cheer!

**Confident**  
**Happy**  
**Enlightened**  
**Effective**  
**Respectful**

## Our vision

*'To nurture and value everyone, while guiding, enlightening and developing a lifelong love of learning.'*

## How to contact us



Branton Community Primary School  
 Breamish Valley Community Nursery  
 'The Goslings' Parent and Toddler Group

Branton  
 Powburn  
 Alnwick  
 Northumberland NE66 4JF



Tel: 01665 578225



E-mail: [Admin@branton.northumberland.sch.uk](mailto:Admin@branton.northumberland.sch.uk)



Website: [www.branton.northumberland.sch.uk](http://www.branton.northumberland.sch.uk)



Find us on Facebook!

# Introduction

Branton Primary School and Breamish Valley Nursery are located in Branton, a small hamlet situated in the Breamish Valley in the foothills of the Cheviot Hills. Our school building, was built in 1925 although there has been a school in Branton for much longer. The Presbyterian Church being built in 1781 and housing the original school. Our school has two classrooms, a hall and kitchen. The school was extended in 2009 to also include new toilets, cloakroom facilities and offices. Then in 2012 a conservatory was added and that has become part of our Early Years area. In September 2016 we became a primary school extending our age range to 2—11 years of age, and so we are looking at what provision we will need in the future, fundraising and making plans!



We are very lucky to have wonderful outdoor spaces. There is garden and grassed area to the front of the school which is often used for sporting activities. At the rear of the school there is a playground and we have a large playing field with access to an extensive wildlife garden and Branton Ponds.

In 2015-16 we began to set up our Forest School, which is located in the area next to Branton Ponds. We had fantastic community support that Autumn to prepare the area and we now are fortunate to have two staff members who are fully trained and qualified Forest School Leaders who continue to work and develop our amazing Forest School and outdoor learning.



The catchment area includes the Ingram Valley, Branton, Powburn, Hedgeley, Beanley, Eglingham and their farming communities. Northumberland County Council provides transport for children who live more than one mile from the school. We encourage parents to share transport to and from school and at any other times it may be necessary e.g;

- Out of school activities,
- Pre-Reception sessions
- Assemblies

This booklet provides information concerning the school, as required by the 1980 Education Act, for parents of pupils who are expected to enter the school from within the catchment area, and also for other parents who wish to know about the opportunities available. Information concerning the general arrangements in Northumberland is given separately in a County Education Booklet, copies of which are available for parents of pupils who are starting or transferring schools next September.



# Who's who at Branton and Breamish

## School Governors (September 2017):

LEA Appointed  
Head teacher  
Parent Representatives

Co-opted Members

Staff Representative  
Associate Governor

Mrs Janice Woods (Chairperson)  
Mrs Zoë Ryan  
Mrs Abi Wilson  
Mr Ross Wilson  
Mr Tom Oates (Vice Chair)  
Miss Gillian Hogg  
Mrs Jan Johnson  
Mrs Lynne Romartinez  
Miss Rachel Plunkett  
Mrs Joyce Jenkins

Mrs Z Ryan  
Class Teacher

Miss A Gair  
Teaching and Learning  
Apprentice

Miss R Plunkett  
Class Teacher

Mrs E Bone  
Teaching Assistant



**Class 1**  
Early Years/Year 1

**Class 2**  
Years 2, 3, 4, 5 and 6

Miss V Birdsall  
Class Teacher /  
SEND support

Miss H Rogerson  
Teaching Assistant



Mrs H Wyld  
Catering Assistant



Mrs J Woodbridge  
Lunchtime Supervisor

Mrs T McCann  
School Administrator



**Lunchtimes**

Mrs Z Ryan  
Headteacher



**School  
Administration**

Mr I Davison  
Lunchtime Supervisor



Mr I Davison  
Caretaker



## Admissions to Branton Primary School

If you wish your child to attend Branton Primary School you can apply for a place either by contacting the school or The School Admissions Team at Northumberland County Council. Applications can be made online or by downloading a Common Application Form (September admissions) or by downloading an In Term Admission Form (mid year admissions).

<http://www.northumberland.gov.uk/Education/Schools/Admissions.aspx#offersday>

You will also find a link to the Northumberland County Council Admissions Handbook for First and Primary schools on that page along with other relevant information.



## Admissions to Breamish Valley Nursery

For all admissions to Breamish Valley Community Nursery please contact the school office using the contact details at the front of this brochure.

Children can join our 2 year old sessions once they are 2 years old, and then integrate into our main nursery, eventually being in nursery a rising 3 in the term they turn 3. Please ask if you are unsure, we can be flexible in our arrangements to suit individual children's needs. Breamish Valley Nursery offers 10 sessions each week, or up to 30 hours which can be taken as funded or paid for sessions.

## Moving on from Branton Primary School

As a primary school we offer educational provision from 2 to 11 years of age (Nursery to Year 6) and are part of the Alnwick Partnership of schools feeding onto the Duchess's Community High School (DCHS) for the beginning of Year 7. As part of our partnership reorganisation the Duchess High School will admit pupils into Year 7 from September 2017.

Historically, as a first school, the majority of our children moved onto Glendale Middle School in Wooler (which is part of the Berwick Partnership of schools) to begin year 5, and then from Glendale Middle School the majority of our past pupils have transferred to The Duchess Community High School in Alnwick for Year 9. Parents from Branton may still have the option to do this, and would need to make enquiries directly with Glendale Middle School and the Duchess's High School, and also enquire about transport options from Northumberland County Council.





## Our School Day

Morning Session	9.00am - 12.00pm
Morning playtime	10.30am -10.45 am
Lunchtime	12.00pm -1.00pm (Thursday 11.30am-12.30pm)
Afternoon session	1.00pm - 3.15pm
Afternoon playtime	2.00pm - 2.15pm



## The start of the school day

Our children are welcome to arrive at school between 8.45 and 9.00 am and wait in the rear yard for the start of the school day at 9.00 am. Miss Rogerson will be in the playground and Mrs Bone will be in the Nursery yard from 8.45 onwards. Children can then leave their belongings as directed by the member of staff, and play in the playground until the start of the school day. Afternoon nursery and our 2 year old sessions begin at 12.45, so please bring children to the main school entrance.

## Lunchtime collection

Our morning nursery session ends at 12.00pm and children can be collected from the main entrance at the front of school. If your child stays for a school lunch then please collect them at 12.30pm. Parents are welcome to wait outside or come into school. We have an early lunch on Thursdays due to swimming and so collection times will be at 12.00pm, after lunch.

## At the end of the school day

We ask that parents come into the school grounds and collect their children at the side gate at 3.15pm. This is to ensure our pupils are safe and with their parents or carers before entering the car park area at the front of school. Parents are welcome to come into the front garden area and wait for their children, it is also an opportunity to meet up with other parents!

Children using school transport are collected from the side gate by the drivers and escorted to the vehicles. Nursery children (including 2 year olds) are collected from the main door and as they gain confidence through the year, they will accompany the older children.

## Safeguarding password

If you ask a different adult to collect your child, an adult that is unknown to us in school, either at lunchtime or at the end of the school day, we ask that they use our password system. This system was initially set up for our Early Years children and is now in operation for all of the children in school.

You will be asked to supply a 'password' which the adult collecting your child will use to identify themselves as a safe person for us to allow your child to go home with. This will be stored securely in school and can be changed at any time by contacting us.

## Our school in the wider community.

Branton Primary School is part of **The Alnwick Partnership of schools**. Visit our school website and click on the Partnership tab to see information shared by all schools in the partnership.



Branton Primary School also works closely with the schools in and around Wooler, as traditionally, this has been where the majority of our children have moved on to for the next stage of their education.



Our School, Nursery and Parent and Toddler Group are all part of **The Cheviot Early Learning and Childcare Hub**. Again visit our school website to see the other settings involved and find out about the shared policies and procedures.

As we move forward we will be strengthening our working partnerships with other small schools as well as with schools geographically close yet in different partnerships. Working together has never been more important than it is today as we move forward in an ever changing educational landscape.

## Class Organisation



In September 2017 Mrs Ryan will be based in Class One in the mornings, and Miss Plunkett and Miss Birdsall will be based in Class Two. Class Two is divided into two teaching groups for English and Maths in the mornings, and in the afternoons the whole school is split into two groups for the other areas of the curriculum, including Science, Topic work (including History, Geography, Computing, Art and Design Technology) Spanish, PE and Music. We do work together to provide the best education for our children and so there is flexibility within this organisation. Each member of the team will use their strengths to engage our children in our creative curriculum.



Mrs Bone, Miss Rogerson and Miss Gair work with Mrs Ryan and Miss Plunkett and Miss Birdsall in delivering our curriculum and supporting our children. Miss Birdsall also works on a 1-1 or small group basis with some of our children.



Mrs Bone, Miss Rogerson and Miss Gair run our targeted 2 year old session on Wednesday afternoons, and also in introducing our youngest children into school life.



Specialist Teachers and Coaches come in weekly to teach Drama and Dance throughout the year, and Football, Rugby and Tennis on a termly basis. Our children also swim at Willowburn pool or do gymnastics and activities at Willowburn throughout the year. We are continuing with our violin tuition on a Friday afternoon, an opportunity for all our children to learn an instrument from their reception year.



## School Lunches

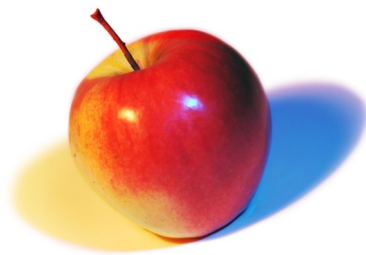
Our children are provided with a two course lunch each day. These lunches are provided by Glendale Middle School Kitchen, following dietary guidelines, and prepared by Mrs Wyld in our school kitchen. Please inform Mrs McCann of any special dietary requirements.

All children are encouraged to have a school lunch for at least their first term at school. Provision is also made for those pupils wishing to bring a packed lunch. We do operate on a Healthy Schools basis and therefore would encourage any packed lunches to be healthy and nutritious. To help in the preparation and administration of our school lunches we would ask that you give a full week's notice should your child wish to change from school to packed lunches or vice versa.

All children from Reception to Year Two are currently eligible for a school meal at no cost; however we would encourage parents to still apply for Free School Meals if they believe they are eligible as we receive addition funding, Pupil Premium, for pupils entitled to Free School Meals.

For children in Nursery and Key Stage 2, (Years 3, 4, 5 and 6) the cost of school meals is £2.20 per day, £11.00 per week. Please send lunch money to school in a named envelope on Monday morning, alternatively we are happy to accept payments on a monthly or half termly basis, in advance. Mrs McCann has limited time in our school office, so please do ensure payments are kept up to date. Cheques should be made payable to 'Northumberland County Council'.

We also provide packed lunches when the children are out of school on educational visits.



## Fruit and Milk

Our children have a piece of fruit mid-morning through the fruit for schools scheme and they have milk at afternoon break.

Milk is free for children up to the term in which they turn five and to children in receipt of Free School Meals. For all other pupils the cost of milk will be notified in the previous term.

Milk and fruit is provided mid morning for all our early years children.







# Our School Curriculum

## Early Years



Our children in Reception and Nursery follow the New Early Years Foundation Stage Curriculum, linked to our whole school topics which run on a 3 year cycle.

The Overarching principles of the curriculum for our Early Years children are

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through positive relationships;
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- children develop and learn in different ways and at different rates.



The framework covers the education and care of all children in early years, including children with special educational needs and disabilities.

Our whole school curriculum information includes information about the seven areas of learning for the Early Years curriculum. We use these areas to plan our whole school curriculum to enable all our pupils to share experiences and to work together.

The three main characteristics of effective teaching and learning from the Early Years Curriculum underpin our practice throughout our school. They are



**playing and exploring** - children investigate and experience things, and 'have a go';

**active learning** - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and

**creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things



### Nursery Sessions

We offer up to 10 nursery sessions each week, each morning and afternoon. Morning sessions typically run from 9.00am to 12.00pm with lunch from 12.00pm to 12.30pm, and our afternoon sessions typically run from 12.45pm to 3.15pm, although parents are welcome to drop children off from 12.30pm. Our dedicated 2 year old session is on a Wednesday afternoon 12.45 pm —3.15 pm which all our nursery pupils are welcome to join. Children in their final year in nursery are encouraged to join in our whole school PE sessions on a Wednesday afternoon.

# Our School Curriculum- Whole School

From September 2014 we have followed the updated Primary Curriculum. More information and the statutory information can be found at

<https://www.gov.uk/government/collections/national-curriculum>

At Branton Primary School and Breamish Valley Nursery we carried out a consultation process with our children, their parents and our local community with the aim of devising a curriculum that not only follows the 'New' National Curriculum but also meets the needs of our children and our local community. From this process we initially devised a two year cycle that we have now adapted to become a three year cycle of topics that will enable us to deliver our curriculum in a creative and stimulating way for all of the Primary year groups. This may vary depending on how we feel topics link to other areas, and also evolve over time!

## Our Three Year Cycle is as follows -

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	<b>Who are we?</b>		<b>Where are we?</b>		<b>Amazing Animals</b>	
	<b>Community</b> KS1 Local area study KS1 Britain in the stone age and iron age KS1 and KS2 Animals Including humans (1,5,6 - circulatory system) Christianity - God, Jesus, Communities	<b>Singing heritage (local and world)</b> KS1 comparison of local area to another non-European country (African country?) KS1 Seasonal Changes (1), KS2 Sound (3) Christmas through art Christmas through assemblies	<b>Fantasy Myths and legends</b> KS2 Ancient Greece World maps KS1 and KS2 Materials (1, 5) Hinduism - Holi through art - Festivals and Celebrations, Stories	<b>Forest School</b> KS2 Ancient Greece Time Zones, Greenwich Meridian KS1 Plants (1), KS2 Evolution (6) Hinduism - Lifestyles, Origins/Leaders	<b>Mini beasts</b> KS2 Romans KS2 Physical Geography climate zones, mountains, volcanoes, earthquakes KS1 Living things and habitats (2), KS2 Rocks (3) Sikhism - Lifestyles, God and other beliefs	<b>Animals/hens</b> KS2 Romans KS1 use basic geographical vocabulary Light (KS1 WS, 6) Islam - Eid-al-Fitr - Festivals and Celebrations, Stories, God and other beliefs
2	<b>Out of this world!</b>		<b>Where in the world?</b>		<b>Beautiful Branton</b>	
	<b>Planets, stars, space.</b> KS1 Neil Armstrong and the advent of space travel Earth and Space (KS1 WS, 5) Hinduism - God and other beliefs, Worship and Communities	<b>Transport</b> KS1 The first aeroplane flights and the invention of the steam train Robert Louis Stephenson KS1 Plants (2), KS2 Forces and Magnets (3) Hinduism - Divali through art - Festivals and Celebrations, Stories Christmas through assemblies	<b>World Countries Cultures</b> KS2 Vikings KS1 and 2 Location (Geog) World Countries and capitals etc KS1 Materials (2), States of Matter (4) Christianity - Lent through DT	<b>World Countries Cultures</b> KS2 Vikings KS1 Oceans and continents KS1 and KS2 Animals including Humans (2, 4 - digestive system and teeth) Christianity - Lifestyles, Festivals and Celebrations	<b>Ancestry, local area history</b> KS2 Anglo Saxons/scots KS2 Types of settlement, fieldwork KS1 Seasonal Changes (1), KS2 Electricity (6) Judaism - Lifestyles, God and other beliefs, Founders/Leaders	<b>Farming Money, enterprise</b> KS2 Anglo Saxons/scots KS1 use basic geographical vocabulary KS2 Types of settlement, fieldwork KS1 and KS2 Living things and habitats (2, 4) Buddhism - Stories, God and other beliefs, Founders/Leaders
3	<b>Branton through History</b>		<b>Where do we come from?</b>		<b>Branton Time Travel</b>	
	Local area study World War 1 & 2, Battle of Britain KS1 and KS2 Animals including humans (1, 3) Judaism - Stories, Worship and Communities	Evacuees, Land Use KS1 Animals including humans (2), KS2 Living things and habitats (5 and 6) Judaism - Hanukkah through art - Festivals and Celebrations Christmas through assemblies	Ancient Civilisations of Egypt and Maya KS1 and KS2 Plants (1, 3) Sikhism - Baisakhi through art - Festivals and Celebrations	Ancient Civilisations of Egypt and Maya KS1 Plants (2), KS2 Light (3) Sikhism - Stories, Founders/Leaders, Worship and Communities	Victorians, First Railways, British Empire KS1 Materials (1), KS2 Electricity (4) Buddhism - Wesak - Festivals and Celebrations, Lifestyles, Worship and Communities	Victorians KS1 and 2 Maps, compass UK geography KS1 Materials (2), KS2 Forces (5) Islam - Eid-al-Adha - Lifestyles, Founders/Leaders, Worship and Communities

This is very much a working document and will be added to and may also subject to change during the cycle, so look out for our termly topic plans for up to date information.



As part of the updated National Curriculum we will continue to teach English, Maths, Science, Computing, History, Geography, Religious Education, Design and Technology, Art, Music, Physical Education, and Modern Foreign Languages. We organise the subjects into the following areas from the Early Years Curriculum. This allows us to make whole school curriculum plans and provision.

- **English** including phonics, reading, writing, spelling grammar and punctuation
- **Mathematics**
- **\*Communication and language** including *Speaking and listening* and *Modern Foreign Languages*
- **Understanding the world** including *Science, History, Geography, Computing and RE*
- **\*Physical development** including *PE, handwriting*
- **\*Personal, social and emotional development** including *a sense of self, relationships, social skills and behaviour*
- **Expressive arts and design** including *art, music, dance, drama (role play) and design technology*

The starred (\*) areas are the 'prime' areas for our Early Years children.





## English

We introduced Read Write Inc, a synthetic Phonics scheme, in September 2015, and it has had a very positive impact with our children. We use Read Write Inc with our pupils in Nursery, Reception, Year One and Year Two. When our Year Two children are ready they will join our Key Stage 2 children using the follow on scheme, Literacy and Language , as part of their English lessons.



"The Read Write Inc. programmes combine into a complete literacy programme rooted in the new national curriculum. They are designed to stimulate and challenge children's thinking and create enthusiastic, life-long readers and writers."

As part of the Read Write Inc programme the children will read Read Write Inc books in school appropriate to their phonological understanding.

Alongside the reading books for Read Write Inc used in school, the children will have a home reading book to practice and consolidate their skills. They are free to change these books as regularly as they wish from a pre-determined colour coded boxes. They may even chose to bring the same book home more than once, which will help to build their confidence.

The children who are working on the Literacy and Language scheme will have reading books that they will read at home and school from the appropriate colour coded box.



Read Write Inc (RWI) has the character called 'Fred' who helps children break words into phonemes (sounds) by 'Fred Talking'.

## Handwriting, Spelling, Grammar and Punctuation

This year we are beginning to follow the Nelson handwriting scheme to develop fluent and legible handwriting. Nelson is one of the handwriting schemes agreed by the Alnwick Partnership of schools to ensure consistency in handwriting throughout the partnership. The Read Write Inc phonics scheme also focuses on the correct letter formation as each phoneme (sound) is introduced.

a b c d e  
f g h i j k  
l m n o p  
q r s t u  
v w x y z

We also follow the Read Write Inc spelling programme using the same strategies children develop in Read Write Inc. phonics programme.

From reception once children are familiar with the first set of sounds, and throughout school children will be given spellings to learn regularly.

Children in Year 2 now take a Grammar and Punctuation assessment along with Spelling, which is linked to their assessments in writing. There is real focus on grammar and punctuation throughout the curriculum along with some aspects being taught discretely .



## Mathematics

The New Curriculum increases mathematical expectations and focuses more strongly on number and calculating from an early age.

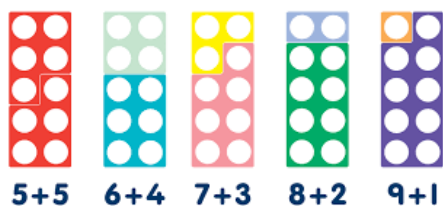
In Key Stage One the expectation will be for children to be counting in 2s, 5s and 10s and understanding that division is the inverse of multiplication. They will be expected to count to and beyond 100 recognising numbers in words and as numerals. Fractions will be introduced earlier with children being expected to halve and quarter shapes and also numbers.

In Key Stage Two there will be a strong focus on knowing and using the times tables up to  $12 \times 12$ . Children will be expected to count in multiples of 4 and 8 in year three and 6, 7, 9, 25 and 1000 in Year 4. Use of fractions and decimals will increase so that children can work out equivalence of a fraction and also understand the use of 100ths.

Once children are confident with the maths in any year group they will then develop the skills leading to 'mastery' or 'working at greater depth', when children will be encouraged to apply their knowledge and understanding to a variety of problem solving and investigative situations.



In the first two years of the new curriculum we have built up our resources for the teaching of mathematics, these include abacus, 1st Class@number, and Hamilton Trust resources. We are always developing our approach so that we can meet the needs of individual pupils. And adapting our plans so we meet all of the curriculum. We introduced Numicon to reinforce basic number skills from September 2016, and our PTA purchased additional resources to use this throughout school from September 2017, we will continue to review and update as we feel is appropriate according to our children's needs.



ROMAN NUMERALS			
ARABIC NUMERAL	ROMAN NUMERAL	ARABIC NUMERAL	ROMAN NUMERAL
1	I	20	XX
2	II	30	XXX
3	III	40	XL
4	IV	50	L
5	V	60	LX
6	VI	70	LXX
7	VII	80	LXXX
8	VIII	90	XC
9	IX	100	C
10	X	500	D
		1000	M



1st Class@Number

Hamilton  
supporting teachers



Y1	Y2	Y3	Y4	Y5	Y6
Working scientifically	Working scientifically	Working scientifically	Working scientifically	Working scientifically	Working scientifically
	Living things and their habitats		Living things and their habitats	Living things and their habitats	Living things and their habitats
					Evolution and inheritance
Plants	Plants	Plants			
Animals including humans	Animals including humans	Animals including humans	Animals including humans	Animals including humans	Animals including humans
Everyday materials	Uses of everyday materials	Rocks	States of matter	Properties and changes of materials	
Seasonal		Light	Sound	Earth and	Light
		Forces and magnets	Electricity	Forces	Electricity

The chart shows the topics that taught in science as directed by the new national curriculum. If you refer back to our topic overview you will see how we propose to teach these topics within our three year cycle. The 'working scientifically' refers to an approach to science where the children question, explore and experiment.

During **Key Stage One**, alongside acquiring knowledge about the different topics, children should be

- asking simple questions and recognising that they can be answered in different ways -
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.



During **Lower Key Stage Two**, alongside acquiring knowledge about the different topics, children should be

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

At **upper key stage 2**, they should encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. They should also begin to recognise that scientific ideas change and develop over time. They should select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. Pupils should draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings.

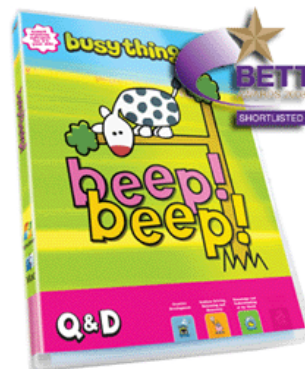
During **Upper Key Stage Two**, pupils should be taught to use the following practical scientific methods, processes and skills :

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

identifying scientific evidence that has been used to support or refute ideas or arguments.

## Computing

We follow the guidance developed by the Northumberland e-learning and ICT Advisory Team. They have developed a scheme that enables us to implement the New National Curriculum for Computing. Their guidance has enabled staff to be trained and resources to be purchased to address the aspects of Computer Science, Information Technology and Digital Literacy. We have desktop computers and i-pads in school for our children to use and a range of supporting resources and software to continually develop skills and understanding in this area.



## History

The topics set out below are as described in the New National Curriculum documents. At Branton Primary School we learn about all the topics in Key Stage One. The Key Stage Two topics have been agreed by the Alnwick Partnership of schools to avoid duplication on transfer to middle school. The topic cycle overview shows when we will learn about these topics.

### Key Stage One

Our children will learn about

- Changes within living memory. *Space travel*
- Events beyond living memory that are significant nationally or globally e.g. *the first aeroplane flight*
- the lives of significant individuals in the past who have contributed to national and international achievements. e.g. *Neil Armstrong*,
- significant historical events, people and places in their own locality. e.g. *Robert Louis Stephenson*



### Key Stage Two

Our children will learn about

- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- Ancient Egypt
- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor (to 1066)
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (Victorians)
- a non-European society that provides contrasts with British history – Mayan civilisation c. AD 900

This year we are also working with Historic England to gain Heritage School status, working on developing historical understanding of our local area.

# Geography

## Key stage 1

### Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

### Place knowledge

- study the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

### Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer features of physical and human geography.



## Key stage 2

### Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Place Knowledge – understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

### Human and physical geography

describe and understand key aspects of:

- physical geography, including: climate zones, mountains, volcanoes and earthquakes
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

### Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.



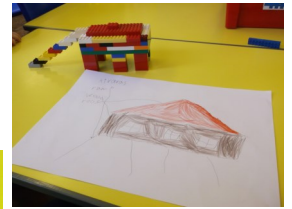
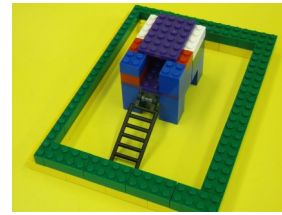


## Design and technology

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts.

Our children acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Our DT topics will stem from our topic cycle. In both Key Stages there will be the process of design, make and evaluate, while developing their technical knowledge.

There will also be a focus on cooking and nutrition where we will experiment with cooking techniques and focus on the principles of nutrition and healthy eating.



## Art and Design

The majority of our art and design work will again stem from our topic cycle, however there is specific aspects that will be covered.

### Our Key stage 1 children will

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.



### Our Key stage 2 children will

- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- learn about great artists, architects and designers in history.





## Music

There will be musical links to some of our topics, however music is a subject that will be taught discretely at Branton. It will be taught through a scheme called Charanga on the recommendation of Music Partnership North. Our school is part of the Alnwick Music Partnership and our children are taught the violin each Friday afternoon by Mrs Nicklen. We have the opportunities to take part in performing at Partnership events, including the Musical Roots events at Alnwick Gardens. We also subscribe to Sing up which enables us to learn and sing a wide variety of songs.



## Modern Foreign Languages

At Branton Primary School our children learn Spanish. Miss Plunkett is our MFL teacher and she teaches Spanish throughout our school, exceeding the expectation of the new curriculum where Key Stage Two children are required to learn a MFL. This whole school approach enables our children to become confident in Spanish as they begin to speak and write the language from an early age.

## Physical Education

At Branton Primary School we believe in developing a positive attitude to and an enjoyment of physical exercise. From reception to year six all of our pupils have swimming lessons. This year we will swim at Willowburn Leisure Centre on a Thursday afternoon, our lesson running from 1 to 1.30pm. From November to February we will travel to Willowburn for a lesson from 1-2pm to use the sports facilities and do a range of activities lead by coaches from Willowburn.

Our older nursery children will have the option of taking part in our PE afternoons on Wednesdays throughout the year, and of joining us at the pool accompanied by their parents. Swimming lessons are £3.50 per week which covers the cost of the lesson and contributes towards the transport costs.

We use our sports funding to have professional coach lead sessions in football (autumn term), rugby (spring term) and tennis (summer term).

We also have teachers visiting who take weekly sessions in Yoga Stories or Dance and Drama which our children thoroughly enjoy.

Our Key Stage Two children also have the opportunity to take part in a residential visit to an outdoor education centre where they will be able to take part in adventurous activities. We have visited Ford Castle, Robinwood and the Calvert Trust at Keilder in recent years, taking part in many exciting activities such as archery, climbing, zip wiring and canoeing to name but a few!





## Tapestry online learning journal

In February 2015 we began to use an online learning journal for our foundation stage children (nursery and reception) and have now extended this throughout the school.

All parents will be notified by email how to set up with access to their own child's online learning journal. We will add information regularly, in the form of photos, assessments, videos etc., We would encourage all parents to contribute by adding their own photos, observations and comments to give a 'whole' picture of their child's learning journey.

## Religious Education

The school follows the Northumberland Agreed Syllabus for Religious Education.

**The agreed syllabus provides pupils with the opportunity to:**

- develop their knowledge and understanding of, as well as their ability to respond to, different religions and belief systems**
- consider questions of meaning and purpose in life**
- learn about religious and ethical teaching, thereby enabling them to make reasoned and informed judgements on religious, moral and ethical issues**
- develop their sense of identity and belonging, thereby preparing them for life as citizens in an increasingly diverse society**
- reflect on, analyse and evaluate their own beliefs, values and practices, as well as those of others**
- learn from and about diversity in religion and belief**

**Assemblies** take place each day as a whole school activity, these may have a religious or PSHEE focus that allows discussion and Parents who wish to withdraw their children from assemblies or from the religious education lessons are asked to inform the Head Teacher.

## PSHEE and SRE

**We have a Personal, Social, Health and Emotional Education Policy in school that sets out the topics we explore. Some elements are taught through circle time and discussion, sometimes during whole school assemblies. With the increase in age range there will be elements that are taught discretely to specific age groups, and where possible it is our intention to work in partnership with other schools and School Health.**

### **Sex and relationships Education (SRE)**

From year one, children will learn the names of the body parts, the differences between males and females and the ways in which they will develop and grow. Importantly, they will also learn to recognise unsafe and risky situations and to ask for help.

The curriculum continues to develop knowledge and skills while learning about the physical and emotional changes of puberty and about reproduction (Key Stage 2).

## Branton Forest School

We are very fortunate at Branton to have fantastic grounds and direct access into our wonderful local area, including Branton Ponds! We have a dedicated, wooded, Forest School area that our children use, week in week out through out the year regardless of the weather! It is in a quite sheltered position and with the protection of the trees our children enjoy learning and exploring throughout the year, even in the very coldest winter months.

During Forest School children will:

- \* Learn respect for the environment;
- \* Learn outdoors and have the opportunity to explore and team-build;
- \* Enhance, develop and enrich their emotional intelligence;
- \* Raise their self-esteem and build their confidence in a positive outdoor environment;
- \* Improve their health and life skills, and their holistic development;
- \* Learn new and stimulating life skills and experiences.



At Branton we are very privileged to have two qualified Forest School Leaders on our staff team, Miss Plunkett and Mrs Bone.



You will find additional information about our Forest School on our school website at

[http://www.branton.northumberland.sch.uk/website/branton\\_forest\\_school/188580](http://www.branton.northumberland.sch.uk/website/branton_forest_school/188580)

## Special Educational Needs and Disabilities

As we have small year groups we know our children well. This enables us to identify any needs specific to your child at an early stage. We personalise the learning of all our children and if a need is identified, we will put additional support or interventions in place swiftly.

If we have any concerns we will arrange a convenient time for a meeting between parents and staff to discuss a way forward that will meet your child's needs. If we feel it would be of help, with your consent, we can contact our Local Authority SEND team who have a team of specialist teachers and support workers can assess and advise.

Miss Birdsall and Miss Rogerson support children throughout school who may need additional support or 1-1 interventions to address short, medium or long term needs.

There have recently been significant changes to the Code of Practice for children with SEND. Each school, partnership of schools and local authority now publish their 'information on how they meet the needs of children with Special Educational Needs and Disabilities. Further details of these can be obtained from the school or on our school website.

## Homework

Our children take their reading books home each evening and parents are asked to hear them read for a little each day if at all possible. A written comment by parents in their reading record book is valued greatly as it provides an informal means of communication between home and school. Spellings will be sent home regularly throughout the year and we may also send home maths tasks that support your child's learning in school.

Children may be asked to complete a learning log. This is a way of children developing research skills while. For more information on Learning Logs please visit

<http://www.learninglogs.co.uk/>



## Standardised Tests

In accordance with Government regulations the children in Year 1 have a phonics assessment test and Year 2 take part in the annual Standard Attainment Tests for the end of Key Stage 1. Parents are informed of the outcome of their child's attainment at the end of Year 2 which is informed by the SATS. Results of the SAT and Teacher Assessments are not published, as the small numbers of participants could make it easy to identify individual children. At the end of each academic year a written report is sent to the parents of each pupil giving their child's level of attainment and also an indication as to the level of progress your child has made that academic year. There will then be an opportunity to discuss these outcomes with your child's teacher should you wish to do so.

Each child's reading progress is closely monitored from the initial stages. Children are assessed regularly and end of year assessments will also be made and reported on your child's report each year. Many of the assessment materials we use are linked to our Assertive Mentoring System which are used regularly to track each child's progress. Parents are informed of the results and these results will be passed on to your child's next school in accordance with Northumberland County Council regulations.




Due to changes in the National Curriculum there were changes to the assessment system linked to the New National Curriculum and End of Year expectations from the summer of 2016. These new tests (SATS) are now used to inform your child's Class teacher's assessments for the end of year 2 rather than standing alone.

All children who join us will be assessed on entry to our school and nursery, this gives us a 'baseline' so that we can then monitor the progress your child makes.

## Assertive mentoring

At Branton Primary School we use the assertive mentoring system. This system monitors children's progress closely and enables the teacher to have an excellent understanding of a child's strengths and the areas a child needs to develop to take the next steps in their learning. It involves the class teacher having regular mentoring meetings with each child so they can discuss their progress, attainment and the next steps or targets. The system allows us to personalise the learning taking place in school. A colour coded systems clearly shows if a child is on target, exceeding their target or yet to achieve their target. This is shared with parents at consultation meetings or via home school communications, along with their child's personal targets to enable them to support their child.

The assertive mentoring system is used with reading, writing and mathematics as well as with attendance (including punctuality), effort, behaviour, organisation (having all the necessary items needed each day) and homework.

Exceeded target	On target	Not yet achieved target
		

## Behaviour in school

At Branton Primary School we emphasise positivity. Good behaviour, working hard, being polite are all rewarded. Our children will be rewarded using a points system that is linked School 360 in class 2 or a visible system in Class 1. Weekly and termly recognition of achievement, good behaviour or significant milestones will be celebrated through certificates.

We also have daily assemblies when we can celebrate any achievements, and when all the adults in school can also contribute and offer positive reinforcement of good behaviour, thoughtfulness and support and caring for others.

Should it be necessary to speak to a child about inappropriate behaviour we have the option of giving a 'time out', where that child has time to reflect on their behaviour before returning to the main group. We have a traffic light system which enables us to give warnings if needed and also a shiny face for exceptional behaviour. We have a behaviour book in each classroom where events can be recorded and also a playtime book for break and lunchtimes.

Our Golden Time on a Friday afternoon is in recognition of good behaviour and effort during the week and so if we feel it is appropriate, there is also the option of a child missing a short time from this, although that is a very rare occurrence at Branton!





## Contacting you

If your child becomes ill or has an accident during the school day, we will need to contact you as quickly as possible. We ask that along with your own contact details for home and work, you also provide us with at least one other emergency contact in case we cannot reach you. We also ask that these contact details be kept up to date so that we will always be able to contact you should the need arise.



## Sickness and if your child is ill

The school and nursery enforce the **48 Hour Rule**. When a child is sick or has diarrhoea they should remain at home for 48 hours from the last bout. This ensures that sickness and viral infections do not spread to others in school and nursery.

If your child is unwell and unable to attend school please let us know by telephone as early as possible on the first morning of absence.

If you need advice on whether your child should attend school advice is given at

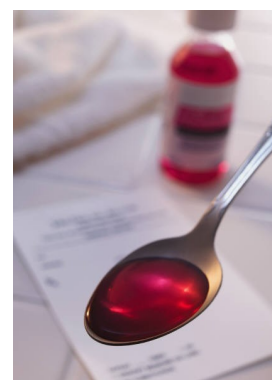
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/353953/Guid-  
ance\\_on\\_infection\\_control\\_in\\_schools\\_11\\_Sept.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/353953/Guidance_on_infection_control_in_schools_11_Sept.pdf)

## Medication in school

If your child needs to take medication more frequently than three times a day (which can be given around the usual school day), we ask that if at all possible the parents come to school to administer any medication required, alternatively parents need to complete an administration of medication form available from the school office or from our school website. This adheres to our school policy on medication which states that medicine other than inhalers cannot be kept on the premises, and that over the counter medication can not be administered except in exceptional cases.

Any pupils with ongoing medical conditions that require regular medication will be supported by our school team, and if appropriate, training for staff will be arranged.

Our policy on Supporting Pupils with Medical Conditions can be found on our school website.



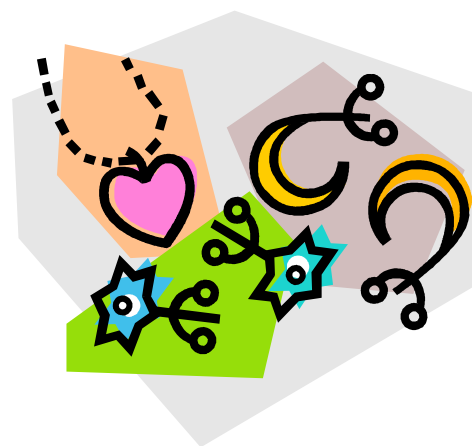
## Loss or theft of pupils' personal property (including jewellery)

We ask that children do not bring expensive items of personal property to school. We cannot guarantee the safety of such items and the Local Authority cannot accept any responsibility for the loss or theft of pupils' personal property. It can also cause unnecessary upset to your child.

If your child is asked to bring an amount of money to school, we will ensure that it is handed to a member of our school team as quickly as possible and ensure that this is kept safely. Please send any money in a named envelope, indicating the amount enclosed.

## Jewellery

For the safety of your child we ask that they do not wear jewellery in school. Wearing jewellery in school can put your child and other's safety at risk. The Local Authority advice states that children who wear jewellery may expose themselves and others to risk or serious injury, particularly during practical lessons where machinery or apparatus is used and also during physical education and games activities.



## Complaints

If you are unhappy in any way please contact the class teacher or head teacher in the first instance. After that there is a statutory complaints procedure, the details of which are available from school or on our school website.

## Data Protection Act

Under the terms of the above Act, we are obliged to inform you that pupil records are held on computer file, which is used for no other purpose than to contact you in the most efficient way possible. Please advise the school should you object to this arrangement or have any other related enquiries. A copy of the School Data protection Policy is available upon request.

## Parent and Toddler Group

Our Parent and Toddler Group 'The Goslings' meet each Thursday morning during term time. The session is from 9.30 to 11 am and runs alongside nursery in our Early Years Classroom. Parents and carers are welcome to bring babies and toddlers to these sessions when there will be opportunities to join in with craft and play activities, listen to a story and socialise. There is always a member of staff available to talk to.



## The Friends of Branton and Breamish - our PTA!

We are very fortunate to have a supportive and active PTA at Branton. There are PTA meetings each term and new parents are encouraged to come along and become involved. Last year our PTA has raised sufficient funds to allow us to purchase reading books for school, a washing machine to wash all our outdoor suits and our visit to Holy Island! This year our PTA are busy fundraising to help us look to the future and provide and additional learning space.

### Our PTA - July 2017

Abi Wilson -Chair

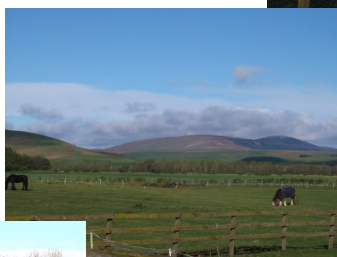
Rebecca Wilson - Vice Chair

Sarah Rogerson -Treasurer

Coco Oates -Secretary

Jean Woodbridge - School contact, on site daily at the beginning and end of the school day.

**Please do come along!**



## Parents in school

As Branton and Breamish we operate an 'Open Door' policy, parents are welcome to visit the school at any time. However, if there is some matter that will take time to discuss, parents are asked to contact the Head beforehand so that a convenient time can be arranged.

Parents and friends are also welcome to attend our sharing assemblies which we try to organize at least every half term. There are also coffee mornings and other fund raising events when we invite you to join us and ask for your support.



Sport Relief sponsored walk

### Parents in school

- Bags to school
- Community Days
- Fundraising
- Sharing assemblies and special events
- Supplying in building our hen house!



## School clubs

We run an after school **film club** which runs throughout the school year up to the summer half term, once a fortnight on a Thursday to approximately 4.45 pm depending on the length of the film being shown. This is part of the Intufilm initiative and films are provided to schools free of charge through Love Film.

During the autumn term 2017 we will be running a football club after school on a Wednesday evening each week run by Trident Soccer who will also coach our children in the Autumn Term in Football.

In the spring term 2018 we will be running a rugby after school club each Wednesday, run by Thunder Rugby.

In the summer term 2018 we will be running a tennis after school club each Monday, run by Grant Watson of the Alnwick Lawn Tennis Club.

Other school clubs such as a school choir and a recorder club, lego club, art club may run during the school year and Information for parents about days and times will be sent out at the beginning of each term.

# Branton Primary School and Breamish Valley Nursery

## Term and holiday dates 2017 - 8

<u>HOLIDAY OR OCCASION OF CLOSURE</u>	<u>DATE ON WHICH SCHOOL WILL CLOSE</u>	<u>DATE ON WHICH SCHOOL WILL REASSEMBLE</u>
<u>TEACHER DAY</u>	<u>MONDAY 4 SEPTEMBER 2017</u>	
<u>TEACHER DAY</u>	<u>TUESDAY 5 SEPTEMBER 2016</u>	
Summer 2017	Friday 21 July 2017	Wednesday 6 September 2017
October Mid-Term 2017	Friday 20 October 2017	Monday 30 October 2017
<u>TEACHER DAY</u>	<u>FRIDAY 27 OCTOBER 2016</u>	
Christmas/New Year 2017/2018	Friday 22 December 2017	Monday 8 January 2018
Spring Mid-Term 2017	Friday 9 February 2018	Tuesday 20 February 2018
<u>TEACHER DAY</u>	<u>FRIDAY 16 FEBRUARY 2018</u>	
<u>TEACHER DAY</u>	<u>MONDAY 19 FEBRUARY 2018</u>	
Easter 2018	Thursday 29 March 2018	Monday 16 April 2018
<u>MAY DAY</u>	<u>MONDAY 7 MAY 2018</u>	
Summer Mid-Term 2018	Friday 25 May 2018	Monday 4 June 2018
Summer 2018	Friday 20 July 2018	Tuesday 4 September 2018
<u>TEACHER DAY</u>	<u>MONDAY 3 SEPTEMBER 2018</u>	

**For all planned absences and term time holidays please complete a form and return it to the school office.**

Depending on individual circumstances, these will be authorised or unauthorised at the discretion of the Headteacher following Local Authority and national guidance.