



A WELCOME FROM THE HEADTEACHER

Dear Parent,

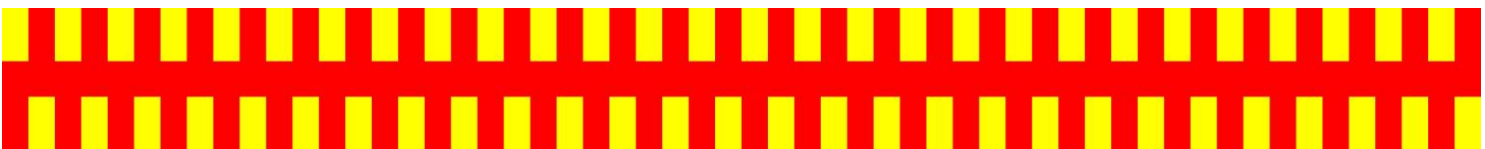
At Swarland First School we believe that enjoyment and achievement go hand in hand. It is our role, to help the children of Swarland First School to become happy, lifelong learners supporting them to reach their goals and dreams and in doing so achieving their full potential.

Swarland First School is a happy place, with a nurturing, caring and supportive environment. Every child is special and we aim to create a learning ethos in which all children can develop an awareness of their own worth and individual potential. As you are the most important person in your child's life, it is really important we work together to support each other in making this a reality. We strive towards working together in a partnership of trust and shared responsibility, to ensure that we achieve the best possible education and well being for your children.

To this end, I hope this information will provide you with the necessary information you will need about the life and work of the school and how you as parents and carers can play a pivotal role as part of our school community.

Regards

Louise Fletcher
Headteacher





**Mission
Statement.**

***The Best
We Can Be!***

***Happy
lifelong
learners,
reaching for
our goals
and dreams.***

**Safe
Well rounded
Achievers
Respectful
Learners
Aspirational
Nurturing
Dynamic**

The Aims of the School.

1. To provide a safe, caring and nurturing environment, where children are confident, co-operative and independent. They respect others, the building and the work that takes place in it.
2. To ensure that every child has access to a broad range of challenging and stimulating activities.
3. To encourage each child to have high expectations in his/her own academic and social achievements.
4. To ensure that the transitional periods in a child's school life are sensitively and carefully planned.
5. To develop and maintain a mutually supportive relationship between home, school and other agencies.
6. To recognise that we are part of a cluster and create opportunities for schools to interact.

HOW TO FIND OUR SCHOOL

School Name and Address: Swarland First School
Newton on the Moor
Swarland
Morpeth
Northumberland
NE65 9JP
☎ (01670) 787346

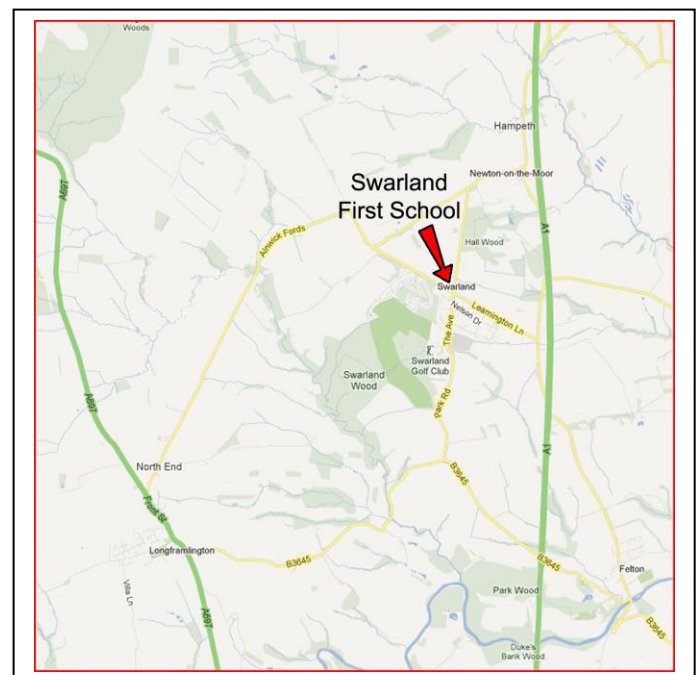


Email: Admin@swarland.northumberland.sch.uk

Headteacher: Mrs Louise Fletcher

Local Authority: Northumberland County Council
County Hall
Morpeth
Northumberland
NE61 2EF
☎ 0845 600 6400

Director of Children's Services Mr Paul Moffat



Swarland County First School was officially opened on 29th November 1937. The original building was built as a temporary measure to educate the children of the nearby villages aged between 5 and 14 years. The school itself was heated with fires in each of the classrooms and had a strong curricular focus of reading, writing and arithmetic. Now however, the school is at the heart of its community, catering for 4-9 year olds. It is equipped with state of the art facilities, including solar panels for renewable energy, the classroom fires having long disappeared! The school is resourced with excellent computer equipment and interactive whiteboards, keeping abreast of equipping our students with the knowledge and skills required to face an evermore complex and demanding future. Although the school still recognises the importance of reading, writing and mathematics, which forms the backbone of the curriculum, we deliver a broad range of challenging, exciting and memorable activities to our children. We provide them with a wealth of experiences to stimulate their minds, open doors to new opportunities and provide them with a sense of awe and wonder in the world around them.





ADMISSIONS AND TRANSFERS

The catchment area for this school is comprised of the villages of Longframlington, Swarland and Newton on the Moor. All parents who would like their child/children to attend Swarland County First School are asked to complete a preference form. These forms are sent to home, in September, and can be returned to County or school. The school's Pupils Admission Number is 22, this means that no more than 22 children can be admitted into any age group.

The law does not require children to start school until they are five years old but all children start school here in the September preceding their fifth birthday.

Children living in Longframlington generally transfer to Dr. Thomlinson C. of E. Middle School, Rothbury at the age of nine and then move to King Edward VI High School in Morpeth. Children living in Swarland and Newton on the Moor generally transfer to Lindisfarne Middle School at age nine and then to Duchess's High School, both of which are in Alnwick. However parents are free to choose their child's educational route.

The following information is taken from the Northumberland County Council Handbook 2012-2013.


You must apply to the Local Authority area you live in. Each local authority has its own Common Application Form which you will need to complete even if you are applying for a school outside your Local Authority area. If you wish you can apply for a school place online at:

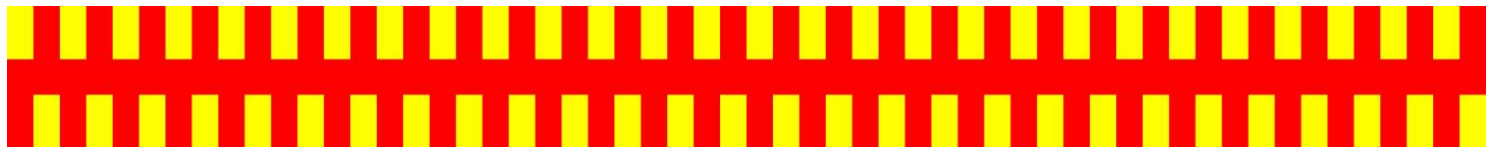
https://schadm.northumberland.gov.uk/ccsenterprise_admissionsonline_live/

Parents are asked to complete an application form setting out the schools they would prefer their child to attend. You need to set out the reasons for your preferences, using the criteria for prioritizing applications: stating a preference is not making a choice, places are allocated according to equal preference.

If applications for places at a particular school exceed the Published Admission Number, priority is given in accordance with the criteria set out below.

Children with a Statement of Special Educational Needs that names a school on the statement must be given admission to that school before other applicants. Children with such a statement have no further rights under the School Admissions Code or this Admissions Policy. However, it should be noted that where it is known before the allocation of places that one or more children






with a Statement of Special Educational Needs have a school named on that Statement, this will reduce accordingly the number of places remaining available at that school.

A child in care (looked after child) is a child who is in the care of a Local Authority or who is provided with accommodation by that authority and is resident or will be resident in Northumberland by the appropriate admission date.

Admission authorities must give highest priority to children in care in their oversubscription criteria.

The priority order for considering applications is as follows:

- 1. Pupils living within the catchment area of the school and those on whose behalf firm evidence is presented that they will be living in the catchment area by the appropriate admission date.*
 - 2. Pupils on whose behalf evidence of exceptional medical or exceptional social need is presented. For example, where one or both parents or the child have a disability that may make travel to a school that is further away difficult. Evidence must be supported in a written statement by a professionally involved third party, such as a doctor or a social worker. You will be asked to provide evidence of residency in the catchment area of the requested school, if the school you have applied for is oversubscribed. The supporting evidence should set out the particular reasons why the school in question is the most suitable school and must be submitted at the time of application. You will not be allocated a place under this criterion if the required evidence is not produced at the time of application. For further information about qualification under this criterion ring 01670 533661.*
 - 3. Pupils with siblings already in the school and who are expected to be on roll at the school at the time of admission who live within the greater catchment area of the school partnership and those on whose behalf firm evidence is presented that they will be living in the partnership catchment area by the appropriate admission date.*
 - 4. Other pupils living within the greater catchment area of the school partnership and those on whose behalf firm evidence is presented that they will be living in the partnership catchment area by the appropriate admission date.*
 - 5. Pupils who have an older brother or sister who already attends the school and who is expected to be on roll at the school at the time of admission.*
 - 6. Pupils on whose behalf preferences are expressed on grounds other than those outlined above.*
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Further useful information, including an online version of the Northumberland County Admissions Handbook can be found on the Council's website: www.northumberland.gov.uk/admissions. If you have any queries or need further help to fill in the application forms then please contact the County's School Admissions Team on 01670 534162.

SCHOOL UNIFORM

School uniform can be ordered from www.orionschoolwear.com

Boys wear navy trousers, girls wear navy skirts or trousers. Red or white tee shirt/sports shirts and red 'V' neck sweaters and sweatshirts are worn by both boys and girls. Girls have the option of a red cardigan. We have recently started to supply fleeces and outdoor coats.

We would ask you to comply with the school colours but there is no need for you to buy your children's clothes from any specific supplier. In order to keep costs to a minimum at a time when children are growing rapidly we feel that the only change required for summer is that the boys may wear navy shorts and the girls may wear summer dresses in red or blue. As an option it is left to you whether you replace shirts and sweaters with red tee shirts. Items bearing the school logo are available from the school office.


Shoes should be sensible, comfortable and smart footwear that children can play out in without risk of injury. Fashion foot wear, shoes with large heels and boots are not suitable.

For P.E. the uniform is the same for girls and boys. Navy shorts, red or white tee shirt and black/white sandshoes. Your child will be on occasions be asked to take part in outside activities when a track-suit may be useful. Children are not allowed on P.E. apparatus with any other type of footwear - this is an LA instruction. Jewelry is not permitted and long hair should be tied back.

STARTING SCHOOL

We aim to ensure that this new experience in your child's life is enjoyable and managed sensitively. To ensure that this transition period runs smoothly, we will endeavor to provide, within school, a secure and exciting environment in which your child will quickly learn to co-operate and respond positively to





others. To help your child prepare by getting to know his/her teacher, classmates and school layout, we organize pre-school visits in the preceding term. There is also a New Parents Information Evening to allow parents to ask questions and meet the staff.

SCHOOL DAY

Morning Session

School begins	8.55 am
Work Period 1	8.55 - 10.30 am
Break	10.45 - 11.00 am
Work Period 2	11.00 - 12.00 Reception, Years 1/2 11.00 - 12.10 Year 3/4
Lunch Break	until 1.00 pm
Afternoon Session	1.00 - 3.00 pm

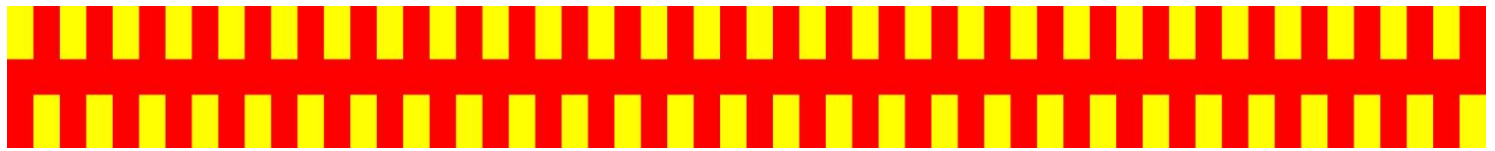
Reception takes a 10 minute break in the afternoon.

SCHOOL STAFF

The School Governing Body:-

Chairman	Mrs S Jenson-Boon
Vice Chair	Mr Cookson
Parent Governor	Mr G Apthorpe
Parent Governor	Mr G Purvis
Parent Governor	Mrs E Whiteley
Parent Governor	Mr A McLaughlin
Parent Governor	Mr G Barr
Parent Governor	Mr M Blakesley-Spicer
Headteacher Governor	Mrs L Fletcher
Teacher Governor	Mrs S Mason
Co-opted Governors from Local Amenities	Mrs S Stanley Mrs J Trapp
LEA Governor	Mr K Roberts
Parish Governor	Mrs S Jenson-Boon





The Governing Body meets termly and its purpose is:

- help the school to set high standards by planning for the school's future and setting targets for school improvement
- keep the pressure up on school improvement
- be a critical friend to the school, offering support and advice
- help the school respond to the needs of parents and the community
- make the school accountable to the public for what it does
- work with the school on planning, developing policies and keeping the school under review
- exercise its responsibilities and powers in partnership with the headteacher and staff

Reports and minutes of the meetings are kept in a file in the office for you to read if you so wish.

TEACHING STAFF

Reception	Mrs S Mason
Year 1/2	Mrs A Kearney
Year 3/4	Miss R Richardson
Rural Support Teacher	Miss C Stewart (dance and music)
Classroom Assistants	Mrs C Rutherford, Miss S Fife

Professional development is undertaken by all staff to improve standards and quality of teaching and learning.

NON TEACHING STAFF

Secretary	Mrs S Hall
Cleaner in Charge	Mrs J Waters
Cook	Miss J Cotton
Midday Supervisor	Mrs T Thomasson



SWARLAND FIRST SCHOOL HOME-SCHOOL ASSOCIATION

Swarland Home-School Association was established to develop closer links between teachers and parents; and to help parents gain a better understanding of what happens in our school, and, very importantly, to feel more a part of what goes on here.

The Association is involved in fundraising and social activities for school parents and their children to provide 'extras' to benefit the children of the school. Activities include the Christmas Fair, Bingo Nights, Raffles, Children's Discos and Quiz nights. Over the last couple of years the HSA has bought reading folders for all new starters in September and dictionaries for the Year 4 leavers. They also regularly fund the summer term cultural event which parents and carers are welcome to attend.

Meetings are held on a regular basis, either in school or at Longframlington. They are open at any time to all parents and guardians of children in school, as well as employees of the school. We welcome any suggestions, ideas or practical input and strongly encourage parents of younger children in the school to come along. We often ask for volunteer helps to lend a hand at various events and your generosity and support is essential if this work is to continue.

If you are interested in helping with the HSA contact either Mrs Pattinson (chairperson), Mrs Barr (Secretary) or the Headteacher.



PARENTAL INVOLVEMENT

If you have any worries at all please come and see us and we will do our utmost to help you. All the teaching staff are engaged with classes full-time so it is beneficial if you could telephone first, although we realize this is not always possible. There is however an answer machine in school to leave a message and we will get back in touch with you as soon as possible. The times best suited for this are:-

before 8.55 am
between 10.45 and 11.00 am morning break
between 12.00 and 1.00 pm lunchtime

Parents are welcomed into school on a regular basis. We hold Family Assemblies, Harvest Festivals, a Christmas Concert, Family Sports Day, Theatre Visits, Book Day, Charity events and Curriculum Open Days at which parents are welcome.

We hold a Parental Consultation session each term where you can discuss your child's progress. Be assured that you are free to make enquiries at any time, particularly if you are at all worried. You will also receive an end of year written report about your child's progress in all curriculum areas.

We send out regular newsletters giving details of planned events for that term and any information regarding the school and its organisation which we feel may be of interest to you. Our website also provides additional information about school. www.swarland.northumberland.sch.uk
In the Summer term we have a Cultural topic, based on an area in the world, in school and ask parents to take part in meals, get involved in lessons and have fun in the creative art days.

HELPING IN SCHOOL

If you feel you would like to share in your child's education in a particular way, your help in school would be much appreciated - we can always use an extra pair of hands. If you are interested it would help if you could give us some idea of your particular interests or any expertise which you would be willing to share with us. Please do not be shy - we genuinely need your help. However, in ensuring your child's and your safety, you will be asked to either have a police check at the discretion of the Headteacher or sign a volunteer agreement. We will provide guidance on how to assist in school.





COMMUNICATION

School tries to keep parents informed of new initiatives, forthcoming events and the progress of their children. It is important that parents too keep the school informed of anything that may affect the academic, social or personal progress of their children. If a parent has a concern or complaint it is important to inform a member of staff so that it can be dealt with immediately.

EVERY CHILD MATTERS

Our school is fully committed to offering a high quality of provision under the five outcomes of the government's 'Every Child Matters' agenda. These principles underpin all we do and guide us as we strive to provide even better opportunities for the children

entrusted in our care. We aim to equip them to make a positive contribution to the community to which they belong. These are the 'rights' that all our children deserve:

Being Healthy

This encompasses physical, mental and emotional health as well as helping children to pursue healthy life styles.

Staying Safe

This relates to protection from mistreatment, neglect, violence or exploitation as well as accidental injury, bullying, discrimination, crime and anti-social behaviour. It extends to the right of well being and to the importance of the safety of our young people in and beyond our school community.

Enjoying & Achieving

This highlights attending and enjoying school and recreation, achieving personal potential and national educational standards, as well as the right to social and personal development.

Making A Positive Contribution

This relates to the children's participation in decision making, volunteering and supporting the community and environment, abiding by rules and the law, developing confidence and developing positive relationships.

Achieving Economic Well Being

This is about nurturing children's aspirations and helping them to set and achieve goals. It also highlights the importance of the school's role in facilitating access to quality child care.

Using these five outcomes as a guide we endeavor to work collaboratively and fully with parents/carers and any relevant or appropriate agencies for the well-being of all the children in our care.

THE EARLY YEARS - FOUNDATION STAGE

We believe that effective education rests upon a partnership between home and school; one supporting the other for the benefit of the child. This is particularly true during a child's early education. We recognise that at home and during pre-school educational provision, valuable learning takes place through a wide variety of experiences. We provide a broad and balanced curriculum, designed to meet the needs and characteristics of the young child, building on these previous learning experiences.



At Swarland we set out to provide:

1. An atmosphere where the child feels secure, happy and valued.
2. A learning environment which has been carefully organised to encourage independence and decision making; present challenges and to increase opportunities for co-operative play.

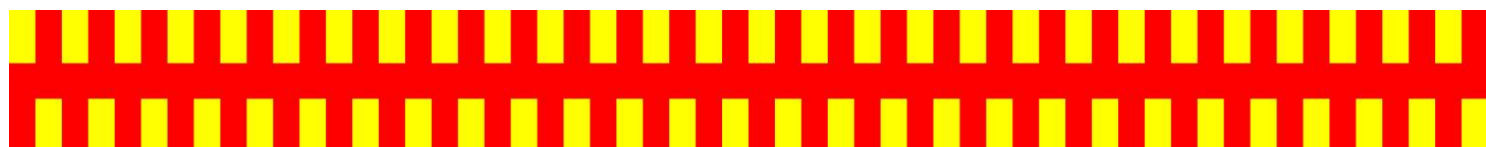
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3. Purposeful activities which are appropriate to the needs of each child and which are exciting and stimulating.
 4. Teaching approaches which are flexible, imaginative and sensitive in responding to the changing needs of the children.

We recognise the value of play as the principle and most effective method of learning. Good structured play allows for discovery and problem solving. It is purposeful, absorbing, open-ended and enables children to communicate with each other. It is the vehicle by which we gain access to the curriculum. Work tasks are also planned to suit your child's unique needs, in order to develop appropriate skills, concepts, attitudes, knowledge and understanding across seven areas of learning.

These are:

- Communication and language
- Physical development
- Personal, social and emotional development
- Understanding of the World
- Literacy
- Mathematics
- Expressive arts and design

Of course, the first three areas form the major part of the learning. Through a balanced combination of work tasks and structured play the children become confident and competent learners, helping them to make a smooth transition from the Early Years curriculum to the National Curriculum at Key Stage 1.



THE CURRICULUM

The curriculum is composed of core and foundation subjects. More time is allocated to English and Mathematics as these skills are applied across other subject areas. A broad and balanced curriculum is offered to the children to enable them to reach their full potential. Learning is matched to the child's ability rather than age.

Core Subjects: English, Mathematics, Science and ICT

Foundation Subjects: History, Geography, Design and Technology, Art, Music and P.E.

Additional Subjects: Religious Education, Personal, Social & Health Education and Citizenship

Each subject area has a member of staff who is responsible for implementing the Foundation Stage Curriculum (Reception) and National Curriculum (Years 1 to 4) and for ensuring progression and continuity throughout the school. The curriculum is organised to ensure each child has access to complete coverage of the knowledge and skills for each subject area. This is achieved through systematic thematic planning. Additionally, we plan for a number of important cross-curricular themes which include:

Equality of opportunity, regardless of gender, faith or race

Sensitivity to the needs of those with disabilities

Religious and racial understanding

Safety and health

Personal responsibility and citizenship

Environmental awareness

Foreign Languages

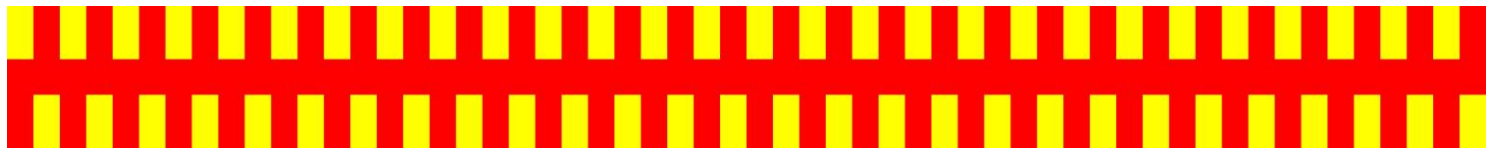
Communication and team work

We believe that our pupils are entitled to an enriched curriculum which includes opportunities:

For public performance including speaking, singing, music making, dance and acting.

To attend residential educational visits.





To extend their interests through after-school clubs.

To contribute to the running of the school through the elections for the school council.

To develop personal responsibility and citizenship through individual and group, charity fundraising initiatives.

To compete in sports and athletics events as well as to share in co-operative enterprises within school and in association with other schools in the local area.

The work is planned to meet the needs of the children and is designed to cater for a variety of ability ranges. The classes are composed of groups to allow for ability, gender and friendship. There is however flexibility within this structure for children to move in and out of these groups according to their particular strengths. During the day children are learning or consolidating knowledge and skills through a variety of ways:

- whole class
- small groups
- individually

The school offers a well organised environment with good quality resources for learning to take place.




LITERACY

Literacy is taught every day in a dedicated lesson and in a cross curricular way, which provide highly structured and demanding activities to ensure good pupil progress. We encourage reading for pleasure and enjoyment across the school.

We use our reading scheme, Oxford Reading Scheme, to play a major part in promoting language skills. By developing children's competence, precision and confidence as speakers, by encouraging the children to read poetry, fiction and non-fiction and by analysing the structure of stories so that insights into the nature and techniques of writing are gained, whilst at all times monitoring progress in each area, we feel we can provide a sound foundation on

which you child's future language work can develop. We have also adopted Read, Write, Inc., a synthetic phonics programme which is delivered, throughout the school to enable our pupils to



become secure readers, spellers and handwriters. Communication is important in all walks of life and we hope to send your children on as excellent communicators in both spoken and written English.

NUMERACY

The basis of our mathematics teaching is a practical approach. Emphasis is placed on developing an ability to use and apply mathematics in real life situations and to explore and investigate mathematics itself. Children need to be able to, use problem solving and investigational strategies, understand mathematical concepts and techniques, apply mathematics to a range of contexts, develop a sense of what mathematics is about.

We have adopted Heinemann Abacus Evolve Mathematics as our published scheme and run this concurrently with the numeracy strategy planning. We aim to place a high emphasis on Mental Maths and problem solving skills and developing these from an early age. We also run a daily Learn it session to go over the basics needed for each stage of work. We plan and deliver work in Maths through a daily Numeracy lesson

SCIENCE

Our aim at Swarland is to develop the children's scientific knowledge and understanding and to assist in the acquisition of scientific skills. Science teaching has moved on a long way from the old 'Nature Study' lessons and research has shown that too many children leave school with insufficient knowledge of the concepts and processes of the physical sciences, in particular. We aim to give every child the opportunity to follow investigations through practically and methodically.

INFORMATION COMMUNICATION TECHNOLOGY

Our pupils are taught to use ICT equipment and software in order to communicate and handle information. This work supports their problem solving, recording and expressive work in a cross curricular approach of applying their ICT skills. Each classroom has a laptop and is connected to the Internet. The H.S.A have helped to fund Interactive Whiteboards for each



classroom. We have our own web page www.swarland.northumberland.sch.uk The Resources room has 10 new PC's linked to a printer and an interactive whiteboard and netbooks.

THEMATIC APPROACH

Our foundation subjects are taught through a themed approach which holds the pupil's interests. These subjects are grouped together under faculties to make those cross-curricular links .

Our World - history, geography, design technology



Within the program of study for History we aim to help the children in Key Stage One develop an awareness of the past and of the ways in which it was different from the present. We discuss ways in which we can find out about the past and set the study of the past in a chronological framework. The areas of study include the family and the everyday life, famous people in British History and past events.

Within the program of study for History in Key Stage Two we aim to teach the children about important episodes and developments in Britain's past, from Roman to Modern times, about ancient civilisations and the history of other parts of the world. They are helped to develop a chronological framework through links across different study units. They also investigate history and use a range of sources of information.

Our work in geography is predominantly concerned with the study of places, the people who live in them and the human and physical processes which occur in them. Our main aim is to develop geographical knowledge and understanding within the children, whilst learning about the U.K. and its relationships with other countries. We make extensive use of the local environment and we take Key Stage Two pupils away each year for a week long field trip.

Within design technology, we aim to give the children a range of opportunities in which they can work with a range of materials and components in order to design and make simple products, mechanisms and structures. In designing and making a variety of products the children's knowledge and understanding of materials, structures, control mechanisms, health and safety and technological vocabulary will also be developed.



The Arts - art, music and drama

All first schools have traditionally provided children with the opportunity to gather and use different resources and materials in Art and to use different materials and techniques in practical work. Art enables us to introduce different periods, cultures and traditions to the children as well as looking in depth at the work of particular artists.

We will provide the opportunity for all children to play, sing, perform and compose music in school whilst developing the children's ability to listen and identify musical elements and structures.

The music teaching is shared between our staff, instrument tuition is available to children in Years 1 to 4. We currently offer the opportunity to learn to play the violin, keyboard and flute. The cost is around £45.00 per term. It is £20.00 a term to hire an instrument from County.

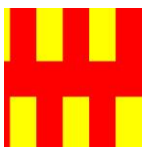
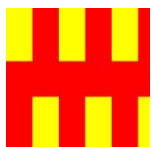
Our Healthy Life - Physical Education. Personal, Social & Health Education

The National Curriculum for P.E. defines six areas of activity which children should experience at First School:-
Athletic activities, which we carry out mainly in the Summer Term, Dance, which is taught by a specialist teacher, Miss Cheryl Stewart, Games, Gymnastics and Outdoor activities.

Swimming. This takes place at Alnwick baths each week with all children from Year Two onwards attending. We aim to give the children experience of every aspect of P.E. to enable them to make informed choices about their likes and dislikes.



PSHE encourages the children to philosophise, make decisions, act out situations, deal with problems, access experts and become experts in managing the wider curriculum. We aim to send our children out of this school as confident people, keen to make their own decisions.





RELIGIOUS EDUCATION

Opportunities abound for considering moral values relating to everyday life - honesty, truthfulness, working together, considering the needs and feelings of others - and in the first school the terms of Religious Education and Moral Education are almost synonymous.

We are further required to provide a *"broadly based Christian approach"* and must also take into account the teachings and practices of other principal faiths represented in Great Britain as well as respect the rights of parents to withdraw their children from Religious Education.

SCHOOL ASSEMBLIES

A daily assembly takes place within the School. Each class teacher takes an Assembly on a rota basis. Although the school has no particular affiliation to a church, either Rev Edward Butlin or Rev Simon White, come into school weekly to take our Assembly. The Assemblies are *"wholly or mainly of a broadly Christian character"* as required by the 1988 Education reform Act. All children take part in the Assembly, other than those children whose parents have specifically asked for their children to be exempted from attendance.


SEX EDUCATION

This is not included as an explicit subject within our curriculum. If incidental questions are asked, sufficient factual answers are given, but without elaboration. Sex education is taught indirectly through the PHSE and science curriculum for all children at an age appropriate level.

HOMEWORK

To encourage the relationships between home and school every school has a Home-School Agreement. Every child has a copy signed by the school, child and parents to show their commitment to and understanding of the responsibility towards the partnership.

Part of this agreement is homework where the parent can have an active role in helping and encouraging their child with the work set by the class teacher. The work set is linked with lessons the children have had during the week. Through this homework the children will consolidate and reinforce the skills and knowledge learnt in class.



At Swarland First School we encourage a strong parental involvement with reading. A 'home' reading book is taken home by the children every night so they increase their fluency when reading new books and stories and enjoy the pleasure of reading. The reading books have been graded according to their difficulty. We ask you to help your child by supervising this daily reading task.

PARENTS AND THE NATIONAL CURRICULUM

Parents need to be kept informed about what their children will be learning at school and how they are progressing. We will do this by:

An annual report on your child

Termly Parents Consultations.

Regular reports from independent inspections of the school by the Office for Standards in Education (OFSTED).

Performance tables from all local schools.

School Booklets

Home-School Agreement + associated policies

All parents, children and schools are now required to sign a Home-School Contract- details of which you will receive as your children enters school. You will also receive regular newsletters, invites to curricular events and a copy of your child's focus for each term or half term's topic. We regularly invite you in to take part in lessons and events alongside your child.

Should you require any further information about any aspect of the Curriculum or how your child is progressing, please contact your child's class teacher or the Headteacher.

EXTRA CURRICULAR ACTIVITIES



Swarland First School encourages local community training in sports and is actively involved in working alongside Trident trainers to provide football training, the Falcons to provide Rugby training and Swarland Golf Club.

We have a football club each Monday lunch time, we also provide a range of clubs including Indoor Bowls, Drama, Dance, Basketball,

Fencing, Cookery. Art, Drama, Dance and Music. Periodic lunch-time clubs take place- examples of these have been clogging, gardening club, penny-whistle, paper making and decorations. The school also supports charity work through collections, sponsored events and Children In Need.

Other extra-curricular activities are available in conjunction with fun club and these range from Chinese evenings, film nights to craft evenings.

Key Stage 2 children have a one week residential visit to Ford Castle, Seahouses or Robin Wood.

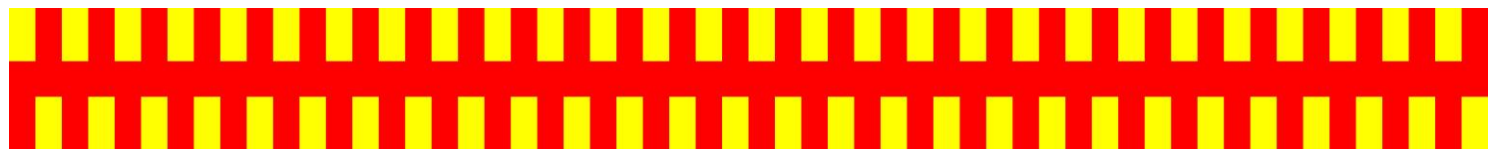
CLASS ORGANISATION

There are currently three classes in school and we cater for the first five years of your children's education. We always try to keep age groups together and offer reasonably small class sizes but the financial implications for maintaining four classes in school are tremendous and the organisation has to change on a yearly basis.



ASSESSMENT

Throughout your child's time at Swarland First School the teachers will be assessing all the children in order to build up a picture of pupils' achievements. Assessment of children is vitally important as it allows teachers to gauge children's performance and to inform their planning and teaching. The teachers' assessments can indicate the next steps for the children's learning. These are then made into targets for each child. These assessments are part of everyday teaching and learning. It is a continuous process, not a separate activity, which necessarily requires the use of extra tasks or tests. The children are assessed with a Baseline Assessment as they enter school.



At the end of Key Stage One (the '*infant years*') teachers are required to summarise their own assessments. In addition, teachers are required, at the end of Key Stage One, to set their pupils nationally prescribed tasks or tests (SATs - Standard Assessment Tasks) in Mathematics and English.

We are very proud in this school of the high standard of achievement of our children compared to the National Average. We have maintained this over several years and hope to do so through the continued hard work of staff, parents and particularly children.

A TEACHING AND LEARNING SCHOOL

Classroom trainees are part of our community and allow our pupils to have a continually changing access to a range of staff and their talents and specialisms. We feel it is extremely important to help shape the future by training our future generation of teachers and teaching assistants.

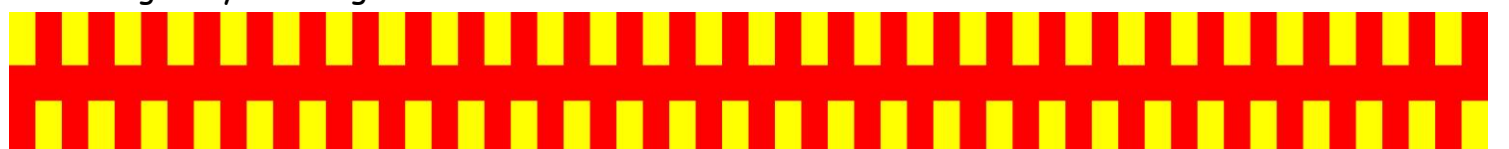
School is involved in putting on Workshops to support parents in helping children with their learning throughout the year. This year we have focused on Mathematics support and phonics. We also operate a half term input in the summer, to support those parents whose children are about to move from Reception into Year 1 to support their transition.

AN AWARD WINNING SCHOOL

Swarland has received it's "Investors In People Award" for the third time and has been praised for it's distributed leadership model. It has been awarded "Activemark Gold" for excellence in P.E. and Games and "Artsmark Gold" for excellence in Art. It holds the National Healthy Schools Award. We are currently working on achieving an Anti-Bullying Award.

SCHOOL FINANCE

The LA provides us with funding to run the school, based upon the number of pupils on roll. The school has full responsibility for managing this money. This is known as LMS (Local Management of Schools). An LA Adviser based in County Hall is always available for consultation purposes, our School Improvement Partner (SIP) is Jen Crowder. Decisions concerning the spending of this money, however, rest with the school and the Governing Body. Matters of school finance are not kept from parents and the ongoing budget position of the school is usually an agenda item at Governing Body Meetings.



PUPIL PREMIUM

Each year, the Government gives a sum of money to each school based on the number of children receiving a free school meal. This grant is called the Pupil Premium. Last year Swarland First School received £900 as a Pupil Premium. This money was used on teaching assistant classroom support. These valuable adults helped deliver high quality intervention and boosters for groups of children in literacy and mathematics. The impact was shown in our end of year attainment result. Please see appendix. This current year we received £3000. We intend to utilize it in a similar way to last year, with a focus on phonic and writing intervention.



EMERGENCY PROCEDURE

For emergencies, such as sudden hospitalisation of a relative, involvement in an accident or a serious safeguarding issue, the office phone is manned for most of the day. There is an answer machine facility on the phone which we urge you to leave a message on, as it is regularly checked and staff will get straight back to you.

There can be times when we need to contact you quite quickly. Children who become ill during the day might need to go home. There is also the chance (not too often we hope) that there could be some sort of accident. This is what we will do:

- We will try to contact you by telephone.
- If there is no answer, then we will use the emergency contact number that you have given

us on the admission form.

- If there is a serious accident (e.g. a break or deep wound) then we will act as quickly as possible. If it is necessary to send for an ambulance, then we will do this whilst trying to reach you. Please remember that the hospital will need your consent to treat your child. The telephone numbers kept in school are our link with you. Please keep us up to date if there are any changes.



HEALTH AND WELFARE

The school is part of the Healthy Schools Initiative and has a School Health Policy and a Healthy Food Policy. The school is a no smoking area. The school has produced a Travel Plan for school.

MEDICAL EXAMINATION

If your child has a serious or recurring problem it would be most helpful if you would tell us about it.

Parents need to be aware that the Area Medical Officer has the statutory right to by-pass the school and approach parents directly for information regarding contagious diseases or particular illnesses that their child may have had or been in close proximity to. If this does happen, do not be alarmed, but be prepared to ask for further identification from the visitor or, if it is a telephone call, ask for the number so that you can check the validity of the request.

If it is at all possible, I will give parents advance notice of the possibility of an approach from the Area Medical Officer.

DENTAL INSPECTION


All children in school are seen by the Dentist unless you decide otherwise. Notice will be given of any impending visit by the Dental Health Team.

THE AUDIOMETRICIAN

A visit is made annually to check all Reception children's hearing. Subsequent visits are made to check those children about whom there has been some concern.

ILLNESS OR ACCIDENT IN SCHOOL

In the event of a child becoming ill or having an accident at school, I will need to contact parents quickly. I would ask, therefore, that you give the school a telephone number of an emergency contact in case you cannot be reached. Children who have been sick or had diarrhea are asked to



remain at home for 48 hours following their last bout of illness. This advice comes from the Communicable Diseases Unit.

MEDICINES IN SCHOOL

If children are in need of regular medication they are not well enough to be in school. It is preferable for medication to be given at home wherever possible and if medicines are prescribed to be taken 3 or more times per day, parents should ask the prescribing doctor if the administration of the medication can occur outside normal school hours.

Parents should note that NO MEMBER OF STAFF at Swarland First School is prepared to administer medication to a pupil, unless the medication is of an urgent nature, in which case staff in the school must be informed and discuss the nature of the urgency.


KEEPING THE CHILDREN SAFE



Once the children have arrived at school all external doors are secured. They are fitted with a combination of bolts and digital locks, all of which can easily open from inside in case of an emergency. Visitors are directed to the front door to gain admittance. The school site is kept secure by fencing and locked gates. The school has a responsibility to monitor the welfare of children and will work with parents and other agencies to address any child protection concerns.

It is vital to the best interests of the children that they benefit as much as possible from their school days. Any days lost by the children are opportunities gone for ever. Inevitably some school days will be missed due to illness and other unavoidable absences, but these really should be kept to the absolute minimum.

Parents are asked to try to ensure regular, punctual school attendance and to avoid taking children on holiday during the school term. Under Section 199 of the Education act 1993, the parent of compulsory school age registered at school, must apply for authorized absence which Governors must agree. These are unavoidable absences - music exams, hospital appointments or special



domestic arrangements. In order to meet these requirements parents must complete a form which is available at the school office. This does not apply to illness.

CHILD PROTECTION

The school has a responsibility to monitor the welfare of children and will work with parents and other agencies as appropriate to address any child protection concerns. As a school we are committed safeguarding and promoting the welfare of our children. Staff appointments are subject to satisfactory references, medical and criminal record checks.

ABSENCE

If your child is ever absent through illness, then please contact the school on the first day of absence. For the academic year 2011/12 records of unauthorised absences had to be presented to parents. The percentage for the year 2011/12 are given in the table below.


	R	Yr1	Yr2	Yr3	Yr4
Number of registered pupils	14	7	15	11	12
Autumn	0	0	0	0	0
Spring	0	0	0	0	0
Summer	0	0	0	0	0

Our authorised absence was 3.95 %, giving us 96.05 % attendance for the year.

The exercise is not as pointless as it seems because it emphasises the need for a note or a telephone call from you whenever your child is absent. If we do not receive a note or telephone call then the absence becomes unauthorised whatever the reason for the absence. The list of authorised absences includes medical/dental treatment/annual family holiday (where leave has been granted and does not exceed two weeks) and educational visits.

SPECIAL EDUCATIONAL NEEDS

The school's Special Educational Needs practice is based on our own observation and screening procedures. If your child's educational progress is concerning you, we urge you to get in touch with us as soon as possible. Similarly, if we are concerned, we will contact you to come and discuss



the matter. After consultation with the Special Educational Needs Co-ordinator an individual education plan can be drawn up for work with the class teacher and any outside agencies, if applicable. The school works closely with the parents at all times during this process, following the current Code of Practice and nothing would be done without your express permission. Extra help may be available for your child but is obviously restricted due to budgetary constraints throughout the County. If we need a particular analysis of the problem, we call on the school's Educational Psychologist, who is extremely valuable in determining the form and availability of help. This policy also includes the needs of more able pupils. The school has wheelchair access and is accessible for children with physical disabilities.

BEHAVIOUR

The school has clear guidelines and school rules which encourage appropriate behaviour and discourage anti-social behaviour. The staff are considerate and do their utmost to ensure fairness at all times. Good discipline is essential for the school to be a place where effective teaching and learning can take place. Children are encouraged to develop independence,.

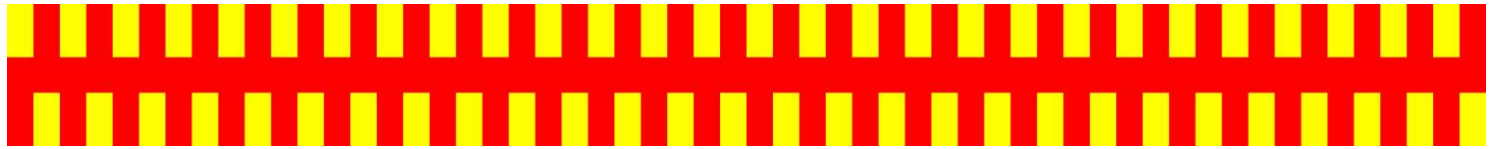
We expect children to be well mannered and courteous. Developing acceptable socialised behaviour will already be well established long before the children start school. It is

hoped that you as parents, and we as teachers may continue this process of learning together, helping the children to develop an awareness of the needs of others, tolerance, self discipline, independence, trustworthiness and a pride in the school. In the event of persistent undesirable behaviour either individually or corporately, the matter will be discussed with parents on an individual basis. The school has strict anti-bullying and e-safety policies.



LOST PROPERTY

This is kept in a box in the corridor. Periodically, lost items are displayed and those not claimed are disposed of. We do advise that **all clothing is named**- this is helpful to us for sorting and does reduce the quantity of lost clothes.



CHARGING POLICY

The school relies on voluntary contributions from parents for many of its activities. In order for trips, visits, swimming or special events to take place, we rely on parents making a voluntary contribution towards the cost. All requests are based on the actual cost of the provision of the activity divided by the number of children taking part. Where this cost is high, the school will often subsidise the cost of the trip.

MILK

This is provided at a cost of £12.50 per term. No refunds are permitted unless a child leaves the school or is absent for a period of three consecutive weeks or more.

SWARLAND PRE-SCHOOL

Sessions at Chester Bears are available according to numbers. These generally give a range of morning and afternoons of 2.5 hours to a younger and older group.

The Pre-school is run by Carole Mason contact tel: 01670 783323) Email: Swarlandpreschool@live.co.uk . It caters for up to 16 children aged 2 years to 3 years 5 months (younger group) and 3 years 5 months to school age (older group). The Pre-school is a registered provider.

A Mother and Toddler group is held on Wednesday mornings 9.30 - 11.30 a.m. in Longframlington and also in the portacabin on the last Monday in the month 1.30pm - 3.00pm.

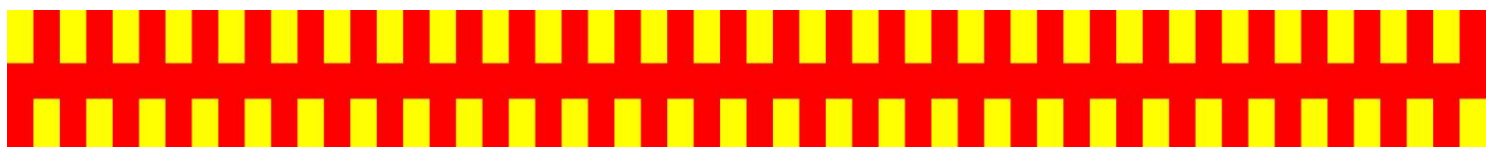
The Pre-school portacabin is situated within the school grounds.


Transition into school takes place over the last half term so that children sample some full days in school prior to entry.

BROWNIES

A Brownie pack meets in school on Tuesday evenings, from 6.00 - 7.30 p.m. It is run by Mrs. Sue Francis and Miss Sandi Clark.

SWIMMING





The Year 2, 3 and 4 children are taken to Alnwick Swimming Baths on Wednesday afternoons. This is privately arranged and so we ask for a voluntary donation of £3.50 per week to cover transport, tuition and entry to the baths.

Please could you send the money on Monday mornings when all other monies are collected.

FUN CLUB

In January 1995, the Swarland Fun Club began operating. This is a child-minding service, operated by qualified leaders and registered by Ofsted, which is available each morning from 8.00 - 8.50 am and each evening after school, from 3.00 p.m. until 6.00 p.m. However, parents are asked to book their children in. It takes place in the school hall and is open to all parents of first school age children in the area. For further details, including the current charges, contact Bev Beers or Sandi Clark mobile number 0776 3155121.

SCHOOL TRANSPORT

Provided by Howard Snaith and the LA from Longframlington. Pick up points and times are as follows:-

NEW FARM HOUSES	8.40	
CHEVIOT LODGE	8.43	
MEMORIAL HALL R/E	8.45	
VICTORIA COTTAGE	8.47	
NEW MOOR R/E	8.49	
GLANTLEES R/E	8.51	
SHIELDYKES R/E	8.52	
SWARLAND FIRST SCHOOL	8.55	Depart 3.00 pm.

Those children living locally should be on the premises by 8.55 am but should not arrive before 8.45 am.





SCHOOL MEALS AND DINNER MONEY

A healthy two course meal is provided daily, and while the first course is fairly traditional there are very few desserts of the 'stodgy' variety and an alternative of fresh fruit is usually available. It is important that you are aware of the fact that vegetarian or medical dietary requirements or alternatives to beef can be provided as part of the service. All menus are nutritionally analysed by a state registered dietician.

Currently lunches cost £10 per week. You may pay weekly, monthly or half-termly in advance, whichever method is most appropriate for you.

The children who bring a packed lunch sit alongside the children having school dinner. If you plan to send a packed lunch may I request you also send a plate. Lunch time is a very important occasion at school when we try to help the children towards good table manners and acceptable social behaviour.

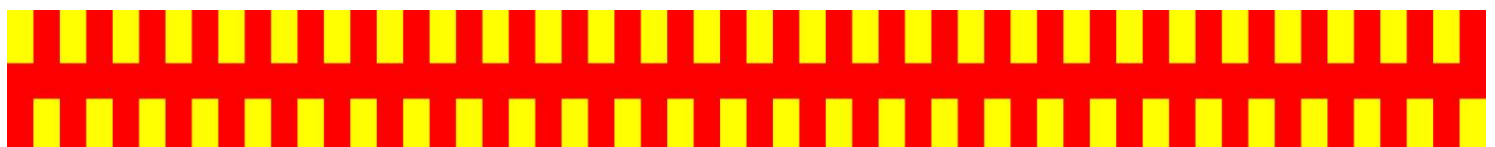
Should you wish to alter arrangements for lunches either from packed lunch to school dinner or vice versa, it is important that we have two week's notice in writing. Costing per head is extremely tight and time is needed to allow the Cook to adjust her orders. Changes mid-week or on a whim cannot be entertained, but a regular day a week can be arranged. Further information about the catering service is available from the following:

www.myschoollunch.co.uk/northumberland

www.northumberland.gov.uk

COLLECTION OF MONIES

All payments should be sent into school on a Monday morning. We would be grateful if you would not send money on any other day. It should be in an envelope clearly marked with your child's name, class and details of the contents. It will be collected by the class teacher at registration.





Special Projects in School

Artist in Residence

Folkworks

Storysacks

Theatre in school

Share Project

Family Learning Project

Summer Culture Topic

Specialists in school

COMPLAINTS


Misunderstandings can sometimes arise in the busy everyday life of a school. Usually these can be easily resolved by speaking to your child's teacher. However, if there is still a cause for concern then the matter needs to be discussed with the Headteacher. Unresolved complaints are referred to the Governors who have adopted the Local Authority complaints policy. A copy of this is available from school.

OFSTED

For our most recent Ofsted report please follow the link <http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/122240/>

DfE SCHOOL PERFORMANCE TABLES

For our most recent DfE School Performance tables please follow the link <http://www.education.gov.uk/schools/performance/index.html>



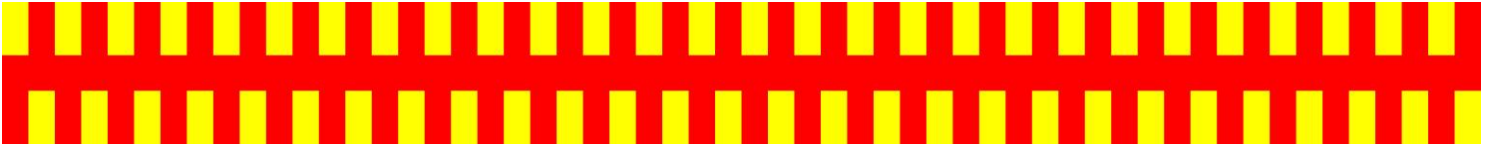


SCHOOL HOLIDAYS

<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 2 SEPTEMBER 2013</u> <u>TUESDAY 3 SEPTEMBER 2013</u>	
Summer 2013	Friday 19 July 2013	Wednesday 4th September 2013
October Mid-Term 2013	Friday 25 October 2013	Monday 4 November 2013
Christmas/New Year 2013/2014	Fri 20 December 2013	Tuesday 7 January 2014
<u>TEACHER DAY</u>	<u>MONDAY 6 JANUARY 2014</u>	
<u>TEACHER DAY</u>	<u>MONDAY 17 FEBRUARY 2014</u>	This date can be commuted to twilight sessions
Spring Mid-Term 2014	Friday 14 February 2014	Monday 24 February 2014
Easter 2014	Friday 4 April 2014	Tuesday 22 April 2014
<u>TEACHER DAY</u>	<u>MONDAY 7 APRIL 2014</u>	This date can be commuted to twilight sessions
<u>MAY DAY</u>	<u>MONDAY 5 MAY 2014</u>	
Summer Mid-Term 2014	Friday 23 May 2014	Monday 2 June 2014
Summer 2014	Friday 18 July 2014	Tuesday 2 September 2014
<u>TEACHER DAY</u>	<u>MONDAY 1 SEPTEMBER 2014</u>	

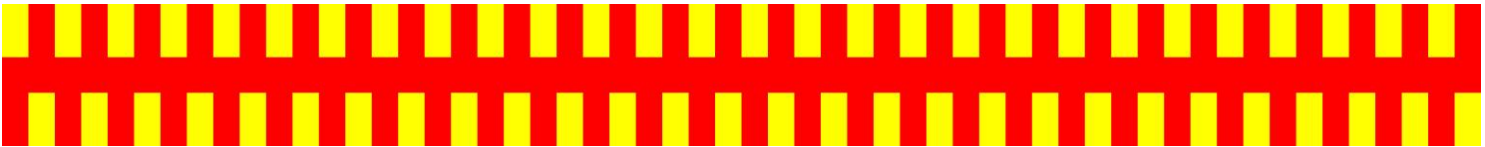
TEACHER DAYS MAY BE ADDED OR CANCELLED





AND FINALLY.....

Whilst every attempt has been made to keep this information up to date, changes may have taken place in the school since the information was published.



COMPARATIVE REPORT

This table shows a summary of the National Curriculum assessment results of pupils in the school (2012) and nationally (2011) at the end of Key Stage 1, as a percentage of those eligible for assessment.

The number of eligible children is: 24. Figures may not total 100 per cent because of rounding.

RESULTS OF TEACHER ASSESSMENT											
Percentage at each level											
			W	1	2C	2B	2A	3	4	Disappled Children	Absent Children
Speaking & Listening	Boys	School	0	0	-	50	-	0	0	0	0
		National	3	13	-	66	-	18	0	0	0
	Girls	School	0	0	-	10	-	0	0	0	0
		National	1	8	-	66	-	25	0	0	0
	All	School	0	0	-	33	-	0	0	0	0
		National	2	11	-	66	-	21	0	0	0
Reading	Boys	School	0	0	14	7	14	14	0	0	0
		National	3	15	13	24	23	22	0	0	0
	Girls	School	0	0	10	0	0	0	0	0	0
		National	2	9	10	22	26	30	0	0	0
	All	School	0	0	13	4	8	8	0	0	0
		National	3	12	12	23	25	26	0	0	0
Writing	Boys	School	0	7	7	14	14	7	0	0	0
		National	5	19	23	28	16	9	0	0	0
	Girls	School	0	0	10	0	0	0	0	0	0
		National	2	11	17	29	24	17	0	0	0
	All	School	0	4	8	8	8	4	0	0	0
		National	4	15	20	29	20	13	0	0	0
Mathematics	Boys	School	0	7	7	7	7	21	0	0	0
		National	2	9	15	26	24	23	0	0	0
	Girls	School	0	0	10	0	0	0	0	0	0
		National	1	7	16	28	29	18	0	0	0
	All	School	0	4	8	4	4	13	0	0	0
		National	2	8	15	27	27	20	0	0	0
Science	Boys	School	0	0	-	50	-	0	0	0	-
		National	2	11	-	66	-	21	0	0	-
	Girls	School	0	0	-	10	-	0	0	0	-
		National	1	8	-	71	-	19	x	0	-
	All	School	0	0	-	33	-	0	0	0	-
		National	2	10	-	68	-	20	0	0	-

- Includes all schools with pupils eligible for assessment at Key Stage 1. Participation by independent schools is voluntary, therefore only includes results from those independent schools which chose to make a return and which met the statutory standards for assessment and moderation.
- Speaking and Listening and Science subjects do not report level 2A, 2B and 2C, only level 2. These are shown in the 2B column for the purposes of this table.
- Absent and Disappled are not reported in science main level but are reported as U (unable). These are shown in the Disappled column for the purposes of this table.
- U represents 'Not Applicable'.
- x indicates a figure not shown in order to protect confidentiality.

