



Templewood School

Templewood School
Pentley Park
Welwyn Garden City
AL8 7SD

Tel: 01707 324251

Email: admin@templewood.herts.sch.uk

Website: www.templewood.herts.sch.uk



Welcome to Templewood

We hope you enjoy finding out about how we all learn together.

Templewood School caters for children between the ages of four and eleven. There are usually about 240 pupils on roll.

We believe every member of the Templewood community has a valuable contribution to make to the life of the school and we encourage everyone to take advantage of the learning opportunities offered. We strive to develop a culture of mutual respect between all children and adults.

From the time children enter the Nursery, they are encouraged to become independent, enjoy their learning and accept challenges in an atmosphere of safety and support. By the time the children leave in Year 6 we aim to ensure the children have had the opportunity to develop and grow into responsible, caring young adults within a climate of respect, warmth and understanding.

Information about the school is available on our website, however it is difficult to encapsulate the energy and enthusiasm of Templewood in a

website, so please contact the school and arrange a visit if you would like to know more about the way in which we learn at Templewood.

We look forward to getting to know you and your child and forming a happy and constructive relationship over the coming years.

Angharad Morris and Krista Toal
Co-Headteachers

Welcome to Templewood from Year 6

It may be small but it is extremely friendly. Everyone, including the teachers, enjoys being here each day. Learning here is fun, especially as we get to physically do some of the lessons – like making circuits.

Throughout the year we do lots of exciting activities such as school plays, charity events, sports day, school trips and visits from special people. Playtimes at Templewood are always enjoyable as we have a got a wide range of equipment from skipping ropes to climbing frames! Also, we have buddies to look out for you when you feel lonely.

Here at Templewood we have many responsibilities, some of them are; School Council, Eco Warriors, and various others throughout the school. Finally there is a variety of clubs ranging from netball to School Newspaper.

We have really enjoyed our time here and think it is a brilliant school.

School Details & Organisation

Templewood is a Community Primary School where the Early Years Foundation Stage & Key Stage 1 classes have up to 30 children. The average Key Stage 2 class size is 30 children.

The School has generous space and accommodation and is housed in a Grade 2* listed building which in 2011 celebrated its sixtieth anniversary.

The School is well staffed to provide the children with as much adult support as possible.

EYFS:

Nursery Class: A Class Teacher, an Early Years Practitioner and a Teaching Assistant

Reception Class: A Class Teacher, an Early Years Practitioner and a Teaching Assistant

KS1 & KS2:

Year 1 – Year 6: A Class Teacher and a Teaching Assistant.

Additional Teaching Assistants work throughout the school.

Inclusion of All

We believe that every member of our school community; pupils, staff, parents, families, governors and the local community, regardless of ability, background or circumstance, should have the opportunity to learn, share and work in an inclusive and supportive environment. We believe that through celebrating diversity with respect and understanding a supportive environment can be created.

We strive to identify any additional learning needs as early as possible, to ensure that the appropriate support is provided for both the children and the adults alike. Our Open Door policy allows parents to approach the school to ensure that any needs identified can enable us to provide the appropriate provision to ensure the children can succeed.

Pupil Voice

At Templewood, we provide the pupils with a voice through a variety of means including school council, eco warriors and circle time where the children are able to raise concerns as a group and on an individual basis. We nurture relationships between the youngest and oldest pupils through the buddy scheme and the use of reading partners. Staff and pupils have access to outside support agencies and training opportunities.

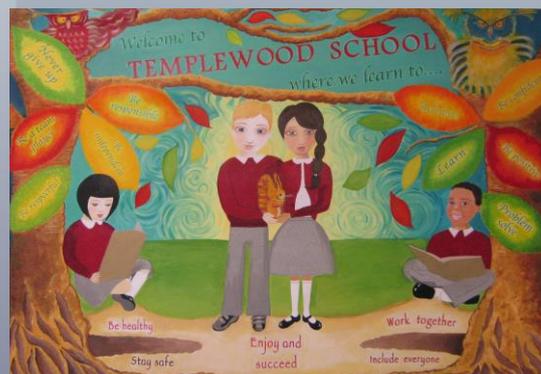
School Times

NURSERY	
Session starts	09:00
Session finishes	12:00

	Reception & Key Stage 1	Key Stage 2
School starts	08:55	08:50
Mid morning break	10:35 to 10:50	10:35 to 10:50
Lunch break	11:50 to 13.05	12:15 to 13:10
School finishes	15:10	15:10

Vision & Values

‘Roots to Grow and Wings to Fly’



Admissions

The school adopts and operates Hertfordshire County Council Admissions policy and criteria. A copy of this can be obtained from the school office. Children transfer to secondary school in the year they become eleven.

Hertfordshire Education Authority currently organises and processes all admissions to County schools. If your child is of pre-school age then the authority should send you a form for you to indicate your preference of Nursery School and then Primary school.

Please note that the annual admissions limit for Templewood School is 30 children.

The Nursery has two entry points in the academic year – September and January. The Reception class has one point of entry – all children start Reception in September.

For In-Year Admissions, Hertfordshire County Council should be contacted.

Curriculum

The Different Stages in Primary Education

Early Years Foundation Stage (EYFS) - *Nursery and Reception (4 and 5 years of age)*

Key Stage One (KS1) - *Year 1 and Year 2 (6 and 7 years of age)*

Key Stage Two (KS2) - *Year 3 to year 6 (8 to 11 years of age)*

EYFS

The Foundation Stage forms part of the whole school and there is a close partnership, with joint planning, between staff members to ensure continuity and progression for our children. Templewood links Nursery and Reception classes through close interaction between all staff and children.

In the Foundation Stage we provide care and education for a wide range of children in environments that enable children to feel safe and supported and which extend their learning and development.

4 Themes

Unique Child – Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships – Children learn to be strong and independent through positive relationships.

Enabling Environment – 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 carers.

Learning and Development – Children develop and learn in different ways. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

7 Areas of Learning & Development

Prime Areas

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. All the curriculum areas are developed through planned, purposeful play, with a balance of adult led and child initiated activities. Children's existing skills and interests will be built upon in order to help them learn. The activities are pitched at the children's levels of development enabling them to learn and succeed at a rate suitable to each individual.

KS1 & KS2

The children in KS1 and KS2 follow the National Curriculum and teachers ensure the objectives are covered in a broad, balanced and creative way.

Whilst ICT is taught as a specific subject, ICT skills are embedded in the day to day delivery of the curriculum and used by the children in all subject areas.

Core Subjects

- English
- Mathematics
- Science

Foundation Subjects

- Information Communication Technology (I.C.T.)
- Religious Education (R.E.)
- Geography
- History
- Physical Education (P.E.)
- Art
- Design and Technology
- Music
- Personal, Social & Health Education (P.S.H.E)

English

The national curriculum divides English into three components; Speaking and Listening, Reading and Writing.

Speaking and Listening

At all levels children are encouraged to work in a variety of groupings. They discuss their learning with the teacher and with others. As they grow older they are helped to develop skills for active listening and rational questioning. Speaking and listening skills are also developed through problem solving, role play and drama.

Reading

Reading is a key skill for children and we will offer parents of children who are starting school the opportunity to come to a meeting when their child starts to find out more about how reading is taught and how they can help at home. An important part of our reading policy is that children bring books home from school for you to enjoy with them and we provide a reading record book for you to make notes on their progress. We will use the same record book when the child is heard to read, or takes part in a group reading activity in school.

The school uses a range of strategies to help children develop basic reading skills. Key amongst these is the Letters and Sounds strategy which supports the children's developing understanding of phonics. Parents are given the opportunity to meet with us to learn more about this strategy when their children start school.

Writing

The development of fine motor control is vital and young children will do many "finger strong" exercises preparing them for writing. We build on these skills when the formation of letters is taught and practised. As they grow older they will become aware of the various forms of writing such as stories, poems, plays and letters which all provide opportunities for learning to write for different audiences. Skills of drafting and redrafting are taught along

with spelling and grammar. We make considerable use of computers for word processing throughout the school.

English is a cross-curricular subject. Language is often the tool for work in other disciplines and many reading and writing activities will take place throughout the day in various lessons. All learning can provide opportunities for speaking and listening. What we hold dear is that children learn to enjoy language and use it intelligently and creatively as a tool of communication.

Mathematics

In the early stages children explore a variety of mathematical concepts through activities such as counting, sorting, sequencing and matching by shape, size or colour. Counting songs, rhymes and role play are all integral features of these experiences along with sand and water play. The children will begin to record their mathematical learning and use ICT to explore data.

As children progress much of the mathematics will continue to be grounded in practical experience for the children and mental strategies for problem solving will be developed.

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

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

Science

Key stage 1

The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. They should be encouraged to ask questions about what they notice.

Lower key stage 2

The principal focus of science teaching in lower key stage 2 is to enable pupils to broaden their scientific view of the world around them. They should do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions.

Upper key stage 2

The principal focus of science teaching in upper key stage 2 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They should do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. They should encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates.

Approaches to Learning/Teaching Methods

The School aims to help each child to develop as an individual and use his/her potential to the full. We hope the children will become independent learners working through self-motivation and interest. We try to ensure that every child has access to the whole range of learning experiences. We provide a broad, balanced curriculum which recognises the importance of all subjects. We are particularly keen to continue to organise special project based days or weeks such as Fair-trade Week, Art Week and Science Week.

The children will work in a variety of ways:

- As a whole class with the teacher demonstrating and explaining
- As a whole class sharing ideas
- As members of a group working together
- As individuals

Assessment

Assessment is a vital diagnostic tool for teachers. It enables them to plan and target their work to meet the needs of the individual pupils. As such, assessment is happening every day in every classroom. However, it can be helpful for us to carry out more formal assessments such as tests and these are built in to our programmes of study so that evidence of achievement can be retained and monitored. Throughout your child's school career he/she will be assessed and their progress will be monitored on a regular basis. Each term your child's progress in reading will be assessed using a variety of strategies. English and Maths will be formally assessed at least once a term and all other subjects at least once in each academic year.

National Tests (SATs) take place in Y6 and the results of these tests will be reported to you, along with comparative information enabling you to compare how your child is attaining in relation to their peer group and national statistics.

Reporting to Parents

Parents are invited to speak to a class teacher at any point during the school year, by appointment. Weekly teacher surgeries are held, and appointments should be made via the school office.

Two Teacher Consultations are held during the year – one in the Autumn and one in the Spring Term. A written report of the academic progress and general behaviour of each child is sent home in the second half of the Summer Term. Further to receiving the report, Report Consultations are held to discuss any pressing issues arising.

Further information regarding individual progress is given to parents through link books and planners and, for some children with identified special needs, individual or group education plans.

A 'Meet the Teacher' afternoon is organised at the end of the Summer term for parents/carers to meet the staff who will be working with their child the following academic year.

Safeguarding

The School works in partnership with parents to support children in every way possible. However, The Children's Act 1987 places a clear responsibility on schools to ensure that they work together with the other agencies to safeguard and promote the welfare of all the children.

If concerns are raised within the School or a child or parent reports a situation involving possible safeguarding implications, we will take reasonable action to ensure the safety of our pupils. In situations where there are indications that a child might either be neglected, or subject to abuse, the Headteacher has a legal duty to follow Hertfordshire Safeguarding procedures.

All appointments including volunteers working at Templewood are subject to an enhanced DBS clearance.

Behaviour

At Templewood we value:

- Self discipline and proper regard for authority among pupils.
- Good behaviour and respect for others.

All the children at Templewood School are expected to behave in a responsible manner. We have a set of Golden Rules which were compiled by the pupils and staff.

Templewood Golden Rules

- Be a good team member
- Listen and be helpful to others
- Try your best at all times
- Look after property and your environment
- Be proud of yourself

All the children are encouraged to develop a sense of responsibility and self-reliance. At Templewood School we are extremely proud of our standards of behaviour. We take a positive approach towards the management of behaviour. This includes treating all children fairly, and highlighting the good behaviour.

The School has a Behaviour and Anti-Bullying Policy which emphasise the importance of positive action on the part of everyone in the School to encourage good behaviour. We try to create an environment that prevents incidents from occurring.

Equal Opportunities

At Templewood School we recognise the need for equality as being fundamental to progress and learning. Our commitment to equality is highlighted by our school's mission statement 'success for all' and is also stressed in the three main aims that we have for our school.

- We aim to ensure that the whole curriculum is equally accessible to all children irrespective of age, gender, race, class, physical or intellectual ability.
- We wish to develop each child as an independent learner and have high expectations of all children in both attitude to work and behaviour in general.
- We aim to develop the whole child through intellectual, aesthetic, physical and social experiences.

We recognise the importance of the whole school community continually working together to challenge ideas of inequality to ensure that everyone is valued regardless of their particular characteristics, for example; age, physical or intellectual ability, gender, ethnicity, religion, sexual orientation and socio-economic circumstances. In this environment we believe that everyone will have a sense of worth and will be able to learn and work effectively.

Extra Curricular Activities

There is a wide selection of school clubs. Some are run mainly on a voluntary basis by staff, parents and friends of the School and for others there is a small charge to cover costs. We are always looking for opportunities to develop further activities. At present these include:

Football	Netball
Craft	Sign Language
Art Club	Learning Log
Badminton	Newspaper
Construction	Zumba

Governors

The Governing Body is responsible for working with Templewood School to ensure that it delivers a good quality education". Together with the headteacher, who is responsible for day-to-day management, they set the school's aims and policies.

Governors have three main roles:

- To provide strategic direction for the school
- To act as a critical friend to the headteacher
- To ensure accountability

Nominated Governors deal with matters such as finance, the curriculum, the school premises and personnel issues. Governors are also involved within the life of the School and attend events and visit during the School day. Minutes of Governing Body Meetings are available on request.

The Governing Body is made up of representatives from the Local Authority, parents, members of school staff and of the local community. All Governors are appointed for a four year term. Parent Governors are elected by the parent body.

T.S.A.

Templewood School Association works to raise money for school projects. All parents and staff are members of the Association, which is run by an elected committee.

The Committee holds regular meetings to plan future events and discuss school issues. All parents are welcome to attend. Minutes from those meetings are displayed on the TSA notice board and are available on the website.

The Committee is always pleased to hear from anyone who would like to join the group or would be willing to help at one or more events. For contact details, please see the notice board in the main entrance.