



# Thameside Primary School



## Prospectus

**‘Every Child    Every Chance    Every Day’**



## **Welcome from the Headteacher**

It is my pleasure to welcome you to our school. We aim to provide our pupils with a friendly and stimulating environment where children feel secure and are able to develop to their full potential.

The school became an academy in August 2017 and we are proud to be part of the Vale Academy Trust. The VAT is made up of 8 schools in Abingdon and Wantage.

We are very lucky at Thameside with the facilities we have at our disposal. We have a large playing field, two halls, a space for Forest School and large Foundation Stage area. All of this contributes to children having an environment which allows for exciting learning opportunities.

Our prospectus is designed to give you a glimpse of the range of opportunities available at the school as well as an insight into the things we consider important in the education of our children. It is also packed with information that parents/guardians need to know, thus enhancing the partnership between school and home which is so important. More information regarding the latest Ofsted reports, achievement information and general information can be found both on our website: **[thameside.oxon.sch.uk](http://thameside.oxon.sch.uk)** and on the Vale Academy Trust website:

The School Prospectus is only part of the whole, and I would be delighted if you would like to come along and meet us in person and look around the school. Please do not hesitate to contact the school office should you have any queries and to make an appointment should you so wish.

Miss A. Grice  
Headteacher

# **Vision Statement**

## **‘Every Child, Every Chance, Every Day’**

We want our children to be confident and independent, have a love of learning and to care about themselves, other people and the world around them.

We aim to do this by:

### **Our Standards**

- achieving the highest standards possible
- being a learning community where all are enabled to experience success and to achieve their best
- providing excellent teaching which is based on high expectations, imaginative planning and stimulating learning activities

### **Our Values**

- putting the well-being of each child at the heart of our work
- celebrating the successes of our school community within a culture of mutual respect for others
- enabling children to make positive and informed life choices

### **Our Curriculum**

- ensuring that our curriculum takes into account children’s starting points
- promoting excellence in all areas of the Curriculum
- mastering the key skills of English, maths and computing

### **Our Partnership with Parents**

- developing a home/school partnership that is focused on the child’s learning and development
- ensuring supportive and positive communication links between home and school
- actively involving parents and the wider community in the life of the school

## **Your Child's Day at Thameside**

A member of the School Leadership Team stands at the gate from 8.30 to welcome parents and children to school. The Nursery session starts at 8.30 am. Reception and Key Stage 1 children and their parents enter the school at 8:40 together. Key Stage 2 children enter at 8:40 independently. After 9.00, entry to the school is only possible through the main entrance to ensure all adults in school are signed in.

The school day ends at 3:00. The gates leading to the Nursery and Reception classrooms and Key Stage 1 & 2 are opened at 2:50. Parents wait by their children's classroom for them to be dismissed. Parents are asked not to enter the school at this time. Please let us know in advance if someone different will be collecting your child. If we don't know the adult or feel unsure about the situation we will keep the child with us. Our parents generally welcome this vigilant approach. Year 5 and 6 children need written permission to walk home independently.

Children in Key Stage 1 & 2 have a morning break at 10:30 and Lunch break at 12:00 for KS1 and at 12.10 for KS2. Reception children and 30 hours Nursery children have lunch at 11.45. They are always supervised on the field or playground by school staff.



## **Working with Parents**

Each term, parents are invited to meet their child's new teacher and see children's work in the classrooms in our Profile Sharing sessions (Nursery and Reception) and Success Sharing sessions (KS1 and KS2). In addition, there are opportunities for parents or carers to meet their child's teacher in school at Parent Evenings, (in November and March), when they can discuss their child's progress. There are also several opportunities over the school year for parents to see children's work; attend curriculum information sessions or come to performances.

A written report is provided annually to summarise the achievement your child has made over the year.

We also ask parents to read and sign our Home School Agreement which outlines the expectations that parents/carers, children and the school have in promoting the best possible education for the children at Thameside.

Parents throughout the school are encouraged to volunteer to help in the classroom, or accompany the children on trips as and when this is needed.

## Teaching and Learning

Children are taught in classes, small groups or individually according to their needs, within the National Curriculum and the Early Years Foundation Stage Framework.

A variety of teaching styles are used in the school, and the staff are always seeking to innovate where appropriate, in order to maintain and enhance standards.

We believe that children learn best when they are active and involved in assessing their own learning. They are always given the objective for each lesson so they understand the purpose of what is being taught. Your child will be taught to evaluate their success for themselves, and identify what they need to learn next. Our marking system links directly to the learning objectives for the lesson and children are given opportunities to respond to the marking and comments that the teacher has made.

Teaching Assistants work throughout the school to support and enhance the delivery of the curriculum. Volunteer helpers are always welcome in school as their experience is invaluable.

For further information is available if needed.

### Early Years Foundation Stage

Children will be offered a full-time place in the September after their fourth birthday. They will follow the Early Years Foundation Stage Curriculum (EYFS). The EYFS is a play-based framework that acknowledges that every child is unique and that they learn and develop at different rates and in different ways. We plan for children to learn through a variety of experiences, both inside and outside the classroom.

There are seven areas of learning in the EYFS: Personal, Social and Emotional Development; Communication; Literacy; Mathematical Development; Understanding of the World; Physical Development and Expressive Arts.



### Introductory Sessions

We work very hard to make the start of school a positive experience for both children and parents. Before they begin school we provide a number of opportunities for children to get to know their teachers and support staff, as well as to familiarise themselves with their new learning environment.



Parents are invited to a meeting the term before their child starts school when there is an opportunity to see the range of activities that children are experiencing, to meet staff and to ask questions. We also organise short home visits during this to meet you and your child at home to discuss individual queries and build good relationships so that everything goes smoothly when your child starts school. The children also have the opportunity to visit during 'Play and Stay' sessions.

### Thameside Nursery

Children can start at the Nursery the term after their third birthday. Both 15 and 30 hour places are available.

For details about our Nursery please visit our website.

## **Key Stage 1 and 2**

The Curriculum for Key Stages 1 and 2 identifies four core subjects: English, Maths, Science and Computing as well as six foundation subjects. These are History, Geography, Design Technology, Music, Art and P.E. The children in KS2 are also taught a Modern Foreign Language. The children prepare for the National Curriculum by progressing through the Foundation Stage between 3 and 5 years of age. Early Learning Goals provide the focus for this in the Reception Year.

*The following information is a brief outline of the aims for the teaching of the curriculum. Further information is available on the website.*



## **English**

### **Speaking and Listening**

The children use speaking and listening skills in all curriculum areas. They are given opportunities to join in discussions, perform and present their ideas to large and small audiences, as well as developing skills as constructive listeners. All the children have talk partners in the class. They are expected to rehearse their answers, share their partner's ideas, and listen and respond to their classmate's opinions. A story telling approach is used across the school to develop speaking and listening and to support writing. Children also take part in a Philosophy for Children (P4C) session each week.

## **Phonics**

We use the Letters and Sounds scheme for understanding the correspondence between graphemes and phonemes. Children in Years 1 & 2 spend 30 minute learning synthetic phonics each day.

## **Reading**

When children first start school they are introduced to segmenting and blending skills taken from the 'Letters and Sounds' scheme. This prepares children for reading and builds on their existing Literacy knowledge.

Books from a number of reading schemes are used and children are encouraged to take books home regularly. Teaching a child to read is a partnership shared between home and school. A great emphasis is placed upon reading and the enjoyment children gain from books.

Through shared and guided reading, children are given a rich experience of a wide range of challenging texts. We aim for each child to be an independent, enthusiastic and reflective reader. We want to instil in children a love of books and reading.



## **Writing**

Our school views writing as a developmental process, so what each child is able to do at each stage is highly valued and praised. Children learn to write in order to be able to communicate meaning to a wide range of audiences. They need to learn to match the style of their writing to the needs of their audience and the purpose of the task. They need to be able to structure their writing so that it is coherent and they must understand that correct spelling, punctuation and grammar help to make the meaning of their writing clear to the reader.

It is vital for children to develop as wide a vocabulary as possible so that they are able to express their ideas in writing and can engage the interest of the reader. It is also important that children recognise that writing is essential for learning, as a means of developing and organising, as well as communicating ideas.

Presentation is very important, and each child is encouraged to develop a legible and neat style of handwriting as they mature. Children are introduced to continuous cursive writing from Year 1.



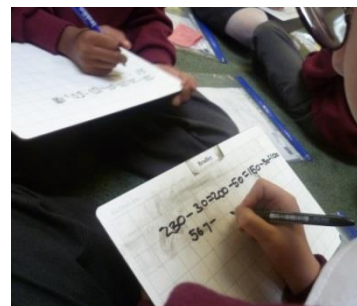
## Spelling and Grammar

We encourage younger children's attempts in writing before they have learnt spelling conventions as this promotes their confidence and furthers progress. Spelling and Grammar are taught in all year groups and are embedded throughout the syllabus. We teach grammar skills in the context of the writing focus that the children are working on rather than in isolation.

## Maths

There is a structured daily mathematics lesson for every child. Learning takes place through a variety of approaches: practical activities, adult/child questioning, problem solving tasks, oral and mental activities and discussion. At all levels children are taught maths using concrete materials such as objects, counters and Diennes blocks before moving on to pictorial and then abstract representations.

Children are encouraged to develop and apply their mental calculation and decision making skills. (e.g. when to use either jottings or a pre-learned method). We want the children to be able to apply their acquired skills to real-life contexts.



## Science



The teaching and learning of Science follows the programmes of study for the National Curriculum and Early Learning Goals. This begins with elementary observations and investigations for the youngest children in the school. Through these early explorations children begin to develop a sense of wonder and curiosity about the world they live in. Children move on to understanding the principles of fair testing and the importance of reliable data.

## Computing

Computing now underpins the way we learn and work and the technology in this area of the curriculum is continually developing. Children are taught how to use computers, the internet and e-mail safely and sensibly. At present we have 30 tablets and 30 laptops which are used by individuals, groups and whole classes throughout the school. This equipment and the interactive whiteboards in all classrooms are used to teach children ICT skills as well to help them learn in all subjects across the curriculum. Children are also taught use digital cameras, tablets and programmable devices for a range of different purposes.



## **Humanities: History and Geography**

Children are taught through carefully selected topics to gain information collecting skills and to acquire factual information about the different people and places of the world. Guests to the school and visits to various localities outside the school form an essential part of this process.

Children are taught about important events, people and developments from ancient history to modern times. Artefacts, visits and ICT resources are used to support this.

Children will study the physical, human and environmental aspects of Geography through themes incorporating the local environment, contrasting localities in the United Kingdom and other areas of the world. They are taught mapping skills in a range of contexts.

## **Art and Design, Design and Technology, Music and Drama**

In these subjects we encourage children to experiment with and enjoy using a wide range of media and materials. The children are helped to develop their artistic, creative and technological potential at all stages in the school. Usually this work is tied in with a particular topic which the children are learning about.

## **Physical Education (PE)**

Each class has a weekly timetabled sessions for P.E. these take place indoors and outdoors. The curriculum offers a variety of activities, aiming to develop each child's physical fitness and social skills through teamwork, cooperation and good sportsmanship. Children represent the school by playing in inter-school matches in several sports.

Swimming sessions are organised at the local leisure centre for children in Years 3-5. A weekly contribution, currently £2.00, is asked for, which goes towards paying for the coach travel.

All children are expected to have the appropriate P.E. kit to change into. Hair must be tied up and jewellery must not be worn, in line with Health and Safety Policy.

## **Religious Education and Collective Worship**

The religious education curriculum supports our aims as a school by taking into account the need for social, moral and spiritual training based on Christian principles along with some experience of other religious beliefs. The other faiths studied are Christianity, Hinduism, Islam, Buddhism, Sikhism and Judaism. Emphasis is placed on the development of a caring attitude towards others in the school, in the local community and the world in which we live. We offer pupils an opportunity to consider the relevance of ideas, beliefs and values to their own lives and to think about the needs of others and what it means to be part of a community.

We follow the Oxfordshire Agreed Syllabus which requires us to study Christianity in the main, along with Judaism, Hinduism and Islam. Children are encouraged to ask question and to identify similarities and differences.

*Note: Parents have the right to withdraw their children from R.E. lessons and assemblies in school.*

## Personal, Social and Health Education (PSHE)

These sessions support the school ethos and aims. They are times for children to think about themselves, their feelings and actions and their roles in the community. Issues like safety, bullying and drugs are raised and discussed. This is organised through circle time, visits in the local area and visitors from the local community including the police and the school nurse.

### Sex and Relationships Education

Our policy and teaching in the school is aimed at complementing and supporting the role of parents. We value family life and the responsibilities of parenthood. We aim to ensure that the personal and social development of all children upholds the dignity of the individual, to recognise their own and other's sexuality and to enjoy relationships based on mutual respect and responsibility, free from abuse. We believe sex education concerns the whole person and interpersonal relationships.

The subject is integrated with other areas of learning from an early age, particularly with Science and PSHE. In Year 5/6, in co-operation with the school nurse, children learn about puberty through videos and discussion. Parents are informed of the dates beforehand and are encouraged to speak to the Year 5/6 teachers if they have any concerns.

*Note: Parents have a right to withdraw their children from aspects of sex education that fall outside the statutory requirements of the National Curriculum.*



### Homework

Our aim is that homework should:

- Help to encourage children to develop a positive attitude towards their work
- Provide an opportunity for older children especially to begin to develop independent learning
- Extend the work done in school and contribute to improving standards of attainment
- Help to further develop the partnership between home and school in relation to children's learning

Homework should not be an unpleasant experience for children. The purpose is to reinforce learning and make links between lessons, and is an ideal opportunity for you to share and discuss the learning that is happening currently.

Homework is set on Friday for children in Years 1-6. It should be handed in the following Friday. Completing homework contributes towards the school reward systems.

## **Pupil Behaviour**

We always treat children with consideration and respect. As a result they learn to respect other people and have a responsible attitude to the general care of the school. We believe the development of self-control and an acceptance of responsibility for their actions is essential if children are to live happily in a community. We aim to encourage self-discipline, courtesy, consideration and respect of others and the school environment. Praise and commendation are essential to positively encourage good behaviour. We therefore celebrate good behaviour and cooperation as well as good learning. We have a reward system based on children being in a House and certificates being given to celebrate achievement in all aspects of school life.

We have a small but very important number of school rules that we expect the children to keep. These are designed to support the ethos and safety of the school. They are:

- Always try our best
- First time, every time
- Learn from our mistakes
- Respect each other, our things and our school

These rules are discussed with children and enforced consistently by all members of staff and the children themselves. Standards of behaviour are high as most of our children do not need telling how to behave properly. They feel strongly that they want to be able to play and learn safely and happily.

Alongside the school rules we follow the Fundamental British Values. These are:

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

## **Learning Behaviour**

We aim to develop independent, creative learners who leave Thameside well prepared for the next stage of their education. We have a 'Learning to Learn' programme, which uses the 5 Rs to develop children's learning skills. These are: respect, resilience responsibility, resourcefulness and reflection.

The 5 Rs are divided into 12 learning strands. One of these is covered each half term through a book and an event or a visitor to school. The 12 learning strands are: collaboration, questioning, planning, perseverance, making links, imitation, empathy & listening, reasoning, noticing, revising, managing distractions and imagining.

## **Educational Visits**

There is a regular programme of day visits for all classes to support the school's curriculum. There is also an opportunity for 6 children to take part in a residential visit in October.

School funding does not include the cost of trips and visits. Parents are informed in advance and a voluntary contribution is asked for, to cover the costs. Without these contributions we are unable to run visits.

*For full details see our Charging Policy available in the school office or on the school's website*

## **Inclusion**

To promote equality, diversity and cohesion within the local community, we believe that our school should reflect all the communities and people it serves and challenge discrimination on the grounds of gender, race, age, disability, sexuality, religion or belief.

All our staff will consistently challenge all put-downs, harassment, name calling, bullying, threatening or hurtful behaviour (physical and psychological) that violates a group or individual and leads to marginalisation, exclusion, or feelings of powerlessness and worthlessness because of someone's culture, faith, belief, disability or impairment.

We will strive to be a 'listening school'. We take seriously all experiences of bullying, unkind or and hurtful behaviour. In assemblies, P4C and PSHE lessons we cover issues arising and discuss how to tackle conflicts, falling out and bully. We encourage all our pupils, in particular, to talk to us about bullying, where it happens, who is doing it, and what it involves.

## **Special Educational Needs**

All children are special! However, some require more particular provision and may need to work in smaller groups with adult support at some stage during their time at the school. Our aim is to identify areas where children may be under achieving, or experiencing learning difficulties, at an early stage. There is a National Code of Practice to which all schools adhere. Children are placed on the Special Needs Register after consultation with parents/carers if they meet specified criteria. The class teacher works in consultation with the Special Needs Co-ordinator (SENCo) to draw up an Individual Pupil Profile. Parents/carers are informed of the additional support their child is being given by the school and invited to regular review meetings.

*If parents have concerns of their own about their child's progress please do not hesitate to speak to the class teacher.*

## Safeguarding Pupils

We take our responsibility to keep children safe very seriously and have rigorous policies and procedures in place which we all adhere to and which are regularly monitored by governors. Child protection, safeguarding and health and safety issues are also checked thoroughly by the Local Authority and Ofsted inspectors.

We comply with all Oxfordshire Local Safeguarding Children's Board procedures. Every adult working in school is DBS checked and records of their details kept. All staff have training on safeguarding and know the school's policy. Every member of staff has a duty to ensure the safety of the children who attend the school. We want to work with you, as parents and carers, to ensure the best possible care for your child, but this may occasionally require situations about which we have cause for concern to be referred to Social Services.

We are required by law to follow procedures laid down by the Oxfordshire Safeguarding Children Board if we see signs which suggest that one of our pupils has been a victim of abuse. Use of the procedures in this way is an obligation placed on the school by legislation and in no way infers that any parent/carer is being accused of wrong doing. Because of the daily contact with children, school staff are particularly well placed to observe outward signs of abuse, changes in behaviour or failure to develop. Parents should be aware, therefore, that where it appears to a member of staff that a child may have been abused, the school is required to report the concern immediately. The Headteacher, Miss A Grice has overall responsibility for the Safeguarding of all pupils at Thameside.

More information is contained in the Child Protection Policy which is available on the website.

### Illness

If your child becomes too ill to remain in school we will contact you at once. *Please ensure that all contact details are kept up to date by informing the school of any changes as soon as possible.*

### Medication

Children who need long-term medication e.g. for asthma, diabetes, epilepsy or severe allergies must have the medication they need in school. Parents must notify staff of any special requirements. If your child requires prescribed medication to be administered at school parents are required to complete the appropriate authorisation (available from the office) otherwise staff are not allowed to administer any medicines.





## School Uniform

The school has a uniform, which we believe contributes strongly to a sense of belonging to Thameside Primary School. We want our children to feel proud to be part of our school community. Please make sure all your child's belongings are NAMED.

*School uniform can be bought from South East Workwear, Stratton Way, Abingdon. Details are on the website.*

Our school uniform is:

- School jumper or cardigan (maroon). Please note that red or black jumpers/cardigans are not part of our school uniform
- White polo shirt or white school shirt with either long or short sleeves
- Black or dark grey trousers, knee-length shorts, skirts or pinafore dresses (No jogging bottoms, leggings, PE shorts or jeans. No ripped/torn trousers)
- Red checked summer dress (during warm weather)
- Black school shoes (no heels, wedges or trainers) (NB School shoes are optional for children in Nursery and Reception.)



School shoes will be worn inside school. Children may change into trainers when they go outside at playtime. Children should not wear jewellery to school.

**Please ensure long hair is tied up for school. Children should not wear any make-up to school.**

**Acrylic, gel or any type of false nails are not appropriate for school and represent a potential health and safety issue, therefore are not permitted in school. Coloured nail varnish is not permitted either.**

### PE Kit:

We ask that children have their PE kit and trainers in school every day, in case lessons need to be rearranged. This should be kept on their peg and contain kit for indoor and outdoor activities.

- School maroon t-shirts (no vests, football shirts or cropped tops). Children may still wear the yellow PE shirts.
- Black/navy blue shorts
- Plain black/navy sweatshirt/hoodie and tracksuit bottoms for winter (not leggings)
- A pair of trainers for PE (separate to school shoes). Children cannot do PE in their school shoes.

**Children are not allowed to wear earrings or any other jewellery for P.E. If earrings cannot be removed they need to be covered for P.E. lessons.**

## Healthy Eating

The Vale Academy Trust provides school lunches for the school. School dinners are available free of charge through the Universal Free School Meals scheme for children in Reception, Year 1 and Year 2. These can be ordered on a daily basis, a hot school meal costs £2.50. Children can also bring a packed (No fizzy drinks or sweets please).

Foundation and Key Stage 1 children receive a free daily portion of fruit or vegetables as part of the National Fruit and Vegetable Scheme. As part of our aim to become a Health Promoting School, we actively encourage children in Key Stage 2 to bring a piece of fruit to eat at break time.



### Free School Meals Information

From April 2015, the threshold figure which forms part of the tax credit free school meal eligibility category is £16,190.

Pupils whose parents/carers receive the following support payments are entitled to free school meals (assuming the parent does not receive Working Tax Credit).

Under the current criteria, children who receive, or whose parents receive one or more of the following support payments are entitled to receive free school meals and eligible for two year old funding.

- Income-based and contribution-based Jobseekers Allowance or ESA on an equal basis
- Income Support
- Income Based Jobseekers Allowance

- Income-related employment and support allowance
- Child Tax Credit, provided they are not entitled to Working Tax Credit and have an annual income, as assessed by Her Majesty's Revenue and Customs, that does not exceed £16,190
- Guaranteed Element of State Pension Credit
- Where a parent is entitled to Working Tax Credit run-on (the payment someone receives for a further four weeks after they stop qualifying for Working Tax Credit).
- Support under part VI of the Immigration and Asylum Act 1999.
- Working Tax Credit, provided they have an annual gross income of no more than £16,190 per year (eligible for two Year Old Funding only)
- Universal Credit

If you are unsure or think you are eligible for free school meals please inform the school office and they can carry out a check for you. Parents and carers can be advised on this in complete confidence.

## Freedom of Information Statement

Vale Academy Trust (the “Trust”) and its academies are committed to making information about its operation and organisation generally available to the public, either through published documents (including those published on the Trust’s and its academies’ websites), or upon request. In accordance with the Freedom of Information Act 2000, the Trust is required to have an approved Publication Scheme. The Trust has adopted the Model Publication Scheme prepared and approved by the Information Commissioner, see Appendix 1. The Model Publication Scheme may be adopted without modification by any public authority without further approval and will be valid until further notice. In addition to the Model Publication Scheme, organisations are obliged to produce a guide to the specific information held under each of the classes of information identified in the Scheme.

Please use the link below for further information.

<https://www.vale-academy.org/wp-content/uploads/Freedom-of-Information-Policy-Procedures-and-Requests.pdf>

## Complaints

Should a problem arise please contact the School and speak to your child's class teacher. Most complaints can be resolved by discussion with the Head Teacher and staff in school. If you are not satisfied that your complaint has been dealt with adequately, you can make a formal complaint to the Governing Body by writing to the Chair of Governors. If you are still not satisfied that your complaint has been dealt with adequately, by the Governing Body you can send a formal letter of complaint to the Vale Academy Trust.

*The complaints policy is available on the school’s website*

## CONTACT US



**Thameside Primary School  
Cotman Close  
Abingdon  
OX14 5NL  
01235 527 600**

**office.2598@thameside.oxon.sch.uk**

**Website: <http://www.thameside.oxon.sch.uk/>**