

School Information

Recent legislation has removed the requirement for schools to publish an annual prospectus and instead introduces a new obligation requiring publication of specified information on a website. Great Tew School intends to continue to produce a prospectus but, to ensure compliance with the law, provides the specified information here.

Pupil Premium Allocation, Use and Impact Upon Attainment

2011/12 allocation£0

2012/13 allocation£0

Curriculum Provision

Our Curriculum Policy (available from the school office) details our approach to the curriculum.

Early Years Foundation Stage

A detailed description of our curriculum for the Reception Class is available in the 'Foundation Stage Policy' which can be requested from the office.

Our Reception Class curriculum follows the statutory framework for the Early Years Foundation Stage. This includes the following prime areas:

- communication & language;
- physical development; and
- personal, social and emotional development.

Development in these areas is strengthened by supporting children in four specific areas:

- literacy;
- maths;
- understanding the world; and
- expressive arts and design

Our approach emphasises the importance of children learning by *doing*, often through play in a rich educational environment, and outdoor play is very much encouraged. Our activities are designed to build upon and extend children's knowledge, skills and interests.

We follow the 'Letters and Sounds' scheme which teaches phonics and reading skills systematically and, by the end of the school year, children will be having daily lessons in maths and in literacy..

Key Stage 1 and 2

The children in years 1-6 follow the national curriculum where we teach:

- English
- Maths
- Science
- Design and technology
- Information and Communication Technology (ICT)
- History
- Geography
- Art and design
- Music
- Physical education

We also teach French; Personal, Social, Health Education and Religious Studies.

Most days children will have an English and a maths lesson in the morning followed by an afternoon which usually focuses on other subjects e.g. topic work, PE or art.

Where sensible we combine subjects in cross-curricular topics. Children studying the Romans, for instance, will not just be studying history. Some of their English work will be based on the Romans theme and they are likely to use maps (geography), studying mosaics (art and design) Roman numerals (maths) and researching or presenting their work by computer (ICT).

On occasions throughout the school year we will combine several classes together and encourage the children to work collaboratively across age groups.

ENGLISH

In English, during Key Stage 1 pupils learn to speak confidently and listen to what others have to say. They begin to read and write independently and with enthusiasm. They use language to explore their own experiences and imaginary worlds.

In English during Key Stage 2 pupils learn to change the way they speak and write to suit different situations, purposes and audiences. They read a range of texts and respond to different layers of meaning in them. They explore the use of language in literary and non-literary texts and learn how language works.

MATHEMATICS

During Key Stage 1 pupils develop their knowledge and understanding of mathematics through practical activity, exploration and discussion. They learn to count, read, write and order numbers to 100 and beyond. They develop a range of mental calculation skills and use these confidently in different settings. They learn about shape and space through practical activity which builds on their understanding of their immediate environment. They begin to grasp mathematical language, using it to talk about their methods and explain their reasoning when solving problems.

During Key Stage 2 pupils use the number system more confidently. They move from counting reliably to calculating fluently with all four number operations. They always try to tackle a problem with mental methods before using any other approach. Pupils explore features of shape and space and develop their measuring skills in a range of contexts. They discuss and present their methods and reasoning using a wider range of mathematical language, diagrams and charts.

SCIENCE

During Key Stage 1 pupils observe, explore and ask questions about living things, materials and phenomena. They begin to work together to collect evidence to help them answer questions and to link this to simple scientific ideas. They evaluate evidence and consider whether tests or comparisons are fair. They use reference materials to find out more about scientific ideas. They share their ideas and communicate them using scientific language, drawings, charts and tables.

During Key Stage 2 pupils learn about a wider range of living things, materials and phenomena. They begin to make links between ideas and to explain things using simple models and theories. They apply their knowledge and understanding of scientific ideas to familiar phenomena, everyday things and their personal health. They begin to think about the positive and negative effects of scientific and technological developments on the environment and in other contexts. They carry out more systematic investigations, working on their own and with others. They use a range of reference sources in their work. They talk about their work and its significance and communicate ideas using a wide range of scientific language, conventional diagrams, charts and graphs.

ICT

During Key Stage 1 pupils explore ICT and learn to use it confidently and with purpose to achieve specific outcomes. They start to use ICT to develop their ideas and record their creative work. They become familiar with hardware and software.

During Key Stage 2 pupils use a wider range of ICT tools and information sources to support their work in other subjects. They develop their research skills and decide what information is appropriate for their work. They begin to question the plausibility and quality of information. They learn how to amend their work and present it in a way that suits its audience.

ART, DESIGN AND TECHNOLOGY

During Key Stage 1 pupils develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. They learn about the role of art, craft and design in their environment. They begin to understand colour, shape and space and pattern and texture and use them to represent their ideas and feelings.

During Key Stage 2 pupils develop their creativity and imagination through more complex activities. These help to build on their skills and improve their control of materials, tools and techniques. They increase their critical awareness of the roles and purposes of art, craft and design in different times and cultures. They become more confident in using visual and tactile elements and materials and processes to communicate what they see, feel and think.

GEOGRAPHY

During Key Stage 1 pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions about people, places and environments, and use geographical skills and resources such as maps and photographs.

During Key Stage 2 pupils investigate a variety of people, places and environments at different scales in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. They carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions and use geographical skills and resources such as maps, atlases, aerial photographs and ICT.

HISTORY

During Key Stage 1 pupils learn about people's lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past, including those from both Britain and the wider world. They listen and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present.

During Key Stage 2 pupils learn about significant people, events and places from both the recent and more distant past. They learn about change and continuity in their own area, in Britain and in other parts of the world. They look at history in a variety of ways, for example from political, economic, technological and scientific, social, religious, cultural or aesthetic perspectives. They use different sources of information to help them investigate the past both in depth and in overview, using dates and historical vocabulary to describe events, people and developments. They also learn that the past can be represented and interpreted in different ways.

PE AND GAMES

During Key Stage 1 pupils build on their natural enthusiasm for movement, using it to explore and learn about their world. They start to work and play with other pupils in pairs and small groups. By watching, listening and experiment, they develop their skills in movement and coordination, and enjoy expressing and testing themselves in a variety of situations. During Key Stage 2 pupils enjoy being active and using their creativity and imagination in physical activity. They learn new skills, find out how to use them in different ways and link them to make actions, phrases and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to succeed in different activities and learn how to evaluate and recognise their own success.

MUSIC

During Key Stage 1 pupils listen carefully and respond physically to a wide range of music. They play musical instruments and sing a variety of songs from memory, adding accompaniments and creating short compositions, with increasing confidence, imagination and control. They explore and enjoy how sounds and silence can create different moods and effects.

During Key Stage 2 pupils sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They improvise, and develop their own musical compositions, in response to a variety of different stimuli with increasing personal involvement, independence and creativity. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of music from different times and cultures.

HEALTH AND SEX EDUCATION

As part of our Personal, Health and Social Education (PHSE) Curriculum, we cover personal health, which includes the human body, exercise, nutrition, personal hygiene and preparation for puberty. We place great emphasis on relationships with each other, our family and the community. Sex education is related to the rest of life and not isolated as a separate subject. Issues are discussed plainly and truthfully and questions answered honestly as and when they arise. Children in Y6 follow a sex education programme which is led by the School Nurse. Parents are informed before this commences and may withdraw their child if they wish to do so.

RELIGIOUS EDUCATION

We follow the Oxfordshire Agreed Syllabus with a major emphasis on Christianity. In addition to this we have to study two other religions. We do not make a fixed decision on the other religions but are flexible in our use of examples from different faiths when planning work. We have close links with our local Anglican church with the Vicar regularly taking assembly. Parents have the right to withdraw their children from religious education and religious worship.

Admission Arrangements

Oxfordshire County Council is the admissions authority for Great Tew School and should be contacted at www.oxfordshire.gov.uk Tel. 01865 815175

Behaviour Policy

The school has a detailed behaviour policy, including anti-bullying measures. This policy is available from the school office. The primary aim of the policy is to promote good relationships so that people work together with the common purpose of helping everyone

learn. We expect every member of the school community to behave in a considerate way towards others and we praise good behaviour and apply appropriately tailored sanctions according to individual circumstances when behaviour is not acceptable.

Charging Policy

The school does not charge for activities which are part of the normal school day or part of the national curriculum. We do ask for voluntary contributions if we offer experiences which are outside the normal curriculum and which we could not afford without additional funds. Anyone not paying the voluntary contribution is not excluded from the activity but if insufficient voluntary contributions are received we may not be able to proceed with the activity. Further details of our Charging & Remission Policy are available from the school office.

SEN and Disability Provision

We are a fully inclusive school and cater for children with a variety of special needs.

Our policy towards provision for the disabled and children with special educational needs is described in our prospectus which is available from this website.

Key Stage 2 Results

2012	% OF PUPILS ACHIEVING THE EXPECTED LEVEL (LEVEL 4 OR ABOVE)			% OF PUPILS ACHIEVING HIGHER THAN THE EXPECTED LEVEL (LEVEL 5)		
	Great Tew	OXON	National (2011)	Great Tew	OXON	National (2011)
ENGLISH	100%	87%	81%	70%	42%	29%
Reading	100%	88%	84%	80%	53%	42%
Writing	100%	83%	75%	30%	30%	20%
MATHS	100%	85%	80%	90%	39%	35%
Both ENG. & MATHS	100%	82%	74%	60%	31%	21%

2012

Percentage making expected progress in English 100%
 Percentage making expected progress in maths 100%

