

Welcome to

# NORTHSIDE PRIMARY SCHOOL



  
**Ofsted**  
Good  
Provider

 Cumbria  
Education Trust

RESPECT | RESPONSIBILITY | RESILIENCE

Northside Primary School is part of Cumbria Education Trust, that shares a common vision to enable every young person to reach their potential. Whilst working within the shared vision and values of the Trust, each school has its own unique ethos to reflect the community they serve.

It is the Trust's aim to not only develop the standard of education in the Cumbria region but also aid its social and economic regeneration.

## CONTENTS

Welcome from the Head	3
Early Years Foundation Stage	4
School Day	6
Learning Provision	7
Reading	8
Languages	11
Outdoor Education	12
Sports	13
Parent/Carer Contact	14
Uniform	15







Welcome to Northside Primary School, a rural school that is part of the Cumbria Education Trust.

In our school, we aim to create an inclusive, happy, stimulating learning environment, which allows equal opportunities for all, where our children will achieve their potential; intellectually, emotionally, physically and socially.

We provide a structured approach to learning, following the guidelines set by the National Curriculum, yet leaving room for personal development and creativity. Our learning programmes are designed to give our children a rich variety of enjoyable experiences through which their skills, abilities and attitudes can grow.

In the long term, our aim is for our children to become well-balanced, resilient, thinking adults, able to face the future confidently and independently. In educating a child, we have to look at the whole person; we know that children learn best when they are secure and happy. How a child feels about him/herself is fundamental to their success in learning. Therefore, our aims encompass not only intellectual skills like reading, writing and mathematics but life skills like self-confidence and initiative, perseverance and co-operation.

It is fantastic being part of a wider Trust that encompasses a range of schools across Cumbria and we are fortunate to make links and extend our learning to be the very best that we can be!

If you wish to visit us, please make an appointment by calling the school office on 01900 62255 to come and look around at your leisure.

**Vicky McDowell**  
Headteacher

# EARLY YEARS FOUNDATION STAGE

## CURRICULUM

In the Nursery Class and the Reception Year, the curriculum is planned and resourced to take children's learning forward and to provide opportunities for all children to succeed in an atmosphere of care and of feeling valued. The curriculum for the Foundation Stage is designed to ignite children's curiosity and enthusiasm for learning, and to build their capacity to learn, form relationships and thrive. The curriculum is planned in seven areas of learning and development; all areas are important and interconnected.



## HOW DO CHILDREN LEARN IN THE EARLY YEARS?

Children learn through a play-based curriculum, focused around children's interests. A day consists of:

### **Direct teaching**

An activity planned, structured and delivered by an adult to a child, group of children or whole class. This focuses on the direct teaching of skills and knowledge with a specific learning intention

### **Focused activities**

An activity planned by an adult that focuses on a specific learning intention that your child may complete independently or with adult support

### **Child initiated learning**

A self-initiated activity wholly decided upon by your child and is the result of their own motivation to explore a project or express an idea.





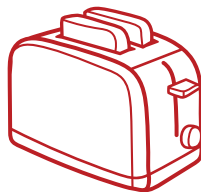




# THE SCHOOL DAY



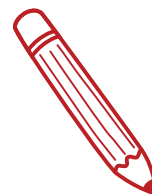
Our school day begins with a welcoming smile from their class teacher and eager children excited to learn!



The school gates open at 8.30am, however breakfast club starts at 8am. All children are offered a free breakfast of fruit and toast



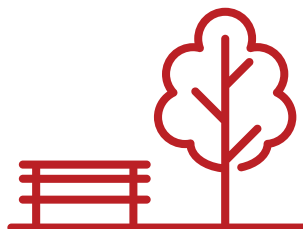
KS1 and KS2 have a morning break. We have playhouses, a swing, basketball hoops, football nets and parachutes for playtimes.



Each class has their own timetable. With lessons taking place before and after the morning break.



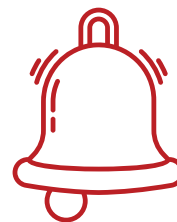
After break, children continue with their learning following their class timetable. Then it's lunchtime!



The afternoon sessions run from 1pm to 3pm. With lots of different lessons. Outdoor learning opportunities are an integral part of our school day.



After school clubs run from 3.15pm to 4pm.



The school day ends at 3.15pm.





# LEARNING PROVISION

## DRIVEN BY CHILDREN

### Inclusion & Accessibility

- Included in all aspects of the school day
- Provided with quality first teaching, differentiated to their needs
- Respected and their contributions valued and acknowledged.

### Assessment & Identification of Needs

- Early identification ensures that progress and opportunities are maximised
- Effective reporting and assessment tools allow for the planning and directing of interventions.

### Partnerships

- Partnerships with parents recognising that this plays a key role in enabling children to achieve their potential.
- Work alongside external agencies in order to develop programmes of support which are tailored to individual needs

### Transition

- Focused on preparing children for their continuing journey through education and into adulthood.





## READING AT NORTHSIDE

A child's reading experience is vital to their imaginations growing and developing a positive growth mindset for life.

Reading is much more than the books which come home from school, it is in everything we do! Therefore, we encourage reading throughout our school day and curriculum here at Northside. We embrace reading and celebrate books in all areas of school life! We read books about difference and delve into a range of authors throughout children's journey with us. Different genres are covered in English lessons and children are constantly practising their reading skills across all subjects. Dual language books are used to promote our language skills and allow children to experience familiar stories in different languages.

At Northside Primary school we strive to nurture the love of reading in every child through our reading rich curriculum, quality reading resources and stimulating environment. We aim to:

- provide all children with the skills and strategies to read with confidence, fluency and understanding
- create a positive reading culture where children enjoy reading, want to read regularly and discuss their reading
- encourage reading outside the classroom through forging strong links with home including the Strive for Five programme
- establish a love of books where children choose to read for pleasure.



## WHOLE-CLASS READ

Whole-class reading is an approach to teaching Guided Reading to the whole class, rather than teaching reading in set groups. All children in each class have a copy of the class text to read and follow along with. Each class study a range of texts across the year, including classic novels and diverse stories. Children take part in a whole-class reading session or a Reading Comprehension session at least 4 times a week.

We focus on whole-class reading to support the learning of key reading skills: vocabulary, infer, predict, explain, retrieve and summarise. This approach has had a great impact on reading lessons at Northside – children are hooked on their class stories!

## PHONICS

Phonics is the beginning of children's body of knowledge, skills and understanding and the foundations of enabling a child to develop the essential life skills of reading and writing. At Northside, we aim to teach high quality phonics to ensure that every child has the best start possible in reading and writing, to enable them to become confident, independent, all round learners.

Phonics is taught discretely and daily at a brisk pace following a review, teach, practice and apply cycle. Phonics is continuously assessed through children's application and development of phonic knowledge. Children's progress is monitored half termly to inform subsequent planning and next steps.

## EARLY READING

Early reading begins with a love of nursery rhymes, songs, poems and jingles. Children begin to repeat words or phrases. Children are encouraged to take note of the environment around them noticing logos, illustrations, marks and print. As they begin to listen to stories with increasing attention and recall, children can suggest how stories might end and begin to have an understanding of how stories are structured.

In nursery, children are given picture books. This allows the children to understand how to hold a book, understand its title and they can discuss the pictures with family members. As the children's phonics fluency greatens the children are given simple CVC books they can decode. Once children are confident with most phonemes and digraphs the children then begin our book banded reading scheme which is based on Oxford Reading Tree and supplemented by a range of quality reading schemes. We have a vast range of books for the children to read in order to encourage their love for reading.





## STRIVE FOR FIVE!

Strive for 5 is a weekly reading challenge that is set across Northside Primary School. The aim of Strive for 5 is to encourage pupils to develop a regular schedule of reading outside of school. Strive for 5 is to support the development and progression of readers at Northside.

Teachers will check reading records in order to move children along the Strive for Five chart, if children reach 5 stars they will be rewarded with 5 Points. If children are able to read more than 5 times a week, they are entered into the Above and Beyond raffle! Children receive one raffle ticket each time they read on top of the five times needed for Strive for Five. These raffle tickets are drawn during the Star or the Week assembly!

## READING DEN

Northside's library den has raised the profile of reading with both pupils and parents. Situated by the playground, it is a welcoming and inspiring place for children to snuggle up and enjoy reading a book from the carefully selected texts.

The Reading Den is timetabled to ensure all children are able to access and enjoy this space. It has quickly become a much-loved and well-used resource. Children can also take a book home from the Reading Den to read for pleasure. This will mean children will have two books from school to read at home – one at their individual reading level and the second as a reading for pleasure! Librarians in Key Stage 2 support children at lunchtimes each week to pick books which they can borrow to take home with them.

## HOME / INDEPENDENT READING

Every individual child has a school reading book that is book banded to match their reading ability. Children change their books when they have finished them. There are a range of fiction, non-fiction and poetry books in each book band. We have a huge collection of books to match the interests of children. As a child's reading improves they move through the book bands. The books children have read are logged in reading records.





# LANGUAGES

It is intended that when children leave Northside Primary School, they will have a natural curiosity and confidence to explore, other countries, cultures and languages, accepting that, in a multi-lingual society it is a valuable skill to be able to communicate effectively with others in another language.

They will be engaged and prepared to continue language learning at their chosen secondary school.

## HOW DO WE IMPLEMENT LANGUAGE LEARNING?

In Early Years and in Key Stage One, although French is not yet explicitly taught, teachers make meaningful links to the language through song and rhyme using aspects of the KS2 curriculum, such as number and birthdays where possible. They participate in celebrations and other cultural events. Children with EAL will be acknowledged and aspects of their language celebrated.

In Key Stage Two, children begin to learn French - the school's chosen modern language - as their statutory entitlement. This language is taught at both of our feeder secondary schools.

The children follow a progressive curriculum which provides small steps for children to move forwards with their language learning and enables them to have the foundation from which to move forwards into secondary education.

## WHEN TEACHING FRENCH

Teachers focus on 4 key areas; Speaking, Listening, Reading and Writing. A variety of techniques are used to encourage the children to actively participate within French lessons, including games, role play, stories and action songs and rhymes.

The teacher also uses a variety of strategies to present new vocabulary, as this serves to demonstrate French without the need for translation. Listening, responding and speaking skills are emphasised together with simple reading and writing skills.

A multi-sensory and kinaesthetic approach to teaching is used, i.e. a physical element is introduced into some of the games, rhymes and songs as this serves to reinforce memory.

# OUTDOOR EDUCATION

## LOCALITY AND PROVISION

Our location is fundamental in our development of the curriculum. We provide children with a safe but stimulating setting where they can grow in confidence to question, explore and learn through investigation.

Pupils have the chance to take part in forest school activities where they learn about their environment, develop and care for nature, build dens and experience the outdoors — in all kinds of weather.

Activities are tailored for each year group, ranging from fell walking and orienteering, to swimming and sailing on the local lakes. With easy access to local attractions such as Aira Force, Pooley Bridge and national trust sites, we are able to provide all our children with memorable experiences.

Further to this, we take every opportunity to make the most of our school grounds and local environment by taking everyday sessions, such as whole-class reading and PSHE out onto the school field and wherever possible other subjects are adapted to incorporate outdoor education too.

Using different outdoor areas, we are able to provide hands-on, practical learning experiences which make subjects more relatable to our pupils. For example, Maths lessons where children are measuring the height and length of play equipment, trees, flowers and other objects in the school grounds. Science and Geography lessons where children are able to investigate the wildlife of our grounds, use quadrats to work out the distribution of plants and animals in a given area and many other topics.



## OUTDOOR CLASSROOM

We have an outdoor classroom space with picnic tables which we use for a range of lessons.

Early Years use this as a play space, we also use this for readers and small groups across the school.

The children have identified how they would like to furnish this area with planters and sunshades so that they space can be used throughout the year.

## NURTURE SPACE

We have staff trained in Emotional Literacy (ELSA) who support groups of children at lunchtime in the Intervention Room. This could be to provide a quiet space for some colouring and chatting or to resolve any friendship issues or to talk about what might be worrying them.



## SPORTING AND AFTER SCHOOL PROVISION

Here at Northside Primary School, we take pride in showcasing the talents of our pupils across all areas of the curriculum. Sporting events such as cross country, multi-skills tournaments and dance showcases allow our pupils to excel outside of the classroom.

Further to this, we focus on building a sporting curriculum that incorporates a range of activities such as hockey and dance. Our after-school clubs are also a hive of activity, with a range of sports on offer.

Throughout the academic year, we run different sessions including running, tag rugby, dance and indoor athletics clubs. These clubs are a great way for children to develop skills, stamina and build relationships with staff and children across school. Allowing children to express themselves creatively is a paramount part of the Northside curriculum.



## PARENT/CARER CONTACT

We welcome parents and carers to make contact with teachers if there are any concerns. Please either speak to Vicky McDowell, Headteacher, on the playground on entry to the school or ring the school on 01900 62255 and Emma Mitchell, School Administrator, will be happy to support.

We provide several parent/carer evenings throughout the year as well as school reports to families but we are happy to meet with parents and carers at any other times.

## PASTORAL SUPPORT

We offer pastoral support to all children through our Emotional Literacy trained staff, Sophie Morgan and Jen Gibson. Our Headteacher is a Senior Mental Health Lead. Several of our staff are trained in safeguarding: Vicky McDowell (DSL), Mandy Hyland (DDSL), Emma Mitchell (DDSL) and Sophie Morgan (DDSL).

We have a Special Educational Needs Coordinator, Mandy Hyland, who is happy to meet with parents and carers should there be any concerns about additional needs.

We have a range of staff across the school who are Paediatric and First Aid trained. We also have a defibrillator which is kept in the school office and a number of staff are trained to administer this.

## CONTACT

We have a Facebook page: [www.facebook.com/NorthsidePrimary](https://www.facebook.com/NorthsidePrimary) and also use ParentMail and Class Dojo to make contact with parents and carers.

The weekly newsletter is added to ParentMail and is available on our website.

We would be delighted to organise a visit to the school and a taster session - please contact Emma Mitchell on 01900 62255 or [admin@northside.cumbria.sch.uk](mailto:admin@northside.cumbria.sch.uk).





# SCHOOL UNIFORM

We have a school uniform that enables children to look smart, part of a team and able them to carry out their daily lessons.

## DAILY UNIFORM

- Red sweatshirt
- White polo shirt - can be unbranded if necessary but needs to have a collar and buttons
- Grey trousers/shorts/skirt/pinafore/summer red and white gingham checked dress
- White, grey or black socks/tights

### **Hair:**

Should be natural in colour and no extreme haircuts – long hair (just about shoulder length) must be tied up.

### **Permitted Jewellery:**

Children may wear a watch and small stud earrings, which must be removed for P.E. (Children will be responsible for taking out and putting in their own earrings).

## P.E. UNIFORM

Indoor – Black shorts or jogging bottoms and plain white t-shirt. Gym trainers for indoor.  
Outdoor – Must be black hoodie and joggers. These can be school branded and named if you wish to make them more personal. Outdoor trainers with a tough sole.

## FOOTWEAR AND BAGS

Black shoes (no colours or logos) and it is also a good idea to keep a pair of wellies and waterproof trousers in school. All in one waterproof suits are provided for Early Years children.

School book bag is encouraged as it will fit children's books in and not take up a lot of space on their pegs.

## ORDERS

Uniform orders are available from Emma Mitchell at the school office or, without a logo, from ASDA and other supermarkets.





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