

A Warm Welcome to Langley First School



We Learn, build Friendships and Shine

Langley First School is a nurturing and inclusive school. We endeavour to provide our children with the necessary skills, knowledge and understanding to become happy, successful, and well-rounded learners and members of society. We seek to provide an aspirational, cohesive, and engaging curriculum which enables all pupils to flourish, running alongside a broad range of enriching experiences that engage and stimulate our children's interest about the world around them and promote a love for learning.

Our enthusiastic staff team is comprised of experienced and reflective practitioners who are fully equipped to support our pupils' academic, physical, emotional, and creative development. Our core values of **respect**, **resilience** and **responsibility** are central to our vision and lie at the heart of everything we do. We believe by supporting pupils' health and wellbeing, we will ensure our learners are happy young people who have a strong set of core values and are ready for the next stage of their education.



At Langley First School we aim

- to nurture and support our children through a rich, diverse and creative curriculum so that they have a love for learning.

- Promote a respectful and caring attitude towards each other so that friendships blossom and our children become well-rounded members of society.
- Celebrate every child's individuality and our children understand the value of reaching their potential so that they can be successful and shine.

Our curriculum and aims are underpinned by our core values of; Responsibility, Resilience and Respect. These are the values that Langley First School believes every child needs to become happy, successful, and well-rounded learners.

We define these as:

Responsibility

I strive to be self-reliant, being able to look after myself and others, being able to take ownership of my own actions and recognise the impact that these bring on myself and those around me. I take pride in myself, my school, and my wider community, recognising what we need to do to support it.

Resilience

I recognise that getting things wrong is a stepping stone to succeeding. Challenging ourselves is part of learning and I will always try to have a go, try things that are new, or I find difficult, taking sensible risks so that I can be as successful as possible.

Respect

I understand my actions have an impact on myself and those around me be that positive or negative. I will always try to act and speak with others as I expect others to with me. I recognise there are rules and boundaries that I must stay within and will always try and keep myself and encourage others to stay within these. I understand that adults in school are there to support, teach and keep me safe and will respect them by listening and acting on what I am asked to do.



Celebrating Success

Every week we have a 'Values' assembly. This focuses on our core values of 'respect, resilience and responsibility' and can be based on our PSHE curriculum topics. This is an example of how our vision and values are 'lived' in school every day.

This weekly assembly also celebrates our school motto – **'We learn, build friendships and shine'**. We discuss how to build positive relationships and it is also a chance for children to present to their peers something they are proud of 'how they shine'.

Golden Assembly

Our Golden Assembly celebrates all aspects of our school life. Staff award certificates for resilience, respect, responsibility (our core values) and star awards. The certificates detail how those children deserve to be recognised for their efforts and which of the core values they have demonstrated. Children are always awarded team points for showing resilience, respect, and responsibility. These are counted at the end of every term and the leading team is awarded an extended playtime. Every child is a valued member of one

of our school teams. The teams are named after local landmarks.
<https://www.langleyfirst.org.uk/school-teams/>

We believe that celebrating success in different ways reinforces their principles and helps them to grow into well-rounded, considerate young people. Children can also be awarded a place in our 'Golden Book'. Pupils chosen will demonstrate all our golden rules and exemplary behaviour around school.



Vision Statement - Langley

At Langley First School we '**Learn, build Friendships and Shine.**

Our curriculum is creative, thought-provoking, and aspirational. Weaving through our knowledge-rich, broad, and balanced curriculum are our key values of **respect, responsibility and resilience.** We engage our children by bringing learning to life through quality visits and visitors and developing curious and enquiring minds. We strive to ensure our children become reflective and empathetic citizens equipped with the qualities, skills and values required to be independent and responsible learners. We promote ambition, high aspirations and foster children's' capacity to see the possibilities within the world today. We encourage our pupils to make the right choices to stay safe, healthy, and happy. We instil a love of lifelong learning for all in a nurturing and inclusive environment ensuring our children are ready for the next stages of their learning. Quality texts, visits and visitors are planned effectively to enhance the provision. There are clear and consistent opportunities across school to develop respect, responsibility, and resilience (school's core values). All staff value the importance of the PSHE/RSE curriculum and provide extra opportunities to develop these skills to ensure the children are ready for next steps in their learning journey. Global issues are taught sensitively to the children, and they begin to understand that their choices have an impact. Our curriculum is ambitious, and we create opportunities for our children to see possibilities in the world today and have high aspirations. Our curriculum is inclusive and pupils from all groups are supported to access the full breadth and balance of our curriculum.



Golden threads in our curriculum intent

Respect, **Responsibility** and **Resilience** drive our curriculum and is embedded throughout.

We have 5 golden threads which run through our curriculum provision they are:

Understanding why people and events are significant

Knowing how we can make an impact and take responsibility

Understanding our place in our local community and locality

Developing appreciation of the arts and developing creativity

Developing a wealth of experiences that inspire futures

Our detailed curriculum offer, plans and overviews for parents are on our school website langleyfirst.org.uk



Literacy at Langley First School

Our ambition is to provide a literacy curriculum that allows all of our children to become independent and fluent communicators who are skilful and passionate readers and writers.

Daily phonics lessons in Reception and Year 1

We teach phonics for 30 minutes a day. In Reception, we build from 10-minute lessons, with additional daily oral blending games, to the full-length lesson as quickly as possible. Each Friday, we review the week's teaching to help children become fluent readers.

We follow the Little Wandle Letters and Sounds Revised expectations of progress: Children in Reception are taught to read and spell words using Phase 2 and 3 GPCs (grapheme, phoneme correspondence), and words with adjacent consonants (Phase 4) with fluency and accuracy. Children in Year 1 review Phase 3 and 4 and are taught to read and spell words using Phase 5 GPCs with fluency and accuracy.

Daily Keep-up lessons ensure every child learns to read

Any child who needs additional practice has daily Keep-up support, taught by a fully trained adult. Keep-up lessons match the structure of class teaching, and use the same procedures, resources and mantras, but in smaller steps with more repetition, so that every child secures their learning.

We timetable daily phonics lessons for any child in Year 2 or 3 who is not fully fluent at reading or has not passed the Phonics Screening Check. These children urgently need to catch up, so the gap between themselves and their peers does not widen. We use the Little Wandle Letters and Sounds Revised assessments to identify the gaps in their phonic knowledge and teach to these using the Keep-up resources – at pace.

If any child in Year 3 to 4 has gaps in their phonic knowledge when reading or writing, we plan phonics 'catch-up' lessons to address specific reading/writing gaps. These short, sharp lessons last 10 minutes and take place at least three times a week.



Reading for Pleasure

Though reading is at the core of our curriculum, we also place great importance in modelling, encouraging, and teaching passion for reading. Story Time is after morning break in all classes. Skilled teachers deliver carefully selected texts in ways that engage the children, challenge their understanding, and introduces new vocabulary. Chosen texts often link to current topics, seasons, or events the children are experiencing, though the primary aim for these texts is to be enjoyable.

There are also frequent opportunities for the children to read to others. On the first Friday of every month, Year 2, 3 and 4 visit Nursery, Reception and Year 1 respectively to model reading for the younger children. We have links with our local library, with every class visiting each half term to hear a story and choose a book to borrow.



Every classroom boasts an area devoted to the independent enjoyment of reading. Their themes vary from classroom to classroom and from topic to topic for many. Each year, we take part in National reading initiatives, such as World Book Day and National Poetry Day. The way we celebrate varies each year but always has the aim of heightening our children's enjoyment of texts.

Our school library is timetabled to allow all the children to access it. Within the library are responsive displays used to share our love of reading, including book recommendations from children and staff, author specific sections and an audio library. This is also an area used to celebrate writing from across the school.

We have a 'Book Swap Shed' located in the school yard for children and parents and carers. This community project reinforces reading for pleasure.



Enrichment Opportunities

At Langley First School, we aim to provide a wide range of experiences for our children throughout their time in school. Alongside our curriculum we offer a range of opportunities and experiences which give our children the chance to explore what they enjoy and develop new talents. Our pupils are given the opportunity to:

- Attend a residential trip (Year 4 Robinwood)
- Attend a range of school trips to enhance our learning

- Work alongside children from other year groups within our school teams
- Become a playground buddy supporting younger children
- Attend dance festivals and carnivals in our local area
- Have opportunities to meet with people in our local community
- Learn about different charities and find ways to support them
- Take part in plays and performances
- Learn an instrument
- Play steel pans
- Participate in pedestrian safety and Bikeability courses
- Take part in sporting competitions and experiences
- Learn French from Year 1 to Year 4
- Learn and play in our engaging outdoor areas
- Participate in gardening activities
- Sing in a concert
- Join the school choir
- Make meaningful links with people around the world
- Be part of the school council and contribute to important decision making
- Be an Eco-Warrior supporting our school's mission to become eco-friendly
- Work with a professional artist or author



Early Years Curriculum

Intent

Our Early Years curriculum is play-based and offers diverse and varied learning opportunities including real-life hands-on experiences. Children are naturally motivated to play. Our play-based curriculum builds on this motivation, using play as a context for learning. Our school core values of **Respect, Responsibility** and **Resilience** are at the centre of our Early Years Curriculum. Our curriculum is designed to reflect these core values and the Characteristics of Effective Teaching and Learning.

Playing and Exploring

- Children are encouraged to play with what they know and to develop the confidence to "have a go."
- We are committed to offering children an experience that will foster a love of learning within a safe and stimulating environment.
- We promote secure and trusting relationships built on *respect* which allow our children to flourish.

Active Learning

The indoor and outdoor environment is carefully resourced so that children become motivated to be independent learners.

- Children are supported to become more **resilient**: to keep on trying and achieve what they set out to do.
- Children leading their own learning become more engaged, showing high levels of energy, fascination and creativity.
- Children develop an awareness of why it is important to be **responsible** for themselves, others and the world they live in.

Creating and Thinking Critically

- As children engage in a broad range of activities in Early Years, they begin to actively think about the meaning of what they are doing and reflect on their learning.
- Children will begin to generate new ideas, make links between experiences and learning and become problem solvers

We aim to develop the communication skills of our children early on and promote a language and literature rich curriculum that focuses on developing a varied and ambitious vocabulary and a love for reading. We provide opportunities for children to have awe and wonder about the world around them; they become curious, interested and have enquiring minds. We challenge children to be reflective learners who think critically and creatively to problem solve and question. We place a strong emphasis on developing children's mental health and wellbeing and celebrating differences between us. We provide the children with a caring and considerate environment where each individual feels safe, valued and respected.

Personal, Social and Emotional Development

PSED is an incredibly important part of our Early Years Curriculum and it is crucial for children to develop these skills in order to lead healthy and happy lives. We work with the children throughout Nursery and Reception to help them learn how to understand their own feelings and those of others. We do this through circle-times, talking with children and stories. The adults join the children in their play to model appropriate play skills and we co-regulate with the children when they experience big emotions. By the end of Reception the children have a tool box of strategies they can use to help them with their developing self-regulation skills. We work hard with the children to help them develop a positive sense of self through being inclusive and caring whilst nurturing each child's own unique interests and personality.

Communication and Language

Communication and Language is at the heart of our Early Years curriculum. We offer a language rich environment whereby we encourage communication of all forms. We teach our children to listen, engage in two-way conversation, give regard to what others say, speak with confidence and give attention to others. We fulfil this through song, story, rhyme, poems, and play. In Nursery we develop sentence structure, play based language, model, and extend early language skills so our children leave the end of Reception competent and confident communicators. We identify any communication needs early on and put in appropriate support and strategies to help all children succeed.

Physical Development

Your child will be given frequent opportunities to move in different ways, for example, running, jumping, balancing, and ball skills. Another important aspect of physical development at this stage is learning to hold and use tools, such as scissors, and to use pencils and pens to draw lines and shapes. Your child will also begin to understand how to look after themselves and be healthy. The children have constant access to resources which help them to develop their physical skills. In the classroom and outdoors, there are opportunities to construct with large scale resources, fill and empty containers, mark-make and write, use tweezers and scissors and balance on planks and beams.

The Reception outdoor area allows for children to build upon skills developed in Nursery. The children have many opportunities to move in different ways, strengthen muscles and take risks. We use the Write Dance Programme, Dough Disco and Squiggle while you Wiggle resources to develop gross and fine motor skills through music and dance.

In addition to these three prime aspects of learning, there are four specific areas:

Literacy

The 'Communication' section above outlines some activities to develop speaking and listening skills. In addition to sharing stories, your child will be encouraged to handle and look at books independently and to begin to learn about story structure. For children who are developing confidence in reading stories, we have a repeated reading programme. This allows children to understand how stories are structured, encourages children to join in with repetitive language which helps secure vocabulary by embedding story language. In Nursery there will be opportunities for your child to recognise their name and other simple vocabulary. We encourage children to draw, paint, construct and build to develop control and hand-eye co-ordination. They may begin to learn to copy the letters in their name during their time in Nursery. In Reception, your child will begin to write and read words. We promote the development of their literacy skills through high quality teaching of phonics and writing. Through planned play activities, we teach the children to hold mark-making equipment correctly, the correct letter formation and the sounds that letters make. The schemes progress gradually, and you will be given helpful advice along the way. Each classroom has a well-resourced book corner with books carefully chosen to match the interests of the children. The children bring home a library book each week and the Reception children visit our local library where they share a story with the librarian and then choose a book to bring back to school.

Mathematics

At Nursery, your child will be given many opportunities to explore numbers and shapes in their play. For example, they may be encouraged to count the objects that they are playing with and to compare two groups of objects. They will begin to represent numbers using their fingers, marks on paper or pictures. We incorporate maths and maths vocabulary into many of the daily routines throughout the day. In Reception, the children count the number of class members present and how many are absent at registration time. We use a calendar to promote number recognition and to show how numbers are used in everyday life. During focussed activities, children learn new concepts such as addition and subtraction, counting on and back, sharing amounts and counting accurately. Children explore number problems and begin to record calculations.

Understanding the World

Your child will learn about the local community around them, as well as the world in which we live. We promote this through story, visits and through our outdoor classroom. At Langley, we have fostered strong links with the wider local community including fire fighters, police officers and librarians. These visitors provide children with a greater understanding of the roles of people in our community. Our staff ask open ended questions to encourage an 'I wonder' culture. This promotes a love of learning and encourages children to be curious, resilient and inquisitive. We teach changes through time and promote a keen interest in learning about our families and who we are. Children will be encouraged to use simple technology and equipment. We have a range of computing equipment to develop children's learning.

Expressive Arts and Design

Imagination and creativity are explored and developed through expressive arts. Your child will explore different media and materials and be encouraged to use their imagination in a range of different experiences. We encourage the children to think creatively when they are constructing, painting and drawing. We give the children the opportunity to talk about how they have created something and encourage them to work collaboratively when it is appropriate. Children have access to a range of materials and resources. We encourage the children to express themselves creatively during their choosing time in the form of dance, music, role play and painting.



Our School Day

8.45	Gates open for school
8.55	Registration
9.00	Teaching sessions 1 and 2
10.20	Playtime
10.35	Storytime
10.50	Teaching session 3
12.00	Lunchtime
1.00	Teaching session 4
2.15	Playtime
2.30	Teaching session 5
3.25	School Finishes
3.30	Extra-curricular clubs

Nursery timings

Morning Nursery

8.45 – 9.00	Drop off for a 9am start
11.30 – 11.45	Nursery finishes
Afternoon Nursery	
12.30 – 12.45	Drop off for a 12.45 start
3.15 – 3.30	Nursery finishes

A full list of extra-curricular clubs is available from the school office.



Safeguarding at Langley

Langley First School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. We are fully committed to ensuring that consistent, effective safeguarding procedures are in place to support families, children, and staff at school.

School Safeguarding Team

Designated Safeguarding Lead (DSL): Mrs Carrie Marron Headteacher (0191 6432026)

Deputy DSL: Mrs Karen Towers (Learning Mentor / Family Support) and Mrs Angela Ternent (0191 6432026)

Safeguarding Governor/Chair of Governors: Mr Chris Coady

Online Safety Lead: Ms Abigail Cummings

All staff receive regular training to ensure they have the most up-to-date knowledge of the current safeguarding best practice in schools. As a school we follow the protocols and responsibilities stated in @Keeping Children Safe in Education (2021). Our Safeguarding and Child protection policy is on the website (policies section)

Our Early Help Offer

Langley First School works to provide Early Help to those children and families in the school community with emerging needs, which may not be appropriate for Social Services intervention. Early help means providing support to our children and families as soon as a problem emerges, at any point in a child's life.

Early Identification, our Local Offer and SEND

We embrace the knowledge that all children learn at their own pace. Through quality first teaching, we are quick to recognise children who may require additional support. We work closely with our children and parents/carers to help address any gaps in learning. We involve you every step of the way. For more information on our SEND offer here at Langley please see our Local Offer and our SEND Information Report on the school website. Alternatively, our SENDCo, headteacher and class teachers are at hand to talk to if you have any queries or concerns on 0191 643 2026.



Attendance, Punctuality and Medical Needs

Regular and punctual attendance at school is essential to every child's education. If a child is unable to attend school because of ill health or any other reason, we ask parents to contact the school office. We closely monitor attendance (including any unauthorised absence), and we provide support and guidance to our families if appropriate.

Leave of absence during term time

We strongly urge our families not to take holidays during term time. A leave of absence form must be completed.

Emergency contacts

It is essential that we have the most up-to-date contact details of our parents and carers to ensure we can contact you in case of an emergency. Please keep us informed of any change of contact details.

Illnesses

Parents will be asked to keep their child off school for at least 48 hours if they have been sick or, suffered from diarrhoea.

Medication in school

Medication is permitted on the school premises but must be given to the school office and a medical form will need to be completed. All prescribed medication must have the name of the child clearly labelled on the box and detailed instructions for administering the medication. Medication will be administered by a qualified first aider. If your child has asthma, an asthma plan will need to be completed and inhalers will be kept in school. We ask parents to replace medication regularly and ensure it is within the expiry date. We ask parents and carers to inform us of any dietary requirements, allergies, or medical conditions for their child. These children will have a medical care plan and all staff will be notified to ensure their safety.



School lunches, snacks and drinks

We know how important a nutritious, healthy lunch is for our children. Children in Reception to Year 2 are entitled to a universal free school lunch. Forms can be found [here](#).

Our lunches are provided by North Tyneside Council. Everyday there is a range of choices for hot food, including jacket potatoes and different vegetables, as well as sandwiches and fresh salad bar which the children can choose from. We also teach our children to make healthy food choices as much as possible as part of our curriculum. Children in Years 3 and 4 who pay for a school meal, will be asked to make payments using ParentPay system (information from the school office).

Packed lunches

Children can choose to bring in their own healthy packed lunch. *Please ensure there are no nuts or nut products for the safety of other children.*

School milk

If your child would like to have milk, please register through our milk provider, Cool Milk. This can be done using the form from the office or on the website cool.milk.com Milk is provided free of charge until your child's 5th birthday and for all pupils in receipt of free school meals. Please ensure you register before the end of each term as it can take up to two weeks to process the requests.

Snacks

All children in Early Years and Key Stage 1 are provided with a free piece of fruit daily through the government scheme. Children can bring their own (nut free) healthy snack to school.

Water

We encourage our children to drink water regularly throughout the day to ensure they are hydrated. Pupils in Reception are given a free Langley water bottle when they start, and we ask all children to bring their water bottle to school daily. All children will have access to water in their classroom if they forget their water bottle.