

ASHTON WEST END PRIMARY ACADEMY PROSPECTUS

**William Street,
Ashton-Under-Lyne,
Tameside,
OL7 0BJ**



Telephone: 0161 330 4234
Email: admin@awepa.org.uk

ASHTON WEST END PRIMARY ACADEMY – STAFF 2023-2024

Principal: Miss K Pizuti (DSL)

Vice Principal: Ms S Barnett (SEND/CO, SENCO/School Improvement Leader and DDSL)

Assistant Principals:

Ms E Beswick (DDSL, Assessment and KS2 leader)

Miss A Cooper (EYFS, KS1 and RWI leader)

Mrs L Green (English and Curriculum Leader 2023-2024)

Miss K Donnellon (Maternity leave 2023-2024)

School Business Manager: Mrs F Liddy

Class Teachers:

Nursery	Miss H Parker	Y3	Mrs MJ Ellison
Reception	Mrs C Wright	Y3	Miss J Lumb
Reception	Miss A Cooper	Y4	Miss L Pearson
Y1	Mrs R Ogden	Y4	Mr E Goan
Y1	Mrs P Mistry- Kendall	Y5	Miss R Burgess
Y2	Miss S Taylor	Y5	Mrs A Hardy
Y2	Miss J Vallow	Y6	Mrs L Green/ Ms E Beswick
		Y6	Miss Z Fallows

KS1 Intervention and support teachers: Miss A Coghlan and Mrs J Thomas.

KS2 Intervention and support teachers: Mrs J Coyne, Ms A Marshall and Mrs A Ahmed.

Subject Leaders:

Literacy -	Miss J Lumb & Mrs L Green	Maths -	Miss S Taylor and Miss J Vallow
Science -	Mrs MJ Ellison	Art -	Mrs J Coyne
RE -	Mrs C Wright	Healthy Schools-	Ms E Beswick
History -	Mrs P Mistry- Kendall	Music –	Ms E Beswick and Miss R Burgess
Geography -	Miss Z Fallows	D&T –	Miss H Parker
Computing -	Mrs A Hardy	MFL –	Mrs J Coyne
PE –	Miss L Pearson and Miss A Mather	Read, Write, Inc-	Miss A Cooper
PSHE-	Mrs L Green	ECO-	Mr E Goan

SEND/CO	Ms S Barnett
EYFS	Miss A Cooper
Assessment	Ms Beswick
EAL Coordinator	Mrs R Ogden and Mrs Bi
Pastoral and attendance leader	Ms R Perry
Learning Mentor	Miss D Higginson

Teaching Assistants:

Mrs J Millington
Miss D Higginson
Miss D Merrington
Miss S Steadman
Mrs R Mahmood
Mrs R Naz
Miss A Akhtar
Ms Y Jackson
Mrs N Akbar
Mrs Y Hussain
Mrs S Seedat
Miss A Imran
Mr A Small
Mrs J Westall
Miss B Slater
Mrs R Mistry
Mrs A Hussain
Mrs F Eshan
Miss F Hussain

Sports Coordinator:

Miss A Mather

Academy Administration Team:

Academy Business Manager: Mrs F Liddy
Attendance and Admissions officer: Mrs G Smith
Secretaries: Miss R Sheeran and Miss S Pomfret

Site Manager: Mr D Watson

Assistant Site Manager: Mr C Barnes

Cleaning Staff:

Mrs N Akhtar, Mrs J Kausar, Mrs D Quinn, Ms M Fumero, Ms Y Jackson, Miss S Pomfret.

Midday Assistants: Mrs N Shafiq, Mrs F Uddin, Miss J Smith, Mrs N Akhtar, Mrs J Kausar, Miss K Goodwin, Ms Y Jackson, Mrs R Mahmood

Catering Staff:

Catering Supervisor: Mrs S White
Kitchen staff: Mrs S Ali, Ms S Ashton, Mrs J Wild, Mrs D Quinn and Ms T Brady

Academy Governors 2023/2024

<u>Chair of Governors:</u>	Mrs A Etchells
<u>Vice Chair of Governors:</u>	TBC
<u>Parent Governors:</u>	Mrs H Rasheed Mr N Rehman Mr N Rehman Mrs E Mahmood Mrs M Malos
<u>Staff Governors:</u>	Me E Goan Ms A Marshall Miss K Pizuti (Principal)
<u>Co Opted Governors:</u>	Ms B Ayoola Mr B Jones Mr C Russell

ACADEMY CLOSURES AND HOLIDAY LIST

Please see the relevant section on the website or ask at the academy office.

ABOUT OUR ACADEMY

Ashton West End Primary Academy was built in 1964 and is now a two-form entry academy. Over the past ten years there have been major improvements to the building and outdoor area. The academy is of a very pleasant and spacious design, with generous sized halls, classrooms and court yards. The accommodation consists of a Nursery class which has morning and afternoon provision, two Reception classes and 12 full time classes in Key Stage 1 and 2 which are arranged in order of age. We aim to have no more than 30 pupils in each class. There are two halls which can be used for a variety of purposes including assembly, collective worship, dinners, physical education, drama, music and games.

ADMISSIONS POLICY *(Please see the website for more information)*

Any parent who would like their child to come to our Nursery should contact the academy and put their child's name on our list. This does not guarantee a place for the child, but it does mean that we are able to contact you with the appropriate information at the right time.

Children enter the Nursery in the September before their fourth birthday. We are allowed to take 26 children into the Nursery for the morning session and 26 children for the afternoon session. Preference is given to those who are almost four years old and to those who live close to the academy. Parents should contact the academy to request a nursery place, and places will be offered in March.

Children enter the reception classes in the September before their fifth birthday and may be admitted to the academy no matter where they live, provided we have a vacancy in the required age group. The procedure is for parents to apply for admission through the Local Authority Admissions Department.

Parents of new entrants are invited to visit the academy at least once during the summer term to give you and your child the chance to meet the reception class teachers, the Assistant Principals, and the Principal. We will outline the academy routine for you and be ready to answer any questions.

SECONDARY TRANSFER

This takes place in the September following the child's eleventh birthday. Our close links with local High Schools enables children to visit secondary schools of their choice in their final year. Applications for high schools are made via the Tameside Admissions website.

OUR AIMS

Our prime intention is to help each child to realise his or her maximum potential.

Our aims will be:

1. To create a happy academy environment in a multi-cultural society, and with a spirit of enterprise and equal opportunity.
2. To help children to learn that courtesy, good manners and consideration for others are very important qualities.
3. To ensure a good command of basic English and an ability to communicate with other people within the framework of the National Curriculum.
4. To encourage the enjoyment of reading and a love of books.
5. To develop a sound knowledge and understanding of mathematical operations and concepts according to the National Curriculum.
6. To encourage scientific curiosity and investigation particularly through the local environment, and with all the emphasis required by one of the core subjects.
7. To awaken an awareness of the rich heritage around us and especially in the West End area

through project type historical, geographical and religious education studies.

8. To teach skills in handwriting, crafts and creative and expressive arts including music.
9. To provide experiences of physical activities, drama, movement and games skills.
10. To establish an environment of co-operation with mutual decision making in which teaching and non-teaching staff, academy governors, and parents can work together for the good of the children and the fulfilment of these aims.

ACADEMY ETHOS AND VALUES

PASTORAL CARE

At Ashton West End, the safety, health and well-being of our children is of great importance to us. Class teachers look after the children day-to-day and strive to develop positive relationships with the children in their class. They are able to deal with most issues that arise. Please speak to your child's class teacher if there is something that may affect your child whilst they are in school. We will contact you if your child has any difficulties or illness during the day so please keep your contact details up-to-date. In the case of injuries, we have a number of staff who are trained in first aid. If you have more serious concerns about events that are affecting your child's health or well-being and require further support or advice, please contact Ms. Barnett via the School Office.

MEDICINES

If you can avoid sending medicine to the academy, please do so. If it is essential that prescribed medicine be administered at dinnertime, ideally, we would like the parent to come into academy to carry this out. In exceptional circumstances we will agree to administer medicines, but a full explanation of the dosage and written authorisation must be provided by the parents on a form, available from the office.

The Education Welfare Department of TMBC is available to give advice to parents and carers on such matters as free academy meals, clothing grants and children's absences. Our bilingual assistants are especially able to deal with families whose first language is not English. In cases of families whose language/s might not be spoken by our staff we will try our best to provide support or request they bring a friend at the initial meeting.

GOOD ATTENDANCE

By awarding certificates at the end of each term we encourage good attendance. If a child is absent for any reason, a note of explanation should be sent to the class teacher or to the Principal. Parents must ring the academy before 9.00am on the child's first day of absence. Absences without any explanation will be regarded as unauthorised and have to be reported to the Education Welfare

Department.

Parents who wish to take their children out of the academy in exceptional circumstances should request this in writing to the Principal. Each request will be treated on its own merits and an absence will only be granted in exceptional circumstances. Absences to visit family abroad or holidays in term time are not classed as an exceptional circumstance and these requests will not be granted.

Parents should make non-urgent doctors and dental appointments during the holiday period or at the end of the school day.

The following are counted as authorised absence:

- Educational visits.
- Receiving education elsewhere, i.e. sitting exams for secondary academy.
- Other exceptional circumstances authorised by the Principal
- Exclusion by the Principal
- Sickness with a message from parent
- Licence or permission to take part in a performance.
- Medical/Dental treatment.
- Day of religious observance.

The following are counted as unauthorised absence:

Absence without an acceptable explanation, i.e. days off for shopping, visiting relatives, going to the airport, visiting family abroad during term time etc will not be authorised by the Principal.

INCENTIVES AND POSITIVE ATTITUDES

- Class award each week for best attendance.
- 100% attendance award each term to individual pupils.
- Weekly Dojo points award for 100% attendance.
- Positive comments during academy assembly.
- Favourable remarks on end of year reports.
- End of term prize for full attendance.



Please read our attendance policy on the school website for further information.

PUNCTUALITY

In this academy, teachers and staff set examples of good attendance and punctuality, this is a vital factor to encourage children to be punctual for school.

Children should arrive at the academy between 8:40am and 8:45am. If they arrive after this time, then they will be marked as late. The academy cannot be held responsible for children arriving before 8.40 a.m. During bad weather, children are admitted straight into the academy or to a covered area, where they are supervised by a member of staff. Pupils arriving late without a good reason may forfeit their chance of winning an attendance certificate and other prizes.

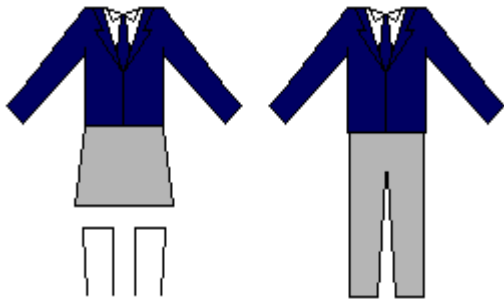


It is important that children are collected on time at the end of each academy day. If parents are unavoidably delayed it is important that they telephone the academy before 3:15 pm.

ACADEMY UNIFORM

We have an academy uniform of royal blue and grey, which is very practical and looks extremely smart.

Academy footwear should be black, sensible and appropriate. No high heels, trainers, platform soles or fashion shoes. Please look on our website for further information regarding our uniform.
<https://ashtonwestendprimary.co.uk/key-information/uniform/>



PE KIT

Black shorts and a white t-shirt should be worn for all PE lessons. Black pumps for indoor activities and trainers for outdoor activities are required.

Please ensure that all items of clothing and bags are marked with your child's name.

JEWELLERY

Rings, earrings, and necklaces are dangerous. Serious injuries have been caused, especially in P.E. lessons when jewellery has caught on apparatus, and become entangled in clothing, or has been accidentally caught by another child.

For this reason, it is better that no jewellery of any kind is worn in the academy and this includes earrings and ear-studs. Religious bracelets and necklaces are discouraged, however, if they are worn, they should be secure under a t shirt or jumper. They cannot be worn for PE lessons. Watches

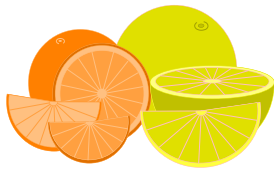
do have an educational value and may be worn, but the academy cannot accept responsibility for their safekeeping and children wear watches at their own risk.

If possible, please follow the academy advice regarding jewellery. If you are unable to comply with our request, it should be on the clear understanding that should an accident occur no liability can be accepted by the principal or any other member of staff at Ashton West End Primary Academy.

SUN CREAM

During any hot weather, it is advised to send your child into school with sun cream on that you have applied already at home. Staff are not permitted to apply sun cream to children. Children can also wear sun hats.

SNACKS



We try to encourage healthy eating and healthy teeth. Children in Key Stage 2 may bring fruit or a healthy snack to the academy to eat at morning break. Breadsticks or crackers are sold for 10p at playtime. Children can bring a bottle of water into school that they can refill during the day. Sweets and fizzy drinks should not be brought into Academy.

Children in the Foundation Stage and KS1 are provided with fresh fruit each day and therefore they do not need to bring a snack for morning break.

ACADEMY MEALS

In our kitchen, a wide variety of meals are cooked by the staff. Children take a tray and choose from the menu, on a self-service system. There is always a vegetarian meal available. Our meals are of an extremely high standard, and parents are most welcome to come and see for themselves.

Dinner money should be paid online via our system School Comms. If you are unsure of how you use this or set it up, then please speak to our office staff who will be happy to help.

Alternatively, children may bring sandwiches on a regular basis. For safety, lunchtime drinks should be in plastic, non-breakable containers.

Parents, who feel they may be entitled to free school meals, or other welfare benefits, should contact our school office and we will be able to check if you are eligible for free school meals.

If you wish to change your child's lunchtime requirements, please inform the Academy Office 2 weeks before the change.

CHILD PROTECTION

Our school has an important part to play in the detection and prevention of child abuse. Parents should be aware that where it appears to a member of the Academy staff that a child may have been abused, the Academy is required to report the matter to the Social Services Department immediately. Consequently, in such situations, it is likely that a social worker would contact the parents, not the Academy.

Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Our pupils' welfare is our paramount concern. The governing body will ensure that our academy will safeguard and promote the welfare of pupils and work together with other agencies to ensure that we have adequate arrangements to identify, assess and support those children who are suffering or likely to suffer harm.

Here at Ashton West End Primary Academy, we are a community and all those directly connected, staff members, governors, parents, families and pupils, have an essential role to play in making it safe and secure.

OUT OF ACADEMY ACTIVITIES

A variety of voluntary activities take place after school for Key Stage 2 and Key Stage 1 children, which generally finish at 4.15pm such as netball, basketball and football. Activities may vary from term to term. The Key Stage 2 children will have the opportunity to represent the school in a variety of sporting competitions throughout the year.



HOMEWORK

Children are encouraged to take books home to read with parents or older brothers and sisters. Please note that if books are lost or damaged then it is the responsibility of the parent or carer to pay the academy the replacement cost. Your child will also bring home spelling lists and multiplication tables to learn. The children are given mathematics and English homework each week. Please try to find time to work with your child on the activities s/he brings home. The more you can help at home, the better your child will progress at the academy. In KS2, all of the children have a user account for Mathletics and Times Table Rockstars. They can play these games at home to improve their mental arithmetic skills. All the children in the school have a user account for

Espresso which can help them with all subjects in the EYFS and National Curriculum.

Mathletics: <https://login.mathletics.com/>

Times Table Rockstars: <https://ttrockstars.com/>

Espresso: <https://www.discoveryeducation.co.uk/>

CODE OF GOOD BEHAVIOUR

At Ashton West End Primary Academy, we expect high standards of behaviour at all times. We wish to promote self-discipline in all pupils and since children respond more readily to positive comments, we therefore concentrate on responses to examples of good behaviour. Nevertheless, children must appreciate what is acceptable and what is not.

We have a positive discipline policy with a system of rewards and incentives. Children from Reception to Year 6 can earn dojo points for good work and behaviour. If they receive 100 or 200 Dojos then they can purchase items from our Dojo Shop.

ACADEMY RULES

Be kind to others.

Take care of our environment.

Respect yourself and others.

Walk sensibly around the Academy.

Always do your best.

SANCTIONS

Despite our efforts to concentrate on rewarding good behaviour, it is necessary to have agreed consequences for those who misbehave. Children who misbehave will be required to:

- sit or work alone
- miss their playtimes
- work in another classroom
- see the Principal

Parents are kept informed of any continuing or serious misbehaviour. If unacceptable behaviour continues, despite the efforts of parents and the academy working together, a child may be excluded from academy for a temporary period or permanently. Please read our behaviour policy for more information.

INVOLVING PARENTS

We value the part that parents play in the life of the academy and encourage them to take an active role in their child's education and academy experience. Parents are formally invited into the academy each term to discuss their child's progress with the class teacher but are encouraged to contact the academy at any time to discuss issues of interest or concern. Parents can also

apply to become members of the academy's governing body.

CODE OF GOOD BEHAVIOUR

At Ashton West End Primary Academy, we demonstrate and expect high standards of behaviour at all times. Self-discipline is promoted through positive reinforcement, focussing on rewards for good behaviour, but we are also clear that the boundaries of acceptable behaviour must not be crossed.

THE CURRICULUM

Teaching Style



A variety of different teaching styles are used within each class. Sometimes the whole class will do the same activity, and sometimes groups of children will be doing different activities. There are also times when children are working on individual tasks. The type of organisation selected depends on the content and purpose of the lesson.

Curriculum Areas

We teach the National Curriculum and Religious Education. The National Curriculum consists of the core subjects of English, Mathematics, Science and Computing and the foundation subjects of Geography, History, Religious Education, Art, Music, Design and Technology, Physical Education, Modern Foreign Languages and Collective Worship.

Each subject is covered by a member of staff who is designated as a subject leader. The subject leader's task is to ensure the delivery of the subject throughout the academy by means of in-service training, working party meetings and policy reviews. Often a theme or topic in class will involve a number of these subjects, unlike a secondary school approach where generally, subjects are timetabled separately.

NATIONAL CURRICULUM CORE SUBJECTS

ENGLISH



Our English policy has been designed to suit the needs of our children within the framework of the National Curriculum. Listening and speaking skills are constantly emphasised from the Nursery class throughout the academy.

Reading is at the heart of the curriculum, and we give children the opportunity to develop their reading and comprehension skills through individual, shared and whole-class reading. Children at all levels and ages take reading books and library books home to enjoy each week. From Nursery to Year 6, each child will be heard to read, or involved in a one-to-one discussion about their reading, at least once per week. This will be more for targeted children. In addition, all pupils have a reading record book in which children can record all their books they are reading and comment on them. We appreciate parents' support with this and ask you to sign their record weekly. Please note parents are responsible for the cost of replacing any lost or damaged books.

Pupils begin their reading journey by sharing and discussing picture books in autumn and spring in the nursery class. Then, they develop their knowledge via Read Write Inc., which is a phonics programme of study taught throughout the Foundation Stage (summer onwards in nursery) and year 1. Pupils who complete year 1 but still require Read Write Inc. teaching are offered this in year 2. This is also the case in Key Stage 2 for some targeted pupils. Correct spelling is important in all written work; at Ashton West End Primary Academy we teach spelling daily using Read Write Inc. Spelling. Pupils on the phonics programme (Nursery, Reception and Year 1) learn spelling as part of that programme. For pupils in year 2 onwards, Read Write Inc. Spelling is a dedicated spelling programme specifically set to their age groups to meet National Curriculum Spelling targets. These lessons take place each day for a period of between 15 and 30 minutes, depending on the spelling pattern being taught. In addition, children are regularly given a short list of words to learn at home. 5 words from the list will relate to the taught spelling pattern, and 5 will be from the list of words set by the National Curriculum. In these spelling and reading activities, parents' support at home is very beneficial.

English is taught daily throughout the Academy, beginning with a memory task based on previous learning: pupils are asked questions relating to previous lessons, last half term's lessons and last year's lessons. There is an element of shared reading and writing in each lesson and then children complete independent writing tasks. In longer pieces of writing, children are encouraged to edit their work and correct any mistakes. English lessons are specifically planned and designed to meet specific grammatical targets from the National Curriculum: grammar is taught as part of a lesson as opposed to discretely. English lessons follow a cyclical approach, with word, sentence and text-level work culminating in a longer piece of writing, which is then self-edited by pupils (having been taught this process by class teachers). Quality texts (fiction or non-fiction) are used as

stimulus for this process. Children are given many different opportunities for writing throughout the school and children are encouraged to write for a clear purpose writing freely and creatively from an early age; neatness throughout this process is encouraged by the adoption of the Martin Harvey handwriting scheme.

MATHEMATICS



At Ashton West End Primary Academy, we aim to foster in children a sense of curiosity, excitement and confidence in mathematics. Our expectation is that when leaving Year 6, children will be equipped with skills and understanding in numbers, measurement and geometry, together with the ability to reason, select and carry out procedures in other subjects and in their daily lives outside of the Academy. Mathematical skills are used across the curriculum, particularly in science and geography where children frequently calculate, measure, gather and present data.

The Foundation Stage children follow the Early Years Curriculum and, through practical activity, are taught to count and recognise numbers up to 20, to add, subtract, double, halve and share. They are also taught to recognise and name shapes and to compare length, weight and capacity.

Key Stages 1 and 2 follow the National Curriculum Programmes of study with continued use of practical apparatus in Key Stage 1; to ensure that the children develop strong conceptual understanding in all areas of maths, moving towards a higher level of formal work as they reach the end of Key Stage 2. Lessons provide a DNA starter to recap any previous learning that the children have been taught and the school use a mastery approach. The mastery approach allows all children to gain the necessary skills and concepts in the lesson.

At Ashton West End Primary Academy, children are encouraged to use correct mathematical vocabulary from nursery age and to talk about their understanding and findings, and to listen to and learn from their peers. This is planned and implemented through guided reasoning activities, talk partners, deepened questioning and STEM sentences. The children are encouraged to learn their times tables up to 12 x 12 as this element of mathematics permeates the whole curriculum. Currently the children, who are Year 4, are working towards their times table tests and this secure knowledge will allow the children to access challenging calculation methods in Upper KS2.

The school offers resources to help the children become more confident in maths and children are encouraged to use Mathletics and Times Table Rockstars at home. This will allow children to grasp a range of concepts in maths and develop their fluency. Children can work towards certificates and prizes for their mathematical achievement and effort. Moreover, the homework set by teachers allows the children to deepen their knowledge further, or to give support to any

misconceptions that may have been raised in their learning.

SCIENCE



Science is a core subject of the Primary National Curriculum as it provides children with an understanding of the world around them. At Ashton West End Primary Academy, the pupils develop their knowledge with a variety of learning methods. We encourage curiosity in our pupils. We want our learners to question the world in which they live.

In Early Years and KS1, speaking and listening activities are really important as these give our pupils opportunities to develop and learn new vocabulary and to ask and answer questions. The curriculum teaches the pupils about living things including plants, animals and how their own bodies work. They learn about materials and their properties, the difference between light and dark and use real life objects to compare and contrast.

In KS2, the subject knowledge broadens to include more detailed learning about human biology and how animals interact and rely on each other, particularly through food chains. The physical world is explored with pupils learning about rocks and soil, electricity and Earth and Space. All teaching requires a combination of knowledge-based learning alongside practical work to allow pupils to test their theories, make observations and to allow them to carry out investigations enabling them to answer questions they have asked. The subject is well resourced with practical apparatus to enable this to happen and allow full class participation.

We have a Science Garden in school where every child has opportunities to visit and grow flowers, fruits and vegetables which gives context to learning around plants and seasonal changes. This also links learning within cooking and nutrition (a component of Design and Technology).

To raise the profile of science, we celebrate British Science week every year in school. This gives pupils the opportunity to learn about a variety of famous scientists and sees pupils participating in additional science investigations in class. During British Science week, pupils have the opportunity to take part in a whole school Science Homework competition to win exciting prizes which enables them to continue science learning at home.

We want our pupils to learn both in and outside the classroom. Wherever possible they have opportunities to deepen learning through visits to farms, zoos, aquariums, woodland, pond dipping and the Manchester Museum of Science and Industry. We have visitors to school from a variety of STEM backgrounds on a regular basis and the children enjoy hearing about the work of real scientists.

At Ashton West End Primary Academy, we pride ourselves with the close links we have with the Oldham Science Learning Centre which prepares our upper KS2 pupils for further science learning in High School by allowing them to work in a laboratory setting. We believe science prepares pupils for life by opening their eyes to the ever-changing world around them.

COMPUTING

At Ashton West End Primary Academy **computing** is about **problem solving**: we want our pupils to become the problem solvers of the future. Through our computing curriculum, we aim to develop computational thinking (the ability to think about problem solving using a computer). We also want our pupils to grow up **feeling safe and happy online**. Therefore, we aim to help our pupils understand the implications of technology for individuals and society as they become digitally literate.

We have enough devices within school for each child to have their own when it is their computing lesson, enabling every child to use computer programs in most aspects of the curriculum. We have word processing programs, data handling programs and programs that relate to our history, science, geography and language topics. The computers provide pupils with the opportunity to develop their computing skills and provide access to the internet.

Pupils also have the opportunity to use iPad's in lessons for a range of different purposes. It is also useful in helping pupils who find it difficult to access the curriculum.

Through the teaching of our computing curriculum, we aspire to achieve deep, long-term learning. As pupils progress through each carefully sequenced unit of work, they revisit previously learned skills and the work they do becomes progressively more complex.

When planning and teaching computing at Ashton West End Primary Academy, we believe that it is an essential part of the curriculum; a subject that not only stands alone but is woven and should be an integral part of all learning. We aim to provide a wealth of learning opportunities and transferrable skills explicitly within the Computing lesson and across other curriculum subjects.

GEOGRAPHY



Geography is one of the foundation subjects within the national curriculum taught at Ashton West End Primary Academy. As a school, we believe that the skills taught in this subject are an incredibly important part of the wider learning opportunities which take place at the Academy. It teaches us about the places around us stemming from our local community to the national and global community and, in turn teaches us our place in it as individuals.

In the foundation stage the children learn about the world in their topic-based approach to the Early Years and Foundation Stage curriculum. In Years 1 to 6 the objectives of the national curriculum are followed and are taught as both discrete subjects and in a cross-curricular topic-based approach where possible. Some examples of Geography based topics include Characteristics of the UK and our local area in Year 1, Comparisons between the UK and Dubai in Year 3 and Settlements and Land use around the world in Year 6. Learning in Key Stage 1 and 2 emphasises the comparison of localities around the world with our local area of Ashton so that our pupils understand how the lives of children in other areas of the world are different and similar to theirs. Wherever possible, we encourage field trips or visits to museums and localities linked to each topic to enhance the children's understanding and wherever possible to provide new and important experiences.

HISTORY

At Ashton West End, we encourage our pupils to become history detectives and explore the past in a variety of ways. We cover all the relevant prescribed areas of the National Curriculum through a topic-based approach. Pupils from Foundation Stage to Year 6 learn key historical skills which enable them to compare, contrast and examine how and why things have changed. We encourage first hand experiences through the use of artefacts and, where possible, field trips to historical sites, museums or specialised workshops.

History in Key Stage 1 focuses on significant people, places and events and the impact of these on British history, including the causes and consequences of change. There is a focus on the distinction between living memory and beyond living memory using the children's own lives as a starting point. Topics covered include the Great Fire of London, Our changing town, Transport, Toys, significant women in history and Technology.

Throughout Key Stage 2 we aim to develop a sound chronological understanding of British history, beginning with pre-history (the Stone Age) in Year 3. This leads into work on the Roman occupation of Britain and comparisons are made. Year 4 study local history through investigate the Early Anglo-Saxon settlers and study the earliest civilisations – The Egyptians, Indus Valley and Shang Dynasty - with a detailed focus on Ancient Sumer. In Year 5, Anglo-Saxon work is extended to include the struggle for power with the Vikings and a longer unit on Ancient Greece and how their society still affects us now is also covered. In Year 6, pupils learn about Britain since the 1930's including a study of the events leading to and resulting from World War II. Local history is applied within this and is followed with a unit on The Windrush generation and investigate the impact of immigration on British life from the end of WWII to the present day. Year 6 pupils also investigate the Maya civilisation as part of world history, making comparisons to Viking and Anglo Saxon life within the same time period.

RELIGIOUS EDUCATION



Religious Education is a compulsory subject for all primary school children. We have designed our curriculum based on the 2022-2027 Tameside Agreed Syllabus for religious education. This considers the religious backgrounds of the pupils in our Academy.

All children are taught RE each week from Reception to Year 6. Children in Nursery are taught concepts that link to RE such as friendship, themselves and family, community, special times, caring for others and the environment. RE themes are also explored through assemblies.

Pupils learn about some of the major world religions including Christianity, Islam, Judaism and Hinduism. The syllabus also teaches children about more scientific belief systems including Humanism. The syllabus encourages children to appreciate diversity and variety in religion and cultures through experiencing religious places of worship, learning about religious practices and handling religious artefacts.

In addition, children take part in celebrating a range of festivals in the academy such as Easter and Eid.

ART and Design

Throughout their life at Ashton West End Primary Academy, we strive to provide our children with rich, enjoyable and exciting arts experiences in order to develop their skills and explore creativity.

Through their art lessons they will have the opportunity to explore and use a wide variety of media including paint, charcoal, pencils, pastels, chalks, sewing materials, clay and natural resources gathered from the environment.

The children will learn about the work of different artists and crafts people as well as art from different cultures.

Year group teachers plan appropriate cross curricular activities linked to the class topic on a half termly basis. The children's work is celebrated and much of it can be seen on display in the classrooms and around the academy, making a bright and stimulating environment for us all.

DESIGN AND TECHNOLOGY

Design and Technology at Ashton West End Primary Academy encourages children to design and

make products using their creativity and imagination. The products solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants, and values. Pupils will have the opportunity to use a variety of materials including textiles, woodwork, mechanisms and food technology.



Within Design and Technology children will learn and build on a range of practical and technical skills testing their ideas and critiquing and evaluating both their own products and the work of others. This allows them to reflect on and evaluate design and technology and its impact. Across all year groups children should be designing and making **Something for Somebody for Some Purpose**. A unit of Design and Technology is timetabled to be taught for a half term. The lessons typically last an hour each week. Over the course of the academic year the children will be taught three different units. Design and Technology lessons at Ashton West End Primary Academy follow a clear sequence:

1. Product investigation and design brief. Pupils consider relevant products that have been made for a particular purpose and compare this to the design brief they have been given.
2. Design process. Pupils design a product to fit a specific purpose or consumer.
3. Making process. Pupils use a range of taught techniques and materials they have investigated to make their design.
4. Evaluation. Pupils will evaluate their product, deciding whether it is suited to the purpose for which it is created.

MUSIC



The National Curriculum for Music says every pupil needs to have opportunities to listen to, to perform and to create music in different ways. In our school weekly music lessons allow children to listen to different types of music and discuss how this makes them feel and what instruments

they might hear. From Y1 – Y6, music lessons use an on line music lesson, called Charanga. The children learn about rhythm and pulse, they learn to sing songs and to play musical instruments. Creativity to compose their own pieces of music is encouraged where pupils work with a partner or in a group. Children develop skills with electronic computer programmes to write their own musical pieces.

Music is used across the curriculum as a way of supporting learning in other subjects. For example, even the youngest children in EYFS, learn counting songs and alphabet songs to help them to remember. As the pupils get older, there are songs to learn in French, to learn Roman Numerals and many fun 'Horrid Histories' tunes. It is true that pupils can remember facts when they are learned as a song!

Ashton West End Primary Academy continues to work with Tameside Music Hub to provide Key Stage 2 children with the opportunity to partake in samba lessons. Each half term, a different class has a weekly samba lesson. The peripatetic teacher also conducts a samba band club for the Upper Key Stage 2 pupils. The Samba band and class pupils have an opportunity to perform in assemblies throughout the year.

There is a singing group made up of KS2 children who have the opportunity to sing songs they love with their friends. This builds singing skills, but more importantly, allows children to have fun doing what they enjoy in a dinner time club. This group have been asked to perform for community groups during the year – such as at Christmas and Easter time. Whole school assemblies include different songs throughout the year as this builds enjoyment and celebration.

PE AND ACADEMY SPORTS

The PE curriculum in our academy is based on the national curriculum document (2014) and we strive to provide two hours of PE for every child each week. The enthusiasm shown by our pupils confirms that we engage in “high quality PE and academy sport”.

Our aim is to give each child experience in a wide variety of physical activities ranging from dance and gymnastics to games and athletics. We promote team sports and individual endeavour, and children are taught to play skilfully, enthusiastically, and fairly.

Pupils at the academy enjoy taking part in PE lessons that provide them with the opportunity to develop their skills in a range of different physical activities. Years 4 and 5 children attend swimming lessons during the year.

We offer many extra-curricular activities for Key Stage 1 and 2 children with the help of the Sports Coach and other outside agencies. These include tag rugby, basketball, football, cricket, dance, rounders, and boot camp. The children from years 1 to 6 can compete in various sporting competitions against other academies as well as Tameside ran competitions at other schools. These competitions are at different levels from competitive pathway events to festivals where no score is taken. This allows all children at the academy to participate in some competition while they are at the Academy.

As part of the physical education curriculum children learn the benefits of physical exercise and the importance of a balanced diet. These aspects are also reinforced in other curriculum areas such as PSHE, science and literacy.

MODERN FOREIGN LANGUAGES

Children in Key Stage 2 are given the opportunity to learn a foreign language, in our academy that is French. This provides a valuable educational, social and cultural experience for all pupils. The learning of a foreign language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

Learning basics in this language lays the foundations for further study in high school.

We follow the National Curriculum to plan and deliver French in our academy.

The children are taught how to:

- Ask and answer questions
- Use correct punctuation and grammar
- Memorise words
- Interpret meaning
- Understand basic grammar
- Use dictionaries
- Work in pairs and groups and communicate in French
- Look at life in another culture.



RS&HE and PSHE

It is our intention that the PSHE, RS&HE curriculum at Ashton West End Academy will enable children to develop the skills necessary to make a positive contribution to the society in which they live and to remain safe and healthy. The three areas of PSHE teaching are Health and Wellbeing, Relationships and Living in the Wider World, however there is often a lot of cross over between topics. All units within our scheme are revisited and developed as pupils move through school. The policy and scheme of work will be reviewed regularly to ensure that this remains the case.

Units within Health and Wellbeing cover topics such as sun safety, dental health, mental health and safe use of medicines. In older years we also look at controlled substances and puberty. In KS1 children learn to name external parts of the body, the uses of medicines and basic self-care. By the end of KS2 children are made aware of the uses and effects of controlled substances such

as medication and drugs and also consider how to look after their physical and mental health in more detail. From Year 4 onwards, the topic of puberty is covered in single sex classes, as agreed through parent consultation.

Relationships topics focus on friendship and family. We look at what makes a healthy and loving relationship and how to recognise unhealthy relationships. This includes units on bullying as well as what different families look like. In older years, pupils extend this further and consider relationships of different kinds, including investigating marriage. All teaching within these units is done with full consideration to British Values and the law, as well as to the beliefs and lifestyle choices of our school family.

Living in the wider world topics focus on how we interact as a society. Topics such as money, work, rules, law, discrimination and prejudice are covered. There is a focus on British Values and how we as a school and a wider community reflect these in our daily lives.

Following a period of development and consultation, our PSHE scheme does not include non-statutory sex education. As a result, there is no right to withdraw from PSHE lessons at Ashton West End.

COLLECTIVE WORSHIP

An act of collective worship takes place every day, either in the hall as part of an assembly, or in the classroom. We aim to make our collective worship accessible to all pupils, whatever their religious background which helps them to develop respect for others and themselves.



Parents have the right to withdraw their children from any or all acts of collective worship. Pupils who are withdrawn will be supervised by a member of staff.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

At Ashton West End Primary Academy, we aim to provide the best possible opportunities and a broad, balanced and inclusive curriculum for children who are receiving Special Educational Needs support.

We ensure the children receive high quality first teaching. They have additional and extra support

in individual and small group situations, as well as in whole class settings. Each child's work is differentiated to meet their needs. We liaise with other agencies and provide interventions to suit and support the needs of individual children. We see the importance of involving the parents at all stages of the plan. It is also imperative that we take into account the views of the child when tailoring their education plan.

The SEND (Special Educational Needs & Disabilities) policy follows the NASEN (National Association for Special Educational Needs) guidelines and identifies the implementation of the SEND Code of Practice for the Academy. Our Local Offer indicates the service we provide and is available on our website for parents to access.

The Academy has a co-ordinator for SEND who works alongside the academy governors, the Senior Management Team, the class teachers and the teaching assistants to provide an inclusive education for all the children.

If you are concerned about any aspect of your child's learning, or think they may have a special educational need, disability or health concern, please contact Ms. Barnett the SENDCO.

THE EARLY YEARS AND FOUNDATION STAGE

The two-year period, called the 'Foundation Stage' includes both the Nursery and Reception years, enhancing the continuity and progression of your child's skills and abilities.

At Ashton West End Primary Academy, we believe that a caring and stimulating environment is essential to the development of our children. Every child should be happy, secure and confident and we value every child as a unique individual. We provide a supportive and secure environment in which every child can flourish and learn.

We follow the Early Years Framework alongside guidance from Development Matters to provide the basis for our curriculum. In the Foundation Stage the children learn through fun, exciting play opportunities and experiences inside and outdoors. We support their learning by providing interesting and well-resourced provision, alongside friendly, experienced and passionate members of staff.

The children will be learning new skills, acquiring new knowledge and demonstrating their learning through 7 areas of learning and development.

Communication and Language, Physical Development and Personal, Social and Emotional development are the Prime areas of learning. These areas will be embedded in your child's learning and form a very important part of your child's development.

The Prime areas then support learning in the four Specific areas which are: literacy, mathematics, understanding of the world and expressive arts and design.

The areas of learning are reflected in the activities around the learning environment, both inside

and outside, which include writing and mathematics areas, reading areas, physical development activities including playdough to develop finger muscles, creative areas, construction, small world and role-play areas.

We assess the children's learning throughout the week, and this informs our planning. Our planning is based around different interesting topics in a cross curricular way. We provide focussed activities and opportunities for child-initiated learning. Children are taught to be independent and active learners. We aim to provide a firm basis for all future learning, where children are nurtured and are inspired to achieve.

We recognise parents as partners in education and this is a relationship that we believe in built on trust and transparency. Therefore, we keep our parents informed of their child's learning through frequent communication and opportunities to experience our setting with their child.



ENGLISH AS AN ADDITIONAL LANGUAGE

Many of our children speak more than one language. As a school, we value this ability and the advantages it brings. Children with English as an additional language are assessed by the class teacher using the NASSEA assessment. The teachers then set targets and plan the best way to support the children. Teachers differentiate for the children's needs depending on the children's level of English. Vocabulary development is a priority for all our children. Children who enter school with no or little English are given support by bilingual teaching assistants and through peer support. We also use the Wellcomm assessments and support materials to identify gaps and teach vocabulary and grammar. We encourage parents with limited English to use home language with the children, so they develop a deep understanding and vocabulary knowledge in their home language which makes their English stronger when they begin to translate. Children soon become confident in English and are able to access the curriculum successfully.

Curriculum Links

Learning another language presents opportunities for the reinforcement of knowledge, skills and understanding developed in other curriculum areas. These opportunities can be exploited through aspects of:

- English: speaking and listening
- PHSE: multicultural society, knowledge of other countries and cultures
- Maths: counting, calculations, the time and the date, money
- Geography: work relating to the study of other countries, points of the compass, weather
- Science: work on parts of the body, animals and names of plants

- Music: rhythm, singing, composition and world music
- Religion: international or multicultural work, celebration of festivals, storytelling,

HEALTHY EATING

Good food is important in giving children the energy and nourishment they need to make the most of their academy day. Children can bring their own healthy packed lunch from home or have a meal provided by our catering team.

Ashton West End Primary Academy has its own well-equipped kitchen and fully trained and experienced staff to provide a choice of high-quality healthy meals. Several choices of menu are provided each day to satisfy even the fussiest of eaters, with a good balance of protein, vegetables and fresh ingredients. Cultural requirements are respected, and Halal food is always on the menu. We can also cater for pupils who may require a special diet such as dairy free or allergy specific meals.

We provide Foundation Stage children and Key Stage 1 children with fresh fruit every day. The children can choose from the fruit provided to have a playtime. If your child does not like the snack then your child can bring in some fruit from home. Key Stage 2 children can also bring in fruit from home. We also provide Key Stage 2 children with breadsticks at a cost of '10p for 2 breadsticks' or they can have a piece of free fruit.

Ashton West End Primary Academy is a Healthy Eating Academy; we teach and encourage all our children to eat a healthy balanced diet through many subject areas such as Literacy, Science, PSHE and Design & Technology.

INFORMATION ABOUT THE CURRICULUM

Parents wishing to read further about the curriculum are encouraged to read this on our website where we have detailed information about each of the subjects. Alternatively, you can come into the school and ask to speak to the curriculum leader, Mrs Green, if you would like any further information.

OFSTED INSPECTION REPORT

A copy of the July 2023 Ofsted Inspection Report is available on the school website or alternatively you can look for the report on the Ofsted Inspection Report website.

COMPLAINTS

The Governors of the academy have adopted a written procedure for dealing with complaints about the academy. Please see the academy website for details.

COMPLAINTS ABOUT THE CURRICULUM

Complaints about the curriculum in relation to the Education Reform Act (1988) should be made in the first instance to the Principal or the Chair of Governors, when hopefully matters can be resolved by informal discussion. If this is not the case, then the complaint can be taken further to the Local Education Authority, which has a complaints procedure as required by the act. Tameside's document 'Procedure for the Consideration of Complaints about the Academy Curriculum and Related Matters' is available from the Principal.

HEADLICE

Parents are advised to inspect their child's hair on a regular basis, to treat head lice promptly, and to inform the Academy if head lice are present.

It is sometimes evident to members of staff, that pupils are affected by head lice. If this is the case, we will inform the pupil's parents so that appropriate treatment may be given at once, and we will also advise parents of other children in the class that they should check their own child's hair. We endeavour to treat all incidents with sensitivity.

CHARGING POLICY



During the year, a number of educational visits take place as an integral part of the curriculum. These may be local visits possibly of half a day's duration or may be whole day visits farther afield. Parents are asked to contribute towards the cost of each trip. If insufficient contributions are received, then trips may have to be cancelled.

The Academy may charge for activities and holidays, which take place mainly or wholly outside Academy hours.

The Academy may charge for instrumental music tuition and for the cost of materials used in practical subjects such as technology.