

Alfred Lord Tennyson School



School Prospectus 2024-2025

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WELCOME FROM THE HEADTEACHER

Welcome to Alfred Lord Tennyson Primary School and Nursery. We are a unique school that is currently situated across two sites, and we can accommodate up to 30 children in each year group. Our Nursery, Early Years Foundation Stage (EYFS) and Key Stage One (KS1) provision is based at our Infant Site on Highfield Road Rushden, catering for children aged 3-7. Our Key Stage Two (KS2) Junior site, is based at Alfred Street, catering for children aged 7-11.

On the 1st September 2023, Tennyson Road Infant School and Alfred Street Junior School amalgamated to become a Primary School. We named our new school after the renowned poet Alfred Lord Tennyson as developing a love of reading is at the heart of our curriculum. For the next exciting phase of our journey, we plan to merge onto one site at Alfred Street by September 2025.

Alfred Lord Tennyson is a small one form entry school that has a special 'family' feel. Many generations of families continue to pass through our doors. Our Junior site at Alfred Street, has been at the heart of Rushden for over 150 years. Local members of our community are encouraged to continue to be part of our 'Alfo' family and many of the school's traditions that have been in place over the years, have continued, whilst also ensuring that our children are ready to embrace our ever changing and developing society. Our school is affiliated with the Royal British Legion due to our rich History, and continues to collaborate with Rushden Rotary Club, local churches, and community groups.

All staff work hard to build supportive and collaborative relationships with our parents. We pride ourselves on being a nurturing school that goes the 'extra mile' to provide for our children and families and we have a dedicated Family Support Worker and Learning Mentor who aim to ensure that everyone is supported, listened to, and cared for. Part of our vision is that all children thrive. We achieve this by providing a broad, challenging curriculum and exciting experiences, alongside a high level of pastoral care, to ensure that all needs are met, and talents are fostered. We work closely with Northamptonshire Sports Partnership and Rushden Sports Cluster, to ensure that our children have the opportunity to take part in a range of competitions and sporting events and are proud to have achieved our Silver Sports Mark. We also provide a diverse range of clubs such as gardening, art, languages, crochet, boccia, football, dodgeball – all free of charge. The school also has a Music Mark as recognition for our contributions to developing music. We work with NMPAT (Northamptonshire Music and Performing Arts Trust) and provide peripatetic music lessons and have a specialist music teacher who delivers our singing curriculum and takes our choir. We are also a welcoming, inclusive and diverse school, and are proud to have children from a range of different ethnic backgrounds and we make adaptations to our curriculum and make changes to our provision to meet all of our children's needs.

As Head Teacher of Alfred Lord Tennyson I am very passionate about providing a kind, caring, and nurturing ethos for our children, staff, families, and local community, as well as having high expectations of behaviour and achievement. I am proud of our school and all that we have achieved and look forward to working with our families to continue our journey.

Mrs K O'Connor

Head Teacher



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SCHOOL VISION

Our vision is that every child at Alfred Lord Tennyson School will aspire to become: **'Ambitious Learners who Thrive and Succeed'** (A.L.T.S)

Alfred Lord Tennyson children will challenge themselves in all aspects of their academic lives and have high ambitions to succeed and 'be the best they can be'. We will teach them to value learning and to see learning as a process, through developing learner characteristics and viewing mistakes as a path to success. Our ambition is that all our school community is nurtured, valued, and cared for so that they can thrive and go on to succeed in all aspects of their lives.

ETHOS AND AIMS

- To provide a happy, caring and secure learning environment in which each child and member of staff may develop to their full potential.
- Ensure all children value the characteristics of R.E.S.P.E.C.T. and become confident and resilient children
- To ensure all children are ambitious, have a Growth Mind-set and a determination to succeed
- To enable our children to be good citizens, who make positive contributions to their communities
- To develop cultural capital to give our children the vital background knowledge required to learn about and understand the world they live in, so they can flourish and reach their potential
- To ensure children are healthy, safe and have positive well-being
- To foster, nurture and develop all talents
- To ensure children are engaged, inquisitive and inspired to learn
- To ensure our curriculum is broad, balanced, progressive and ambitious for all learners
- To provide a curriculum that is designed with an understanding of the working memory, making links to learning and building and deepening knowledge and skills through inclusive practice for all learners
- Work in partnership with parents

ALTS VALUES

Our values form the acronym R.E.S.P.E.C.T. and are devised from 7 core character and learning traits.

Our values run through everything we do – the way in which we learn, the way in which we behave and the way in which we think. These values also form a core element of our curriculum and are taught explicitly through our assemblies and Curriculum. Our weekly Celebration Assembly and termly ALTS Awards provide the opportunity for the children to be recognised as being exemplary role models of our Values.

	R esilience	I never give up and bounce back.
	E mpathy	I am kind and caring.
	S elf-Awareness	I know what to do and how I can improve.
	P assion	I show that I am enjoying my learning.
	E xcellence	I am the best I can be.
	C ommunication	I listen and join in.
	T eamwork	I work with others and share.

HOME SCHOOL LIAISON

In order to prepare your child for Alfred Lord Tennyson School, you will be invited to a tour of the school, meet the Head Teacher and have things explained so that your child does not feel too apprehensive on their first day.

To achieve the best for your child, we need to work together in a partnership with you. The encouragement you give to your child is a valuable contribution to his/her education and is appreciated by the school. It is important that you support the aims and objectives of the school. It is also essential that your child attends regularly.

As we are concerned with the well-being of your child, it is important that you notify us of any circumstances at home which might cause changes of behaviour or attitude in school.

We hold two open evenings each year, one in the Autumn Term and the other in the Spring Term. These provide parents with the opportunity to see their children's work and discuss their progress with teachers. We also provide opportunities throughout the school year for you to come into school and celebrate the children's work and achievements. In addition, you will receive a written report at the end of the academic year.

At other times, the Head Teacher and staff are happy to discuss any relevant matters with parents and prospective new parents and help in any way possible. Please contact the school and make an appointment which is mutually convenient.

HOME – SCHOOL AGREEMENT

In accordance with Government requirements we have a Home – School Agreement document which explains the commitment of parents, pupils and staff to working in partnership. You are required to sign this and return it to the School Office. We also request that Parents/Carers familiarise themselves with our Parent/Carer Behaviour Policy and Expectations.

SAFEGUARDING STATEMENT OF INTENT

At Alfred Lord Tennyson School, we are committed to providing a caring, friendly and safe environment for all of our pupils, so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Alfred Lord Tennyson School. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying. All people who work with our children and on behalf of Alfred Lord Tennyson School will comply with safeguarding procedures in relation to recruitment, risk assessments, off and on site procedures, environmental safety, e-safety and as part of their everyday practice with children. It is the responsibility of all staff to know safeguarding procedures, apply the principles in practice, attend training and report any concerns.

All staff will undergo an enhanced DBS check and it their responsibility to notify the DSL if there has been any change in their personal circumstance that make pose a threat to children.

Our Child Protection and Safeguarding Policies can be found on our School website.

If you have any concerns about a child in our school, you should share this with our Designated Safeguarding Lead – Mrs K O'Connor (Head Teacher) - or one of the Deputy Safeguarding Leads, Mrs J Appleby (Inclusion Manager) and Mrs S Smith (Assistant Head).

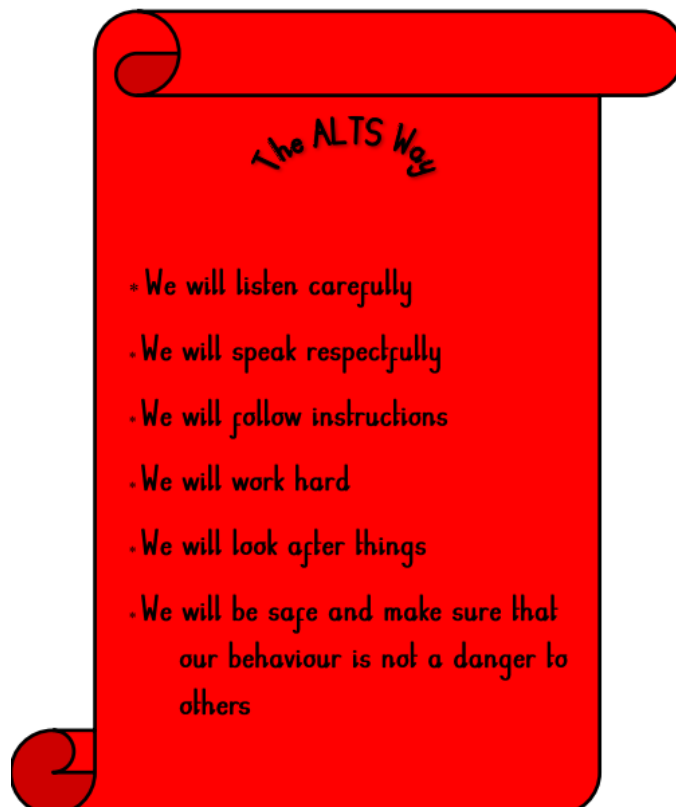
BEHAVIOUR – THE ALTS WAY

At Alfred Lord Tennyson School (ALTS), we recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through Emotion Coaching and being attachment aware, both children and adults are able to both manage their behaviour and to create an environment that is conducive to learning.

We understand that part of our role, in partnership with home, is to help pupils to understand what is right and wrong. Underpinning this behaviour regulation policy is the belief that everyone can learn to self manage/self-regulate their own emotions and behaviour. Through this we encourage reflective thinking and do not accept prejudice in any form. Ultimately, we endeavour to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, beyond school and into the “real world”.

ALTS treats all children with unconditional respect and has high expectations for both adults’ and children’s learning and social behaviours. The school is calm and purposeful. It prides itself on excellent relationships and a high level of care. We understand that positive behaviour can be taught and needs to be modelled. We understand that negative behaviour can signal a need for support, which we will provide without diluting our expectations.

At ALTS we believe it is important for everyone in school to follow the ALTS Way:



At ALTS, we believe that pupils should be recognised and rewarded for upholding our values and should be encouraged to behave well and work hard. We use a number of positive behaviour strategies at Alfred Lord Tennyson School. Whilst our aim is that pupils should work and behave well for the pleasure of the task, we recognise that rewards are sometimes necessary and appropriate.

Our main reward system for achievement in school is the earning of 'Dojo' reward points. These are recorded electronically and a running total is kept. Children can earn one Dojo point for excellent pieces of work, for work they have tried particularly hard at or for responses that warrant a reward. Children can also earn Dojo points for displaying the school's values (individually and as a whole class). Once children have collected 50 Dojos they will receive a certificate.

Each pupil will be allocated to a team (Leopards, Lions, Tigers and Panthers) when they start at the school. Their individual Dojo points also contribute to their Team total – when they receive a Dojo they also receive a Team point. Team point totals will be recorded on the electronic system for each class and will be collected and logged regularly by the 'Team Captains'. The weekly position of each Team will be announced in achievements assembly and will contribute to the running total displayed in the hall. The Team that has collected the most Team points at the end of a term will receive a team reward such as a non-uniform day.

In addition, children can also receive the following rewards:

- ✓ Non-verbal rewards such as a thumbs up sign or a smile
- ✓ Praise
- ✓ All staff have a selection of stickers and/or stamps. These are used to reward individual children. They are stuck into books or on the child's clothes. Teachers may also use their own incentives such as raffles.
- ✓ Children can be sent to the Head Teacher to share their good work.
- ✓ There will be a weekly achievement assembly where rewards from school and out of school are shared.
- ✓ Each half term, selected children will receive an 'ALTS Award' for displaying the school's values. This will be presented to them in a 'special' assembly and parents will be invited to attend.

- ✓ A 'Tidy Broom' competition takes place amongst the classes where the class that is deemed to be the 'tidiest' will be presented with the 'broom'.
- ✓ A reading cup is presented to the class that has the greatest reading total that week
- ✓ Pupils are also selected on a 'Fab Friday' to show their work to the Headteacher. They will receive a 'Fab Friday' certificate in achievements assembly.
- ✓ An attendance trophy is presented to the class that has the highest attendance each week and individual attendance certificates are given out termly.

We believe it is essential that all children are able to receive positive encouragement and have a fair chance to enjoy the positive rewards listed. Children's success, both in their work and behaviour, should be measured against their previous performance rather than against that of other children in their class.

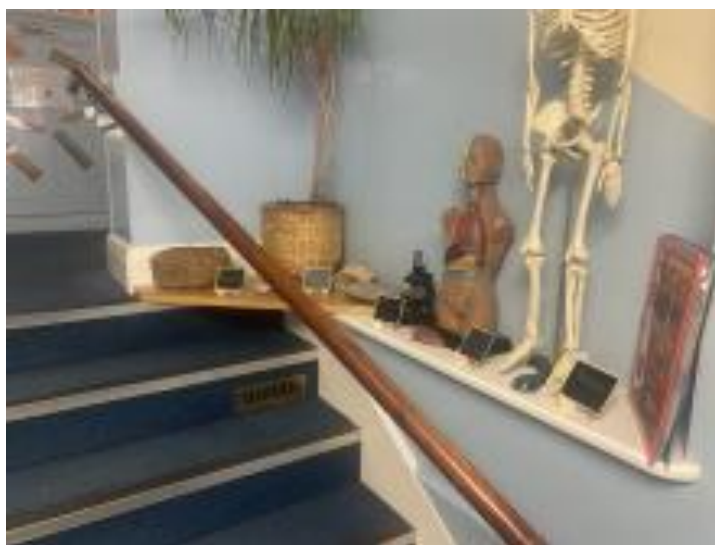
In every community, including schools, there is a need for some form of consequence or next step in cases of unwanted behaviour. Serious cases of unwanted behaviour are rare at ALTS, but nevertheless, pupils, parents and staff need to know what sanctions are available to be used if needed.

We follow the 'ask, told, removed' approach for disruptive behaviour in class, and children miss some of their social time to reflect on any unwanted behaviours that take place during breaktimes. See our Behaviour Policy for further information.

OUR CURRICULUM

Curriculum Intent:

At Alfred Lord Tennyson School, our curriculum is designed with the intention to inspire and create excitement and curiosity for learning and a thirst for knowledge. We aim to ensure high achievement for all and to support pupil wellbeing and character development, whilst also teaching how to become independent proficient learners. Our learners are encouraged to challenge themselves, take ownership over their learning and to value mistakes, seeing them as part of the learning process.



We achieve this by providing opportunities and encouraging pupils to develop a wider set of skills and qualities such as a model for learning, resilience, leadership, communication, a growth-mindset, empathy, and resilience, which are vital for each pupil's successful learning.

At Alfred Lord Tennyson, we place a balanced emphasis across the curriculum, valuing all subjects. We are a school that enjoys its music, sport, and arts along with its core subjects – achieving a music mark and silver sports mark. We also aim to inspire the children to identify with the subjects and develop their strengths and interests, preparing them for their future occupations and interests. Our curriculum will equip them with the knowledge and skills to become successful Scientists, Geographers, Historians, Mathematicians, Linguists, Artists, Musicians, Theologists, Athletes and Designers. We also have a rich and varied menu of enhancement opportunities to recognise and encourage talents.

Alfred Lord Tennyson School's curriculum follows the National Curriculum 2014, and we use a range of schemes that have been selected because they match our pedagogy - valuing the importance of developing children's oracy and vocabulary, encouraging critical thinking and progressively building knowledge and skills. Our curriculum is designed to teach substantive and disciplinary knowledge and skills, develop vocabulary and key concepts/themes. For each of the subjects we have developed progressive milestones, and these are developed in a wide breadth of units.

Woven throughout the curriculum is also the development of knowledge and skills to keep safe in society, maintain positive wellbeing, enrich cultural capital and to develop knowledge of British Values. We aim to provide a curriculum that can be adapted to the needs of children, whatever their background or circumstance - encouraging our children to think critically and develop a mindset that thrives on celebrating all cultures and individual differences.

Teamwork and responsibility are also an essential part of our curriculum, and we enable children to take on key roles such as School Councillors and to become Student Ambassadors. The children are also encouraged to be involved in the local community through celebrating local traditions, by learning new skills and enabling them to take an active part in supporting community events throughout the year.

We know how vital working in partnership with parents really is for children to find school a positive and rewarding experience. Each term we share with parents the breadth of learning that will be taking place so that they can encourage and explore further at home. Furthermore, we hold curriculum and information evenings where we share information with parents and carers. There are also many opportunities for parents to come into school. Throughout the year, we update parents on the progress that their children are making in our parents' evenings and provide opportunities for children to share their work in our 'Come and See' events. We also invite parents to take part in some of our curriculum enrichment and diversity events. We showcase our children's talents to our parents through our website and Facebook page and by performing to them in events such as sports day, dance day, Christmas productions and through our musical and dramatised productions.

The relationship between school, the children and parents is fundamental to achieving the best possible educational achievements and to ensure the happiness of each individual child. We always place our focus on strengthening this link and encourage parents to engage at every possible opportunity.

Curriculum Aims:

- To encourage all children to believe in and value the characteristics of R.E.S.P.E.C.T and to become confident and resilient.
- To ensure all children are ambitious, have a Growth Mindset and a determination to succeed.
- To enable the children to be good citizens, who make positive contributions to their communities.
- To develop cultural capital to give our children the vital background knowledge required to learn about and understand the world they live in, so they can flourish and reach their full potential.

- To ensure children are healthy, safe and have positive wellbeing.
- To foster, nurture and develop all talents.
- To ensure children are engaged, inquisitive and inspired to learn.
- To ensure our curriculum is broad, balanced, progressive and ambitious for all learners.
- To have a curriculum that is designed with an understanding of the working memory, making links to learning and building and deepening knowledge and skills through inclusive practices for all learners.
- To put reading at the heart of our curriculum.
- To develop oracy and expand vocabulary.
- To encourage parents to be involved in their children's learning.

Implementation:

Within our curriculum, all subjects are taught discretely but links in learning are made where possible and if relevant, to bring the learning alive for the children and to make it meaningful and memorable.

Our Curriculum is designed to develop assessment proficiency – ensuring that all pupils know why they're learning, how they're doing and where they are heading. We believe that children learn better when they "learn how to learn" and can continually talk about and reflect on their own progress. We help children develop the ability to understand what they have done well and what they now know, how the current learning links to previous learning, and what their next steps are. A carefully worked-out sequence of learning then helps them refer back to what they have already learned and where they are heading from early years to year 6 and beyond.

In every subject, we make the learning rich in opportunities to communicate. To be confident, independent and assessment proficient learners, our children need to be able to reflect on what they have learned and share their views with peers and teachers.

Our lessons have consistent features and activities that support children to engage with their learning and make good progress. Our lessons aim to:

- Ensure the learning and context are introduced in an engaging way - and adjusted for the needs of the children.
- Introduce regular and meaningful opportunities for the children to engage in discussion about what they are learning and how it links to the learning that comes before.
- Share the learning intention and the success criteria so that children are able to see the achievement of the learning intention.
- Build in plenty of opportunities for children to engage with the content throughout the modelling process - I do, we do, you do.
- Use specific questions to enable the children to engage with the learning and to enable the teacher to evaluate their understanding.
- Ensure activities match what we want the children to be able to know and do, and providing clear scaffolds for the lowest attainers as well as challenge for all.
- Ensure that there are regular opportunities for children to independently apply the skills, knowledge and understanding that they learn. This helps them to do more and remember more.

Impact:

We strive to ensure that our children make good progress and that by the end of each key stage, their attainment in core and foundation subjects is in line with or exceeding their age-related expectation. We measure this carefully using a range of assessment strategies to support teacher assessment. The majority of the assessments we carry out at ALTS is 'formative assessment'. This is the ongoing assessment of how children are learning, undertaken by the teacher and supporting adults, during the course of the learning process in each lesson and unit of work. This is an assessment for learning approach. We also carry out a 'Cold Writing' task in English and a 'Check-in' in Maths early on in the unit, to ascertain prior knowledge and where to pitch our teaching. At the end of a unit, children complete a 'Hot Writing' task in English and a 'Check-out' in Maths, to show their new learning and enable the teacher to identify any current gaps or misconceptions that may need addressing.

Children are also encouraged to evaluate their own progress. Teachers conduct ongoing formative assessment and work with children to monitor progress before reporting, evaluating and identifying gaps in attainment with parents and school leaders.

In addition, we carry out summative assessments, that take place less frequently and measure how effective the learning has been. This is an assessment of our learning approach. We currently use Pixl Assessments to assess knowledge in Reading, Maths and Spag. We also assess times tables knowledge, phonological awareness and reading ages throughout the course of the year. Teacher Assessment information for English and Maths is collated three times a year.

Our children will also leave Alfred Lord Tennyson as rounded individuals with a sense of belonging and will have developed the confidence, knowledge and skills to make decisions, self-evaluate, make connections, be resilient and become lifelong learners. We measure this not just by the work that our children produce, but in the behaviours we see each and every day within school and in their daily lives.

EARLY YEARS FOUNDATION STAGE (EYFS) PROVISION

Our EYFS provision aims is to provide a broad and balanced learning experience which embraces the seven areas of learning in the Early Years Foundation Stage. In Nursery and Reception, we encourage inquisitive, curious and creative minds through the 'Curiosity Approach'. We believe children need the opportunity to touch, handle and investigate, to explore how things work and use items that follow their own interests in their own individual learning style. We provide authentic artefacts, natural and recycled materials, loose parts to create awe and wonder for the children to use in both the indoor and outdoor environment. We ensure that environments look attractive and inviting, offering subliminal messages to come and play.

We encourage children to develop communication and oracy skills, and investigation and problem-solving skills, through interaction with adults and other children in our provision.

We will develop imagination through play and by providing a range of themed experiences such as celebrating the seasons, exploring jobs, celebrating traditions from all around the world such as Chinese New Year, Diwali, Valentines Day and Easter. These first-hand experiences allow our children to respect different cultures, gain confidence and express themselves through art, music and dance. We also hope that we inspire our children and prepare them to become the next generation of pop stars, authors, doctors, dentists, plumbers, scientists and explorers.



In our EYFS provision our children will be able to grow and develop in a fun and stimulating learning environment. We have lots of indoor and outdoor space for the children to explore.



Our outdoor provision enables them to explore, take risks and stay active. They can pedal bikes and ride on the ride ons on our purpose-built track, play and climb in our nature area, dig and cook in the mud kitchen, make music with the array of pots and pans, explore with the water equipment and grow plants in our grow beds.



At Alfred Lord Tennyson School in our EYFS Provision we aim to:

- Give our youngest children the very best start to their education by providing an appropriate curriculum, as well as a nurturing and engaging learning environment tailored to their personal needs, the needs of the cohort and to prepare them for their future learning.
- Provide an enriched learning environment that ensures all children, regardless of their background, learn through purposeful play-based activities designed to promote inquisitiveness and foster a love of learning from the onset.
- Enable all our children to develop verbally, socially, emotionally, physically and cognitively so that they are ready to successfully transition into Year 1.
- Hold high expectations for all children in our setting - promoting independence, supporting self-regulation and their 'sense of self' so that they feel that they can achieve their learning goals.
- Provide a holistic and balanced curriculum, utilising free flow activities between our indoor and outdoor areas, that encourage structured play-based activities that are child initiated, where adults join in - to support, scaffold and move their learning on.
- Provide daily core teachings and learning of reading (through the Sounds Write phonics programme), writing and maths.

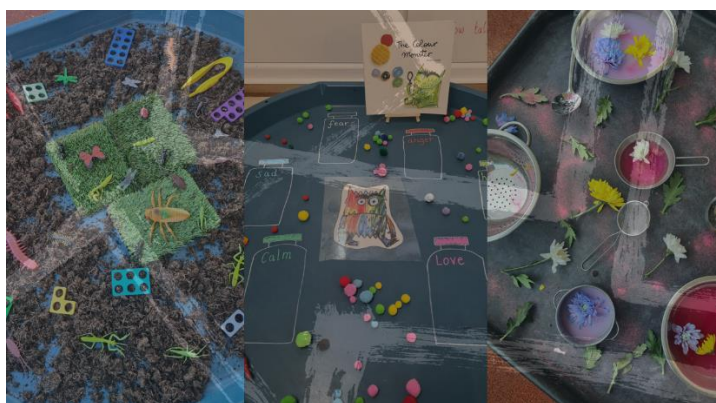
Our curriculum follows the Early Years Statutory Framework for the Early Years Foundation Stage and uses the Development Matters 2022 and Birth to 5 documents as a basis.

We have used these to create our curriculum to ensure that we deliver an engaging, well planned and progressive learning environment and curriculum.

The children will learn new skills, acquire new knowledge and demonstrate understanding through the seven areas of the EYFS curriculum:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the world
- Expressive Art and Design

These 7 areas are used to plan children's learning and activities. Planning for this curriculum is designed to be flexible so the children's unique interests are supported. Our curriculum includes a blend of whole class, guided, adult directed activities and child-initiated learning activities, to ensure children are taught the knowledge they need to learn progressively as well as following their own interests.



All Reception children complete weekly adult led Literacy and Maths tasks. We provide effective and focused interventions for those children who are finding learning challenging and are not on track to meet National Expectations at the end of the year, to enable them to catch up quickly with their peers.

Children in EYFS learn by playing and exploring, being active and thinking critically and creatively and this takes place both indoors and in our outdoor area. The Early Years Curriculum is also carefully devised to ensure that the children are introduced to key concepts and bodies of knowledge that they will re visit in Key Stage 1.

The school follows the Sounds Write phonics scheme. Through this all children learn to read and write with accuracy and fluency. The scheme provides support for parents through a selection of videos online. All staff teaching the scheme are trained and monitored regularly, to ensure a consistent and successful approach across the school.

A range of formative and summative assessments are used to identify what children know and understand and to target their next steps in learning. The EYFS team collect evidence of children's significant learning moments through observations, photos and children's work, which are shared with parents throughout the year.

To support our wider curriculum, we provide regular opportunities for parents and carers to come into school and work with their child, share their work and celebrate successes. We keep parents informed, and we meet regularly with them to ensure children's transition into school and that their EYFS journey is a happy, positive experience allowing them to reach their full potential. This includes home visits, stay and play sessions, parent workshops, Learning Journey WOW moments communicated through our App, parent consultations, annual written report as well as more frequent, informal communication to suit individual families. EYFS staff have a good understanding of how our curriculum feeds into the National Curriculum through our planning and CPD opportunities. Colleagues throughout the school are also aware of how our EYFS curriculum links to each foundation subject and the progression of the subject.

During the summer term, we offer sessions to transition pre-schoolers (from all settings) into Reception class, so that they can become more familiar with the setting and adults in the class before they begin in September. We provide families with the opportunity to participate in a home visit to encourage familiarity with the adults in the class setting and to promote a supportive home/school network around each child's learning and development. Teaching in Reception class builds on the children's learning experiences from previous preschool/nursery settings. We strive to build positive relationships with parents/carers from the outset, believing strongly in the valued partnership between parental input and school learning. We use an online platform to showcase the children's learning journey and to inform parents of their child's development in relation to the skills outlined in 'Development Matters' and to promote home-school communication, where parents/carers are encouraged to share examples of home experiences.

In Early Years we follow the Early Years Programme of study. There are on-going planned opportunities linked to the core and foundation Primary National Curriculum subjects in the EYFS (nursery and reception) through children's learning and the continuous provision. Future learning in KS1 and KS2 will build on the foundational knowledge in the EYFS. Our Early Years Lead and Curriculum Leads have carefully mapped out the sequential learning for all subjects from EYFS through to Year 6, and the disciplinary milestones for the end of EYFS, KS1 and KS2.

ENRICHMENT

In order to provide children with first hand experiences and engage them further in their learning, we provide a range of memorable enrichment activities such as experience days, trips and visitors to the school, linked to their curriculum topics. In addition, to develop cultural capital, we aim to ensure that our children experience the arts and cultural traditions. Throughout their time at Alfred Lord Tennyson School, we intend for them to visit a museum, a range of religious buildings, a gallery, a zoo and a theatre.

Throughout the course of the year, we also provide a range of affordable clubs that consist of sports, dance, choir, journalism, crafts, knitting, art and cooking, so that a range of interests are developed. We hold in-school sporting competitions at lunch times and take part in a wide range of sporting events within our local cluster and at a District level. The children also have the opportunity to showcase their acting, singing and performing talents in our Harvest, Christmas, choir concerts and end of year productions.

Furthermore, we often come off-timetable and hold special days/events to raise awareness of diversity through supporting charities and taking part in activities to raise awareness of different cultures - such as celebrating Diwali and Chinese New Year.

INCLUSION

We are an inclusive school and children with additional needs are fully integrated into the life of the school. All children access the curriculum and adaptations and support is provided according to individual needs. Mrs Appleby is our Inclusion Manager and oversees the provision for any children with additional needs.

All North Northamptonshire Council (Local Authority, LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities being met in a mainstream setting wherever possible.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties, and Sensory and Physical Needs.

The LA Local Offer:

The Children and Families Bill was enacted in 2014. Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

Further details can be found on the North Northants County Council website.

Our Inclusion Policy, which incorporates our Special Educational Needs Information Report, and our Accessibility Plan can be found in our [school policies and documentation page](#) on our school website.

For further information please contact our Inclusion Manager/SENDCo Mrs J Appleby.

Email: j.appleby@alts.northants.sch.uk or via our school telephone number or complete the online contact form on our website.

THE SCHOOL DAY

KS1 site : The school gates open at 8.45am with registration at 8.55am. At the end of the school day, pupils will be dismissed at 3.15pm into the school playground.

KS2 site : The school gates open at 8.45am with registration at 8.55am. At the end of the school day, pupils will be dismissed at 3.35pm into the school playground.

All children will have a morning break for 15 minutes and one hour for lunch time. Giving a school week of 31.66 hours in KS1 and 33.33 hours in KS2. The difference in timings enables parents to walk to our Junior

Site to collect the children after collecting any Infant children. We also offer a free early morning club for siblings at both sites to ease drop off in the morning between the two sites.

ATTENDANCE

At Alfred Lord Tennyson School, we are committed to providing a full and efficient education to all. For a child to reach their full educational potential, a high level of attendance is essential. Please see below the absence procedures and the School and Local Authority responses to poor attendance.

Why is good attendance important?

Students will:

- Keep up with work
- Understand the lessons
- Get better qualifications
- Have good friendships
- Expect to get higher paid jobs and careers

Impact of poor attendance

Students will:

- Not understand lessons
- Fall behind with their work
- Achieve less
- Get poorer qualifications
- Lose friends
- Be more likely to get into criminal activities
- Cause court action for their parents

How does attendance impact upon attainment?

- 90% attendance in a year means over **100 lessons** have been missed.
- 90% attendance **every year** means that **one year** of schooling is missed.
- **Absent from school means absent from learning**

What is considered poor attendance?

Ofsted set a target of achieving 96% attendance. Anything below 90% is classed as persistent absence and is a serious cause for concern.

Attendance Monitoring and Reporting Procedures:

We regularly monitor attendance, and when attendance falls below 96% we issue a letter informing parents. If the attendance continues to be of concern, an attendance target is set.

Persistent concerns may result in a referral being made to the Educational Entitlement Service. **It is a criminal offence under Section 444 of the 1996 Education Act to fail to secure the regular attendance of a child who is a registered pupil of the school. On conviction, the Magistrates' Court may impose a fine or imprisonment, or both.**

Northamptonshire County Council also require us to refer all children who have 5 days (10 sessions) (either consecutive or within a six-week period) of unauthorised absence. The outcome could be a Penalty Notice payable directly to the Local Authority. The Penalty Notice is £60 per parent/carer for each student if paid within 21 days, increasing to £120 if paid after 21 days but within 28 days of issue.

Types of Absence:

Each absence is classed as authorised or unauthorised. Absences are coded as authorised where reasons are considered valid and exceptional and unauthorised where no explanation is given, or unacceptable reasons are given.

Authorised Absence:

- Genuine illness resulting in unavoidable absence
- Religious observance
- Close family bereavement

Unauthorised Absence:

- Looking after relatives
- Staying at home for deliveries/workmen
- Shopping
- Having a birthday
- Oversleeping
- Holidays
- Days out
- Parental illness

Government guidelines prevent Head Teachers from granting any leave of absence during term time, unless there are exceptional circumstances (a family holiday during term time does not fall into the category of exceptional circumstances).

Medical/Dental Appointments:

Wherever possible, please aim to arrange these outside of school hours. However, we know that this is not always possible. Where children need to attend such appointments, please complete a request for absence form and indicate in advance whether he/she will be returning to school. Medical and dental appointments count as authorised absences, so we ask that, where possible, you bring evidence of the appointment e.g. text confirmation, appointment card/letter.

Procedures to follow if your child is absent from school:

- 1) Inform the school office on the first day of absence before 9:30am, leaving the child's name, class and reason for absence. This needs to be done every day your child is absent from school.
- 2) Messages regarding absence may be left on the school's answer phone, sent via Reach more Parents, email or delivered in person.
- 3) We record all reported absences, so a letter from parents/carers is not required.
- 4) If we have not heard from a parent/carer by 9:30am as to why their child is absent from school, we will telephone the contact numbers we hold on file until contact is made. If no contact is made, we may carry out a home visit as part of our Safeguarding procedures.

If you have any concerns about your child's attendance, please come in and talk to us. We are always happy to meet with you in person to ensure positive outcomes are achieved.

COLLECTION ARRANGEMENTS

When the school day ends, the Class Teacher or member of staff will be on the playground for parents/carers to collect their children from their classes, unless you wish to make alternative arrangements for your child. **Children in EYFS and Years 1, 2, 3, 4 and 5 are not permitted to walk home alone.** For those children who will be safely collected:

- Children will leave the building via their designated exit. We ask that parents/carers wait in the centre of the playground to enable the Class Teacher to bring the children out and line them up.
- Please do not take your child/children until the Class Teacher has directed your child/children to go, as it is important that the Class Teacher is aware of each child being collected. We also ask that parents/carers do not try to engage staff members during this time, as it will delay the process for other parents/carers. If you need to speak to a member of staff, please wait until the member of staff has released all of the children or contact the School Office before **4:00pm** to arrange to speak to them.
- Please note that it is the parent/carer's responsibility to ensure the safety of their children once they have been collected from the Class Teacher.
- Children may be collected by a known adult or older sibling. These arrangements must have been agreed with the parent/carers and the School Office notified. Please complete the Home Collection Arrangements form indicating what the usual collection arrangements will be for your child/children.
- If there is to be a different arrangement from the usual, and your child/children are to be collected by somebody else, it is the parent/carer's responsibility to inform the School Office or Class Teacher of the change. If the Class Teacher has not received any such message from the child/children's parent/carer or the School Office, then the child/children must stay with the Class Teacher until their parent/carer has been contacted to verify any change of arrangements. If any circumstances change for the end of school arrangements, we ask that you notify the School Office immediately so that we can update our records and inform the Class Teacher.
- If, for any reason, you are unavoidably delayed, please contact the School Office with an estimated time of arrival. Children will then be taken through to the School Office to wait for collection.

After School Clubs:

If children are staying for clubs, the adults in charge of the club will ensure that they are collected by an appropriate adult. Parents/carers **must** inform the club of the name of the person collecting.

Late Collection/Uncollected children:

In the event of a child/children not being collected at the end of the school day/club session, the school wishes to cause as little distress as possible to the child/children and to parents/carers. At the same time, the school needs to ensure the health and safety of the child/children is not put at risk.

If the pupils are not collected the procedure will be as follows:

- Attempts will be made to contact the parents/carers at home or work as appropriate.
- If the above is unsuccessful, attempts will be made to contact the emergency numbers as advised on the Data Collection form. Please ensure that we have a **minimum of two contacts** on the Data Collection form.
- Staff **will not allow** any child to leave school with anyone other than those specified by parents/carers.

If none of the above procedures are successful, Social Services may be contacted.

Your support is vital in ensuring these procedures are effective. Once members of staff become familiar with parents/carers, the process will run efficiently.

The *End of School Day Handover Arrangements* form is available on our **Home School Agreements section** on the website.

SCHOOL UNIFORM

All pupils are expected to wear school uniform. We feel that it brings pride in the school and aids positive behaviour.

Uniforms featuring the school badge can be purchased online at: rock-its-promotions.co.uk/products/school-shops/alfred-lord-tennyson-school/alfred-lord-tennyson-school

Alternatively, non-logo uniform, trousers, skirts and polo shirts can be purchased from supermarkets and other clothing retailers. We aim to also be able to offer some second hand school uniform – please speak to the school office.



It is really helpful if all items of clothing, including coats, are clearly named.

Please note denim, jeans, leggings, jeggings, hooded sweatshirts, and trainers are not school uniform and should not be worn to school. Trainers may be changed into at playtime.

Thank you for supporting the school by ensuring your child/ren are wearing the appropriate uniform.

Expectations:

Our expectations for school uniform in Early Years Foundation Stage and Key Stage 1 (Year 1 and Year 2) are:

- Charcoal grey school trousers, formal shorts, formal skirt or pinafore
- Pale blue polo shirt (plain or with the logo)
- Red v neck jumper or cardigan (plain or with the logo)
- Black school shoes (no boots, sandals or trainers)
- Grey socks or tights
- Minimal hair accessories—red or neutral colours

Summer Term Optional: Red Gingham Dress

Our expectations for school uniform in Key Stage 2 (Years 3, 4, 5, and 6) are:

- Pale blue shirt with collar to accommodate a tie
- Charcoal grey school trousers, formal shorts, formal skirt or pinafore
- Alfred Lord Tennyson School tie
- Red v neck jumper or cardigan (plain or with the logo)
- Black school shoes (no boots, sandals or trainers)
- Grey socks or tights
- Minimal hair accessories—red or neutral colours

Summer Term Optional: Red Gingham Dress

PE Kit for all year groups:

- Plain red T-Shirt (with or without the logo)
- Plain black tracksuit top/jumper for colder months
- Plain black shorts / tracksuit bottoms/black leggings
- Trainers

Please note that earrings need to be removed by the parent/carer or child before the PE lesson.

All pupils are expected to wear PE kit for their active lessons and any extra-curricular clubs they attend at school.

KS2 Pupils should come to school wearing their PE kit on their designated PE days, unless they are swimming when they will change at the swimming pool. If they are taking part in a sporting after school activity, pupils must bring their PE kit with them in a small named bag.

It is really helpful if all items of clothing are clearly named.

Please note, earrings are to be taken out for PE lessons.



Swimming for KS2:

Each KS2 year group will have a series of swimming lessons at Freedom Leisure (Splash) at some point throughout the academic year as part of their PE provision. For their swimming lesson they will need:

- Towel
- One piece costume OR
- Trunks not Bermuda shorts

Swimming hat will be provide by the pool each week.

MOBILE PHONES

Mobile phones are not permitted in lessons or at break times. Parents must sign a consent form asking for permission for their child to bring their mobile phone to school, stating the reason why your child requires a phone to be held in school. This will be at the Head Teacher's discretion. If your child is granted permission to bring a mobile phone to school, it must be switched off and placed in the School Office. The school cannot be held responsible for mobile phones, which are brought into school without permission, that get damaged or are stolen.

EARLY MORNING PROVISION, SNACK AND LUNCHES

We run an Early Morning Club in school every weekday morning. Early Morning Clubs run from 8:30am to 8:45am at both Alfred Street and Tennyson Road sites. They are available free of charge for parents who have siblings at one of our sites, to enable them to bring their child to school, where they will be safely

looked after before the start of the school day. This provision ensures that neither child is late to school. The clubs are also open to those parents that do not have a younger sibling at one of our sites, for a charge of £1.00 per child per morning.

Places are limited, therefore bookings will need to be made on our on-line booking system with payment made. If no payment is received for your child/children, then the school reserves the right to withdraw the place(s).

If you would like your child/children to attend, this needs to be booked and paid for in advance on the App.

If you have any questions or queries concerning this, please contact the School Office directly.

Healthy Eating Tuckshop KS2:

We run a healthy tuck shop in KS2 at our Alfred Street Site, which takes place every day during morning break times, which is extremely popular with the children and the staff. Our Year 6 monitors prepare and sell our produce, offering a selection of fresh fruit and vegetables as well as dried fruit and rice cakes. Our prices range from 5p to 20p an item. If you would like your child to purchase something from our healthy tuck shop, please order this via the 'Reach more parents' app. We look forward to serving more children with healthy snacks.

Healthy eating Snack Options:

To comply with the Government's Healthy Eating in Schools standards, children are required to bring into school for their snack a healthy option such as fruit, vegetables or other healthy items such as raisins or other dried fruits. We are a nut free school and therefore do not wish to have any products in school that contain nut products. However, some products may contain traces of nuts or been produced in a factory where nut products are processed. These latter two items are permissible in school.

School Lunches:

Children can bring a packed lunch to eat in school at lunchtime or they can have a pre-ordered hot meal from our dedicated foodservice providers Love Food. Please be aware that we are a "nut free" school: this includes nut products such as Peanut Butter, "Nutella" and snack bars containing nuts. This is to protect children in school with allergies.

Each year group eats their lunch in the hall under supervision.

We are delighted to be able to offer your child a nutritious and balanced hot school meal provided by Love Food. Hot meals must be ordered in advance via the Love Food website.

If you receive Income Support your child is entitled to a free school meal.

PUPIL PREMIUM AND FREE SCHOOL MEALS

The Government currently gives a grant to schools to help children from lower income families to do their very best. This funding is called "Pupil Premium" and targets young people whose families meet the criteria, or those who have one or more parents serving in the Armed Forces.

The Pupil Premium funding could make a big difference to your child's future by providing more support with key skills, financial support for you towards trips and clubs, mentoring, specialist training for staff and better resources.

Your child may be eligible for additional funding if you are in receipt of:

- Income Support
- income-based Jobseeker's Allowance

- income-related Employment and Support Allowance
- support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of Pension Credit
- Child Tax Credit (provided you're not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on - paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit - if you apply on or after 1 April 2018 your household income must be less than £7,400 a year (after tax and not including any benefits you get)

Please speak with the School Office, in confidence, about how to apply.

SCHOOL CLUBS

We do not currently offer a wraparound care. However, we aim to provide a range of extra-curricular activities during lunchtime or after school throughout the school year. These can include art club, language and culture club, crochet, gardening, choir and a range of sporting clubs. Further details of each club are sent to parents/carers on a termly basis. We aim to provide these at a low cost to our families - many of our sports clubs are currently free of charge to pupils.

COMMUNICATION METHODS

In the past, messages from school to home have relied heavily upon 'pupil post'. At Alfred Lord Tennyson School we have developed a range of modern ways to keep you informed. Alfred Lord Tennyson is looking to create an effective partnership with parents/carers by providing an open and communicative environment, forming a positive link between school and home. We are hoping to provide you with full visibility of your child's interests, strengths and commitments – as well as information about school events and developments. The following methods are utilised by the school to help create an inclusive community, where information is communicated and exchanged regularly.

Type of Communication	Information	Action for parents/carers to take
Arbor	This is the school's management information system. Occasionally you may receive an email from us via this portal.	Parents to ensure all contact details, including email, are kept up to date.
Reach more Parents	A free APP, which keeps you updated with information, news, calendar events and contact information. Receive timely updates from school direct to your phone. All letters or communications will be sent to you via this App.	Go to the Apple APP Store or Google Play Store and download the APP. Then select Alfred Lord Tennyson School. Ensure notifications are turned on. This APP is FREE! See notes below.
Facebook	The school's Facebook page will be used by the school as a positive method of communicating with you to share	Visit the and follow the Alfred Lord Tennyson School Facebook page.

Type of Communication	Information	Action for parents/carers to take
	events, announcements, guidance and most importantly to celebrate children's work, achievements and experiences.	
Website	Our website is fully up to date with copies of letters to parents that are sent via the 'Reach more parents' system and information regarding events in school. All statutory information can also be found on our website.	Visit regularly to see the updates at www.alts.northants.sch.uk

SCHOOL AMBASSADORS

Our Student Ambassadors are true role models, setting high standards with regard to behaviour and learning. They lead by example and can be relied upon to uphold the school values and ethos. Our Student Ambassador roles include: promoting sports and fitness, well-being, anti-bullying and conservation of the environment. The Student Ambassadors work with a member of staff in school to promote their cause and lead on projects.

Our school council provides a meaningful way for pupils to voice their opinions and have their views taken into account in decisions which impact upon them. It is an important and useful way to provide leadership and development opportunities for our pupils.

SCHOOL COUNCIL

School council representatives are voted in by their peers to represent their class. They attend School Council meetings and take forward the views of their class. Two of our council members are also part of the Cluster Council who visit The Ferrers Secondary School termly to meet with student councillors from other schools in the Higham and Rushden area. Following this they lead on a project decided by the cluster.

PASTORAL CARE

Wellbeing and the pastoral care of our children is at the heart of everything we do at Alfred Lord Tennyson School. In this section you will find information about the pastoral support available in school.

Discovery Base:

The Discovery Base at Alfred Lord Tennyson is our Pastoral Base in school. It is a warm and welcoming room where children can spend part of their lunch time as well as take part in our wide range of pastoral interventions. It is also where our Inclusion Manager, Mrs Appleby, and our Learning Mentor, Mrs Bunker, are based.

Within the Discovery Base there are areas for children to further develop their social skills e.g. playing board games; as well as a quiet area with comfortable beanbags, where children can enjoy time to share with a wide range of books. Many have helpful themes such as sharing, friendships and managing stronger

emotions. Displays in the Discovery Base focus on providing helpful advice to our children and celebrating their achievements.

Our space tent is a popular choice at lunch time. It is home to our collection of furry friends who support our children in learning more about supporting their own wellbeing.



Emotion Coaching:

We understand that all behaviour is a form of communication and children need to learn to understand and manage their emotions in order to self-regulate effectively for life - not only in school but also in society. Emotion Coaching is our whole school approach to teaching children about their emotions and how to regulate them. This in turn leads to improved behaviour.

The four steps are:

1. Recognising the child's feelings and empathising with them
2. Labelling and validating the feelings
3. Limit Setting – this includes stating that whilst we understand their emotions at the time, certain behaviours are still not acceptable. Hence upholding our high expectations.
4. Problem Solving - this will be part of restorative practice and will include next steps.

Pastoral Interventions:

We recognise that in addition to our weekly PSHE lessons, some of our pupils may benefit from some small group/1:1 pastoral interventions focused on specific areas to support their understanding, knowledge and skills of themes such as:

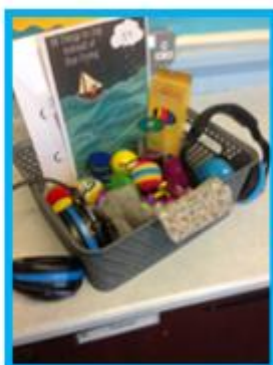
- Friendships
- Emotions

- Managing stronger emotions
- Self Esteem
- Developing social skills
- Further interventions include Drawing and Talking and Protective Behaviours and Social Conversations.

If we feel your children would benefit from attending one of these interventions, we will inform parents/carers of this. We work together with parents to ensure that any strategies learned in pastoral sessions are shared with parents/carers, so that if they wish they can discuss them and/ or encourage their child to use them, when relevant, at home.

Supporting Wellbeing in the classroom:

Each of our classrooms has a wellbeing basket. They include a range of resources such as ear defenders, fidget toys, sensory objects and prompts to support children with their learning.



Lunch club:

At ALTS we ensure that all children have the support they need to have an enjoyable and successful lunch time, leaving them ready to start afternoon learning promptly. Lunch club is an important part of this, where children eat together, after which they have the opportunity to play games and /or jigsaws - developing their social skills - or to complete arts and crafts activities. Free choice Friday is where Lego and the mini football/pool table make an appearance! All children also have time on the playground. Lunch time is roughly split into thirds, with 20 minutes spent on each of the following: eating, playing and time on the playground.

Magic Breakfast Provision:

As a school we are partners with Magic Breakfast, an organisation who have the motto 'no child should go hungry' and they provide us with subsidised breakfast supplies such as bagels, toast and cereal. We ensure that when our children come into school first thing in the morning, they have free access to breakfast supplies within their classroom.

Uniform Bank:

We aim to keep a bank of spare uniform for children in school so that if for any reason they have a problem with their own school uniform, they can borrow from our supply, ensuring that they are not worried about uniform issues or are made to feel different.

Food Bank:

Alfred Lord Tennyson school also are partners with the 'Neighbourly Scheme' who redistribute surplus goods from local food stores. Our Family Support Worker collects these supplies which we then use to support our families in need. Any family can contact our Family Support Worker and request a food parcel.

At Alfred Lord Tennyson School we are committed to supporting the positive mental health and wellbeing of our whole school community (children, staff, parents and carers). We recognise that mental health and emotional wellbeing are just as important to our lives as physical health.

We endeavour to ensure that our children are able to manage times of change and stress. We aim to ensure that they are supported to reach their potential and to access help when they need it. We also have a role in ensuring that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help or support.

At Alfred Lord Tennyson we have a Designated Senior Leader for Mental Health – Mrs Appleby - and Student Wellbeing Ambassadors.

If you have any questions about the mental health or wellbeing of your child/children, please get in touch via the school office.

In school, we support children's mental health through:

- Calming classrooms
- Exciting learning opportunities
- Strong positive relationships with staff
- A behaviour policy built on a relational approach
- Teaching of personal, social, health and relationships education (including online safety)
- Social, emotional and mental health (SEMH) interventions, such as Lego therapy, friendship groups and managing emotions
- Helping children to be resilient learners and to manage setbacks
- Accessing external support when needed such as MHST
- Supporting and training staff to develop their skills and their own resilience
- Developing an open culture where it's normal to talk about mental health
- Covering Mental Health and Wellbeing in our Curriculum

Learning about mental health and wellbeing is integrated into our curriculum.

In Science our children learn about nutrients in foods and what healthy eating looks like. In PE, they learn about the importance of 60 active minutes.

Our PSHE curriculum includes learning in each year group about:

- Being me in my world
- Celebrating differences
- Dreams and goals
- Healthy me
- Relationships and changing me

MEET THE TEAM

Head Teacher

Mrs O'Connor is the Headteacher of Alfred Lord Tennyson School and splits her time working across both sites supported by the Senior Leadership Team.



Family Support Worker

Our Family Support Worker, Mrs Bunker, works within our school to help children and families with any difficulties they may be experiencing. She is here to listen, offer support and practical advice and sign post to outside agencies. Her job is to ensure that every child is safe, happy and healthy.

The Family Support Worker helps to bridge the gap between home and school. She will signpost parents/carers to relevant agencies so that they may get the best support for them and their family, as well as provide information about courses available locally or virtually that may also help.

Mrs Bunker is also able to arrange an Early Help Assessment (EHA). An EHA is a simple way to help identify the needs of children and families and make a plan to meet those needs. It's purpose is to provide a coordinated response so no-one in the family misses out on the support they need.

Mrs Bunker is available every morning at the start of the school day at the school gate. You can make an appointment by phoning or emailing the following address: l.bunker@alts.northants.sch.uk



Learning Mentor

Mrs Hall is our Learning Mentor, her role as the Learning Mentor is to build confidence, raise self-esteem, build resilience and motivation, improve social skills, form relationships with friends, family and staff, improve attendance and punctuality, remove barriers to learning and to help children achieve their potential.

Our Learning Mentor works with individuals, groups of children, teachers, other members of staff, parents/carers and external agencies. These are some of the strategies that the Learning mentors use:



- 1:1 mentoring sessions to discuss problems and address how these may be overcome.
- Individual sessions focusing on particular issues such as behaviour, bullying, attendance etc.
- Group activities - focusing on specific areas, such as resilience, self-esteem, friendships etc.
- Liaison with parents and other agencies where necessary.

Teaching Staff	Role	Other Responsibilities
Mrs K O'Connor	Head Teacher	Designated Safeguarding Lead, Designated LAC Lead, Attendance Lead, British Values, Community Cohesion
Mrs S Smith	Assistant Head Teacher	Deputy Designated Safeguarding Lead, Leader of Curriculum Assessment, Maths, Pixa Lead, Data Analysis, Year 6 Transition
Mrs J Appleby	Inclusion Manager/Senco	Deputy Designated Safeguarding Lead, Pupil Premium, Inclusion and SEND, Intervention, Behaviour and Mental Health Lead
Mrs K McCaughey	Early Years Foundation Stage	
Mrs D Parker	Year 1	RE, PSHE,
Mr C Butler	Year 2	English KS2, Sports Funding and PE
Miss V Shelley	Year 3	Art, DT, Year Y2 Transition
Mr N O'Ceallaigh	Year 4	ICT, Music, Choir and Peripatetic
Miss M King	Year 5	Wider Curriculum Manager - History, Geography, Science, LAT Pathways, Healthy Eating Lead
Mrs S Smith	Year 6	Assistant Head. DDSL. Maths Lead
Mrs K Campbell	Year 6	French Lead
Learning Support Staff		
Miss R Almond	Teaching Assistant	
Miss S Arch	Teaching Assistant	
Mrs L Brown	Teaching Assistant – Nursery and Reception	
Ms L Bunker	Family Support Worker	Deputy Designated Safeguarding Lead
Miss G Camp	Teaching Assistant	
Mr J Cox	Teaching Assistant, PE and Clubs	
Mrs S Ebsworth	Teaching Assistant	
Mrs N Hall	Learning Mentor	
Mrs T Kingsbury	Teaching Assistant	
Mrs L Lawrence	Teaching Assistant	
Mrs A Pearson	Higher Level Teaching Assistant	
Mrs C Sturman	Cover Supervisor	
Mrs P Samuels	Teaching Assistant	

Office Staff

Mrs T Mallinson-Weir	School Bursar/Office Manager	
Mrs T Paradise	Administrative Assistant	
Ms J Wilmott	Administrative Assistant	

Mid-day Supervisors

Miss L Lawrence	Infant Site	
Mrs P Samuels	Infant Site	
Mrs S Ebsworth	Junior Site	
Mrs K Wills	Junior Site	

Site Staff

Mrs L Munns	Site Manager	
Mrs T Young	Cleaner	

GOVERNANCE

The role of the Governing Body is to oversee the success of the school and work in partnership with the Head and teachers to agree priorities and monitor progress towards them. ALTS Governing Body is there to provide constructive support and challenge to the Head and teachers to enable them to do their jobs to the best of their ability. ALTS Governing Body also works as a decision-making body with corporate responsibility to work in the best interests of the school.

The overall role of a governing body is a strategic one. Its key functions are to:

- Set the aims and objectives for the school
- Set the policies for achieving those aims and objectives
- Set the targets for achieving those aims and objectives
- Monitor and evaluate the progress the school is making towards achievement of its aims and objectives
- Be a source of challenge and support to the Head.

Our Governing Body does not run or manage ALTS. It has no responsibility for the internal organisation or management of the school.

We welcome applications for Parent Governors.

School Governors at Alfred Lord Tennyson School:

Position	Name
Chair	Mr R Scarfe – Co-opted Governor Term of Office – 1 st September 2023 to 31 st August 2027 Pecuniary Interests - Personal or close family relationship - Daughter is a School Improvement Manager for West Northants Council
Vice Chairperson	Mrs L Baker – Co-opted Governor Term of Office – 1 st September 2023 to 31 st August 2027 Pecuniary Interests - Personal or close family relationship - Married to Mr J Baker (co-opted governor)
Headteacher	Mr K O'Connor (Headteacher) Pecuniary Interests - Personal or close family relationship - Husband works in the Finance Department for Adult Social Care at North Northamptonshire County Council
LA Representative	Mrs C Kirby Term of Office – 1 st September 2023 to 31 st August 2027 Pecuniary Interests - None
Parent Governors (elected)	Mrs Annette Dagwell Term of Office – 26 th November 2023 to 25 th November 2027 Pecuniary Interests - None
	Ms Sally Love Term of Office – 26 th November 2023 to 25 th November 2027 Pecuniary Interests - None
Co-opted Governors (appointed)	Mr J Baker Term of Office – 1 st September 2023 to 31 st August 2027 Pecuniary Interests - Personal or close family relationship - married to Mrs L Baker co-opted governor and Vice Chair of the Board of Governors
	Mrs B Martin Term of Office – 1st September 2023 to 31st August 2027 Pecuniary Interests - None
	Vacancy
	Vacancy
Staff Governor	Mrs C Sturman Term of Office – 1 st January 2024 to 31 st December 2027 Pecuniary Interests - None
Clerk to the Governors	Ms L O'Sullivan

FRIENDS OF ALFRED LORD TENNYSON SCHOOL (FOALTS)

Friends of Alfred Lord Tennyson School (F.O.A.L.T.S.) is the name of our Parent Teacher Association (P.T.A.). They are a group of parents, staff, friends of the school and governors who support the school with extra-

curricular events such as Sports Day, Parents' Evenings and Dance Day. In addition, our FOALTS plan and hold a range of events for children and families of Alfred Lord Tennyson School, whilst at the same time raising money that can be spent on enrichment for the school. Events include school discos, film nights, Frozen Fridays and the Summer Fair.

Monies raised have so far contributed towards school trips, play equipment, Year 6 leaver gifts and iPads for the whole school.

We are always looking for more volunteers in order to help with the organising and running of the events. If you are able to help, or have any ideas for fundraising, please contact us via the School

Office schooloffice@alts.northants.sch.uk

CONTACT INFORMATION

Alfred Lord Tennyson School

Email: schooloffice@alts.northants.sch.uk

School website: www.alts.northants.sch.uk

Infant Site

Highfield Road

Rushden

NN10 9QD

Telephone: 01933 314161

Junior Site

Alfred Street

Rushden

NN10 9YS

Telephone: 01933 353762

KEY INFORMATION

Admissions

Alfred Lord Tennyson School is a Local Authority Maintained School and therefore North Northamptonshire Council is the admission authority for the school. Detailed information regarding admission arrangements to schools in the county and to the Appeals Procedure for parents to follow if their preferred school is oversubscribed, are contained on the North Northamptonshire Council website. Further details regarding Admissions and appeals arrangements can be found in our Admissions Policy on our [school policies and documentation page](#).

Entry for Reception Year:

All admissions for Reception Year must be completed online and submitted to North Northamptonshire County Council by 15th January prior to their start in September. Parents/carers will receive their offer of a school place in April.

Entry into other school years:

If you are moving into the area and need a school place for your child, you will need to apply for an in-year school place on the North Northamptonshire Council website.

Charging and Remissions

Alfred Lord Tennyson School (ALTS) does not charge for any activity undertaken as part of the National Curriculum. However, the Governing Body recognises the valuable contribution that a wide range of additional activities, including trips, visitors, clubs and residential experiences can make towards the pupils' education. The Governing Body aims to promote and provide such activities both as part of a broad and balanced curriculum for the pupils of the school and as additional optional activities. The following is a list of activities organised by the school, which may require voluntary contributions from parents. This list is not exhaustive:

- visits to museums;
- sporting activities;
- outdoor adventure activities;
- visits to the theatre;
- residential visits;
- musical events;
- transport expenses;
- curriculum enrichment activities e.g. companies brought in to provide children with experiences such as handling animals, creating history scenes, etc.

The Governing Body reserves the right to make a charge in the following circumstances for activities organised by the school:

- Residential Visits During Key Stage 2
- Activities Outside School Hours
- Individual Instrumental Tuition
- Breakage, Loss or Damage
- Sports Activities
- Freedom of Information requests
- Breakfast Club and Tuck Shop

For further information please see our policy on our website.

Complaints

Should you have a concern or query please speak to the class teacher. If you are not satisfied with the response, please follow the complaints policy on our website.

First Aid and Medication

Children who have accidents will be administered First Aid in school. If the injury requires medical attention, the child's parent will be contacted in order that the parent may accompany the child to the Medical Centre. Where a parent cannot be contacted, the child will be taken to the Medical Centre. In the event of a major injury, an ambulance will be called.

Medicines, including asthma inhalers, should only be taken at school when it is essential to do so. In all cases, a Medical Permission form is required to be signed by parents stating the dosage and time. All

medicines must be taken to the School Office for checking of paperwork to ensure it has been signed and dated, and that the medicine has the child's name if prescribed by the Doctor. Medicines that require adult supervision to be administered, such as anti-biotics or creams or where children have been prescribed a controlled drug, will be kept in the School Office and will be self-administered (where possible) under voluntary supervision. Full details of procedures are available in our Administration of Medicines Policy.

Asthma inhalers should be named and sent in the original boxes and will be kept in the classroom, in the First Aid sealed box for the classroom, along with the child's signed paperwork and staff will complete the form each time a child uses the inhaler.

Medicals, hearing and vision screening tests can be arranged through the School Nurse. Checks for head lice are not undertaken by the Health Authorities but are considered a parent's responsibility. Please inform the school if your child contracts head lice.

It is also important to notify the school if your child contracts any infectious disease or has any medical condition, which might affect his/her well-being at school.

The School Nurse is available at school upon request, for parents who wish to consult on any matter concerning their child. Contact details are available through the School Office.

Insurance

Parents should be aware that there is no universal personal accident cover for children. Special arrangements are, however, made in this respect for school children involved in 'Work Experience' activities. Because it has no insurance interest, the Council's policies cannot extend to cover pupils engaged in educational visits, school journeys, etc., although the General Liability Policy protects the Council against the consequences of actions brought against it on behalf of pupils.

Schools normally take out insurance for visits abroad and also for visits in this country involving an overnight stay. The school can provide more detailed information on request; parents are, of course, at liberty to take out insurance on an individual basis, should they want additional cover for their children.

RECORDS

The Local Authority has a policy of schools keeping Pupil Profiles and Records. As children are admitted to school, a L.A. Folder/File is opened on them. The folder, which will be added to and reviewed annually, will be passed to the child's next school.

The folder will contain the following information:

1. Name, address, date of birth, Doctor Surgery, etc.
2. Information concerning the child's personal circumstances.
3. Reports and records of the child's achievements.

Please note that it is the Authority's policy to provide open access to all pupil records. Parents may, therefore, if they wish, ask to see their children's records by appointment with the Head Teacher. Records will be confidential to all except those who have a rightful access to them.

In accordance with regulations covering information for parents, the following documents are available for inspection in the School Office:

1. Statutory instruments concerning the National Curriculum.
2. The L.A. Statement of Curriculum Policy.
3. A copy of the arrangements made for the consideration of complaints about the school curriculum.
4. SRE information.
5. Copies of all school policies are also available for inspection in the School Office.

If parents are interested in the schemes of work used within the school, they should talk to their child's Class Teacher.

We are required to send key information to both parents (i.e. adults with parental responsibility for that child) therefore, if parents reside at different addresses, we will require both addresses and contact details to be added to our information system. Likewise, if a Court Order has been issued, we will require this to be brought into the School Office for a photocopy to be taken for our records.

For Safeguarding reasons, we require a **minimum of two contact numbers** to be held on our information system for each child in school. This can be partners, Grandparents, Uncles/Aunties, or other family members.

Relevant Policies

Alfred Lord Tennyson School Policies can be found on our school website or copies can be requested from the school office.

[School Policies and Key Documents - Alfred Lord Tennyson School \(alts.northants.sch.uk\)](http://alts.northants.sch.uk)