



**Woodlands
Junior School**

Caring about learning,
proud to shine

School Prospectus 2011-2012



Woodlands Junior School

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Dear Parents,

On behalf of all the children, staff and Governors I'd like to welcome you to Woodlands Junior School.

We are a school that likes to celebrate success – at every level. The life of the school is driven by enthusiasm and a desire to achieve. We aim to bring learning alive, making it exciting and stimulating. We want to give our children a thirst for learning that continues with them throughout their future school experiences and lives.

An essential ingredient for this to happen is teamwork. We view education as a joint venture, involving everyone – children, parents, staff, Governors and the wider community. We hope that we will be able to depend on your co-operation and support in this partnership, knowing that together we can provide the best for every child.

This booklet has been created to answer as many questions as possible that might be asked about our school. We hope it will alleviate any anxieties that children (or parents) may have when joining us.

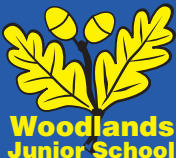
We are confident that with a talented team of both teaching and non-teaching staff we can provide a smooth transition for any child joining the school and strive to meet the needs of all.

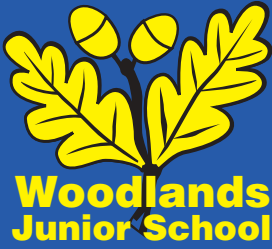
If you should have any questions, please do not hesitate to contact me.

I look forward to meeting you.

Yours sincerely,

Mrs. M. Priestley
Headteacher





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Our School

Caring about learning, proud to shine

Educational aims for our school

We aim for us all, as learners, to:

- feel safe and valued as part of a caring community that celebrates success.
- be independent thinkers / learners who are able to seek solutions creatively and co-operatively.
- inspire an 'enquiring' mind and ask questions.
- be confident enough to take risks in our learning.
- experience and actively participate in a relevant, enjoyable curriculum that evolves to meet the needs of all.
- be able to listen and articulate responses showing consideration to others.
- be polite and courteous.
- be proactive in our responsibilities towards the community, society, the environment and economy, linking 'real life' with our learning.
- understand and respect diversity.
- be aware of and recognise our own learning needs and be involved in planning future steps.
- develop a sense of self esteem: be well balanced and healthy individuals.

Admission

Woodlands Junior is a school for boys and girls from 7 – 11 years of age and is maintained by Kent County Council. We are a three form entry school with a published admission number (PAN) of 96. Should this number be exceeded, we will follow the Local Authority (LA) set criteria for admission when offering places.

Places are allocated according to the authority's published criteria which are, in priority order:

- Parental wishes.
- Current family association ie. a sibling in the infant school at the time of entry.
- Health reasons (for which a medical certificate may be required).
- Nearness of the child's home and ease of access to school.

Pupils transferring into the school are admitted using the same criteria.

Organisation

Our school has twelve classes catering for a full range of ability across the National Curriculum within Key Stage 2. There are currently no mixed-age classes. Class teachers are responsible for the children's welfare and delivery of the curriculum. Work is planned jointly, in Year Teams of three classes, with close liaison, communication and support from our teaching assistant team. During planning, Year Teams share the preparation of work, drawing on different experiences, knowledge and expertise to ensure work is relevant and well matched to meet the needs of the children. In this way, we are able to utilise the strengths of a large staff team and enhance the quality of learning and teaching here at Woodlands.

School Council

Our 'School Council' is made up of twelve children from across the school. These children are elected to be representatives for their class and attend fortnightly meetings to discuss relevant matters of interest concerning school organisation and development. The School Council is actively involved in decision making within the school and regularly conducts surveys to gather views and opinions from their peers.

Any child in the school may put forward a suggestion to the School Council by simply posting a note into the 'suggestion box' located in the school hall. A response will be made by the School Council either personally or during one of our school assemblies.

The aim of the School Council is to develop an awareness of citizenship and involve all our children, to some extent, in the running of the school.

Times of the day

Morning school: 8.55am - 12.15pm

Afternoon school: 1.15pm - 3.15pm

Children are requested to arrive at school at 8.45am where they will be met by a member of staff and the school doors opened. Before this time, the school is not responsible for the safety of the children on the school premises.

Registration takes places promptly at 8.55am and again at 1.15pm.

Staff in Years 4-6 escort children onto the playground at the end of the day. Children in Year 3 must be collected from the classroom at the end of the day.

Children must attend school for 190 days and staff for 195 days. As a result, there will be five in-service training closures. The dates of these closures will be sent home well in advance. The school week consists of 23 hours 5 minutes lesson time; this does not include registration, collective worship or playtimes.

When dropping off or collecting your child please drive safely and park considerately. Cars should be parked away from school premises as children can be walked into school via the footpaths at either entrance.

Lunch

Lunch is a time children enjoy together – whether a packed lunch or school dinner. Our school hall becomes our dining room where Years 3 and 4 pupils are seated between 12.15pm - 12.45pm and Years 5 and 6 between 12.45pm - 1.15pm.

School dinners are cooked daily on site in our school kitchen. All our meals meet new Government standards and are nutritionally analysed. Those children requiring a school dinner may pay weekly by bringing their money on a Monday morning in a clearly named and labelled envelope. However, termly payments can be made in advance and are preferred.

Packed lunches may also be brought – but no glass containers or nut products please! A named packed lunch box would be extremely helpful.

Uniform & equipment

School Uniform:

- Grey trousers / grey skirt
- White polo shirt / blouse
- Royal blue sweatshirt / cardigan
- Royal blue fleece jacket
- Grey / white ankle socks (summer)
- Grey or black tights (winter)
- Blue & white or gold & white striped / checked summer dress.

PE Kit (in a named bag) as follows:

- Round-necked t-shirt (white or house colour)
- Blue / black shorts
- Trainers
- Dark blue / black tracksuit or jogging bottoms / sweatshirt (winter)
- Water bottle
- Inhalers should be carried by your child if needed. Alternative arrangements should be made with the class teacher or office staff.

Other useful equipment:

- Art apron (preferably long sleeved)
- Book bag
- A supply of writing and coloured pencils
- 30cm ruler
- Glue stick
- Pencil sharpener
- Eraser
- Handwriting pen – blue ink (Years 4, 5 & 6)
- Hat / Suncream (summer)
- Sweatshirts, polo shirts and most of the other stationery goods can be purchased from our school shop which opens every Tuesday between 3.00pm - 3.45pm. The shop is located in the school office.
- Order forms will be given to all new parents.



Our Team

Headteacher

Mrs. M. Priestley

Deputy Headteacher

Mr. M. Chatley

Teaching Staff

Mrs. M. Anacleto

Mrs. G. Barnett

Mrs. T. Brown

Mrs. L. Brownell

Mr. D. Childs

Mrs. T. Daters

Mrs. L. Easto

Mrs. H. Fraser

Mrs. M. Kennedy

Mrs. K. Kimber

Mrs. A. Littlejohn

Mrs. C. McCarthy

Mrs E. Newsome

Mrs. S. Rees-Porter

Miss. K. Ridger

Mrs. D. Stephen

Miss. R. Tye

Mrs. C. Usher

Mrs. S. Wade

Mrs. B. Wallis

Inclusion Manager

Mrs. R. Tarrant-Blick

Office Team

Mrs. H. Fitzpatrick

Mrs. D. Harbour

Mrs. S. Martin

Teaching Assistants

Mrs. I. Allen

Mrs. A. Baer

Mrs. A. Bishop

Mrs. N. Bradford

Mrs. L. Butcher

Mrs. C. Cemm

Mrs. S. Chalklin

Mrs. A. Charters

Mrs. D. Chick

Mrs K. Corbett

Mrs. H. Coulstock

Mr. M. Heath

Mrs. J. Jesson

Mrs. D. Lewis

Mrs. J. Minster

Mrs. D. Nunn

Mrs. T. Pattanshetti

Miss. T. Stead

Mrs. C. Taylor

Mrs. F. Taylor

Teaching Assistants (ICT)

Mrs. S. Chilton

Mrs. A. Wagstaff

Midday Supervisors

Mrs. N. Bradford

Mrs. C. Green

Miss. L. Lanckmans

Mrs. A. Lear

Mrs. D. Nunn (Team Leader)

Mrs. P. Payne

Mrs. J. Punch

Mrs. M. Simmonds

Site Supervisor

Mr. B. Hine

Woodlands Governing Body

Chair of Governors

Mrs. L. Young

Parent Governors

Mrs. S. Connor

Rev. M. Kent

Mrs. A. Minton

Community Governors

Dr. G. Court

Mrs. N. O’Keeffe

Mr. A. Marriott

Local Authority Governors

Mr. P. Godsall

Mrs. S. Woodrow

Staff Governors

Mrs. M. Priestley (Headteacher)

Mrs. S. Martin

Mrs. C. Usher

Clerk to Governors

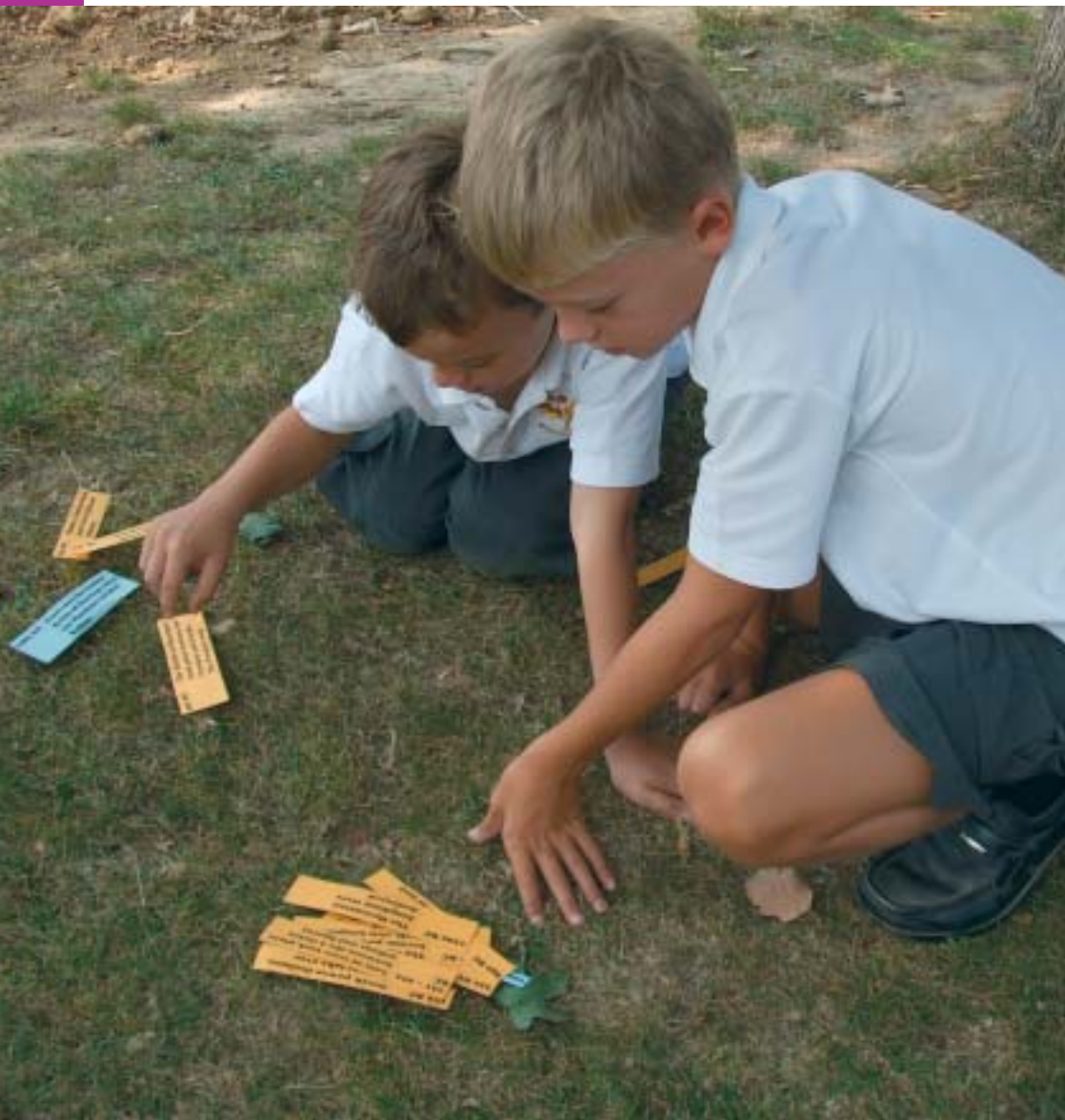
Mrs. S. Brew

The Governing Body is responsible for the management and direction of the curriculum, conduct of the school and budget.

The Headteacher is accountable to the Governors for the internal organisation and daily running of the school.



We are able to utilise the strengths of a large staff team and enhance the quality of learning and teaching.



Curriculum

At Woodlands we aim to instil children with an enthusiasm for learning and prepare them for future school life.

Introduction

We want all our children to experience success and enjoy their learning whilst at school. We aim to achieve this through high standards of learning and teaching within a happy, structured and caring environment.

The skills of true thinking (reasoning, creativity, judgement and memorisation) allow individuals to grow intellectually. Our children are given the chance to perform these mental operations at an appropriate level for their development, in accordance with the National Curriculum.

Through a variety of teaching methods and strategies, we aim to instil children with an enthusiasm for learning and prepare them for future school life. Teaching methods, ranging from whole class 'chalk and talk' to individual personalised programmes of study are chosen, as appropriate, to meet the task or skill being focused upon.

During the course of the year, the children will encounter a range of teaching methods. They will mainly be taught by their own class teacher, although we do have specialist teachers in some areas, enabling us to best use the individual expertise of a large, talented teaching staff.

Our curriculum strives to ensure breadth and balance and makes it difficult to work within the parameters of separate subjects for all of the school day. In fact, children learn faster and more effectively when skills and concepts are

linked between subjects at the same time. For example, in Year 3 the local environment is studied – history, geography and maths combining through scale, co-ordinates and mapwork.

We plan topics carefully so continuity and progression are smooth and aid development. Topics enable us to identify skills, concepts, knowledge and ideas from individual subjects and bring them together in a cohesive way.

Our children are generally taught in their mixed ability class groupings, with all children studying the same area. However, work is appropriately differentiated (either simplified or extended) to match all ability levels. Each Year Team groups children by ability for maths 'sets' when the children work with their peers from other classes across the year.

Additional educational needs

All children are valued, respected and welcomed to the school whatever their additional educational need. We will support their learning and ensure they are fully included in all school activities, making full use of externally provided facilities where appropriate.

Special educational needs

The Special Educational Needs Code of Practice 2001 recognises that there are four broad areas:-

- 1 Communication and interaction (language and autism spectrum disorder)
- 2 Cognition and learning (general learning and specific learning difficulties)
- 3 Physical and sensory
- 4 Behavioural, emotional and social

Our set procedure for identifying and assessing the special needs of individual children involves pupils, parents, teaching staff and external agencies.

We are able to provide an environment which enables access for all pupils regardless of their need. Our accessibility plan and equality scheme enable optimum participation in the school community for pupils, and prospective pupils, with a disability.

A leaflet providing more detailed information for parents entitled 'Special Educational Needs' is available from the office.

Gifted, able and talented

Our school will have, at any time, a number of able, talented or gifted pupils. We recognise academic and practical performance as well as those who show outstanding artistic, musical and creative talent, physical skills, leadership qualities and the ability to process ideas and information.

English as an additional language (E.A.L)

Together with the support of external services, we build on the children's cultural and linguistic experiences to develop their understanding and use of English. We welcome parents and carers into school and embrace opportunities that will enrich our school community.

Child protection

The Governors and staff of Woodlands Junior School take seriously their responsibility to promote the safeguarding and welfare of all children entrusted to our care.

The Designated Child Protection Co-ordinator (DCPC) is the Inclusion Manager.

As part of the ethos of the school, and with regard to the Every Child Matters Children's Act 2004, we are committed to:

- providing an environment in which children feel safe, secure, valued and respected, confident to talk openly and sure of being listened to.
- providing suitable support and guidance so that children feel confident to approach appropriate adults.
- using the curriculum to provide opportunities for increasing self awareness, self esteem, assertiveness and decision making.
- working with parents to ensure the welfare of all children which may involve other agencies.
- ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication.

Links with other schools

We ensure that all transfers between schools are planned, monitored and supported to enable successful outcomes. We collaborate

with children, parents / carers and other support services where appropriate to make joint planning arrangements.

Intended topics

Year 3

Terms 1 & 2: The Romans
 Terms 3 & 4: Small vs Sprawl
 Term 5: Weather & Climate

Year 4

Terms 1 & 2: Ancient Egypt
 Terms 3 & 4: Tonbridge: A Local Study
 Term 5: Rivers

Year 5

Terms 1 & 2: Ancient Greece
 Terms 3 & 4: Tudors
 Term 5: Recycling

Year 6

Terms 1 & 2: Britain Since 1930s
 Terms 3 & 4: World Environments
 Term 5: Isle of Wight

In Term 6, the whole school undertakes a planned topic. In 2010 it was Central Southern America and in 2011 we studied Oceania. These topics allow many cross-curricular links in a creative and exciting way.



Homework

Working at home can help develop a child's self discipline and promote a motivating attitude towards study and learning.

In March 2008, we asked all parents of the school to complete a homework questionnaire. The aim of this was to gather parental opinion so that we could work in partnership with them and provide an effective homework system that enables all our learners to either consolidate or extend their learning.

We consider it important for homework tasks to be purposeful and matched to the ability of the individual children and as a result, in

accordance with Government guidelines, each year group follows a homework timetable appropriate to the age of the child. An outline of homework is given to parents at each year group introductory meeting in Term 1.

Homework diaries are issued to all children at the start of each academic year and are used to record reading activities and homework tasks.

The homework diary is also used as a useful tool for communicating between school/home. Messages can be sent (in both directions) using the diary providing regular feedback and information for both teacher and parent.



We want all our children to experience success and enjoy their learning whilst at school.

Core subjects

English

We use English to communicate in both written and spoken form. We use language to build our view and opinion of the world and our community. We continue to learn, develop and enhance our knowledge and understanding of English throughout our lives.

English is taught based on the Renewed Primary Framework and Literacy Strategy. It is taught daily with work appropriately differentiated to match all abilities.

With parental support, we want our children to:

- speak clearly and confidently in any situation.
- listen actively and respond appropriately, developing knowledge and opinion.
- read fluently for both pleasure and information.
- write clearly and with confidence in any given genre.
- use spelling rules, phonics and grammar accurately.
- be able to proofread their own work and make amendments and improvements.

Mathematics

Maths is used every day whether we realise it or not! For example, we check our change when out shopping, estimate the cost of a new carpet or decide what time we need to leave the house to get to the train station.

We aim to provide our children with a wide mathematical education taught in an enjoyable, relevant and creative way. We use 'real life' experiences so children begin to understand the importance of applying maths skills in order to solve problems and engage them for future learning.

Maths is taught daily based on the Renewed National Numeracy Strategy. Children move through the Key Stage building on existing skills and developing their knowledge and understanding. Pupils explore all four number operations and are encouraged to try different strategies that best suit their learning.

Pupils explore shape and space and develop their measuring skills in a range of contexts. They are given lots of opportunity to discuss their methods and encouraged to use the appropriate mathematical vocabulary.

Children are mainly taught maths in ability groups but also have experience of mixed ability lessons.

We want our children to know and understand mathematical concepts, skills, facts, relationships and strategies and be able to apply and communicate these in a confident way.



We plan topics carefully so continuity and progression are smooth and aid development.





Science

Every child has a natural curiosity about the way the world works. Science at Woodlands Junior School enables your child to find out how they can get answers to questions such as what size wings make the best helicopter, or why the sun seems to move across the sky or can a bean seed grow upside down?

Science is a systematic investigation of the physical, chemical and biological aspects of the world, which relies on first hand experiences and on other sources of information. The scientific process and problem solving activities will be used to deepen your child's understanding of the concepts involved.

At Woodlands Junior School we aim to develop pupils' enjoyment and interest in science and an appreciation of its contribution to all aspects of everyday life. We wish to build on pupils' curiosity and sense of awe of the natural world through the use of a planned range of investigations and practical activities. At the same time, the children will be able to develop their ability to plan fair tests, make predictions, record results using ICT, diagrams, graphs, tables and charts and to make generalisations about their learning. We also value the use of scientific vocabulary and model this with our children, encouraging them to use it to explain their scientific thinking

Information and Communication Technology

You can email through your TV, surf the internet on your mobile phone, even do the weekly shop from the comfort of your own home via your PC; modern technology is changing the way we live and work. Our children need to learn how to manage it all – to get hold of information, evaluate its suitability, store it, share it with others and tailor it to meet their own needs. That's where their information and communication technology (ICT) lessons come in! In our newly-equipped computer suite, the children learn how to safely navigate the internet and communicate through emails, develop digital photography skills, use sound and video recording equipment and access a wide variety of software.

Interactive whiteboards throughout the school, along with digital microscopes, sensor equipment, digital cameras and voice recorders, to name but a few available resources, ensure that ICT can be used as a learning tool throughout the curriculum.

We aspire for our children to confidently and independently use and apply information technology skills to support and extend their learning. We hope to develop a culture where the use of ICT becomes second nature to our pupils, thus ensuring they are ready and able to embrace the technological advances in their futures.



Foundation subjects

Geography

We want the children at Woodlands to develop their knowledge of people and places and to understand the physical, social and economic forces which shape those places and the lifestyles of the people who live there.

Our geographical studies cover the local environment and issues of immediate relevance to the area. The children then extend their knowledge of the physical and human features of the wider world. They use a wide variety of sources, including maps, the internet and photos to establish the location of countries, cities, mountain ranges, rivers and seas or oceans. Children are also introduced to the economic and environmental factors which affect development and sustainability.

We use an 'enquiry' based approach to learning which enables the children to explore geographical questions as independent researchers. The children are encouraged to make links across the curriculum, and use skills learned in English, History, ICT, Mathematics and Science to further their learning. Field trips are also an important means of connecting the children with their locality.

We hope that exposure to the cultural and environmental diversity of the world will help the children develop into caring and well informed adults of the future.

History

We don't view History as simply facts and dates here at Woodlands, but see it as a chance to become a detective and explore the past in an exciting way. History is taught mainly through a topic based approach and gives the children a chance to explore a wide range of sources from which the past may come alive.

History allows our children to compare and contrast, to examine how and why things have changed, to learn about historical characters and expand their research skills. Children investigate and record their findings using a variety of media: through literacy, drama, art and ICT.

We want our children to be open minded and enquiring thinkers understanding cause and effect. We want them to understand how people have lived in the past and begin to make links between the past and modern times. We encourage first hand experience wherever possible; field work visits, interactive workshops and visiting experts play an important role in all year groups.

Design Technology

Design technology helps children to become problem solvers through practical tasks, using creativity and imagination.

Children take everyday or familiar objects and investigate how they actually work and who they are really aimed at. Working with a variety of materials and through the new skills they learn, children get to design, make and evaluate a range of products from picture frames to hats, torches to musical instruments.

Design technology is a subject all children can enjoy individually or as part of a team and gives them the opportunity to become innovators.

Art

Art, craft and design stimulates creativity and imagination. We provide a rich environment in which we encourage our children to communicate through the use of colour, texture, form, pattern and materials. We use the local environment to stimulate ideas and start some aspects of our art work.

Art, at Woodlands, gives children a lot to look forward to! Investigating lines, shapes, colours and textures help our children with the basics and enable other work such as 3D and printing to happen. We try to inspire our children in art by using the skills and talents of professional artists to work alongside us.

Modern foreign languages

Learning a foreign language provides a valuable educational, social and cultural experience in preparation for future life. French is taught at Woodlands and we are one of the first junior schools to have gained silver level accreditation for our languages teaching in a fun and enjoyable way.

Music

Music at Woodlands is rich and varied. It is creative and exciting.

All children are given the opportunity to learn a musical instrument in class music. Year 3 - ocarina, Year 4 - recorder, Year 5 - recorder and djembe, Year 6 - djembe. Singing is at the heart of our music making, both in class lessons and during whole school assemblies. Children have the opportunity to join one of our two school choirs. The school orchestra meets weekly with an emphasis on ensemble playing. String Club, a djembe drumming group and Recorder Club meet weekly and encourage new players to join. All groups perform for special school events. Other music lessons, including drum, piano, guitar, violin and recorder, are available for a fee, provided by members of the county peripatetic staff. We encourage our children to take part in local events outside of school and also invite professional singers and musicians from a variety of cultures to perform and work with the children.

Religious Education

RE is taught, as required, from the Kent Agreed Syllabus. Parents' wishes concerning both religious education and worship are met, as specified in the 1988 Education Act, and children may be withdrawn on religious grounds at parental request. We aim to encourage a moral and predominately Christian ethos through school assemblies. RE lessons offer a chance for children to explore beliefs and practices of 5 major world faiths. Visits to places of worship, handling artefacts and visits from practising members of different faiths enhance children's understanding of our multicultural society. Children consider the influence of the teachings of different faiths on their followers as well as responding to the big questions of life from their individual viewpoint, thereby valuing beliefs of all children while developing their understanding, tolerance and respect for the beliefs of others.



We want our children to be open minded and enquiring thinkers understanding cause and effect.

Personal, Social, Health and Citizenship Education (P.S.H.C.E.)

At Woodlands Junior School, we aim to promote healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to school life and the wider community in accordance with 'Every Child Matters' government guidelines. Our children are given opportunities in P.S.H.C.E. lessons to develop confidence, self-motivation and an understanding of their rights and responsibilities within our diverse society. The P.S.H.C.E. curriculum is taught both discretely through the delivery of the S.E.A.L. (Social and Emotional Aspects of Learning) units of work and in a variety of other ways: through other subjects such as literacy or history, as part of RE, through 'circle times', science topics and outdoor educational visits and activities.

Sex and Relationship Education

Our children are given opportunities to consider and reflect the wide variety of different relationships they have with others. Across the school, children build on their relationship and social skills through the delivery and teaching of the S.E.A.L. (Social and Emotional Aspects of Learning) units of work as part of P.S.H.C.E. Aspects of sex education are taught in accordance with the government guidelines as an integral part of their class curriculum.



PE and Games

A healthy lifestyle is vital for a child's well-being and keeping fit is an important part of this. In Physical Education, children learn about the need to warm up in preparation for, and cool down after, exercise. All children receive a range of PE and Games activities developing skills, techniques and rules for the following games: football, basketball, cricket, hockey, rounders, tag-rugby and athletics.

The school hall is equipped for gymnastics, dance and movement and also houses some of our after school clubs such as karate and judo. The school offers a range of clubs for the children to join using both staff strengths and the skills of external sporting coaches.

As well as enjoying a wide range of activities in PE & Games in school, we participate in all inter-school competitions and tournaments outside of school and have enjoyed much success over the years.



Clubs and extra-curricular activities

Introduction

We provide a wide range of activities that our children can participate in both at lunchtime and after-school. Children who attend after-school clubs need to obtain written permission from parents by completing a club letter from school.

Many of our clubs are led by staff within school including cross-country, netball, choir, ICT, orchestra, art, Eco (environmental awareness), country-dancing, Lego and Magic club (led by some of our older children with adult supervision).

We also have the expertise of MSpoti who run football, basketball, cricket and gymnastics clubs for a fee. Other activities that parents can pay for include judo, karate and an additional cricket club.

We are currently in the process of organising and offering our children a homework club where extra support can be provided to aid the completion of homework tasks.

Outdoor education and residential visits

The outdoor classroom can be used to bring learning alive for many children and we aim where possible to use our spacious grounds to inspire and stimulate our children. We also aim to utilise the local surrounding community and try to link with local churches, businesses and residents to enhance the curriculum.

Residentials are a great way of building self-confidence and increasing independence as well as allowing children to develop teamwork skills and friendships. We aim to provide our children with a residential experience whilst with us at Woodlands and give them the opportunity to take part if they wish to do so.

In October 2010, our Year 5 pupils enjoyed two days at Carroty Wood Outdoor Education Centre. Activities involved swimming, climbing, abseiling, team building, problem-solving and low-rope activities. In July 2011, Year 6 pupils spent five days at Little Canada on the Isle of Wight. The children participated in a wide range of activities including: a giant zip wire, giant swing, and visits to Alum Bay and Robin Hill Country Park. All designed to build personal confidence and teamwork.

On residential visits charges can be made for board and lodging but, because the visits take place during school hours, the cost of travel has to be met by voluntary contribution.

No child will be discriminated against should parents not wish to contribute to travel costs. However, if sufficient contributions are not made the visit will not take place.

All our school letters comply with the 1988 Education Act and the Governor's Charging Policy. Please speak to the Headteacher to discuss any remission (Family Credit or Jobseeker's Allowance) or to agree a payment schedule to suit individual circumstances or need.



Residentials are a great way of building self-well as allowing children to develop teamwork our children with a residential experience wh



Educational day visits

First-hand experience and real life scenarios are also hugely beneficial to creating exciting, quality learning and we value the role they play in school life. Over the last academic year we have visited many different places including:

- Canterbury
- Leigh Village
- Tonbridge Castle
- Pashley Manor Sculpture Park
- Chiddingstone Castle
- Horton Kirby Environmental Centre
- Knole House
- Scotney Castle
- Powder Mills Science Centre
- Chatham Dockyard
- Sevenoaks Wildlife Reserve

- Tunbridge Wells Mosque
- Crofton Roman Villa
- Tonbridge Methodist Church
- Tonbridge Baptist Church

We also invite a variety of visitors into school to help enhance our curriculum. Visitors bring with them a passion for what they do, which can be used positively to support our children's learning. Visitors this year have included:

- Children's Workshop
- ADHAD Theatre Company
- Valerie Bloom (Children's Author)
- Reverend Mary Anne Kent (Methodist Church)
- Local Senior Citizens
- Dorothy Rossa (sculpture / artist)
- Barnardo's Children's Charity
- Paul Vaswani & Chris Kidd (Baptist Church)

confidence and increasing independence as
ark skills and friendships. We aim to provide
ilst with us at Woodlands.





Transition

We want all our new children to feel happy, safe and secure. The quicker they settle in, the more confident they become.

Key Stage 1 to Key Stage 2

Moving from infant to junior school can create anxieties for some children and we understand that this can be a difficult adjustment. Therefore, we do all we can to ensure transition is smooth and effective.

We want all our new children to feel happy, safe and secure. The quicker they settle in, the more confident they become helping them to develop independence, and enjoy their learning.

Liaison with Woodlands Infants' School is a crucial factor which enables us to 'get to know' our new children before they arrive. In partnership with the infants, we provide opportunities in terms 5 and 6 for Year 2 children to visit the school, meet their teachers, attend an assembly and share playtimes. The children also have the opportunity to ask questions about the junior school, with the Headteacher providing supportive and encouraging answers. The children's academic ability is also shared between teaching staff so appropriate work can be planned and delivered to match the needs of all.

Key Stage 2 to Secondary

The transition to secondary school is also of importance to us and we strive to prepare our children and equip them with the skills, knowledge and confidence to continue their learning journey.

Our children move on to a variety of schools – both selective and non-selective. We are lucky to have many good secondary schools in the Tonbridge area and are confident that all our children will find a school that meets their needs.

Close liaison with all our secondary schools ensures that the needs of our older children are met accordingly. Year 6 teaching staff share their knowledge about each child with their future schools and provide detailed information in response to secondary school request.

In Year 5, our children have the opportunity to visit local non-selective schools for 'taster sessions'. This not only promotes good liaison but also offers the children an early secondary school experience.

Parents are required to complete a Common Admission Form (CAF) prior to a secondary place being offered. For those wanting a grammar school place, children will be required to pass the 11+ exam. Further information and details regarding the secondary transfer can be obtained from the school office.



School / home links

Contact with school

Positive home / school relationships are encouraged in order that we can work together for your child to fully benefit from all our school has to offer.

Our 'open door' policy means that parents may see the Headteacher at any time but, for your convenience, it is helpful if you phone in advance to check availability. Parents may also see teachers before or after school with prior arrangement. For reasons of security, it is important that all parents report to the school office when coming onto school premises.

We ask that all children and their parents agree to and sign our 'home / school agreement', so that along with a school signature, we are all working in partnership to improve standards within an environment of trust. New Year 3 children and parents will receive their 'contract' on arrival in September. Any other newcomers to our school will receive this agreement on arrival.

Absence

In the event of absence, please let the school know by phoning on the first day of absence and in writing when your child returns to school. We do have an answer-phone so messages can be left at any time. Alternatively, we can be faxed or emailed at:

f: 01732 355147

e: office@woodlands-junior.kent.sch.uk

Notification of absence is most important and we ask that you comply with this request at all times.

If your child is absent and we have not received an explanation, we will attempt to contact you. If we do not receive a reason for absence within 14 days, the absence will be recorded as 'unauthorised'.

Please ensure all contact details are up to date so we can contact you immediately should there be an emergency.

Parents are asked to avoid taking holidays during term time. However, on application by the parent, unavoidable leave of absence may, in exceptional circumstances, be granted by the Headteacher. Advanced approval must be obtained. Parents must make the request, in writing, to the Headteacher and an appointment made in order to discuss. Please note that no more than 10 days leave of absence can be authorised in any school year.



We are always very grateful to those parents be shy! If you have a particular talent or area teacher know.

Parent consultations & open evenings

In order to provide parents with information on pupil progress and development, we hold two parent consultation evenings throughout the year. The first is held in October in order for you to meet your child's class teacher and discuss your child. The second evening is held later in the year (February/March) to discuss your child's progress, identify strengths and 'next step' development areas. A written report is sent home towards the end of the year to summarise achievement and attainment and parents are given the opportunity to discuss this report should they wish.

An open evening is held at the end of the year, in July, where parents are invited in to school to view an exhibition of the wonderful work that has been produced throughout the year. It also gives parents a chance to meet their child's next teacher for the following academic year.

Friends' Association

All parents automatically become members of the Friends' Association when their child joins the school. The social and fund raising events organised by the energetic and successful Friends' Committee continue to provide money for much needed facilities and resources for the children. Most activities are designed to be 'family events' but there are some that are aimed specifically at a solely parent audience.

The school is indebted to the work of the Friends' Association and all the parents who support our school. We would like to take this opportunity to say a huge thank you for such fantastic support!

Parental help in school

We are always very grateful to those parents who come in to school and help. Don't be shy! If you have a particular talent or area of expertise, please let your child's class teacher know. Art, music, sewing, reading or design technology are all areas where support would be welcome. So, even if it's for only an hour, come in and help us to help your children. If you'd like to help but are unsure of how, please come in and talk to us. All regular volunteers will require a CRB check. Please ask at the office for more details.

Community & business links

We are always looking at building further links with local firms and industry and keen to explore any opportunity or offer of help! If you think you, or your company, would be able to help us in any way, please contact us with details – you will be warmly welcomed! Our links with the community not only benefit our children but also those people and businesses working with us.

We are pleased to be able to offer work experience placements and opportunities for teacher training. Please contact the school for further details.

who come in to school and help. Don't
of expertise, please let your child's class





Results

OFSTED Inspection

What did OFSTED say?

These are some of the comments made by the OFSTED Inspector who visited us in May 2011:

- “This is an outstanding school, inspired by dynamic leadership which has developed a vibrant and optimistic learning environment in which pupils can thrive...”
- “The school is permeated with enthusiastic staff and pupils...”
- “There is an ethos of exceptionally impressive inclusion.”
- “The excellent relationships which have been forged with parents and carers contribute much to pupils’ progress.”
- “Achievement is outstanding...”
- “Pupils’ behaviour is good, due to their inherent courtesy, friendliness and keenness to follow the school’s rules.”
- “Pupils make an outstanding contribution to the community.”
- “Pupils’ enjoyment of learning is fostered by an outstanding curriculum, enriched at all levels and particularly evident in the wonderful artwork...”
- “Pupils are exceptionally well prepared both academically and socially for their transfer to secondary school.”
- “Pupils thoroughly enjoy activities.”
- “Each pupil is known and treated as an individual.”

The full report can be viewed by visiting www.ofsted.gov.uk.

11+ (Selection Test Assessment)

Before leaving Woodlands, at the end of Key Stage 2, children are able to sit the selective test, should they wish, to enable transfer to one of Kent's Grammar Schools. Parents need to make the decision whether their child should sit these tests and speak with the school for assessment information before making this decision.

Teaching staff are able to provide an informed opinion to support parents and give their opinion on the likelihood of a successful outcome – however, the final decision lies with parents.

The school will provide parents with updated information concerning 11+ testing with any

alterations in procedures made by Kent County Council shared in advance.

We would strongly recommend that parents should visit any secondary school being considered to help them make an informed decision.

National Curriculum SATs

Our Year 6 children took the National Standard Attainment Tests (SATs) in May 2010. The table below shows the percentage of pupils who attained each level. The school scores can be compared to the national levels. Level 4 is recognised as the national average level of attainment at the end of Key Stage 2.

Percentage of pupils at each level 2010

LEVEL	ENGLISH	MATHS	
B	-	-	
N	-	1.0%	
2	1.0%	-	
3	4.1%	11.5%	
4	58.3%	42.7%	
5	33.4%	41.6%	
Absent	3.1	3.1%	

B= Working below level assessed by test N=No test level awarded

Level 4 and above

	ENGLISH	MATHS
WOODLANDS JUNIOR 2010	91.7%	84.4%
NATIONAL 2010	80%	79%

Level 5 and above

	ENGLISH	MATHS
WOODLANDS JUNIOR 2010	33.3%	41.7%
NATIONAL 2010	29%	35%

The national figures were extracted from a Local Authority Publication



“Pupils achieve well because good teaching ensures lessons are exciting so that pupils are motivated.”



General information

Health and safety

We consider the safety of your children of paramount importance and ensure that the school does everything possible to keep everybody, children and adults alike, safe.

Please do not drive your car onto the school premises. Try to park away from the school and walk the short distance using the dedicated paths into school. If you need to use the car to drop off or collect, please park considerably following the highway code.

As part of our travel plan, we are trying to reduce congestion and become more environmentally friendly. Year 6 pupils, on successful completion of their cycling proficiency tests, may cycle to school and should wear protective helmets.

Our Eco Club has introduced 'WOW' – Walk on Wednesdays. This encourages our parents and children to walk to and from school. Please highlight the importance of using the Green X Code when in pedestrian mode.

Only stud earrings may be worn and these will need to be removed for PE / Games.

Please note that, in line with national policy, Woodlands Junior School is a non-smoking area.

Dogs are not allowed on school premises at any time including during school events or functions.

Healthy Schools

Woodlands is proud of the Healthy Schools status received in July 2007 and keen to continue promoting healthy lifestyles to all involved with the school.

Healthy children achieve well at school. It is our aim to support healthy lifestyle decisions and to educate our children so that these decisions are informed by an awareness, knowledge and understanding of health and wellbeing.

Cash and valuables

We would prefer children not to bring cash to school unless absolutely necessary. If there is a need, money should be given to a teacher for safe-keeping. We cannot take responsibility for watches, jewellery or valuables and as a result discourage them from coming into school.

Children are not to bring mobile phones into school – they are not needed. The school office will be able to contact parents if needed as well as relay any messages from home to school.

Woodlands is keen to continue to promote healthy lifestyles to all involved with the school.

Each class has a reward system and stickers / certificates are presented regularly in school assemblies.

Behaviour and discipline

We expect excellent behaviour from all our children, enabling them to be safe and happy whilst at school.

Self discipline is our ultimate aim and it is hoped that children will learn to respect each other and show tolerance to all within our school community. However, if children have to be sanctioned, they are dealt with by the class teacher or, if necessary, by a senior member of staff, or the Headteacher. If a child persistently offends, we will contact the parents and arrange a meeting to discuss the behaviour and work together to help the child.

Good behaviour is actively encouraged and positive reinforcement is used by all. Each class has a reward system and stickers / certificates are presented regularly in school assemblies to highlight good citizenship.

Good behaviour is promoted on a daily basis through the use of 'The Woodlands' Code'. Agreed school-wide by the School Council and staff, the code seeks to reinforce the principles of behaviour that creates a happy school environment.

Policies

All our policies are available to see in the school entrance hall. Many are also available on-line.

The Woodlands' Code

**Take CARE
of yourself
of others
of property**

**Show COURTESY
be polite to all**

**Show CONSIDERATION
to the whole Woodlands
COMMUNITY.**

Complaints procedure

Should a problem or difficulty arise concerning your child, we would hope that, in the first instance, you contact the school – the class teacher or Headteacher. In the unlikely event that the situation is not resolved, parents should follow our complaints procedure. Copies of this are available on the website and from the school office.



Term dates

Term 1

STARTS: Monday 5th September 2011

ENDS: Friday 21st October 2011

Term 2

STARTS: Tuesday 1st November 2011

ENDS: Friday 16th December 2011

Term 3

STARTS: Wednesday 4th January 2012

ENDS: Friday 10th February 2012

Term 4

STARTS: Tuesday 21st February 2012

ENDS: Friday 30th March 2012

Term 5

STARTS: Tuesday 17th April 2012

CLOSED: Monday 7th May (Bank Holiday)

ENDS: Friday 1st June 2012

Term 6

STARTS: Monday 11th June 2012

ENDS: Friday 20th July 2012

For school enquiries

School address

Woodlands Junior School,

Hunt Road,

Tonbridge,

Kent TN10 4BB

United Kingdom

School office

office@woodlands-junior.kent.sch.uk

School telephone

01732 355577

School fax

01732 355147

School website

www.woodlands-junior.kent.sch.uk

Information requirements

The contents of this document represents the information required by the 1988 Education Reform Act and relates to the school year 2011-2012. Changes affecting details described in the document are possible before the start of, or during the school year in question, or in relation to subsequent school years.



Woodlands Junior School

**Caring about learning,
proud to shine**

**Woodlands Junior School,
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