



South Gosforth First School

'Roots to grow and wings to fly'

South Gosforth First School Teaching and Learning Policy

| | | | |
|-------------------------|--|---|--|
| | Staff <ul style="list-style-type: none">• Read it• Chance for feedback | FGB/Sub committee <ul style="list-style-type: none">• Approved | Accessible <ul style="list-style-type: none">• Website link• Saved |
| Review Date: | October 2020 | October 2020 | October 2020 |
| Next Review Due: | October 2021 | | |

Member of staff with responsibility:

- Mr Adams (Headteacher)
- Mrs Whitehouse (Deputy Headteacher)
- Mrs Fields (Assistant Headteacher)

Note: To be read alongside:

- Homework Policy
- Extra-curricular Activities Policy
- Restorative Approach to Positive Behaviour Policy
- SEND policies.
- Feedback Policy
- All subject planning – including individual subject vision statements.
- Website information

Aims:

At South Gosforth First School we believe that all children are special and have their own unique talents which are just waiting to be unlocked. We seek to provide an aspirational, creative and truly 'irresistible' curriculum which enables all pupils to flourish, running alongside a broad range of enriching and memorable experiences that stimulate our children's interest about the world around them. We are in a fantastic geographical location with excellent transport links, which enables us to access the rich cultural and historical heritage that exists in Newcastle and further afield.

We are lucky enough to be part of a wider school community who have a strong set of skills; whilst we acknowledge the challenges that busy family life can bring, we are keen to utilise the talents and abilities of our community as much as possible in order to benefit everyone in school. We embrace our diverse school population and see this as a valuable asset in helping us all to respect and appreciate each other and our differences.

Our enthusiastic staff team is comprised of experienced and reflective practitioners who are fully equipped to support our pupils' academic, physical and creative development. We encourage all children to play an active part in their learning and aim for excellence in achievement in reading, writing and maths, as well as across the wider curriculum. Our ambitious and progressive curriculum is based around four key drivers: 'Character', 'Culture', 'Creativity' and 'Challenge' and these concepts lie at the heart of everything that we do in school, alongside our core values which are 'Kindness', 'Empathy', 'Respect', 'Responsibility' and 'Perseverance'. We also believe that our children should leave us at the end of Year 4 knowing what they are good at and what they enjoy, so we offer our pupils many different high-quality opportunities throughout their time in school including singing, dancing, playing sports, investigating and exploring in science, researching in history and geography and creating in art – at South Gosforth First School learning really is an adventure!

Running parallel to this, we fully recognise the importance of meeting the social and emotional needs of our pupils and we pride ourselves in providing a range of nurturing opportunities to ensure that our children are happy young people who have a strong set of core values, show kindness and empathy towards others and are fully ready for the next stage of their education.

Our Vision

At South Gosforth First School, our vision and curriculum intent is based around 4 key drivers:

Character – *Our attitudes, morals and beliefs; what type of people we are.*

Culture – *Our ethos; our ability to draw upon our experiences of the world.*

Creativity – *Our ability to think for ourselves; to imagine, inspire and innovate.*

& Challenge – *To learn and develop through testing and stretching our own abilities.*

These concepts lie at the heart of everything that we do in school – they inform our curriculum and are ‘lived’ every day through our ethos and culture.

Character

We nurture, support and empower our pupils to:

- Be responsible, global citizens who appreciate what they have, show empathy for others and embrace diversity
- Celebrate everyone’s achievements, understand what they are good at and appreciate that everyone has something special to offer
- Be emotionally intelligent and have a strong set of core values

We believe that these attributes form the ***‘roots for our pupils to grow’*** in to kind, compassionate, happy young people with warm hearts who care deeply about others.

Culture, Creativity & Challenge

Running alongside these, we seek to provide an inspirational, dynamic and ambitious curriculum offer which ignites our pupils’ curiosity about the world around them. Through this curriculum, we equip our pupils with the skills to:

- Meet and exceed national curriculum expectations
- Be confident, fluent readers who read widely and for a range of purposes
- Be creative, critical and divergent thinkers who approach problems with a positive and resilient attitude
- Follow their own lines of enquiry and apply their knowledge and skills in a range of real life contexts
- Be confident, articulate speakers who can develop and express their ideas in a thoughtful way






We believe that these skills provide our pupils with their ***‘wings to fly’*** and prepares them for the next stage of their education and life in the modern world.

Our Core Values

As well as our vision and curriculum intent, we also have 5 '**core values**' which we believe underpin positive behaviour and help our children to develop and grow in to well-rounded, principled young people – '*Roots to grow*'

Our staff and children clearly model, identify and highlight these core values each day in school and we celebrate when our pupils have made a particular effort to demonstrate these values in our weekly 'Values Assembly' and through sharing 'Star of Kindness' awards.

Our Core Values are:

| | |
|---|---|
|  Kindness | We are friendly, caring and helpful to everyone – ' <i>We rise and grow by lifting others</i> ' |
|  Empathy | We try our best to understand how other people might be feeling |
|  Respect | We value and appreciate everyone, even if they are different to us |
|  Responsibility | We take responsibility for our own actions and we take pride in doing things for ourselves |
|  Perseverance | We always try our best and keep going, even when things become difficult |

The School Day:

| | |
|-------------------|--|
| 7:45 | School opens for Breakfast Club (Playsafe) and morning Extra-Curricular Clubs. |
| 8:55 | Registration and Teaching Sessions 1 & 2 |
| 10:45 – 11.00 | Playtime |
| 11.00 – 11.45 | Teaching Session 3 |
| 11:45/12:00 | Lunchtime (EYFS – Early staggered lunch) |
| 12:45/1.00 – 3.15 | Teaching Sessions 4 & 5 & Assembly (plus additional playtime for younger children) |
| 3:15 | School finishes |
| 3:15 – 6.00 | ‘Playsafe’ After School Club and Extra-Curricular Clubs (various timings) |
| 6.00 | School closes |

A full list of extra-curricular clubs and providers is available from the school office. (Extra-curricular activities Policy)

This is subject to change and varies depending upon the time of year.

**Note: Breakfast and after school wraparound care is run by ‘Playsafe’.
(See Playsafe policy and organizational documents.)**

A Restorative Approach to Behaviour Policy:

At South Gosforth First School we believe that behaviour is a form of communication and therefore we support our children to make choices to help themselves and those around them. We do this through using a relational and restorative approach to enable our children to develop to their full potential and learn how to interact happily and successfully with those around them.

At South Gosforth First School we will:

- Value each individual child and celebrate their achievements and uniqueness.
- Treat children and adults with respect, fairness and kindness.
- Have high expectations of behaviour and manners.
- Develop a caring and respectful relationship with children, through discussion and reflection.
- Endeavour to ensure that children are safe within school at all times.
- Provide a balanced, stimulating and interesting curriculum for all children.
- Promote self-esteem and confidence.
- Foster an environment of tolerance, open-mindedness and sensitivity.
- Encourage all children to make good choices and equip them with the skills and strategies to self-regulate.

Parents & Carers should:

- Encourage a positive attitude towards their child's education and school.
- Be tolerant of others whatever their race, colour, religion, gender, class, sexual orientation or lifestyle and encourage their child to do the same.
- Support the school in teaching their child to be kind and caring to others.
- Teach their child to build positive relationships with all adults in school.
- Support the school in promoting good citizenship.
- Be prepared to discuss any issues or problems that have occurred within school politely and calmly with staff.

Children should:

- Use the 'traffic light' system to enable them to make positive choices.
- Tell a member of staff if they are unhappy or worried.

'Traffic Lights' Support System

At South Gosforth First School we operate a 'traffic lights' system to enable our children to clearly identify positive and unsafe behaviours. In each classroom we have a coloured traffic light on display. The traffic lights support the children to identify whether they are 'ready', 'respectful' and 'safe' and offer positive strategies at each respective colour. This is a whole school approach which is used by all adults in school.

Green Behaviours – ‘Are you ready?’

We believe that these behaviours help our children to be safe, happy and ready to learn:

1. Listen carefully.
2. Do as you are asked by an adult first time.
3. Always try your best and help others to do the same.
4. Be polite, fair and kind to others.
5. Walk around school sensibly, quietly and calmly.
6. Treat others' property and the school environment carefully.
7. Tell the truth.
8. Be respectful during assemblies and special reflective time.

Yellow Behaviours – ‘Are you respectful?’

When children exhibit some of the following behaviours, we recognise that this is not respectful and endeavour to help the child to make different behaviour choices using a range of supportive strategies:

1. Telling lies.
2. Physically hurting others e.g. shoving, pushing.
3. Saying unkind things or calling names.
4. Running in school (except during P.E) and being inconsiderate in shared spaces.
5. Stopping others from learning.
6. Not treating the property of others or the school environment carefully.
7. Not listening, interrupting or talking over an adult.
8. Being disruptive in assembly or special reflective times

Red Behaviours – ‘Are you safe?’

When children exhibit some of the following behaviours, we understand that these are not respectful or safe and support the child to also recognise this. Through using a restorative approach, we enable the child to reflect on the behaviours, discuss different choices and repair relationships.

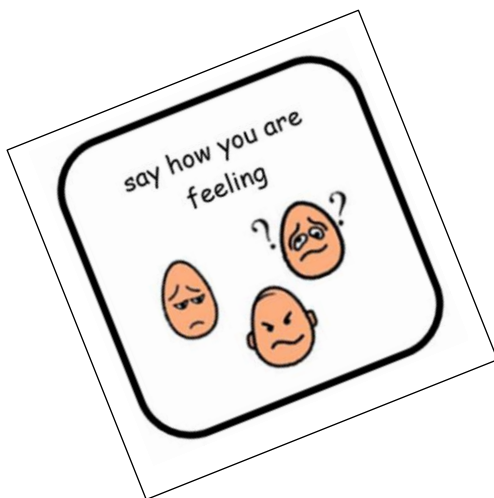
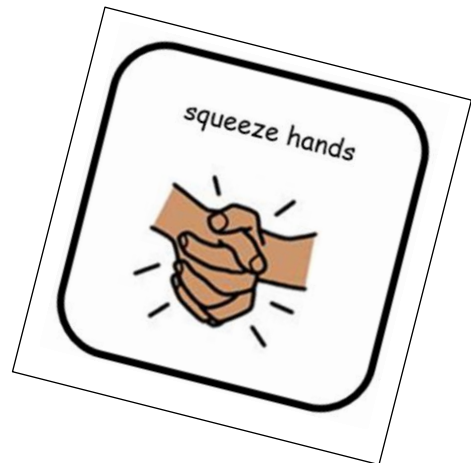
1. Refusing to follow an adult's instructions, arguing back or rudeness.
2. Seriously hurting someone e.g. hitting, punching, kicking.
3. Swearing.
4. Bullying.
5. Stealing.
6. Deliberately breaking or damaging the property of others or the school environment.
7. Intolerant behaviour e.g. racist or homophobic behaviour.
8. Being consistently disruptive in class, assemblies or special reflective time.

A Restorative Approach to Behaviour

At South Gosforth First School, we recognise that pupils' behaviours are affected by a range of factors and can fluctuate. In order to support our children, through discussion, teaching and modelling, we aim to equip pupils with positive strategies to recognise and manage their own feelings and behaviour.

There will be different restorative approaches used in different classes depending upon the age and needs of the children. We aim to provide our pupils with a range of strategies relating to each 'traffic light' which the child can choose from (often with guidance and support from an adult) to enable them to regulate their own feelings and emotions and get back to being 'ready' to learn. Some of these approaches may include getting a drink of water, practising breathing techniques or having a break from the classroom, amongst other things.

When a child exhibits 'red' behaviours, they will be supported by a member of the senior leadership team to be self-reflective and will be given the opportunity to discuss the behaviour, its impact on others and possible ways to repair things.



Celebrating Success:

‘VALUES Assembly’ and ‘The Star of Kindness’ AWARD

Every Friday the children attend an extended whole school assembly to celebrate our pupils who have made a huge effort to demonstrate one or more of our ‘core values’ (Kindness, Empathy, Respect, Responsibility and Perseverance). This is an example of how our vision and values are ‘lived’ in school every day.

The teachers for each class choose 2 pupils each week who they will give certificates to and they detail how those children deserve to be recognised for their efforts and which of our core values they have demonstrated.

We celebrate all areas of school life, including academic, sporting, social and emotional achievements.

In addition to this, staff also regularly send home ‘Star of Kindness’ award certificates any time they see a child performing a real act of kindness to someone in school. This can be something small from holding a door for an adult or their friend, sharing a smile and a ‘hello’ or helping and supporting another child when they are sad.

We believe that celebrating our children’s successes in these ways reinforces their principles and helps them to grow in to well-rounded, considerate young people.

South Gosforth First School
Celebration Certificate

This week we celebrate you, because you showed:

KINDNESS
EMPATHY
RESPECT
RESPONSIBILITY
PERSEVERANCE

when you _____

We are so proud to have you in our school family!

Signed: Teacher: _____

Signed: Head Teacher: _____

STAR OF KINDNESS AWARD

Today _____

showed real kindness when they _____

‘We rise and grow by lifting others’

Signed: _____

Curriculum:

Key Drivers and Intent:

Our Curriculum is Centred around 4 Key Drivers:

Character Culture Creativity & Challenge

Our Curriculum Intent Statements are:

To enable our pupils to meet and exceed national curriculum expectations

To enable our pupils to be confident, fluent readers who read widely and for a range of purposes

To enable our pupils to be creative, critical and divergent thinkers who approach problems with a positive and resilient attitude

To enable our children to follow their own lines of enquiry and apply their knowledge and skills in a range of real life contexts

To teach our pupils to be responsible, global citizens who appreciate what they have, show empathy for others and celebrate diversity

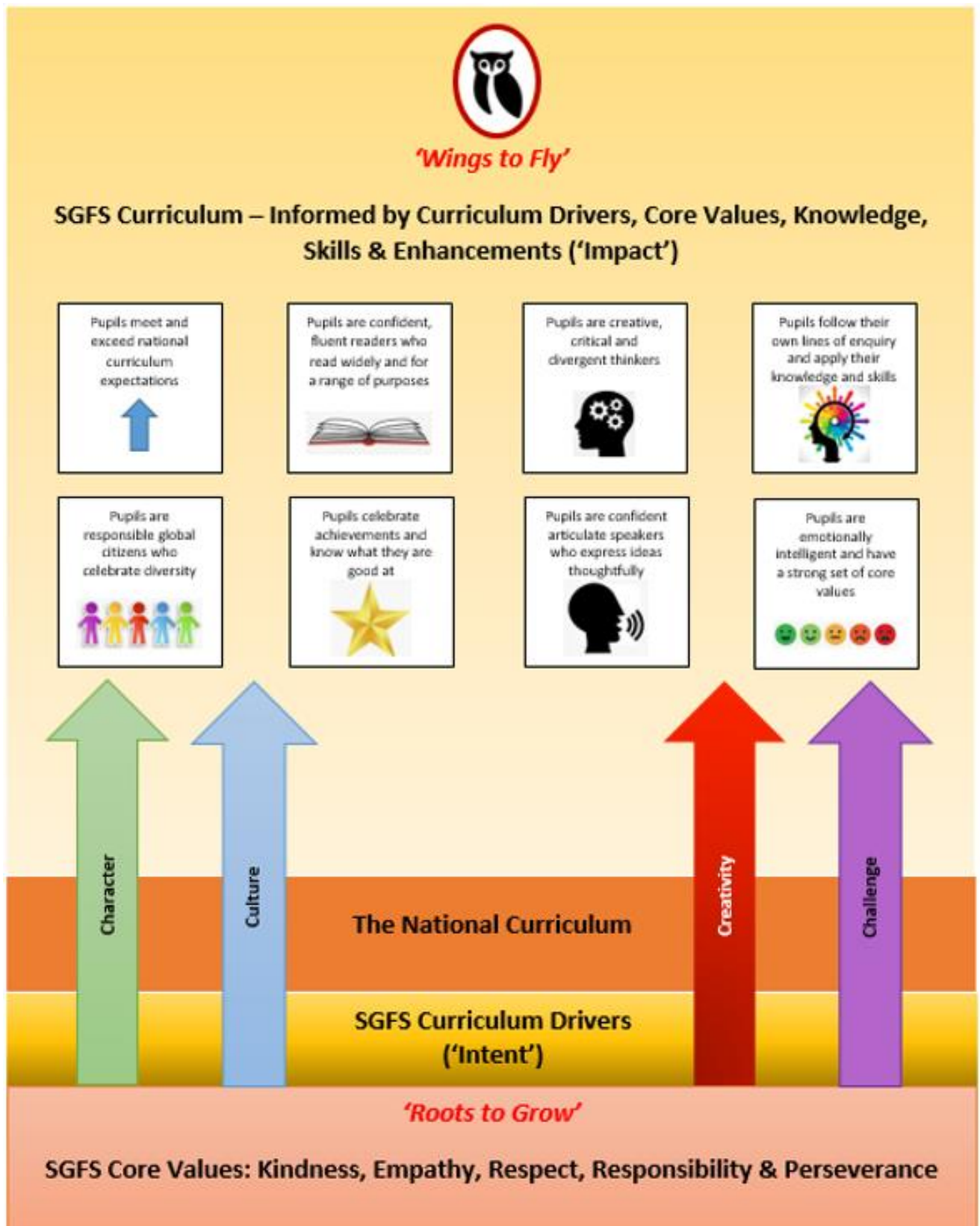
To encourage our children to celebrate achievements, understand what they are good at and appreciate that everyone has something special to offer

To teach our pupils to be confident, articulate speakers who can develop and express their ideas in a thoughtful way

To equip our pupils with the skills to be emotionally intelligent and to have a strong set of core values

Our curriculum is designed to incorporate all of these elements and we provide 'enhancements' in each curriculum area to ensure that our pupils have multiple opportunities to demonstrate all of these skills.

Our Curriculum Model:





As part of our learning journey at South Gosforth First School, we conclude many of our teaching units using an approach called 'Mantle of the Expert'.

'Mantle of the Expert' is an education approach that uses imaginary contexts to generate purposeful and engaging activities for learning.

'Mantle of the Expert' works by the teacher planning a fictional context where the students take on the responsibilities of an expert team. As the team, they are commissioned by a client to work on an assignment, which has been planned to generate tasks and activities that will involve them in studying and developing wide areas of the curriculum.

For example, a class of students are cast as a team of archaeologists excavating an Egyptian tomb for the Cairo Museum. To complete the commission the students will need to research ancient Egyptian history – finding out about tombs, artefacts, and rituals – and, in the process, will study wide areas of the curriculum including, history, geography, art, design and RE, as well as developing skills in reading, writing, problem solving, and inquiry. Mantle of the Expert is not designed to teach the entire curriculum, all the time, but is rather an approach to be used selectively by the teacher along with a range of other methods.

From the beginning the students are aware they are involved in a fiction and 'Mantle of the Expert' is not a simulation invented by the teacher to trick them into thinking what is going on is real. Consciously going in and coming out of the fiction is an important dimension of the 'Mantle of the Expert' approach. And much like imaginative play, the participants are always aware that the fiction is something that can stop and start as a when they or the teacher decides.

The creation of a fictional context where the students experiment with making decisions, taking on responsibilities, and meeting challenging situations, is a kind of 'safe zone' within the classroom. Unlike in the real world, where children would rarely, if ever, have the kinds of experiences generated by MoE, in an imaginary world they can explore, discuss, and evaluate them as if they were real.

Assessment Tool

We believe that using this teaching approach enables our pupils to apply all of the skills, knowledge and high-level vocabulary that they have learned throughout a teaching unit and extend it in to a 'real life' and meaningful context. This provides us with valuable assessment information and enables our pupils to follow their own lines of enquiry and clearly demonstrate everything that they have learned in the most purposeful, engaging and creative way which really deepens their understanding.

Reading and Phonics:

We aim to develop readers with:

- A secure understanding of phonics and the ability to apply this when decoding texts
- Fluency and accuracy when reading
- Knowledge of an extensive and rich vocabulary
- A deep understanding and comprehension of the texts that they read
- The skills to read across a wide range of curriculum areas in order to develop an extensive knowledge of the world
- The motivation to read for pleasure and enjoyment

Here at South Gosforth First School, we place a huge value on reading; this includes both the teaching of reading and developing a life-long love of reading. As well as hearing the children read individually on a weekly to fortnightly basis, we have daily Guided Reading sessions in Reception and Year 1 and daily Whole Class reading sessions in Years 2, 3 and 4 with the aim of not only developing the children's decoding skills, but also to help our pupils to develop a deeper understanding, comprehension, investment and enjoyment of the texts that they read.

Pupils in Reception, Year 1 and Year 2 also participate in a whole class daily phonics session based upon 'Letters & Sounds'. We use a consistent and robust structure to deliver these sessions across Reception and Key Stage 1, where our children are actively involved and apply their skills in to reading and writing throughout; we believe that this embeds phonics understanding deeply and gives our children an excellent grounding to read and write with fluency.

Individual Reading:

- In Reception and Key Stage 1, teachers directly match individual reading books to each child's phonic ability through careful and regular assessment and tracking.
- Pupils in Key Stage 2 who have completed the reading scheme, will have independent access to free reading books. The class teacher will ensure that this is an appropriate and challenging text for the child's reading ability.

Guided Reading (Reception and Year 1):

- Each child is part of a Guided Reading Group once a week. Guided reading allows the application of phonics skills and allows for regular practice of 'tricky'/exception words.
- Guided reading sessions will have a heavy emphasis on phonics skills and pupils will access books which directly match their phonics ability in order to give them an excellent foundation in blending and segmenting sounds and using these skills to read and write with confidence.

Whole Class Reading (Year 2, 3 and 4):

- Pupils will participate in whole class shared reading sessions every day for 25 minutes. During this session, pupils will be exposed to a range of high quality narrative, non-fiction or poetry texts.
- These books are chosen carefully by the class teachers to ensure that vocabulary and sentence structures are challenging and aspirational for all pupils.
- There will be a range of activities within the whole class reading sessions focusing on developing different skills. Some of these activities will involve the pupils recording their responses to comprehension questions, whilst other activities may involve discussion around the text, drama (hot seating, conscience alley, etc.) or focusing on specific vocabulary etc.

At the end of each school day, the whole class text will be read solely for enjoyment.

Entitlement and Enrichment Opportunities:

At South Gosforth First School, we believe that all of our children should be entitled to access a wide variety of opportunities and experiences throughout their time in school.

South Gosforth First School – Pupil Entitlement

All of our pupils are entitled to access provision and a curriculum which is centred around our key drivers of **Character**, **Culture**, **Creativity** and **Challenge** (please see above sections on 'Our Vision' and 'Curriculum Key Drivers & Intent').

In addition to this entitlement for all, we also see the value in augmenting our curriculum offer with a range of additional special opportunities and experiences which give our children the chance to explore what they enjoy and what they are good at. Our pupils will be given the opportunity to:

- **Take part in a school play or performance**
- **Learn an instrument (recorder, violin, guitar, keyboard / piano)**
- **Sing in a concert**
- **Be a part of the School Council and contribute towards important decisions for school**
- **Work with a professional artist, actor, author or poet**
- **Join the school choir**
- **To speak confidently in front of a large group of people**
- **Learn and play in an engaging outdoor environment**
- **Share our feelings about different topics and events across the world**
- **Build dens outside**
- **Take part in debates about issues which are important to us**
- **Learn about the different religions, races, cultures and families in our school and across the world**
- **Compete in a competitive sporting event**
- **Learn Spanish throughout KS2**
- **Apply knowledge and skills that we have learned in a range of meaningful contexts**
- **Plant fruit and vegetables in the school allotment**
- **Cook and create healthy foods, learn how to make healthy choices and understand where our food comes from**
- **Design and create products for different purposes**
- **Attend a residential learning experience in Year 4 to Robinwood**
- **Make meaningful contact with children in other parts of the country and world to develop 'Cultural Capital'**
- **Work alongside other children from across the Gosforth Schools Trust**
- **Go on a range of school trips where we learn about our locality and people from the past**
- **Fundraise for charities which are important to us and to raise money for things we need in school**
- **Take part in a range of extra-curricular clubs to develop interests in sport, dance, debating, music, art, ICT, crafts and cooking.**

Special Educational Needs:

South Gosforth First School is a proud member of the Gosforth Schools' Trust and works closely with these schools and the Local Authority to ensure the best provision for all of our children. South Gosforth First School operates its special educational needs (SEN) provision in line with Newcastle Local Authority's SEN and disabilities policies and procedures and the SEND Code of Practice (2014). Our Special Educational Needs Co-ordinator (SENCo) holds the Postgraduate Certificate in National Award for Special Education Needs Co-ordination, has completed a Level 6 module in strategic lead for pupils who have experienced relational trauma and loss and is a Thrive licensed practitioner.

There are a number of reasons why a child may be identified as having SEN:

- They are having significant difficulty with their learning and are making far less progress than would be expected.
- They have a specific learning difficulty, for example Dyslexia.
- They have emotional or mental health difficulties.
- They have difficulties with social communication and interaction.
- They have sensory and/or physical needs, for example a hearing impairment.

At South Gosforth First School we strive to meet the needs of all the children in our care. Every child has a right to access a broad and balanced curriculum. We aim to ensure that every child can reach their full potential, taking care to cater to their individual needs. We endeavour to help children build on their confidence and self-esteem, thus helping them to realise the important contribution they can make to their own learning, to our school community and eventually to the wider world.

For all pupils at South Gosforth First School who have an additional need:

- We use Pupil Profiles which clearly state the pupil's area(s) of need, their targets and the provision and resources to be implemented to support them in meeting the targets set for them.
- We involve the pupil, parents or carers and key staff members in the writing, implementing and reviewing of Pupil Profiles.
- We deliver high quality teaching, differentiating the curriculum and our resources to meet the needs of individual pupils and to promote pupil progress.
- We seek support and advice from a range of outside agencies to ensure barriers to success are fully identified and responded to.
- We operate a graduated response based upon need; assess, plan, do, review which is monitored by the SENCo.

- All school-related activities are evaluated in terms of their positive impact on the learning success and inclusion of pupils with SEN.
- We use strategies to reduce anxiety/ promote emotional well-being.
- We ensure that our school activities and trips are accessible to all our SEN pupils.
- Support staff are placed where they are needed throughout the school to ensure pupil progress and independence.
- All staff have completed and continue to receive, on-going training in relation to meeting pupils' needs in the classroom.
- Support is offered to families and they are signposted to services and organisations which may offer appropriate support or advice via the Newcastle Local Offer.
- We liaise closely with other providers and schools at transition times to ensure that SEN pupil information is clearly communicated and any moves are as smooth as possible.
- We work in partnership with parents and carers to meet the needs of individual pupils.

If you would like further information about the support that South Gosforth First School can offer, then please contact Jo Fields (SENCo) on 0191 2853453 or by email to: jo.fields@southgosforth.newcastle.sch.uk

Parents and carers can also contact the Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service (SEND IASS) for impartial information, advice and support in relation to their child's SEN and/or disability. The Newcastle SEND IASS Lead Specialist is Judith Lane who can be contacted on 0191 2840480 or by email: sendiassadmin@newcastle.gov.uk

Safeguarding:

Ensuring that your child feels safe and secure is our number one priority at South Gosforth First School. All staff, both teaching and non-teaching, receive regular training to make sure they have an up to date knowledge of current safeguarding best practice in schools. This includes studying and learning from 'serious case reviews'. Training is provided by Clennell Education Solutions: www.clennelleducationsolutions.co.uk and by the Designated Safeguarding Leader (Head Teacher - Mr Robert Adams). Members of the governing body, the Head Teacher and Deputy Safeguarding Leader (Deputy Head Teacher – Mrs Jill Whitehouse) also receive regular 'safer recruitment' training to ensure that the selection process to recruit new members of staff includes important safeguarding checks. The latest safeguarding practices and training are also regularly shared in weekly staff briefings in order to ensure that all members of staff are fully up to date with the latest protocols and procedures.

As a school dedicated to meeting the needs of all children we welcome the responsibilities placed upon us to safeguard and promote the welfare of all of our pupils as laid out in 'Keeping Children Safe in Education' (Sept 2019 / September 2020.) We are mindful of the welfare of our children at all times and contact the appropriate agencies if we have specific concerns. We always seek to maintain open communication with parents and carers in these instances where we feel that this is appropriate, however, we reserve our rights as professionals to report concerns to any relevant bodies without initially informing parents and carers if we feel that this would jeopardise the safety of the child.

To read the school's Safeguarding & Child Protection policy & 'Restorative Approach for Positive Behaviour' policy, please visit our school website under the 'Statutory Information' section, then click on the 'Policies' tab.



South Gosforth First School - Safeguarding

At South Gosforth First School, the safety and wellbeing of our pupils is our number one priority.

If you are concerned about a child for any reason at all, please speak to a Designated Safeguarding Leader as soon as possible - **We are always here to listen.**

Our Designated Safeguarding Leaders are:



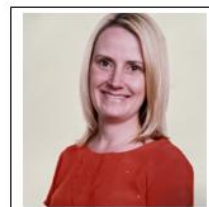
Mr Rob Adams – Head Teacher
Designated Safeguarding Leader



Mrs Jill Whitehouse – Deputy
Head
Deputy Safeguarding Leader



Mrs Jo Fields – Assistant Head &
SENCO
Deputy Safeguarding Leader



Mrs Catherine Burnett – EYFS
Lead & Senior Leader
Deputy Safeguarding Leader

Contact Number: 0191 2853453 **Email:** admin@southgosforth.newcastle.sch.uk

Governance:

Chair of Governors: Mrs. Zoe Hunt Vice Chair: Mrs. Karen Graham and Mrs. Sharon Coull
Contact via School Office – 0191 2853453 or email: admin@southgosforth.newcastle.sch.uk

What is a school governor?

Governors are volunteers who collectively make up the school's Governing Body.

The overall responsibility of the governing body is to support the school to provide the best possible education for all of the children in our school.

What are governors responsible for?

- Helping to decide on the school's values and aims, agreeing plans on the future direction of the school and checking on progress with these plans.
- Acting as a 'critical friend' to the Head Teacher to support and challenge them in managing the school.
- Deciding how the money allocated to run the school is spent.
- Interviewing and appointing members of staff.
- Making sure that the school is accountable to the children and parents it serves, and to its local community.

Who are the governors at South Gosforth First School?

South Gosforth First School has 12 governors. We are from a range of backgrounds within the local community including parents, staff and representatives from Newcastle's local authority.

How are we selected?

Parent governors are elected by parents and carers and they serve terms of 4 years in post. When a vacancy for a parent governor post arises the school seeks nominations and elections are held if more than one nomination for the post is received. Staff governors are elected internally by other staff members. Co-opted governors are members of the local community who are elected by governors. Local Authority governors are chosen by the local authority in conjunction with the school.

How can governors be contacted?

Parent governors can be a good source of information about the school and may be able to offer support and advice if you have particular queries.

Governors are happy for you to approach them directly if you see them in school at the start or end of the school day - Please feel free to say hello or have an informal chat about anything which you would like to discuss. Parents and carers can also arrange to meet with a governor at the twice yearly family consultation evenings in Autumn and Spring term. Alternatively, if you leave a message and your contact details at the school office (details above) then these can be passed on to a parent governor and they will get back to you.

It is not the role of parent governors to deal with complaints. These should be discussed with the relevant member of school staff e.g. a class teacher, the Head Teacher, Deputy or Assistant Head teacher. The school does have a complaints procedure. This is available on the school website in the 'Policies' tab or a copy can be obtained from the school office if further information is required.

The governing body is always keen to find out the views of parents, carers and other members of the school community to share ideas on how the school should be developing in the future. Please feel free to share your thoughts with us at any time, using the communication channels outlined above.

The Gosforth Schools' Trust (GST)

The Gosforth Schools' Trust is a partnership of ten schools and one school partner from the North East sector of Newcastle upon Tyne and Newcastle City Council who have successfully worked together for many years.

We believe that through working together in a robust, collaborative and mutually supportive framework, we can achieve more for our children and the communities we serve. We will endeavour to preserve each school's individual identity and add value to their work.



Acting Chair of the Board of Trustees – Helen McKenna

Email: helen.mckenna@broadway.newcastle.sch.uk

Tel: 0191 2855141