

Bridge Learning Campus Primary





Dear Parents/Carers

Welcome to Bridge Learning Campus. My name is Neil Willey and I am Director of Phase 1 and 2. This is for children aged 3 (Nursery) to aged 10 (Year 5). I have worked in this community since 2000 when I joined Teyfant Community School, which has now been demolished to make way for our fantastic campus.

Our vision is that we will have a 'local, national and international reputation' for the quality of our teaching and learning. Hopefully you have recognized the journey we are on and that is why you have chosen to, or are thinking about, sending your children to us. We have a reputation for providing an environment where all children feel happy and secure. If children feel safe they can perform well. The school is dedicated to raising the level of achievement of all our children. However, this can only be achieved if a strong partnership exists between parents/carers and ourselves.

Bridge Learning Campus is an exciting place to learn. In the Primary School children learn to read and write; develop a foreign language; become mathematicians and scientists and experience sport and outdoor activities. The children also have the exciting opportunity to explore the resources the Secondary School has to offer. Don't be surprised if your child comes home and explains that they have been baking cakes and building aeroplanes in the Secondary School! Whenever our children are learning we think it is vital that the curriculum inspires them and is exciting and fun.

You will have many opportunities to visit the school and celebrate your child's achievements in assemblies; parental interviews; productions and learning reviews. The more you know about what your child is doing, the more they will learn and I would encourage you to talk to staff and get involved in your child's school work.

I am usually available at the beginning and the end of the day if you need to see me or you can contact the office for an appointment.

Neil Willey
Director of Phase 1 and 2

1 Phase 1 School years: Nursery, Reception and Year 1



This phase marks the transition from home to a school setting. It is a period of rapid physical, emotional and intellectual growth. It is a time when the need for a high level of care and excellent quality learning experiences are inextricably linked. It is the time when most children are learning in a group setting for the first time.

It is especially important to identify and respond to any area of particular difficulty experienced by individual children in order to ensure that all children leave the phase as independent learners. We believe children learn most effectively through respectful relationships and interactions in happy, stimulating environments.

Children are curious, inquisitive, adventurous and resilient with their own opinions, thoughts and ideas about the world. We encourage and support each individual learner to develop in order to meet national expected levels.

We provide a curriculum which builds on children's interests. We believe that real learning needs active experience and so you will see children building dens, pretending to be pirates, as well as looking after pets and caring for plants. Whatever the activity the child is engaged in we want to encourage talk and questioning, which is key to becoming a successful reader or learner.

A good close relationship between home and school is key to your child becoming an independent and successful learner. We cannot deliver without your support and understanding. We want children to become such confident talkers, able readers, inquisitive questioners that they won't switch off when they are at home! We need you to share our ambitions for your child.

Throughout the three years of Phase 1 there is a culture of enrichment, an atmosphere of fun and excitement, opportunities for creativity and exploration. We want:

- to inspire learning
- to enrich and extend every child's language
- to develop a love of stories, rhyme and song
- to establish a true partnership with parents
- to nurture good relationships between children and the ability for every child to share and co-operate
- to build a language of successful learning.



During Phase 1 we will be covering the six themes of the Early Years and Foundation Stage (EYFS):

1. Personal, Social and Emotional Development (PSED)
2. Communication, Language and Literacy (CLL)
3. Problem Solving, Reasoning and Numeracy (PSRN)
4. Knowledge and Understanding of the World (KUW)
5. Physical Development (PD)
6. Creative Development (CD)

At the Bridge Learning Campus we have a particular commitment to developing the 'core skills' in numeracy and literacy alongside developing positive attitude towards themselves as a learner.

Organisation of time

Nursery

This will change as the year progresses and the child's attention span develops. Once the child has completed an induction period the routine will reflect:

- Some child-initiated and adult-led experiences
- A balance between large group, small group and independent learning opportunities
- Inside and outside learning opportunities
- Time to be active and time to be quiet
- Order and routine

Reception

During this year the organisation will change slightly from Nursery and there will be focused group activity especially for Maths and literacy. Children will be expected to read or share a book every day to an adult. Through careful assessment we will start to group learners for Maths and literacy activities so your child may be working alongside children from other classes.

Year 1

The expectation on children will be increased and we expect more formal breaks between learning and play activities with the introduction of play times. There will be greater focus on individual and small group learning but more whole class situations. Again all children will be constantly assessed to create learning groups.

Reading

From the very first day at nursery children will be read to as often as possible. There will be opportunities to talk about books, learn poems and act out stories. We encourage every child to read widely and often at school and at home. We must excite every child so they beg to take a book home.

Synthetic phonics

Letters and sounds will be taught daily. First class reading materials will be used in school and available for children to read and share at home. It is vital that every child is supported at home daily with their reading.





2

Phase 2 School years: Year 2 to Year 5 – ages 6 to 10



During Phase 2 we will build on the independent learners developed in Phase 1. The child will now be taught more in ability groups perhaps by more than one teacher. There will be more movement of classrooms and staff with the expansion of the use of specialist teachers and specialist resources.

But the need for a home base and a key teacher will be maintained. Every day the learner will start and end the day in their home base with their home teacher. Each class will be made up of a mixture of two years so there will be opportunities for children to support others.

It is a key ingredient of our campus plans that everyone supports each other and especially older students setting clear examples to younger students. So each September there will be new teachers and classes for only half the children. We see this as a big positive of the new Phase 2 provision. This will make every child feel secure and known and avoid all that 'new class' experience which means lost time every September in many schools.

The focus for Phase 2 will be on the essentials for learning and life skills. These would be developed through the core skills of:

- reading
- writing
- numeracy

These will be delivered every day for one session and taught mainly in ability bands.

Organisation of the day

The day will be organised into three sessions with a start and end in Home class. There is a core curriculum of English and Maths delivered in ability groups. Some of the work will be delivered as separate subjects but most will appear in themes. These themes would last for anything from four to eight weeks and cover headings like Victorian Bristol or Mother Nature. Every theme would include a mixture of research, home learning and off site visits.

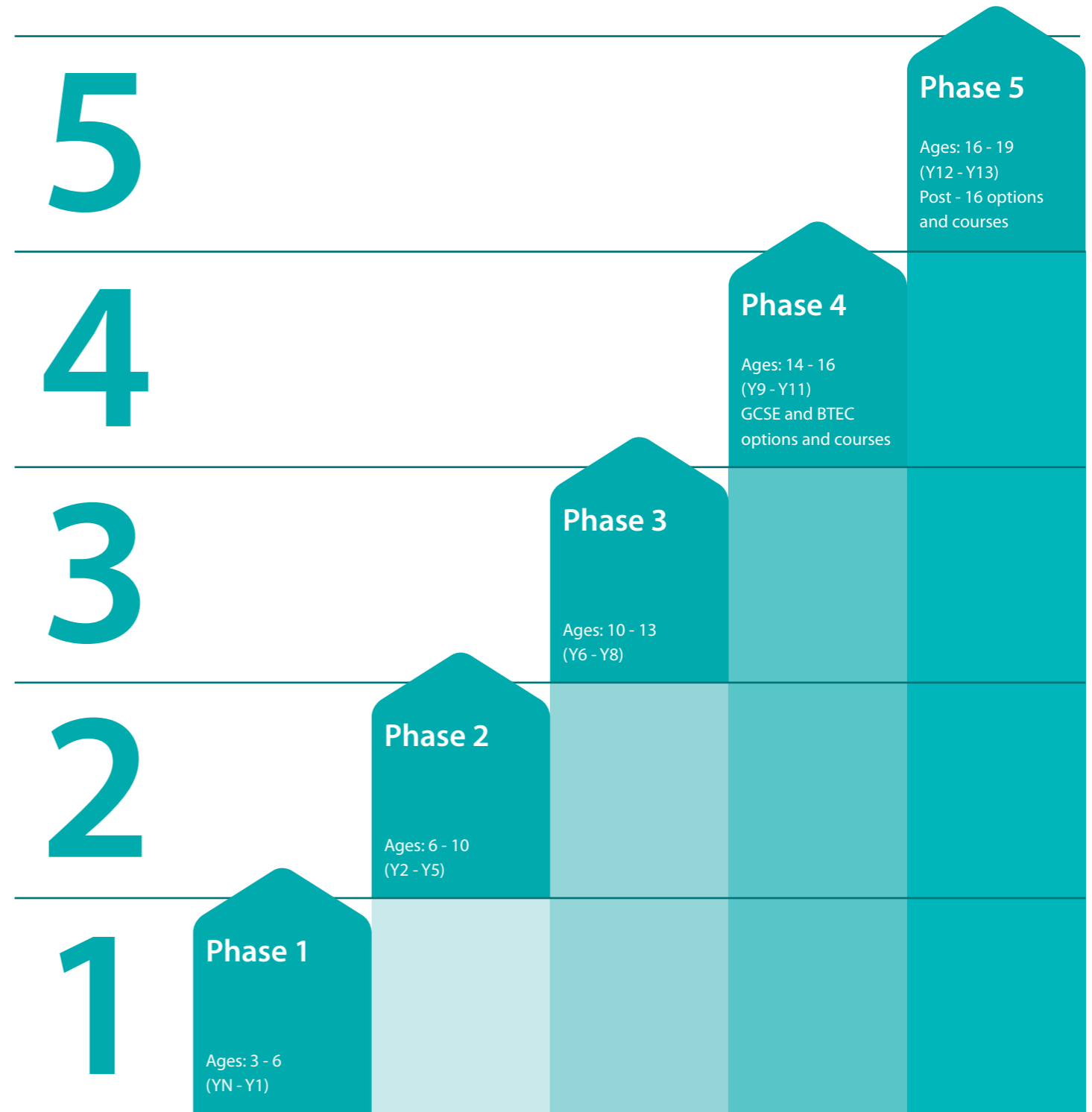


A typical day might look like this:

Reading	in a group appropriate to the needs of your child with perhaps a different teacher from the team in a different classroom
Numeracy	in a group appropriate to the needs of your child with perhaps a different teacher from the team in a different classroom
Break	
Literacy	in their home classroom with their class teachers
Topic	with their home class and teacher
PE	with their home class and teacher



All-Through Education (ATE)





From an early age, education and school is about the difference it makes to us as individuals and to our lives.

Mark Davies
Chief Executive of the Bridge Learning Campus



At the Bridge Learning Campus we believe that the education of your child is a joint responsibility between home, the school and the child. This partnership is vital if your child is going to fulfil their potential and gain from every opportunity available to them at the Bridge Learning Campus. We want your child to achieve. You will soon realise how hard staff at the Bridge work to ensure your child is happy, safe and engaged in learning.

Parental Partnership



What do we expect from Parents/Carers?

Partners in learning - your engagement in your child's progress and learning is an invaluable support. Every class has a termly Learning Conference - these are individual meetings between your child (the learner), you and the staff who support the learning. They are vital meetings when learning and progress are reviewed and new learning targets are shared. These meetings are held three times a year in November, February and July.

We are also introducing at the start of every term a sharing afternoon when parents can join their child's class to share the intended learning of that term. This is an opportunity to see (from either the teacher or your child) just how we are learning subtraction and what we are doing with our writing.

Staff are also only too pleased to help if you don't get something! Don't worry - things have changed much since you were at school and we are pleased to show you how we expect your child to be working.

Parental involvement in your child's reading is vital and all children should bring reading books home daily. Every young reader must have support from home as ten minutes every day will make a big difference.

We have invested over £50,000 in book stock in the last two years and want to enable every child to take books home. Please ensure that books are treated with care and respect. To help, we expect every child to have a book bag - school book bags can be bought from the office priced £2.50.

I really had a lot of dreams when I was a kid, and I think a great deal grew out of the fact that I read a lot.

Bill Gates
Founder of Microsoft

We cannot promise if your child reads a lot they will be as successful in business and development as Bill Gates but we do promise they will have a key skill for accessing learning. Reading is the most important thing we can encourage our children to do.



Attendance and Punctuality

If your child is not in school they will not achieve. Every parent has a legal responsibility to ensure that their child is in school and on time.

School uniform

We have noticed that children who are not dressed in school uniform or do not come equipped for PE activities are often the ones who 'don't fit in'. School uniform is available so cheaply now through major supermarkets that it is so much easier for them to come to school looking and feeling like everyone else.

We introduced uniform at parents' request to avoid competition or bullying about the cost of certain brands or labels. Your child needs black trousers/skirt, white polo shirt and a bottle green top. You do not need to purchase school polo shirts for every day (one for special days is great).

Please also encourage your child to get into the routine of changing from uniform before play in the evening. Get them to treat uniform as work clothes, and to wear it with pride!



The vital thing is for all school clothing and coats to be labelled with the child's name. We can now get your child's name embroidered on their uniform, which we would encourage. We find so many new sweatshirts and school coats with no name and no way of returning them to their rightful owners this seems to be a sensible and cost saving action.

In Phase 1 we also encourage child to have an indoor pair of shoes or slippers. So much time is spent learning and playing on the floor it is vital we keep floors clean.



School shoes

Your child will be doing a range of activities and sensible footwear is essential to ensure their safety. Black 'school shoes' are best as they last longer and look better. Please avoid light coloured trainers. Flip flops can be dangerous in the playground or using stairs.

PE kit

Every child needs lots of physical activity and as part of our Healthy Schools ethos we want children to change into shorts and T-shirt for these activities. This can make PE safer (no trouser legs to catch in equipment) and also sets an expectation of good hygiene.

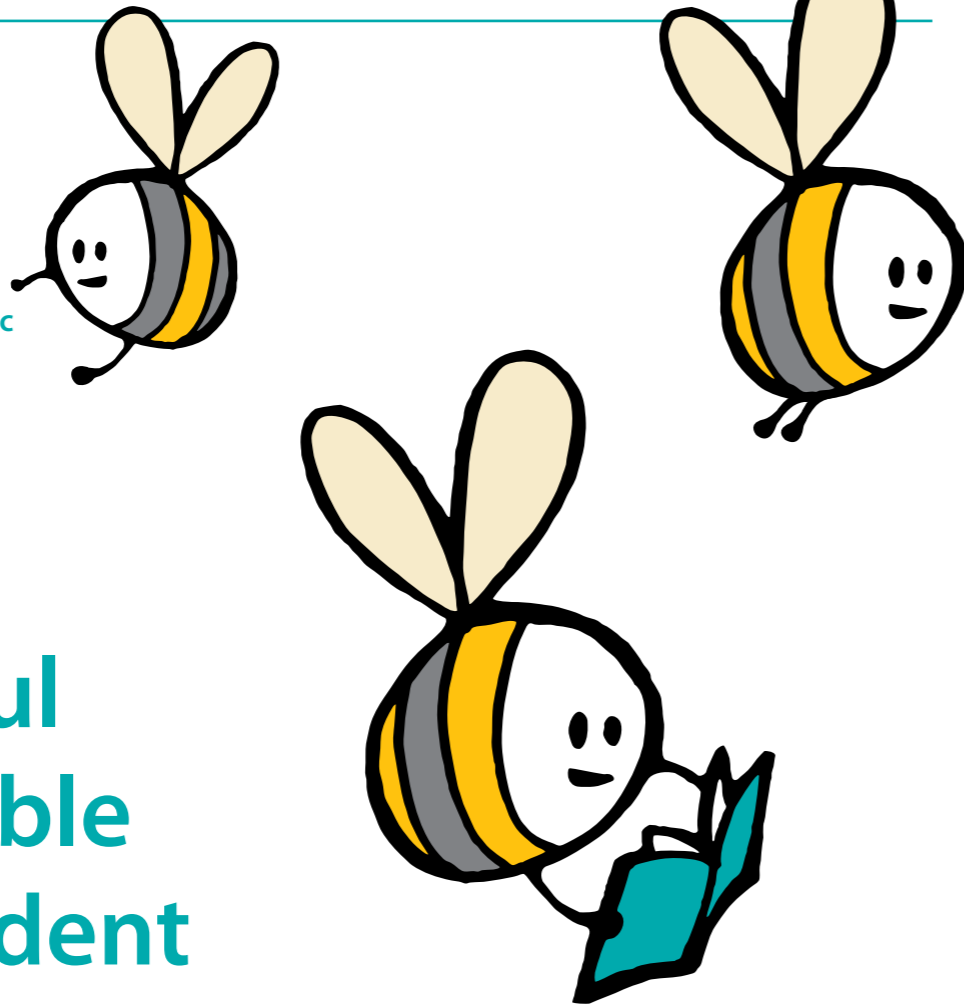
Smoking

We operate a no smoking policy for staff and visitors on the campus and expect all parents to adhere to this code.

Dogs

Many children are not used to dogs and can be frightened or over friendly towards them. We ask all parents to keep dogs on leads and not to bring them onto school grounds.

School rules are in place to ensure the general safety of your child, both within the school and in the playground. The school has four basic school rules by which we try to work together as a learning community. They are the four bees:



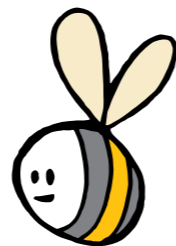
- Be safe
- Be respectful
- Be responsible
- Be independent

Our expectations of children are deliberately high. Generally the behaviour of the children at the Bridge Learning Campus is very good but there are sometimes incidents that occur that cause the staff concern. As partners in the education and development of your child we ask you to support the school fully. Whenever possible we will involve parents and children in the writing and agreeing of school rules. Each class sets its own 'class contract' which is the agreed way for learning and playing together – a copy of the contract is sent home at the start of each year. Children must be aware of others, throughout the school, and be prepared to take responsibility for their own actions. Whenever possible we like to reward good behaviour and encourage others to follow. There are many rewards in use at Bridge Learning Campus Primary. Praise is the most important strategy with staff praising children who are behaving well or observing rules.

Through Phase 1 and 2 we record special achievements in a silver book. There is also a Golden book in which extra special achievements are recorded - this report is also included in the next newsletter as well as being shared with the whole school. Parents will receive a print out of silver book and gold book entries every two terms for their child.

The younger children especially love stickers that are given for special achievement. Certificates are awarded for extra-special achievement or behaviour. Every week we have a Celebration Assembly when individual or group achievements are shared and certificates are presented.

There is a similar structure when a child does not conform to the expected level of behaviour. Any incident of poor or disruptive behaviour is recorded in a red book. Incidents that occur at playtime or dinnertime are also recorded in the class red book. A class teacher may decide that a sanction is necessary and the child might lose a playtime or privilege. Whenever possible parents will be informed when their child's name has been recorded in the book. Again records of all entries for every child are sent home every second term.



Bridge Learning Campus Primary School Class Names

Phase 1

Nursery

- Robins

Reception

- Sparrow
- Wren

Year 1

- Swift
- Swallow

Phase 2

Team 1 – Year 2 and 3

- Doves
- Magpies
- Jackdaws
- Woodpeckers

Team 2 – Year 4 and 5

- Falcons
- Kestrels
- Hawks
- Kites

Our House System

Each child will be allocated into one of four Houses that they will remain in throughout their time on the campus.

The Houses are named after 4 'bridges' in Bristol:

- Clifton
- Pero
- Redcliffe
- Temple



Bridge Learning Campus Primary

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