

*Give your child the*  
**BEST CHANCE**  
OF SUCCESS 



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# The Tyndale Way

PARENTS/CARERS



# WELCOME



## MESSAGE

All staff at Tyndale Primary are committed to giving every child that attends our school the best chance of success irrespective of background, prior attainment or SEND. To allow for this to happen, classrooms at Tyndale Primary will be disruption free, allowing teachers their right to teach and pupils their right to learn.

At Tyndale, we understand the importance of first impressions. We take pride in our appearance with our smart uniform and take meticulous care of our newly refurbished nurturing and welcoming building and stunning grounds.

Alongside our unapologetic high standards, we also have a key role in ensuring our pupils happy and safe at school. Our vision does not come at the cost of our children's wellbeing. All staff are aware of the importance of promoting pupil welfare, and we maintain a department of non-teaching staff called 'The Child and Family Team' to support pupils with mental health and wellbeing.

We believe that happiness comes from feeling engaged with others and knowing that you are making a positive contribution. Learning may develop the brain, but character develops the heart. Our vision is for Tyndale pupils to leave us at the end of Year 6, having acquired the 'magnificent seven' character habits of Ready, Respectful, Safe, Ambitious, Collaborative, Independent and Resilient. Tyndale pupils aren't only encouraged to succeed academically. We open our pupils up to as many wider opportunities as we can. We recruit school improvement roles such as School Captains and we have an extensive number of Pupil Societies such as Eco Warriors, The Learning Army and many more. We also offer an extensive Sports extra-curricular programme which means there is an offer of a free sports club every day for all pupils.

Our doors are always open to visitors, so please feel free to get in touch to book a school tour.

We very much look forward to meeting you and welcoming you to Tyndale.



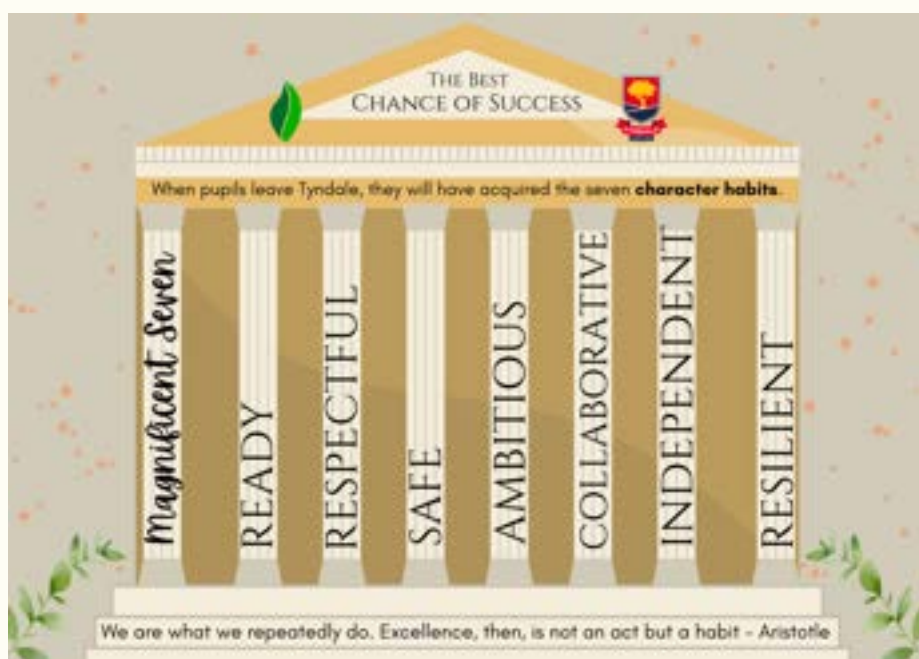
*Give your child the*  
**BEST CHANCE**  
**OF SUCCESS**





# VISION

Our vision at Tyndale, is that when pupils leave us in Year 6, they will have acquired our seven character habits.



# MISSION

Our mission at Tyndale, is to give every child the best chance of success.



Please scan the QR codes throughout this booklet for further information.



# REASONS TO ATTEND

# TYNDALE

# THE BEST CHANCE OF SUCCESS.



- We have a high quality Academic Curriculum tailored for our children. Our Academic Curriculum ensures we support all children to succeed through a knowledge-rich curriculum.
- We have our own Behaviour Curriculum as we believe children need to be taught and not told how to behave. Our Behaviour Curriculum supports children to leave our school having acquired our Magnificent Seven Character Habits.
- We have our own Character Curriculum. We believe children should be taught about character, have opportunities and experiences to develop character, and be supported to be the best versions of themselves.
- Dedicated staff in the Tyndale Family committed to provide the very best education.
- We have disruption-free classrooms
- Breakfast Club offer and a bagel for every child each morning
- A love of reading with opportunities to read across the curriculum
- Targeted interventions for children who require additional support
- Preferential admission for Yate Academy Secondary School
- An extensive after-school sport extra-curricular programme (free of charge)
- All children learn a range of instruments in KS2 (free of charge)
- A newly refurbished, welcoming and nurturing building and playgrounds
- Excellent behaviour is rewarded
- Public praise for children who go 'above and beyond'
- Regular homework (self-quizzing, spelling and reading)
- Strong pastoral support in 'The Hub' and the 'Child and Family Team'
- A residential trip offered for all year groups in Years 3, 4, 5, and 6
- An extensive range of Educational Visits, visitors and opportunities for children in all year groups
- Excellent facilities and extensive grounds
- Limitless aspirations for all irrespective of SEND, prior attainment and background





# CURRICULUM

At Tyndale, our mission is to create **knowledgeable** and skilful learners who have 'The Best Chance of Success'. In order to achieve this, we provide our children with an inspirational education that inspires them to lead change and enables them to become **curious, life-long learners**.

We have structured our curriculum into the following:

- Academic Curriculum
- Behaviour Curriculum
- Character Curriculum

Our Academic Curriculum

We provide our children with a **knowledge rich, thematic curriculum**. Our thematic curriculum is coherently planned, sequenced and delivered to include full coverage of both the Early Years Foundation Stage and the National Curriculum and we provide a range of **ambitious, fully inclusive** experiences for **all** of our children. Through our curriculum and teaching we aim to equip our children with the knowledge, skills and understanding necessary to achieve now and in the future. We have carefully planned and created a **broad and balanced curriculum** which strives to equip all of our children with the **cultural capital** they need to **succeed in life**.

Our Behaviour Curriculum

We develop children's character through our behaviour curriculum. To build character, we define the behaviours and habits that we expect our children to demonstrate. We want to support our children to grow into adults who are **ready, respectful, safe, resilient, collaborative, independent, ambitious**, and who always consider others. We believe that as children practise these behaviours, over time they become automatic routines that **positively shape how they feel about themselves and how other people perceive them**. We make it easy to behave (with many rewards and support) and hard not to.

Our Character Curriculum

Our character curriculum is defined as **education for the heart**. We support every child in our care to be the very best version of themselves through nurturing talent, channelling creativity, exposing ambition and competing for excellence. Our character curriculum is a deliberate attempt to teach good qualities, skills and traits. We have the 'Magnificent Seven Character Habits'.

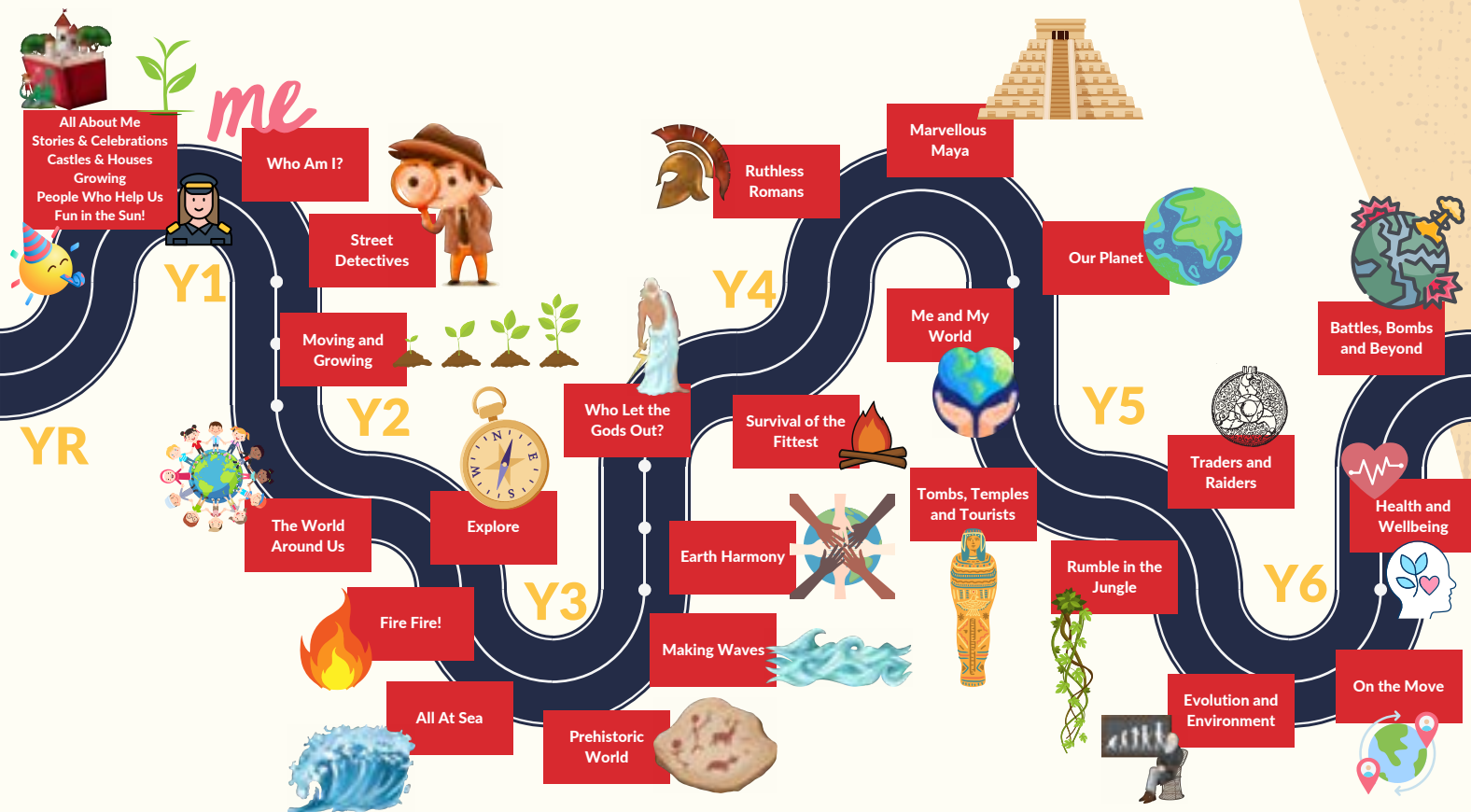




# OUR

# CURRICULUM

## THEMES



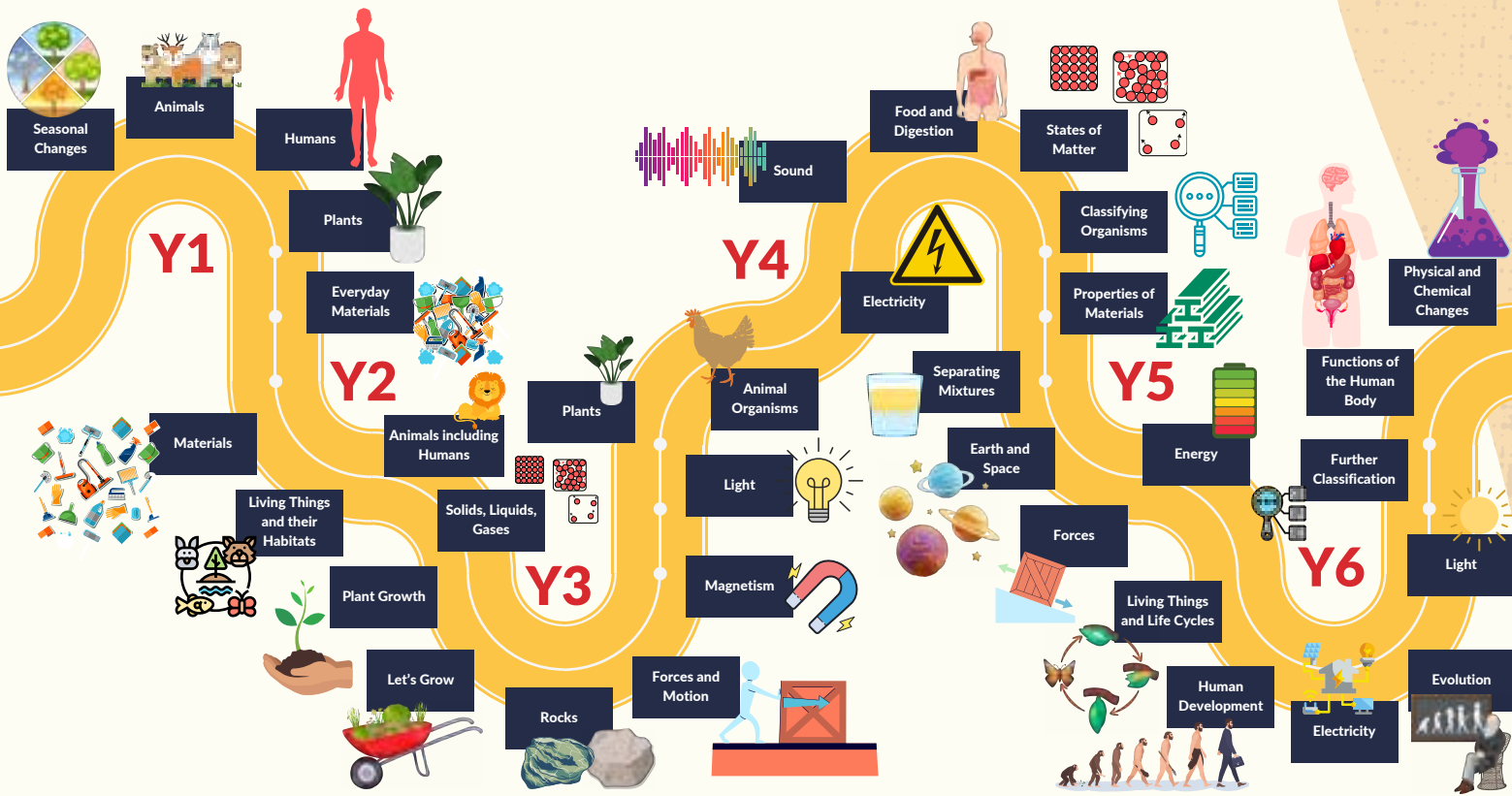


OUR

# CURRICULUM

Theme Subjects

## SCIENCE







OUR

# CURRICULUM

Theme Subjects

## HISTORY





OUR

# CURRICULUM

Theme Subjects

## GEOGRAPHY



# OUR CURRICULUM



## ART

## Theme Subjects

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## DESIGN TECHNOLOGY

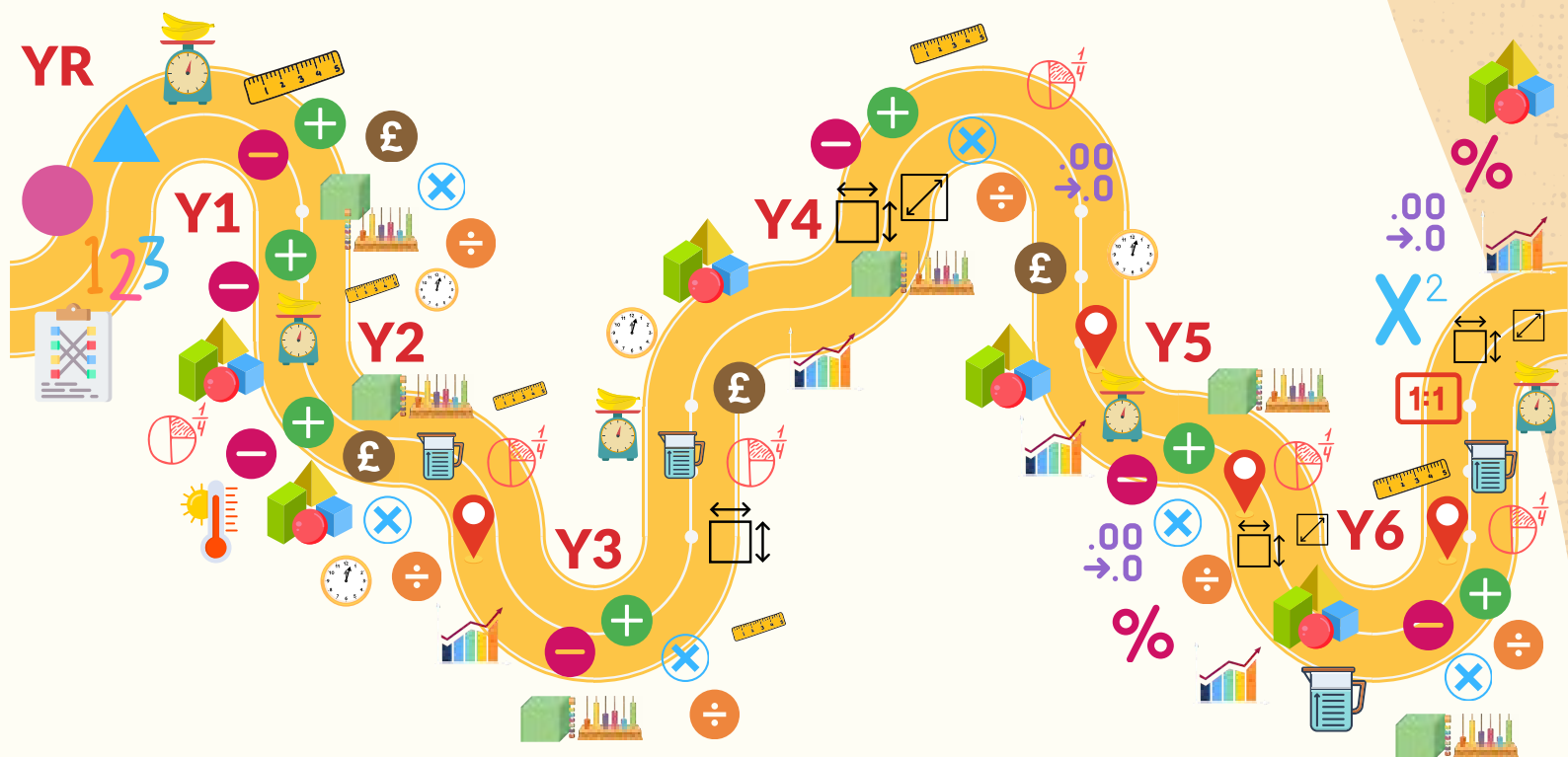




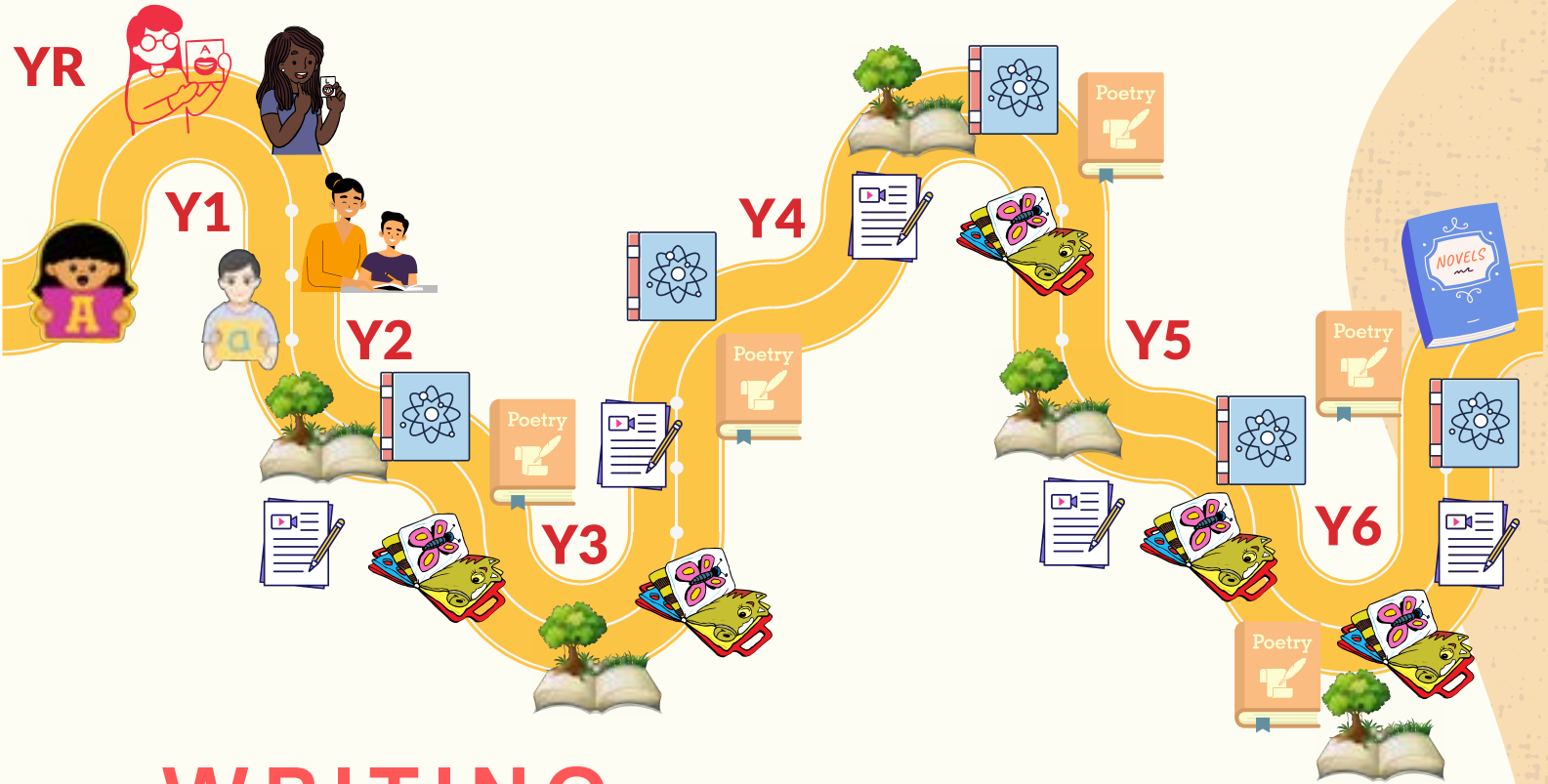
OUR

# CURRICULUM

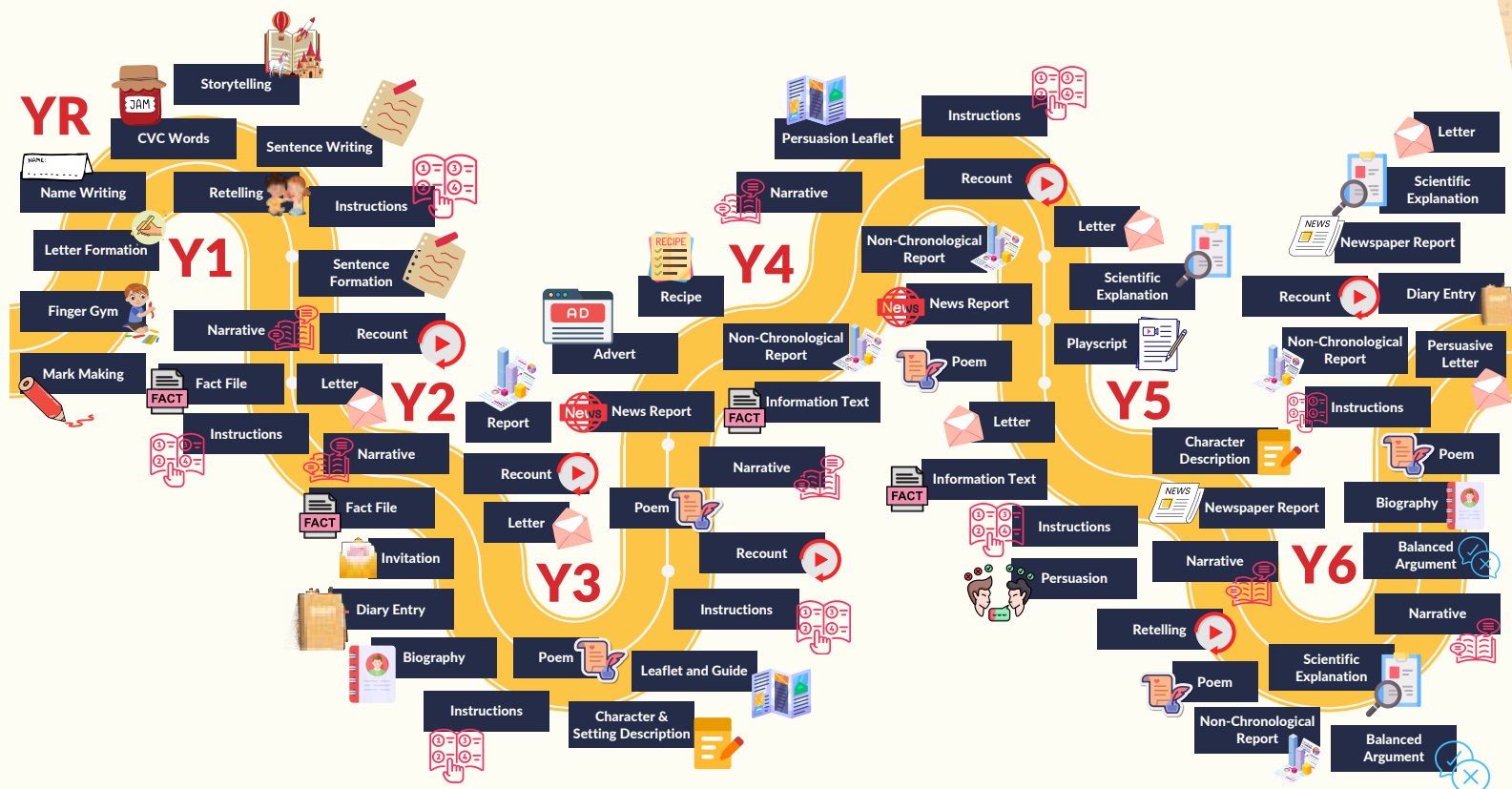
## MATHEMATICS



# OUR CURRICULUM READING



# WRITING

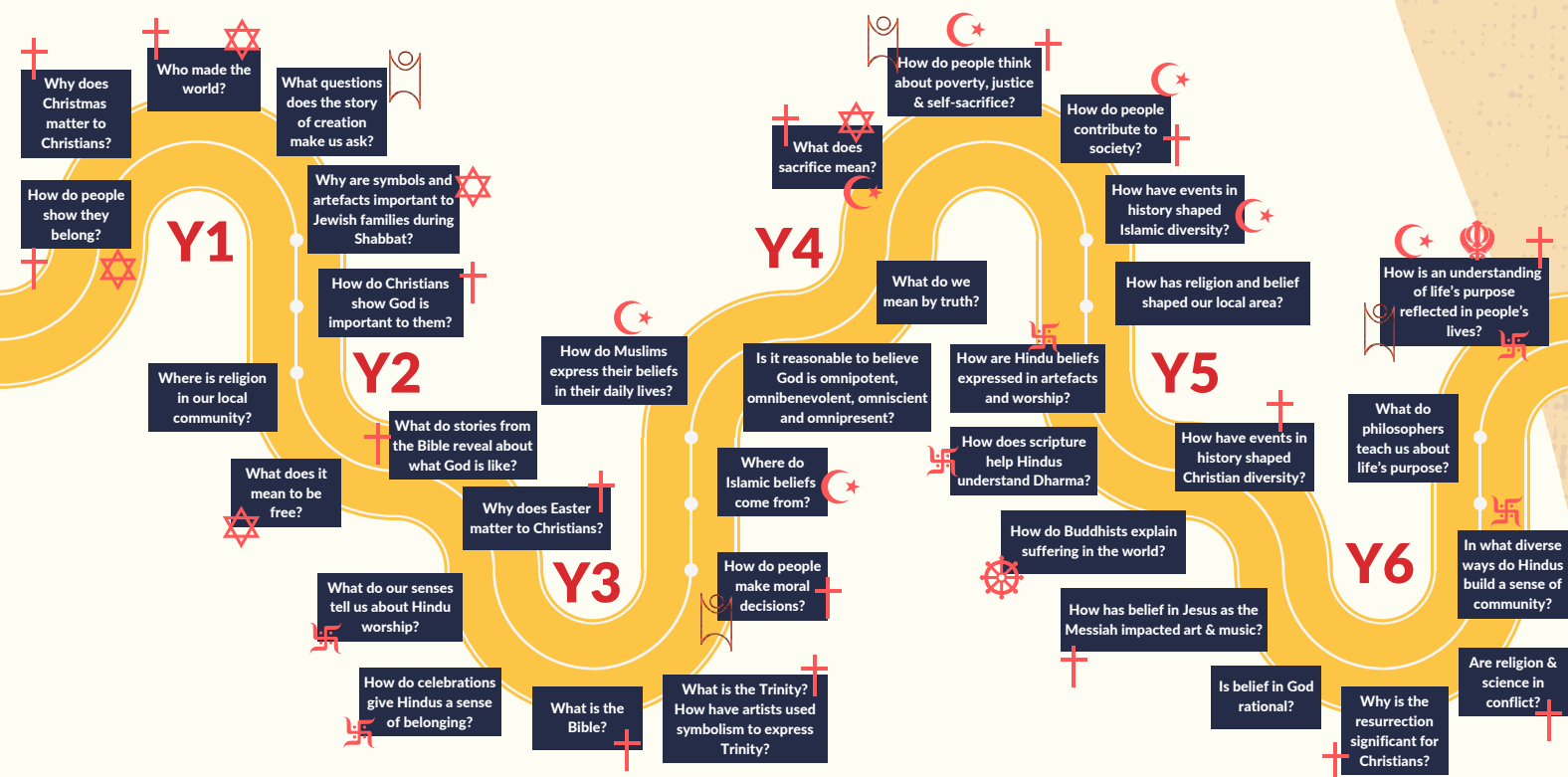




OUR

# CURRICULUM

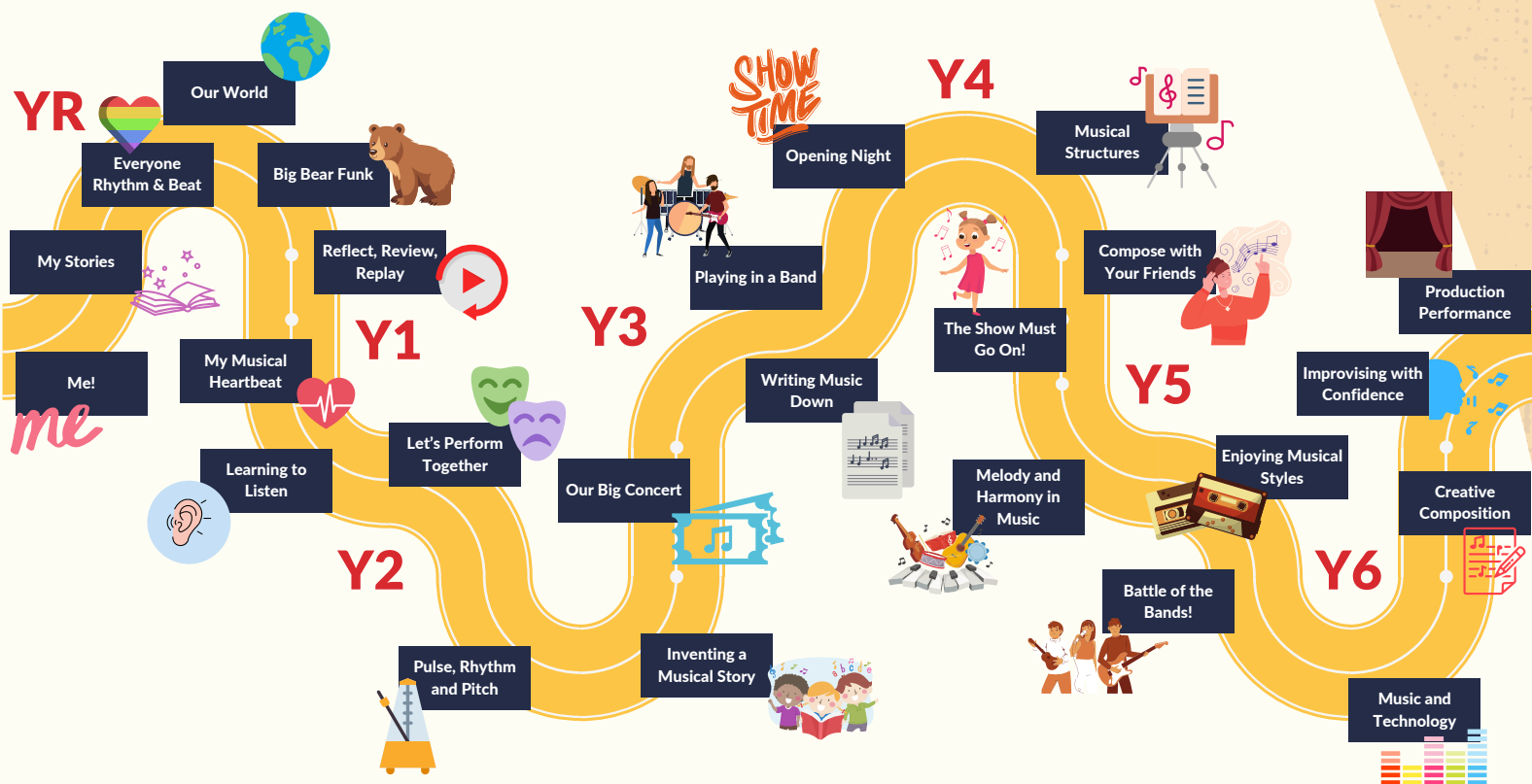
## RELIGION & WORLDVIEWS



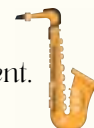


# OUR CURRICULUM

## MUSIC



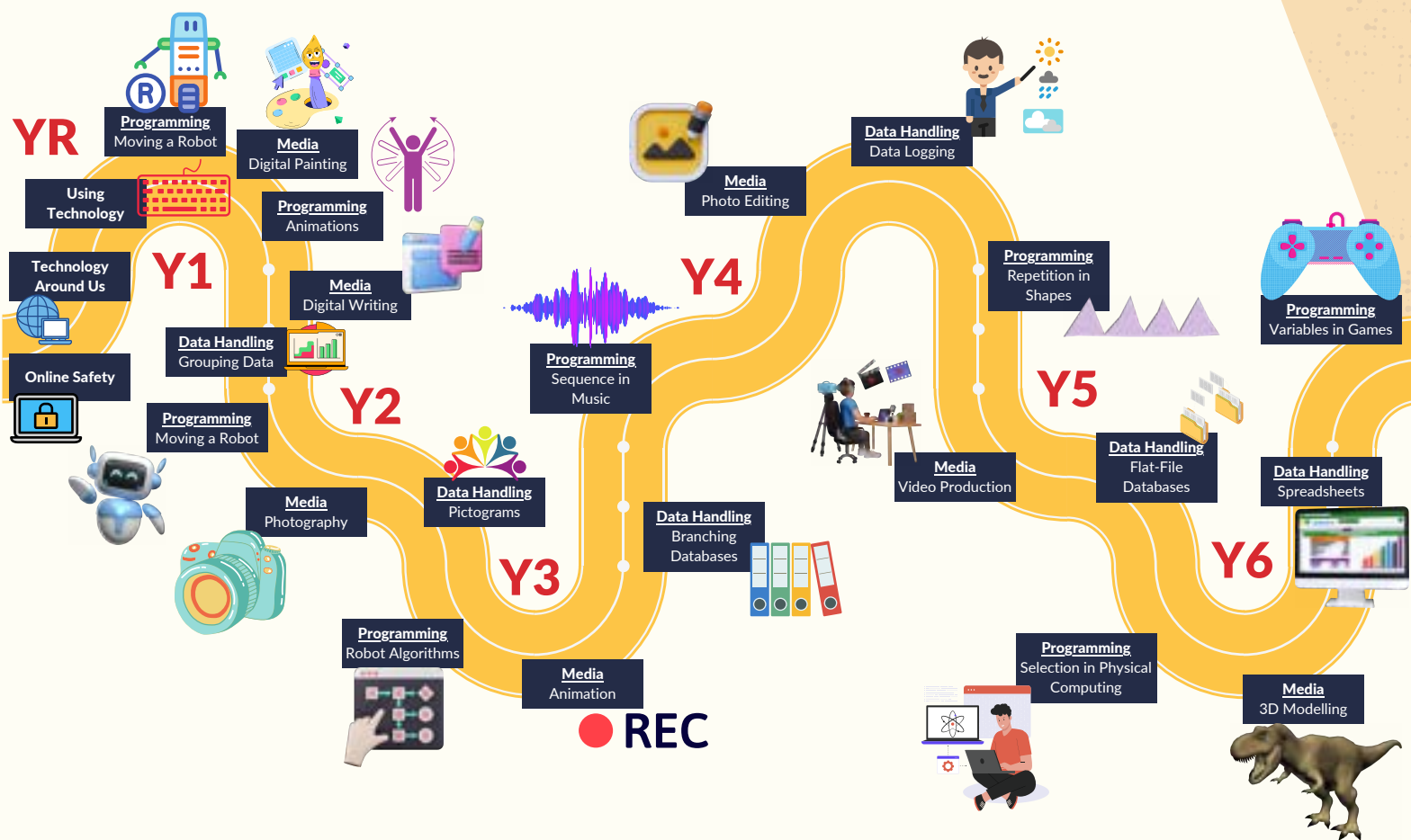
In addition, children in Years 3, 4, 5, and 6 learn an instrument. All year groups learn about the key periods of music.





# OUR CURRICULUM

## COMPUTING



Online Safety is taught alongside each unit.



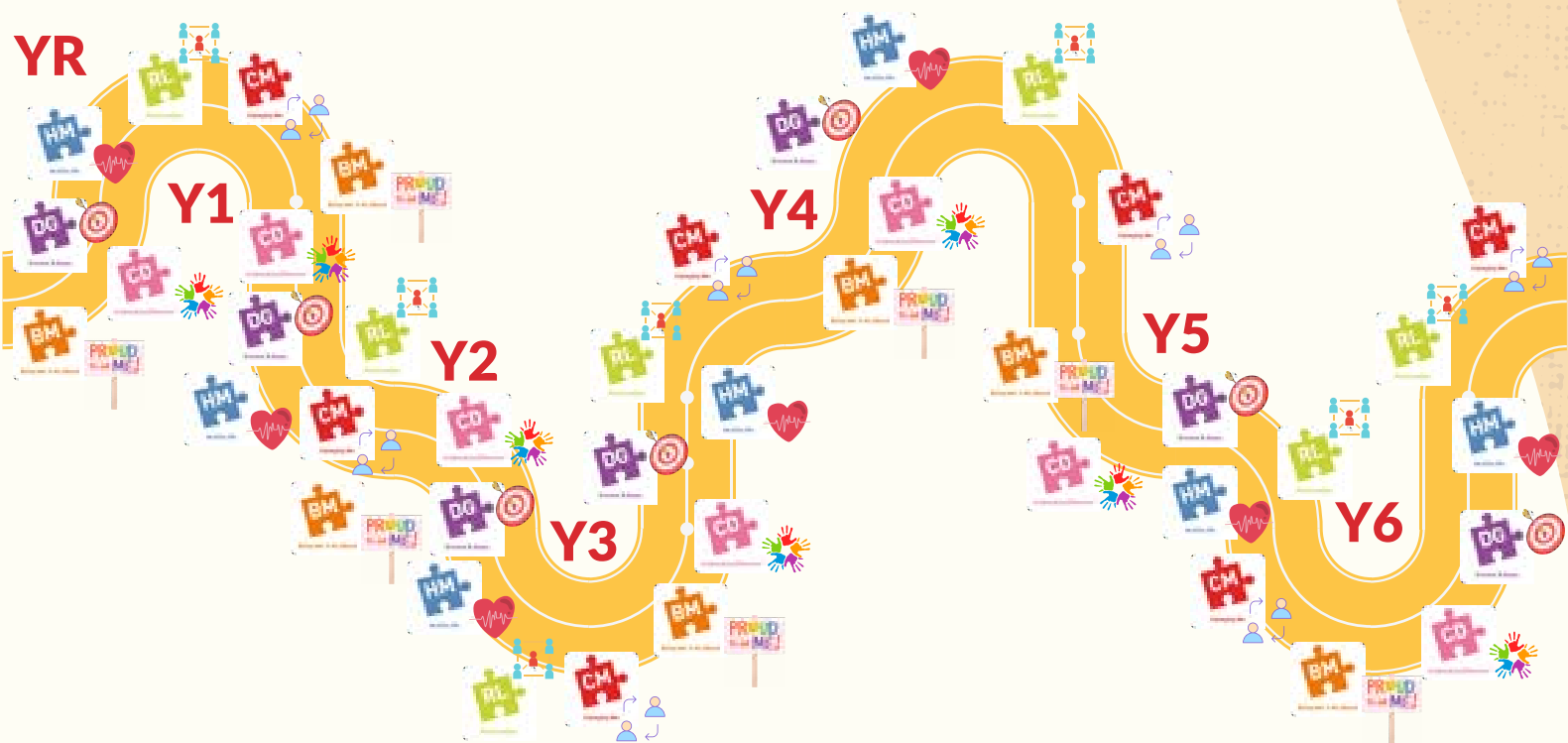




OUR

# CURRICULUM

LEARNING FOR LIFE





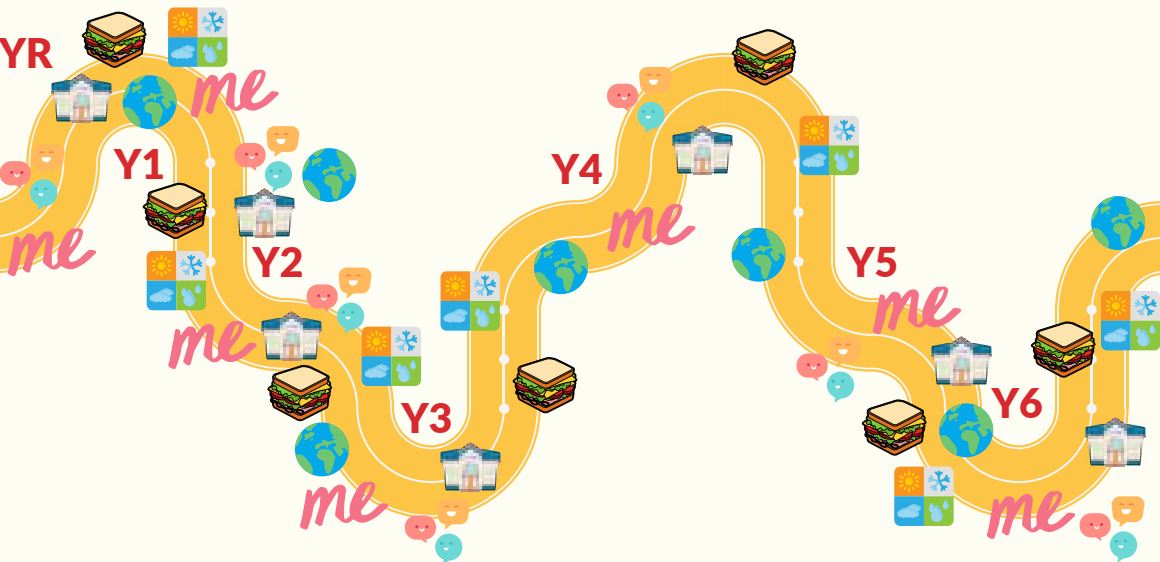
OUR

# CURRICULUM

## PHYSICAL EDUCATION



## SPANISH





# OUR CURRICULUM

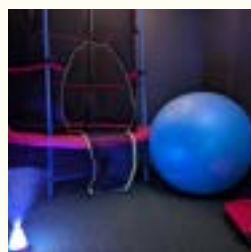
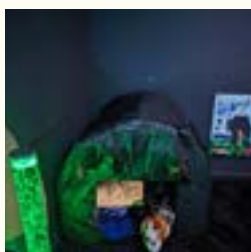
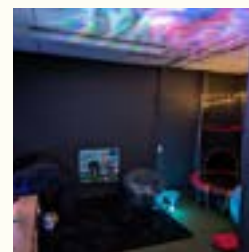
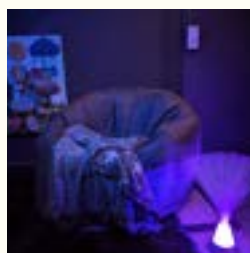
## SEND AND NURTURE PROVISION

We recognise the importance of inclusion and ensuring that all children with SEND have appropriate support that allows them equal access to an inclusive and balanced curriculum to reach their potential.

All children will be valued and targeted at an appropriate level to make the best possible progress and promote their self-esteem. We work closely with parents/carers who are included in the decision-making process regarding a child's provision. We support pupils based on needs and not diagnosis. Pupils will be supported to participate in all activities on offer throughout their school journey and adjustments will be made based on individual requirements.

We have designed our Academic, Behaviour and Character Curriculum to support all children to thrive and children with special educational needs or disabilities are fully supported throughout our curriculum and benefit most from our teaching and learning approach.

Our sensory provision has a positive impact on our children's wellbeing and learning. Children love our two sensory rooms in KS1 and KS2. Along with our sensory rooms, we have Calm Corners in every classroom and teaching space to support all children to thrive as part of the Tyndale Family.





OUR

# CURRICULUM

## CULTURAL CAPITAL





# OUR CURRICULUM

Crafting an unbeatable learning climate through our Warm:Strict philosophy, we hold unapologetically high expectations for and of the children in our care. We have clear boundaries, rules and routines because children deserve to feel safe and calm in school.

We value the acquisition of powerful knowledge as a goal in itself, and as an entitlement for all children. We invest significant time and resource into ensuring that children gain a knowledge base that is ambitious in scope so that it can empower them as active citizens of their community now and in the future.

Our staff are experts and make use of evidence-based research to ensure that they pass on their knowledge to children in the most direct and effective ways, ensuring that it is learnt, remembered, and supports every child to achieve their potential.

Kirschner, Sweller and Clark write that 'when teaching new content and skills to novices, teachers are more effective when they provide explicit guidance accompanied by practice and feedback.'

*(Putting Students on the Path to Learning - 2012)*

This means that we must understand how to do that well, and for this we look to Rosenshine's principles of instruction.

**'Learning can be defined as a change in long term memory.'**

*Kirschner, Sweller and Clark.*

We teach carefully considered curricula, curated by our curriculum leader and trust subject leaders, to expose children to material which is beyond their day-to-day experience.

These curricula are designed to ensure carefully selected knowledge is built on through a sequence of learning. At Tyndale, we do not want children to 'forget' what they have been taught. To help children learn the curriculum, consolidation activities are frequently included in lesson sequences. Consolidation activities also offer an opportunity for our teachers to formatively assess the starting points of their children and adjust their instruction accordingly.





# DEVELOPING CHARACTER

At Tyndale, we understand the importance of **belonging**. We believe controlling and changing ourselves is possible and has a profound impact on others. We see conflict as an opportunity to teach.

Our school and class family time provides **connectedness** which governs behaviour. This time promotes **connection, contribution, community, and internal self-regulation**. Our school and class family time is built on a **healthy family model** with the goal of providing optimal development for all its members. Our School Family builds connections that foster the following:

- Impulse control through co-regulation skills
- Cooperation and willingness to learn through a sense of belonging
- Empathy
- Executive skills through modelling, scaffolding and direct teaching

## Safe Space:

Children have Safe Spaces and Calm Areas in their classrooms and other areas of the school that they can use when they need time to themselves or time to talk. In these areas, children are prompted to think about **The Zones of Regulation** and the **Brain States Model** to support them to regulate themselves.

## Character Passports:

Our Class Passports provide opportunities for children to practise our character habits and provide concrete examples for children to be of character. Each class has a Character Class Passport Portfolio Book which outlines different character challenges for children to complete.

In addition, we have Child Societies and a Service Programme with volunteering opportunities.



We want children to be motivated to make good choices because 'it is who they are'.





# PROVIDING EXPERIENCES



We are very excited about the opportunities and experiences we provide our children throughout their time with us.

Our Academic, Behaviour, and Character Curriculums provide our children with the knowledge, experiences, and skills which will give them the **Best Chance of Success**.

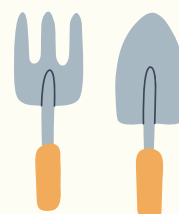
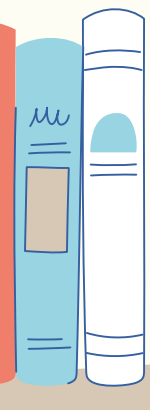
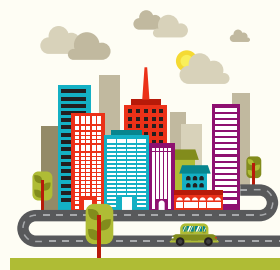
Our vision is for all children to acquire our Magnificent Seven Character Habits by the time they leave our school. Our **Cultural Capital** (Educational Visits, Experiences, and Visitors) **Map** enhances our curriculum offer and enables us to achieve our vision.



Children are exposed to a broad range of music genres and eras throughout their time with us.

By the time children leave our school, we want to ensure they have had the opportunity to:

- visit the beach
- visit a seaside town
- visit a city
- visit a theatre
- participate in outdoor team activities
- visit a farm
- visit a museum
- visit an art gallery
- go on several residential
- learn to swim
- learn to play an instrument and have the opportunity to learn to play an instrument from four different instrument families
- participate in productions and performances
- showcase their work
- volunteer on different projects
- visit different places of worship
- lead and participate in whole school events
- listen to an author share their books
- listen to live musicians
- visit the library at least twice a year



# REWARDS



## Birthday dress down days!

If it's your child's birthday, they can wear non-school uniform. If their birthday falls in the half term or a weekend, just agree on a day when you'd like to use this treat with your child's class teacher.

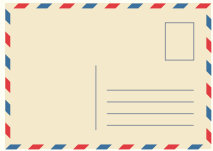


## End of Term Reward

Every child is given a 'Treat Token Recording Card', where they can record their tokens. Children need a total of 10 tokens to be eligible to participate in the end of term reward! There are a variety of ways to earn treat tokens which make it a reward accessible to all children!

## Dojos and Golden Coins

Dojos are awarded for behaviour that impresses us! Good manners, showing us the learning powers in action or going above and beyond being ready, respectful and safe. Dojos are recorded on our class dojo page and 10 dojo points can be awarded for a golden coin. Golden coins can then be exchanged for prizes for sale in our Tyndale Express Shop!



## Postcards and Positive Phone Calls

All staff members will award 1 postcard a week to any pupil of their choice to let the child and their family know what impressed that member of staff that week. They will also take some time to call the family of anyone in the school each week to inform them of how their child made their day.

## Peer Award

Any child can award their peer with a peer award if they spot something that impresses them or makes their day! All children are given support to identify and articulate what specifically they are awarding their peer for and how that made their day.



## Star of the Week

The Headship Team will award this certificate in celebration assembly to one member of each class each week as nominated by the class teacher. This award is given when a pupil goes truly above and beyond what is expected of a Tyndale child.

## Reading Rockstar

This award is presented in celebration assembly by the class teacher to all children who read for 5 or more days at home that week.



## Chocolate Treat Token

Children who have been recognised for good manners, will be in with a chance of winning an a Chocolate Treat Token to exchange for chocolate.

## Dojo Champion

This is awarded by the class teacher in celebration assembly each week to the child in the class who earned the most dojos that week.



## Learning Hero Certificates

Children who demonstrate that they are being Ambitious, Collaborative, Resilient or Independent will be awarded the Learning Hero certificate in celebration assembly. If children can show in their lessons that week that they are Ambitious like Ade, or Collaborative like Katherine, Resilient like Richard or Independent like Ida, they will be in with a chance of winning the weekly learning hero certificate and trophy!

## Termly Trophies

At the end of each term, we will award trophies to recognise the following things: Risk Taker, Golden Manners, Positivity, Reading, Performing Arts, Kindness, Sport, Leadership.



## Societies

Pupils will have the chance to represent our school by joining one of the following societies. When enrolled into the society, they can wear their badge with pride on their ties and keep their certificate which gives proof of membership.

Our pupil societies are: The Learning Army, Anti Bullying, School Council and Captains, Sports Ambassadors, Eco Warriors, Class Ambassadors, Events Planners





# BEHAVIOUR



We recognise that it is important to teach our children what great behaviour looks like and to support them in making the right decisions. However, we realise that there are times that children struggle to make the right choice and need us to work with them to co-regulate their behaviour.

The diagram below sets out the steps that we will take with a pupil to help them regulate their behaviour, as well as the consequences that will be put in place when needed.

Please note the different processes on the diagram for KS1 and KS2 when it gets further down the ladder.

*To note: we do not share the ladder with the children, it is just a tool for us as adults to see the process set out clearly.*



## **Resets**

Parents/carers receive a text message if their child receives a reset. This is for information purposes.













A reset is a chance for children to be out of their classroom to give them time to think, reflect and get themselves ready to learn again.



# THE SCHOOL DAY

Classroom doors open at 08:35 for all children to be seated and ready to learn by 08:40 (EYFS by 08:50).

EYFS:  
08:50

<b>8:40</b>	Class Family Time	
<b>9:00</b>	Period 1 - Reading	
<b>09:30</b>	Period 2 - Writing	
<b>10:30</b>	Assembly	
<b>10:45</b>	Break	
<b>11:00</b>	Period 3 - Maths	
<b>12:00</b>	Lunch	
<b>13:00</b>	Period 4 - Maths	
<b>13:30</b>	Period 5 - Theme	
<b>14:15</b>	Period 6 - Theme	
<b>15:00</b>	Love of Reading	
<b>15:20</b>	Home Time and Clubs	

EYFS:  
15:10

# OUR UNIFORM



Tyndale Primary School requires pupils to wear school uniform. We believe that a school uniform provides a sense of belonging and identity whilst setting an appropriate tone for an education setting.

Jumper and Tie		
Monkhouse		<b>School Jumper</b> Navy with School Logo <small>Compulsory item. Must be worn every day.</small>
Monkhouse		<b>School Tie</b> <small>(Years 1-4 Children Only)</small> School Tie with Logo <small>Compulsory item. Must be worn every day.</small>
Shirts, Blouses and Polo Tops		
Supermarket		<b>Shirt or Blouse</b> <small>(Years 1-4 Children Only)</small> White Shirt or Blouse (short or long sleeved) <small>Compulsory item. Must be worn every day. Shirts/Blouse should be tucked in at all times and suitable for wearing with a tie.</small>
Monkhouse		<b>School Polo Top</b> <small>(EYFS - Reception Children Only)</small> White Polo Top with School Logo <small>Compulsory item for Reception children. Must be worn every day.</small>
Trousers, Shorts or Skirt		
Supermarket		<b>Grey Trousers or Shorts</b> Tailored Grey Trousers or Shorts <small>Full length to the ankle. No 'skinny' trousers or leggings will be accepted. No sweatshirt fabric, chino or jean style or sports shorts will be acceptable. Tailored shorts must be knee length.</small>
OR		<b>Tartan Skirt</b> School Tartan Skirt <small>Elasticated in EYFS, Year 1 and Year 2 Wrap around in Years 3-6 Not excessively short, not below mid-calf.</small>
Shoes and Socks or Tights		
		<b>Shoes</b> Plain black, low heels and low soles, leather or similar material <small>No canvas or trainer style shoes will be accepted.</small>
		<b>Socks</b> Plain black or grey
		<b>Tights</b> Plain black opaque
Bags		
		<b>Book Bag or Backpack</b> School Book Bag or a Backpack <small>Strong, for carrying school equipment.</small>
PE Uniform		
		<b>PE Top</b> PE Top in Plain White
		<b>PE Shorts or Jogging Trousers</b> Plain black or navy sports shorts <small>(not cycle shorts)</small>
		<b>PE Bag</b>
		<b>Trainers or Daps</b> Any colour – must be appropriate for physical activity

The majority of our uniform can be purchased from supermarkets.

For branded items, we use Monkhouse as our supplier:  
[www.monkhouse.com](http://www.monkhouse.com)





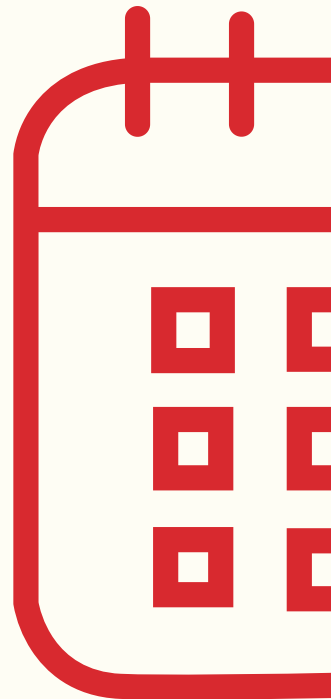
# OUR TERM DATES

Academic Year 2024-2025

<b>Term 1</b>	<b>Monday 2nd September 2024</b>	-	<b>Friday 25th October 2024</b>
Important Dates:	<b>Tuesday 3rd September 2024 – Start of Term 1 for Whole School</b> <u>INSET Days:</u> (School Closed to All Pupils) Monday 2nd September 2024		
<b>Term 2</b>	<b>Monday 4th November 2024</b>	-	<b>Friday 20th December 2024</b>
Important Dates:	<u>INSET Days:</u> (School Closed to All Pupils) Monday 4th November  <u>Academic Review Day (School Closed to All Pupils):</u> Friday 15th November 2024		
<b>Term 3</b>	<b>Monday 6th January 2025</b>		<b>Friday 14th February 2025</b>
Important Dates:	<u>INSET Days:</u> (School Closed to All Pupils) Monday 6th January 2025		
<b>Term 4</b>	<b>Monday 24th February 2025</b>		<b>Friday 4th April 2025</b>
Important Dates:	<u>INSET Days:</u> (School Closed to All Pupils) Monday 24th February 2024  <u>Academic Review Day (School Closed to All Pupils):</u> Friday 7th March 2025		
<b>Term 5</b>	<b>Tuesday 22nd April 2025</b>		<b>Friday 23rd May 2025</b>
Important Dates:	<u>Bank Holidays:</u> Monday 21st April 2025 - School Closed Monday 5th May 2025- School Closed  <u>INSET Days:</u> (School Closed to All Pupils) Tuesday 22nd April 2025		
<b>Term 6</b>	<b>Monday 2nd June 2025</b>		<b>Tuesday 22nd July 2025</b>
Important Dates:	<u>INSET Days:</u> (School Closed to All Pupils) Monday 2nd June 2025 Monday 21st July 2025 Tuesday 22nd July 2025		

You will receive a Key Dates Document prior to each term which will inform you of upcoming events in the following term.

Key Dates



# EXTRA-CURRICULAR CLUBS



*Extra-curricular activities boost young people's confidence to interact socially with others; extend their social networks; and provide them with new skills and abilities. Above all, they offer an important space to have fun and relax away from the pressures of academic work.*

*- Department of Education and Institute for Policy Research*

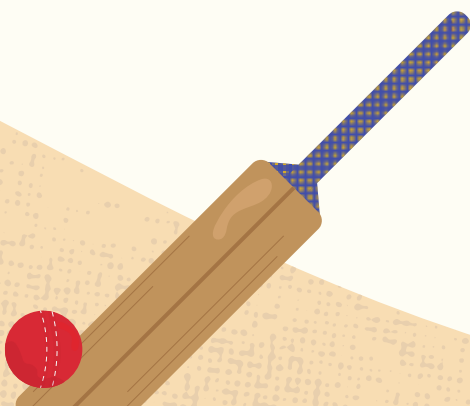
We are so passionate about the benefits of extracurricular clubs that we are offering an extensive programme of after school clubs **FREE OF CHARGE**.

Please book a space for your child for an after-school club on our school website.

All clubs will follow the timings below:  
Monday - Thursday - 3:20 - 4:20pm

## Pick Up

- Pick up from the KS2 White Coded Door (just after the Staff Room window) at 4.20pm.






# OUR

# SCHOOL MEALS




## Snacks at Breaktime



At Tyndale, we want to create and maintain a culture and ethos of healthy eating. We always encourage our children to eat a snack at breaktime during the mid-morning. There is of course free fruit and veg provided in KS1. However, if pupils decide to bring a snack in from home, pupils will only be allowed dried or fresh fruit and vegetables for their snack from Term 4. Any leftover bagels or toast is always available to pupils from the morning breakfast provision available to all pupils.

Any pupils with dietary/medical requirements which make having dried/fresh fruit or vegetables as a snack not possible will have a bespoke care plan discussed and agreed with the involvement of our SENCO. However, without this agreed care plan, pupils will not be able to eat any snacks brought into school that aren't fresh or dried fruit or vegetables. If other snacks are brought in, these will be kept aside and handed to the parent/carer at the end of the day.




## Water

As we want to create and maintain a culture and ethos of living a healthy life, only water is permitted during the school day. If your child has bespoke dietary or medical needs, please discuss these with the SENCO who can agree on a care plan.

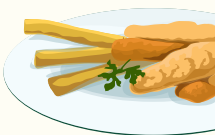
## Packed Lunches

We encourage our pupils to eat a balanced diet as this will maximise the capacity of the brain's ability to absorb new information and will help the body to feel energetic and ready to learn. If you choose to send your child to school with a packed lunch, we would suggest including a sandwich/pasta, two pieces of fruit and a yoghurt. Water is always available for all pupils on the tables during lunchtime.



## The School Menu

Hot, delicious and nutritious meals are cooked daily onsite by our fantastic Catering Team. Our menu can be found at the bottom of this page which is seasonal and repeats over a 3-week cycle. Each pupil is provided with a main meal and a dessert. Your child will be able to select their main meal choice from the menu and also select from a choice of two desserts every lunchtime with water provided to them at each table.



## How to pay for school meals:

It is easy to pay for your child's meal on MCAS App. Please contact the school office for your log in details if you are not registered. If your child is starting in Reception, registration details will be sent to you separately. Once you have access please ensure that you add funds to your child's account for the meals for the week ahead.

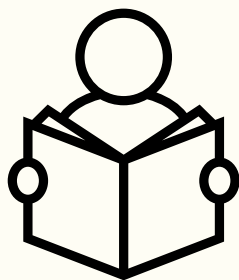




# SUPPORTING WITH HOMEWORK

At Tyndale, our homework expectations have been designed to:

- Ensure all knowledge and learning is for life and not just for a term, or for a test. The core purpose of our homework expectations is to provide every child with the knowledge they need to succeed in life. All our children receive the same knowledge and expectations to learn this knowledge.
- Provide consistency by ensuring children complete the same homework every night.
- Give your child additional time to develop their reading, widen their vocabulary, become more fluent with maths, and consolidate their learning.



DAILY  
READING



KNOWLEDGE  
ORGANISERS



DAILY  
PLANNER  
QUESTIONS





# SENIOR LEADERSHIP TEAM

Name	Position	Photograph
Ms Parkhouse	Headteacher	
Mr Crouch	Deputy Headteacher	
Ms Smyth	SENDCo	
Ms Bisset	Assessment Leader	





Give your child the  
**BEST CHANCE  
OF SUCCESS**



# THIS IS WHAT OUR PARENTS ARE SAYING

My child does well  
at Tyndale



100%

There is a good selection  
of after school clubs



100%

School lets me know  
how my child is doing



97%

My children learn a  
good range of subjects



97%

My child is happy  
at school



95%

Would recommend  
Tyndale to another parent



95%

I'm informed of what  
my child will learn



95%

Tyndale supports my  
child's wider development



94%





# SCHOOL CONTACT



01454 867 180



admin@tyndaleprimary.co.uk



Tyndale Primary School  
Tyndale Avenue  
Yate  
Bristol  
BS37 5EX



www.tyndaleprimary.co.uk



Tyndale Primary School



tyndaleprimary



@PrimaryTyndale

*For further information, please visit our website  
or get in contact to arrange a school tour.*



*Give your child the*  
**BEST CHANCE**  
**OF SUCCESS**



*Welcome to*

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**THE TYNDALE**  
**FAMILY**

