



Personal Development at Toner Avenue

At Toner Avenue we value all pupils and give them a broad and balanced curriculum which focuses on the skills needed to be successful adults in modern Britain.

To do this we have developed an approach to personal development - encompassing many areas - which I will detail in this policy.

Each of the areas is the responsibility of a named co-ordinator, with overall responsibility to myself as head teacher.

As a group of stakeholders we have arrived at a shared vision which is the starting point of everything we do in school.

A 'Life at Toner' video has been created and is on the school website to demonstrate the amazing school offer we have.

The office staff work hard to create a welcoming ethos. Lanyards show who are visitors, staff and governors,

School values

The values are displayed at our main entrance and are embedded into our daily routines at Toner.

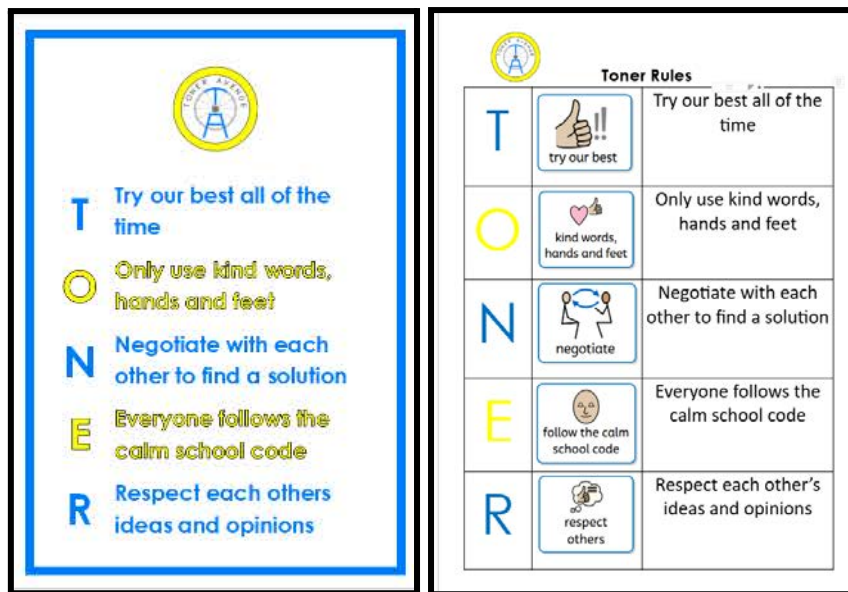


We celebrate pupils each week in assembly by linking their behaviour to one of the values, and adding a token in the token counter each week. The values are linked to the British values. Each value has a range of books linked to them for children to access to understand the value further. Each assembly starts with a song linked to one of the school values (and incorporating makaton signing)

We have visual representations of each value in the hall, created with a local author/illustrator, with each year group supporting the production of one value.

Behaviour

And our school rules are displayed around school and referred to often - with all staff using 'golden merits' to reward pupils for following the rules.



Golden merits are used by all stakeholders to reward pupils. All staff, lunchtime, office governors, teaching staff etc have their own merits, supply staff also have merits to use while in school , Y5 and 6 staff appoint prefects who are awarded badges and give out their own gold merits.

A draw takes place weekly with winners announced in assembly on a Friday.

We have all had Paul Dix training and use this approach across school to recognise the behaviours we want to see and ignore the unwanted behaviour. Positive reinforcement is used consistently across school. All children are greeted at the door each morning, add their face to the feelings board, and sit down to complete their morning task. This calm start to the morning enables children to be ready to learn quickly.

If issues do occur we use restorative practice to enable pupils to have a voice and agree a way forward to find a solution.

Treat Tuesday

We have created a 'Starlight Lounge' which children attend each week with the head and deputy - one per class - for always following instructions. They receive a sweet treat (which changes termly after a suggestion from a pupil) and sign the 'wall of fame'. They receive a sticker when they come the first time but this now progresses to a pin badge for 2+ times attending.



Consistent classroom routines

Transition

Nursery

Parents and pupils come for a play and stay session before they are due to start. The children then attend for some short sessions before they start full time.

Reception

We hold parent open nights in November and December for parents to come along to see our values and provision for Reception. One of our parent governors also attends this session to speak about his experiences of Toner. Once Reception places are allocated the EYFS lead goes out to their current Nursery provision to meet them and the staff to gather necessary information. We hold after school drop in sessions for the pupils to come along with their parents once they have confirmed their space. In September we stagger the intake over 3 days to ensure pupils are clear with rules and routines.



Y1-6

Each staff member prepares a transition powerpoint and booklet to be used with their new class during transition sessions (2 days in July). During this transition session children spend the day with their new teaching staff, coming in and out of school through their new allocated doors, and going through the transition powerpoints. The children create their own 'one page profile' which they share with their new teaching team so they are aware of what they like and don't like. They also complete a wish for the future, which is displayed in the classroom. As part of the transition, and to promote the love of reading, we use the book covers (of the new books they will be introduced to in the new year group) as a stimulus for discussion. Children are encouraged to predict, question and interpret the front covers to create excitement for what is to come. Summer reading challenges are also introduced and discussed with their new staff to encourage engagement over the summer holidays.

All about me!



Name: Julia Finnigan

Favourite colour: Green

2 Facts about me: I have a dog called Lola. I have a daughter called Kate and she is 11.

Next school year, I am looking forward to: Helping you all to make lots of progress and seeing you all grow up.

My favourite book: Avocado Baby by John Burningham.

In my spare time: I like to meet my friends for a coffee, take my dog for beach walks and spend time with my family.

Year 2 Curriculum:

	Autumn	Spring	Summer
Subjects to be taught:	English: The Queen's speech, The Great Fire of London	English: The Queen's speech, The Great Fire of London	English: The Queen's speech, The Great Fire of London
Subjects to be studied:	Decorative book design, The Queen's speech, The Great Fire of London	Decorative book design, The Queen's speech, The Great Fire of London	Decorative book design, The Queen's speech, The Great Fire of London

For more information on what is planned for all Year 2 children visit: <http://www.toner-ave.org.uk/curriculum>



Year 2 Curriculum:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Living and non-living things	Living and non-living things	Living and non-living things	Living and non-living things	Living and non-living things	Living and non-living things
Art	Drawing: People	Drawing: People	Drawing: People	Drawing: People	Drawing: People	Drawing: People
Computing	ICT: Safety, Word processing	ICT: Safety, Word processing	ICT: Safety, Word processing	ICT: Safety, Word processing	ICT: Safety, Word processing	ICT: Safety, Word processing
Design & Technology	Design: Designing, Making, Evaluating	Design: Designing, Making, Evaluating	Design: Designing, Making, Evaluating	Design: Designing, Making, Evaluating	Design: Designing, Making, Evaluating	Design: Designing, Making, Evaluating
Geography	Geography: The Earth, The World, The UK	Geography: The Earth, The World, The UK	Geography: The Earth, The World, The UK	Geography: The Earth, The World, The UK	Geography: The Earth, The World, The UK	Geography: The Earth, The World, The UK
Music	Music: The Sound of Music, The Sound of Music	Music: The Sound of Music, The Sound of Music	Music: The Sound of Music, The Sound of Music	Music: The Sound of Music, The Sound of Music	Music: The Sound of Music, The Sound of Music	Music: The Sound of Music, The Sound of Music
Maths	Maths: Addition, Subtraction, Multiplication, Division	Maths: Addition, Subtraction, Multiplication, Division	Maths: Addition, Subtraction, Multiplication, Division	Maths: Addition, Subtraction, Multiplication, Division	Maths: Addition, Subtraction, Multiplication, Division	Maths: Addition, Subtraction, Multiplication, Division
PE	PE: Gymnastics, Athletics, Swimming, Football	PE: Gymnastics, Athletics, Swimming, Football	PE: Gymnastics, Athletics, Swimming, Football	PE: Gymnastics, Athletics, Swimming, Football	PE: Gymnastics, Athletics, Swimming, Football	PE: Gymnastics, Athletics, Swimming, Football

For more information on what is planned for all Year 2 children visit: <http://www.toner-ave.org.uk/curriculum>

These booklets are also given out to any pupils who are joining us mid year.

Breakfast club/after school club

We offer a free breakfast club from 8am. This is supported by Greggs foundation and Karbon homes who also donate food hampers at Christmas. Children have breakfast and then spend time socialising with friends as well as accessing daily activities from a sports coach. We rigorously track take up at these clubs to ensure equal access for all groups.

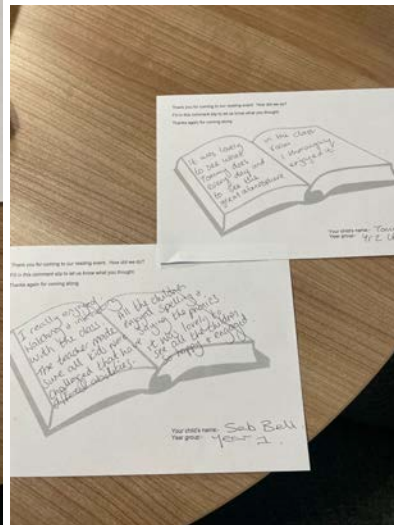
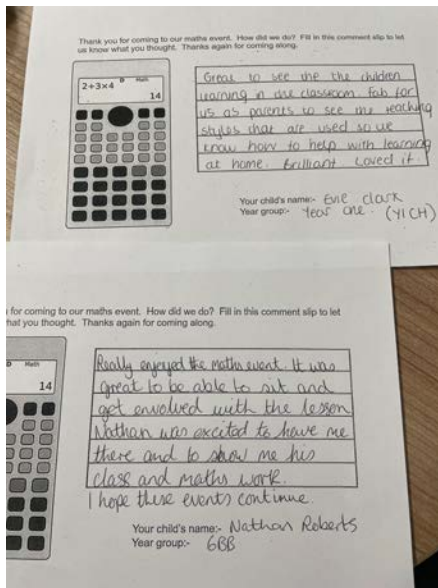
Parent questionnaires

We regularly ask for opinions from a range of stakeholders. This includes a yearly google questionnaire to parents which we analyse and produce an action plan to help us improve.

A	B	C	D	E	F
Parents responses	Staff responses	Governors responses	Pupil responses	Actions	
Better communication to parents in school between staff and SLT. More professional dialogue about pupils with additional care needs.	Communication to parents choice for events.	Engage parents as partners.		Termly newsletters, best messaging service, website updates, facebook updates. Look at Jazz role and give time to update these (timetabling).	
Consistent teachers in class	Staff in class more with consistent cover, less changes last minute. Consistent approach to booking and attending external CPD. SLT in class more.	Consistency of staff/staff turnover	Teachers in classrooms more and consistent staff covering when teachers are not in	Clear timetables in place for HLTAs to provide cover - planned in advance and consistent staff covering for each class	
Play equipment for the yard, garden to grow	Outdoor learning and playtimes	Outdoor provision for Y1-6 pupils	Outdoor playtimes - more equipment and use of the full area	CPAL initiated, aim tracks sand pit ordered, shed ordered, meeting with signed CPAL for start, appoint play governor	
More information about children's learning and progress	Clarification of expectations and consistency of these expectations. Raising paperwork which is not impacting	Children's learning and well being needs to be a priority		SLT discussion re reports to parents, updates on website to show expected learning for each year group, parent events coming into school to take part in learning (reading, maths, wider curriculum on termly basis), opportunities for parents to look at pupils work in topics. Look at paperwork expectations as SLT and refine where necessary	
Better intervention to play gaps	Interventions given more time and impacting better on pupil outcomes. ELSA and Nurture start again. Support for families.	Consistency in T+L. Better attendance for all	Longer in school to get the help we need	Look at HLTAs roles for Sept and give time for this. Revise timetables to provide time for intervention. Look at programmes for intervention - reading plus. Look at roles to build in family support.	Check after school clubs with staff and parents

Parent events

We hold termly parent events in school linked to curriculum learning. Each term is a different focus and parents join in our lessons for the first 45 minutes of the day. They then complete some comment cards with how they felt the experience went and what they want in the future.



Parents are invited to our Harvest and Christmas celebrations, They are also encouraged to attend a weekly library session in Reception.

We hold parents evenings 3 times a year and attendance at these is monitored. Parents can choose to come into school or have a phone consultation with the class teacher.

Parents engage with teachers through the use of 'Tapestry' where families can record home reading.

We hold parent updates for Y1, 2, 4 and 6 to discuss statutory assessments and how they can support at home.

We have parent open evenings to encourage parents to visit the EYFS setting before putting their child's name down for a place

We have yearly awards assemblies where children perform in year groups, all children are recognised for achievement across the year and individuals with exceptional progress or attainment are awarded. A class role model is also awarded on the day but is chosen by the pupils in the class. These ceremonies are very well attended by parents.



Cultural passports

Our cultural passports are used in every year group and outline experiences which we will guarantee children will have while they are in Toner Avenue. There are 6 memorable experiences for each year group. These will be highlighted across the year once achieved. This will improve children's cultural experiences, and be fun too.

Cultural Passport	Year 3 entitlement
 Name: _____	Cook Pizza
	Go rock climbing
	Visit Anbeia
	Have pedestrian training
	Stay for a late movie
	Meet a Hindu visitor

Cultural Passport	Nursery entitlement
 Name: _____	Cook soup
	Visit the beach
	Watch a frog grow
	Splash in puddles
	Say a nursery rhyme
	Have a school dinner

Cultural Passport	Year 6 entitlement
 Name: _____	Visit a Mosque
	Try out surfing
	Perform in the leavers production
	Be able to code
	Visit the Victoria Tunnel

School council

We have an active school council who are elected each year by their classmates through a class vote. Mrs Fisher holds regular meetings with the council and they work on a range of projects. Each year they come up with a list of things they would like to be part of. These include raising funds for a defibrillator, raising funds for OPAL, deciding on charity days,

developing a 'buddy' approach across school, odd socks day for world mental health day etc.



School counsellors have their own gold merits to reward great behaviour. They also have their own display board and hold regular whole school assemblies.



Buddy

School council wanted us to organise the school so every class had a buddy. To do this we sorted the classes into pairs and allowed them to spend time with each other to choose a buddy. This was done during antibullying week on the playground. Y6 were with year 2, year 5 with year 3, year 4 with year 1. Staff supported children to pair up (and for some children there were 2 buddies to one child). They then went into one of the classrooms together to write up facts about their buddy (for their careers book) and spend some time together playing games and chatting.





Friday assembly

Each Friday the full school comes together for a celebration assembly. The head teacher leads the assembly and is supported by the head boy and girl and the deputy head boy and girl (chosen from Year 6 each September)

We start with a makaton song linked to one of our school values. We then have an update of what is going well in school and what we need to work on. We also discuss any events coming up the following week.

We then start with celebrations - we look at attendance and reward the money into the piggy bank for best class attendance. The class then use this for items they want for the class eg. jam for bagels, games for wet play, popcorn for movie afternoon etc.



We also have an 'Adders and Ladders' game for the year group with over 96% attendance. They roll a dice and can win prizes when they land on the square.

Next, each teacher reads out a certificate for 'Star of the week' linked to our Toner values. The children come to the front of the hall and receive a lanyard, which they wear every day the following week. They have a photograph taken and add a token to the 'values' counter



The Golden welly is awarded for pupils who have gone over and above in supporting OPAL. The child with the winning tickets wins their class the golden welly award and 10 mins extra playtime.

Kindness Chameleon is awarded to one child who has demonstrated kindness that week and their photo displayed on the kindness tree.

A staff star of the week is also presented - they get to wear a staff lanyard all week and can come along to 'Treat Tuesday' to receive a sweet treat the following week.

We also do the gold merit draw where 5-10 merits are drawn out and children receive a prize.

We also look at any other achievements from within the school or children's achievements in their own time

Progress panda is awarded by the curriculum ambassadors who look at a range of books and agree someone who has made the most progress. The child receives a certificate and panda badge, and has the progress panda 'live' in their classroom for the week.



We also award any prefects.

Our assembly is finished off with the school prayer and a hymn.

OPAL (see policy)

We are an twice OPAL platinum school. A team of staff led by our OPAL lead teachers (Gemma Hunter and Tracey Finnigan) and supported by the OPAL play co-ordinator (Mrs Cauldron), meet on a regular basis to create plans for the outdoors linked to our school play policy.

A play governor (Graham Kelly) has also been appointed.

A full risk/benefit assessment is created and carried out with each new area we open outdoors. New equipment is introduced to the children in assembly and rules for 'safe play' drawn up and shared with all staff so we are all consistent in our approach.

Careers

A Careers policy is embedded into the school life. We have a Careers lead for school. We have introduced careers floor books which classes complete each year and are sent to the next class. In these books, we showcase a range of visits and experiences that the children have been exposed to. We use their interests to guide their visits and visitors and always link this to their year group curriculum so that children can see the reason behind being in school.

Staff have added information on their classroom door linked to a previous job role they have and we complete an internal careers fair for year 3 pupils and their parents/carers using these past careers to tell the children more about jobs.

	<i>Before I worked at Toner Avenue, I was a _____.</i>	
What this role involved:		
• _____		
• _____		
What skills I needed for this role:		
• _____		
• _____		
How this role has helped me in my current job:		
• _____		
• _____		
PICTURE		

We have also introduced an adapted version for KS1 children where year 6 pupils research a sector/ career and present it to KS1 as part of their Oracy within school.

Each year we also hold an external careers fair for KS2 with visitors from across a range of jobs presenting in the skills and qualifications needed to follow in their footsteps.



Every time children go out on a visit, or a visitor comes into school, the children are encouraged to find out about their jobs and complete a write up in their careers books. We hope to complete 3 of these each year.

The visits/visitors are linked to curriculum areas being covered and we have created a document to link these, one for each term. These also refer to mathematicians and their area of expertise.

Year 6 also does a topic on economic well being. This is linked to Young Enterprise.

An example of an overview:

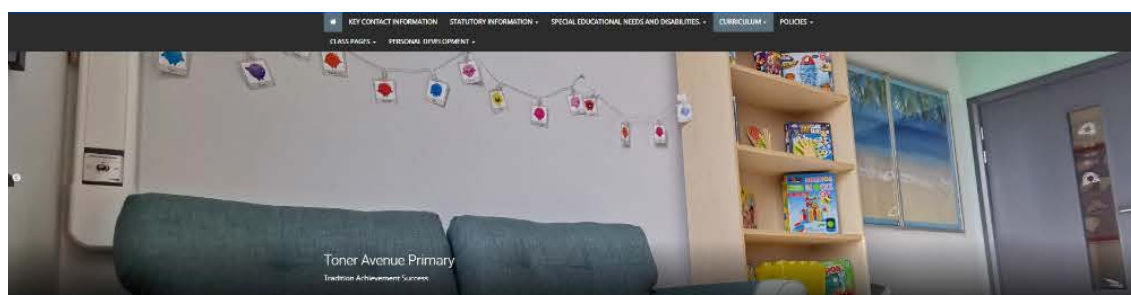
	Autumn	Spring	Summer
Y1	Visit to the Church- Vicar Maths linked to homes	Library Visits- Librarian Maths linked to cartoons	Lifeguards- Seaside Topic RNLI- Grace Darling
Y2	Virtual Author Visit History mathematicians	Librarian Snow tubing	Restaurant Owner Waiter/Waitress Maths in jobs
Y3	Rock Climbing instructor Maths - Ada Lovelace	Librarian Visit - Librarian Maths - Maria Gaetana Agnesi Rene Descartes	Historian/ researcher - Roman Fort Maths - Benjamin Banneker Muhammad ibn Musa al Kwarizmi
Y4	Librarian (library) Author (virtual author) Swimming instructor (swimming lessons) Greek mathematicians, Archimedes, Pythagoras	Sports leader/trainer (archery session) Egyptian maths - Hypatia, Marjorie Lee Brown	Tour Guide (Durham Cathedral) History researcher (Great North) Maths - Fern Hunt

Y5	Virtual author visit Chris Smith and Greg James Maths - Sophie Germain, Isaac Newton, Leonhard Euler, GF Reimann	Careers in Space @ the Life Centre? Maths - Katherine Johnson, Dorothy Vaughn	Visit the beach and speak to lifeguards
Y6	Librarian Maths - May Somerville, Fibonacci	Tour guide at Victoria Tunnel Maths - Alan Turing	Young enterprise Maths - Rachel Riley, Stephen Hawkins

We have achieved several careers awards - 'Primary futures award' and 'Career Seekers direct primary career award' (the first in the country to receive this at Primary level)

Nurture/elsa/snug

Within school we have several staff trained in delivering the ELSA programme. This takes place on a one to one or within a small group. Gillian Cutting (HLTA) assesses the pupils who are referred in by their class teacher. She then works with parents and the pupil to set some targets from the assessment. A re-assessment is completed at the end of a half term to measure the impact of the intervention.



We have also created a 'snug' which is an outdoor area which Mrs Cutting runs on a lunchtime for pupils to go to if they are scared, sad or worried.



Curriculum

Our PSED curriculum is MUSE which we supplement with 'No Outsiders' and 'Kidsafe'. Our school is an accredited Kidsafe school, in which many members of staff are trained to deliver Kidsafe lessons. This covers a wide range of topics including prevention of abuse, bullying, mental health, staying safe online, parents splitting and the age ratings of films and games to name but a few. This supports children's development as they know which adults they can trust and to recognise 'yucky feelings' in their bodies.

'No outsiders' use age appropriate books to explore the protected characteristics and relationships throughout the year.



Library visits

All classes go to the library for a visit and to sign up for a card. We hope to support parents with visiting the library and work with the team on holiday challenges across the year.



We also work with an author and illustrator 'Liz Million' to design characters and make our own stories.

Feelings using 'Inside out'

We have consistent processes in every class for children to identify their feelings throughout the day and match their picture to the corresponding inside out character. We then use zones of regulation to support children to change their feelings using pre planned strategies. These can be self implemented or supported by an adult in school.

School counsellor

We have our own school counsellor 2 days a week for Escape counselling. She works with pupils who are referred into her by our SENDcO. She works on bereavement, managing emotions, friendship groups etc.

After school clubs

School offer a range of after school clubs at either £2 per session or free. Some clubs are ran by external agencies, some are run by school staff.

Parents and children sign up for a half term. The school council have also worked to establish clubs children want...and staff have signed up to provide these if they are able to. An analysis of which children attend is completed each half term.

An example of clubs we run are:-

KS1 Gymnastics

Y1 - Y3 Cookery Club

Y1 - Y6 Zumba

Y1 - Y6 Games

KS2 Art

Y1 - Y6 Movie Club

R-Y6 Tuesday club (requested by parents)

KS2 Dodgeball

Rec - Y2 Dance

KS2 Story Writing and Handwriting

Y1 - Y6 Mindfulness

Y4 - Y6 Cookery Club

KS1 Read and Relax

KS2 Hockey

KS2 Computing

KS2 Reading Plus & TTRS

KS1 Kids Bop Dancing and Singing



Residential

Year 6 have the opportunity to attend Thursdon outdoor residential for a full week. Children who do not attend have exciting activities in and around Hebburn for the week.

Year 4 also do a 2 night stay over and have been to Moor House and PGL completing bush craft and outdoor team building activities.



Whole events

School sports day

The whole Rec - Y6 school attend Monkton stadium once a year for an amazing sports day. We parade around the track carrying flags to represent the teams, sing the national anthem,

race in classes and against one another, dance, compete in long jump and allow parents staff to race too!!!



Remembrance day

We always meet as a full school to remember the veterans and take part in a minutes silence together on the school yard

David Attenborough 100 years

Each class did an activity linked to caring for the environment and then we 'hugged' the school by creating a continuous line around the full building with all staff and pupils!!!



School Conga

We celebrated VE day 80th anniversary with lots of party activities, a whole school song and ending with a whole school conga.

School mural

We all made a bottle flower to create a mural to show how we all belong.



Fundraising

As a school we are involved in a lot of fundraising for charities. This is mapped out at the start of the year by the school council. Year 6 holds a McMillian coffee morning for the parents each year.

We also have links to the wider community. We sing at old people's homes and make Christmas cards to be distributed to elderly residents nearby.

Year 6 take part in 'make £5 grow' and always leave a legacy of funding to be used year on year (usually added to the 'smarites' pot)



Smarties

Each year we create a small school fund through smarties fundraising. We then allow pupils to bid for the money through an application form. They bid for items they would like in school such as class bears, digging equipment, ballet bars etc.



Forest school

We have a well established forest school which is run by one of our HLTA's. We use this for whole classes and as an intervention group where needed



Sensory regulation

We have 2 rooms in school for children to regulate alongside an adult. These are used to develop strategies to use when dysregulated, or to provide sensory input on a regular basis throughout the day to prevent dysregulation. All staff have had training in this area and some staff are 'champions' and have had additional training to enable them to create sensory circuits linked to pupil needs. After all break times we also complete a 'regulate routine' with pupils to ensure they are calm when re-entering the building after a play session.

Commando Joes

We have a Commando Dave employed in school to support children with resilience, team work and communication. He works with a range of children across the year in whole class, small groups and after school clubs.

Outdoor lunch

We are the only school in South Tyneside to offer outdoor lunches to pupils. We have a set of picnic blankets and benches and in the summer months the children from N-Y6 have an opportunity to eat outdoors.



Welcome Wednesdays

On a Wednesday each week we have a live musician playing to the children while they are eating lunch in the dinner hall. The children sing along, clap along and generally just take in the range of genres on offer.



Child and Family manager

Our Child and Family manager 'Emma' works tirelessly with personal development. She works with parents to provide home support and runs our 'Tagged Twice at Toner' community shop which offers a range of pre loved items, as well as food and hygiene products. Emma also runs a kindness club and sends out messages, pictures, small gifts to local community handmade from the children.

School awards

Healthy School award 23-27

International school award 23-27
Gold water smart award June 26
School of sanctuary award July 26
OPAL platinum award 25-27

Pupil roles in school

Head boy/girl
Deputy head boy/girl
Prefects
100% club (attendance)
School counsellors
Mental health ambassadors
Eco warriors

Links to other policies - Please read other policies which contribute to personal development

OPAL
Safeguarding
RE
PSHE
PE
Oracy

Enrichment coverage in addition to curriculum provision

	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Civic engagement								
Roles in school								
Restorative practice								
No Outsiders								
Buddy								
Care home singing								
Smarties bid								
McMillian coffee morning								
Arts and culture								
Library visit								
Author visit								
Welcome Wednesday music								
Musical instrument								
Singing tuition								
RE visit/visitor								
African drumming								
South Tyneside sings								
Link to french school								
Nature, outdoors and adventure								
Forest school								
Outdoor lunch								
Sustainability project								
Residential visit								
Camping experience								
Sport and physical								

activity								
External sport coach								
Adventurous outdoor activity								
Sports festival/competition								
Sports day								
OPAL								
Developing wider life and future skills								
Commando Joes								
STEM week								
Kidsafe								
MUSE								
Cultural passport								
Careers fair								
Pedestrian training								
Bikability								
Healthy minds								
Make £5 grow								
Cooking (DT)								

- Civic engagement – for example, volunteering, debating, school and college democracy, and community engagement
- Arts and culture – for example, taking part in and having live experience of music, art, dance, theatre and other expressive arts, and visits to museums and galleries
- Nature, outdoors and adventure – for example, time outdoors, climate education and sustainability projects, gardening, residentials and camps.
- Sport and physical activities – for example, participating in individual and team sports, physical activities like dance, fitness activities or cycling, representing the school or college, attending live events
- Developing wider life and future skills – for example, digital literacy, STEM clubs, enterprise, cooking, managing finances, and (for colleges only) teaching Relationships and Sex Education

