



# Twiss Green Community Primary School

Welcome to Twiss Green Community Primary School! Thank you for your interest in our school. We hope that the information provided in this prospectus helps to outline why Twiss Green is such a special place. Please don't hesitate to get in touch with us if we can provide any further information or answer any questions.









# Welcome to Twiss Green Community Primary School



## Twiss Green Vision and Values Achieving, Caring and Growing Together Respect, Resilience and Relationships

We are very proud of our school, our children, staff, governors and the wider Twiss Green community. It is a special place where the children are happy and feel safe and valued. Our curriculum supports academic progress but also helps our children to be respectful, resilient and develop strong relationships: our 3Rs - the core values that as a school community, we have decided are most important to us.

## Achieving

We strive for an environment where the children enjoy learning, celebrate their achievements and are encouraged to take pride in themselves and all that they do. Fostering a strong partnership with families is a key foundation to our approach, and we encourage parents' support of their children's learning and their successes. At Twiss Green we are focused on achieving the best learning outcomes for every pupil. Our pupils consistently achieve high standards in the core subjects of English, Mathematics and Science but we also pride ourselves in offering a broad, balanced and stimulating curriculum.

Strong teaching and learning are at the heart of our approach, and we monitor performance closely. All of our children access effective, quality-first teaching in the classroom to ensure strong progress regardless of their starting points or additional needs. We pride ourselves on early identification of children who require extra support to achieve their full potential. We encourage and expect a willingness to learn and excellent attendance, and as a school we work hard to engage with busy parents to ensure their support.





# Our Vision and Values

## Caring

We build and maintain a positive and safe learning environment for all; safeguarding underpins everything we do at Twiss Green. We aim to develop well-rounded individuals, who can express their views clearly and thoughtfully, and who are happy and confident. We encourage our children to be caring and responsible young citizens both in school and within the wider community. The principles of Equality and Diversity run through the heart of our school. We teach the children to recognise and accept difference, and to express their views with kindness and consideration for the feelings of others. We teach that we are all equal and we all belong - there are no outsiders in our school. We set high standards for behaviour to help create the best learning environment possible and offer additional support and nurture to those members of our school family who may need it.

## Growing

The Twiss Green curriculum is key to our approach in equipping our children with the skills and confidence for their future lives. Our curriculum helps our children acquire and remember knowledge of the key academic areas but also promotes spiritual, social, moral, cultural, personal and physical development, along with actively promoting family values, self-esteem and awareness of the needs of others. We believe it is important that our teaching provides:

- PSHE (Personal, Social and Health Education) as this underpins every aspect of life at Twiss Green
- Understanding of how to care for the environment and the opportunity to be active in the protection of it
- Sporting experiences
- A global awareness
- Exploration and understanding of our core values: Respect, Resilience and Relationships
- The opportunity to be part of a UNICEF Rights Respecting School
- Involvement in planning and running community and charity events
- Citizenship, including Equality and Diversity
- Opportunities for the Arts

We engage and encourage the children to be involved in evaluating their own learning and believe that it is important that our children are given the opportunity to shape their own ideas and influence how the school operates. We provide opportunities for children to lead and have a voice through our School Council, Eco Group and Junior Safety Officers.

Together, our Twiss Green family supports our children to achieve, care and grow throughout their primary school experience, in preparation for all that their futures may hold.





## Our Team

The school is led and managed by its Senior Leadership Team (SLT) alongside its Governing Body. The SLT has four members: Mrs Hughes, Mrs Kelly, Mrs Millward and Mrs Ollerton and their roles are:

Mrs Hughes: Headteacher, Designated Safeguarding Lead

Mrs Kelly: Deputy Headteacher, Deputy Designated Safeguarding Lead

Mrs Millward: SENCO, Deputy Designated Safeguarding Lead

Mrs Ollerton: Early Years Foundation Stage (EYFS) Lead

We have 6 additional members of teaching staff who are supported by a team of teaching assistants who work across the school. Our teachers each lead an area of the curriculum and help to drive forward our broad, balanced and ambitious curriculum

## School Governors

School governors are appointed for a four-year term of office. The role of the Governing Body is to decide the aims and policies of the school, its budget and staffing. It monitors the teaching of the National Curriculum in the school, and assists the Headteacher in all matters related to the school and its organisation. The Headteacher and the Governing Body work in a close and balanced partnership. At Twiss Green, the Chair of Governors is Mrs Liz Davis. Our governors can be contacted through the school office.

Members of the Governing Body also serve on a number of committees. There are three main committees that meet on a termly basis, monitor specific areas of activity and report back to the full governing body when deemed appropriate. These committees are as follows:

- Health and Safety
- Performance and Curriculum (dealing with curriculum and staffing issues)
- Resource Management (dealing with buildings and finance issues)





## The Twiss Green Curriculum

At Twiss Green, we aim to deliver a broad, balanced and stimulating curriculum which is accessible to all and builds on the foundations of our core values: Respect, Resilience and Relationships.

Our curriculum helps our children acquire and remember knowledge of the key academic areas but also promotes spiritual, social, moral, cultural, personal and physical development, along with opportunities to enrich knowledge and experience by providing a well thought out extra-curricular programme. Our curriculum is designed to build on children's local, national and global knowledge and in partnership with families, enables our children to flourish. A caring and inclusive approach ensures that our children are able to achieve, care and grow together.

Our Reception children follow the Early Years Foundation Stage (EYFS) Framework, which is based on the following seven areas of learning: communication and language, physical development, personal, social and emotional development, literacy, maths, understanding the world and expressive arts and design.

## Religious Education

There is an act of worship each day, which may be class based, or in the form of an assembly. This is led by a member of SLT, or one of our teaching team and normally includes a distinct time

for worship and reflection. Modern and traditional hymns are a regular feature of these assemblies, which are mainly Christian in content. If parents want their child to be excluded from the daily act of worship and/or religious education lessons they should, in the first instance, contact the Headteacher.

Our Key Stage One and Key Stage two classes follow the National Curriculum, which consists of the following subjects: English, maths, science, design and technology, history, geography, art and design, music, physical education (PE), including swimming, computing, modern foreign languages, Religious Education, Personal, Social and Health Education (PSHE) and relationships education.

At Twiss Green, we use the Little Wandle programme to support our teaching of phonics and early reading. We also use Jigsaw to support of delivery of PSHE and RSE (Relationships and Sex Education).

The Jigsaw programme teaches children emotional literacy, social and lifelong skills, RSE and resilience in an age-appropriate manner.

We also offer additional music tuition, provided by Wigan Music Services, who offer lessons for individuals in various instruments, e.g. strings, woodwind and brass and First Row Music, who teach guitar and ukulele.





**'Primary educational legislation requires that all maintained schools provide a balanced and broadly based curriculum that promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and prepare pupils at the school for the opportunities, responsibilities and experiences of adult life.'** Lancashire Agreed Syllabus 2016

At the centre of RE at Twiss Green Primary School is the question, "What is it to be human?" Through an enquiry based RE curriculum we aim to enable the children to develop the skills they need to rationally address this and many of the other big questions they will face throughout their lives.

It is not our intention to lead children to any specific faith but to use RE to encourage our pupils to learn and develop the positive attitudes of curiosity, wonder and appreciation, commitment, fairness and self-awareness to the beliefs and values of others.

The teaching of RE is approached in much the same way as the other humanities subjects.

## Special Educational Needs

Mrs Millward is our SENCo (Special Educational Needs Coordinator). We identify any needs at the earliest point and then make effective provision to improve the long term outcomes for the child. Our aims are as follows:

To regularly assess the progress of all pupils, thus identifying pupils making less than expected progress given their age and individual circumstances.

To identify pupils with special educational needs and disabilities and ensure that their needs are met through early intervention.

To ensure that all pupils have equal access to a broad, balanced curriculum which is adapted to meet individual needs and abilities.

To acknowledge and draw on parent knowledge and expertise in relation to their child and to involve parents in the planning of their child's SEN provision.

To encourage pupils to express their views and fully involve them in decisions which affect their education.

To promote effective partnership and involve outside agencies when appropriate.

The aims of education for pupils with special educational needs and disabilities are the same as for all pupils.

It is the responsibility of all teachers to identify and meet the SEN of pupils across all curriculum areas and all aspects of teaching and learning.



## Sport at Twiss Green School

At Twiss Green all the children follow the get set 4 PE programme. It is fully aligned to the National Curriculum and Ofsted requirements and focuses on the development of agility, balance and coordination, healthy competition and cooperative learning. Sports such as tennis, football, cricket and hockey are taught as part of the Physical Education curriculum at Twiss Green and they play a significant part in the children's physical, social and personal development. In Key Stage 1 the children are taught to master basic movements including running, throwing and catching - these skills are applied in a range of activities. They participate in team games and perform dances using simple movement patterns. At Key Stage 2 the children develop a broader range of skills which enables them to follow a more extended programme of games, dance, gymnastics, athletics and outdoor activities.

Children in Key Stage 2 (usually in Year 4) will have the opportunity to take a course of swimming and water safety lessons at the Orford Hub in the summer term.

## Nurture:

Whether it is through interacting with nature and animals, creative expression or focused games and activities, children can safely explore their feelings and emotions at Twiss Green. Being mentally healthy begins in the classroom with myHappyMind sessions and the Jigsaw programme. Both form part of our PSHE curriculum and teach our children how to stay safe and take care of their emotional wellbeing and mental health.

Some children requiring additional help are supported through child-led sessions to develop their own self-awareness and in turn develop strategies suited to their needs. This might include Art Play, Therapy Dog, ELSA or Forest School nurture sessions.

## Forest School and OPAL:

We are very proud of the beautiful grounds we have at Twiss Green and are keen for our children to take learning outside the classroom whenever possible. Our Year 1 and Year 5 classes take part in weekly Forest School sessions, led by a qualified Forest School practitioner, to support them in developing confidence, creativity, independence and self-esteem through practical, child-led sessions in our dedicated Forest School area.

We also believe in the benefits of high-quality play to support our children's social, emotional and academic development. We are an OPAL (outdoor play and learning) school, which means that we are committed to using natural and man-made resources to allow children to be inspired and creative at playtimes. We make the most of our school grounds by allowing the children to wear wellies at playtimes so they can access all areas of the outdoor space in all but the very worst weather.

## Our Classes

The children are organised into mixed ability classes of a single age-group. Children are taught principally by their own class teacher (or teachers, in those classes where we have a job-share arrangement). We aim to keep class sizes to a maximum of thirty children, although there is some variation from one class to another.

Within each class the children are taught using a range of teaching and learning strategies. We encourage the children to be involved in evaluating their own learning – they are actively encouraged to identify their own areas of strength and similarly areas for development. Children are encouraged to work collaboratively and independently – we believe that it is important for the children to be given the opportunity to shape their own ideas.

During the early years of schooling, in Reception and at Key Stage 1, teaching methods are very much a mixture of practical activities and small-group working, with whole-class teaching also included. The children are encouraged to work in groups and individually; they are provided with opportunities throughout a lesson to review and summarise what has been taught and to assess their own progress against clearly defined learning criteria.

As the children progress through the school into Key Stage 2 they are encouraged to work collaboratively and independently, depending upon the task focus. We seek to offer a curriculum which caters for the needs of our children very much as individuals, and not simply as members of a larger group. It is also our aim to offer equal learning opportunities for all of our children.





## Admissions Procedures to the Reception Class

Parents/carers are invited to apply on-line for their child's reception place. If parents/carers do not have an email account or access to a PC, the school will provide support with this. If you would like any help or advice regarding admissions, please contact the admissions team on 01925 446226

Parents should note that it is the Local Authority that is the Admissions Authority, not the Headteacher or the school's governing body. There is a single annual admission date. Children are admitted to school at the beginning of the school year during which their fifth birthday will occur.

The school year runs from 1st September of any one year to 31st August of the following year. In other words, children are admitted in the September following their fourth birthday.



## Induction Arrangements for Reception Class Children

An induction course will take place during the summer term prior to your child's initial admission. This will consist of an evening meeting designed to help you prepare your child for full-time schooling as well as a tour of the school, a chance to meet your child's teacher and to ask any questions you may have. There will also be an opportunity for your child to spend sometime in school during the July prior to their admission in September.

## Pupils Entering School at Other Than Reception Age

Pupils in any year group other than Reception who would like to be admitted to the school will be admitted by the Local Authority according to the same criteria as used for Reception children, up to the school's limit per year-group. This is 30 per class in each Key Stage.

## Parental Choice of School

Parents can express a preference for their child to attend Twiss Green, even if they do not live close to the school. If the year-group is not full, their child will be admitted.

## Catchment Area and Admissions Criteria of the School

Schools do not have a catchment zone from within which any child must be admitted to a school. Admissions priorities are as follows:

1. Children in care and children formerly in care.
2. Siblings, if the older brother or sister already attending the school is expected to continue at the school in the following year.
3. Pupils for whom advice from a medical practitioner or psychologist has been provided by the parents in support of admission to a particular school which, in the Local Authority's view, justifies admission to the preferred school.
4. Pupils living nearest to the school defined 'as the crow flies' from the front door of the child's permanent place of residence to the main entrance of the school.



## Admissions Appeals

Parents have a statutory right of appeal against the decision of the admissions Authority. Details of the procedure are available from the Admissions Team.

## Assessment and Reporting Arrangements

We report on your child's progress in every term of the school year. Parents' Evenings are held in the autumn and spring terms, at which you will typically have a ten-minute interview with your child's teacher to discuss their work and progress. In the summer term you will be sent a written report covering all National Curriculum subjects and the class teacher's and the Headteacher's general comments. We will also send you details regarding your child's attendance. One copy of this report is held in school and the other is for you to keep. Your child's teacher, or the Headteacher if necessary, is also available to discuss more urgent matters as they arise. If your child is receiving extra support or you would like to meet with the class teacher to discuss any issues regarding your child's learning then appointments can be arranged with individual class teachers.

In Reception class, assessment is an ongoing process carried out throughout the year. This culminates in an end of year report on progress in the Early Learning Goals. Assessment continues on a regular basis throughout the rest of Key Stage 1.

At the end of Year 1 the children undertake a phonics screening check; the result of this will be shared with you in the annual report at the end of July.

From the 2019/20 academic year onwards, all state-funded maintained schools and academies in England were required to administer an online multiplication tables check (MTC) to Year 4 pupils. The national curriculum specifies that pupils should be taught to recall the multiplication tables up to and including  $12 \times 12$  by the end of Year 4. The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided.

Finally, towards the end of their last year at Twiss Green, children take the Key Stage 2 SATs. These are in the two core subjects of mathematics and English and you will be fully informed of the results. The school and national results are available online. SATs reporting arrangements will be more fully explained to you as the tests occur.

We track your child's progress throughout their time with us by regular marking of their class work and with regular testing and assessment.







## Twiss Green Parent, Teacher and Friends' Association

The school has a very active Parent, Teacher and Friends' Association (PTFA). New parents automatically become members as soon as their child enters school. Supporting the activities of the PTFA is a particularly enjoyable way of supporting the education of your children and it is strongly recommended that you take an active part, however small, in the social and fund-raising activities it promotes.

The main objective of the Association is to work in partnership with the school in helping to advance the education of the pupils. In reality this means supporting and organising events and donating the proceeds to the school in the form of new equipment, or improvement projects. The PTFA can usually hope to raise in excess of £10,000 a year which it has, in the past, donated to the purchase of sports kit, science equipment, computers, play equipment, landscaping improvements, books and iPads. The Parent, Teacher and Friends' Association elects a committee each year; in addition the Association is supported in its work by a small group of trustees.

Everyone is welcome to attend PTFA meetings which usually take place in school; there are around six meetings during the year. Regular annual events include the Christmas fair, children's disco, Jim Jam Jog sponsored run event and an Easter Egg hunt



## School Uniform

Mrs Vicky Watson in the school office distributes the school uniform. Uniform bearing the school's logo can be ordered through Touchline [www.touchline-embroidery.com/shop-by-school/twiss-green-primary-school](http://www.touchline-embroidery.com/shop-by-school/twiss-green-primary-school)

All items of clothing for school should be clearly marked with your child's name prior to use.

- Round-necked or V-necked royal blue sweatshirt
- Royal blue cardigan
- White or sky blue polo shirt
- Black shoes
- Blue zip-up fleece (for winter wear)
- grey skirt
- grey trousers
- plain white blouse
- plain white shirt







**Optional summer wear:** grey shorts and blue striped or gingham dresses. Please note that we ask parents not to send their children to school in football or running shorts. Trainers and boots are not considered to be appropriate school-wear. We would like to ask for your co-operation in ensuring that children attend school wearing 'proper' shoes or sandals in summer, in either dark blue, black or brown.

We encourage the children to wear a sky blue T-shirt with the school logo and dark coloured shorts for PE lessons. These should be worn to school on days when children have their PE lessons, along with trainers. In the winter the children should wear tracksuit bottoms and tops in school. Pre-loved uniform is available for a small donation.

As a precaution, in terms of health and safety, children are not allowed to wear jewellery for school. Watches and stud earrings are the only exception to this rule.

The school does not permit children to have extreme haircuts that could serve as a distraction to other children and are not in keeping with the ethos of the school. This includes patterns shaved into the hair, excessive use of hair products and false hair. The definition of an extreme hairstyle is at the discretion of the Headteacher.

## First Aid

We always have at least eight qualified First Aid people on our school staff. (Training is provided by the Health and Safety Executive). If your child receives a head injury during the course of the day you will be informed in person, by text and in writing.

## The School Charging Policy

Schools are not permitted to make compulsory charges for activities which take place mainly during the school day. Activities such as trips to places of educational interest can, however, cost very considerable sums of money. It is therefore necessary to ask parents for voluntary contributions in order to enable such visits to take place. Although there is absolutely no obligation to contribute in this way, a visit could not take place unless parents were willing to help. Wherever possible the school will endeavour to fund trips for children whose parents are experiencing financial problems.



## Homework

At the beginning of each year you will receive information from your child's new class teacher on the subject of homework for that school year. In addition you will receive a letter at the beginning of each term outlining the topics that will be covered across the curriculum. It may well be that there will be suggestions for activities, visits, websites, books etc. that can be used by parents to enhance their children's interest and learning.

The policy on homework at Twiss Green is one that has the support of parents, teachers and governors of the school. We use homework as an opportunity for the children to undertake further work closely related to their current class work, and to the National Curriculum Programmes of Study to which class work relates. Homework is sometimes used to complete work begun in class. The proper implementation of this policy will require parental co-operation if it is to be successful. Teachers may set and mark homework, but we need parents to oversee its completion on time. Teachers are under no obligation to mark homework that is handed in late.

## Extra-Curricular Activities

A number of after-school club activities are organised for the children by teaching staff and external providers. The activities do vary from time to time but may include the following:

- Multisport
- Film Club
- Archery
- Chess
- Judo
- Fencing
- Choir
- Book club
- Arts and crafts

These are run in six-week blocks. At times, outside agencies will use the school premises to offer the children extra-curricular activities.





## Breakfast Club and After School Club

We run a breakfast club at school which operates from 7.30am until 8.55am. Breakfast club is managed by Mrs Pullen. We also run an after school club which operates between 3.15pm and 6.00pm. After school club is managed by Ms Taylor. For further information on these clubs, including cost and how to book, please contact the school office.

## Punctuality

Parents are asked to ensure that children arrive in good time to start their lessons in the morning. If children are persistently late for school, their parents will be asked to discuss with the Headteacher how the situation can best be resolved, in the best interests of the child's education.

## Reporting of Absences

Parents are asked to inform the school office by phone or in person before 9:00am if their child is going to be absent. If at all possible they should give an indication as to how long the absence will last. If parents have not informed the school about their child's absence by 9:15am they will be contacted by a member of staff from the school office. Please note that we refer to the Public Health England publication for information about illnesses called 'Guidance on infection control in schools and other childcare settings'. It is worth noting, that children who are suffering from diarrhoea or vomiting should be kept at home for 48 hours after the last episode.

## Medical and Other Appointments

Parents are requested at all times to try to arrange medical and other appointments outside of the school day; however we do appreciate that this is not always possible in the case of hospital clinics. In those cases, parents should inform the school as soon as possible in writing: email to the school office is the preferred option ([twissgreen\\_primary@warrington.gov.uk](mailto:twissgreen_primary@warrington.gov.uk)) so that school registers can be correctly recorded.

## Family Holidays

The staff and governors firmly believe that family holidays should be taken during school holidays.

An absence for family holidays would normally be classified as unauthorised and recorded on your child's records as such. If absence during term-time is unavoidable, then you should inform the Headteacher in writing, preferably 2 weeks before the absence date. Normal school hours are as follows:

### Key Stage One children:

9.00 am - 12 noon

13.00 pm - 3.15 pm

### Key Stage Two children

8.50 am - 12.15 noon

13.15 pm - 3.20 pm

On the last day of each term, school finishes at 2.30 pm for all children.





## Pupil Absence Rates

The school has a very good attendance record and we aim each year for an overall attendance rate of 97% (this equates to 5 days absence per child each academic year).

## Security and Safety

As part of its Traffic Management System, the school has a car park for parents and visitors which is accessible from Petersfield Gardens, with a pedestrian gate for access to the school grounds. We ask that parents do not enter the staff car park when visiting school for any reason. In the interests of safety, the children are instructed not to walk across the staff car park at any time and we respectfully request that parents and other adults also refrain from doing so, in order to model safe behaviour.

The school doors have been equipped with locks to enable them to be secured from the inside, once the children are safely indoors. Children who arrive late for school for any reason will need to come in through the main entrance. Parents and visitors will also be unable to access the building during school hours, other than via the main entrance. If you need to take your child out of school at any time during the school day e.g. for a doctor's appointment, you should come to the main entrance of the school, inform a member of staff in the school office and complete the appropriate paperwork.

At the end of the day parents of children in Reception and Key Stage 1 line up in much the same way as the children do in the morning. The children are seated inside the classroom and handed over to their responsible adults once they have confirmed their identity. It is very important that parents and carers understand that once the child has left the classroom the parent/carer must be responsible for supervision at all times. It is also important that if someone different is picking up your child at the end of the day that this is clearly communicated to school in advance. We cannot give permission to anyone to take a child home without direct parental consent.

For parents with children in different year groups, we suggest that you collect the younger child first (e.g. Reception child then Year 2 child).

Children in Year 3 and Year 4 will be released from the door nearest to their classroom at the end of the day. If no one shows up to collect your child, they will be kept inside the school building until the person collecting them arrives. They will be supervised by a member of staff until 3.30pm then they will be taken to After School Club to be supervised by the staff there and the office staff will contact the parents/carers to arrange a pick up.

Children in Year 5 and Year 6 are released through the door next to the Year 6 classroom in order to meet up with the person collecting them. We understand that some of our older children prefer to walk home with friends – information about picking up at the end of the day is collected by the school at the beginning of the school year.





## Lunchtime Arrangements

All children in Reception and Key Stage 1 are entitled to a free school meal; however, children may go home for lunch or bring a packed lunch if preferred. Children in Key Stage 2 have the same lunchtime choices; however, they pay for school dinners unless they are entitled to Free School Meals. We use ParentPay which is an online payment service for schools and parents. Once you have decided to send your child to Twiss Green you should receive communication with account details from the school office. We also ask for your co-operation in not sending your child to school with drinks in glass bottles, or hot food in flasks which can be a safety risk.

## Snacks

Children in Reception and Key Stage 1 receive a free piece of fruit (including carrots and cherry tomatoes) on a daily basis as part of a government initiative. Many children in Key Stage 2 choose to bring a small snack for the morning playtime as well. To encourage healthy eating habits we do ask that parents co-operate by ensuring that morning snacks comprise only of healthy foods such as fresh fruit and vegetables. The children are also able to buy toast at break time which is cooked by the school's kitchen staff. This needs to be ordered for the whole week and paid for using ParentPay. All children are encouraged to bring water bottles to school on a daily basis (these should be filled with water only). We ask you to purchase a re-usable container for your child ensuring that it is clearly labelled with his/her name and class. Water bottles are available from school at a cost of £1 each (again, we ask you to purchase these using ParentPay).

Although we actively encourage the children to eat healthily, we do have one small concession. After consulting with parents and children it was agreed that on the last Friday of each half term the children are allowed to have a special treat such as a chocolate bar at break time.

You may be entitled to free school meals for your child. For further information please see the Children and Young People Services at Warrington Borough Council website.

## Administration of Medicines

Parents need to be aware that teachers and support staff are permitted to administer prescribed medicines to children. Parents need to bring the medicine into school at the beginning of the school day and complete a form (available either from the school website or the school office).

If your child suffers from sudden onset illnesses such as asthma or epilepsy you should confirm, in writing, if your child falls into this category. We ask parents to keep us regularly informed about children who are on regular medication such as inhalers and to ensure that the medication we have in school is up-to-date.

## Mobile Telephones

Children are not allowed to bring mobile phones to school. However in exceptional circumstance your child may bring a phone to school with a letter of explanation. Your child will be expected to hand over the phone to the office staff at the beginning of the day who will sign it in. The phone will be returned to the child at the end of the day.





## Thank you

We would like to thank you for your interest in Twiss Green Community Primary School and we hope that this prospectus has been helpful with any questions you may have about our school.

Further information can be found on our school website and Facebook page, showing more about what school life is like at Twiss Green. The school welcomes families to visit our wonderful school at any time throughout the school year. If you would like to arrange a visit to the school, please contact us on the below details.

Telephone: 01925 762346

Email: [twissgreen\\_primary@sch.warrington.gov.uk](mailto:twissgreen_primary@sch.warrington.gov.uk)

Facebook: Twiss Green Community Primary School

Website: [www.twissgreen.net](http://www.twissgreen.net)





## Privacy Notice - Data Protection Act 1998

We (Twiss Green Community Primary School) are a data controller for the purposes of the Data Protection Act. We collect information from you and may receive information about you from your previous school and the Learning Records Service. We hold this personal data and use it to:

- Support your teaching and learning;
- Monitor and report on your progress;
- Provide appropriate pastoral care, and
- Assess how well your school is doing.

We will not give information about you to anyone outside the school without your consent unless the law and our rules allow us to. We are required by law to pass some information about you to the Local Authority and the Department for Education (DfE). If you want to see a copy of the information about you that we hold and/or share, please contact the School Business Manager, Mrs Burns.

If you require more information about how the Local Authority (LA) and/or DfE store and use your information, then please go to the following websites:

[www.warrington.gov.uk](http://www.warrington.gov.uk) and Data protection policy | Privacy policy

If you are unable to access these websites we can send you a copy of this information. Please contact the LA or DfE as follows

**Warrington Borough Council**, 1 Time Square, Warrington, WA1 2NT  
[www.warrington.gov.uk](http://www.warrington.gov.uk) | email: [eddat@warrington.gov.uk](mailto:eddat@warrington.gov.uk)  
01925 443322

**Department for Education**, Piccadilly Gate, Store Street, Manchester, M1 2WD  
[www.education.gov.uk](http://www.education.gov.uk) | email: [www.education.gov.uk/help/contactus](http://www.education.gov.uk/help/contactus)  
0370 000 2288

Attendance is not collected for pupils under 5 at Early Years Settings or Maintained Schools as part of Censuses for the Department for Education. This footnote can be removed where Local Authorities collect attendance for under 5's for their own specific purposes. Local Authority to provide a link to their website with information on uses they make of data and any other organisations they share data with. Ideally they should also provide an address where parents without internet access can write for information.









### Website and Facebook page

Further information and up-to-date news about school can be found by visiting our Facebook page,  
which can be found by searching for

'Twiss Green Community Primary school' or our website: [www.twissgreen.net](http://www.twissgreen.net)