

Dodford First School

Prospectus 2023 - 2024



Achieve, Believe, Create and Fly High

Contents	Page
Administrative Information	3
The School	4
School Vision / School Aims / Curriculum Aims	5
School Rules and Conduct	6
The Governing Body	7
Admission of Pupils	8
North Bromsgrove School Pyramid	10
The School Day	10
Stages of Education	11
Promoting Key Skills across the Curriculum	15
Promoting Thinking Skills	16
National Curriculum:	
English	16
Art	17
Design and Technology	18
Music	18
Maths	19
Science	19
Mental Health and Growth Mindset	20
Computing	20
History and Geography	21
Physical Education	21
Religious Education	22
PSHE/RSE	22
French	22
Homework	23
Special Educational Needs	23
Attendance and Absences	24
Charges for School Activities	24
Child Protection	25
Complaints Procedure	25
Access to Documents and Information	25
Governor Visits	25
Medical Arrangements	25
Parental Support	26
Parents' Association	26
Travel Plan	27
Uniform	27
Valuables	28
Quick reference guide	28

SCHOOL INFORMATION

School

Postal Address:

Dodford First School

Fockbury Road

Dodford

Bromsgrove

Worcestershire

B61 9AW

Telephone No: 01527 831569

Website: www.dodford.worcs.sch.uk

Staff

Headteacher: Mrs L Parkes

Deputy Headteacher: Mrs N Eggleton

Teachers: Mrs N Eggleton, Miss R Stanley, Miss C Underhill,

Office Admin: Mrs V Randall, Mrs J Warrender

Teaching Assistants: Miss S Burgess, Mrs J Bonham, Miss L Laishley, Miss D
Christie

Lunchtime Supervisors: Miss D Christie, Mrs S Marnell

Governing Body Representation

Chairperson of the Governing Body: Mrs Sarah Wilkes

Vice Chair & LA Governor:

Mrs A Moss

Parent Governors: Mrs N Clinton and Ms C Richards

Co-opted Governors: Mrs D Smith, Mr P Gibbs, Mrs T Langfield

Staff Representative: Mrs N Eggleton

Headteacher: Mrs L Parkes

Clerk to the Governors: Mrs L Evans (S4S)

Governors stand for a four-year period. Parent Governors do not have to resign when their child leaves the school, they can complete their term of office.

Local Education Authority

Head Office: Educational Services Directorate

P.O. Box 73

Worcester

WR5 2YA

Telephone No: 01905 763763

Pupil Admissions and Transfers:

Telephone No: 01905 678205

THE SCHOOL

Dodford First School is a rural village school situated 2 miles from Bromsgrove Town Centre, a quarter of a mile from the A448 Kidderminster Road. Our pupils come from both the village and from all across Bromsgrove.

The school was established in 1877 and has traditionally been one of the focal points of village life. It has close links with the community and can draw on this relationship to offer pupils an even more varied school experience.

We are very fortunate to have a dedicated and enthusiastic teaching staff and support staff who continue to foster strong links between the school, parents, governors and the extended community.

The school has a thriving Parents' Association who are actively involved in fundraising, providing the children with visits, visitors, trips to the theatre and lots of exciting resources.

The school is well maintained and cared for with recent refurbishments to the reception classroom, library and our outdoor 'Garden Escape' being converted into a classroom. The playgrounds are well equipped with seating areas, playhouses, football nets and display interest boards. We also have an outdoor space at the front of the school.

As a small school with a maximum of 75 pupils, our learners develop strong relationships across year groups, and we believe this adds to the experience offered by our "community" school ethos.



OUR SCHOOL VISION

We, at Dodford First School, will offer an inspiring, caring and inclusive learning community where each day, all members of the school community will strive to make a positive difference to the learning journeys of the pupils. We will encourage pupils to become enthusiastic, confident and inquisitive learners and thoughtful, tolerant individuals.

Our motto is:

Achieve, Believe, Create and Fly High

Our School Prayer is:

**Oh Lord, bless our school, that we may work together and play together,
Let us remember that as many hands build a house, so many hearts build a school.
Amen.**

OUR SCHOOL AIMS

The school community will:

- Provide a happy, safe and secure environment in which our children will find excitement and stimulation, enabling them to grow as enthusiastic, thoughtful, confident and tolerant individuals.
- Provide challenges, opportunities and resources to enable all children to acquire knowledge and skills, both academic and social and allow everyone to maximise their potential.
- Build children's confidence and self-esteem, encourage self-discipline, self-evaluation and independence with the aim of providing a life-long love of learning.
- Work in partnership with parents and governors to support the education and development of all our children.
- Work together as members of a community where everyone feels valued.
- Encourage children to celebrate the diversity in our society, environment and the wider world.

OUR CURRICULUM AIMS

- Develop creative skills which focus on application of thinking skills, problem solving and risk taking.
- Enhance the curriculum by nurturing a community spirit involving parents, carers, governors and the local community.
- Develop pupil awareness and tolerance by providing opportunities to experience and appreciate a range of culturally diverse communities both local and globally
- To broaden the use of It and computing across the curriculum as a creative tool for learning



SCHOOL RULES AND CONDUCT

Our Class Charter

We have the right to:

- Feel safe in our school
- Be able to learn
- Make friends
- To be ourselves
- To learn in a clean environment

We have the responsibility to:

- Treat others, as we would like to be treated
- Listen to the teacher and try our best to learn
- Be kind and open to everyone in our school
- Make sure our actions do not harm others
- Keep our classroom and our school tidy
-

Our Playground Code

At Dodford First School we have created our own Playground Manners

- We are caring, kind and considerate
- We always show respect
- We are always honest
- We say please and thank you
- We share and take turns
- We ask children on their own if they would like to join in our games
- We put our litter in the bin

Children at Dodford First School know that there is always a consequence in everything they do. Consequences can be good or bad, depending on the choices made. This is true throughout life, so our behaviour policy is seen as a preparation towards good citizenship. Good consequences could be verbal praise, moving up the Zone Board or other class-based rewards or privileges. A child's name may also be recorded in the Star Pupil of the Week book which leads to a certificate being presented in a special assembly each Friday. Consequences for poor

behaviour for learning could be a verbal warning, moving down the Zone Board, withdrawal from an activity or privilege. In cases of more serious misconduct, parents would be contacted, and a behaviour strategy discussed and implemented. We will always strive to work in partnership with parents/carers. They are invited into school each half term to a Celebration Assembly, rewarding children with certificates linked to the values we have been looking at in our daily assemblies.

Alongside our code of conduct for a happy school, each class has their own Agreement.

THE GOVERNING BODY

The role of the Governor is demanding but very rewarding and is a good way to give back to your local community. The governing body is responsible for working with the school to ensure that it delivers a good quality education. Together with the Headteacher, who is responsible for day-to-day management, they set the school's aims and policies.

Key roles of Governors

- To ensure clarity of vision, ethos and strategic direction.
- To hold the Headteacher to account for the educational performance of the school and its pupils, and the performance management of staff.
- To oversee the financial performance of the school and make sure its money is well spent.

They also carry out a number of other important duties, which include:

- Determining how the school's budget is spent.
- The appointing and dismissing of staff.
- Hearing appeals and grievances.
- Forming policies on the school's curriculum and collective worship.
- Setting standards for pupils' behaviour and discipline.
- Making sure school buildings are welcoming and safe.
- Setting and monitoring the school's aims and policies.

Who can be a school governor?

You do not have to have children at the school to be a governor. However, you do have to be over 18, and pass a formal check for your suitability to be within a school. No specific qualifications are required but there are certain expectations. What is important is that you have energy, enthusiasm, time and a real desire to help provide children with the best possible education. Governors come from all sections of the community, and all walks of life. They can be parents, staff at the school, residents in the locality or representatives of local churches or businesses. It is important that you can work as part of a team and can give commitment to the school. There are usually approximately 10 people who make up the governing body. Advice, support and training for the role is given by the local authority. Some governors are elected by parents, while some are appointed by the governing body itself. This ensures governing bodies reflect the communities they serve. If you would like to express your interest in becoming a school governor, please speak to Mrs Parkes.

ADMISSION OF PUPILS **SCHOOL ADMISSIONS**

Worcestershire County Council's Information for Parents Book on Admissions and Transfers to Schools is available to view online at:

www.worcestershire.gov.uk/schooladmissions

A copy of the book is also available to view in Schools, Libraries and at your Local Worcestershire Hub.

The Information for Parents book contains full details on the application and allocation process, including the oversubscription admission criteria for each school. **You are advised to read the book prior to making an application.**

The information below briefly explains:

How to apply for a school place in the normal round of admissions 2022/2023

The parents of ALL pupil's resident in Worcestershire, including parents whose preference is for the catchment area school for the child's home address, seeking a place at a First/Primary or Middle School, including any Academy, Foundation or Voluntary Aided Schools, and any School outside Worcestershire, must complete a Worcestershire LA Common Application Form by the closing date.

Applications can be made online up until the closing date (15th January 2024) by visiting www.worcestershire.gov.uk/schooladmissions.

If you do not have access to the internet, application forms are available from the school, Local Worcestershire Hub or by request on Tel no: 01905 822700.

The parents of pupil's resident outside Worcestershire, but who wish to apply for a place at any Worcestershire school, must complete an application form provided by the "home" LA. (The "home" LA is defined as the Local Authority relevant to the child's home address). The "home" LA will ensure that application details are passed onto Worcestershire LA for consideration in the allocation of school places.

When are decisions made?

For pupils residing in Worcestershire, the offer letters will be emailed or posted in April via second class postage. They will be sent direct to parents, by the Pupil Admissions and Transfers Section, even if it is on behalf of the governing body of an Academy, Foundation or Voluntary Aided School, or a school in a neighbouring LA.

In the few cases, where it may not be possible to offer a place at any of the preferences nominated on the application form, a place will be offered at the nearest school with available places.

The offer letter will include an acceptance/decline slip which must be returned by the date specified in the offer letter.

For pupils not resident in Worcestershire, the offer or refusal letters will be sent direct to parents by the home LA, even if it is for a school in Worcestershire.

Admission to schools during the year outside the normal round of Admissions

The procedure for in-year admissions for Worcestershire residents is as follows:

- 1) Parent/Carer to obtain an application form (CA1), if a resident in Worcestershire, from any of the following sources:
 - Child's current school (if in Worcestershire).
 - School being applied for (if in Worcestershire).
 - Worcestershire Hub Centre (Tel: 01905 822700).
 - Download form from website (www.worcestershire.gov.uk).
- 2) Parent/Carer to complete the application form and ensure form is counter-signed by current Headteacher (if already attending a Worcestershire school).
- 3) The parent should then forward form onto their Home Authority Admissions Team to be processed.
- 4) The Home Local Authority will co-ordinate with any relevant admission authorities on behalf of the parent to determine which is the highest ranked offer that can be made.
- 5) The Home Local Authority will write to parents, on behalf of the relevant admission authority, normally within 10 school days, of the form being received to notify of the decision. Where it is not possible to offer a place, parents will be notified of the right of an appeal, on behalf of the relevant admission authority and in most cases, an alternative school will be offered.
- 6) If there are insufficient places for all applications received at a time, then priority will be decided in accordance with the published admissions criteria for the school.

The parents of pupils resident outside Worcestershire, but who wish to apply for a place at any Worcestershire school, must complete an application form provided by the "home" LA. (The "home" LA is defined as the Local Authority relevant to the child's home address). The "home" LA will ensure that the application details are passed onto Worcestershire LA for consideration in the allocation of school places, the "home" LA will notify of the decision – see item 4 above).

Is there a waiting list for schools that have too many applicants?

Waiting lists for Community and Voluntary Controlled Schools are maintained by the Pupil Admissions and Transfers Section and are operated in line with the admission criteria for the school. Parents must apply in writing direct to the Pupil Admissions and Transfers Section if they wish to put their son/daughter on a waiting list. Only on receipt of an acknowledgement slip from Pupil Admissions will that child be on the list. The LA will not accept application requests by telephone or via email.

If you wish your child to be on the waiting list for the next term you will need to confirm this in writing at the beginning of each term to:

Pupil Admissions and Transfers Section
Children's Services Directorate
P.O. Box 73
Worcester WR5 2YA

Application letters will be destroyed at the end of the preceding term so the waiting list is accurate and active.

NORTH BROMSGROVE PYRAMID

The schools in the North Bromsgrove Pyramid have good pastoral systems in place to support each child with staff in each school, working together to ensure each child is presented with appropriate challenges for them to develop and enjoy their school life.

The North Bromsgrove Pyramid comprises the following schools:

<u>First Schools</u> (Rising 5-9 years)	<u>Middle Schools</u> (9-13 years)	<u>High Schools</u> (13-18 years)
Catshill First Dodford First Fairfield First Lickey End First Meadows First The Orchards School	Catshill Middle Parkside Middle	North Bromsgrove

The aim of the schools within this pyramid is to foster the educational and social development of all its children by providing a varied and stimulating curriculum and environment. There is a continuing liaison between the staff of the schools. Heads and Deputies meet on a regular basis. Subject specialists throughout the pyramid meet to ensure continuity of the curriculum. They work in areas such as music and foreign exchange visits and this often involves additional co-operation between schools. Year Group Leaders meet to ensure a smooth transfer of children at the ages of 9 and 13.

THE SCHOOL DAY

School begins at 8.45am and ends at 3.15pm.

Pupils may enter the school via the playground from 8.35am where a member of staff will greet them. They will then proceed to their classrooms. The gates are closed at 8.45am. Children arriving after this time should come to the main reception door. Parents and carers are advised to drop off quickly in the morning to ease problems with traffic congestion. The staff member will take messages for class teachers as teachers are with their classes from 8.40am.

BEFORE AND AFTER SCHOOL CARE

Parents requiring before or after school care for their child can approach School House Nursery next door who provide wrap around care through Four Seasons Club. They use the school hall before and after school and occasionally in the holidays. The facility is available from 7.30am – 8.40am and 3.15pm – 6.00pm. Children have a range of activities both inside and outside and are given a snack during the session and tea on request. To book a place, please contact the nursery direct on 01905 576400.

CLASSES

There are three classes comprising of:

Reception - Wrens

Year 1 and Year 2 - Robins

Year 3 and Year 4 - Owls

EXTRA-CURRICULAR ACTIVITIES

Several clubs run each week for the children after school and change throughout the school year, recent clubs have included football, multi-sports, yoga, dance, dodgeball, piano, French and flute.

STAGES OF EDUCATION AT DODFORD FIRST SCHOOL



In acknowledgement of the special requirements of the children of different ages and stages, the primary phase of education has been divided into specialised areas as follows:

The Early Years Foundation Stage

In the Reception Year, the curriculum is planned and resourced to take children's learning forward through a balance of child initiated and adult led activities. Learning through play is an important way in which children learn with enjoyment and challenge in the Foundation Stage, both within the indoor and outdoor learning environments.

The EYFS sets the standards for learning, developing and care for children from birth to five.

The 4 overarching principles of the EYFS are:

- **A Unique Child**
- **Positive Relationships**
- **Enabling Environments**
- **Learning and Development**

The 4 principles of the EYFS shape practice in the reception classroom making sure learning experiences respond to their individual needs, enabling the children to be resilient, capable, confident and self-assured individuals, who, as they learn to be independent, take ownership of their own learning and behaviour.

The EYFS curriculum is planned in seven areas of learning and development; all areas are important and inter-connected.

The 3 prime areas:

- **Personal, Social, Emotional Development** helps children to develop a positive sense of themselves and others, to interact effectively and develop positive attitudes. Through PSED children will develop social skills and learn how to manage their feelings by understanding appropriate behavior in groups and have confidence in their own abilities.
- **Communication and Language** gives children opportunities to experience a rich language environment as they speak and listen in a range of situations, developing their confidence and skills in expressing themselves.
- **Physical Development** provides opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

The 3 prime areas are strengthened and applied through 4 specific areas of which learning and development is promoted and reinforced through a carefully planned educational programme.

The 4 specific areas:

- **Literacy** encourages children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials to ignite their interest.
- **Mathematics** provides children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding the World** guides children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive Art and Design** enables children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

The ways in which children engage with other people and their environment underpins their learning and development across all areas and supports children to remain an effective and motivated learner. There are 3 characteristics of effective learning which provide an understanding of how children learn.

The 3 characteristics of effective learning are:

- **Playing and Exploring - Engagement**
- **Active Learning - Motivation**
- **Creating and Thinking Critically – Thinking**

The Foundation Stage prepares children for learning in Key Stage 1 and is consistent with the National Curriculum.



OUTDOOR LEARNING

We value the benefits of outdoor learning and how it is a stimulant for exploration and experimentation through hands-on, real-life experiences. We are extremely fortunate to have our own garden area with a pond and outdoor classroom in which our pupils can benefit through a range of cross-curricular activities. In addition, as an Eco school, our children are taught to value the outdoor area and become responsible citizens through general duties that include litter picking, composting, maintaining growing areas, natural habitats and food centres. Further up the school, opportunities are built into the curriculum for children to continue learning beyond the classroom by undertaking fieldwork and enquiry based work. Pupils in Year 4 will be invited to attend a residential course. Here they will have the opportunity to take part in adventurous outdoor activities. They will learn to meet physical and psychological challenges, how to work as a team and how to work safely in a range of challenging situations. Each class has an Outdoor Day each week, taking the curriculum outside.



Key Stage 1 and Key Stage 2

- Key Stage 1 refers to Years 1 and 2
- Key Stage 2 refers to Years 3, 4, 5 and 6

THE STRUCTURE OF THE NATIONAL CURRICULUM

For each subject and for each key stage, programmes of study set out what pupils should be taught, and attainment targets set out the expected standards of pupils' performance. Each attainment target in each subject is divided into level descriptions, which describe the types and range of performance that pupils working at that level should characteristically demonstrate. Descriptors are now linked to Age Related Expectations for a child working within a particular year group. Some subject areas are broken down into year groups, others are broken down into Key Stage 1 (Years 1 and 2), Lower Key Stage 2 (Years 3 and 4).

THE CURRICULUM AT DODFORD FIRST SCHOOL

At Dodford First School, the curriculum is organised in a thematic way to promote creativity and support children's enquiring minds. Themes will run for a term and will incorporate Science, History, Geography, Art, Design Technology, and computing. English and Maths are the main focus of morning lessons although cross curricular links to the themes will be promoted within these subjects. RE, PSHE, PE, RSE and French (KS2) are usually taught as separate subjects.

PUPIL VOICE

Children at Dodford First School are given the opportunity to share their ideas, thoughts and views about the school and we feel that pupil voice is very important to ensure that children's opinions are heard and valued. We run a School Council, elected by their peers, who discuss ideas on how to raise money for school projects or charities, how to enhance the school grounds and be involved in the wider community. The Eco-Team, known as the Green Team, look at making the school eco-friendlier and bringing global issues into the curriculum through challenges such as Waste Less Live More Week and the Boxtrolls Challenge which looked at recycling. Our Pupil Forum are a group of children who discuss teaching and learning within the school and feedback to the Head on new policies and initiatives and how effective they are in the classroom. The Sports Crew organise intra and intersports at Dodford, run the School Games Day and report back on tournaments and festivals attended by children across the school.

Eco-Boxtroll Challenge



PROMOTING KEY SKILLS ACROSS THE CURRICULUM

At all key stages, pupils learn, practise, combine, develop and refine a wide range of skills in their work across the curriculum. Six skill areas are described as key skills because they help learners to improve their learning and performance in education, work and life. These key skills are embedded in the National Curriculum:

1. Communication

The key skill of communication includes skills in speaking, listening, reading and writing. Opportunities for developing this key skill are provided through English and through pupils' use of language across the curriculum, including P4C sessions, drama and performances.

2. Application of number

The key skill of application of number includes developing a range of mental calculation skills and the ability to apply them within a variety of contexts (reasoning). Opportunities for developing this key skill are provided explicitly in mathematics.

3. Information Technology

The key skill of information technology includes the ability to use a range of information sources and ICT tools to find, analyse, interpret, evaluate and present information for a range of purposes. Opportunities for developing this key skill are provided explicitly through the subject of ICT and through pupils' use of ICT across the curriculum. iPads and mini-iPads are stored centrally for use by all of the children.

4. Working with Others

The key skill of working with others includes the ability to contribute to small group and whole class discussions, and to work with others to meet a challenge. If pupils are to work with others, they must develop social skills and a growing awareness and understanding of others' needs. All subjects provide opportunities for pupils to co-operate and work effectively with others in formal and informal settings, to appreciate the experience of others and consider different perspectives, and to benefit from what others think, say and do.

5. Improving Own Learning and Performance

The key skill of improving their own learning and performance involves pupils reflecting on and critically evaluating their work and what they have learnt and identifying ways to improve their learning and performance. They need to be able to identify the purposes of learning, to reflect on their processes of learning, to assess progress in learning, to identify obstacles or problems in learning and plan ways to improve learning. All subjects provide opportunities for pupils to review their work and discuss ways to improve their learning.

6. Problem Solving

The key skill of problem solving involves pupils developing the skills and strategies that will help them to solve the problems they face in learning and in life. Problem solving includes the skills of identifying and understanding a problem, planning ways to solve a problem, monitoring progress in tackling a problem and reviewing solutions to problems. All subjects provide pupils with opportunities to respond to the challenge of problems and to plan, test, modify and review the progress needed to achieve outcomes.

PROMOTING THINKING SKILLS

By using thinking skills pupils can focus on “knowing how” as well as “knowing what” – learning how to learn. The following thinking skills complement the key skills and are embedded in the National Curriculum.

Information Processing Skills

These enable pupils to locate and collect relevant information, to sort, classify, sequence, compare and contrast, and to analyse part/whole relationships.

Reasoning Skills

These enable pupils to give reasons for opinions and actions, to draw inferences and make deductions, to use precise language to explain what they think, and to make judgements and decisions informed by reasons and evidence.

Enquiry Skills

These enable pupils to ask relevant questions, to pose and define problems, to plan what to do and how to research, to predict outcomes and anticipate consequences, and to test conclusions and improve ideas.

Creative Thinking Skills

These enable pupils to generate and extend ideas, to suggest hypotheses, to apply imagination, and to look for alternative innovative outcomes.

Evaluation Skills

These enable pupils to evaluate information, to judge the value of what they read, hear and do, to develop criteria for judging the value of their own and others’ work or ideas, and to have confidence in their judgements.

ENGLISH

The study of English develops children's abilities to listen, speak, read and write for a wide range of purposes, using language to learn and communicate ideas, views and feelings. It enables children to express themselves creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry and drama, non-fiction and media texts. Children gain an understanding of how language works by looking at its patterns, structures and origins. They use their knowledge, skills and understanding in speaking and writing across a range of different situations.

The National Curriculum 2014 forms the basis of our English curriculum. All children will gain skills and develop their knowledge and understanding in the following key areas:

- Spoken Language
- Reading: Word Reading and Comprehension
- Writing: Transcription and Composition
- Spelling, Vocabulary, Grammar and Punctuation

At Dodford First School, we aim to make the acquisition of reading and writing skills an enjoyable and positive experience. There is a daily English lesson in every class. This lesson lasts about an hour.

The very youngest children are taught in frequent small bursts and do lots of practical ‘play’ activities. As the children get older and their concentration develops the lessons become more

structured. Foundation Stage and Key Stage 1 children also participate in a daily Phonics session and phonics teaching continues in Key Stage 2 for those children who need extra input in small groups outside the classroom.

When teaching reading emphasis is placed upon the need to develop skills for reading both for pleasure and information. Hearing children read is really important, especially until they become independent and confident with it. Parents are encouraged to become involved in the development of their child's reading. Your child will bring home a variety of books to read and share with family members. This valuable link between home and school can help enormously and be rewarding for the parent or guardian as well as for the child. The very best support you can give your child in this subject is to encourage his or her reading at home by reading with them, to them or hearing them read to you. Children are never too old to have a story read to them. Ideally, all children should read, or be read to, daily.

We spend a lot of time each week encouraging children to become expert writers with a "have a go" attitude. We work hard to teach exciting and stimulating writing lessons and often link the context of the lesson to a class topic as we find this helps to stimulate and excite children in their learning. Accurate spelling, correct grammar and neat handwriting are all seen as important aspects of English at this school and regular weekly English Skills lessons are taught. We encourage the use of joined-up handwriting, and this is taught from Reception.

If young children are writing at home, it is important to ensure that they are using the correct pencil hold. The index finger should be on top of the pencil with the thumb and second finger to either side supporting the pencil. An incorrect pencil hold can lead to irreversible handwriting problems in later life. When children first start to write, it is preferable for them to use lower case letters, rather than capitals. The letters are written with a joining "flick" so that they can progress naturally into joined writing.

ART AND DESIGN

Art provides children with a variety of experiences in order that they can learn specific skills and techniques using a wide range of materials. Their own sense of originality is valued and encouraged. We draw upon the expertise of professional artists and galleries whenever the opportunity arises. Every child should be excited by opportunities to create and design and be proud to have their work displayed in school or in the local community.

Throughout each year group the children will experience the following art processes drawing, painting and sculpture, careful planning ensures a progression of techniques throughout the school.

Art Workshop

Year 4 pupil working on self-portrait during session with artist in residence



DESIGN AND TECHNOLOGY

In their everyday lives children are surrounded by items that have been designed for a purpose. Technology teaching encourages children to understand the importance of design and technology in relation to the economy and the world in which they live. It involves designing and making things then evaluating the outcome.

Children of all ages particularly the younger members of the family can be encouraged to manufacture their own models by being provided with a variety of readily available household materials e.g. cereal boxes, kitchen rolls.

Children are at an advantage if they can use scissors carefully and as accurately as possible.

MUSIC

The children's involvement in musical activities is highly prized here at Dodford First School. Music is part of everyday life and is enjoyed as an enriching activity. Children are encouraged in class to listen to and make music through singing and using a variety of percussion and other musical instruments. This develops their skills and a wider appreciation of various types of music. Other opportunities for the children to develop musically include:

- Hymn practice and assemblies.
- Concerts performed in the local community
- Whole School Christmas production at Dodford Village Hall
- Harvest Festival at the local church
- Choir club
- Recorder club
- Young Voices at LG Arena

MATHEMATICS

Our major aim in the teaching of mathematics is that all children develop the ability to work with numbers and measure with confidence and competency. Children at Dodford First School all partake in mathematical activities every day, with children being taught an active and exciting daily mathematics lesson. We use the CPA approach which shows maths in the concrete form, as pictures and then abstract (numbers and symbols).

Our work is based upon the National Curriculum, which gives targets for children to accomplish during each year of their primary education. We keep parents fully informed of these targets and are asked to support their child and the school in achieving these – and beyond if their child is an able mathematician.

During the daily maths lesson:

- Teachers are involved in direct teaching throughout, involving ALL the children
- Teachers question the children, using a variety of questions, making sure that incorrect answers are explained and put right
- Teachers teach ways of calculating mentally and with pencil and paper
- Children practise mental maths skills and learn number facts such as numbers which add to 10, 20, number doubles and multiplication tables
- Children learn to use mathematical terms, vocabulary and symbols correctly
- Children are asked to use what they know already to work out more facts
- Children are required to use their mathematical knowledge to solve a range of problems
- Children are asked to explain the methods they use and discuss which are best suited to a particular purpose

Mathematical knowledge encompasses work in number, problem solving, algebra, shape and space, data handling, money, time, measurement, weight and capacity.

We teach actively a range of strategies, appropriate to their ability and then support children's understanding by helping them to apply their learning in different activities and situations. They use and apply maths in a variety of ways when they solve problems including using handling data software.

It is always our aim to ensure that children's work reflects their levels of attainment. Those who are mathematically able are extended, whilst children who are less gifted are given the help and support they need in order to succeed at their own level. We endeavour to ensure that children have opportunities to be challenged and demonstrate their strengths whatever ability.

SCIENCE

The National Curriculum for Science aims to ensure that all pupils:

- Develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- Are equipped with the scientific knowledge required to understand the uses and implications of science today and for the future.

We aim at Dodford First School to ensure that science is both exciting and enjoyable. It enables children to make sense of the world around them in a practical way that develops their curiosity. We actively plan science in order that children can plan science work, obtain evidence and then consider it, at a level appropriate for their age. Our teaching helps to develop scientific skills, to work cooperatively in pairs or small groups and to make good use of mathematics and computing where possible.

We have a wonderful, safe outdoor environment for science, which is used across all classes within school to stimulate children's exploratory skills and further expand upon their ability to raise and answer questions.

MENTAL HEALTH AND GROWTH MINDSET

Mental Health and wellbeing are taught and promoted throughout the school through the curriculum and special focus events and weeks and NED our friendly MHWB character. We promote a Growth Mindset in our children, encouraging them to be positive and resilient in their learning. Feel Good Fridays each month celebrate school and the diverse curriculum we offer our children as they plan these days themselves. We teach mandala colouring, meditation and employ a yoga teacher as part of the skills we share with our children to promote positive mental health.

COMPUTING

We endeavour at Dodford First School to equip children to live in a rapidly advancing technological world.

Computing at our school, includes the use of computers, iPads, digital video, digital cameras, interactive whiteboards, CD players, calculators, programmable robots and the use of the internet.

The importance of information technology is now clearly reflected in the fact that Computing is now a core subject in the National Curriculum and a major focus for continuing funding and developing in our school.

We have a major commitment to ICT throughout our school and have invested in a considerable number of networked laptops and iPads to be used by the children in their own classroom. In addition, all classrooms have other ICT equipment, including digital cameras, data loggers, programmable robots and digital microscopes.

From the outset, children in our reception class experience using laptops, digital cameras and I pads with increasing independence. ICT plays an important part in enthusing and motivating children of all age and ability.

We have interactive whiteboards in all our classrooms, so that ICT can be used effectively to enhance children's learning across the whole curriculum. However, it must be noted that we approach ICT as a subject in itself by focusing upon the teaching of specific skills as identified in the National Curriculum.



HISTORY AND GEOGRAPHY

Children do not have to travel far in this area or indeed in this country to be reminded of events in the past by famous landmarks and buildings of historical interest.

Media coverage of geographical events around the world brings this subject to life and older children should be encouraged to keep abreast of what is being reported in the newspapers and on television or radio. Our creative curriculum engages children with geographical locations and past times often through the involvement of a visit or visitor.



PHYSICAL EDUCATION

Most children are naturally physical and adventurous, and our pupils are given regular opportunities for a range of physical activities, both indoor and out. Two hours per week of curriculum time are allocated to P.E.

Despite being a small school, we cleverly use every inch of space both indoors and outdoors to deliver our curriculum.

The children pursue the National Curriculum in games, gymnastics and dance in both Key Stages.

We are very fortunate to use the services of a Sports Coach and use every opportunity this provides us to develop children's abilities and potential. In addition, our connection to the School Games Initiative provides us with many opportunities to enter sporting events such as tournaments both competitively and for fun.

We are eager that children develop not only the ability to produce good performances, have an understanding of games and the knowledge to improve, but also enjoy taking part in physical activities. It is our aim that children should enjoy P.E. and take with them physical skills, interests and a commitment to fitness when they leave our school.

RELIGIOUS EDUCATION

Dodford First School follows the Authority's agreed syllabus. The school aim is to introduce children to world religions and teach them tolerance and acceptance of the belief of others. The school holds a daily act of collective worship of a non-denominational nature. The school supports the work of Dodford Church by:

Attending the local church for assemblies.

Singing at the Family Service once a term, for example the Mother's Day Service.

Holding a Harvest Festival in the church.

At each Key Stage, other world religions are also taught.

PSHE/RSE

Personal, social and health education (PSHE) and RSE help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

FRENCH

Learning a foreign language in primary school provides a valuable educational, social and cultural experience for all pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between the foreign language and English. Learning another language raises awareness of the multi-lingual and multi-cultural world and introduces an international dimension to pupils' learning, giving them an insight into their own culture and those of others. The learning of a foreign language provides a medium for cross-curricular links and for the reinforcement of knowledge, skills and

understanding developed in other subjects. French has previously been taught in Years 3 and 4 and will again be taught from September, in line with the new curriculum.

HOMEWORK

At Dodford, we encourage parents to help their children at home with work which has been set by the class teacher. The amount and type for each year group will be as follows:

Year Group	Homework
Reception	Daily reading practice Games/activities to support learning
Year One, Two, Three and Four	Daily reading Spelling work Times tables challenge Chilli Challenge Projects

In Years 1-4 other tasks may also be set throughout the year linked to their topics.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

The school policy is to ensure that every child can participate in all areas of the school curriculum and in all school activities. The school follows the SEND Code of Practice (a copy of which is in school). The school also adheres to the LA Local Offer and have a school Local Offer, this outlines the provision and resources provided to children with additional needs across the school.

Each teacher constantly reviews, and records, the progress of every pupil in their class. Programmes of study are altered, where necessary, to ensure breadth, balance and differentiation in the curriculum. This means that the content of the curriculum is continually adapted to the needs of each child and their individual rate of progress. If a child is identified as needing help from outside bodies such as the Psychology Service, School Health or the Department for Speech and Language Support in school, then he or she is referred to the appropriate organisation if permission from parents is given. The child will be seen by a member of the relevant department and an assessment given. School staff will provide specific work, which is appropriate to the child, and the child's progress is monitored by the SENCO, Mrs L. Parkes. Parents are notified and kept informed of the outcome and progress made.

In some cases, more additional resources and support are needed by the school to support a child and an application for an EHCP will be submitted to the Local Authority who will determine the special education provision which a child may need.

One Governor is assigned to monitor the special needs provision at Dodford first School.

DODFORD FIRST SCHOOL ESSENTIAL INFORMATION

ATTENDANCE AND ABSENCES

Our school is required to keep detailed records of attendance and is legally required to account for every absence throughout the year.

If your child is absent, please inform the school on the first day of absence by 9.30am, and also on any subsequent days. As a duty of care, if the school has not heard from you then a member of the office team will contact you. If there is no response the office will then proceed to call the next contact, to establish the reason for your child's absence. If your child has an infectious or contagious condition, the school needs to be informed as soon as possible.

If a child is absent and there is no explanation forthcoming, the absence will be treated as unauthorised and may be referred to the Education Welfare Office for follow up. Any absence which occurs for an unapproved reason is also deemed unauthorised. Absences over 10% in a 20 day period are deemed a persistent absentee and a referral to the EWO will be considered. Medical appointments, which ideally should be arranged outside of school hours, are authorised if the school has prior notice of the visit. If you need to collect your child during school time, please come to the front door where you will be let in. Children will never be sent out of school on their own.

Children will be marked late before register closes if they arrive after 8.50am. If they arrive after 8.50am they will need to come into school through the front door as all the other doors/gates will be locked for security reasons. Children arriving after 9am will be marked late after register closes. Lateness is monitored every half term.

The school does not approve of family holidays in term-time. Parents do not have an automatic right to withdraw pupils from school for a holiday and have to apply for permission in advance. This permission will only be granted by the Headteacher in exceptional circumstances. If pupils are absent from school without permission, this will be classified as unauthorised.

CHARGES FOR SCHOOL ACTIVITIES

A Charging and Remissions Policy has been adopted by the Governing Body in accordance with the Education Reform Act 1988 (section 110).

The school's charging policy is subject to the Local Education Authority's charging and remissions policy for all activities organised by the Authority.

This applies to residential activities organised by school staff on behalf of the Authority, such as the annual Outdoor Education Trip (Year 4 children only). A charge will be levied to represent such costs as board and lodging, travel, insurance and entrance fees. Charges will also be made for goods for which parents have already agreed to pay (e.g. photographs, recorders).

School visits have always been included as an integral part of the school curriculum and it is permissible for voluntary contributions to be accepted from parents. Pupils of parents who are unable to make a financial contribution cannot be excluded from the activity, however this must

be brought to the attention of the School Office. If insufficient contributions are received, the activity may not go ahead.

REMISSIONS

The charges mentioned above are subject to the school's remissions policy. Parents in receipt of income support or family credit are encouraged to speak with Mrs Parkes if they would like further information.

SAFEGUARDING CHILDREN

We have a Safeguarding Policy in school which is in line with County policies. The Headteacher is the designated Safeguarding Officer in school.

COMPLAINTS PROCEDURE

The Education Reform Act (section 23) lays out in detail the procedures concerning complaints. We find that most difficulties can be resolved informally by talking to the staff. However, if this is not possible, a formal referral may be made to the School Governors and then, if necessary, to the Secretary of State.

DOCUMENTS / INFORMATION – ACCESS

The following documents are available for inspection at the school, by arrangement with the Headteacher:

The Local Education Authority's and Governors' Statement of the Curriculum.

Statutory Instruments.

National Curriculum Statutory Orders.

Circulars and Administrative Memoranda.

Ofsted Reports referring to the school – October 2014, December 2016, March 2022

Policies and Schemes of work.

Complaints Procedure.

The Local Authority's agreed syllabus for RE.

The Minutes of the meetings of School Governors.

The Relationship and Sex Education Policy.

The School's Special Education Needs Policy.

The Health and Safety Policy.

GOVERNOR VISITS

Our Governors regularly visit school to observe areas of the curriculum for which they are responsible. They have helped with small groups and gained a broader understanding of the teaching styles and learning objectives of the lessons they have observed. Their role is not to evaluate lessons, but to ensure that the curriculum is being taught in line with agreed policies.

MEDICAL ARRANGEMENTS

Children can be seen by the School Nurse at some time during their attendance at First School. Parents are informed of the surveillance (measuring height, weight, eyesight and hearing) examination in advance and are invited to attend. Parents are requested to inform the Headteacher of any medical or emotional problems which may affect the child's development. All such information will be treated in the strictest confidence.

The administration of prescribed medicines during school hours is not desirable but, if this cannot be avoided, the parent must complete a medical form for the medicine to be administered, stating the exact dose to be given and consent for an adult in school to administer it to their child.

A parent must provide a contact number in the event of an emergency or if a child is taken ill during the day. This information must be kept up to date. The school should also be given the names and addresses of all parents and/or guardians of the registered pupil.

PARENTAL SUPPORT

Parents are always welcome in school. Please come and see either the class teacher or the Headteacher if there is a problem which concerns you. If the problem is an emergency, please telephone immediately, otherwise staff are free to speak to parents either before or after school when they are not teaching.

The part which parents play in the education of their children is a vital one. The children learn their attitudes towards school, teachers and schoolwork from their parents. Teachers learn most about the children from their parents.

You can help your child at home enormously by reading with them, helping them with their homework (as appropriate), playing number games, pointing out words all around them.

To keep you informed about what your child is doing and the progress they are making, the school undertakes the following:

- Termly curriculum newsletters will be sent home informing parents of the learning occurring.
- Meet the Teacher Meetings at the start of the academic year.
- Parents' Evenings at least twice in the year.
- A meeting for the Year 2 parents prior to SATS tests in the summer.
- A meeting for the Year 1 parents prior to the Phonics Screening in the summer.
- Regular updates to inform parents about the Maths and English strategies in order for them to be able to support their child at home.
- English and Maths targets shared.
- SEN meetings for children on the SEND register

Parent information evenings on new initiatives or policies introduced into school regularly happen during the school year.

Parents are welcome to offer to help in school. For security reasons, any parent who helps in any way at school is subject to an enhanced DBS police check

PARENTS ASSOCIATION

The school has a thriving Parents' Association which organises many events to improve, not only the facilities available in school, but also to provide social occasions for children and parents.

During the last 12 months, they have raised funds which are put towards buying additional resources for the children.

TRAVEL PLAN

We are working together with Worcestershire County Council to create safe routes to school that encourage healthy lifestyles, act responsibly when travelling to and from school and promote an awareness of the environment. As part of our plan: -

- We undertake that as many of us as possible will car share to and from school.
- We will stagger our arrival at school to make the access to school safer.
- Encourage as many as possible to walk to school, realising of course that many of our pupils live too far away and that the roads around our school are very dangerous to walk along.
- We will include pedestrian safety regularly in our curriculum and model it when we walk down Priory Road to various venues.

UNIFORM

Wearing school uniform is compulsory, which helps children feel a sense of belonging. Uniform can be purchased from:

S & H Schoolwear and Sports
1 Church Street
Bromsgrove
B61 8DD
Tel: 01527 874885
Website:- www.sandhschoolwearandsports.co.uk
Email:- info@sandhschoolwearandsports.co.uk

Boys – Winter Uniform

Grey trousers
White polo shirt
Burgundy sweatshirt
Grey/black socks
Black shoes

Summer Uniform

Grey shorts or trousers
White polo shirt
Grey/black socks
Black shoes

Girls – Winter Uniform

Grey pinafore, skirt or trousers
White polo shirt
Burgundy sweatshirt or cardigan
White socks or grey/black/burgundy tights
Black shoes, no boots

Summer Uniform

Red gingham dress OR
White polo shirt
Grey pinafore
White socks
Black shoes, no sandals

Please choose black shoes that your child is able to put on and take off themselves, and are practical and safe to run around in.

PE Kit

Black plimsolls (indoor) and trainers (outdoor), black shorts or skirts
White t-shirt. A logo'd version is available but is not compulsory
Sweatshirt and plain joggers in school burgundy, or black. Sweatshirt does not have to have school logo on.

All pupils, for hygiene reasons, should wear separate socks for PE sessions, which are kept in a PE bag.

It is vital that all garments are named – this helps both your child – and us!

Nail varnish, tattoos and make up are not allowed in school and your child will be asked to remove them for the following school day.

VALUABLES

It is advisable that valuables are not brought to school as we cannot guarantee their security. Earrings must not be worn by those children taking part in PE lessons. Watches are removed for PE.

QUICK REFERENCE GUIDE

- School begins at 8.45am and ends at 3.15pm. (This can be subject to change in extreme circumstances)
- If your child is absent from school, you should notify the school office before 9.30am.
- All items of clothing should be clearly labelled with the child's name to enable them to be traced if mislaid.
- Children will go outside in all weathers so should have a warm waterproof coat in school every day.
- Parents should not park in the school car park. Kindly park in Fockbury Road and surrounding roads – we ask that you park considerately and please do not block residents' driveways.
- At the end of the school day please collect your child from the playground. Children are not allowed to leave the playground without a responsible adult.
- No toys are allowed into school unless given prior permission by a member of school staff.
- In cases of extreme weather, always presume school is open. Closure information will be made available on the Worcestershire County Council website and through local radio stations.
- Always keep your contact details up to date with the school office.
- Milk is available via Cool Milk, it is free for under 5's, parents can apply via the website.

- Hot lunches are provided by Class Catering. Reception and KS1 children are free. Meal orders are made via ParentPay, the school's online booking system.
- Four Seasons provide both our before and after school childcare and are based at the nursery next door, School House Day Nursery, 01527 576400 for bookings/information.

We hope that you find the information within this prospectus helpful, however if you have any further questions, please call or email the School Office.

Telephone 01527 831569

Email: office@dodford.orcs.sch.uk