



SCHOOL PROSPECTUS

Wise Owl says 'Laugh, Listen, Learn'



WELCOME TO DODDINGHURST INFANT SCHOOL



I am extremely proud to be Head teacher at Doddinghurst Infant School. My staff and the Governing Body passionately believe that education is an adventure for all, where we can celebrate our successes and rise to new challenges. It is essential that we enable every child at Doddinghurst Infant school to develop their skills, knowledge and enthusiasm for learning together with their social, physical and emotional wellbeing. We have an extremely talented and committed staff team and Governing Body who work closely with parents and carers to provide a high-quality education for every child. Our curriculum is stimulating, dynamic and flexible so that we meet the needs of every individual.

Our aim is that the children and their families enjoy the educational experience they receive from Doddinghurst Infant School. We hope this will stay with them as they progress through education, allowing them to draw on and utilise the skills, which have been embedded at this early stage of their school journey.

Ingrid Nicholson
Head Teacher

A NOTE FROM THE GOVERNORS

We are delighted that you are considering Doddinghurst Infant School for your child. The choice of a school for your son or daughter is one of the most important decisions that you ever make. It is equally important, that as parents/carers, you feel welcome. A good relationship between school and home helps to build a child's confidence and assists their development in school. At Doddinghurst Infant School, we strive to foster a relationship that does not end at the school gate, and to develop a good understanding between home, staff and governors for the benefit of our children.

This prospectus provides you with an in-depth insight into our school, staff and our valued parents/carers/grandparents. The children at our school have a happy, safe and caring environment in which to learn. We aim to make our children confident, sensitive to others, interested in the world around them and prepared for the challenges ahead.

We welcome and encourage parents/carers/grandparents to be active partners in their children's life in school through visits, attending school functions and, most importantly, through taking an active interest in their children's learning. The best way to discover more is to see the school in action.

Doddinghurst Infant School is a village school and our Governing Body and staff work closely with the local community. Our team, led by Mrs Ingrid Nicholson, is dedicated and enthusiastic. As a school, we are all committed to the wellbeing and education of your children.

We look forward to meeting you during the school year.

Sian Farelly
Chair of Governors

OUR SCHOOL

Doddinghurst Infant School enjoys a rural position close to the centre of Doddinghurst Village. It opened in January 1970 and since then the buildings have been extended and improved. We have an outside canopy, which enables our Reception children to access the outdoors whatever the weather. Beyond the canopy lies a range of climbing and adventure apparatus, mud kitchen, digger zone and sand pit. In addition, we have our own allotment, sensory garden and wild life pond area for all children to make use of.

The children are fortunate to have a peaceful environment in which they can begin to understand and appreciate the wonder of the natural world in which they live. They do this using the schools own nature area featuring a pond, reading/ teaching area and bug hotel.

Our school grounds are fully accessible with a new ramp being installed in one of the year 2 classrooms down to the playgrounds, and a disabled toilet being available.

Our front door entry system and a CCTV allows staff to know who is on site. At all times access is by a phone system.



OUR VISION AND VALUES

To provide each child with the best possible education, tailored to his or her individual needs. Providing every child with the opportunity to gain recognised achievement through the full development of their potential. Then, this success, however small, and in whatever area, is celebrated by us all.

The development of children in our care is at the forefront, and the adults in their lives will nurture our core values so that Doddinghurst children are:

- Successful and confident learners who have a master of basic skills and a range of talents and interests which make them unique.
- Happy, healthy individuals who believe in themselves and are aspirational about their future.
- Caring and compassionate friends who are respectful, tolerant and kind towards others.
- Resilient and prepared to take risks in order to persevere with learning even when it gets tough.
- Self-aware, stand up for what they believe in and make a difference in the world they live in.

OUR CURRICULUM

We have designed our curriculum to be coherent, challenging and dynamic. This enables all subjects to be aligned and reinforce one another, to ensure new knowledge and skills are built upon. To guarantee coverage we have an organised curriculum that is based on a flexible 3 year cycle; so that it can be adapted to meet the needs and interests of our children. Our mastery approach provides opportunities for children to apply their skills across the curriculum and through cultural capital and British values, expand their experiences. We believe it is not about racing through the curriculum; it is about children developing a deeper understanding and giving any child, of any ability, in any subject the opportunity to show mastery of their learning.

Our long-term intent is to increase the number of educational visits and lessons that take the children out of their normal classroom routine, with the aim of widening the children's horizons and raising their expectations and aspirations.

Our curriculum is carefully differentiated and provides age appropriate challenges, therefore addressing the needs of all groups of learners.

Our intention is to:

- Inspire children to develop a love of learning.
- Encourage children to think and learn for themselves, becoming masters of their own learning.
- Embed skills to prepare children for further learning.
- Develop a broad and rich vocabulary across the curriculum.
- Take learning beyond the classroom, incorporate educational visits whilst broadening their experiences across the world.
- Build confidence and motivation to help children overcome barriers to their learning and have high aspirations.
- Enable children to use their acquired skills and knowledge to observe, question and think.
- Be respectful of cultural differences and abilities of all children.

We teach a 'topic' approach, which makes relevant links and provides a meaningful context for learning. In EYFS we deliver in line with the ambitions of Development Matters. In Key stage 1 we use the National Curriculum as a basis and adapt it to the needs of our children.

From our 3 year cycle, the termly overview is devised to ensure there is a clear sequence of learning. We have purposely limited the number of different aspects studied within a subject area to enable us to deepen learning.



'Child talk' has become a strength, enabling teachers to help children develop a rich vocabulary and language.

Using some of the principle of Metacognition; 'Think, Pair, share', and the careful use of questioning, teachers are able to check children's understanding and challenge them. We enrich the curriculum by inviting visitors into the school and practical activities are used to inspire learning. Themed weeks are designed to promote skills and embed the mastery approach.



Individual education plans are devised, where appropriate, to ensure the curriculum is adapted to the specific needs of learners. The school will go to any length to meet the individual needs of children.

Opportunities to develop reading skills are utilised widely, and a love of reading, through the 'Power of Reading', is actively promoted via focused incentives and rewards. This helps us address the issue that many children do not read at home.

The school has its own data tracking system which both parents and teachers find helpful in order to identify next steps in learning. Data is collected 3 times a year for all subjects.

There are three aspects to our curriculum:

- Statutory – EYFS (Development Matters 2021) and Early Years Foundation Stage Framework 2023.
- School level – enriching the experiences of our children, to include the social aspect that are essential for lifelong learning.
- Classroom – teachers understand how curriculum informs choice about content and sequencing.

CLASSES

The admission arrangements are in accordance with the Education Authority's policy as set out in 'Primary Education in Essex', which is available from the school office or County Hall. The number intended for admission within each academic year group is 60. Our website has a link to the County Council site.

From 2011, it became statutory that all schools are able to admit children full-time from the academic year after the child's 4th birthday.

Class	Year Group	Teacher(s)	LSA
Swifts	EYFS	Mrs Daly	Mrs Redfern Mrs D Walker Mrs Hill
Woodpeckers	EYFS	Mrs Salmon	
Chaffinches	Year 1	Mrs Newman	Mrs Wiseman
Robins	Year 1	Mrs B Walker	
Swans	Year 2	Mrs Gutteridge	Mrs Sharpling
Kingfishers	Year 2	Mrs Mansell Mrs Driver	

SCHOOL TRIPS

To further develop their natural curiosity, we endeavour to provide the children with opportunities to extend their learning outside of usual classroom routines and environments. We utilise our community to help make learning relevant to the topics we are delivering, by visiting the shops, posting letters, exploring our church and inviting local residents to talk about their skills and experiences. Some history topics are inspired by inviting outside theatrical groups to our school to help bring the curriculum alive!

At the end of the academic year, we as a school, give the children the opportunity to fulfil various curriculum requirements by visiting Thriftwood Country Park. They experience a multi-activity day and the children can enjoy up to four exciting and educational activities ranging from problem solving and team building to allow the children to gain self-confidence and master new skills.



PRE-SCHOOL LINKS

At Doddinghurst Infant School we are very proud of the relationships and the liaison programme we are building with local pre-schools.

In the summer term our Early Years Foundation Stage class teachers and staff spend time visiting and working alongside the children and staff from the Doddinghurst pre-schools and other local pre-school providers. These visits help familiarise the children and their parents/carers with Doddinghurst Infant School, easing any anxieties and ensuring a smooth transition to school. Pre-schools complete pupil passports with the current level the children are working at, children and parents current feelings about starting school and friendships groups.

INDUCTION SESSIONS FOR NEW ENTRANTS

We have a full induction programme for new entrants to the Reception year group for both children and parents/carers. Once places at Doddinghurst Infant School have been offered, we arrange an evening meeting for parents/carers so that we can explain in more detail the organisation of the curriculum and the expectations and ethos of our school. This includes specific information needed regarding Doddinghurst Infant School, such as times of the school day, uniform and lunchtimes. These meetings are for you as a parent/carer to see the learning environment and school without the children being present. We encourage these meetings as you will not attend the settling in sessions with your child.

In order to ensure a smooth transition, we invite the children to come to school by themselves to investigate their new setting. During this time the children play together, familiarise themselves with the classroom, the staff and classmates. The children also spend several afternoons or morning sessions in school, working together and getting to know their new environment. On the final session, the children spend time as a class with their class teacher.

THE EARLY YEARS FOUNDATION STAGE (EYFS)

On entering the Foundation Stage classes your child will follow the curriculum as outlined in the Statutory Framework for the Early Years Foundation Stage and Development Matters – Non-statutory curriculum guidance for Early Years foundation Stage. This is a continuation of the learning that started in preschools and nurseries, continuing until your child moves onto the National Curriculum in Year 1.

The Framework sets out the three prime areas of learning that underpin everything in the Early Years setting:

- **Communication and language:** e.g. listening with enjoyment and responding to stories, songs and other music; talking about what they do and listening to each other;
- **Physical development:** e.g. travelling around, under, over and through balancing and climbing equipment; handling tools, construction objects and malleable materials safely and with increasing control;
- **Personal, social and emotional development:** e.g. taking turns and sharing fairly, understanding what is right, what is wrong and why.

The four specific areas help children to strengthen and apply the prime areas:

- **Literacy:** e.g. recognising letters, sounds and words, beginning to read and write familiar and simple words and sentences;
- **Mathematics:** e.g. counting and working reliably with numbers to 10, using number knowledge to add and subtract and learn the relationship between them, using everyday words to describe position, understanding patterns, talking about shapes and measuring;
- **Understanding the World:** e.g. finding out about, and identifying some features of living things, asking questions about why things happen and how things work; learning about the past and the area in which they live
- **Expressive Arts and Design:** e.g. drawing, painting, designing, making music, dancing, imaginative role-play and creating stories.

"All of these areas of learning are connected together. The characteristics of effective teaching and learning weave through them all. That's because children in the early years are becoming more powerful learners and thinkers. These characteristics develop as they learn to do new things, acquire new skills, develop socially and emotionally, and become better communicators."

~Development Matters – Non-statutory curriculum guidance for the Early Years Foundation Stage; DfE Sept 2020



In planning and guiding the children's learning, our teachers incorporate different approaches to activities. There are opportunities for the children to play and explore, investigate and try out new experiences; to learn actively through concentration and perseverance when they encounter difficulties and thereby enjoy their achievements and endeavours; to create and think critically by putting forward and developing their own ideas and strategies. We also ensure that there is a balance of adult-led and child-initiated activities.



The Statutory Framework for the Early Years Foundation Stage sets the standards that all early year's providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure that children gain the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. The learning and development requirements cover the Early Learning Goals (ELGs). The ELGs are defined as "the knowledge skills and understanding that children should have at the end of the academic year in which they turn

5". ELGs support our teachers to make a holistic, best-fit judgement about each child's development and their readiness for Year 1. However, we are aware that during the Reception year many children will have exceeded the goals and others will be working towards these goals. These differing individual needs are met in all curriculum areas e.g. by providing a wide range of reading material from simple repetitive-word stories to more detailed non-fiction books, by supporting independent writing through encouraging the application of phonics and "having a go" or by selecting a variety of ways in which to record discoveries.

Elements of more formal lessons are gradually introduced towards the end of the year so that by the end of the summer term, the children are prepared for the move to Year 1.



PLAYTIMES

We have 3 areas, one for each year group. We have also in recent years, during the summer term, used the juniors' large playing field. We have a range of play equipment for the children to use, or alternatively there are benches, where the children can play table games. The children are supervised at break-times by Teachers and Learning Support Assistants. A group of Year 2 children, known as 'Super Buddies,' also help by supporting the adult staff. They assist the other children by supporting them in their play, being messengers for emergencies, taking injured children to the first aid area and ensuring those who are lonely, have someone to talk and play with. At lunchtimes our amazing MDA team (Midday Assistants) use a range of activities to encourage harmonious play.



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

At Doddinghurst Infant School we believe that every child is unique and aim to provide a broad and balanced curriculum for all. We are committed to developing cultures, policies and practices that are inclusive. Work is well planned, challenging and differentiated appropriately; the whole-school curriculum is designed to provide exciting and creative learning opportunities. Expectations are consistently high across the school and children are encouraged to be independent thinkers and learners, and to have enquiring minds.

We have systems to recognise when children have barriers affecting their learning and tailor specific interventions and strategies to enable pupils to overcome these. This practice of personalising learning applies to all pupils across the learning spectrum including pupils who are recognised as academically more able.

Where children are recognised as needing additional learning or behavioural support, the school adheres to the 2020 SEND Code of Practice. We ensure that each child's needs are individually and appropriately catered for, and that any relevant outside agencies are involved in providing guidance and support.

Through assessments and observations, a teacher may feel a child needs additional support above the provision provided within the classroom and needs to be placed on the Special Needs Register. With support from the Special Educational Needs and Disability Co-Ordinator (SENCO), provision and strategies are carefully planned to help support the child's learning and development and discussed with their parents. In collaboration with the class teachers, the SENCO is responsible for monitoring these interventions to ensure systems are effective and impact positively on pupil progress. The child may be placed on a One Plan to help monitor progress, if outside agencies are involved. If a One Plan is needed it will be discussed and Outcomes decided on with parents, teachers and SEND Team. It will then be reviewed and discussed every term. Our aim is to provide the very best education for pupils, allowing all children to fully achieve their potential.

Our pupils come from various backgrounds and cultures, some of whom speak different languages. The main focus of English as an Additional Language (EAL) support is to help the children master the language that they need to access the National Curriculum. We provide additional EAL sessions for children focusing on vocabulary work.

The Pupil Premium Grant is additional funding allocated to schools in order to support looked after children and children who are entitled to free school meals, either now or in the previous six years. The funding is intended to accelerate progress and raise attainment in English and Maths. We believe that many different interventions can influence a child's learning. We aim to increase the breadth of our pupil's experiences, spark their imaginations and give them a taste for life-long learning both inside and outside the classroom. We use pupil premium funding in a variety of ways to provide additional staffing, experiences and equipment to our school – both inside and outside the curriculum.

Our Policy for Inclusion and Special Educational Needs and Disability can be accessed via the school's website.

The Special Educational Needs and Disabilities (SEND) Team at Doddinghurst Infant School comprises of Sarah Driver (SENCO) and Leeann Spicer-Mead (Pastoral Care).



LINKS WITH OTHER SCHOOLS AND THE LOCAL COMMUNITY



We very much see ourselves as a 'village school' and work hard to foster links with the community. The Year 2 choir have represented the school at various church events, throughout the year. Our Year 1 children enjoy being part of the May Day celebrations where they demonstrate their skills in Maypole dancing in the village and the Brentwood Strawberry Fayre. We have strong links with Doddinghurst Junior School, which occupies the neighbouring site and to which most of our children progress when they have completed their education at Key Stage 1.

We have recently entered into sporting events, such as Tag Rugby, and more recently, football and 3 Tees cricket with other local primary schools. These events help teach the skills of being good sports players and the Olympic value of participation in good spirit as being most important.



COMMENT FROM MR R DAVIS, HEAD OF DODDINGHURST C. OF E. JUNIOR SCHOOL

Part of the Osborne Co-Operative Academy Trust

We work closely in partnership with the Infant School and are looking forward to making your child's transition into the Junior School as smooth and as worry-free as possible.

We value every child for who they are and we encourage them to be all that they can be; we aim to provide our children with the best possible education whilst developing the whole child by preparing and equipping them for the challenging and fast changing World in which we live.

One of our over-arching aims at school is to build a climate of mutual respect, care and tolerance based on distinctive Christian values.

Every child has the potential to do amazing things and achieve more than they realise in all areas of their lives. As a school, it's our job to identify this potential and help make it a reality. We look forward to welcoming both you and your child to our school.

Mr R Davies



REMOTE LEARNING PROVISION

We believe at Doddinghurst Infant School that learning at home is an essential part of good education. It encourages children to become confident and independent in their learning, which will help throughout their time at school and in later adult life.

The home-learning tasks are related to work that the children are doing in school, often as preparation, consolidation, or follow up. Home-learning can be done by pupils working on their own or with the support of parents/carers.

The Early Years Foundation Stage (EYFS) have 'Phonics Books', where the children can practise the formation of letters and their representative sound and 'Maths Books', where they show their understanding of number, place value and counting. In Year 1 and 2 the children are also set fortnightly tasks, which are set on our on-line learning platform, linked to English, Mathematics and Reading.

In all year groups the expectation is that the children will read and share books every day.

OUT OF HOURS CHILDCARE

We have established a close link with a local provider called Chuckles who can provide this type of childcare as well as provision during school holidays. The facility is located in the Junior school. They offer a safe, friendly and reliable childcare service where children enjoy indoor and outdoor play activities. Sessions are available to all those who attend the Infant and Junior schools.



Breakfast club: 7:30 – 9:00 and After school: 3:00 – 6:15

For more information call 07835 920431 during opening hours or email the main office at: louisa@chucklesukltd.co.uk

Additionally, we would advise families that details of registered childminders in our area can be obtained from:

- Families Information Service on Telephone: 0800 055 6874 and www.childcarelink.gov.uk
- National Childminding Association on Telephone: 01245 440001 and www.ncma.org.uk.

DODDINGHURST FUNDRAISERS

We are fortunate to be supported by a strong and enthusiastic group of parents/carers who organise and hold fundraising and social events throughout the year. Funds raised have helped with the costs of purchasing computers, equipment and resources. All parents/carers automatically become members of the DFR when their children start school, and are invited to attend meetings and functions, often involving lashings of cake and cups of tea. The committee welcomes any help and ideas, which can make a positive contribution to the school and improve the facilities for all the children to enjoy.

UNIFORM

Doddinghurst Infant School recognises the importance of building a sense of identity and belonging in the Pupils and for this reason, we have a school uniform, which the children wear with pride.

We expect all our children to wear the uniform and we value the partnership with parents/carers and pupils in the implementation of this policy.

School uniform can be obtained from [Smarty Pants](http://SmartyPants.co.uk), details on the school website. Ties and Book bags can be purchased from the school office. We understand that the cost of uniform can be a worry. In line with government advice, we have tried to make the cost of uniform as low as possible. Pupils will need to wear a Cardigan or Jumper with the school logo and have a tie. This leaves you as parents/carers to control the cost of the uniform as much as possible. You can also purchase, for a nominal fee, 'nearly new uniform'. If you are struggling to pay for uniforms, you can find more information on the Essex County Council website for grants in exceptional circumstances.





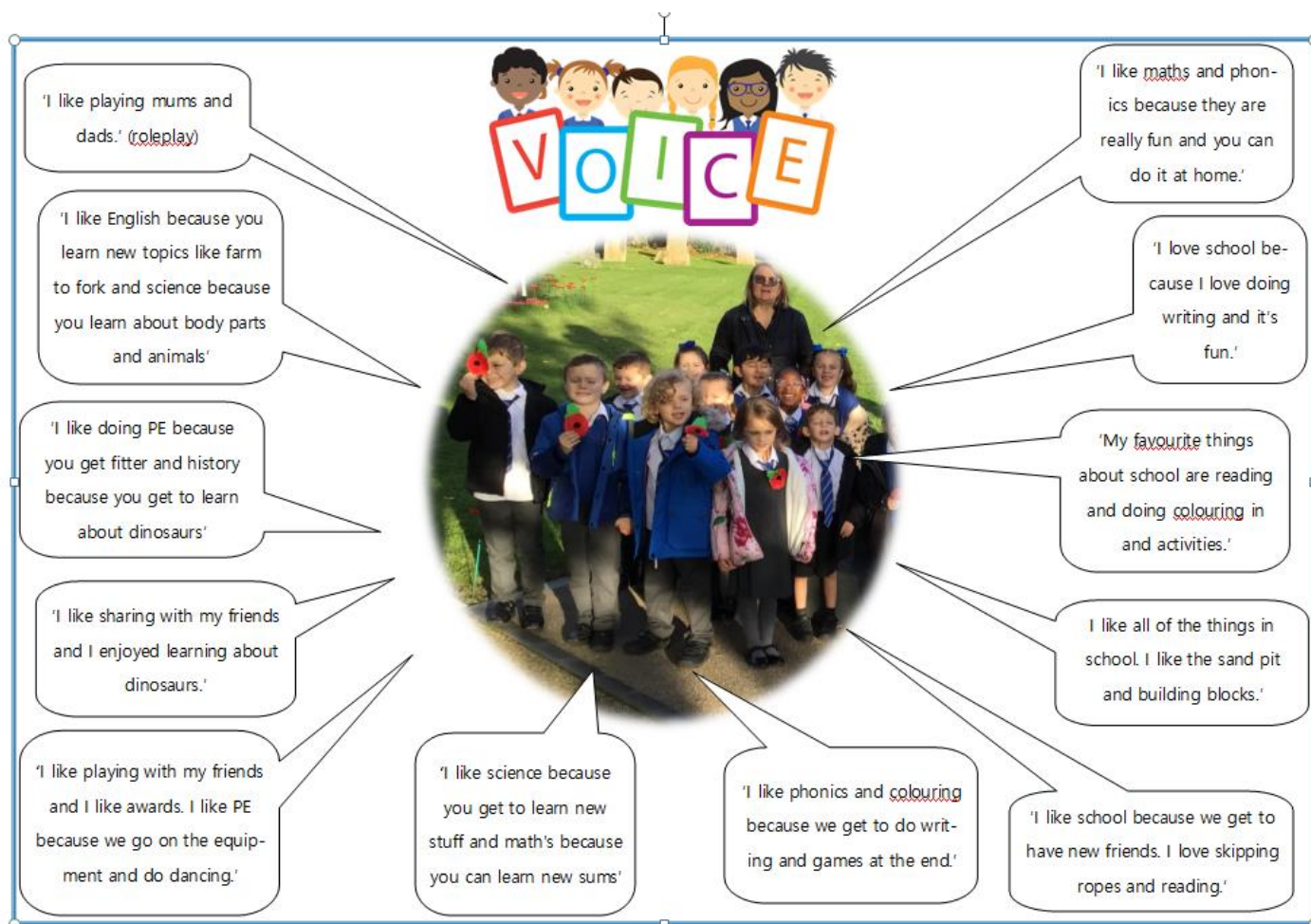
SAFEGUARDING STATEMENT

Doddinghurst Infant School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. We are fully committed to ensuring that consistent effective safeguarding procedures are in place to support families, children and staff at school. All concerns are passed through the members of staff who are trained as "Designated Child Protection Officers" in school in compliance with the "sharing of information" guidance.

The Child Protection Designated Teacher/ Safeguarding Officer is Mrs Nicholson Head Teacher. She is supported by a team of other staff who have also been trained accordingly. If you have any serious concerns about your child or any other pupil at Doddinghurst Infant School, please do not hesitate to contact the Child Protection Designated Teacher who knows who to contact for the best advice and help and is experienced in using the appropriate degree of confidentiality.

For more information on the following, you can visit the school website:

THANK YOU FOR READING OUR SCHOOL PROSPECTUS



You will appreciate that a prospectus, no matter how well written, can only give you a flavour of a school and its work. We are very proud of Doddinghurst Infant School and feel that a clearer insight can only be gained by seeing us in action. If your interest has been raised, please contact us to make an appointment to meet the headteacher, staff and children. During the Autumn term, we host small group tours of the school for prospective parent/carers, enabling them to see the school in operation and meet both the children and members of the staff.

'Working together to achieve our best'

We believe at Doddinghurst Infant School that parents/carers, and families have a vital role in helping children achieve their full potential.