

# Dobcroft Infant School & Preschool



*School Prospectus 2023/24*

# Dobcroft Infant School & Preschool

An Infant School & Preschool for pupils 3+ to 7+

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Website: <http://www.dobcroft-inf.sheffield.sch.uk/>

Head teacher: Mrs Cathy Rowland

Deputy Head: Mrs Zoe Singh

Chair of Governors: Mrs Alice MacGowan

*The information published in this prospectus, which is intended to relate to the school year 2023/24, is that known at the time of publication, May 2023. The school is constantly developing and changing and therefore certain statements in this prospectus may be superseded or modified due to altered circumstances during the year.*

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# A Welcome from Our Chair of Governors



Alice MacGowan, Chair of Governors

*Dear Parent/Carer,*

*Welcome to Dobcroft Nursery Infant School.*

*Our vision is to provide a foundation for fulfilled lives, by inspiring confident and happy learners.*

*To achieve this we provide a rich and varied curriculum, delivered by highly skilled and motivated staff. We also believe the environment for learning has to be right. That involves an inclusive environment at school and also a supportive wider community and home environment.*

*The expectations of pupils leaving the infant phase of education are higher than ever. Whilst we strive to ensure all children make excellent academic progress, we also seek to balance the core elements of the curriculum with a range of other opportunities to develop wider skills, respect for each other and confidence within our children to prepare them for later life.*

*Our school environment is a busy place full of energy created by young children enjoying their learning, constantly inspiring the adults of our school community.*

*I hope the school values and approach we take resonate with you, and we look forward to working with you to help your child achieve their full potential.*

*Best regards,*

*Alice MacGowan*

The chair of governors can be emailed directly at the following email address, **chair@dobcroft-inf.sheffield.sch.uk**

# A Welcome from Our Head teacher



Mrs Cathy Rowland, Head teacher

*Dear Parent/Carer,*

*Thank you for choosing Dobcroft Infant School and Preschool. This is an excellent school, which has high expectations of its pupils, parents and staff.*

*You have chosen a school that is committed to high quality education that enables each child to reach its highest potential. We encourage each child and family to make the most of the opportunities that we can provide for them at this school.*

*I hope that you will find this prospectus about our school both interesting and informative. After reading it you may like to visit our school to find out more and see us all at work. You are welcome at any time.*

*Our aim at Dobcroft Infant School and Preschool is to give your child the best possible educational opportunity within a happy, caring, stimulating and disciplined environment. For this process to succeed it is vital that home and school work in partnership for the mutual benefit of your child.*

*I shall look forward to working with you.*

*Cathy Rowland*

[headteacher@dobcroft-inf.sheffield.sch.uk](mailto:headteacher@dobcroft-inf.sheffield.sch.uk)

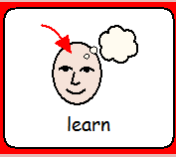

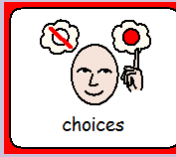



# Our School

We are an Infant School and Preschool providing education for children aged 3+ to 7+. We serve parts of the Ecclesall, Millhouses and Whirlow areas of southwest Sheffield. Our 26 place Preschool is located in the main building of the Infant School.

Our main building is an adapted open-plan design. The Infant School has nine classrooms, seven in the main building, while two of the Year 1 classes are taught in the mobile classrooms at the rear of the school. We have a large hall, Butterfly Room for some children with additional needs to access small group and 1-1 work, a small sensory room and intervention space, and a library. All classrooms and the hall have electronic whiteboards.

The school has its own kitchen and meals are cooked on the premises. Children have lunch in the school hall.

Our Vision	<i>To provide a foundation for fulfilled lives, inspiring and creating confident learners.</i>
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Our Values	<b>Enjoy learning</b>  learn	<b>Try our best</b>  try	<b>Make good choices</b>  choices	<b>Respect each other &amp; surroundings</b>  respect	<b>Work together</b>  together	<b>Celebrate our successes</b>  success
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## Becoming a Learner

Dobcroft Infant School follows a programme designed to increase children's achievement through raising children's awareness of themselves as learners (metacognition).

The 5Rs of learning are the cornerstone of this approach. These are:-

- resilience
- resourcefulness
- reciprocity
- reflection
- risk taking

Children explore the characteristics of an effective learner in order for these learning skills to be embedded.

## Joining the school

Dobcroft Infant School is a community school with a three form entry (90 children per year group). The admission arrangements for the Infant school are determined using set criteria specified by the Local Authority and the preschool admissions are managed by the school. The admissions policy can be found on the school website. Having a place at the preschool does not influence the admission arrangements for the Infant School.

We encourage all parents to arrange a visit to the school and we timetable sessions during the Autumn term to show parents around the school. You will be able to see the children working and ask any questions about the school. You can arrange a visit by contacting 0114 236 8099 or email [enquiries@dobcroft-inf.sheffield.sch.uk](mailto:enquiries@dobcroft-inf.sheffield.sch.uk).

### Reception Admissions

To apply for a place in reception, please visit the Sheffield City Council website:

<https://www.sheffield.gov.uk/education/information-for-parentscarers/pupil-admissions/primary-school.html>

### In year transfers

If you wish to transfer your child after the start of the academic year in September, you should contact the Primary Admissions Team on:

**Telephone No:** 0114 273 5766

**Email:** [ed-admissions@sheffield.gov.uk](mailto:ed-admissions@sheffield.gov.uk)

A copy of the school's catchment areas to date is in the end of the prospectus for information.





## Foundation Stage - Start of Infant School

Parents can choose which term their child starts according to when their child's birthday is and if they want them to start full-time or part-time with part-time being mornings only. In the year 2022-23, 100% of children started in September.

Children visit the school in the term before they start school. For September starters parents and children will visit Foundation Stage together in the summer term preceding entry. The visits will allow new children to become familiar with their surroundings, whilst parents will be able to talk to their child's new teacher. When children start school in September they will have a short phased start to ease transition.

Children starting school in January will have visits arranged for the November and December before they start.

All children and their families are offered home visits by the Foundation Stage staff in September to support transition into school.

## Home School Agreement

Before a child enters school parents are asked to sign a Home School Agreement. The agreement outlines the school's responsibility to pupils and the school's aims and values. The agreement also states the school's expectations of its pupils and the responsibilities of parents and carers while the child attends the school.

## Safeguarding Children

The aim of the school is to safeguard and promote our pupil's welfare, safety and health. We do this by fostering an honest, open, caring and supportive climate. The pupil's welfare is of paramount importance, and supporting our children's learning in this area is an integral part of the curriculum. Our school fully recognises the contribution it can make to protect children and support pupils in school.

## Child Protection

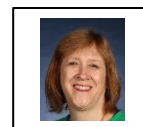
We recognise that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps all children and especially those at risk of, or suffering from abuse.

Our school will therefore:

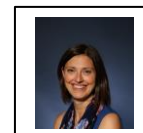
- Establish and maintain an ethos where children feel secure and are encouraged to talk and are listened to. This may be achieved through discussions in Personal, Social and Health Education (PSHE) lessons, in circle time, metacognition, child questionnaires, 'class turn around box', focus on anti-bullying work.
- Ensure that children know that there are adults in the school who they can approach if they are worried or are in difficulty. Children will be reminded on a regular basis of who is available at different times by class teachers and senior managers. Children who are identified as needing support will be assigned an adult mentor who will meet with that child on a regular basis.
- Include in the curriculum activities and opportunities for PSHE/Citizenship which equip children with the skills they need to stay safe from abuse, including on-line safety learning.
- Ensure that wherever possible every effort will be made to establish effective working relationships with parents and colleagues from other agencies.

All staff have received training in this area and use agreed procedures to deal with child protection issues. The school has a statutory duty to report or investigate any concerns raised about child protection or safeguarding issues. At Dobcroft Infant School all staff have a responsibility to ensure children are safe from abuse and to care for their wellbeing. Staff leading this area are:

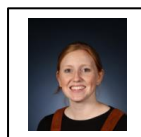
Cathy Rowland –Designated Safeguarding Head DSL (Headteacher)



Zoe Singh – Deputy Safeguarding Lead DDSL



Kat Holmes - Deputy Safeguarding Lead DDSL



## **Race Equality**

Our school values the individuality of all our children and we are committed to giving all our children every opportunity to achieve the highest standards. Within this ethos of achievement, we do not tolerate bullying or harassment of any kind. This school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We aim to reflect the multi-ethnic nature of our society and ensure that the education we offer fosters positive attitudes to all people.

### **Strategies We Use To Promote Racial Equality**

- Creating a positive, inclusive atmosphere based on respect for people's differences and show commitment to challenging and preventing racism and discrimination.
- Creating a school ethos, which promotes race equality, develops understanding and challenges myths, stereotypes, misconceptions and prejudices.
- Treating all those within the whole school community (e.g. pupils, staff, governors and parents) as individuals with their own particular abilities, beliefs, challenges, attitudes, background and experience.
- Encouraging everyone within our school community to gain a positive self-image and have self-esteem.
- Having high expectations of everyone within and involved with, the school community.
- To positively promote difference and diversity and a sense of belonging.
- Facing equality issues openly.

- Reflecting the diversity of our pupils, local community and the wider Sheffield community in the school environment, e.g. curriculum and extracurricular activities in order to prepare our pupils to live in a multi ethnic society.
- Treating any discriminatory behaviour, including harassment or bullying by individuals or groups as extremely serious and it is regarded as grounds for disciplinary action.

All staff have been trained in this area and are using agreed procedures to deal with racial incidents.

## Bullying

Everyone has a right to learn in a safe school. All members of our school community are taught to identify bullying behaviour. We are proactive in preventing it and when it happens, we deal with it consistently and fairly using whole school agreed procedures. Perceived differences are sometimes used as a reason for bullying; something that we make clear is unacceptable. We celebrate diversity and similarities, and emphasise that diversity makes the world exciting and is not a reason to treat people unfairly. Through our PSHE programme, we teach the children how to identify bullying and what to do if it happens to them or they see it happening. Not all unkind behaviour is bullying.

***“Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.” DfE Preventing and tackling bullying: Advice for head teachers, staff and governing bodies 2012***

### **Bullying can take many forms, including:**

- Physically Hurting (punching, kicking, tripping)
- Verbally Hurting (name-calling, put-downs, sarcasm or mimicking, racist or sexist remarks)
- Indirectly Hurting (spreading nasty stories, excluding from social groups, negative body language)
- Cyber bullying (e.g. texting, mobile phone, e-mail)

Bullying is not the same as conflict between two equals. It is not random, aggressive or unkind acts.

### **Bullying is:**

- Ongoing
- Deliberate
- Unequal - It involves a power imbalance (resulting in a perceived higher status)



perceived higher

We send our parents and carers information on how to recognise and deal with bullying. Please come and talk to us straight away if you have any worries about your child’s relationships. Most children both use and experience bullying behaviour at one time or another in their school life. All children can change their behaviours.

## Our school time

The school day is divided up into periods of time that are suitable for young children. Within these sessions we balance a range of learning opportunities to ensure the children work hard but also have suitable breaks.

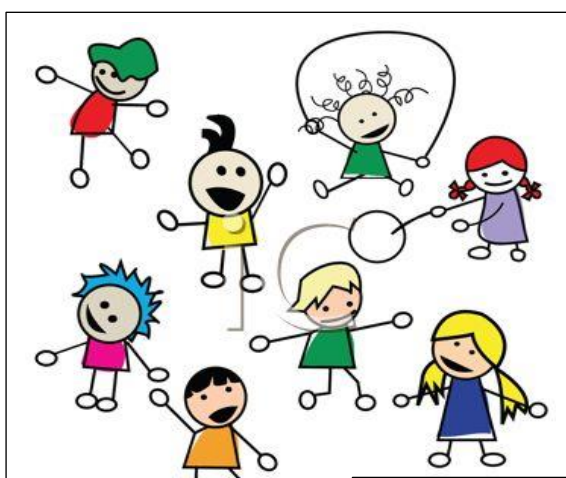
Foundation Stage children have timetabled access to their own outside environment.

Doors open, children can be left	8.50am
Register is	9.00am
Y1/Y2 Playtime	10.30 – 10.45am
Lunch is	12.00 – 1.10pm for Foundation Stage 12.00 – 1.15pm Y1 & Y2
Afternoon register	1.15pm
Home time	3.25pm for Foundation Stage 3.30pm for Y1 & Y2

**Please note children should not be left alone on the school premises before 8.50am as they will not be supervised.**

Parents are welcome to drop their child into the classroom before register starts when the door opens at 8.50am. The children will take part in a daily morning job before the register at 9am.

Registration takes place twice a day. If for any reason your child cannot come to school, you should let the school know as soon as possible by emailing/telephoning the school office. We record absences as Authorised or Unauthorised (when no permission has been given for the absence). There are records for each child and the year groups as a whole. The year group figures form part of our statutory reporting figures each year. We encourage families to book doctors and dentists appointments outside of school hours wherever possible.



**Headteacher**  
Cathy Rowland

**Deputy Headteacher**  
Zoe Singh

**Senco**  
Kat Holmes

**Teaching Assistants Level 2**  
Anna Chambers  
Rachel Gaffey  
Molly Gray  
Hannah McRae  
Peter Wood  
Emily Mirfin

## **The Curriculum – How we organise our work**

The staff plan a long term broad and balanced curriculum together. Individual teachers then put the plans into action in their classrooms. We have developed a structured approach to teaching National Curriculum subjects; some aspects we teach through themes that are relevant to the children such as 'My Family' or 'Water', and others (like Mathematics) we teach as individual subjects.

We use flexible ways of grouping the children to help us teach in the most effective ways. Sometimes children will be taught in a group that has been organised for social reasons, sometimes they will be taught in a group together with children who are at a similar stage in their understanding and knowledge of a subject. The range of teaching styles used varies from teaching a whole class to teaching an individual child, depending on the subject being taught and the stage of the children's development.

We also arrange outside visits to places of interest in order to stimulate and further the learning process, e.g. The Yorkshire Wildlife Park, Ecclesall Discovery Centre.

Throughout the whole range of learning activities we place a strong emphasis on the development of the social skills of living cooperatively.

## **The Foundation Stage at Dobcroft Infant School**

We aim for the Foundation Stage at Dobcroft Infant School to be a time for children to discover themselves as a learner, to develop their independence and to develop a curiosity and inquisitive attitude to the world they live in. Children come from a range of settings and have been exposed to different experiences or levels of challenge. The skilled practitioners at Dobcroft work with the whole child to develop early literacy and maths skills and to cultivate in children the Characteristics of Effective Learning.

### **Literacy**

We do not call it English in the Early Years because it is not treated as a separate subject. Reading and writing are inextricably linked and start with understanding, speaking and listening, so we weave Literacy through every aspect of the environment and the learning.

### **Reading**

#### **What's happening in Preschool**

On entry to Preschool, children have been exposed to reading at different levels. The structure of the day for children in the two years before starting school allows for early phonics, understanding the need to read and the awareness of print carrying meaning in books and the environment. Most of all we aim to develop the thirst for reading for pleasure in the form of shared story, rhyme and song. Helicopter Stories are used as a way for children to begin the process of their own story telling and early awareness of structure and language. Children have daily phonics, story time, and song or rhyme. Teachers read once a week with each child, and small groups share a text in order for them to develop early book handling skills.

#### **What's happening in Foundation Stage 2 Year**

- Every child reads to a teacher once a week. Some children have extra reads with the TA and any reading volunteers
- Daily reading of picture books and stories

- Free on-going access to a reading area with books and comfy surroundings
- Shared reading of text as a whole class or in small groups
- Daily discrete Phonics sessions which are streamed after Christmas.
- Whole class phonics
- Segmenting and blending throughout the day and the class routines (e.g. 'Go and get your c-oa-t-s')
- Reading and phonics activities in the continuous provision both inside and outside
- All children visit our school library once per week to support them to develop a love of reading for pleasure

## **Writing**

### **What's happening in Preschool**

Writing starts with developing muscle tone in the shoulder, elbow and wrist, so carefully planned opportunities for children to develop these muscles are woven into continuous provision. Children are encouraged to have a go at writing their name. Through name writing comes a sense of identity and the meaning contained in print. Letters present in the name encourage phonological awareness and phoneme grapheme correspondence. Children then look for the letters from their name in other texts and writing, and can feel a sense of achievement in spotting these. This quickly moves to learning what the other graphemes mean. In phonics the emphasis is on hearing differences between sounds, listening for initial sounds, and oral segmenting and blending, ensuring that children are ready for the first set of sounds in the Read, Write, Inc. programme by the end of the summer term in their last year in preschool. Phonics is taught discretely so that children can progress and start to learn these sounds when ready.

### **What's happening in Foundation Stage 2 Year:**

- Every child works with the teacher writing every week in a 1-1 or a small focus group session
- Every child works with the TA once a week in a 1-1 or small focus group session
- Shared writing takes place as a whole class or in small focus groups
- Independent mark making and writing opportunities in the continuous provision, both inside and outside
- Drawing is valued as the bridge between oral storytelling and story writing
- Daily writing in phonics sessions
- Daily writing opportunities as morning work from Easter

- Helicopter Stories are used throughout the year to develop story structure, language and awareness of the listener/reader.

## **Maths**

### **What's happening in Early number in Preschool**

Maths in preschool is present in song, rhyme, dancing, the mud kitchen, and in daily teaching with the whole class. Practitioners are able to challenge and extend mathematical thinking and problem solving in the continuous provision, both inside and out, and there is continual access to maths games, and equipment to engage and fascinate the children. Children are encouraged to develop their mathematical thinking and problem solving skills through carefully planned opportunities in continuous provision, and through skilled interactions with adults in the setting. Children participate in a daily 'maths moment' which allows them to revisit core concepts and embed key vocabulary, alongside developing a positive attitude to maths through song, rhyme and repetition.

### **What's happening in Foundation Stage 2 Year**

- Every child works with the teacher in Maths every week in a 1-1 or a small focus group session
- Maths moments every day reinforce key concepts and basic mental maths skills. Children revisit core concepts and embed key vocabulary, alongside developing a positive attitude to maths through song, rhyme and repetition.
- A maths area in the classroom allows children to work with maths equipment independently.
- Maths is woven into every part of the day – register and lunch orders, counting songs and rhymes, ordering activities, jigsaw puzzles, and games
- A Mud Kitchen and the large scale loose parts offer on-going opportunities for the development of mathematical concepts and language, alongside collaboration, problem solving, and spatial awareness.

**Understanding the World involves guiding 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.**

**People and Communities:** Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. We teach this through studying traditions such as Christmas or Diwali and examining our families and individual experiences.

**The World:** Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Much of this is taught using the outdoor learning areas and the natural environment.



**Technology:** Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. This is taught using iPads, bee-bots, the interactive whiteboard, recording equipment, and the internet.

**Art, music, drama and dance** are taught through Expressive Arts and Design (EAD). This is taught using the creative area, TASC, in the role play areas, the IWB, music, singing, story, rhyme, and the small world.

**Exploring and using Media and Materials:** Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

**Being Imaginative:** Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

**Physical Education:** There is no formal assessment of PE in the EYFS curriculum however we feel physical education is a vital part of school so all children will participate in a formal PE lesson each week as well as daily opportunities to develop their physical skills in line with the **Moving and Handling early learning goal** for children to show good control and co- ordination in large and small movements. We encourage them to move confidently in a range of ways, safely negotiating space. They will handle equipment and tools effectively, including pencils for writing. This is taught through our continuous provision and enhanced using outdoor learning opportunities such as using the large scale loose parts, and climbing frames.

**The Early Years Environment:** The environment in the Early Years classrooms is as important as the adults. It is constantly changing and evolving, following the children's interest and fascinations. A stimulating, engaging, and challenging environment is like having a third adult in the room. The design of activities the children carry out independently is skilfully managed by the teachers and TAs. The children need to be familiar enough with the activity so that they know what to do when working independently, but have enough challenge to ensure that they are learning when working independently. When you are in the FS classrooms, look for engaged, busy children who are talking about their work and learning through their play. Play and pretending are a crucial part of children's development and closely linked to story -telling and writing.

## **Learning Through Play**

Children learn through carefully planned play activities and staff will decide when child-initiated or adult-led play activities would provide the most effective learning opportunities. Every child will have opportunities to learn in the indoor and outdoor learning environments during the day.

Staff skilfully move individual children on in their learning through targeted questioning, modelling, extending and challenging thinking. Teachers and TAs observe children engaged in learning through play to identify the Characteristics of Effective Learning the children are displaying as part of their learning when engaged in play activities.

The Characteristics of Effective Learning focus on the child's attitudes and dispositions towards their learning.

### **Playing and exploring – engagement**

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

## Active learning – motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

## Creating and thinking critically – thinking

- Having their own ideas
- Making links
- Choosing ways to do things

**All the areas of the Characteristics of Effective Learning link directly to Dobcroft Infant School's Five Learning Seals. The Learning Seals provide a way for young children to articulate their learning and promote the development of desirable learning behaviours.**

## How Parents and Carers can help

There are many ways that you can help your child to make progress in school. We do not need you to teach your child the skills to do with reading, writing and maths, but they will need lots of practice in order to become proficient. This is where home can make the difference.

**Organisation:** Help your child to be independent by supporting them in thinking 'What do I need to do next?' If they can always be thinking of the next step without having to be told, they will be fuelling their own learning processes. Let them do things for themselves – Putting their own shoes on, packing their own book bag, hanging their own coat up, remembering their PE kit, getting themselves ready for bed. It will take longer, so allow more time, but the benefits will be huge!

**Independence:** Children gain a huge amount of confidence from doing things by themselves. Using a knife and fork, buttering their own bread, using proper scissors. Help your child to develop these skills by sitting with them while they try. It takes a lot of practice but it is worth the investment as it will develop a 'can do' attitude.

**Physical play:** Going to the park – swinging, biking, running. All physical activity will build their muscle control. Control over big muscles comes first, so if they can't do that then they will not be ready to control smaller movements like sitting still or holding a pencil.

**Language:** Talk to your child **all the time**. Even if you are just narrating or commentating on what you are doing. Use long words (and explain what they mean) to broaden their vocabulary and expose them to new words. Use phrases from stories in your every-day life so they make links between what they know and new learning. 'What if?' or 'I wonder' are great ways in which to develop imagination.

**High expectations:** Insist your child responds to adults who greet them, and to answer you in full sentences rather than one word answers. Try to ask 'open' questions (one's where they can't answer yes or no, but have to think more carefully about their response).

**Have fun:** Your children need to know that learning is great fun and this can be modelled by you.

**Reading:** Your child needs to be exposed to a book they can read confidently every day. 5 minutes reading every day can have a huge impact on all subjects at GCSE (I know that feels like a long way away, but the foundations are laid early!). Children need to see a word over 100 times before they

can remember it. Practising at home in reading high frequency (red) words will really help their reading and writing. Flash cards work really well for this. You can make them using card and hand writing them, or by practising zappers when they come home.

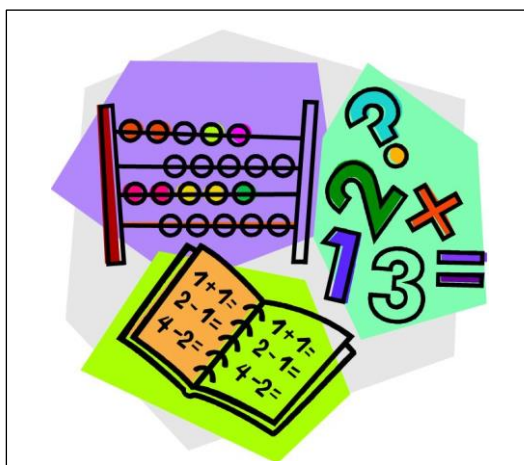
**Money:** Exposing your children to money early is very powerful. Let them look at some money and spot the differences between coins and notes. Ask them to sort some coins. Money is great for encouraging counting in 1s, 2s, 5s, and 10s. Allow them to have a small amount of pocket money to spend on the shops. The act of paying and receiving change is very motivating and will encourage an understanding of how money works.

**Maths:** Talking about real life problems and modelling your thinking and how you can solve a problem together. For example; laying a table for guests; working out how many people are coming to a party; splitting the pizza into 8; sharing some grapes or sweets, baking a double quantity of a recipe, or just cooking together will all practise real life maths.

## What we teach – Years One and Two

### Mathematics

We use the National Curriculum for Mathematics as a scaffold for planning children’s learning. We have adopted a mastery approach, where children explore key concepts in detail using concrete apparatus and pictorial representations to support their learning. Once a strong foundation and understanding of these key skills has been developed, children then link this to a variety of carefully planned abstract concepts. Mathematics is taught in an engaging and practical way throughout school, where all children are given plenty of opportunities to engage with reasoning and problem solving activities. The carefully planned mastery approach to the mathematics curriculum enables all children to succeed, with many pupils exploring concepts in greater depth. We also encourage children to develop their confidence, resilience, and ability to tackle a range of mathematical problems which are represented in different ways. Children will sometimes be set homework to support their growing mathematical understanding. Same day interventions in Maths are used in Year 1. In Year 2 the children are taught to “green pen” their own work, this is supported by the teacher. This is a way of live correcting their own work.



### Maths in Year One

<p><u>Number/Calculation</u>            *Count to/across 100            *Count in 1s, 2s, 5s and 10s            *Identify ‘one more’ and ‘one less’            *Read &amp; write numbers to 20</p>	<p><u>Geometry &amp; Measures</u>            *Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest            *Begin to measure length, capacity, weight</p>	<p><u>Fractions</u>            *Recognise &amp; use <math>\frac{1}{2}</math> and <math>\frac{1}{4}</math></p>
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<ul style="list-style-type: none"> <li>*Use language, e.g. 'more than', 'most'</li> <li>*Use +, - and = symbols</li> <li>*Know number bonds to 20</li> <li>*Add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>*Solve one-step problems, including simple arrays</li> </ul>	<ul style="list-style-type: none"> <li>*Recognise coins &amp; notes</li> <li>*Use time &amp; ordering vocabulary</li> <li>*Tell the time to hour/half-hour</li> <li>*Use language of days, weeks, months &amp; years</li> <li>*Recognise &amp; name common 2-d and 3-d shapes</li> <li>*Order &amp; arrange objects</li> <li>*Describe position &amp; movement, including half and quarter turns</li> </ul>	
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## Maths in Year Two

<u>Number/Calculation</u> <ul style="list-style-type: none"> <li>*Know 2, 5 &amp; 10x tables</li> <li>*Begin to use place value (T/U)</li> <li>*Count in 2s, 3s, 5s &amp; 10s</li> <li>*Identify, represent &amp; estimate numbers</li> <li>*Compare/order numbers, inc.&lt; &gt; =</li> <li>*Write numbers to 100</li> <li>*Know number facts to 20 (related to 100)</li> <li>*Use x and ÷ symbols</li> <li>*Recognise communicative property of multiplication</li> </ul>	<u>Geometry &amp; Measures</u> <ul style="list-style-type: none"> <li>*Know and use standard measures</li> <li>*Read scales to nearest whole unit</li> <li>*Use symbols for £ and p and add/subtract simple sums of less than £1 or in pounds</li> <li>*Tell time to the nearest 5 minutes</li> <li>*Identify &amp; sort 2-d &amp; 3-d shapes</li> <li>*Identify 2-d shapes on 3-d surfaces</li> <li>*Order and arrange mathematical objects</li> <li>*Use terminology of position &amp; movement</li> </ul>	<u>Fractions</u> <ul style="list-style-type: none"> <li>*Find and write simple fractions</li> <li>*Understand equivalence of e.g. <math>\frac{2}{4} = \frac{1}{2}</math></li> </ul> <u>Data</u> <ul style="list-style-type: none"> <li>*Interpret simple tables &amp; pictograms</li> <li>*Ask &amp; answer comparison questions</li> <li>*Ask &amp; answer questions about totalling</li> </ul>
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## English

We have high standards of literacy throughout our school and provide a language rich environment so that children can improve their skills of speaking and listening, reading, writing, spelling and handwriting. Communication groups such as LEAP (Language Enrichment Activity Programme), VIP (Vocabulary Improvement Programme) and NIP (Narrative Improvement Programme) make our practice inclusive and successful for all children.

Our daily phonics lessons are based on the Read Write Inc programme and Letters and Sounds and are interactive and fun. They help the children to decode effortlessly so that they can build fluency when reading independently and spell words accurately when writing. Early birds small intervention groups before school, support those learners who find phonics and reading challenging.

We teach our children to enjoy writing. They learn to mark make and write legible letters then cursive writing using Disco Dough activities and the Sheffield Structured handwriting scheme. We weave writing throughout the curriculum from making lists and labels in role play areas to science reports and letters to members of our community. Where possible, we provide real purposes to write. Spelling, punctuation and grammar are an integral part of our writing and children learn to use dictionaries and thesauruses. We systematically teach sentence structure and generate sentences first before we write them. Children in Key Stage One learn to proof read and edit their own writing.

English is taught in an engaging and contextual way throughout school, where all children are given plenty of opportunities to develop their SPaG skills as well as their creative writing. The carefully planned mastery approach to the English curriculum enables all children to succeed, with many

pupils exploring concepts in different contexts for greater depth. Reading and writing are closely linked by using the same class text in both guided reading and writing lessons.

Writing is taught as a six part lesson;

- Engage
- Introduce
- Practice and consider
- Independent task
- Going deeper
- Review and improve

We also encourage children to develop their confidence, resilience, and ability to tackle a range of genres over their time at the school. Children are taught songs and rhymes, use oral rehearsal and talk for writing. We follow a 2/3 week unit of learning based on a class text with a specific genre. This class text is shared with the children at story time or during guided reading lessons to ensure a whole reading and writing linked approach. The unit consists of showing the children a WAGOLL (what a good one looks like), pulling the features of this apart, learning the SPaG (spelling, punctuation and grammar) skills they will need to apply, planning and creating their own version. Learning will then be revisited in different genres and built upon to ensure that children are given the opportunity to consolidate understanding and develop a level of fluency in their learning in a variety of writing texts over time.

## **Science and the Foundation Subjects (History, Geography, Art, Music, Physical Education)**

### **Science**

At Dobcroft Infant school we believe that science inspires children, encourages them to be inquisitive about the world. We know that a high quality science education provides the foundations for understanding the world.

#### **Year 1 science**

Children will be learning

- Plants, identifying and naming plants and looking at their basic structures.
- Animals including humans, identifying and naming a range of animals and understanding how and why they are grouped (e.g. mammals, birds, amphibians etc.).
- Everyday materials, looking at their properties
- Seasonal changes, observing changes across the four seasons and looking at different types of weather.

#### **Year 2 science**

Children will be learning

- Living things and their habitats, including dependence within habitats and micro-habitats.
- Plants, observing how seeds and bulbs grow into plants and what plants need to stay healthy.
- Animals including humans, focusing on reproduction, nutrition and exercise.
- Everyday materials, comparing their uses and looking at how they can be changed by exerting force.

### **How is Science taught at Dobcroft Infant School?**

## **Key Stage 1**

During Key Stage 1 the children will explore the world around them and raise their own questions this is taught through the following practical scientific methods:

- Asking questions and recognising that they can be answered in different ways.
- Using their observations and ideas to suggest answers to questions.
- Observing closely, using a variety of equipment.
- Performing scientific enquiries/tests.
- Identifying and classifying.
- Gathering and recording data to help answer questions.

The curriculum in foundation and Key stage 1 is also supported through extracurricular activities within school, such as science after school clubs and local trips. We also have Year 2 science ambassadors that assist teachers and children with science around school, promote science to others, and demonstrate experiences in assemblies and to their peers in the Science lunchtime club. Occasionally, they attend outreach events such as the Science Ambassador's Conference at Sheffield Hallam University. This project has been funded by the Ogden Trust, with whom we are working closely as a school and as part of a partnership of local schools.

## **Art and Design**

Art, craft and design embody some of the highest forms of human creativity. A high quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

In Year 1 and 2 pupils will be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

## **Sustainability / ECO**

We are a lead school for climate change and a Green Flag (gold level) ECO school. We are proud to offer all children the opportunity to explore both local and global issues that impact on our planet. We have recently been awarded the Platinum Modeshift Award to promote walking, cycling and other forms of sustainable travel to school: this is a collective effort across school to encourage more pupils and their families to adopt healthy lifestyles. Together, we are working towards making a real difference to how people are undertaking the journey to school. We are keen to maintain the Gold level award and ensure that all Dobcroft stakeholders continue to support climate change. We are a Fairtrade School and endeavour to support Fairtrade products throughout our community.

## **Computing**

Computing is an integral part of classroom learning, both as a discrete subject and as part of cross curricular work. All classes offer children experience of the 3 core strands of computing within the National Curriculum; information technology, digital literacy and computer science.

In Foundation Stage, pupils are exposed to a range of devices such as Ipads, class computers and Beebots (programmable floor robots) within their provision so that children begin to understand the importance of technology within the real life world. Pupils often take part in 'unplugged activities' (activities that take place away from a computer) to help develop their computational thinking skills which they will then apply to their computing lessons in Key Stage One.

In Key Stage One, pupils have access to computers in their classrooms through class computers, chromebooks and iPads. They will use a range of different apps and programs to cover the computing curriculum, and evidence their work digitally through a secure online platform called Seesaw. Pupils also have access to digital cameras, microphones, talking postcards and Beebot programmable floor robots as part of their computing learning and learning through play to tinker with. From home, children are able to access Purple Mash with their own login to complete learning that has been set by their class teacher and create their own pieces of work too. They can also log into Bug Club to access reading books specific to their book colour, and log onto Charanga to view songs that have been set by their class teacher.

We also have 2 E-Cadets in each Year 2 class, who are experts in computing and E-safety, and are able to help other children, not only in their year group, but also throughout the whole school.

Keeping children safe online is an imperative part of the computing curriculum. Children are exposed to regular assemblies from the e-cadets, for example through Safer Internet Day where they learn about firewalls, pegi ratings and how to be kind online.

## **Religious Education**

At Dobcroft the RE curriculum we follow is taken from the locally agreed Sheffield syllabus. We aim to prepare pupils at DIS for the opportunities, responsibilities and experiences of later life. There are two main strands to the RE taught at Dobcroft:

1. To learn about some of the different Religions and Religious leaders in the world;
2. To learn from religion; i.e. to reflect and explore questions about spirituality at the child's own level.

Parents have a right to withdraw their children from RE lessons.

Children are encouraged to explore questions within their own beliefs and develop a sensitivity to the beliefs and cultures of others, and acknowledge the right to not believe.

The children are helped to understand and respect some of the practices and beliefs from the major world faiths, with due emphasis on Christianity, 51%, as stipulated nationally.

Children develop a deeper appreciation of the spiritual, moral and natural world around them.

Our RE curriculum is balanced and broadly based to promote the spiritual development of pupils at DIS and of society. We aim to prepare pupils at DIS for the opportunities, responsibilities and experiences of later life, living in an equal and fair society.

## **Design and Technology**

Learning within Design and Technology stimulates children's imagination and creative thinking. It supports pupils in becoming solvers, both as individuals and as part of a team, encouraging children's natural inquisitive nature. By completing practical activities children can apply what they have learnt or discover what they need to know. Children learn key skills and these are applied throughout the curriculum. TASC (Thinking Actively in a Social Context) is a vehicle used in school to teach Design and Technology using which develops thinking skills. Pupils can draw upon their knowledge and experiences from many other subject areas such as Mathematics, Science and Art and Design.

In Key Stage One, children are taught key skills that are then applied in meaningful contexts. In both year groups, food technology is taught and children use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from. In Year 1, children design functional products for themselves, select and use a range of tools to perform practical tasks such as cutting and joining, explore and evaluate existing products, build structures, exploring how they can be made stronger, stiffer and more stable. In Year 2, children build on these skills to design purposeful appealing products based on design criteria. They generate and communicate their ideas through drawing and templates, select and use a range of materials including construction, textiles and ingredients according to their characteristics, evaluate their ideas and products against the design criteria and explore and use mechanisms such as levers, sliders, wheels and axles.

## **History**

At Dobcroft Infant School, we view history not only simple facts and date but encourage pupils to explore the past in an exciting way. History is taught mainly through a topic based approach and gives pupils a chance to explore a wide range of sources from which the past may come alive.

History allows our children to compare and contrast, to examine why things have changed, to learn about historical characters and expand their research skills. We teach children to be open minded and enquiring thinkers who understand cause and effect. We want them to understand how people have lived in the past and compare this to the modern world, so that children can begin to understand their place within the world.

In foundation stage, children begin to gain an understanding of historical concepts through the *Understanding the World – People and Communities* area of learning. Children talk about past and present events in their own lives and in the lives of family members. They learn about similarities and differences between themselves and others, and among families, communities and traditions. We teach this through studying traditions such as Christmas or Diwali and examining our families and individual experiences.

During key stage 1, our children will learn about people's lives and lifestyles. They find out about significant people and events for the recent and more distant past, including those from both Britain and the wider world. They listen and respond to stories and sources of information to help them to ask and answer questions and they learn how the past is different from the present. Some of the topics we learn about include The Great Fire of London, the Titanic, Florence Nightingale and The Sheffield Floods.

## **Geography**

### **Our Vision**

In Geography we aim to stimulate interest and wonder in the world around us. We study people and places and learn to understand how they relate to each other. We learn about features of human and physical geography and equip pupils with the vocabulary to describe them, developing empathy for people living in different places. Our curriculum helps children to develop an understanding of



our locality and cultures as well as those of others through the study of other places. Lessons help children develop an awareness of the environment and their responsibility to care for it. We encourage an appreciation of what 'global citizenship' means and the global 'rights of the child', linked to our school's work as a Unicef Rights Respecting school. Our aim is to enable the development of a variety of skills including those of enquiry, problem solving, ICT and investigation. This includes map work and basic compass skills. Through this we aim to grow enquiring, curious and enthusiastic geographers!

## **Our Curriculum: Teaching and Learning**

### **EYFS**

Children are taught about Geography through the subject Understanding the World. Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Much of this is taught using the outdoor learning areas and the natural environment.

### **KS1**

In KS1 teachers use a variety of teaching and learning styles in geography lessons. The principal aims are to develop skills and understanding as well as developing their technical knowledge. We do this through a mixture of whole-class teaching and individual/group activities. Within lessons, we give children the opportunity both to work on their own and to collaborate with others, listening to other children's ideas and treating these with respect.

### **Fieldwork**

Fieldwork is integral to good geography teaching, and we include as many opportunities as we can to involve children in practical geographical research and enquiry. Examples including visiting a British seaside, exploring the local area (Coal Mining museum) including nearby woodland, urban areas (e.g. Meadowhall) and the Peak District National Park.

For health and safety issues regarding fieldwork, our school follows the guidance contained in its policies on Off-Site Visits and on Health and Safety and carries out thorough risk assessments.

### **Geography and Inclusion**

All children will have access to the Geography curriculum regardless of ability, gender and race. The whole School Policy on Equal Opportunities will apply through the geography curriculum. Pupils of all abilities will be taught with their own class. Their thinking will be supported or extended through targeted questioning and differentiated work which will allow for the development of geographical enquiry at the appropriate level. As well as drawing on materials from different levels of study, teachers may plan further differentiation by extending or reducing the breadth of study. Very occasionally special arrangements will be made for an exceptionally gifted pupil or a pupil with complex and significant needs. They may follow an individualised programme of work or may receive adult support. We strive hard to meet the needs of those pupils with special educational needs, those

with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this.

## **How you can help**

Talk to your child about the world at a level that is appropriate to them. Watch BBC Newsround and discuss world stories and issues. Look at a world map, globe, an atlas, or google earth whenever you talk about a country in order for them to gain a global understanding of our planet. Talk about where food comes from and look on packets for the origins of food you buy. Visit different restaurants and sample different cuisines. Show them the sat nav or google maps when you are out and about. Look at the map in the park to show them how to see where they are. Skype or FaceTime relatives abroad and talk to them about life in another country, Talk about global issues in the news in a way that won't frighten them – there are lots of clever people working on climate change and although we all need to be aware of how we can help, it is important children can see these issues in a constructive and hopeful light.

<https://www.rgs.org/>

<https://www.natgeokids.com/uk/>

<https://www.kids-world-travel-guide.com/>

<https://tutorful.co.uk/blog/learning-geography-useful-websites-and-resources-that-will-rock-your-world#BestGeographyWebsitesandPodcasts>

## **Physical Education**

At Dobcroft Infant School we recognise the value of physical education and sports within our school life. Our aim is to provide a high-quality physical education program that inspires all children to enjoy and feel the benefits from being physically active so that they lead healthy and active lives. We also aim through high-quality teaching to develop children's fundamental skills across a broad range of activities so that children become confident and competent while having access to a broad range of opportunities. Within KS1 children will be taught to master the basic skills including those of balance, agility, throwing and catching and skipping. IN KS1 children will have two one hour PE lessons a week with each lesson having a different focus each half term (details of this are available on the school website under the KS1 curriculum map) Within lessons we cover a range of activities, such as dance, gymnastics (both on and off apparatus) and games skills. These skills and co-operative group work come together in small group and team games. Y1 and Y2 children experience an additional 30 minutes physical walk/run per day to the above to tie in with the Government movement to encourage children to be more physically active during the day. In Year 1, children will also have access to 6 weeks of swimming lessons which will take place at a local swimming pool.

We fundamentally believe that Physical Education doesn't end in lessons, but should be encouraged throughout the school day. During playtimes Year 1 and 2 children are encouraged to use the trim trail, jungle walk, sand pits and our outside learning pod 'Poddley', use of our playground markings and climbing wall which offers a challenging physical environment with scope for imaginative play. Year 1 and year 2 also have the opportunity to participate in a lunchtime Soccereds club paid for by the school. At lunchtime Year 2 participate in the mile challenge during their lunchtime to help improve their fitness and encourage them to be more active at playtimes. Year 1 children also begin to enjoy this extra exercise as part of their break times to help develop stamina over the year. The children enjoy celebrating their successes as children who put in the most effort are rewarded with medals. As a school we believe in working together to provide a foundation for fulfilled lives, so we

have created new positions for our Year 2 Playground Leaders to take a role in leading sports activities within school.

## **Music**

At Dobcroft Infant school we believe that music is an essential part of everyday life, and is a way to express ourselves, our emotions and our ideas. Music encourages children to learn about different instruments, composers and the effect they are trying to convey either in their instrumental music or in their lyrics. At Dobcroft Infant School we want children to become musicians both as individuals and as part of an ensemble. We use music throughout the school day at transition points such as when children enter a classroom, at lunchtime in our dining hall and across the majority of lessons including maths and geography for example. Music should also be accessible for all, so we have learnt a number of songs in Makaton, with some of our SEN pupils being able to teach their classmates the actions. We have recently invested in the Charanga Scheme of Work for Music and this includes guidance for the Foundation Stage. The scheme is based on National Curriculum expectations and comprises of 6 units of work for each year group with clearly defined learning objectives.

In our Foundation Stage 2, music planning follows the Early Years Foundation Stage guidance as part of the Expressive Arts and Design: exploring and using media and materials area of learning. In KS1, we follow the learning objectives as set out in the National Curriculum. We hold weekly Singing Assemblies where children learn about composers and music from a range of ethnicities and cultures as well as learn chants and sing songs in time to a beat with correct tune, enunciation and enthusiasm. These songs are often linked to our PSHE or year group theme. Each year group also hold a performance each year – Foundation Stage 2 and Year 1 at the end of the Autumn term and Year 2 at the end of the Summer term.

We believe it is important for children to see music in action, so each year we participate in the Music In The Round event at Sheffield's Crucible Theatre. We take the whole school along to hear the different orchestral instruments played live and join in with singing with a large group in a real auditorium. Each year different teachers go along to the training to upskill themselves and then in turn teach the songs and actions to their year group. In previous years we have also participated in the Sheffield Music Hub's Key Stage 1 Singing Festival at Sheffield Cathedral, a Spring of Singing concert in collaboration with 3 other schools in the local area and our annual Carol Concert at Holy Trinity Church.

## **Assemblies**







Children in KS1 attend an assembly several times a week. These vary in style according to the day of the week, ranging from a class assembly to larger group assemblies (such as weekly singing assemblies) meeting in the hall. On days when there is no assembly class teachers lead an act of worship/reflection in their classroom.

## **Exemption from Religious Education and Assemblies**

Exemption from religious education and worship is allowed for in the 1988 Education Act. If you wish to withdraw from either or both of these, please contact the Head teacher.

## **Personal, Social, Health, Education (PSHE)**

**In Key Stage 1**, our PSHE curriculum covers work on relationships and Health and Wellbeing. Children focus on a different theme each half term:

Autumn 1 Community 	Spring 2 Feelings 
Autumn 2 Friends 	Summer 1 Physical Health 
Spring 1 Family 	Summer 2 Growing up 

In KS1 the children are taught skills and rules for staying healthy and safe and for behaving well. Children are given opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of others. They learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying.

In line with the Sheffield RSE guidance the teaching of sex education begins in KS2 and is not covered within our school.

At Dobcroft Infant School our personal, social and health education is embedded into our school ethos and curriculum. Children enjoy peer massage and philosophy for children sessions. They also have the opportunity to apply to become playground leaders or join the Rights Respecting School Council.

## Relationships and Behaviour

Our school is committed to creating an inclusive community in which children and adults treat each other with respect and consideration so that everyone can learn, achieve and be successful. We actively strive to create an ethos and environment supportive of learning and emotional health and well-being. We teach our children social and emotional skills (SEAL and RHE) to help them to recognise and understand their own feelings and to take responsibility for their own behaviour choices

Encouraging behaviour for effective learning is the responsibility of everyone in school. We will do this by:

- Consistent Trauma Informed approach to behaviour
- Offering stimulating teaching which invites children to engage and participate actively

- Celebrating effort, achievement and attainment
- Having clear and consistent high expectations of behaviour
- Using consistent whole school, behaviour management strategies and teaching of good behaviour
- Creating and sustaining a high quality school environment
- Acting as positive role models in our own relationships with children, parents and staff
- Working with parents to share our behaviour strategies
- Encouraging children to make good choices and take responsibility for their own self-discipline
- Helping children to use a restorative approach (putting it right)
- Teaching the qualities of learning: The 5Rs (Resourcefulness, Resilience, Reciprocity, Risk-Taking, Reflectiveness)
- Providing additional social and emotional learning support for vulnerable pupils
- Monitoring rates and patterns of behaviour which impedes learning
- Take into account the whole child when dealing with behaviour, including anything which may affect behaviour such as SEN needs or early childhood experiences.

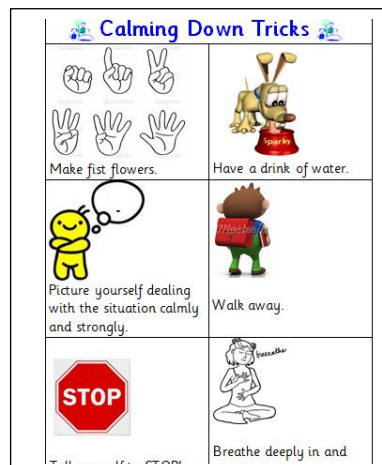
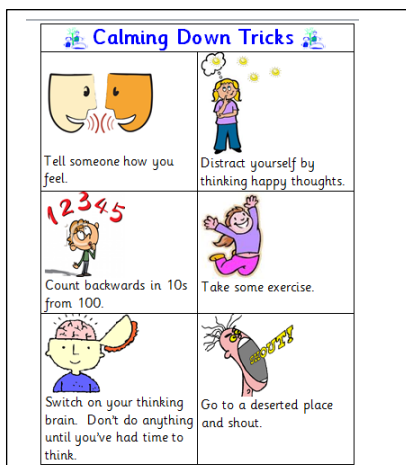
Our children are rewarded for following the School Values with praise, smiles, stickers and Golden Moments. Golden Moments are collected as a class and celebrated in our whole school assembly.

### When Things Go Wrong with Friendships

Our PSHE Programme teaches our children about making and sustaining friendships and gives them the skills to recognise and manage their emotions.



We have embedded support systems in school to help the children when things go wrong with their friendships. There is a Put It Right area in every classroom and in the playground. We teach the children to use the area to calm down and think about their choices, to talk to the person they've hurt or fallen out with and to solve playtime problems. We help them to take responsibility for their actions and to acknowledge how their choices may make someone else feel. We expect them to apologise for the hurt they have caused and we help them to come up with a plan so that they can mend the friendship or make the situation better. The children are taught how to use the prompts to help them:



## Mental Health

As a school we care about the children's mental health and work closely with the Sheffield mental health team. We have incorporated regular mindfulness activities into the school day. Children use The Zones of Regulation to assess how they are feeling throughout the school.



## Rights Respecting School

Dobcroft Infant School is a silver level Rights Respecting School. The children learn about the UN Convention of the Rights of the Child. The rights are embedded throughout the children's education and provides them with an understanding of their place within the world. Within their Rights Respecting learning, the children learn how all children around the world have the same rights and how we can help those whose rights are not met. It gives them an important voice and encourages relationships based on mutual respect. We celebrate and learn about the Rights of the Child by displaying them within our classrooms, making class charters, our Rights Respecting Reps and celebration or charity days within school. We also try to embed the language of the rights throughout our curriculum.

## Parents and the school

### Visiting school

Parents are invited to school every term to discuss with their child's class teacher the work they are doing and their progress over time. In the first term we discuss how your child has settled into their new class, in the second term we report on their progress and review their targets; the final meeting is to enable you to celebrate with your child the progress they have made during the year.

During the year we arrange informal talks and curriculum workshops for parents where we illustrate some aspects of the work that the children do. We also particularly welcome parents to each year group's annual performance (held at different times during the year) when the children delight in showing what they can do through the expressive arts.

### Parents' help in school

There are many areas of life in school that would be almost impossible without the help of parents. If you would like to help in your child's class or accompany them on school visits please see the office staff.



## Information to parents

In addition to the meetings each term about your child's progress, you will receive:

- Termly newsletters regarding the curriculum
- Head teacher's letter to parents
- Regular updates and information relating to your child and their class via the school website pages [www.dobcroft-inf.sheffield.sch.uk](http://www.dobcroft-inf.sheffield.sch.uk).

When possible we try to email letters home so please check your email account.

Each year a written report on your child's progress in relation to the Foundation Stage Two or National Curriculum subjects (Years One and Two).

## Homework

The children may be asked to take home some simple tasks to complete as well as their reading books. Homework is given to help the child and provides a further link between home and school.

We often suggest tasks that should be done as well as possible. We recognise not all families want to spend the same amount of time on home learning.

## What should I do if I am worried about my child at school?

If you are concerned about any aspect of your child's life at school, do not hesitate to contact either your child's class teacher or Cathy Rowland. We hold Parents Evenings at least once a term, **but please do not wait for a Parents Evening** if you have a concern. Worries and problems are best dealt with as they arise.

## School meals



Since September 2014, all infant children's school dinners are available free. Our hot dinners are cooked on the premises daily and many of the children choose to enjoy these meals. Halal meat is available for children or packed lunch may be brought from home if preferred. We can also cater for special dietary needs if we receive written details (from the hospital or doctors) of your child's requirements. Please note that we do have children in school that will go into anaphylactic shock if they come into contact with even a trace of peanuts. If your child has a packed lunch please avoid peanuts or peanut products. No items containing chocolate or fizzy drinks are to be included in your child's packed lunch as part of our healthy schools approach.

At lunchtimes we encourage children to socialize and enjoy a pleasant and relaxed eating atmosphere, with supervision from both teaching and welfare supervisory staff.

If you meet the criteria for free school meals (low income) your child might benefit from extra support, one free club slot, education visits and school uniform. Please speak to the school office for further details.

## Healthy Schools



As part of our “Healthy School” initiative we encourage parents and carers to walk with their children to school each day.

Dobcroft Infant School can be accessed by the main gates on Pingle Road or down the cinder path from either Dobcroft Road or Millhouses Lane. The gate into school from the cinder path is open from 8.15am until 9.00am and from 3.15pm until 3.45pm.

For parents who live a long way from school, they could park further away from school and then “park and stride”.

Please remember for Health and safety reasons parents and carers are not allowed to park in the school car park at any time unless they have special permission from Mrs Rowland (Headteacher). The school has two disabled parking bays which can be used either for a family member or for a child, which can be utilised with the expressed permission of the Head teacher.

## Snacks / Water



Children are provided with a piece of fruit or vegetable each morning e.g. apple, carrots. We encourage children to drink water throughout the day and to bring a named bottle or container. We allow fruit drinks with a packed lunch but no fizzy drinks. No glass bottles are allowed.

## School Milk



Milk is provided free for pupils under the age of 5 and for those children entitled to a free school meal. Milk can then be paid for on a termly basis. Money is not refundable in the case of absence.

## Special Needs

It is our aim to meet the individual needs of every child. This is primarily achieved by good quality class room teaching and for those children who need additional support; the school has a Special Needs Coordinator, Kat Holmes, who work with the class teacher and the Learning Support Assistants to oversee each child’s programme.

There are also Teaching Assistants who work with children in the school. Together we develop individual and group interventions for any child who is causing concern. We monitor and review these programmes every term. We always tell parents from the start of any concerns we have and they are involved in the monitoring and review process.



## Children with EAL (English as Additional Language)

Children whom have EAL may receive additional support from a Teaching Assistant. This may be in the form of one to one teaching or small group work.

## Children's health



### Medical

The school nurse checks height, weight and vision in Foundation Stage. It is important for us to know about any serious or recurring medical problems a child may have. The Health Service will come to school once a year for the flu immunisation, you'll need to sign up to take part.

### Illness in school

Children often get minor, and less often, more serious illnesses whilst at school. Because young children can become quite ill within a short period of time it is our policy to get them to a parent or carer within 30 minutes of their illness being noted. To assist us with this we would ask that you keep us up-to-date with your emergency contact numbers, including a mobile numbers from 2 contacts.

Cuts and grazes are also a common occurrence. Our First Aiders will treat the children and any head injury or other major injury is notified by phone to parents and a head bump note will go home. Parents of children receiving a head bump note will also be notified via a text message when the incident occurs to keep you informed.

### Medicines

For reasons of safety no medication or tablets are allowed in the classroom. If there is any reason for a child to receive **long-term** medication prescribed by a doctor during the school day, for example, inhalers for asthma, then please inform the school office in the first instance. We will communicate this with our first aid staff trained to administer medicines (Mrs Dennison, Mrs Godwin and Mrs Lambert).

Our school has a specific policy for administering medication, the main points of which are summarised below:

#### Summary of main points:

There is no legal duty that requires school staff to administer medicines and medicines should only be taken to school when essential.

Medicines brought to school should always be provided in the original container as dispensed by a pharmacist and include the prescriber's instructions for administration.

Staff will give a child medicine only with their parent's written consent by completion of the relevant form. Medicines will usually be administered between 11.50 – 12pm.

School will keep written records of each time a medicine is given.

Responsibility for administration of medicines remains with parents – delegated to school for school hours only (9.00 – 3.30).

## Diarrhoea and Sickness

If your child has diarrhoea/sickness please keep he /she at home for 48 hours before returning to school.



## Clothing

As a result of a strong response towards wearing uniform the governing bodies of both Dobcroft Infant and Dobcroft Junior School have agreed that it is expected that all children will wear uniform.

This will consist of:

### Uniform

Plain grey, navy or black trousers or shorts (no jeans) or  
Plain grey, navy or black skirt or pinafore or  
Blue/white or jade/white check dresses with school logo (compulsory)

Plain navy, jade or white polo or t-shirts with school logo (compulsory) and  
Plain navy or jade cardigan or sweatshirt with school logo (compulsory)

### PE requirements

Black/navy PE shorts  
Jade T-shirt with school logo (compulsory)

**All tops will be expected to have the school logo on.** Logo badges that can be sewn on any appropriate coloured garment (for sale from the school office £3.50 each cash) or uniform that has already got the logo embroidered on can be ordered from school or on-line from [www.uniformshoponline.co.uk](http://www.uniformshoponline.co.uk).

Scarves/hats can be worn for faith reasons only indoors. All clothing must be clearly labelled with your child's name. We have a very large collection of unclaimed lost property at the end of each year! Lost property is located near the office and we ask parents to come after school to look.

## Jewellery

The LEA takes the view that there is a risk associated with the wearing of jewellery within PE lessons and related out of hour's activities. **The elimination of this risk can be achieved by the removal of all jewellery.** This is backed up by 'Safe Practice in Physical Education BAALPE 1999.

It is the policy that:

**No jewellery should be worn for Physical Education lessons or out of hour's physical activities.**

If jewellery cannot be removed it must be made safe.

If jewellery cannot be made safe then the pupil cannot participate.

It is up to the discretion of the teacher / supervisor to make this final decision. For safety reasons, jewellery is best left at home.

## Exceptional Leave

Any requests for term time leave must be made **at least 20 school days** in advance of any arrangement being made. This will allow sufficient time for the request to be considered by the school. The request must be made in writing by parent/carer on the form provided in our policy which can be obtained from the school office. Parents and carers must include specific start and end dates, as this will formally constitute the leave period. Where no specific dates are provided, then the request cannot be considered or granted. The head teacher is only allowed to approve requests for holidays in term time in **exceptional circumstances**.

**Those parents who choose to take unauthorised holidays during term time may be subject to a fine through the local authority.**

For those times when there is an emergency, for example a family bereavement, a written request still needs to be made to the school at the earliest opportunity. The written request can be made on behalf of the parent/carer by someone nominated by the parent/carer. The request must include a specific leave period including a return date.



## Other school activities

### Books

The school positively encourages the development of appropriate reading skills and attitudes through the use of stimulating books. This is achieved through our library, which is run by volunteer parents.

Library: Our popular library contains a varied collection of children's books from which each child can make their own choice, as part of the weekly class activities.

Reading Partnership: we offer training to parents in each year group to enable them to support their child's reading at home.

## After School Clubs

### Sports

Our After School sport based clubs include Soccereds, Rugger Eds and Multisports.

### Performing Arts & Music

Art, Drama and Dance clubs.

### Language

French

### Others

Including Cooking, Forest Skills and Science Lab.

## DASH (Dobcroft After School Hours/Breakfast Club)

DASH is a before and after school play care supervision that is located on the site of Dobcroft Schools. DASH is run by a voluntary management committee of parents and is a separate organisation from the schools, although we work closely with both schools and have their full support and co-operation.

Our aim is to provide fun, affordable child-led childcare in an environment that is safe, warm, inviting, friendly and comfortable for both children and parents. We feel that it is important to listen to children's views in order to maintain a stimulating and fun environment for all.

We operate in three areas, separated into Preschool/FS2, Y1/Y2 and Junior children. This means that we can ensure that the activities we provide are age appropriate and of interest to the children. Preschool and FS2 children activities will be planned to meet the EYFS, we will be offering 26 places each morning and evening working to a 1:8 ratio. A light snack will be provided at each afternoon club as well as fruit and veg being offered throughout the session. Outdoor play will be available throughout the session at all clubs.

## Charging

### Voluntary payments

Parents are asked to contribute towards the costs of educational visits and special events. These are priced per child and include the entrance fee if applicable and travel costs.

### Governor's policy on voluntary contributions

- Parents will be asked to make voluntary contributions for your child
- No child will be disadvantaged by the parents inability to pay
- Visits/activities will not take place if there is insufficient support

### Friends of Dobcroft Schools — 'FODS'

FODS is ran by a dedicated group of parents and staff who organise many successful fundraising events throughout the year, as well as a variety of social events including:

- Summer Fair
- Mother's Day Stall
- Race Night
- Summer Ball
- Christmas Fair.

Every year FODS makes a major contribution to the purchase of equipment and other resources. FODS has contributed to a large new stage for children's performances, trim trail, CDs and cameras for the classrooms, a projector for the school hall, and in recent year's artificial grass in 2 sections of the playground, renewal of playground markings and a new covered area outside Badgers class.

### Complaints



'We hope that your child's time at Dobcroft Infant School is happy and productive. We are always keen to discuss matters with parents, to ensure that every child achieves his or her full potential. If, at any time, you have any concerns about your child at school, then please do not hesitate to contact the school and, if necessary, make an appointment to see relevant staff members to discuss any issue. It is important that parents and carers support the school in its constant drive to raise standards and we would much rather discuss any grievance with you than it being discussed in other forums. Therefore, we would recommend that any concerns or issues are not discussed on social media as this could be potentially damaging for the school and pupils.

Complaints made about the school will be investigated according to guidelines set out in section 23 of the 1988 Education Act. It is intended that any complaints should be dealt with as quickly and efficiently as possible. There are three levels at which this may be done:

- by the Head teacher or staff of the school;
- by the school Governing Body;
- by the Local Education Authority.

### **What to do**

Most concerns and complaints can be sorted out quickly by speaking with your child's class teacher. Any teacher or the school office can help you find the right member of staff. If you have a complaint that you feel should be looked at by the Head teacher in the first instance, you can contact her straight away. It is usually best to discuss the problem face to face. You may need an appointment to do this, and this can be made for you by ringing or visiting the school office. You can take a friend or relation to the appointment with you if required.

All staff will make every effort to resolve your problem informally. They will make sure that they understand what you feel went wrong, and they will explain their own actions to you. They will ask what you would like the school to do to put things right. Of course, this does not mean that in every case they will come around to your point of view but it will help both you and the school to understand both sides of the problem. It may also help to prevent a similar problem arising again.

Our full complaints policy can be found on our website under the section parents/school policies.

### **The School Governors**

Dobcroft Infant School became a delegated school in 1991, with the Governors managing the school's budget, curriculum provision and school organisation.

The Governing Body is made up of the Chair, the Head teacher, a Local Authority representative, a staff representative plus parent and Co-opted members.

These committees meet every term and provide reports for the main Governing Body. Whole Governing Body meetings are held once every term in the evening to ensure strategic governance of the school and to ensure the accountability of the Head teacher and staff in realising the vision of the school.

## List of Governors

### Governor Responsibilities

Chair/ Leadership and Management	Alice MacGowan
Vice Chair/Safeguarding	
SEND Governor	Sarah Hinchliffe
PP+/Sports Premium	Amie Clifford
Online Safety	Jonathan Bagley
Personal Development	Barbara Bradshaw
Staff Health and Well Being	Angela Hill
School Fund Auditor	Raheel Hussain
Behaviour and Attitudes	William Hentley
Communications and Website Compliance	Sarah Hinchliffe
DJS Observer	Amie Clifford
Appeals Panel	
Quality of Education	Orlaith Firth
Staff Representative	Claire Fairfull
Clerk to the Governors	Susanna Bradbury

## Catchment area

The following list shows the school's catchment area. The Local Education Authority takes this into consideration when placing children.

Abbey Lane 663 up 612 up	Grange Cliffe Close	Silverdale Gardens
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Abbeydale Rd Sth Evens up to 136	Grove Road	Silverdale Glade
Alms Hill Crescent	Harewood Way	Silverdale Road
Alms Hill Drive	Hartington Avenue	Springfield Avenue
Alms Hill Glade	Hartington Road	Springfield Close
Alms Hill Road	High Wray Close	Springfield Croft
Alton Close	Hill Turrets Close	Springfield Glen
Banner Cross Road	Holkham Rise	Springfield Rd 81 up 140 up
Bents Rd up to 55	Hurlingham Close	Sterndale Road
Broad Elms Close	Kingsley Park Avenue	Stowe Avenue
Broad Elms Lane	Kingsley Park Grove	Sunningdale Mount
Button Hill	Knaresborough Road	Terminus Road
Broomcroft Park	Little Common Lane	Wentworth Avenue
Carterknowle Rd 227 up no even numbers	Millhouses Court	Whinfell Court
	Millhouses Glen	Whirlow Court Road
Coit Lane	Millhouses Lane	Whirlow Grove
Cortworth Road	Mylnhurst Road	Whirlow Hall
Croft Lane	Oliver Road	Whirlow Lane
Derriman Avenue	Parkhead Court	Whirlow Farm Mews
Derriman Close	Parkhead Road	Whirlow Park Road
Derriman Drive	Parkhead Crescent	Whirlowdale Close
Derriman Glen	Petworth Drive	Whirlowdale Crescent
Derriman Grove	Pingle Avenue	Whirlowdale Road
Dewar Drive	Pingle Road	Woburn Place
Dobcroft Avenue	Ranelagh Drive	Whirlowdale Rise
Dobcroft Close	Rex Avenue	Woodholm Road
Dobcroft Road	Russell Court	Blenheim Mews
Dunkeld Road	Silver Hill Road	Coit Close
Ecclesall Rd Sth 97 up 300 up	Silverdale Close	Whirlow Croft

Endowood Road	Silverdale Crescent	Whirlow Elms Chase
Eltham Croft	Silverdale Croft	Whirlow Grange Avenue
Whirlow Green	Whirlow Mews	Whirlow Grange Drive