



Oakfield Primary School * Scott Drive * Wickford * SS12 9PW

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Headteacher: Lynn Cooney

Oakfield Primary School 'Unlocking the potential of every child'



Welcome to Oakfield Primary School

We welcome you to Oakfield Primary School, a great place to work and an exciting place to learn. We have a very strong team of staff and governors at Oakfield who support me in leading and managing the school whilst creating a 'buzz for learning' within our classrooms.

We were very pleased with the outcome of our most recent Ofsted Inspection on 28th September 2017. As Oakfield was judged to be '***a good school with outstanding behaviour and safety of pupils***' at the previous inspection, this was a section 8 Short Inspection and the outcome was that the school remains good. Short inspection provides an opportunity for leaders to share with the lead inspector 'how they are sustaining and continuing to improve the good quality of education for pupils' and to 'demonstrate their capacity for driving further improvement in their school'.

As a school, we continue to aspire high in everything we do. Oakfield is going from strength to strength and anyone visiting the school will see exciting teaching and learning opportunities for our children. We want children to be happy – to enjoy school and nurture a love of learning from the start leading to character building and lifelong learning so that they become the very best that they can be.

Your children will always be our number one priority but, as parents and carers, you too are an important part of the partnership between home and school to ensure that your child enjoys and achieves at school and takes away '***memorable moments***' from their time at Oakfield.

We hope that you will take the time to explore our school through our website, to gain a feel of what we are about; working together, through a shared vision – '***to create a school that unlocks the potential of every child***'.

Our Aims

- 1. To provide the highest possible quality of teaching and learning.**
- 2. To provide a curriculum that is stimulating, challenging, exciting and memorable.**
- 3. To give each child the skills and experience to cope with the demands and opportunities of life in the future.**
- 4. To identify each child's potential and help them to achieve it.**
- 5. To create a happy, safe and secure environment, where everyone is valued.**
- 6. To provide a focal point within our community.**
- 7. To give the children memorable moments.**

How we will endeavour to achieve our school aims.

- 1. To provide the highest possible quality of teaching and learning.**
 - Appoint appropriately qualified, enthusiastic teachers to provide a balance of subject expertise and teaching experience utilising this to meet the needs of the school and its pupils.
 - Appoint well-qualified support staff and deploy them effectively as part of the teaching team to support children in academic and social contexts through our provision mapping.
 - Use a wide range of teaching strategies which cater for a diversity of interests and learning styles; activities differentiated to meet needs, interests and experiences of the learner with both support and challenge.
 - Have a systematic approach to monitoring the quality of teaching, learning and assessment.
 - Provide high quality professional development for all staff.
 - Involve parents / carers in the learning partnership, supporting them as educators of their children and as learners themselves.
 - Expect high quality work to be achieved by each and every child.
 - Create a stimulating environment for learning including high quality display to support teaching, learning and assessment as well as celebrating achievement.
- 2. To provide a curriculum that is stimulating, challenging, exciting and memorable.**
 - Encourage a 'love of learning' by creating a stimulating and exciting learning environment.
 - Plan a broad and balanced curriculum that motivates and inspires children to learn.
 - Plan and sequence learning so that children build up their knowledge, skills and understanding alongside key vocabulary.
 - Aim to exploit opportunities for cross-curricular work, to embed reading, writing and communication skills and, where appropriate, mathematics across the curriculum so that learning is placed within a firm context.
 - Look for opportunities to embellish the curriculum with additional experiences, both inside and outside the classroom, including visits and visitors, to create 'memorable moments'.
 - Promote the development of the 'whole child' – spiritual, moral, social and cultural development through PSHE, citizenship and through all curricular areas.
 - Prepare children positively for life in modern Britain and promote the fundamental British values.
- 3. To give each child the skills and experience to cope with the demands and opportunities of life in the future.**
 - Help children to cope with technological demands and change through developing key skills and opportunity to apply these independently - communication; numeracy; thinking skills; computing skills; creativity; empathetic skills, to name a few.

Oakfield Primary School 'Unlocking the potential of every child'

4. To identify each child's potential and help them to achieve it.

- To support children in becoming effective and more independent as 'learners' through the 'Learning Toolkit' so that they build relationships and show respect and learn to: take risks, be resourceful, be resilient and be reflective.
- Recognise the importance of Assessment for Learning and the key principles: sharing the learning objectives; asking better questions; making feedback count; promoting assessment by pupils.
- Provide feedback so that children understand what they have achieved and what they need to do to improve.
- Provide support, challenge and extension activities through focused teaching to address the needs of individual children.
- Adapt tasks to meet the needs of children with SEND so they develop their knowledge and skills to apply what they know and can do with increasing fluency and independence.
- Set home learning tasks, including research projects, which challenges and consolidates learning by deepening understanding and preparing children for the work to come.
- Extra curricular provision through a rolling programme of exciting lunchtime, before and after school clubs.
- Create opportunities to take part in community events, such as Creative Arts Festivals and competitive sport through the PE Sports Partnership.
- Showcase talents through our 'Oakfield's Got Talent' competition.

5. To create a happy, safe and secure environment, where everyone is valued.

- Ensure that all aspects of Safeguarding are fully embedded so that *'Safeguarding is everyone's responsibility, every day'*.
- Ensure that Health and Safety issues are managed effectively.
- Maintain high levels of communication and take views into account when making decisions.
- Ensure the well-being of pupils is paramount.
- Promote positive behaviour in all school activities.
- Establish and maintain an environment where pupils feel safe and secure, are encouraged to talk, and are listened to, e.g. through Circle Time and School Council.

6. To provide a focal point within our community.

- Work alongside and collaboratively with other Wickford schools to support teaching and learning within our school
- Teach about the importance of being part of the community; raise pupil awareness of sustainability, global issues which directly affect their lives through Eco-Schools Programme.
- Make links with other establishments that can benefit our children.
- Support and promote Extended Services through:
 - Providing facilities for family learning and extra-curricular activities;
 - Support for families through nurture groups and mental health support;
 - Establishing multi-agency links to support children and families;
 - Acorns- Oakfield's breakfast, after-school and holiday club.
- Establish links to develop inter-cultural awareness of the variety of the world's racial, cultural and religious groups within our multi-cultural society.
- Involve parents / carers in the life of the school, e.g. through Friends of Oakfield (FOO).

7. To give the children memorable moments.



Oakfield Primary was the first school in Essex to achieve the Equalities Award which recognises our commitment to equality.

Our Equality and Inclusion Statement:

At Oakfield Primary School our vision is ***'To create a school that unlocks the potential in every child'***. We aim to create a happy, safe and secure environment, where members of our school community are healthy, enjoy learning, achieve their potential, respect and value each other and themselves.

As an educationally inclusive school the teaching and learning, achievements, attitudes and well-being of every young person matters. We consider pupils' varied life experiences and needs, providing equal opportunities for all pupils, whatever their age, disability, race, religion or belief, gender / gender identity or socio-economic background, to ensure that every child really does matter.

We aim to develop a culture of inclusion and diversity in which success is celebrated and all those connected to the school feel proud of their identity and able to participate fully in school life. We will tackle discrimination by the positive promotion of equality and the creation of an environment which champions respect for all.

Reviewed September 19, considering our duties under current equality legislation, including the Equality Act 2010

Governors have agreed to adopt the **Essex Inclusion Statement** which has been added to our Special Educational Needs, Disability and Inclusion Policy

Our Mission Statement for Race Equality:

- As a school, we are committed to the promotion of equality of opportunity for all, including people from different racial, ethnic, cultural and religious backgrounds. We consider that all manifestations of racism are wholly unacceptable and will act positively to eliminate racial discrimination where it occurs. We will take prompt, effective and systematic action to deal with all racist incidents and to identify and address racial, ethnic, cultural and religious inequalities.
- We are also committed to promoting good relations between people of different racial, ethnic, cultural and religious groups. We will enable every pupil to:
 - participate in a curriculum that takes full account of the richness and variety of the world's racial, ethnic, cultural and religious groups and develop understanding of some of the main causes of global inequality, disadvantage and poverty;
 - recognise and challenge racism, racial discrimination and stereotyping;
 - develop the knowledge and understanding, skills and attitudes necessary for life in Britain's multi-ethnic society and as global citizens in an increasingly interdependent world.
- We believe that these commitments are as important in the context of a school with limited ethnic diversity such as ours as in schools with a more ethnically diverse population.

The school's policies linked to Inclusion and Equality, alongside other policies, are available for parents / carers to view on the ***Parent / Governor shelf*** in the school library.

Britishness at Oakfield:

Oakfield Primary School is an inclusive environment where we all respect individual's liberty and foster a tolerance and understanding of different faiths and beliefs. British values are intrinsic to our curriculum at Oakfield, it includes:



- **A belief in freedom** – Pupils, parents and staffs' views are valued and sought. All pupils are made aware, where possible, of others needs and how to support each other.
- **Mutual respect and tolerance of others** – Oakfield has a robust anti-bullying campaign that runs throughout the year – STOP: 'Start Telling Other People' and pupils understand bullying to be: 'Several Times on Purpose'. We encourage our pupils to celebrate diversity, recognise their own strengths, celebrate and appreciate difference by joining in on special days and charity events such as Comic Relief as well as recognising various religious and cultural festivals throughout the year.
- **Democracy** – Pupils are elected as House Captains, Vice Captains and Sports Captains in Year 6. School Council members are democratically elected in every class and meet to discuss issues that relate to their peers. Governors speak to children during Learning Walks that are organised for Governors throughout the year. Children are always able to voice their opinion and we foster an environment where children are safe and feel that their views really matter.
- **Respecting and upholding the rule of law** – The importance of British Laws is consistently reinforced in our expectations throughout the school day as well as when dealing with behaviour and through school assemblies. Classes create their own class rules and pupils have a clear sense of right and wrong. They work hard to maintain and, where needed, restore relationships. Pupils respect authority, are polite, well mannered, helpful and kind.
- **Individual liberty** – Pupils are actively encouraged to make choices knowing that they are in a safe and supportive environment. This is reflected in our PSHE policy, enabling children to make the right choices. Pupils are given a wide variety of choices within school whether it is through a choice of challenge, of how they record their work, participation in our numerous extra-curricular clubs or dinner menu options – they are encouraged to know, understand and exercise their rights and personal freedoms at our school.



School Organisation and Staff

Senior Leadership Team

Lynn Cooney	Headteacher
Paul Simmonds	Acting Deputy Headteacher

Senior Management Team

Ruth Wright	SENCo
Francesca Chiverton	Key Stage 2 Phase Leader
Ashleigh Clark	Early Years / Key Stage 1 Phase Leader

Teaching Staff

Carly Barrett, Emma Boot, Erin Borbas, Francesca Chiverton, Ashleigh Clark, Mollie Clark, Courtney Emery, Sophie Groves, Rachel Kaufman-Mackenzie, John Peggall, Bailey Redmile, Annabel Richards, Paul Simmonds, Rob Stainsbury, Lizzie Sutton and Megan Turner

Additional teaching staff / support for intervention groups

Heidi Pinchback

Higher Level Teaching Assistants

Alison Crisp	Allyson Knox	Nicole Nazareth (Computing Technician)
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Learning Support Assistants / Midday Assistants

Sarah Bailey	Lisa Bourke	Yvonne Brown
Pamela Crompton	Kerry Ellingford	Glenda Fitzgerald
Katryna Fort	Lauren Gavin	Kate Hacker
Julie Harper (Senior MDA)	Kerry Hearn (Senior MDA)	Monuara Khatum
Julie-May Jackson	Tracy Johnson	Caroline Lynn
Emma Nesbitt	Debbie Powers	Samantha Quamie
Elaine Shortt (Senior MDA)	Nikki Thain	Carly Wright

Office Staff

Office Manager:	Julie Ubee
Admin. Assistants:	Paula Bower Ann Smead

Site Manager	Matthew Ubee / Derek Ubee (Assistant)
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Cleaners	Allison Alp Jane Buckley Mark French Nicole White
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Catering Staff	Karen Francklin (Catering Manager)
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Jo Mothersole (Assistant Cook)	Rachel Henderson / Cheryl Denford (Kitchen Assistants)
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Academic Year 2022 – 2023

TERM DATES:

Autumn Term	Thursday 1 st September	-	Tuesday 20 th December
Half – term	Monday 24 th October	-	Friday 28 th October (inclusive)
Spring Term	Thursday 5 th January	-	Friday 31 st March
Half-term	Monday 13 th February	-	Friday 17 th February (inclusive)
Summer Term	Monday 17 th April	-	Friday 21 st July
Half-term	Monday 29 th May	-	Friday 2 nd June (inclusive)

Other non-pupil days:

Non-pupil days – Thursday 1st September; Friday 2nd September; Thursday 5th January; Friday 6th January; Monday 5th June

SCHOOL HOURS:

Key Stage 1 and Reception: 9.00am – 12.00 noon / 1.00pm – 3.15pm

Key Stage 2: 8.55am – 12.00 noon / 1.00pm – 3.20pm

The total hours per week: Key Stage 1 = 31hours 15 minutes
Key Stage 2 = 32 hours 5 minutes

SCHOOL ASSESSMENT:

Key Stage 1: Standard Assessment Tests (SATs) / final Teacher Assessments for Year 2 pupils / Phonics Screening Checks will take place during the Summer Term.

Key Stage 2: Standard Assessment Tests (SATs) / final Teacher Assessments for Year 6 pupils will take place during the Summer Term.

Assessment in all year groups throughout the school is ongoing and supported by non-statutory Assessment Tests. May is a key assessment period throughout the school.



Admissions for September 2023

Oakfield Primary School is a popular school serving residents on The Wick. The school always receives more applications than there are places available and regularly has appeals from parents / carers who have been unsuccessful in gaining a place for their child, including some who reside in the priority admissions area.

The school shares its priority admissions area with neighbouring Abacus Primary School. A map of the shared priority admissions area is available at the school. Parents / carers should apply for a place for their child at primary or secondary school level online at:

www.essex.gov.uk/admissions

Before applying for a school place parents / carers are advised to:

- Obtain a copy of the Primary Education in Essex 2023 / 24 (Basildon District) booklet which contains information about applying for a school place and the processes and timescales involved. A copy can be obtained online at www.essex.gov.uk
- Check whether their address is located in the priority admissions area.
- Investigate and consider applying for other schools as well as Oakfield as this will increase the chances of gaining a place at a preferred school, should your application for Oakfield be unsuccessful. You can rank the schools in your order of preference on the application form.

Most importantly, ***'It is the responsibility of parents to apply for a school place at the correct times. You will not receive any letters from Essex County Council to inform you that you must apply for your child's school place.'***

The school will admit up to 60 children into the Reception year commencing in September 2023. As we have to adhere to the Government's Key Stage One class size initiative, which restricts Key Stage One classes to 30, **there is no guarantee of a place for children living in the priority admissions area.**

In the event of over-subscription, places will be allocated using the following criteria in the order given:

- Looked After Children and previously looked after children (as defined in the Primary Education in Essex 2023 / 2024 booklet);
- Children with a sibling attending the school;
- Children living in the priority admission area;
- remaining applications.

In the event of over-subscription within any of the above criteria, priority will be determined by straight line distance from home to school, those living closest being given the highest priority.

How does school provide a smooth transition for every child?

The school will admit up to 60 children into the Reception year commencing in September 2023. Children will attend part time initially to aid their settling into school life and then be integrated into full time education, within two weeks.

All reception children and their parents / carers are invited to visit us prior to their children starting school for 'Story Times' and an 'Explore and Learn' session, where the children will play alongside our current reception classes; our staff also visit many of the pre-school settings. Home visits are arranged so that your child can meet his / her teacher in familiar surroundings and parents / carers have an opportunity to ask questions.

Parents / carers are invited to a new intake meeting prior to their children starting school. This is also an opportunity for children to spend time with their new teacher in the classroom setting and meet their buddy who will be supporting transition into school. Parents / carers are provided with key information prior to their child starting school.

During the first few weeks of the term, parents / carers are invited to workshops including teaching Early Reading and Phonics as well as Early Mathematics to outline our approach to teaching in our Reception classes and how they can best support their child. We also provide 'learning packs' for parents / carers to support their child at home.

We encourage parents / carers to be involved in their child's learning through using 'Tapestry' our online assessment tool. Our carefully planned induction programme recognises the importance that we place on making transition as smooth as possible during the early days so that children get off to a good start to their education at Oakfield Primary School.

Can I arrange a visit to see the school in action?

Parents / carers wishing to visit Oakfield Primary prior to their children starting school or transferring are most welcome. Please contact the school office for details of Open Days / Evenings, or to make an appointment to tour our school to see us in action. We arrange a series of tours for prospective parents / carers of Reception children during the Autumn term each year. We have also created a virtual tour of our school with frequently asked questions which has been added to our school website where you can find lots of information about Oakfield Primary.

We hope that we will provide you and your child with many 'memorable moments' through their education at Oakfield Primary School.

School Uniform Policy

It is the Governors' Policy that all pupils should attend wearing our school uniform.

Winter	Uniform
Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> Navy trousers (not jeans or joggers) or navy-blue skirt / pinafore Navy blue v-neck jumper or cardigan with our school logo White polo shirt with / without our school logo 	<ul style="list-style-type: none"> Navy trousers (not jeans or joggers) or navy-blue skirt / pinafore Navy blue v-neck jumper or cardigan with our school logo White shirt with our school tie – navy with pale blue and white stripes

Optional Summer Uniform (for Summer Term only)	
Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> Navy blue / white checked dress or navy-blue shorts White polo shirt with / without our school logo <p>*No pale blue check or striped dresses</p>	<ul style="list-style-type: none"> Navy blue / white checked dress or navy-blue shorts White short sleeved shirt or blouse with our school tie – navy with pale blue and white stripes <p>*No pale blue check or striped dresses</p>

Footwear
<ul style="list-style-type: none"> Smart, sensible shoes which your child can remove and put on themselves, preferably black or navy. Navy or white tights or socks for girls; navy or white socks for boys. <p>*No heels, sandals, open toes or jellies; *boots should not be worn in school; *Trainers are not part of our school uniform.</p>

P.E Dress Code
<p>A bag containing:</p> <ul style="list-style-type: none"> Navy shorts and white tee shirt with / without our school logo Navy joggers and navy sweatshirt with / without our school logo (for Winter) KS1 plimsolls or trainers with Velcro for outdoor P.E. KS2 trainers for outdoor P.E.

For Health and Safety Reasons, it is policy that:
<ul style="list-style-type: none"> Long hair is tied back, particularly for PE and Cooking; hair bands and accessories in school colours and of a sensible size No nail varnish is worn Jewellery should not be worn to school, except small stud earrings. Local Authority regulations state that all jewellery must be removed for PE, earrings must not be taped over and children must be able to remove earrings themselves. Watches may be worn by pupils from Year 2 upwards.

Please ensure that ALL school clothes are clearly labeled with your child's NAME.

SCHOOL UNIFORM ORDER FORM

ITEM	SIZE	PRICE (each)	QUANTITY	TOTAL PRICE
School Tie (KS2 only)		£3.75		
Navy Knitted V-Neck Jumper with school logo	24" (3-4)	£10.75		
	26" (5-6)	£10.75		
	28" (7-8)	£10.75		
	30" (9-10)	£10.75		
	32" (11-12)	£10.95		
	34" (13-14)	£12.45		
	36" (14-15)	£13.45		
	38" (15-16)	£15.45		
Navy Knitted V-Neck Cardigan with school logo	24"	£11.75		
	26"	£11.75		
	28"	£11.75		
	30"	£11.75		
	32"	£12.25		
	34"	£14.75		
	36"	£14.75		
	38"	£16.50		
Fleece	3-4	£12.50		
	5-6	£12.50		
	7-8	£12.50		
	9-10	£12.50		
	11-12	£12.50		
Reversible Fleece Jacket	All sizes	£20.00		
White Polo Shirt with school logo (KS1 only)	3-4	£6.00		
	5-6	£6.00		
	7-8	£6.00		
White round neck t-shirt with school logo for PE	3-4	£4.00		
	5-6	£4.00		
	7-8	£4.00		
	9-10	£4.00		
	11-12	£4.00		
	13-14	£5.00		
Navy sweatshirt with school logo for PE	3-4	£7.45		
	5-6	£7.45		
	7-8	£7.45		
	9-10	£7.45		
	11-12	£9.25		
	13-14	£9.25		
Baseball cap with logo		£4.00		
Woolly hat with logo		£4.00		
Navy PE bag with logo		£5.25		
Sturdy navy book bag with logo		£5.75		
Woolly scarf with logo		£5.25		
TOTAL PRICE				

MONEY WITH ORDER PLEASE

Cheques should be made payable to 'Oakfield Primary School'

Oakfield Primary School 'Unlocking the potential of every child'

Pop up Shop

The Friends of Oakfield have a 'Pop up Shop' on the last Friday of every month to sell second-hand uniform.

They also sell other items at key points during the year. For example, Christmas jumpers, Book Day costumes, costumes linked to theme days.

We hope that this will provide a good service to our Oakfield families, support re-cycling and bring in some extra funds for the school.

We are always looking for donations:

Christmas jumpers

Book Day costumes

Costumes linked to theme days—for example

Roman, Vikings, World War II, Pirate, Medieval

Magic, Tudor, Circus

And of course uniform items

Please send in any items via the school office.



Remember...

WASH IT!
HANG IT!
DONATE IT!

What will my child be learning?

Curriculum Intent:

At Oakfield Primary School we aim to provide the highest possible quality of teaching and learning through a curriculum that is stimulating, challenging, exciting and memorable. As an inclusive school we are committed to educate and develop all our pupils and give them equal access to a broad and balanced curriculum which not only includes the National Curriculum and R.E. but also includes personal, social, health education and citizenship.

At Oakfield Primary School we have designed our curriculum to meet the specific needs of our pupils and our community. On entry there are an increasing number of pupils entering our school with weaknesses in speaking and listening which limits their use of key vocabulary. The need to increase cultural capital has been identified because pupils do not necessarily have these experiences outside of school to enhance their aspirations for the future.

Having considered carefully the needs of our pupils and the community, we have identified key curriculum drivers:

- ***to be an effective communicator***

We recognise the importance of developing communication skills and vocabulary as key to pupils being effective learners and able to access the broader curriculum. The teaching of key basic skills is a focus for early learning in school where teaching begins with supporting children to communicate by speaking and listening well. We prioritise early reading so that children develop fluency, confidence and a love of reading. We embed reading, writing and communication skills through a cross-curricular learning approach so that learning takes place within a firm context. Our curriculum has been developed to introduce and explore new vocabulary and activities are planned to ensure that pupils get the opportunity to apply and revisit this new knowledge.

- ***to use creativity***

We want teachers to be creative in planning exciting learning experiences and pupils to be creative learners in lessons – as thinkers and in the way that they express their thoughts and feelings; as doers through opportunities to experiment, invent and create across a range of subjects to enhance their aspirations for the future.

- ***to gain greater knowledge of the wider world – places, people and cultures***

We want pupils to explore and develop their life experiences outside of where they live, to learn about other cultures and modern religions so that they gain a greater understanding to prepare them for life in modern Britain. Our curriculum considers the local context and it is enriched with local visits linked to our topic themes. Within our curriculum maps there are opportunities for pupils to learn about artists, composers, designers, scientists and people who have shaped our world and history.

- ***to create ‘memorable moments’***

We aim to provide pupils with ‘memorable moments’ so that they develop a ‘love for learning’ which they take with them into their next school and adulthood. We often revisit ‘memorable moments’ which are included in our Learning Journals and shared within our school community.

At Oakfield our curriculum intent focuses on **what children learn** but also **how children learn**. We encourage children to become independent learners – we want children to be resourceful, take risks and be resilient when trying something new or facing a challenge. Our ‘Learning Toolkit’ provides a weekly whole school focus through assembly and during our day to day life at Oakfield.



We have high expectations of what pupils can do and reinforce this by reminding pupils of the school's Ps and Qs within lessons.

All pupils are encouraged to do their very best and show *'good work and lots of it!'*

We aim to create 'memorable moments' for your child during their time at Oakfield Primary including educational visits and visitors to provide first-hand experiences. Each year group plans Educational Visits to enrich the curriculum and stimulate pupils. In order to do this, we rely on voluntary contributions from parents to support us. It is our policy that no child will be penalized through inability to pay, however, where insufficient money has been contributed collectively to cover the visit, the school will consider cancelling the visit and return all contributions made.

Curriculum Implementation:

At Oakfield Primary School our Reception pupils follow the curriculum as laid down for the 'Early Years Foundation Stage' Framework which sets out the standards to make sure that children aged from birth to 5 learn and develop well and are kept healthy and safe. Practitioners also use the Development Matters document which is the non-statutory curriculum guidance for the new Early Years Foundation Stage framework.

At Oakfield Primary School practitioners plan an exciting and challenging curriculum based on our observation of children's needs, interests and stages of development across the seven areas of learning to enable the children to achieve and exceed the Early Learning Goals. It is every child's right to have access to positive, varied and relevant experiences which prepare that child for the future.

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PROSPECTUS 2022 - 2023



Teachers plan child initiated and adult led activities for each of the seven areas of learning taken from the Early Years' framework.

The seven areas of learning are split into *Prime* and *Specific Areas*.

The three *Prime Areas*:

- ✓ Communication and Language
- ✓ Physical Development
- ✓ Personal, Social and Emotional Development

Children are also supported through the four specific areas, through which the three prime areas are strengthened and applied.

The *Specific Areas* are:

- ✓ Literacy
- ✓ Mathematics
- ✓ Understanding the World
- ✓ Expressive Arts and Design

The seven areas of learning are organised to ensure continuity and progression for all pupils so that less able pupils are supported with regard to practice guidance in 'Development Matters' whilst more able pupils are extended and challenged.

At Oakfield Primary School we have a curriculum plan for years one to six which ensures that all aspects of the National Curriculum, Key Stages 1 and 2 are taught. Within our curriculum maps, we aim to exploit opportunities for cross-curricular work so that learning is placed within a firm context through a thematic topic approach. Teachers sequence learning and plan to build up a progression of knowledge, skills and understanding alongside key vocabulary.

The *National Curriculum* is divided into four key stages. Key Stage 1 (ages five to seven) is taught in Years 1 and 2 and Key Stage 2 (ages seven to eleven) is taught in years 3, 4, 5 and 6).

At *Key Stage 1 and 2* the National Curriculum consists of three core subjects:

English, Mathematics and Science

and eight foundation subjects:

Art and Design, Computing, Design Technology, Foreign Language, Geography
History, Music, Physical Education

We teach French as our *Modern Foreign Language* into our curriculum in Key Stage 2.

At Oakfield Primary School we have a broad and balanced curriculum which 'promotes the *spiritual, moral, cultural, social, mental and physical development* of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'.

Through *spiritual development*, we aim for pupils to develop:

- the ability to be reflective about their own beliefs
- a sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- a willingness to reflect on their experiences.

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PROSPECTUS 2022 - 2023



By exploring the concept of religion and belief, pupils develop moral awareness and social understanding. They learn that not everybody is the same, and why this is okay.

Religious Education plays an important part in *personal development and well-being* in helping pupils to become successful learners, confident individuals and responsible citizens. It provides opportunities to promote *fundamental British values*, defined as democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different beliefs. Through these lessons, our pupils gain an understanding of how to challenge stereotypes, racism and discrimination. They learn to celebrate diversity. This contributes to promoting a positive and inclusive school ethos that champions democratic values and human rights in the context of modern Britain

At Oakfield Primary School, we plan and deliver our Religious Education lessons around the locally agreed syllabus by Essex SACRE (September 2022) with a Religious Education curriculum based on a multi-disciplinary approach. Religious Education is rooted in three key areas: theology, philosophy and the human / social sciences.

There are no presumptions made as to the religious backgrounds, beliefs and values of pupils and staff. We value the religious background of all members of our school community and hope that this will encourage individuals to share their own experiences with others freely. All religions and their communities are treated with respect and sensitivity.

At Oakfield Primary School, *Personal, Social and Health Education and Citizenship* (PSHE) enables our pupils to become healthy, independent, confident and responsible members of society. It aims to focus on the 'whole child' – to help pupils understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up.

We provide our pupils with opportunities for them to learn about rights and responsibilities whilst appreciating what it means to be a member of a diverse society. Our pupils are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We want our pupils to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it.

We aim for every pupil to leave this school with a strong moral compass and self-motivation to be a good citizen in today's world. We also aim to equip them with the necessary skills and knowledge to ensure they maintain healthy and positive relationships.

Through teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other peers and adults, by the end of primary school our pupils will have an understanding of families and people who care for them; caring friendships; respectful relationships; online relationships and how to stay safe.

At Oakfield Primary School the *Relationships and Sex Education* (RSE) programme is delivered as part of our Personal, Social and Health Education (PSHE) curriculum. We are committed to working towards the principles of being a health promoting school, as is reflected in our Enhanced Healthy School status. The raising of every child's self-esteem is a fundamental aim of our school, and the curriculum helps to support young people through their physical, emotional and moral development. We believe that if the programme is successful it will help young people to respect themselves and others and move with confidence from childhood through adolescence into adulthood. Formal Sex Education is taught at Key Stage 2; parents / carers are informed and invited to discuss and view the materials prior to their use in classrooms.

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Extra-Curricular Activities

We offer a variety of clubs to give pupils the opportunity to take part in activities which they enjoy and perhaps develop new interests by trying something new. They are run by our staff as well as outside providers either before school, at lunchtime and after school. Pupils also have the opportunity to learn a musical instrument with a specialist teacher or become part of a Rock Steady band.

Art and Technology Lessons

Due to the high cost of materials a small charge may be levied to cover the cost of materials / ingredients for subjects such as art and design or food technology where the child wishes to take home the finished product. Any charges will be made in line with our Charging and Remissions Policy.

Inclusion

As an educationally inclusive school, we aim to provide a positive environment where every child is helped and encouraged through difficulties and praised when they do well; where every child is encouraged to develop self-esteem and confidence in his / her ability as a learner.

All pupils in our school receive Quality First Teaching. This means that a range of teaching and learning styles are used and appropriate learning objectives are set for all pupils. Teachers adapt the delivery of the curriculum to ensure that they meet the needs of all pupils. Each of our classes has additional adults who work, as directed by the class teacher, to support the learning in the class room. We arrange specific provision to support those pupils not making expected progress. This could include small intervention group work, booster groups, small group tuition or catch up programmes.

Some pupils may need additional pastoral support with social / emotional issues and provision for these pupils is also available. A child or young person with special educational needs and / or disabilities will have a significantly greater difficulty in learning than the majority of others of the same age or will have a disability which affects how they can access the curriculum. They will have Additional Intervention Support (AIS) outlined in a One Plan.

If a child's needs are complex or severe and are significantly affecting their ability to learn, we may suggest that they undergo an Education Health and Care Assessment. This can be requested by parents, school or health. This will be managed by the Local Authority. This may lead to an Education Health and Care Plan. A very small percentage of pupils will require this level of support.

Our approach is outlined in our *Special Educational Needs Report 2022* as a Guide to Parents, which is available in school or can be accessed from our school website.

Our school website: www.oakfield.essex.sch.uk contains further information about our curriculum and what our pupils are learning, our approaches to teaching and learning as well as how you can support your child at home.

‘Mighty Oaks’ – Outdoor Learning



We have developed our facilities for outdoor learning through our ‘Mighty Oaks’ project including developing our woodland and pond area, creating animal habitats, building a fire pit and hobbit house. We know that Oakfield children love opportunities to learn outdoors and alongside this they learn critical life skills such as problem solving, teamwork and creativity. Children are excited to enter our outdoor learning space through the ‘magic door’; there are planned opportunities for teaching and learning across the curriculum areas and through our termly ‘Welly Weeks’.



MIGHTY OAKS

Oakfield's very own outdoor
learning programme



Who are the school Governors?

The Governors of Oakfield Primary School have a wide range of experience and expertise; they meet regularly and work in close partnership with the Headteacher to determine the aims, agree policies, targets and priorities for the development of the school in order to continuously improve the standards of education and promote a safe and caring environment for the benefit of our pupils. School Governors have legal duties, powers and responsibilities. However, they can only act together, they cannot act individually.

Governors are appointed to help:

- By working in partnership with the Headteacher;
- With the implementation of the School Development Plan;
- Advise on spending the budget;
- Interview and select staff;
- Ensure that all aspects of the curriculum are taught.

School Governors are:

- Parents / carers;
- Staff at the school;
- Local and County Council representatives;
- Community representatives.

Parent Governors:

- Have a child in the school;
- Are elected by parents / carers of the school;
- Serve, as other Governors, for four years.

Why are parents / carers on the Governing Body?

Parent Governors bring the views of parents / carers to the Governing Body, but they act and speak as individuals. They have equal status in the work of the Governing Body and have voting rights.

How can I become a Governor?

When our Parent Governors reach the end of their term of office, or if an individual resigns, parents / carers will be invited to stand for election onto the Governing Body.

To keep you informed:

Minutes of Governing Body meetings are kept on the Parent / Governor shelf in the school library. You are very welcome to read them.

The Governing Body of Oakfield Primary School are:

Local Authority Representative: Vacancy

Community Governors: Mrs. N. Nazareth; Mr. N. Bear (Vice Chair of Governors); Mr. E. Niemand

Parent Governors: Mr. D. Hollywell (Chair of Governors); Miss C. Jenkins; Mrs E. Gower

School Representatives: Mrs L.Cooney (Headteacher); Mr. J Pregnall

How can I become part of the home / school partnership?

At Oakfield Primary School we recognise the importance of developing and maintaining the link between home and school, to involve parents / carers as much as possible in the learning partnership to ensure that each child receives the best possible educational experience. We aim:

- **To be a welcoming school**

We want parents / carers to feel that we are welcoming and staff are approachable through our *open-door policy*. We aim to provide effective induction for all new pupils. Parents / carers are invited to performances, concerts, events and celebrations during the year and to join their child for lunch. During the year parents / carers are invited to *Learn and Share* sessions during which the children share a whole range of activities linked to their thematic work.

- **To show commitment to developing good communication with parents / carers**

To involve parents / carers in the learning partnership, at the beginning of each academic year parents / carers are invited to *Year Group meetings* when they have the opportunity to meet the new teacher and ask questions. They also receive an overview of the curriculum to be studied by their child each term. Parents / carers are invited to join their child in their classroom to *Talk and Share* their learning, prior to *Partnership meetings*, sharing their challenges and successes.

The Autumn Partnership meeting takes the form of an informal structured conversation. This enables teachers to find out your aspirations for your children, how they learn best and any areas that can impact on learning and progress. It's a great opportunity to get to know one another and establish firm links between home and school. Spring meetings focus more on progress and achievement.

During the Spring Term parents / carers receive an interim report outlining their child's progress and targets. This is followed in the Summer Term by an end of year written report providing an overview of what has been studied, highlighting strengths and areas for development. Parents / carers are then invited to an Open School to view work with their child, to celebrate achievement and to visit other classrooms in the school. Parents / carers of children with special educational needs are invited to regular meetings to review their child's progress and set new targets.

Newsletters and letters are sent out regularly, posted on the Parents' Notice boards and added to the website. If you think you have missed a letter, an extra copy can be obtained through the school office.

We subscribe to *ParentMail* which enables us to communicate by text and email. Log onto our website: <http://www.oakfield.essex.sch.uk> where you will find useful information and regular updates.

The *Parent / Governor shelf* in the school library contains copies of school policies, minutes of Governing Body meetings. You are very welcome to come into school and refer to any of these documents.

Both Key Stage 1 and Key Stage 2 pupils have *Home / School Link Books* and we ask parents / carers to ensure that these are placed in book bags each day. We expect children in Key Stage 2 to develop more independence in keeping these up to date and ask parents / carers to check them regularly. It is not possible for teachers to check these each day. However, if you wish the teacher to read a comment please ask your child to show them so that effective communication can take place.

- **To support parents / carers as educators of their children and as learners themselves**

We value the role that parents / carers play through the home / school partnership as their child's first educator. We believe that home learning makes an important contribution to children's progress in school by consolidating and building on what they are learning in school. It helps children to become confident and

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independent in their learning which will help throughout their time at school and in adult life. We also recognise the need to balance the time spent on home learning along with family time and other commitments.

The focus for home learning is on consolidating basic skills in reading, spelling and mathematics.

Home learning includes:

- ✓ Reading and the learning of phonics / sight words
- ✓ Handwriting
- ✓ Learning spellings and multiplication tables
- ✓ Using a variety of online platforms to support learning in mathematics including Times Table Rock Stars, Sum Dog and Numbots.

All children have access to the Oakfield Learning Platform and Google Classroom. Home learning is supported here with access to links, games and useful information. Children are also encouraged to research topic themes.

Parents are invited to ***Learning Partnership updates*** with the class teachers which are designed to keep you up to date with any current initiatives or learning foci. We have introduced ***'Teach and Learn'*** sessions which provide the opportunity for parents / carers to learn alongside their child; to experience what lessons are like – the content, the delivery, the activities, the learning and what impact they can have in ensuring that their child reaches their full potential and succeeds beyond the classroom.

- **To involve parents / carers in the life of the school**

The Friends of Oakfield Group meet regularly to plan fund raising activities and fun events for the children. Money raised from events goes directly to providing extra resources for your children. Parents / carers are welcome to join the committee or to help by joining our regular working parties prior to events. If you can help at a working party or fund-raising event we will be very pleased to hear from you. Dates of meetings on the Friends of Oakfield dedicated page of Facebook (Foo Oakfield) where you can find out about events and give your feedback. We always welcome new ideas.

We value the contribution that ***parent helpers*** make. You could help by:

- Hearing children read through the ***'Reading Task Force'***
- Assisting with computer work
- Supporting children in art and craft / textile activities
- Accompanying children on educational visits
- Helping in the School Library

If you have a particular expertise, we would love to hear from you. Please speak to your child's class teacher. A DBS check will be necessary.

- **To consult parents / carers whenever possible about matters of direct concern to them, strengthening parents / carers' voices**

We organise regular parent surveys to find out what we are doing well and how we can do better and at key transition points. Parents / carers are involved in decision making on key matters through representation on the Governing Body, parental surveys and questionnaires which have directly resulted in: grounds development; uniform change; increased involvement in competitive sports; improvements in communication; changes to timing of our school day; changes to report format; reviewing our Behaviour Policy; changes to school meals systems; review of signing up for Parent Consultation. We are continually looking to improve our practice and appreciate any feedback that we receive.

- **To provide early warning of problems whether associated with work, relationships or discipline**

We want parents / carers to feel welcome and involved in our school so we have an ***open-door policy***. It is often possible to speak to your child's class teacher briefly before or after school and, if necessary, appointments should be made directly with them. If you wish to discuss issues further with the Headteacher or Deputy Headteacher, appointments can be made through our school office; we will endeavour to see you as promptly as we can and follow issues through to conclusion. We will also contact parents / carers if we have any concerns.

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Friends of Oakfield (FOO)

The Friends of Oakfield Group meet regularly to plan fund raising activities and fun events for the children.

Money raised from events goes directly to providing extra resources for your children.

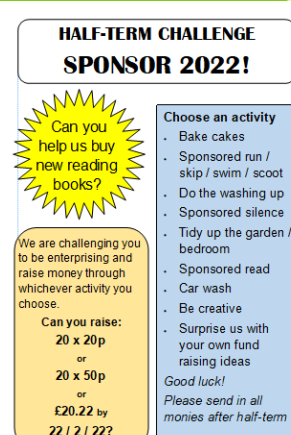
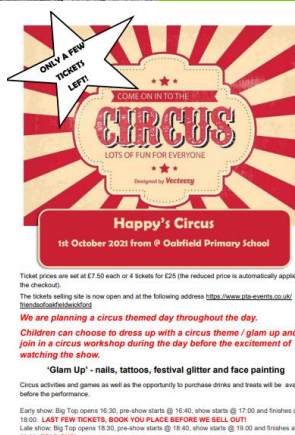
Parent / carers are welcome to join the committee or to help by joining our regular working parties prior to events.

If you can help at a working parent or fund-raising event, we would be pleased to hear from you.

Dates of the meetings can be found on the Friends of Oakfield (FOO Oakfield) Facebook page – here you can find out about upcoming events and give your feedback.

We always welcome new ideas!

Some of our popular events are:



How will the school keep my child healthy and safe?

Our first and foremost priority is to keep your child safe and healthy; there are safeguarding notices around our school to remind staff and visitors of our policies and practices with the key message that: ***'Safeguarding is everyone's responsibility, every day'***.

Under the Ofsted framework safeguarding is a key indicator of what constitutes a good school.

Keeping your child safe means:

- The health and safety of all children;
- Making sure that the adults who work here have undergone safety and security checks;
- Protecting children from deliberate harm;
- Being an anti-bullying school;
- Being proactive against racist behaviour;
- Protecting our children from harassment and discrimination;
- A positive approach to behaviour management including the use of physical intervention safely, when necessary;
- Meeting the needs of children with medical conditions;
- Providing first aid;
- Protecting children from drug and substance abuse;
- Children enjoying safe educational visits;
- Caring for children's personal needs;
- Keeping children safe when using the internet;
- Making sure our school is secure and safe;
- Being a 'listening school'.

We aim to promote aspects of safeguarding to parents / carers through our ***'Safeguarding Update'*** newsletters.

Your child, their health and safety are our number one priority. We employ the following strategies to keep your child healthy and safe:

Child Protection

All staff receive appropriate training in Safeguarding and Child Protection to ensure that they are aware of the school's procedures for child protection and their responsibilities. All staff are aware of the statutory guidance for schools: 'Keeping Children Safe in Education'. We have a written policy and procedures for Child Protection complying with Local Authority guidance. The Designated Safeguarding Lead is Lynn Cooney (Headteacher) and, in her absence, Paul Simmonds (Acting Deputy Headteacher) or Ruth Wright (SENCo).

Recording and Reporting Racist Incidents

'Under the *Race Relations (Amendment) Act 2000* and *Home Office Code of Practice on reporting and recording racist incidents (2000)* schools are required to record and investigate all racist incidents and to report them to the Local Authority on a regular basis.

As a school we have adopted the definition of a racist incident recommended in the Stephen Lawrence Inquiry Report 1999:

'A racist incident is any incident which is perceived to be racist by the victim or any other person.'

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This definition emphasises perception, so that if anyone thinks an incident is racist it will be recorded and investigated as such, however minor it may seem.

Incidents involving children and adults will be recorded whether or not those responsible intended their behaviour to be racist. It should also be noted that a racist incident does not necessarily have a victim.

Parents / carers will be contacted if their child is involved in any way in an alleged racist incident and they will be kept informed of the progress and outcome of any investigation.

Any incident that is alleged or perceived to be racist will be recorded and if, following investigation, it is concluded that it is *not* racist, this outcome will be noted on the school record of the incident.

If your child is ill

Please keep him / her at home and notify us by 10am on the first day of any absence so that we know they are safely at home with you. We have a policy of contacting parents / carers if we haven't received a message by 10am.

If your child becomes ill during the day they will be monitored and we will telephone your contact number (listed on our admission form) if we feel it is necessary to do so. Any cuts and grazes resulting from normal play in the playground will be dealt with by our office staff, learning support assistants or mid-day assistants and the child will take a note home so that parents / carers are aware that first aid has been given. Any bumps on the head will be reported to the child's teacher, parents / carers will also be notified. We ensure that several members of staff have First Aid qualifications.

Collecting your child during the school day

If you have to collect your child during the school day for a medical or dental appointment, please write a note to the class teacher or let the office staff know. Parents / carers will need to show appointment cards before collecting their child from school.

Medical Needs / Medicines

Staff are made aware of the medical needs of pupils within their class and Health Care Plans are initiated, if appropriate. We are able to administer ***prescription medicines*** only, in line with our Administering Medicines Policy, if parents / carers sign a consent form.

Please ensure that you inform the school if your child's medical needs change.

Health Checks

Shortly after starting school our Reception children will see the School Nurse for a health check and parents / carers have the opportunity to discuss any worries that they may have with him / her.

Health checks are then carried out at various points during your child's education.

Jewellery

For health and safety jewellery should not be worn to school, except small stud earrings. Local Authority regulations state that ***all jewellery must be removed for PE*** (after six weeks for newly pierced ears), earrings must not be taped over and children must be able to remove earrings themselves. Watches may be worn by pupils from Year 2 upwards.

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Fire Drill

Our fire bells are tested weekly and a fire drill is held at least once each term to ensure the swift evacuation of the building. If you are visiting our school, please familiarise yourself with our Fire Procedures. If the alarm sounds, please leave by the nearest exit and assemble on the front playground.

Car Parking

The staff car park is not big enough to accommodate parents / carers' cars during the school day. We ask parents / carers to support us and ease traffic congestion by walking your child to school; this provides an ideal opportunity to teach your child about road safety and traffic awareness. Yellow lines are in force around the school and so, if you do travel by car, please park well away from the school entrance for the sake of the safety of our children. We also ask parents / carers to be courteous to our neighbours by not blocking driveways. We offer cycling proficiency in KS2 and encourage the older children to cycle to school once qualified.

Safety on the playground - Please:

- Do not allow your children to ride bikes or scooters on the playground.
- Do not bring dogs onto the school grounds or tie them up at the gate, even the most placid dog could bite a child if provoked.
- Children are not allowed to play ball on the playground in the morning and after school as it is just too busy.

Arrival in the morning

Parents / carers are invited to wait on the playground in the morning and at the end of the school day. However, there is supervision on the playground for 10 minutes before the start of the school day. For the safety of everyone all class doors are closed at 9.00am in Key Stage 1 and 8.55am in Key Stage 2. All children who arrive after this time must enter the school via the School Office so that their attendance can be recorded.

No Smoking Area

Our school building and grounds are a designated **No Smoking** area so we ask for your co-operation in extinguishing cigarettes before entering the site.

Security

The school was built with security of pupils and staff in mind including:

- perimeter fencing and gates
- fenced Early Years Garden for our youngest pupils
- internal fencing to separate our pupils from the access road and car park
- a sophisticated intruder alarm, including CCTV cameras
- a modern effective fire alarm system
- gate / door entry system
- a large number of external lights.

Although we want to have an open-door policy we must balance this against the safety of pupils and staff and we request that parents / carers respect this.

Visiting the school

Any visitors to the school must sign in and out as a visitor and wear their badge at all times. Our staff are trained to challenge anyone not following this practice, so we apologise in advance.

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What does it mean to be a Healthy School?

Every school must be working towards the National Standards for Healthy Schools. At Oakfield Primary School we are proud to have achieved **Enhanced Healthy Schools Award** to show that we are exceeding the national standards for healthy schools in the five areas:

- ❖ Whole School Approach – to raise awareness as a whole school community;
- ❖ Personal, Social and Health Education – to provide pupils with the knowledge, understanding, skills and attitudes to make informed decisions about their lives;
- ❖ Healthy Eating – making healthy choices;
- ❖ Physical Activity;
- ❖ Emotional Health and Well Being.

As part of our being a Healthy School we encourage pupils to:

- ✓ bring a bottle of ***still, plain water*** to school so that they can have a drink whenever they are thirsty (a sip bottle is ideal).
- ✓ Bring ***a piece of fresh fruit or vegetable*** (ready prepared if necessary) to eat mid-morning in an attempt to increase their intake of fruit and vegetables.

All KS1 pupils are offered a piece of fresh fruit or vegetable during afternoon break as part of the **School's Fruit and Vegetable Scheme**. Children are now eating a host of fruit and vegetables which they previously claimed they did not like!

Milk

At Oakfield we participate in the Cool Milk at School milk scheme. You may order milk online for your child to have at morning break / snack time. Note that milk is free for under 5s and if your child is entitled to free school meals they may also be entitled to free school milk, however, you do need to register. If you would like your child to have milk in school please register your interest at:

www.coolmilk.com

Cycling and Walking to School

As a Healthy School we encourage children to walk, car share or cycle to school, however, unless they have passed a Cycling Proficiency Test and shown their certificate to school, ***cycling to school should only be under adult supervision***. We regularly organise Cycling Proficiency courses at school for children aged 10 or over. Please ask at the school office for further details. Children may store their cycles in the bike rack during the school day but we advise them to make sure that they are secure and remind parents / carers that this is entirely at their own risk. We hope that you will join in our termly 'Walk to School' weeks.

Children respond positively to the school's promotion of healthy eating, drinking and exercise through a whole school approach and exceed requirements for physical activity.

How does the school promote well-being and pupil voice?

As part of being a Healthy School we promote positive emotional health and well-being through our curriculum. We encourage children to talk about their emotions and to develop strategies to manage their feelings.

Well-being:

Oakfield's holistic approach to mental health is to support and promote the well-being and good mental health of our pupils. We aim to create a culture of awareness of mental health needs, with no stigma or discrimination. Well-being is not a given in life and is something that needs to be worked on just as much as physical health.

At Oakfield we focus on emotional, psychological and social well-being of our pupils which links to aspects of our **Learning Toolkit**:

Relationships and Respect – building positive relationships built on respect by working together, listening to each other, sharing and caring;

Being resilient – developing stickability to have a go and not give up;

Being resourceful – by asking good questions;

Taking risks – by giving things a go and not being afraid of being wrong;

Being reflective

Oakfield puts pupil well-being at the heart of everything we do and we have a range of strategies to help children negotiate the pressures as they navigate an ever-changing modern Britain. We teach all our children, from Reception through to Year 6, the importance of mental health, whether it be through PSHE lessons, yoga or mindfulness.

The use of '***Colour Monsters***' in Early Years and Key Stage 1 as well as '***The Zones of Regulation***' in Key Stage 2, form an integral part of our pastoral care – allowing children to identify their feelings and begin to self-regulate; understand how they are feeling and gives them the opportunity to talk about how they are feeling and begin to manage their feelings accordingly.

We provide strong pastoral support through check-ins with children who need it and support for our Oakfield families including counselling sessions for children and their families, via a qualified school-based counsellor. If you would like to know more please contact our SENCo, Ruth Wright.

Pupil Voice:

Through the School Council, children influence all aspects of school life that affects them directly, from the planning and review of their day-to-day work and play to the appointment of new staff and the way bullying is dealt with. Children are encouraged to think of ways to improve routines and facilities. By developing Pupil Voice, we establish a culture in school whereby all children have the opportunity to play an active role in decisions that affect their learning and well-being.

Why do we develop Pupil Voice?

- Children are at the heart of everything we do.
- Pupil voice is about giving our children the opportunities to share their views, their feelings and their learning.

- Developing pupil voice also enables children and young people to become active and articulate citizens - working alongside adults to improve their school and community

Pupil voice should happen **in a variety of ways and at different levels** of school life. Some of these are:

- As part of teaching and learning in lessons through sharing views and asking good questions;
- Children being involved in their own assessment;
- Consultation mechanisms such as questionnaires, surveys, circle-time in PSHE, focus groups, and suggestion boxes;
- Participatory and representative groups such as the School Council, Eco-Warrior, Healthy Schools, House system – including our House, Vice and Sports Captains, Librarians, Play Leaders and our buddy system;
- Pupil involvement with the governing body, and in staff appointments;
- Pupil involvement in planning, reviewing and implementing policies and procedures, including the school development plan;

How does the school promote a good ethos through positive behaviour?

At Oakfield Primary School we want to ensure that every member of the school community feels valued, is treated fairly and well. We are a caring community whose values are built on respect for, courtesy and good manners towards each other. Our approach to behaviour management and anti-bullying is outlined in our Behaviour Policy.

Our **Behaviour Policy** is designed to:

- Develop positive attitudes to learning.
- Promote a positive ethos for good behaviour and good manners around the school and in lessons.
- Be applied in a fair and consistent way.
- Support children in assessing and managing risk appropriately and keeping themselves safe.
- Enable children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

Oakfield children expect to be listened to, spoken to appropriately and treated fairly; adults also have high expectations for behaviour and good manners from pupils. Achievement and re-accreditation of the Essex Schools Award recognises our commitment to consistency through a whole school approach. We have a traffic light system in Reception and Key Stage 1 and a yellow / red card system in Key Stage 2 which is visual and simple for the children to understand. We have a clear set of procedures to ensure that staff act in a consistent way in rewarding for good behaviour and applying sanctions for inappropriate behaviour.

We have Oakfield School Rules, including our Golden Rule ***'treat others the way you wish to be treated'***.

We also strive to work in partnership with parents to promote the well-being of our children to grow and develop personally and socially as well as academically. As children develop we encourage them to take greater responsibility for their own behavior and to make the right choices. As a school we promote, encourage, expect and praise good behaviour.

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Oakfield's **School Rules** are based on mutual respect and written in a form that is easily understood by all our pupils:

- We are kind and polite to everyone.
- We take care of our school building, equipment and grounds.
- We do not take things that do not belong to us.
- We are quiet and hardworking in class.
- We play fairly and safely.

Our Golden Rule is: 'To treat others as you wish to be treated yourself'.

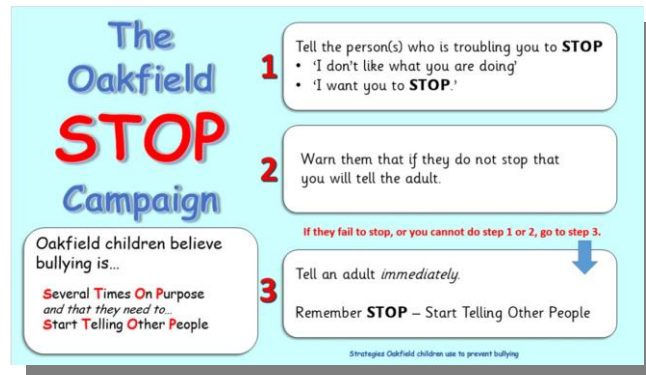
As a school we are very proud of our achievement of the **Essex Schools Award**. The Final Report stated: *'There is visible evidence of a systematic whole school approach to ensure consistency.*

Pupils report feeling safe and happy in school and are aware of how to seek support and from whom should they need help.

Parents / carers reported awareness of their children's learning and enjoyment through systems of home-school communication.

The school is committed to providing a welcoming, safe and stimulating environment. The high quality of the working environment reflected the importance given to the self-esteem of children'

At Oakfield we are committed to providing a caring, friendly and safe environment for all of our children. So, they learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all children should be able to tell and know that incidents will be dealt with promptly and effectively. We are a **TELLING** school. This means that anyone who knows that bullying is happening is expected to tell the staff. We promote this through our message **STOP – 'Start Telling Other People.'**



Children understand bullying to be 'Several Times On Purpose'. We endeavour to be alert to signs of bullying and harassment and deal firmly with all such behaviour. As a school, bullying of any kind is unacceptable and we have strategies to prevent bullying which are outlined in our **Behaviour and Anti-Bullying Policy**

In serious cases we set up a 'support group' intervention using the **No Blame Approach**. This aims to develop a sense of empathy and responsibility that in turn leads to an increase in positive behaviours and a reduction in bullying and other socially unacceptable behaviours.

We have anti-bullying workshops and a group of children engaged in the Essex County Council's Positive Assertiveness Confidence Skills (PACS) pilot project. This was a six-week programme delivered by trainers from Essex County Council in partnership with the school's learning mentor who continues to organize courses within school for our children.

If your child believes that they are being bullied then please talk to us so that we can deal with it appropriately. Please promote our key message through our **STOP – 'Start Telling Other People'** campaign to ensure that everyone feels happy and safe.

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What happens at lunchtime?

School Meals

Universal Free School Meals were introduced in September 2014 for all Reception and Key Stage 1 children. Our school kitchen at Oakfield has a 5* rating, school lunches are cooked on the premises by our cook and the menu is displayed on the Parents' Notice board outside the main office. Our cook uses a computer program to ensure that menus are balanced and nutritionally sound but also considers dishes which we know the children enjoy.

We promote 'healthy eating' and children have a **guaranteed choice** through a band system of either: meat / fish option; vegetarian option; roll / sandwich / wrap option; jacket potato option to cater for all tastes and diets. We are fortunate at Oakfield in having a fantastic choice with high quality food on our menu and lots of it! We will consider making reasonable adjustments to meet specific dietary needs and additional allergens information is available on our school website. To provide you with further information:

- Meat is sourced from the local butcher who also makes his own sausages
- Fresh vegetables and fruit are delivered to school twice a week from a local farm
- Almost all of our dishes are cooked from fresh ingredients in our school kitchen, e.g. our cook makes steak pie, fresh pizza, lasagne and bakes bread daily
- There are six fresh vegetables in the sauce used for pizza base and bolognaise
- There is plenty of choice of fresh vegetables and salad from our salad bar
- We do have the occasional traditional pudding but children always have the choice of fresh fruit or yoghurt every day
- There is the choice of water, milk orange or apple juice to drink

Meals must be paid for **in advance**, preferably termly, half-termly or weekly and, in an emergency, daily. This helps to save considerable administration time by the office staff and your co-operation would be much appreciated. Please send money or cheques, made payable to 'Oakfield Primary School', to school with your child in a labelled envelope.

Historically, additional funding under the name of Pupil Premium is awarded to children who are in receipt of free school meals. Schools use this additional funding to support children who are not making expected progress as well as purchasing additional equipment and resources. If you are receiving additional benefits, you may apply for Free School Meals, if your child is in Key Stage 2, or Pupil Premium funding for your child. If you feel that you could make a claim, please ask at the school office for further details.

Packed Lunches

Your child may bring a packed lunch, including a drink to school. As part of the Personal, Social and Health curriculum, pupils will be learning about healthy eating and so we ask parents / carers to work with us and ensure that packed lunches contain healthy options (i.e. fruit and / or vegetables and **no sweets or chocolate or fizzy drinks**). Please make sure that your child's lunch box is clearly labelled.

We have several children who have nut allergies and to protect them Oakfield is a '**nut free zone**'. Please do not send your child with peanuts, Nutella or peanut butter sandwiches.

Oakfield Primary School 'Unlocking the potential of every child'

What Extended Schools Services are available?

All schools in Wickford are committed to working in partnership with parents / carers and with the local community to ensure the best possible outcomes for each individual child. Under the Extended Services Core Offer all local schools are committed to providing:

- ❖ Access to **Wrap Around Childcare** from 8am – 6pm for Primary aged children.
- ❖ A **Varied Menu of Activities** through before and after school clubs and holiday activities.
- ❖ **Parenting Support** with informal and formal guidance and advice.
- ❖ **Swift and Easy Referral** to multi-agency support.

Access to Childcare

The following agencies can help you to find suitable childcare in your area:

Essex Family Information Service – www.essex.gov.uk Tel: 0800 055 6874 – provide information to parents / carers regarding the different types of childcare and family support services available in Essex.

www.direct.gov.uk

National Childminding Association

www.ncma.org.uk

Parents / carers with pre-school children can find information about nurseries, toddler groups and pre-schools from the **Family Information Service** (listed above). Alternatively, contact:

Wickford Triangle Children's Centre - <http://www.essexcentre.info/Triangle> or

Highcliffe Children's Centre – <http://www.essexcentre.info/Highcliffe> also offers a range of activities for Under 5s and their careers. More information can be found on their website.

After School and Holiday Activities

Acorns is Oakfield's own Breakfast, After-School and Holiday Club and is based on our school site run by staff who are employed within our school. We aim to provide a service which is accessible to meet the needs of children and families from Oakfield Primary School. If you would like to find out more or make a firm booking, please contact Mrs. Bower via the school office, using the Acorns mobile number: 07434 169300 or landline 01268 561706. She will be happy to provide you with further information, registration and booking forms. *see Acorns flyer

Parenting Support

Being a parent isn't easy. All parents / carers need support at sometime or another and Wickford schools are committed to ensuring that you get the right support at the time when you need it. At Oakfield we have an '**open door policy**', staff are always willing to discuss your concerns and, if they cannot provide direct support, they will often be able to suggest another source of help.

The following national organisations provide free, confidential advice:

Support and advice can be accessed through **Essex Parent Partnership** at:
www.parentpartnership@essex.gov.uk or by Tel: 01245 436036

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Family Lives – Tel: 0808 8002222 National Parenting charity offering free advice and support including email and online chat services plus a 24 hour ‘Parentline’ telephone helpline.

www.familylives.org.uk

Relate for Parents / carers (Online Chat and SMS text support)

www.relate.org.uk

Gingerbread - Single Parent Helpline

Tel: 0808 8020925

The school employs a Tier 2 Mental Health Counsellor, Sue Bruyel, who is available to support families with any worries about their children. She will meet with parents / carers first and then, if appropriate, offer counselling sessions to the pupil. She is in school on Mondays and can be contacted on:

Mobile - 07756557977

Swift and Easy Referral to Multi-Agency Support

Swift and easy access is about the school working closely with other services to identify and support children with emotional, behavioural, health or other difficulties as early as possible.

If your child has special needs or a situation arises in which specialist help is required, the school can arrange for you to be put in touch with the professional help you need. Specialist services include speech and language therapy, child and adolescent mental health services (CAMHS), family support services, intensive behaviour support. Talk to us if you have concerns.

The **Local Authority** can provide information to parents about services for pupils with special educational needs and disabilities through its **Local Offer**. This can be accessed at **www.essexlocaloffer.org.uk**



Acorns - Oakfield's Breakfast / After School and Holiday Club

Acorns aims to be accessible, to meet the need of children and families from Oakfield Primary School and is based on the school site. It is staffed by Emma Nesbitt who is the Manager and other staff who are employed within the school. They have considerable experience and know the children well. We aim to provide a safe, secure and relaxed environment, whilst offering a range of activities to reflect the interests of the children in our care.

- **Breakfast Club** opens from 7.15am at a cost of £4 per child.
- **After School Club** opens from 3.15pm and closes at 6.30pm. We have tried to create flexibility for Oakfield parents within these sessions and this is reflected in the costs.

3:15 – 5pm	£6.50 per child
3:15 – 6pm	£9.50 per child
3:15 – 6:30pm	£11 per child

- We are committed to run our **Holiday Club** Monday – Fridays during the school holidays and Non-Pupil Days with the exception of the last two weeks in August, the Christmas break and Bank Holidays. We aim to run a service from 7.30am until 6.30pm. Our programme includes a wide range of activities throughout the day to suit all ages and interests, including trips out too!

All day	£25
Half day (7:30am – 1pm)	£14
Flexi-time (9am – 3pm)	£16
Half-day (12:30 – 6:30pm)	£14

If you would like to make a firm booking, or require any further information, please contact Mrs. Bower in the school office for a Booking Form. We will then send you registration forms and provide further information.

We can be contacted on our Club's mobile: 07434 169300 or landline 01268 561706

Oakfield Primary School 'Unlocking the potential of every child'

How does the school encourage good attendance and punctuality?

At Oakfield Primary School we recognise that positive behaviour and good attendance are essential in order to raise standards of pupil attainment and to give every child / young person the best educational experience possible. The law entitles every child of compulsory school age to an efficient, full-time education suitable to their age, aptitude, and any special educational need they may have. It is the legal responsibility of every parent / carer to make sure their child receives that education. Parents / carers have duty to make sure that their children attend school, on time, every day. The only exceptional circumstances are that they are too ill to attend or have been given permission for an absence in advance from the school.

Our **Attendance and Punctuality Policy** has been written in line with guidance from the DfE and underpins our school ethos to:

- promote children's welfare and safeguarding;
- ensure every pupil has access to full-time education to which they are entitled
- ensure that pupils succeed whilst at school;
- ensure that pupils have access to the widest possible range of opportunities at school, and when they leave school.

To help us all to focus on this **we will**:

- give parents / carers details on attendance in our newsletters;
- celebrate excellent attendance by displaying and reporting individual and class achievements;
- report good or improving attendance;
- report to parents / carers regularly on their child's attendance;
- contact parents / carers should their child's attendance fall below the school's target for attendance.

Unauthorised absence includes, however is not exhaustive:

- parents / carers keeping children off school unnecessarily, e.g. because they had a late night or for non-infectious illness or injury that would not affect their ability to learn;
- absences which have never been properly explained;
- children who arrive at school after the close of registration are marked using a 'U' / This indicates that they are in school for safeguarding purposes, however, is counted as an absence for the session;
- shopping trips;
- looking after other children or children accompanying siblings or parents to medical appointments;
- their own or family birthdays;
- holidays taken during term time without leave, not deemed 'for exceptional purposes' by the Headteacher may result in the school applying to the local authority to issue a penalty notice or, if you have previously been issued a Penalty Notice, the school may request a direct prosecution by the local authority.
- day trips;
- other leave of absence in term time which has not been agreed.

Persistent absenteeism (PA)

A child is defined by the Government as a 'persistent absentee' when they miss 10% or more schooling across the school year for any reason, this can be authorised or unauthorised absence. Absence at this level will cause considerable damage to any child's education and we need the full support and co-operation of parents / carers to resolve this. If your child is persistently absent we will advise you that your child has been placed on our Persistent Absence register and their attendance will be monitored on a weekly basis until attendance improves.

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If a child is absent from school the parent / carer must follow these procedures:

- Contact the school, by telephone on the first day of absence before 10am. The school has an answer phone available to leave a message if nobody is available to take your call, or you may call into school personally and speak to the office staff. Please do not email.
- Contact the school on every further day of absence, again before 10am unless advised by the office staff that this is not necessary.
- Ensure that your child returns to school as soon as possible and you provide any medical evidence, if requested, to support the absence.

If your child is absence and we not received a reason, we will:

- Telephone or text you on the first, and every subsequent day of absence, if we have not heard from you. However, remember that it is your responsibility to contact us.
- If we are unable to contact parents by telephone, we will telephone emergency contact numbers and a home visit may be made in the interests of safeguarding. If we are unable to make contact during our home visit we may telephone the Police service to request a welfare check.
- A referral will be made to the Local Authority if no contact has been made with parents by the 10th day of absence (or sooner if deemed appropriate), at which point your child be 'missing from education'.

There is no legal entitlement for leave during the school term. A pupil who takes 10 days absence will only attain 94.7% which is below the 96% target we set for all Oakfield pupils. 10 days absence also means the pupil will miss 62 hours 30 mins hours of education in Key Stage 1 and 64 hours 10 mins in Key Stage 2.

As from 1st September 2013, the Education (Pupil Registration) (England) Regulations 2013 amended Regulation 7 prohibits Headteachers from granting any leave of absences to pupils, except where advance application has been made by the parent / carer and the Headteacher agrees that the absence will be an **exceptional circumstance**.

'The current law does not give any entitlement to parents / carers to take their child on holiday during term time. Any application for leave must be in exceptional circumstances and the Headteacher must be satisfied that the circumstances warrant the granting of leave. Parents / carers can be fined for taking their child on holiday during term time without consent from the school'.

When deciding upon any absence requests, the Headteacher will consider:

- The reason for the request and the **exceptional circumstances**
- The last 12 weeks prior attendance.
- The dates your child will be absent particularly if they fall within the period of statutory assessments. **NB.** During the month of **May** there are SATs tests for Year 2 and 6 and this is also a key assessment period throughout the school when teachers finalise their teacher assessments.

NB. If the absence is not authorised and the absence is taken anyway, the case will be referred to the Local Authority who may issue a **Penalty Notice** for £120 (or £60 if paid within 21 days) to **each parent / carer for each child** taken out of school.

We work in partnership with parents / carers to resolve issues, which affect attendance and punctuality, as quickly as possible.



What do I do if I have a concern about my child at school?

Concerns

It is natural that parents / carers may, occasionally, be concerned about an aspect of their child's education or welfare at school. This could include issues concerning the school's approach to aspects of the curriculum, homework, behavioural problems or any other issue.

The school welcomes enquiries from parents / carers about any matter. Teachers and staff will explain the school practices, policies, and how they affect the pupils. The vast majority of concerns will be handled by the Class Teacher or by the Subject Leader or SENCo if this is more helpful. If in doubt, keep asking until you are completely satisfied as all staff are eager to help.

We want parents to feel welcome and involved in our school so we have an ***open-door policy***. It is often possible to speak to your child's Class Teacher briefly before or after school and, if necessary, appointments should be made directly with them. If you wish to make an appointment to discuss issues further with the Headteacher or Deputy Headteacher, appointments can be made through our school office; we will endeavour to see you as promptly as we can and follow issues through to conclusion. We will also contact parents if we have any concerns.

We consider it to be an important part of our job to deal with your concerns as soon as they arise and to discuss fully with you, ways of handling them. Our policy ***What to do if you have a concern or a complaint*** sets out the school's approach to dealing with concerns and complaints from parents / carers and others.

In summary, the nationally accepted procedure is divided into three stages.

Stage 1 aims to resolve the concern through informal contact at the appropriate level in school.

Stage 2 is the first formal stage at which written complaints are considered by the Headteacher or the designated Governor, who has responsibility for dealing with complaints.

Stage 3 is the next stage once Stage 2 is complete. It involves a complaints' review panel of Governors.

At Oakfield Primary School our ethos is to be a welcoming, approachable and listening school. We hope that we can work together to resolve any concerns through our *open-door policy*.

Thank you for entrusting us with your most precious gift – your child



What do Ofsted inspectors say about Oakfield?

We had a very positive OFSTED Inspection in September 2017. As Oakfield was judged as 'good with outstanding behaviour and safety of pupils' at the previous inspection, this was a section 8 Short Inspection and the starting point for the inspection was that the school remains good. Short inspection provides an opportunity for leaders to share with the lead inspector 'how they are sustaining and continuing to improve the good quality of education for pupils' and to 'demonstrate their capacity for driving further improvement in their school'. The inspector concluded that:

Oakfield continues to be 'a good school overall, outstanding in the behaviour and safety of pupils'.

Oakfield Primary is a warm and welcoming school with a strong sense of community.

Leaders and teachers work collaboratively to ensure that there is a consistency in the approach to teaching, learning and assessment.

***Pupils are happy, well behaved and demonstrate a love of learning.
The school's ethos teaches pupils to be resilient and take risks.***

There is a strong focus for pupils to try, apply and explain their learning which permeates through the school's curriculum.

In Reception classes children's naturally inquisitive nature is enhanced through inspirational teaching and learning, drawing on children's prior learning, which takes place in a language-rich environment.

Leaders have created a climate in which teachers are trusted to take risks and they embrace the opportunities to learn and develop their own teaching practice.

Governors have the knowledge and experience to support whole school priorities and offer effective support and challenge to school leaders.

Leaders and governors have established a strong culture of safeguarding.

There is a strong focus on embedding reading skills across a range of subjects.

In mathematics and science pupils are proficient at using strategies to interpret word problems in a structured way to ascertain their meaning.

Pupils are challenged to deepen their thinking skills.

Learning support assistants are trained well to support pupils with additional needs.

Teachers continually assess pupils' understanding so that they can be moved on to make as much progress as they can.

And finally... There is a strong and committed workforce where leaders' vision to improve pupils' outcomes is central to the work of the school.

The inspection letter can be viewed on the Ofsted website: www.ofsted.gov.uk

Oakfield Primary School... creating 'Memorable Moments'



Year 5 and 6 enjoy visits to an Outdoor Pursuits Centre where they face new experiences and challenges.



Winners of our Oakfield's Got Talent Competition



Sports Day is so much fun when children compete in their houses.



Christmas plays and Curriculum themed days

Year 6 design, build and race their own electric cars at Dunton.



For more information log onto our school website: www.oakfield.essex.sch.uk

Oakfield Primary School 'Unlocking the potential of every child'