



## Welcome to Donnington Wood CE Junior School 2026- 2027

We hope that the day-to-day information contained in our school prospectus is helpful. However, if you have any queries about the school that are not answered in our prospectus, please do not hesitate to contact us.

All the documents referred to are on the school website. If you require a paper copy of any of these documents, please ask.

Any records concerning your child that are kept in school are available for your inspection at any reasonable time. Please make an appointment via the School Business Manager, Mrs Bailey.

The information contained in this booklet is correct at the time of going to print but it is possible that changes may be made before or after the school year starts.





*“The ones who plant and the ones who water work together as a team with the same purpose.”*

**1 Corinthians 3:8**

Dear parents and carers,

Welcome to our wonderful school! The purpose of this prospectus is to help you to get to know more about us and the work we do here. Donnington Wood Church of England Junior School, controlled by Telford & Wrekin Local Authority.

Our vision celebrates the TEAM; it is especially important to us that the partnership between school and home is as good as it possibly can be. We aim to provide a rich, inclusive and caring environment for all the children at our school and we want parents and guardians to share in that process.

There will be many opportunities throughout your child's time here for you to share in their education and my staff and I will always be available to talk to you about any aspects of your child's development. We are always keen to share and celebrate the children's successes - both academic and extra-curricular- through our learning app SeeSaw and in-person visits such as Christmas and Easter services and other events throughout the school year. Letters and updates are sent home regularly via Arbor and online.

One of our greatest aims is to encourage our children to take care of each other within a framework of our Christian vision and values. We believe very strongly that children should take responsibility for their own actions and, by fostering this atmosphere of self-respect and respect for others, we hope that all children will have the opportunity to fulfil their potential, both academically and socially, ready to succeed in life.

The school has a clear positive reflective Behaviour Policy, a copy of which can be found on the website, to support both school and parents in the task of ensuring that each child is confident and happy about coming to our school. Our safeguarding procedures are also robust and thorough to ensure the safety of your child is paramount.

As a Church of England school, we have close links with St. Matthew's Church, and we aim to work together to confirm the values and principles of the Christian faith.

We want every child to Flourish, in Hope, Friendship and Perseverance.

Our 2024 SIAMS (Statutory Inspection) report states:

- *The Christian vision is made real through the core values of hope, friendship and perseverance. These have a profound and positive impact on how pupils and adults flourish in their personal growth.*
- *Care for more vulnerable pupils and their families is exemplary and inspired by Christian teachings. The school is a safe haven for those who face challenges in their lives and learning.*
- *The curriculum is creative and inspiring. As a result, pupils grow in hope and aspire to a bright future.*
- *Relationships across the school are warm and trusting. The Christian vision and values are a lived reality so that behaviour is excellent. New pupils are readily integrated and part of the extended family that is Donnington.*

*Ofsted in 2024 also stated:*

- *Donnington Wood Juniors is a caring school. It is a place where pupils develop close friendships and are kind to each other. Pupils understand the importance of perseverance and maintaining hope when things become challenging. Parents know that their children are happy and safe. Many are grateful for the support they receive when they need help.*
- *Pupils behave well and know the importance of good listening and showing respect. They understand what bullying is and feel confident that trusted adults will help should they feel threatened. Pupils recognise that everybody is different and that this should be celebrated. They welcome those who arrive new to the school and make sure that they feel included and safe.*

We hope that you will share with us in making this a successful and happy period in your child's life.

Below, you will find our vision. This, we feel, sets out our goals and mission statement for your child's education – and is what drives us all to be the best we can.

Yours sincerely,  
Mr Fox  
Headteacher



### School Vision

Our school is a community where each person is valued as a child of God. We are a Church of England school, inspired and guided by the life and teaching of Jesus. We work together to create a caring, friendly and safe school family, to enable the whole school community to flourish and each person reach their full God-given potential.



*“The ones who plant and the ones who water work together as a team with the same purpose.”  
1 Corinthians 3:8*

*We believe that with God's help when we all work as a TEAM - Together Everyone Achieves More.*

### Our Mission (INTENT)

At Donnington Wood CE Junior School we will:

- put the safety of everyone as a priority so we can work in trust and peace.
- encourage everyone to understand the true meaning of friendship, fellowship and community by acting with humility, compassion and in service to each other.
- be inclusive so everyone is valued and respected and where tolerance and diversity are celebrated.
- seek out every opportunity to ensure that all of us flourish in all that we do, developing wisdom and creativity, through an ambitious and broad curriculum that challenges expectations, deepens knowledge and develops skills.

- empower pupils and adults to develop **hope** and **perseverance**, so that they are able to engage/explore the challenges of school and the wider world.
- nurture the spiritual development of our school **fellowship**, develop tolerance of other faiths, beliefs and cultures and build religious literacy through collective worship of God and teaching of RE.
- champion our values to equip our children ready for their future as respectful individuals, life-long learners and active citizens in society (**justice**).

Our three core values are: **friendship, hope and perseverance.**

This Vision and Mission will be evident in all we do, from the way we work together to the attitudes to life you will see us show. **We look forward to welcoming you to the school.**

The Prospectus will now detail aspects of the school that you need to know about and how the vision is evident.

**DONNINGTON WOOD**  
C of E JUNIOR SCHOOL

# OUR SCHOOL VISION

*Rooted in faith,  
growing together,  
flourishing in love.*

*Our school is a community where each person is valued as a child of God.*

We are a Church of England school, inspired and guided by the life and teaching of Jesus. We work together to create a caring, friendly and safe school family, to enable the whole school community to flourish and each person reach their full God-given potential.

## OUR SCHOOL VALUES

- HOPE**  
We look forward positively.
- FRIENDSHIP**  
We help others on their journey.
- PERSEVERANCE**  
We embrace challenges.

**OUR MOTTO**

*“The ones who plant and the ones who water work together as a team with the same purpose.”*  
1 Corinthians 3:8

We believe that with God’s help when we all work as a

# TEAM

*Together Everyone Achieves More.*

At Donnington Wood C of E Junior School, we celebrate uniqueness, inspire excellence and nurture hearts and minds to flourish spiritually, academically and personally.

## **The Governing Body**

Your Governors work as a team. They are responsible for making sure the school provides an excellent quality education for all pupils; raising educational standards in school is a key priority. This has the best chance of happening when there are high expectations of what pupils can achieve. Your Governing body is accountable to parents, the local community, and the Local Authority. Governors are at the heart of how a school operates. Governors support and challenge the Head teacher by gathering views, asking questions and discussing what is best for the school. They are not there to rubber stamp decisions.

The Governing Body:

- ensures the vision is fit for pupils and raises attainment.
- is accountable for the performance of the school to parents and the wider community
- plans the school's future direction
- makes decisions on the school's budget and staffing including the performance management policy
- makes sure the agreed Curriculum is well taught
- decides how the school can encourage pupils' spiritual, moral and cultural development
- makes sure the school provides for all pupils including those with special needs.

Your Governing body meets at least once each term to ensure the smooth running of the school and to discuss school improvement. Discussions cover all aspects of school life from improving the school grounds, to the appointment of staff and budget forecasting, as well, of course, teaching and learning. The Governing body is made up of a range of representatives who come together to form a very supportive team working together for the good of your child.

Co-opted Governors (These governors have been co-opted as they have the necessary skills to challenge & support the work of the school.)

**Steve Jones (VICE CHAIR)**

**Alan Watkins**

**Jake Jones**

Foundation Governors (Foundation Governors are appointed by the Diocese and ensure our connection with the Church remains strong.)

**Kerry Debenham (CHAIR)**

Local Authority appointed Governor (These governors are appointed by Telford & Wrekin authority and give a wider perspective to our work in school.)

**Adele Ellis**

School Governors

**Robert Fox** – Headteacher

**Cheryl Bailey** - Staff representative

Parent Governor

**K Pooni**

**Nicole King**

Parent Governors are your direct representatives on the Governing body and form a close link between school and parents. Minutes of Governors' meetings are located in the school office & accessible to everyone who wishes to see them.

## **School Admissions & Transfers**

Your child will probably have come to us from our main Infant feeder school, Donnington Wood Infants. If this is the case, you will have been invited to see the school and to meet the Head and

your child's class teacher. Your children will have visited the school to meet their new teachers and to see their classrooms.

If you are new to the area and you have children of an age to come to us, you are welcome to make an appointment to be taken round individually. Any queries or questions will be answered fully, and should you decide to send your child to us, you will need to fill in the online form and provide us with information relating to date of birth, doctor, telephone contact numbers, possible allergies etc.

The school's Inclusion Assistant Head, Miss Ganderton, works closely with any children who transfer to our school for a short induction period to ensure that children feel secure and comfortable in their new school.

Here is a **cleanly adapted version** of the page content updated to reference **Donnington Wood CE Junior School** instead of Squirrels Heath, while keeping a professional website-ready tone.

### **Year 2 to Juniors Transition**

#### **The Big Step of Moving Up to Donnington Wood CE Junior School**

The transition from Year 2 to Year 3 is a significant milestone in your child's school journey. We recognise that moving to **Donnington Wood CE Junior School** is both an exciting and important step, and we aim to provide a supportive and welcoming experience for all children as they prepare to join us.

During the Summer Term, Year 2 children are usually given opportunities to visit the Junior School. These may include tours of the school, spending time in classrooms, meeting staff, and taking part in activities alongside current pupils. This helps children become familiar with their new environment and feel confident about the move.

We also organise transition events for parents and carers, where you can learn about key aspects of the school including the curriculum, school routines, expectations, and how we support children as they move into Key Stage 2.

#### **Transition Meetings and Information for Parents**

You will receive a **Transition Pack** during the summer term, which typically includes:

- Your child's **new teacher and class details**
- A **welcome letter**
- Key dates for the upcoming school year
- Information about **school lunches**
- Details of **uniform requirements**
- The **school prospectus**
- A **transition booklet or activity pack** to complete over the summer

Parent meetings are usually offered at different times to accommodate as many families as possible, and any shared presentations will be made available afterwards.

#### **Getting to Know Our New Pupils**

We work closely with feeder infant schools to ensure a smooth transition. Staff meet with Year 2 teachers to understand each child's:

- Academic progress
- Learning needs
- Personal and social development

This helps us ensure every pupil feels supported and confident from their very first day.

#### **Developing Key Skills for Key Stage 2**

As children move into Key Stage 2, they begin developing greater independence. These skills are introduced gradually and supported in school, but families can help reinforce them at home.

#### **Independence on Arrival**

Children will begin to enter school more independently and make their way to their classroom.

**How you can help:** Encourage your child to walk into school confidently, possibly alongside a friend.

### **Working in Groups**

Children will take part in more collaborative learning, requiring skills such as:

- Listening to others
- Sharing ideas
- Taking turns
- Working together toward a goal

**How you can help:** Encourage teamwork at home through shared activities like cooking or building projects.

### **Home Learning**

Children will be expected to:

- Read regularly at home
- Complete weekly homework tasks
- Practise key skills such as spelling and times tables

**How you can help:** Establish a consistent routine for homework and reading.

### **Playtimes and Social Skills**

Play becomes more independent, with opportunities to build friendships and develop social confidence.

**How you can help:** Encourage your child to seek out friendships and talk about their day.

### **Organisation**

Children are expected to take more responsibility for their belongings and routines.

**How you can help:** Support your child in preparing their school bag and uniform the night before.

### **Things to Practise Over the Summer**

Helping your child practise these skills can make the transition smoother:

- Tying shoelaces
- Telling the time
- Using cutlery confidently
- Packing their school bag
- Reading regularly
- Logging into home learning platforms
- Writing neatly and using a ruler
- Practicing times tables
- Forming letters and numbers correctly



**DONNINGTON WOOD**  
C of E JUNIOR SCHOOL

# 9 THINGS I CAN DO

*to help me every day!*



*Rooted in faith,  
growing together,  
flourishing in love.*

**OUR SCHOOL VALUES**



**HOPE**  
We look forward positively.



**FRIENDSHIP**  
We help others on their journey.



**PERSEVERANCE**  
We embrace challenges.

**1** Tying shoelaces



**2** Telling the time



**3** Using cutlery confidently



**4** Packing their school bag



**5** Reading regularly



**6** Logging into home learning platforms



**7** Writing neatly and using a ruler



**8** Practising times tables

$2 \times 3 = 6$   
 $4 \times 6 = 24$   
 $7 \times 8 = 56$   
 $9 \times 4 = 36$



**9** Forming letters and numbers correctly





*Be the best you can be.  
Shine with hope,  
kindness and courage.*





*Together,  
We Flourish*

### Autumn Term Transition Meetings

After pupils have settled in, we will invite parents/carers to attend a meeting where you can:

- Learn more about the Year 3 curriculum
- Understand expectations
- See your child's classroom
- Ask any questions

### Additional Support

If your child would benefit from extra support during transition, please contact the school. We are happy to work with families to ensure every child feels safe, supported, and ready to thrive at Donnington Wood CE Junior School.

**Donnington Wood C of E Junior School**

**Moving from Year 2 to Year 3**

We are looking forward to welcoming you to Year 3!

**How will help me settle into year 3?**

- Some of you may feel nervous about coming into school after the holidays. Don't worry, we will do lots of things to help you settle in and be comfortable.
- You will have friends in your class and lots of adults to help you and show you where everything is.
- Your new teachers will do many fun activities to get to know you, and they will plan lots of exciting group activities with your friends in your class.
- To help you new teacher to get to know you, you could draw a picture or write something about yourself.

What might you ask your teacher about? What might you write about?

**Who can I speak to if I need help or if I am worried about anything?**

There are lots of kind adults at the school who can help. Everyone looks out for each other. We do not allow bullying, and your teachers will stop any unkind behaviour quickly. Let your teacher know if this happens and they will sort it out.

If you feel ill during the day, let your teacher or another adult know. They will take care of you and help you.

Do you know what to do if you are worried about anything?

**What will my day be like in Year 3?**

At the start of every day, staff will be on the gate to greet you as you come in. Your grown-ups will say goodbye at the door to the classroom. Once inside, you will hang your coat and bag on your peg. Your class teacher will have put some activities on your desk for you to start.

Every day, you will study English, maths and reading.

You will also take part in exciting lessons each day, including History, Geography, Science, Art, Design and Technology, Computing, PE, RE, PSHE and Spanish.

**What are you looking forward to studying in Year 3?**

In year 3, you will learn lots of new and fabulous things. Some of the topics that are studied include: Victorian School Life, Skeletons, Stone Age to Iron Age, Our Local Environment, Plants and how we celebrate Christmas.

You will read exciting books each half term which include *The Owl who was Afraid of the Dark* and *Mr Majeka and the Ghost Train*. Everything will be exciting and interesting.

During the day, you may go to the toilet if you need to, although please remember to go to the toilet at breaktime and lunchtime.

What are you looking forward to studying in Year 3?

**What is the playground like?**

Our play areas are brilliant, happy and fun places to be. There are different parts to play on - each day you will get to use a different area with lots of fantastic equipment to play with.

If you love doing something active, we have three different yards, a sports field, and spaces for you to sit under the trees.

We also have wooden and metal adventure playgrounds and some outdoor gym equipment which is lots of fun.

If you don't have anyone to play with or are feeling lonely don't worry, just let an adult know and they will help you.

What do you like doing at playtime?

**Which clubs can I take part in?**

We have lots of clubs in school. There are many different clubs to choose from, such as music, rounders, musical theatre, reading, athletics, headstart, times tables or film club just to name a few.

If there isn't a club for the thing that you would like to do, let your teacher know. Some of our clubs have been suggested by children, who have thought of their own clubs!

We also have lots of special events, including a special year 3 performance for Harvest, special visitors and trips for you to enjoy.

Which clubs would you like to join?

**Our children love coming to school and they think you will too!**

Lessons are so much fun!

There is nothing to worry about. If you need help, just ask!

Our teachers are the best!

Friendship Perseverance Hope

Donnington Wood C of E Junior School  
Leonard Close, Donnington, Telford, TF2 8  
01952 386870  
a3035@taw.org.uk  
https://donningtonwood.com/



**Inclusion Policy: See our website [SEND](#) and [EAL](#)**

In line with our school vision, Donnington Wood CE Junior School has a policy of 'inclusion'. This means that the school is committed to providing the very best education for all its pupils, including those with special needs. The school has been adapted to cater for children or adults with physical disabilities, to enable them to take part fully in the life of the school.

The school has a number of children with special needs ranging from mild learning difficulties to more complex physical or medical needs. These children are fully integrated into the school in line with our inclusion policy.

Please see more information on the website

Mrs J Jenks is our SEND coordinator and can be contacted through the office.

**School Uniform**

Our children enjoy the sense of belonging and pride in their school that the wearing of a uniform brings. All children are therefore expected to wear uniform to school.

Please note that it is your responsibility as parents/carers to make sure that your child is in the correct uniform each day.

### **The school uniform for our school is:**

Purple school sweatshirt/cardigan - these are purchased from school.

White shirt or polo shirt

Black trousers or knee-length black skirt

Black shoes

Purple & white summer dresses may be worn in the summer term or tailored shorts.

(Price lists are available from the school office).

### **Hair**

In line with national guidance children should not have permanent hair bleach or styles that will reduce their ability to focus on work.

### **Jewellery**

Small stud earrings and a watch may be worn as an acceptable part of our school uniform. Other jewellery items, such as necklaces etc. **MUST NOT** be worn to school for health & safety reasons.

Jewellery items are the responsibility of the wearer & the school cannot accept any responsibility for loss or damage.

Make-up (including nail varnish) should also **NOT** be worn.



### **PE Kit**

Short-sleeved white t-shirt with school logo (these are available from school)

Plain black shorts

Black or white trainers

All children take part in at least 2 hours of PE each week and have the opportunity to take part in a variety of lunchtime & after-school sporting activities, including a daily dash.

### **PE Day**

When your child has PE, they may come in in their PE kit, this means they will complete other activities during the day. **It must** be the school PE kit, if it is cold they may wear **black/dark** joggers or leggings and their school jumper. We do not allow Cycling shorts to be worn for PE.

Year 6 Monday, Year 5 Tuesday, Year 4 Wednesday, and Year 3 Thursday.

**For Health & Safety reasons, children are not permitted to wear JEWELLERY of any sort for PE.**

This is not usually a problem unless children are wearing earrings that they find difficult to remove themselves. We would ask your support with this by asking you to make sure that your child is not wearing earrings on the days that they have PE (Class teachers will be able to tell you which days these are).

**Please remember that all school uniform, including PE Kit must be named.**

### **How we look after your children**

The staff are all the people who come into contact with the children - not just the teachers, but everyone, from the cleaners and kitchen staff to the school administrators, business manager and the teaching assistants. Every Member of our team shares the schools' vision.

Staff are always happy to help and support pupils and parents in any way that they can. Mrs Bailey, our School Business Manager or Mrs Payne our Administrator, are usually the first people that you will meet on entry to the school, and they will be able to help you with most of the questions or queries that you may have.

Teaching staff are always happy to see parents but we would ask that you try to avoid the busy morning session and pop in to speak to teachers at the end of the day, unless of course, the matter is urgent.

If you wish to leave a message for the class teacher, the office staff are happy to pass on any information on your behalf.

If you need to see the Headteacher, please ask at the main office via Arbour, Text or phone, but please be aware that you may need to make an appointment. We endeavour to get to you. We regularly survey our families, these are on the website.

### **The Senior Leadership Team**



**Mr Fox**  
Headteacher



**Mr Rawson**  
Deputy Headteacher



**Mrs Poyner**  
Assistant Head  
Curriculum



**Miss Ganderton**  
Assistant Head  
Inclusion

### **Pastoral Support**

There will always be a member of staff outside who can help you in the morning or end of the day. However, if you would like to meet with our Pastoral Support Manager, Miss Ganderton, please ask for a meeting.



We run a number of open events throughout the term and we welcome you in to share in your child's success. If you would be interested in helping in the school, we would be more than happy to see you!

### **Key Staff in School**

**Headteacher:** Mr R Fox  
**Deputy Headteacher:** Mr J Rawson  
**Assistant Headteacher Inclusion:** Miss Ganderton  
**Assistant Headteacher Curriculum:** Mrs Poyner

**SLT: Miss Ganderton (Pastoral Lead) SLT: Mrs Jenks (SENDCO and EAL) SLT: Mrs Dymond (Curriculum)**

**Full teaching lists will be shared in September.**



**School Business Manager:** Mrs C Bailey



**School Administrator:** Miss S Armstrong

### **The School Day**

Our school day is 8.25am until 2.55pm every day.

### **The school gates open at 8:22**

We open both gates (top and bottom gate) at 8:22. We ask that Year 6 enter first, followed by 5 then 4 and finally Year 3. This helps us manage the road effectively.

Pupils come onto site on their own and are met by their TA (Teaching Assistant) and will line up outside their classroom. At 8:25 pupils will enter the classes and registers will be taken and lessons started.

Messages can be passed on via SLT staff at the gate or a phone call or Arbor.

School gates **DO NOT OPEN until 8.22am** and we ask you to ensure that your children do not arrive at school any earlier than this unless they are attending 'Breakfast Club'. They remain your responsibility until this time.

Lessons formally begin at **8.25am** during registration.

Gates are closed at 8:30. If your child arrives after this time then you must report to the main office to register before going to class.

The lunchtime session begins at 12.15pm & ends at 1.05pm.

The school day formally ends at 2.55pm every day. Parents and carers may enter via the top and bottom gate to collect their children from the classroom doors.

Children in Year 3 and 4 must be brought to school by a responsible adult or trusted person. Year 5 and 6 pupils may walk to and from school, but this is your responsibility.

## **Breakfast Club**

Breakfast Club runs from 7.45am to 8.20am each morning. Children attending the club receive a healthy breakfast & take part in some fun morning activities.

**From September, we will be offering free breakfast club, supported by the government.**

If you feel that your child would benefit from attending our Breakfast Club, or you would like more information about it, please contact the school.

We aim to offer bread products before school, previously this was supported by magic Breakfast, but with us now offering Free Breakfast club we will need to source other funds, and so will update you when sorted.

We run a wraparound club after school. This is booked through an external provider (Embrace). We will share more details in September.

## **Attendance and Admission [Website click Here](#)**

It is particularly important that your child attends school on time every day. Studies show that those children with poor attendance at school are far less likely to reach their full potential. Children with high levels of attendance make more progress than those with poor attendance. Our attendance routines are very rigorous and are linked to safeguarding policies, to ensure pupils are attending school. If you are experiencing issues with good attendance we will invite you in for a meeting, to offer you further advice or help.

Working in a school, we are all too aware of the increase in the cost of holidays when schools are closed compared to term time costs. However, we would urge you not to book holidays during term time as the time off **cannot be authorised**. Unauthorised holidays will lead to a fine.

**If your child is going to be absent for the day due to illness, we ask you to phone school. If possible, please phone before 8.25am so that registers can be completed correctly.**

## **Parking**

As with most schools, parking is always a difficulty. If you use a car for transporting your child to school, we would ask you to avoid parking outside the school gates and if possible, park on Winifred's Drive or Park Road. Please do not park blocking any resident's driveway.

There are two car parks just next to the school in the new housing area. This is closer than you can get on the road. We encourage as many pupils and parents as possible to walk to school.

Parents are not permitted to bring cars onto school grounds unless prior permission has been sought from the school.

## **Breaks and Lunchtimes**

All children have two breaks in the school day - one break mid-morning & one at lunchtime.

Mid-morning break 10.00am - 10.15am

Lunch time break 12.15 - 1.00pm

During lunchtimes, your children are taken care of by our SLT, HLTA's & Teaching Assistants. Children take part in a wide range of activities including PE activities, adventure playground games etc. They can also enjoy some of our quieter spaces.

In line with our vision, there is no separation or division between those children who pay or those who have free school meals. If, in fact, your child currently is having free school meals, that facility

will automatically transfer with them. If you think your child may qualify, please ask the School Business Manager, Mrs Bailey, for the appropriate form.



### **Playground Buddies**

A number of our children take on the important role of being a 'Playground buddy'. Pupils receive training from Mrs Rutherford, our Pastoral Support Assistant and Values champions, and take their responsibility for 'looking after' other pupils in our school very seriously. Playground buddies are also responsible for getting out lunchtime playground equipment and helping to organise lunchtime games.

### **School Dinners**

Children have the choice of bringing a packed lunch into school or having a cooked school meal. Children can choose to have a school meal every day or on selected days. Fish Fridays are always a popular choice with our pupils. Halal options are always available. We have an excellent cook and she often organises special dinner days throughout the year, Bonfire lunch being one of the children's favourites!

Meals cost £3.05 per day and must be paid on Arbour. Price rises are calculated in April.

Any difficulties related to dinners, including money issues, are dealt with by the school cook. If you have any queries regarding dinner money, the cook is available from 10.00am until 11.30am each morning. Please ask at the school office for an appointment.

The government pays for meals in Year 1 and 2, however, unless you are entitled for Free School Meals, you will need to pay. If you believe you are entitled to Free School Meals, please contact us.



### **The School Curriculum linked to our Vision**

Our school vision drives everything we do, it reflects the needs of our pupils and local area and challenges all to succeed.

Your children will experience a wide range of subject areas during their time at the school. They will also have the opportunity to take part in extra-curricular activities such as sport, drama, art & music.

The curriculum is as broad and as balanced as possible to ensure that the needs of all children are catered for, and special gifts or talents are nurtured. No child in our school should feel disbarred from equal access to the curriculum, irrespective of ability, gender, race or creed.

At Donnington Wood CE Junior School we will:

- put the safety of everyone as a priority so we can work in **trust** and **peace**.
- encourage everyone to understand the true meaning of **friendship**, **fellowship** and community by acting with **humility, compassion** and in **service** to each other.
- be inclusive so everyone is valued and respected and where **tolerance** and diversity are celebrated.
- seek out every opportunity to ensure that all of us flourish in all that we do, developing **wisdom** and **creativity**, through an ambitious and broad curriculum that challenges expectations, deepens knowledge and develops skills.
- empower pupils and adults to develop **hope** and **perseverance**, so that they are able to engage/explore the challenges of school and the wider world.
- nurture the spiritual development of our school **fellowship**, develop tolerance of other faiths, beliefs and cultures and build religious literacy through collective worship of God and teaching of RE.
- champion our values to equip our children ready for their future as respectful individuals, life-long learners and active citizens in society (**justice**).

[There is further details on this in action on the website.](#)

#### Online Offer

One of the key ways we enact our Vision is through the provision of tablets and access to online learning for every child. Pupils use SeeSaw, our digital platform, to complete learning activities, share their work and receive feedback. This also allows for you to see and comment on the work, and for your child to carry on their work at home.

This approach has had a positive impact on pupil progress and allows us to ‘*champion our values to equip our children ready for their future as respectful individuals, life-long learners and active citizens in society (justice).*’

#### Our Curriculum

Our curriculum is driven by, and builds from, our clear and distinct Christian mission and values and champions the National Curriculum and the goal of preparing children to have a set of attitudes and values that prepares them for life in the modern world in a diverse and ever-changing community and workplace. We want the children of Donnington to develop the appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum and beyond, so that children can flourish, reach and exceed their God-given potential academically, physically and artistically; to be nurtured and inspired to strive for excellence by: -

- Learning about relationships and reciprocity, and how people collaborate, live and work together to form community. **(Building friendship)**
- Learning about technological and social developments and strategies for problem-solving and overcoming difficulties; to develop the resilience and behaviors learners need to succeed in the world. This includes developing concentration, perseverance, imagination, co-operation, the enjoyment of learning, self-improvement and curiosity. **(Encouraging perseverance)**
- Learning about changes to our world, to engage in the culture they live in and understand the cultures of others. Exploring how we can contribute to a better society and sustainable environment and develop aspiration for the future. **(Inspiring hope)**

The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It also includes a range of extra-curricular activities that the school organises in order to enrich the experiences of our children. It also includes the ‘hidden curriculum’, or what the children learn from the way they are treated and expected to behave.

Our school motto of **'TEAM Together Everyone Achieves More'** epitomises what we all feel the school represents. We believe strongly in the partnership of parents, children and staff. By working together & sharing common goals we can move our school forward & achieve our aim of providing a rich & varied education in an atmosphere of trust, tolerance & respect for others.

In practice, our wider curriculum is woven together through termly themes, which all our foundation subjects link to. These are based on our three core values or drivers. Subject leaders design their individual curriculum offers around these themes, whilst the Curriculum Leadership team ensure there is a clear rationale behind the sequence the units are taught in.

The required historical settings and geographical scales of the National Curriculum form the main basis for our foundation curriculum. These ignite a passion and curiosity within our children to gain knowledge and understanding of different times and places. Every year, this learning is enhanced through each year group completing an educational visit to bring their curriculum topics to life.

At Donnington Juniors, we have developed our Science and foundation subjects curriculum to have a clear progression of both knowledge and skills throughout the school. In order to promote maximum progression, we are focused on the retention of this learning from year to year and our curriculum is centred around the research-based approach of repeated curriculum concepts.

Our curriculum team of subject leaders have developed our own knowledge-based curriculum that aims to inspire and engage our pupils, whilst enabling them to discover cross-curricular learning and build their knowledge and skills in each subject area.

We teach science and many of the foundation subjects in blocks of approximately two weeks, allowing a real depth of learning, engagement with resources and excellent quality outcomes.

Our curriculum concepts run as threads through our curriculum and help piece together a child's learning through their journey with us, always working towards the bigger picture of achievement at the end of each year group or phase. Each subject has a set of concepts, which appear on all planning and displays. These are the key threads that will be referred to repeatedly throughout the school to instil these core ideas and themes within each subject

At Donnington Wood, we see every lesson as an opportunity to inspire and immerse our students in their topic. Our teachers are all subject specialists, which places them in a unique position to not only sustain the incredible curriculum offer we have but to make learning fun – providing engaging learning experiences that captivate pupils at the time and are remembered for years to come.

Within each unit of work, lessons are carefully sequenced to build on prior learning and deepen understanding and retention of core concepts. This ensures sequential coverage of all the core concepts, essential skills and maximises cross-curricular links with other foundation subjects – as well as the maths, reading and writing targets for that year group.

Each lesson is framed within the context of the unit of study at the start and begins with a recap of previous learning and a discussion about the key concept and vocabulary associated with the topic, which is all displayed on our topic boards. Both subject specific and cross-curricular skills are made clear to the pupils and feature on the success criteria sheet. These are always clearly differentiated because we believe all our pupils should be able to access the entire breadth of our curriculum and discover their interests for themselves.

Please see the website for the exact details.

### **Special Educational Needs (SEND)**

A number of our children have special educational needs, which may be a specific learning difficulty, or take the form of an emotional or behavioural need. These needs may not be best met by the

classroom teacher alone and, if we consider that there may be an issue, we will ask you to call into school to discuss how we can best work together for the child's benefit. Mrs Jenks is the coordinator for special educational needs (SENCO), and she is supported by teaching and support staff who are dedicated to helping children throughout school.

The school has a 'Mini-school' named the Sunflower Room where some children may be taught in smaller groups for part of the school day in order to cater for their specific needs, this can be for a small project such as develop handwriting or a longer time support of phonics. However, they the goal of this is to fully integrate within the school. Some pupils may receive some additional in-class support or extra support outside the class at appropriate times from our Teaching Assistants and Pastoral Staff.

### **Gifted & Talented Provision**

We feel that all of our children are special and all have something special to offer. However, a small number of our children have specific gifts or talents that, as a school, we are keen to develop. The school has a Gifted & Talented Coordinator who is responsible for ensuring that the particular needs of G&T pupils are catered for. If you feel that your child has a particular gift or talent, please do not hesitate to let us know. We are always keen to hear about & support children's achievements out of school. Mrs Palmer is able to support you with out of school sports clubs if needed.

### **SMSC – Spiritual, Moral, Social & Cultural Development**

In line with our vision, developing the pupil's awareness of the spiritual, moral, social & cultural diversity of the world in which we live and promoting **British Values** is of paramount importance to us. We offer numerous opportunities to explore all aspects of SMSC both through the curriculum & through the way we work as a school.

Our Christian values of tolerance, respect & understanding underpins much of the SMSC work that takes place in the school.

We use our outdoor learning spaces, such as 'Forest school', not only to enhance the children's learning experiences but to also develop their awareness of the need to care for the environment.



As part of the SMSC programme, the children in Year 6 also take part in a variety of activities related to personal safety & developing healthier lifestyles.

Crucial Crew are run with the support of Police Officers and are very popular with our year 6 pupils. Children learn about peer pressure, being assertive and the hazards of substance abuse etc. They also spend a day working with various agencies, including the Fire service to learn about personal safety.

### **Religious Education & Spiritual awareness**

The teaching of Religious Education (RE) has a strong focus as we are a Church of England School. Each class has a worship area where children can sit quietly & reflect or share their thoughts & prayers. We also have a 'Spiritual Garden' which children can use during the day.

The school follows the agreed syllabus for the teaching of RE and children learn about other religions and cultures as part of their RE work.

The children take part in a wide range of activities designed to explore different faiths and cultures from around the world, during Multi-Cultural week in the spring term of each year.



### **Collective Worship**

Pupils take part in collective worship (assembly) each day, sometimes as a whole school & sometimes as a class. This is linked to our vision and of paramount importance to us. Each week we focus on one particular value, for example friendship, thankfulness, or wisdom. In this way children learn about the Christian values that are all moral values that will help them to become good citizens of the future. Parents have the right to withdraw their children from collective worship if they choose to do so.

### **Personal Social and Health Education – PSHE**

We believe that PSHE and Citizenship are very important aspects of the work that we do in school to support SMSC.

PSHE & Citizenship are delivered in a variety of ways. Each half term there is a whole school focus on one aspect of PSHE and the children take part in a variety of activities including collective worship, circle time and 'Rainbow group' activities. Rainbow groups give children the opportunity to work with children from other classes and age ranges to discuss a wide range of issues. Circle time gives children the opportunity to share thoughts and feelings in a very relaxed and open manner.

The children also take part in a range of activities during Anti-Bullying week in November of each year and internet safety day in February.

### **Relationship Education as part of PHSE (RSE)**

Since September 2020 there was a new statutory framework for relationship education. You can find out more information on our website. However, in line with our vision, we teach through our values about:

- Different types of relationships, including friendships, family relationships, dealing with strangers.
- how to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and how to recognise unhealthy relationships;
- how relationships may affect health and wellbeing, including mental health;
- healthy relationships and safety online

### **Sporting Activities**

There are a wide range of sporting activities that our children take part in both during school hours and after school. We also take part in a variety of Inter-School competitions.

Costings of clubs are provided in the sign-up form on Arbour.

Details of clubs, including cost, are sent out by letter at the beginning of each term.

**We are also keen to hear about the sporting activities that our pupils take part in outside of school. Please let us know if your child has a particular sporting talent and is a member of a club.**



### **After school & Lunchtime Clubs**

We offer a wide range of lunchtime and after school clubs and try to organise provision to provide variety. Not all clubs run each term as we try to offer as much choice and variety to pupils as possible to try to find something for everyone.

At the beginning of the term, a letter will come home with details of the clubs on offer for children to sign up to.

Some of the clubs we have offered include:

Gardening Reading Club Recorders Football Multi-Skills Athletics

After school clubs are very popular and numbers are limited. We try to accommodate pupils' requests as much as possible but please be aware that some clubs may have a waiting list.



### **Resources**

Every child is provided with their own device and we also loan items out. This enables pupils to complete work on SeeSaw at home.

We aim to be as well-resourced as possible for the benefit of the children and the purchase of new resources is an on-going process.

The school has a range of Computing equipment which is used throughout the school day to support all areas of the curriculum. Each class has an interactive whiteboard and staff and children are very proficient in using technology.

### **Pupil Behaviour- this is found on the school website.**

The safety of your child in school is of paramount importance and therefore we are not only concerned with the educational progress of your children but also with their personal and social development. We aim to be as sympathetic as possible to the children's needs, but we try to combine this with having high expectations of what we believe children should be capable of in terms of their ability to work and play with each other.

Pupil behaviour in our school is excellent. Sometimes, though, things can go wrong and problems occur. When this happens, we try to involve parents as soon as possible so that everything is as clear as can be. We hope that you, as parents, will try to do the same with us. Any upset in the home can have an effect at school in the way a child behaves, and it can be helpful to have an idea as to why a child may be acting differently.

We do not have many school rules but those that we do have are easy to understand.

We have a **Whole School Behaviour Plan** used throughout school to support children, parents & staff with positive behaviour management.

The plan concentrates on rewarding children for behaving well, at the same time as making it clear that poor behaviour has consequences.

A copy of the behaviour plan is displayed in every classroom and children's good behaviour is rewarded in a variety of ways. Children particularly enjoy 'Golden Time' every Friday.



Parents are kept as well-informed about their children's behaviour as possible. For minor concerns parents will be contacted by the class teacher; for more serious concerns, you may be contacted by Mr Rawson, Deputy Head, Mr Fox, Head or a letter may be sent home by (on Arbour) the Headteacher to both inform parents & also give them the opportunity to come in to school to discuss any concerns.

We recognise positive achievement in many ways, such as the awarding of certificates, having weekly 'pupil of the week' awards and by regular home/school contact to celebrate success. Children also earn 'Dojo' points which equal certificates & prizes depending on the number of points earned.

If school property, such as the tablets, is damaged, we will ask for a contribution to the repair.

### **Home/School Contract**

The home/school contract is an important feature of school in the context of behaviour in that it emphasises the importance of self-discipline and respect for others.

[Our new 2026/27 Agreement is here.](#)

Head Teachers awards are also sent home to recognise outstanding achievement & we would suggest that if your child brings one of these home that you may wish to treat them to something very special, as they are only awarded for exceptional achievements.

Our Friday awards assembly is very popular with the children, Pupils are awarded for their Flourishing in showing the school values.

### **Pupil groups within school**

We believe that our pupils have a lot to offer the school & are the best people to consult about the work that we do. Therefore, we have a number of groups that represent the views of their peers.

### **School Council (Values Champions)**

Our School Council meets with staff on a regular basis to discuss plans & initiatives for the future. The School Council consists of a group of children who bring issues to the notice of staff. It is one of the ways in which we give the pupils in the school a voice so that children are as involved as possible in whole school development.

School council members are elected by their classmates to represent them each September & are 'in office' for the academic year.

Safeguarding our pupils is of paramount importance and we believe that the best way to do this is by consulting the children themselves about their safety both in and out of school. The Values Champions work with the SLT to discuss how to keep themselves & their peers safe. They discuss such things as bullying, how to keep themselves safe on social media sites & in the community.

They also make suggestions regarding whole school worship, classroom worship areas and class worship. These pupils often lead worship in their own classes and take an active part in whole school collective worship.

### **Open Days/Special Events**

The school organises a number of open days and special events at various times throughout the year, where parents & children take part in a range of activities based on different areas of the curriculum. They have the opportunity to look around school and chat to teachers & pupils informally about the curriculum as well as engaging in some activities themselves. Open days are a particularly important part of the social life of the school.

A number of 'special events' take place throughout the year, including Harvest Festival, Christmas & Easter performances. These are always immensely popular with parents.

We want every pupil to take part in our productions, and we take it on a rota basis to be the 'lead.'

- Year 3 lead the Harvest Assembly
- Year 4 lead Christmas Production
- Year 5 lead Easter with whole school and class singing.
- Year 6 lead their Leavers Assembly.

### **PLEASE NOTE:**

- The school site is a non-smoking zone & visitors are not permitted to smoke anywhere on school property – this includes e-cigarettes and Vapes
- Parents/carers are not permitted to use their mobile phones in school for safeguarding reasons.
- We will not tolerate any verbal or physical abuse from parents and carers. We expect all parents and carers to act in accordance with the school rules and follow proper channels (i.e. not social media) if they are unhappy with any aspect of schooling.



## **How can you help us to support your children?**

There are a number of ways that parents can support the school to provide the best education possible for your child.

You will be asked to complete a **Home School Agreement** when your child starts with us. This means that you agree to support the school with such things as managing behaviour, ensuring children attend on time each day etc.

Commenting on SeeSaw work and ensuring your child reads at home. Please encourage your child each week.

### **Healthy Schools**

Donnington Wood CE Junior is a healthy school and as such we are proactive in teaching children about healthy eating, the importance of exercise and healthy lifestyles. School meals are well-balanced and nutritious, and our cook often uses produce that the children have grown themselves in the school garden.

If you provide your child with a packed lunch, we ask that you consider using healthy options and do not send chocolate bars etc. to be eaten during lunchtime. Some suggestions for healthy lunchboxes can be found at the back of this prospectus.



### **Morning snacks**

As our morning session is quite long, we do allow the children to bring a snack which can be eaten before playtime. It is school policy that only healthy options, such as fruit is permitted. Please support us by not sending chocolate, cakes or crisps for their playtime snack as they will not be allowed to eat them.

### **Homework**

The role of parents in encouraging children to complete and return homework is vital and we are incredibly grateful for the support we receive.

Children receive literacy & maths homework at least once a week. Homework will always be set according to your child's prior learning & will reinforce activities that has taken place in the classroom, therefore the work should not be too difficult for children to complete at home.

From time to time, homework projects linked to the class topic area will be set and this is designed to build on the learning that has taken place across the school.

It also provides parents/carers with the opportunity to 'get involved' with their children's homework.

Children are rewarded for bringing in completed homework on time each week.

All homework will be completed on SeeSaw. If you do not have a device, please let us know.

**We would ask that you try to hear your child read every day. Reading Record use is checked and Prizes, stickers & 'Dojo' points for reading regularly.**

### **Personal belongings**

Children are not allowed to bring toys etc. to school, unless a member of staff has given them specific permission. The heartache and distress caused by the loss of a favourite toy and the amount of valuable teaching time lost in trying to find it just make it too difficult to allow.

Children are permitted to wear sensible stud earrings & watches, **but** we would stress that these items are the responsibility of the wearer & sadly school cannot accept any liability for their loss or damage.

### **Mobile phones and Smart Tech**

For safeguarding reasons, mobile phones and smart tech **must not** be brought in to school unless direct prior permission has been obtained by parents from the Headteacher. Permission will be given only in exceptional circumstances.

In line with DFE (Department for Education) guidance and government legislation

*All schools should develop and implement a policy that creates a mobile phone-free environment by prohibiting the use of mobile phones and other smart technology with similar functionality to mobile phones throughout the school day, including during lessons, the time between lessons, breaktimes and lunchtime.*

**This will also apply to smart watches that can take photo, video or record sound.**

Therefore, we share this policy for mobile phones with all parents.

We understand that on rare occasions a child will need a phone before and after school, but for safeguarding rules they are not allowed to use them on site.

1. Parents must inform us when the child has brought a phone to school, either on the rare occasion or a longer-term need before and after school use. The form will need to be sent to parent pay.
2. The phone must be turned off when entering the gate.
3. The phone must be taken to the office straight away. They are not allowed to enter the classroom/building with it.
4. The child will need to collect it from the office at the end of the day, after school, via the front entrance.
5. The phone is not to be switched on until they are out the gate.

If the child is in an afterschool club, they will receive it on the way out the gate from the adults running the club.

These rules must be complied with and failure to follow will result in the device being confiscated and a parent needing to collect it, and possible further action.

Please contact the office to fill in the form.

### **School Fund**

At times throughout the year, we raise money for our School Fund by holding events like Book Fairs, sales of photographs or Christmas Sales. We also, from time to time, hold sponsored events or organise raffles for either School Fund or charity. In the past, for example we have supported NCH Children in Action, Barnardo's, The Shropshire & Mid Wales Hospice, Comic Relief, UNICEF, Plan

Sponsor a child and a host of smaller “one-off” appeals following, usually, environmental tragedies. Each year we will choose a different charity to support.

The school fund buys all those extra things that we would otherwise be unable to afford. As well as supporting the purchase of additional educational resources, the school fund enables us to keep the cost of educational visits to a minimum for parents. It also allows us to treat the children occasionally by subsidising such things as visits by the Animal Man etc.

School fund is subject to an annual external audit to ensure that we have used the money we receive appropriately. Each year, you will receive a letter giving details of how much money has been raised & spent.

### **Keeping in touch**

It is especially important to us that the link between parents and school is as strong as possible. It is in all our interests that we work together for the benefit of your child. Throughout the time that we have your child in our care, you will have many opportunities to discuss progress with his/her class teacher or with the Headteacher both formally & informally.

There are two ‘Formal’ opportunities per year to meet with staff to discuss your child’s progress - one in the autumn term and one in the spring term. In July, you will receive a written end-of-year report for your child. You are also welcome at any time to make an appointment to see the Head or class teacher about any aspect of your child’s education, this may be over the phone.

You will be able to see their work on SeeSaw every day!

Our main line of communication is via Arbor, you will be given instructions to sign up when you start.

We regularly carry out parent voice surveys and pupil surveys. See the website for more information.

We hope to keep in close touch by writing to you of any events of importance & regular newsletters are common practice in our school. Each year, for example, you should hear about our Christmas activities, various fund-raising events for school and outside charities, plays and concerts, Parents' assemblies and Sports Days, in addition to Parent/Teacher meetings. All of these will be on Parent Pay and our website.

Our website also contains the latest news: [www.donningtonwood.com](http://www.donningtonwood.com)

A member of the SLT is generally available before the start of the school day to lend a friendly ear to parents.

Mr Fox is always happy to see parents, but it may be necessary to make an appointment.



### **Administration of Medicines**

When you register your child here, we will ask you to complete a personal information form. If on filling this in, you indicate that your child has any form of regular medication that needs to be

administered at school - for example if he/she is asthmatic or suffers from hay fever - we will ask you to complete a further form to explain how we should help.

**Only medicine prescribed by a doctor can be kept in school and this MUST be brought in by a responsible adult who will be asked to fill in the relevant form. Under no circumstances should children bring any form of medication into school.**

### **Child Protection Statement**

At Donnington Wood CE Junior School, we recognise that your child is your responsibility and their safety and well-being your concern. We wish to work in partnership with you, and we will share successes with you, and discuss with you any concerns that we may have.

Since your child's welfare is also our first priority, there may be rare occasions when our concern for your child means that we have to consult other agencies. We will endeavour to contact you in the first instance and share our concerns and where possible, seek your consent to a referral being made to Children's Social care.

However, this will only be done where we believe that such discussion will not place your child at further or increased risk of significant harm. The welfare of the child will be paramount and will override any other considerations where we consider that to be the case. The procedures we follow are those laid down by the Telford & Wrekin Safeguarding Children Board. The school has adopted both Child Protection and Anti-Bullying Policies for the safety of all.

If you would like to know more about our procedures or the policies, please speak to the Headteacher, Mr Fox, who is the designated person for Child Protection.

If you have any concerns about Child Protection, or you want any further advice when the school is closed, please contact Telford and Wrekin Family Connect on 01952 385385.

### **GDPR and Data Protection**

We take your data very seriously. Please visit the website to see our privacy statement and policy.

**We hope that you have found this information useful. Please do not hesitate to call school on 01952 386660 if you require any additional information or support. We are always happy to help or to see first-hand our vision in action.**

You may also wish to visit the school website: [www.donningtonwood.com](http://www.donningtonwood.com)

### **Privacy Notice**

#### **Privacy Notice (How we use pupil information)**

#### **The categories of pupil information that we process include:**

- personal identifiers and contacts (such as name, unique pupil number, contact details and address)
- characteristics (such as ethnicity, language, and free school meal eligibility)
- safeguarding information (such as court orders and professional involvement)
- special educational needs (including the needs and ranking)
- medical and administration (such as doctors' information, child health, dental health, allergies, medication and dietary requirements)
- attendance (such as sessions attended, number of absences, absence reasons and any previous schools attended)
- assessment and attainment (such as key stage 1 and phonics results, post 16 courses enrolled for and any relevant results)
- behavioural information (such as exclusions and any relevant alternative provision put in

- place)
- lists for trips and activities through Parent Pay
- 

This list is not exhaustive, to access the current list of categories of information we process please see **our website**.

### **Why we collect and use pupil information**

We collect and use pupil information, for the following purposes:

- to support pupil learning
- to monitor and report on pupil attainment progress
- to provide appropriate pastoral care
- to assess the quality of our services
- to keep children safe (food allergies, or emergency contact details)
- to meet the statutory duties placed upon us for the Department for Education (DfE) data collections

Under the [UK General Data Protection Regulation \(UK GDPR\)](#), the lawful bases we rely on for processing pupil information are:

**[Setting to document the lawful basis for each purpose (must include a basis from Article 6, and one from Article 9 where data processed is special category data from the UK GDPR). Ensure you list all relevant legislation that supports the lawful basis. For the Department for Education (DfE) data collections see relevant legislation for each specific [data collection](#) you collect data for]**

- for the purposes of school census, data assessment in accordance with the legal basis of **article 6 and 9**.

In addition, concerning any special category data:

- conditions of [UK GDPR - Article 9](#)

### **Collecting pupil information**

We collect pupil information via **Scholar Pack**.

Pupil data is essential for the schools' operational use. Whilst the majority of pupil information you provide to us is mandatory, some of it requested on a voluntary basis. In order to comply with the data protection legislation, we will inform you at the point of collection, whether you are required to provide certain pupil information to us or if you have a choice in this.

### **Storing pupil data**

We hold pupil data securely for the set amount of time shown in our data retention schedule. For more information on our data retention schedule and how we keep your data safe, please visit **our website**.

**Data is stored on Scholar Pack, CPMOS and in lockable cupboard/safe. In line with school policies about safe use of data within the setting.**

### **Who we share pupil information with**

We routinely share pupil information with:

- schools that the pupils attend after leaving us
- our local authority
- youth support services (pupils aged 13+)
- the Department for Education (DfE)

### **Why we regularly share pupil information**

We do not share information about our pupils with anyone without consent unless the law and our policies allow us to do so.

**For instance: on request, the police and Social Services.**

#### **Department for Education (DfE)**

The Department for Education (DfE) collects personal data from educational settings and local authorities via various statutory data collections. We are required to share information about our pupils with the Department for Education (DfE) either directly or via our local authority for the purpose of those data collections, under:

#### **Examples for school census:**

section 3 of The Education (Information About Individual Pupils) (England) Regulations 2013.

All data is transferred securely and held by the Department for Education (DfE) under a combination of software and hardware controls, which meet the current [government security policy framework](#).

For more information, please see 'How Government uses your data' section.

#### **Requesting access to your personal data**

Under data protection legislation, parents and pupils have the right to request access to information about them that we hold. To make a request for your personal information, or be given access to your child's educational record, contact **Mrs Bailey**.

You also have the right to:

- to ask us for access to information about you that we hold
- to have your personal data rectified, if it is inaccurate or incomplete
- to request the deletion or removal of personal data where there is no compelling reason for its continued processing
- to restrict our processing of your personal data (i.e. permitting its storage but no further processing)
- to object to direct marketing (including profiling) and processing for the purposes of scientific/historical research and statistics
- not to be subject to decisions based purely on automated processing where it produces a legal or similarly significant effect on you

If you have a concern or complaint about the way we are collecting or using your personal data, you should raise your concern with us in the first instance or directly to the Information Commissioner's Office at <https://ico.org.uk/concerns/>

For further information on how to request access to personal information held centrally by the Department for Education (DfE), please see the 'How Government uses your data' section of this notice.

#### **Withdrawal of consent and the right to lodge a complaint**

**Please note, consent is the lawful basis. Therefore, you cannot withdraw consent.**

#### **Last updated**

We may need to update this privacy notice periodically, so we recommend that you revisit this information from time to time. This version was last updated on **May 2024**.

#### **Contact**

If you would like to discuss anything in this privacy notice, please contact: **Mrs Bailey**.

## How Government uses your data

The pupil data that we lawfully share with the Department for Education (DfE) through data collections:

- underpins school funding, which is calculated based upon the numbers of children and their characteristics in each school.
- informs 'short term' education policy monitoring and school accountability and intervention (for example, school GCSE results or Pupil Progress measures).
- supports 'longer term' research and monitoring of educational policy (for example how certain subject choices go on to affect education or earnings beyond school)

## Data collection requirements

To find out more about the data collection requirements placed on us by the Department for Education (DfE) (for example; via the school census) go to <https://www.gov.uk/education/data-collection-and-censuses-for-schools>

## The National Pupil Database (NPD)

Much of the data about pupils in England goes on to be held in the National Pupil Database (NPD). The NPD is owned and managed by the Department for Education (DfE) and contains information about pupils in schools in England. It provides invaluable evidence on educational performance to inform independent research, as well as studies commissioned by the Department for Education (DfE).

It is held in electronic format for statistical purposes. This information is securely collected from a range of sources including schools, local authorities and awarding bodies.

To find out more about the NPD, go to <https://www.gov.uk/government/publications/national-pupil-database-user-guide-and-supporting-information>

## Sharing by the Department for Education (DfE)

The law allows the Department for Education (DfE) to share pupils' personal data with certain third parties, including:

- schools and local authorities
- researchers
- organisations connected with promoting the education or wellbeing of children in England
- other government departments and agencies
- organisations fighting or identifying crime

For more information about the Department for Education's (DfE) NPD data sharing process, please visit:

<https://www.gov.uk/data-protection-how-we-collect-and-share-research-data>

Organisations fighting or identifying crime may use their legal powers to contact the Department for Education (DfE) to request access to individual level information relevant to detecting that crime.

For information about which organisations the Department for Education (DfE) has provided pupil information, (and for which project) or to access a monthly breakdown of data share volumes with Home Office and the Police please visit the following website:

<https://www.gov.uk/government/publications/dfe-external-data-shares>

## How to find out what personal information the Department for Education (DfE) holds about you

Under the terms of the [Data Protection Act 2018](#), you are entitled to ask the Department for Education (DfE):

- if they are processing your personal data
- for a description of the data they hold about you
- the reasons they are holding it and any recipient it may be disclosed to
- for a copy of your personal data and any details of its source

If you want to see the personal data held about you by the Department for Education (DfE), you should make a 'subject access request'. Further information on how to do this can be found within the Department for Education's (DfE) personal information charter that is published at the address below:

<https://www.gov.uk/government/organisations/department-for-education/about/personal-information-charter>

To contact the Department for Education (DfE): <https://www.gov.uk/contact-dfe>





DONNINGTON WOOD  
C OF E JUNIOR SCHOOL

- HOPE
- FRIENDSHIP
- PERSEVERANCE

# Our EAL Offer

At Donnington Wood C of E Junior School

We celebrate languages, cultures and every child's unique journey.



Mrs J Jenks leads our support and development for EAL throughout school but you can also talk to your child's teacher if you have any worries or concerns at any time.

At Donnington Wood Junior we are fortunate to currently have 30 different languages spoken by parents and children within our school community. We believe it is a great opportunity to have these many different cultures and languages. We recognise that a pupil's ability to flourish and thrive is linked to an inclusive environment where they feel valued and confident. As with other groups of learners, our teachers adapt their lessons to make sure that all learners can access the learning provided. They do this by involving learners in activities where the language is challenging but appropriate to their abilities and interests.



## What is EAL?

English as an Additional Language (EAL) refers to any student learning and using English as an additional or second language.

'A pupil's first language is any language other than English that a child was exposed to during early development and continues to be exposed to in the home or community.'

If a child has been exposed to a language other than English, it is important for us to know, regardless of how well they now speak English.



## EAL learners are a diverse group

and there is a range of definitions for an EAL pupil:

- children who are growing up in bilingual families (having two languages spoke at home)
- children who have lived in the UK a long time, or were born in the UK, but speak one language at home and another in school
- children who began life in another country, where another language was spoken, and who now live in the UK
- New arrivals to school



## New arrivals to school

International migrants, including refugees, asylum-seekers, children of people working or studying in the UK and economic migrants from overseas, may be described as new arrivals.

New arrivals are a very diverse group. They can range from 'new to English' to 'fluent' in terms of their English language development. They can arrive at any age and with widely different socio-economic and educational backgrounds. Some come from privileged urban backgrounds having had a high standard of education, others have had little or interrupted schooling or may have experienced traumatic events.



## Assessment

Knowledge about the English language proficiency of learners using EAL is important for schools and teachers in informing the most appropriate support. At Donnington Wood Junior, we use the Bell Foundation's award-winning EAL Assessment Framework for Schools, which provides a set of standards to assist schools in establishing English language proficiency and has been designed to support teaching and learning by enabling practitioners to generate targets to guide individual learner progress.

The following levels of proficiency in English are used within the EAL Assessment Framework for Schools:

- A New to English
- B Early Acquisition
- C Developing Competence
- D Competent
- E Fluent



A member of staff will teach children in regular sessions during the week in small groups. Every new arrival at Donnington Wood Junior's is given a baseline Assessment and this assessment is used by class teachers to demonstrate progress until the child is able to meet National Curriculum age-related expectations.

Lessons using Racing to English and Flash Academy resources are based around early language acquisition through themes such as; my family, school, my home, hobbies, festivals and links to year group themes.



## How can teachers best meet the needs of EAL learners within the classroom?

Certain principles help teachers adapt their lessons to the needs of EAL learners. By following these, teachers can help these children reach their educational goals and play a positive part in our school life, the community and society as a whole. The potential among EAL learners for bilingualism is particularly important, as it increases mental ability such as problem-solving and creativity. Bilingualism gives EAL learners a fantastic advantage when looking for a job later on, too. Our teachers therefore consider the role of learners' first language and be aware that the acquisition of a new language goes hand-in-hand with cognitive and academic development.

Here are some of the ways our teachers ensure EAL learners can access the curriculum and reach their full potential:

- Collaborative group work
- Enhanced opportunities for speaking and listening
- Effective role models of speaking, reading and writing
- English speaking talk partners to help develop vocabulary
- Alternative phrasing of instructions and objectives
- Additional visual support, e.g. widgets, posters, objects, non-verbal clues, pictures, demonstration, use of gesture, etc.
- Bilingual resources where needed, e.g. dictionaries, on-line support, texts, key word lists
- Writing frames, directed activities related to texts
- Opportunities for role play
- Regular opportunities for feedback from staff
- Learning progression moves from concrete to abstract
- Further support for pupils' language development is also provided outside the formal curriculum, e.g. in assemblies, clubs, etc.



## Staff Training

We have previously worked closely with Teiford and Wrekin's Multicultural Development Team and receive regular support to ensure that staff are fully equipped to support our EAL pupils in the best possible ways.



## What can you do to help your child?

Being able to speak more than one language is a great opportunity for a child. Being literate in a home language has been shown to support a child's development of English language rather than hinder it.

Keep speaking and reading with your child in your home language as well as encouraging them in their English language learning.



At Donnington Wood C of E Junior School, we believe every child is unique and amazing. We are here to help you succeed!





DONNINGTON WOOD  
C OF E JUNIOR SCHOOL

★ HOPE

👥 FRIENDSHIP

🌱 PERSEVERANCE

# Our SEND Provision

We are here to help every child learn, grow and shine. ✨



## What is the SEND register?



Every school has something called a SEND register. Think of it like a helpful list that shows which children might need a bit of extra support in school.

Find out more in our SEND Information Report on our website:

<https://donningtonwood.com/portfolio/send-mini-school/>

## Who might go on the SEND register?

A child might go on the SEND register if they need help that's a little extra or a bit different from what other children usually get.

This could be support with:



Learning and thinking



Talking or understanding others



Feelings, behaviour, or mental health



Hearing, seeing, or moving

## How do we know who needs extra help?



Teachers do a few things to find out who needs extra help. They might:

- Watch how children learn
- Look at their work
- Chat with parents and teachers

If you're curious, you can find more details in our school's SEND Information Report on our website.



## The SEND register can change!



The SEND register isn't fixed forever. It changes!

Some children might stay on it for a long time, while others might come off it once they no longer need extra support.



## If your child is on the SEND register...

Please don't worry. It can feel emotional, but it's not a bad thing at all. It just means we want to make sure your child gets the right help, and that everyone working with them knows how to support them so they can have the best possible experience at school.



At Donnington Wood Junior School, our support is split into three areas. If a child is on the SEND register, they will be receiving **targeted provision**. ✨

### Universal Offer For all children

This is the high-quality teaching and support that all children get in class. It helps everyone to learn and make progress.



### Targeted Provision For some children

This is extra help for children who need a little more support. It is planned to meet their needs and helps them to overcome any barriers to learning.

If your child is on the SEND register, this is the support they will receive.



### Specialist Provision For a few children

This is a higher level of support for children who need more help over time. This might include support from specialist teachers or outside services.



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