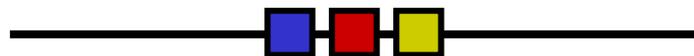


Welcome to  
Allington Primary School  
(An Orchard Academy Trust school)



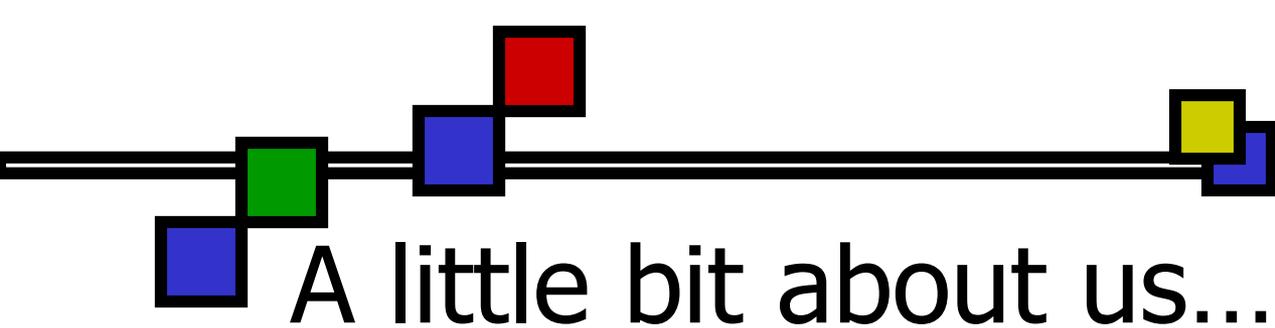
**Executive Head**

Mrs. J. Young

**Headteacher**

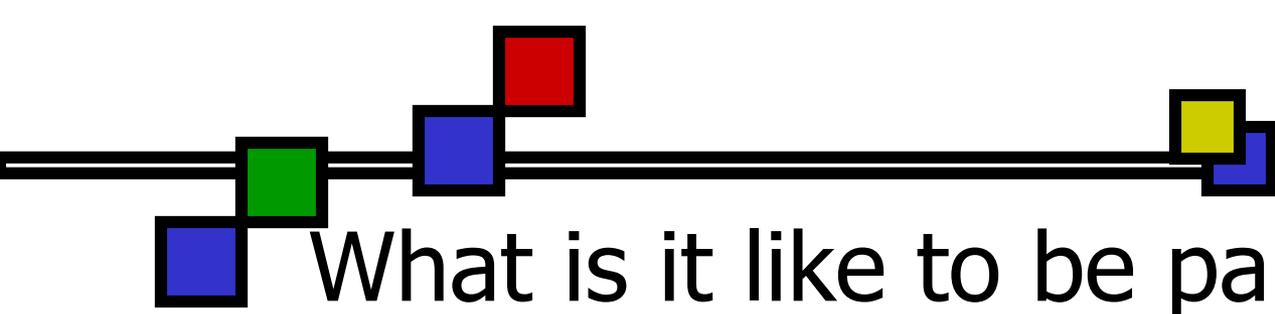
Mrs. C. Howson

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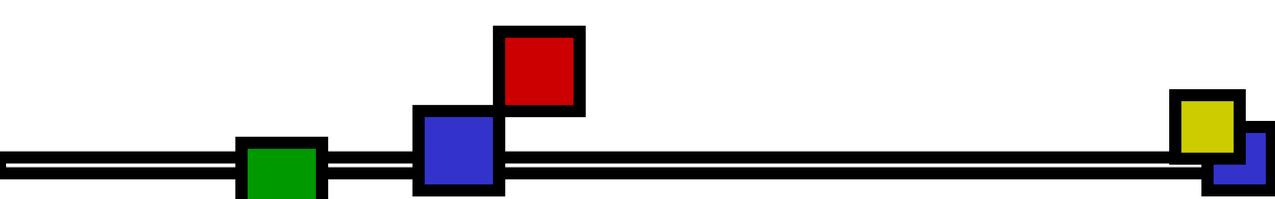
# A little bit about us...

- We have been part of the Allington community since 1970 and are now part of an academy trust. In July 2016, we became part of the Orchard Academy Trust, along with Barming Primary School. Mrs Young is the Executive Headteacher at both schools and has the overall strategic responsibility across the Trust. Each school has its own leadership team that is responsible for the day to day running of the school.
- We are a two form entry school with 30 children in each class in Key Stage 1 and 32 children in each Key Stage 2 class. In 2019, we took on an additional class in Reception so we have one 'bubble year' in the school- this will be Year 3 next year.



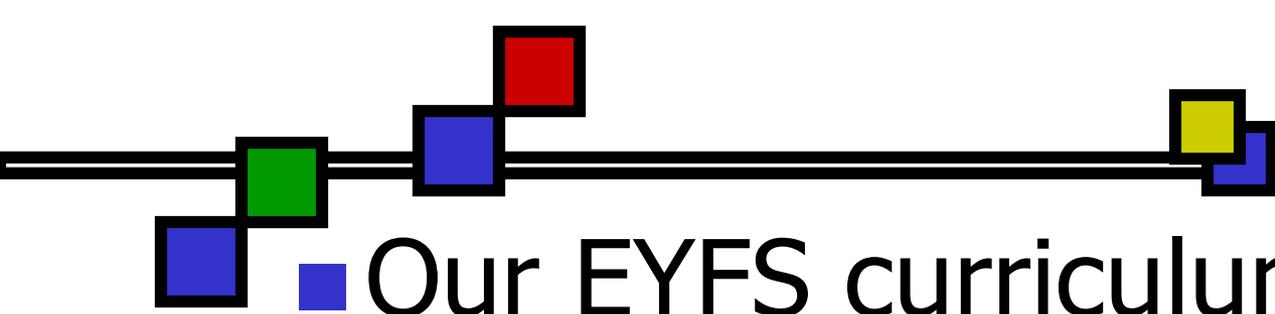
# What is it like to be part of Allington?

- **We are welcoming-** we provide a caring, happy and positive atmosphere in which children may fulfil their potential. This enables our children to grow in self-confidence and to develop respect for the people and environment around them.
- **We help the children to be the best person they can be-** we believe that all learners have a right to achieve their potential academically, personally, socially and emotionally.
- **We prepare the children for their learning journey-** we aim to equip our children with the confidence, resilience and thirst for learning that will help them to succeed as life-long learners.
- **We help to create memories-** We strive to enrich the children's learning both within and outside of the curriculum, offering excellence for all. We want our families to remember their learning experience at Allington!
- **We involve you-** we believe that teaching and learning is a collaborative process and welcome and encourage the involvement of parents and extended family in our school community.



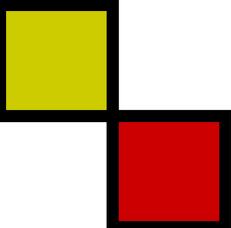
# ■ Our EYFS curriculum:

- Reception is your child's first experience of primary school and we are committed to making sure it is a positive one so that the children are confident for the rest of their learning journey through the school.
- The curriculum is adapted to suit needs of children- the teachers ensure that the curriculum includes adaptations that provide appropriate challenge for all children and this is based on their knowledge of the whole child. First and foremost, it takes into account the child's level of social and emotional maturity. In order for children to learn, they must be emotionally available to do so.
- Children need lots of opportunities to practise their learning skills alongside their life skills of cooperation, negotiation and 'bounce-back-ability'! This is supported through the provision of both indoor and outdoor learning opportunities and a balance of child-led and adult-directed learning.



# ■ Our EYFS curriculum:

- In the Early Years, the children follow the Foundation Stage curriculum. There is a balance of teacher directed and child initiated learning opportunities that centre around developing skills in the following areas of learning:



## **The prime areas of learning:**

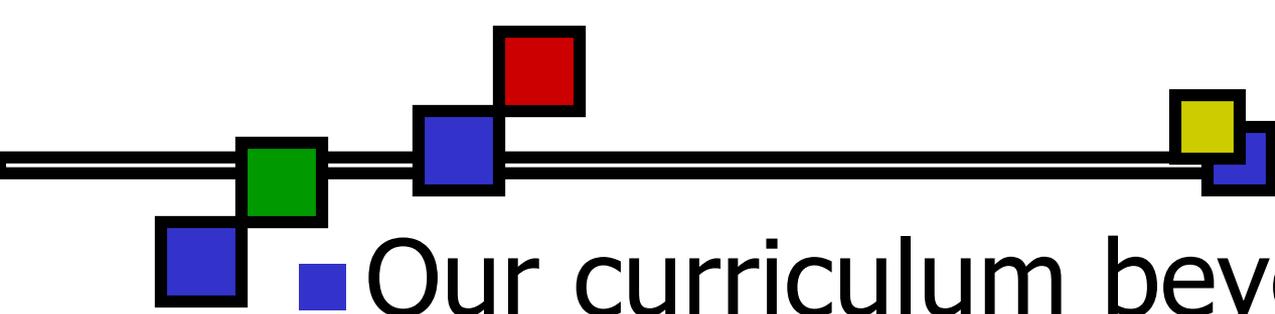
- communication and language
- physical development
- personal, social and emotional development

## **The specific areas of learning:**

- Literacy
- Mathematics
- understanding the world
- expressive arts and design

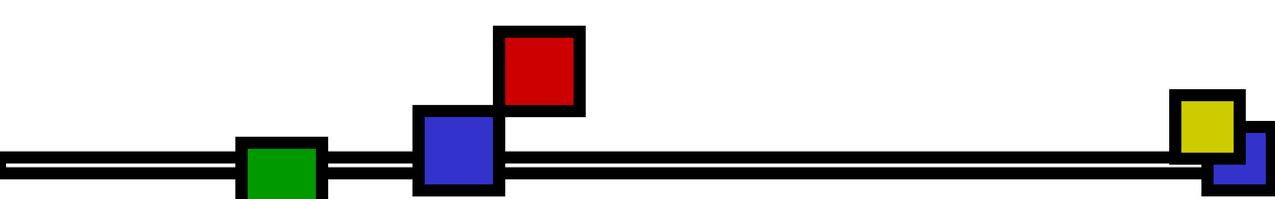
## **The learning characteristics:**

- playing and exploring
- active learning
- creating and thinking critically



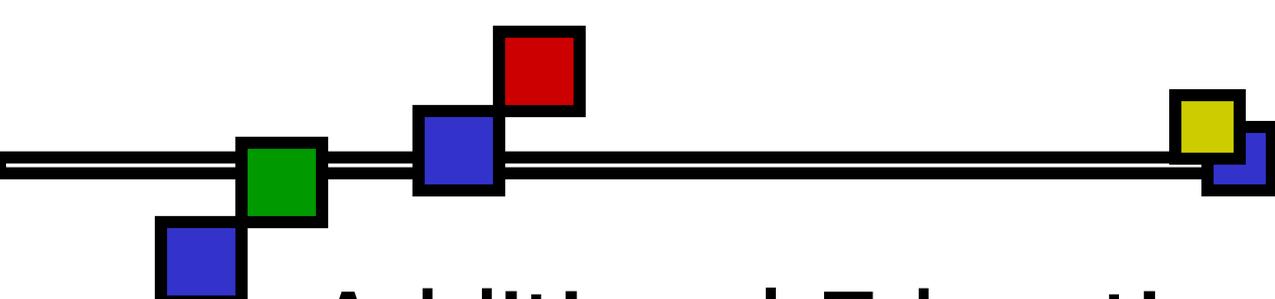
# ■ Our curriculum beyond EYFS:

- As the children progress through the school, the subjects are taught more discretely and follow the objectives set out in the National Curriculum.
- Our curriculum is high-reaching, rigorous and purposeful. It provides challenge and builds progressively on the children's knowledge and skills across a range of subjects.
- It is important to us that the children don't just 'do' a topic, but instead that they understand the area they are learning about fully and can apply that knowledge across their wider learning.
- For example, the development of the children's vocabulary and understanding of subject specific terminology is important- we want our budding geographers to use geographical terminology correctly and to understand why that is important when they are articulating their learning.
- We want our curriculum to enable our children to leave us with a rich and detailed understanding of the world and their place within it. We want them to develop a sense of ownership and belonging in the world, and to know that knowledge itself evolves over time and that they can contribute and be part of that evolution because they are actively involved in the learning process.



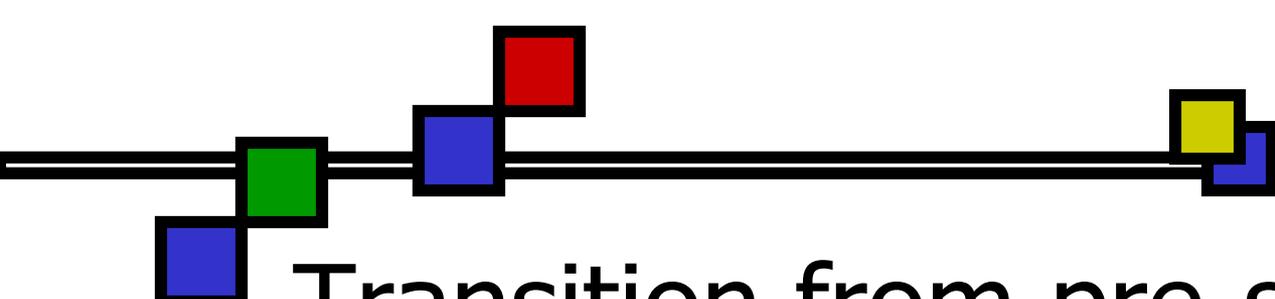
# ■ Our curriculum beyond EYFS:

- We want our children to be thinkers- we want them to challenge perceptions and to make decisions for themselves and have the skills to justify their thinking. They are our future leaders and we want them to know that their decisions and actions impact the world they will live in, so they must learn to choose wisely!
- Our curriculum offer aims to foster resilience, independence and critical thinking, while also preparing the children with the attitude and behaviour necessary to make a positive contribution to the society they will live in as adults.
- At Allington, we believe that all children have something they are great at and we aim to give them the chance to show us what that is.



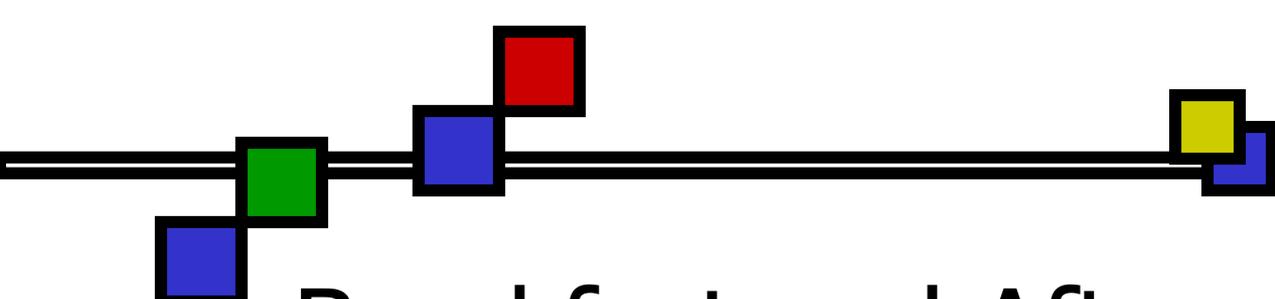
# Additional Educational Needs

- There may be times when children need additional support to further enable their development- this support may target an academic barrier to learning, or equally it may be that a child requires social or emotional support in order to engage with learning.
- We have an Inclusion team at the school to support both children and parents with this. Mrs Burton Grange is our Inclusion Manager and she oversees the support we offer. Mrs Hughes is our Family Liaison Officer and as a team, both members of staff work closely with parents, children and teachers to find ways to overcome barriers to learning and engagement, including promoting high attendance levels in school.
- Our Inclusion Manager liaises with a range of external professionals including counsellors, Education Psychologists, Specialist Teachers, the school nurse and is able to support parents in their interactions with these external agencies.

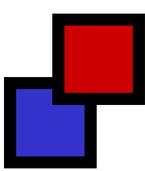


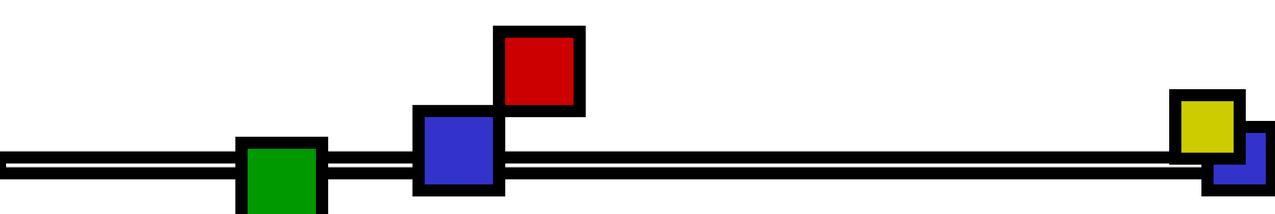
# Transition from pre-school to 'Big School'

- Our EYFS teachers make every effort to visit the children in their pre-school setting
- They have discussions with the key workers in the setting
- Children are invited to stay and play and story time sessions in the summer term
- We also open the school on a Saturday morning prior to the children starting so that they can visit their learning environment with you before the big day.
- There is a parents meetings where you have the opportunity to find out the finer details of what you can expect during your child's Reception year
- There are meetings with the teacher in September for you and your child to attend before they begin.
- The children begin with a series of half day sessions in smaller groups

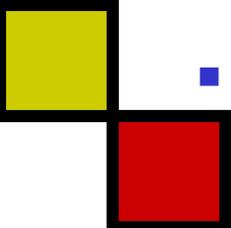
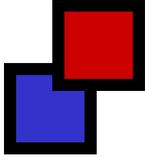


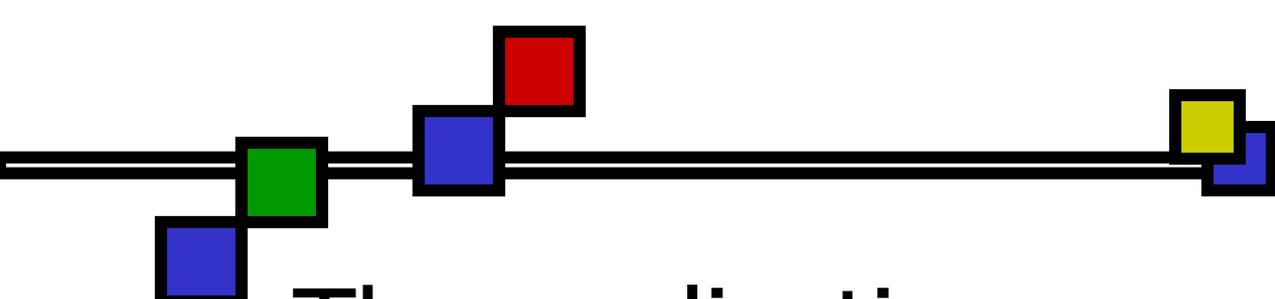
# Breakfast and Afterschool club

- We are very fortunate to run our own wrap-around care.
  - Breakfast club runs from 7:30-8:35 am- the children are offered a light breakfast of cereals, fruit and toast.
  - Afterschool club runs from 3:15-5:30 pm- the children are fed a small evening tea e.g pasta and meatballs
  - Parents can use childcare vouchers to offset the cost of the club- further details about this can be found from the office.
  - We also offer holiday club during the Easter and Summer holidays.
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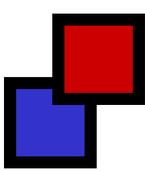


# How will I know if this is the right school?

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- Happy children learn well! Children are individuals and you know your child best. You will get a feel for the school from the presentation and our virtual tour and you will know whether our ethos resonates with your family values and whether this is the kind of environment your child will thrive in.
  - Try to find out about as many schools as possible before you make your decision- all schools follow the National Curriculum but we all have our own unique way of approaching it! You will know which approach suits your child best.
  - Speak to parents who may already have children here or who have had children go through the school- they can give you an insight into a parent's experience at Allington.
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# The application process

- You can apply online via [www.kent.gov.uk/ola](http://www.kent.gov.uk/ola) from Thursday 5th November 2021
  - The closing date for applications is 17<sup>th</sup> January 2022
  - You can apply for up to 3 schools, putting them in order of preference. It's in your best interests to list 3 schools. Naming only one school does not guarantee your child a place at that school or give your child priority for a place over another child. You are not able to name the same school more than once. Please look at the oversubscription criteria for schools first!
  - National offer day is 19<sup>th</sup> April 2022
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# Catchment Area

