



Dame Tipping C of E Primary School



A Guide for Prospective Reception Parents

September 2021



We hope you find this booklet useful. It is designed to answer some of the many questions you are likely to have as you start to prepare for your child to attend school.

Should you have any additional questions that are not covered in this booklet, please do not hesitate to contact us - we are happy to help where we can! If you are unsure who you need to speak with, contact Mrs Wakeman in the School Office who will be happy to advise you.

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Ms Holmes
Headteacher



Mrs McDowell
Reception Teacher



Mrs Wakeman
**Admin and Finance
Officer**



Our School Vision and Values

Love to learn; learn to love

At Dame Tipping Primary School our vision is to empower every child to approach life with **optimism**, **creativity** and **compassion**. We believe that through God's love, we can make a difference. "As I have loved you, love one another" (John 13:34).

Courageous optimism

It takes **courage** to **hope** for a better future. We champion a 'can do' attitude and encourage our pupils and staff to tackle challenges with **resilience** and **perseverance** as they reach for ambitious targets

Boundless creativity

Through captivating discoveries in the classroom and eye-opening adventures in the outside world, we give pupils **freedom** and promote varied learning experiences which stimulate **innovation** and develop **adaptability**.

Heartfelt compassion

We show **love** and **respect** to each member of our community as we nurture a powerful collective spirit. In **humility** we embrace difference and individuality, show **forgiveness** when necessary, and are united by compassion.



Brief History of the School

Dame Tipping is a half-form entry school situated in the picturesque village of Havering-atte-Bower. We work closely with the Church of St James and St John's and uphold a strong Christian ethos in all we do.

Although we are a small school, the children and staff make the school a happy and vibrant place to learn and achieve and we work in partnership with parents and carers to ensure success for all. We are a part of the LIFE Education Trust; we work collaboratively with schools in Havering and Essex and are fully committed to the LIFE mission to *build great learning communities* which unleash creativity and champion optimism, in a spirit of compassion.

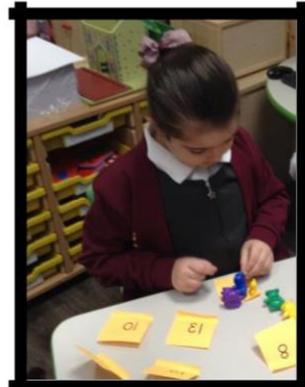
Our curriculum is rich and vibrant and tailored to meet the needs of all learners. The school is over 200 years old and has continued to hold a special place in the heart of the community since 1724. We are committed to ensuring the children receive the best quality education and are supported to live out our school motto:

Love to learn; learn to love



The Reception Classroom

Learning takes place both inside and outside the classroom with a range of learning activities set up each day based on the children's interests. Some activities are adult led and some are independent.



The Foundation Stage

Your child's education has already started! It started at birth and the period of Early Years is when learning is most rapid. It is therefore vital that children have a solid Early Years foundation, for their future learning.

During this period, children learn most effectively through first-hand experiences; this is mainly achieved through play. During quality play, children discover what they can do, how they think and how they feel. Play will enable them to feel safe to initiate their own ideas and take managed risks in their learning and will help them to gain knowledge and confidence. As practitioners, we get to know children in our care so we can consider their needs, interests and stages of development. We value on-going dialogue with parents and carers to support our knowledge of the children's interests. We use this information to plan challenging and enjoyable experiences across all areas of learning and development.

All maintained schools deliver the Foundation Stage Curriculum in Reception and thereafter the National Curriculum to their pupils. These are designed to ensure that children are given a firm foundation of knowledge, skills and understanding, which will enable them to become 'literate, numerate, well-informed, confident and capable of learning throughout life.'



The Reception curriculum is planned to cover particular areas of learning. These areas are from Government guidance and The Foundation Stage Curriculum; they are broken down into seven areas:

Personal, Social and Emotional Development (making relationships, self-confidence and self-awareness, managing feelings and behaviour)

This involves helping children to develop a positive sense of themselves and others; to form positive relationships and to develop respect for others; to develop social skills and learn how to manage feelings; to understand appropriate behaviour in groups and to have confidence in their own abilities.

Physical Development (moving and handling, health and self-care)

This involves providing opportunities for young children to be active and inter-active and to develop co-ordination, control and movement both in their gross, and fine, motor skills. Children will be taught to understand the importance of physical activity and to make healthy choices in relation to food.

Communication and Language (listening and attention, understanding and speaking)

This involves giving children opportunities to experience a rich language environment. Some of the important skills your child can develop include those of speaking and listening: for example, learning to talk about matters of interest with confidence; giving relevant details; considering who is listening and when to stay quiet and listen to others. Being a good listener is of vital importance to allow progress in all areas of learning. Do take time to develop both of these important skills with your child at home.

Literacy (reading and writing)

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children will be given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest.

Children will learn how to handle books, how they 'work' (e.g. where to start reading), how to track a text and how to use cues to predict words. At the same time, they will learn letters sounds and names from a phased phonic programme called Read, Write, Inc. This teaches children to learn to recognise and then blend sounds so that they can read. They also learn how to segment words in order to write them. More details about Read, Write, Inc. can be found here [RWI parent information](#)

Writing skills begin with early mark-making. This can be a pen and paper, using a stick in sand or painting with a brush and water on an outside wall. Children learn how to grip writing tools effectively (see diagram at the back of this handbook) and to form letters in the correct direction (see diagram at the back of this handbook; we ask you not to introduce capital letters at this stage). As children become 'writers' they begin to think about the purpose of writing. Children need to see adults writing in order to understand the purpose of writing. This is largely developed through a range of play and topic-based themes. Children will be able to write diaries, lists, instructions, stories and so on. They will be encouraged to 'have a go' at writing the sounds they hear in words and need to be praised for their efforts, especially if they are plausible alternatives to the correct spellings. Developing confidence is really important in encouraging keen writers, so at the beginning the children will be encouraged to attempt their own 'writing' and be praised for 'having a go'.



Mathematics (numbers and shape, space and measure)

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and describing shapes, spaces and measures.

Maths in the early stages is mostly taught in practical ways. Children will experience lots of oral and practical counting together and in their play. They will learn to recognise numbers and to compare and order them. They will sort and match and begin to estimate. A large proportion of early mathematics is focused on gaining an understanding of the language used. You can help to support this at home too, through a variety of daily events. Children will learn language associated with addition, subtraction, ordinal numbers, position, weight, length, capacity and time. Cooking, shopping and journeys are especially rich in opportunities to develop language concepts and understanding.

Understanding the World (people and communities, the world, technology)

This involves guiding children to make sense of their physical world and their community, through opportunities to explore, observe and find out about people, places, technology and environment.

We offer them opportunities to use a range of tools safely and encounter creatures and objects in natural environments and in real-life situations. Your children may experiment with a range of different materials to find out more. They will develop their knowledge and use of a range of ICT to support their learning, such as cameras, computers, CD players and programmable toys. They will also develop their awareness of different cultures and beliefs.

Expressive Arts and Design (exploring and using media and materials; being imaginative)

This involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities on art, music, movement, dance, role-play and design and technology.

Through our provision, we aim to extend children's creativity, supporting their curiosity and exploration in play.

None of the areas of learning and development are delivered in isolation. They are all equally important and depend on each other to support a rounded approach to child development and learning. Most importantly, all areas are delivered through planned, purposeful play. Learning through play is one of the key principles of Early Years Education and is supported by a wealth of research. The children work towards achieving the Early Learning Goals. The National Expectation is that most children will reach the Early Learning Goals by the end of the Reception Year.

Children also learn by:

- Socialising with other people
- Being active
- Exploring new things and experiences
- Talking to themselves
- Communicating about what they are doing with someone who responds to their ideas
- Representing ideas and experiences
-



- Meeting physical and mental challenges
- Being shown how to do things
- Practising, repeating and applying skills
- Having fun!

In class, we continue to focus on these areas. The National Curriculum is not formally taught until Year 1. Our School Curriculum comprises much more than just the Foundation Stage and National Curriculum: it encompasses everything your child does. We look to develop the children's skills and knowledge, giving them strategies for learning involving problem-solving, hypothesising and logical thinking. We value the skills the children come into school with and aim to develop them in the best possible ways.

We greatly value the role that parents play in their child's education, so we have included some ideas about how children can be prepared for Reception on the following pages.

Reading in school

The reading scheme we follow at Dame Tipping is Rapid Reader and Rigby Star. Your child will bring home a Home-School book for parents and staff to write in, a reading book and individual words to learn, all of which are kept in the child's book bag. We ask you to fill in the Home-School reading book every time you hear your child read. We will only change their reading book if you have heard your child twice with the same book. We aim to hear your child read every week either individually or through Guided Reading. This may be with the class teacher or learning support assistant, or if there is additional time with any additional adult available. You will be made aware of the days your child will be reading and changing their books once they have settled into school. Feel free to supplement your child's reading with other suitable texts.

Phonics in school

At Dame Tipping, we follow Read, Write, Inc. to teach phonics. Children need to learn the sounds letters make as well as their names. This can be through games like 'I spy' & 'Guess what sound I start with'. Talk about letters in the environment, i.e. names of shops, films, signposts, how many letters from your name can we find in the environment?



When learning to write letters it is important to know where each letter starts. Children need to be shown and gently reminded each time. (Please refer to the sheet at the back of the booklet) More information regarding RWI can be found here <https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>



Outdoor Environment

Using the outdoor environment is an integral part of school life. Opportunities arise, and are planned for, to enable children to show curiosity and interest, Children are encouraged to use all the senses as appropriate to investigate places, objects, materials and living things; encouraging children to identify similarities and differences about how things work and how things happen, and listening to responses, will promote and develop children's thinking skills.

At Dame Tipping, we actively promote the importance of keeping healthy and the things that contribute to this. Therefore, children will spend a lot of quality educational time using the playground equipment, large spaces, and local environment, and so need to come to school with appropriate outdoor wear.

Forest School

Throughout the year the children will attend Forest School which is led by Mrs Woodpecker, our Forest School lead. You will be told which day your child will be attending and what they will need to wear. Wellies and waterproof trousers and coat are essentials. Forest school enables the children to learn in a different environment and utilise the problem solving and reasoning skills that they have been taught in school. Forest School takes place in all weathers and it can get a little muddy which is why it is important to be appropriately dressed.





Lunches

Lunchtime lasts from 11.50 am until 12.50 pm. We offer an excellent selection of school dinners prepared on the premises. There will be opportunity for your child to have a free school dinner. The daily choice includes a meat or fish dish and a vegetarian dish. These are accompanied by a selection of fresh vegetables, salads and a choice of fruit or freshly made desserts. All children are supervised whilst eating their lunches. If parents wish, they can provide a packed lunch from home. Lunchtime supervisors help the children and look after them until the teachers resume responsibility. We ask you not to send sweet items such as chocolate and sweets, fizzy drinks or glass bottles. **We have children in school with a nut allergy and therefore nuts must not be brought into school.**

An example of the school menu below.

ALLERGY INFORMATION: If your child has an allergy or intolerance please ask a member of the catering team for information. If your child has a school lunch and has a food allergy or intolerance you will be asked to complete a form to ensure we have the necessary information to cater for your child.

**Dame Tipping
Primary School
Winter 2019**

caterlink
feeding the imagination

		Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	Main	Sausage and Mash P3	Macaroni Cheese V11	Roast Chicken C4	Cheese and Ham Pizza P2	Fishfingers with Chips F6
	Vegetarian	Quorn Sausage and mash V17		Vegetable Wellington V12	Cheese and Tomato Pizza V31	Cheese and Tomato Quiche with Chips V113
	Jackets	Jacket Potato with topping	Jacket Potato with topping	Jacket Potato with topping	Jacket Potato with topping	Jacket Potato with topping
	Dessert	Jelly	Apple Flapjack D171	Banana Sponge D173	Oaty cookies D85	Fruit and Yoghurt Station
Week 2	Main	Sausage Roll P19	Cheese and Ham Pizza P2	Roast Chicken C4	Chicken tikka masala C35	Breaded Fish with Chips F7
	Vegetarian	Wholemeal vegetable pasta bake V4	Cheese and Tomato Pizza V31	Quorn Fillet with Roast Potatoes and Gravy V95	Lentil and Sweet Potato Curry with Rice V108	Vege tortilla stack V105
	Jackets	Jacket Potato with topping	Jacket Potato with topping	Jacket Potato with topping	Jacket Potato with topping	Jacket Potato with topping
	Dessert	Ice cream D13	Orange and lemon Shortbread D194	Pear Crumble D73	Chocolate drizzle cake D198	Fruit and Yoghurt Station
Week 3	Main	Macaroni Cheese V11	BBQ Chicken with Rice C1	Roast Chicken C4	Beef Lasagne with Garlic Bread B39	Fish in Batter with Chips F3
	Vegetarian		Vege tortilla stack V105	Vegetable Wellington V12	Soya Bolognaise V18	Vegetable sausage with chips v146
	Jackets	Jacket Potato with topping	Jacket Potato with topping	Jacket Potato with topping	Jacket Potato with topping	Jacket Potato with topping
	Dessert	Jelly	Oaty cookies D85	Chocolate and Beetroot brownie D169	Pineapple loaf D164	Fruit and Yoghurt Station

Snacks

Dame Tipping Primary School is a healthy school and encourages all children to make sensible choices about their diet. As part of our commitment to this we take part in the National Fruit Scheme. This entitles every child under the age of seven to have a free piece of fruit each day. All Reception children receive this. If the children would like an additional healthy snack in the day we ask that you provide a piece of fruit or vegetable for them to eat e.g. a small pack of raisins, a satsuma etc.

Drinks

At Dame Tipping we like all the children to have their own water bottle that they can access throughout the day. The children are only allowed this type of water bottle in school. If you would like your child to drink milk at school, please refer to the milk leaflet in the pack.



Attendance and Absences

We are required to keep detailed records of children's school attendance. Please let us know if your child is unwell and unable to come to school by telephoning the school early on the first day of absence, stating the nature of the illness. If your child has sickness/diarrhoea, NHS guidance is that parents may need to keep their child off school for **48 hours**. However, this is not school policy and we leave this to your discretion.

Authorised absences are recorded when your child is ill or visits a doctor. If your child has a medical or dental appointment to attend, this should be notified to the child's class teacher in writing before the day of the appointment and supported by a copy of the appropriate appointment letter/ card. Where possible, collections for, or drop-offs from, appointments should not be made during lunchtime. Collections that would otherwise take place during lunchtime can take place at the beginning of lunchtime (11.45 for Infants). Drop-offs that would otherwise take place during lunchtime should take place at 12.45pm in time for afternoon registration.

Unauthorised absences are recorded when we do not know why your child is not in school, (when you have taken an unauthorised holiday). In certain circumstances lateness may be recorded as an unauthorised absence.

Amendments to the 2006 regulations in the Education (Pupil Registration) (England) Regulations 2013 make it clear that Headteachers may not grant leave of absence during term time unless there are exceptional circumstances. As from September 2013, absence for family holiday will not be authorised and is likely to be subject to a penalty notice (fine). Requests for absence during term time should be supported by the appropriate form completed by the pupil's parent/guardian. The form can be obtained from Mrs Wakeman in the school office.

If the request for absence is made via a letter from a parent, or a verbal request, a form must still be completed at least 14 days before the expected period of absence. Completed forms must be submitted to Ms Holmes for consideration. Shortly afterwards, you will receive a letter detailing the decision. Havering's Attendance Officer regularly monitors your child's attendance; please see the additional leaflet on attendance provided by the borough.

Your child's punctuality is also very important and you may be issued with a Penalty Notice if your child is continuously late. It is of utmost importance that your child arrives at school on time. Arriving late is disruptive and unsettling for your child. It also sets a bad example. In the exceptional event that your child is late to school, they should be taken to the school office to be signed in. If you need to collect your child at any point in the day, you will need to contact the office in advance and sign your child out at the office.



Health

Please let us know about anything that may affect your child's physical health or emotional well-being. If we are kept fully informed, then we can do everything possible to be sensitive to the situation. We are particularly glad to know about any allergies especially to food. We are a 'no nuts' school due to other children having nut allergies.

If your child has a serious medical condition for which they need medication or special consideration, it may be necessary to draw up a Health Care Plan. This would be compiled at a meeting with parents, school nurse and appropriate school staff.

Out of consideration for anyone in the early stages of pregnancy, please inform us of all cases of Rubella (German Measles) and also any other contagious illnesses.

We have regular Nurse Drop in sessions with our school nurse. Dates are made available in advance via the newsletter and Class dojo.

Medicines

If your child becomes unwell during the school day, you will be contacted. It is essential that our records are kept up to date with emergency telephone numbers.

In normal circumstances medicines **are not** administered by staff in accordance with national guidelines. Parents should administer medicine to their children themselves, having first informed the school office of the requirement by letter containing instructions concerning the required dose. This could be effected by the children going home during a suitable break, or by the parent visiting the school. In exceptional circumstances a request can be made for medicine to be self-administered by the child in school. **The Headteacher will decide in such cases.**

If medicine needs to be in school, it should be in the smallest practicable amount, brought to the school by the parent, **not the child**, and delivered personally to the school office. A written indemnity form must be signed by the parent when they bring the medicine into school. Medicines must be clearly labelled with contents, owner's name, class, dosage and expiry date and must be kept in a locked cupboard, away from the children.

Children should not carry items such as throat/cough sweets, lip salve etc. on them in school. If they need them, they should be kept in the first aid cupboard at the office.

If your child suffers with a more chronic illness such as asthma, diabetes, epilepsy or can suffer with an anaphylactic reaction they may require a health care plan and all medicines will also be kept in a suitable place that is known to all staff and your child.



Behaviour

At Dame Tipping we aim to create a family atmosphere for our children. It is important that they feel secure and cared for, in surroundings that are interesting and stimulating, so that effective learning can take place. Each child is unique, and while we provide for individual needs, we must also encourage every child to see themselves as a member of our whole school community. Education is a partnership between home and school and your full support of these guidelines helps ensure our school is a happy place for everyone. We are committed to the belief that children feel more secure and comfortable when they know exactly what is expected of them and how to achieve it.

The emphasis placed on good behaviour, respect and kindness towards others and caring for belongings and environments enables children to respond positively. This leads to a calm, relaxed and ordered atmosphere in which everyone can flourish.

We strongly believe that a happy, secure child is a well-behaved child able to enjoy and benefit from the opportunities that school offers. We therefore encourage children by positive praise and recognition of their efforts and achievements.

How Good Behaviour is Encouraged

- Verbal praise to the individual child.
- Verbal praise drawn to the attention of the whole class or whole school.
- Written praise.
- Dojo points for good behaviour, kindness etc. These are collected and learner behaviour awards given out in achievement assemblies
- Good to be green traffic light system and the star of the day award
- Children are nominated during Achievement Assembly to receive Work of the Week and Core Christian Value certificates.

How Poor Choices are Discouraged

There will be time when some children do not behave as well as we expect.

The teacher will do one or more of these things:

- Remind the child of the expectations.
- Make eye contact with the child as a non-verbal signal that they are not doing as they should.
- Talk to the child.
- Remind them of what they should be doing.
- Move the child away from others who may be disturbed.
- Use the traffic light system; the amber and red traffic lights. If a child is moved to red, we will inform the parents.
- Insist that the child finish their learning or do it during playtime.
- Send the child to another class for a short time.
- Send the child to speak with Ms Holmes
- Ask the parents to come in to discuss the concern.



Children with Special Educational Needs including Able, Gifted and Talented

All children are unique individuals and they do not all progress at the same rate and in the same way. We aim to help every child in our school to achieve the best they can, and see themselves as succeeding and feeling they are valued members of our school.

A great deal of evidence suggests that early intervention is the most effective way of assisting any child who needs extra help and we endeavour to identify children early and provide the support they need. If we have concerns about your child, we will tell you and discuss your child's needs with you. Equally we will identify and nurture the unique strengths, interests, aptitudes and passions of individual children.

Safeguarding Children

The protection of children in our care is our major priority and responsibility. Teachers and other adults associated with the school, because of their unique position, are well placed to observe children and note any emotional, behavioural or physical signs that may be suggestive of abuse. Our school will, in most circumstances endeavour to discuss all concerns with parents about their child(ren). However, there may be exceptional circumstances when the school will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with the safeguarding Children procedures).

The school Designated Safeguarding Lead is Ms Holmes and the Deputy safeguarding lead is Mrs Squirrel. If you wish to discuss anything or share any concerns, please contact the school office.

Security

All visitors to the school are requested to report to the school office. All external doors are fitted with security locks. These enable children and staff to exit the building in the event of an emergency. Entry has to be gained by the door being opened from the inside. Access through the front of the school for parents and visitors. You can access the office from the back of school.

The security of the children, members of staff and other users of the school continues to be a priority for the Governors.

Educational Visits

Reception children will have the opportunity to take part in offsite educational visits throughout the year to support what they are learning in school. Permission is sought from parents before taking children out of school. We sometimes ask for a voluntary contribution for educational visits which is paid through our cashless parent pay system, sQuid (login details will be given to you).

Equal Opportunities and Racial Equality

As we know that early learning experiences affect the development of attitudes in later life, it is very important that all children are offered access to learning opportunities. We encourage all children to try the widest possible range of activities. Children are taught to show respect and consideration for others, regardless of ethnic background, and opportunities to develop awareness of cultural diversity are embedded in the curriculum.



School Uniform

The children at Dame Tipping wear their uniform with pride and distinction. We believe our uniform policy;

- helps to foster positive attitudes and high standards;
- helps our pupils develop and identify a sense of belonging to the whole School community;
- ensures all children are seen as equal, in dress at least, regardless of individual families' financial circumstances;
- enhances our security. The wearing of the School uniform enables staff to readily recognise our pupils, especially when pupils are out of the School during educational visits or otherwise representing the School at events;
- assures both parents and teaching staff that the child is wearing clothes that are suitable for work in the School, thus removing any potential problems that changes in fashion could bring about;
- encourages every child to take pride in his/her appearance and of Dame Tipping Primary School;
- enables the local community of Havering-atte-Bower to readily identify and associate with our successful School;
- is in keeping with the School's ethos, the wearing of the School's smart and practical uniform is an integral part in reflecting the School's high standards and consistent approach to the delivery of sound, educational values.

The prescribed School Uniform

A copy of our uniform policy can be found on our website.



School Uniform can only be ordered from red oak roller

<https://www.redoakroller.co.uk/results/?q=dame%20tipping>

The prescribed School Uniform

A copy of our uniform policy can be found on our website <https://dametipping.com/school-uniform/>

Uniform options

- Maroon sweatshirt (with the Dame Tipping logo)
- Maroon cardigan (with the Dame Tipping logo)
- Collared white t-shirt (with the Dame Tipping logo)
- Grey trousers (must be worn with grey socks)
- Tailored, knee length grey shorts (must be worn with long grey)
- Grey regulation knee-length skirt (must be worn with white socks)
- Grey tights
- Yellow and white gingham or candy stripe dress (full length pattern)
- Black Shoes (no heels or coloured markings)
- School sunhat



School PE Uniform

All Dame Tipping Primary School children will be expected to wear the following prescribed School PE uniform:

Indoor PE/Activities/Games:

- Black shorts
- Round-necked plain white t-shirt (with the Dame Tipping logo)
- Black plimsolls

It is not necessary to provide a tracksuit or trainers, whilst your child is in Reception.

We recommend shoes with velcro fastenings; they are much easier for young children to manage than laces.

Hair

Hair should be conventionally cut, well groomed, neither too short nor too long and not shaped or shaved into patterns or motifs. Moderate layering is acceptable but a sharp dividing line between long and short sections is not permitted. Hair should be natural in colour and style: hair additives, fashion styles, Mohicans and streaks are specifically forbidden. Hair accessories should be limited to simple ribbons, bands or clips and restricted to basic colours of maroon, gold or black.

Earrings

Children are not permitted to wear earrings. Should parents wish to have children's ears pierced, this should take place at the beginning of the summer holiday to allow time for ears to heal prior to return to school. Should parents be concerned that ear piercings may close; children may wear discreet, transparent and colourless plastic stoppers. They should not look in any way like an earring or fashion accessory. An example can be found via the link:

<https://www.amazon.co.uk/Outus-Plastic-Earring-Posts-Pieces/dp/B01LAL6I9E>

Nail Varnish/Make-up

The wearing of nail varnish or other cosmetic make-up is not allowed.

Footwear

All children are required to wear sensible, comfortable black shoes without heels for the School day. The wearing of any kind of trainers, other than specifically for outdoor PE and games activities is not allowed.

We ask that parents take the P.E. kits home every half term to be washed. These must be returned on the first day of the new half term.

Please ensure all clothing worn at school is clearly marked with your child's name (coats, scarves, trousers, polo tops, jumpers etc).

Your child will also need a school book bag. The book bag is the place to find school letters. Parents are advised to check the book bags every day. Whilst in school, children are encouraged throughout the year to become more independent about getting things from their books bags.



For children in Reception, Dame Tipping book bags and Dame Tipping P.E. bags are permitted but we would politely request no other bags or holdalls are used. A Dame Tipping holdall is available but we do not think it is necessary for children this young.

The School Day for Children in Reception

From 8:30am	Children come into class
9.00am - 11.45am	Morning Session
11.50am – 12.50pm	Lunchtime
12.45pm - 2.15pm	Afternoon session
2.15pm – 2.25pm	Afternoon playtime with the KS1 children
2.25pm – 3.00pm	Final Session
3.00pm	Home time

In order to allow children to become fully absorbed in their learning interests, there will be no formal break until lunchtime. Any outdoor play during the morning is covered by continuous provision.

Bringing and Collecting Your Child from School

Please be punctual at the beginning and the end of each day. Young children who arrive late often worry and this makes the beginning of the day very rushed and stressful. We ask you to bring the children to the school gate and let the known adult take them into the classroom. We have found that this allows for your child to gain a greater independence and to settle quicker.

When collecting your child from school, please make sure that you arrive on time. Children get upset if parents are late and everyone else has gone home. If you have older siblings in the school, please make sure that you collect any younger siblings first. If there is an emergency, and you know in advance that you will be late, please telephone to let us know.

For the first few days please be patient with staff as we learn to identify you. We ask that the children do not run off when they see you, but to wait until we have seen someone for them, we will wave and wait for you to wave back to ensure that you have seen your child is on their way to you. If you could ensure that your child understands this, it will help any confusion.

We will never let your child leave school with an unknown adult. At the beginning of the year we will ask you for names and relationships of adults that are allowed to collect your child (this must be someone over 16) or whether they will be attending the after school clubs. If for any reason an adult that is not on this list has to collect your child, please either inform the class teacher in the morning or the office later in the day, advising us of the name of the adult who will be responsible for your child. Children or siblings in KS2 are not permitted to collect younger siblings.

Parking

Parents are not permitted to park in the school car park. Most parents park at the green by the church and walk down to school. Please do not park on the zig zag lines outside of school. We ask that you park respectfully and do not block in our neighbours.



Home/School Partnership

Each year we have two Termly learning Conferences called TLC's, which provide an opportunity for you to review your child's progress. In addition to these formal meetings, there are termly open classes when teachers are available to discuss any queries you may have and allow you to have a look at the learning in the classrooms. We will also invite you to 'Stay and Play' sessions once your child has settled. This is an opportunity for you to spend time with your child in the setting, learning with them. At the end of each year, you will receive an Annual Report which will summarise your child's achievement and we hope you share this with them and tell them how pleased you are!

If you have any concerns, however small you may think they are, do talk to your child's teacher.

The school will keep you well informed about what is happening by sending regular letters, either electronically or by paper copy. The school website (www.dametipping.com) and Twitter page (@DameTipping) both provide an excellent way of keeping up to date with our school. You will also receive information to help you log in to Clasdojo which helps you to communicate effectively with your child's teacher.

If your child is to do well in school, they need to see us working together for their benefit. We welcome your interest and enthusiasm and if you have a little spare time and would like to help around the school please contact the school office to discuss this.

How You Can Help

We are often asked by parents what they can do to prepare their child for school. The school will be able to continue and build upon the wonderful opportunities and experience you have already shared with your child.

To be happy and successful at school, your child needs to be socially and emotionally secure. It would be very helpful if you could encourage your child:

- to be able to play happily and co-operatively with other children of a similar age
- to talk with and show trust in other familiar adults
- to share people and things with each other
- to learn to listen and follow simple instructions
- to ask lots of questions and be curious and alert
- to stay intent on a task until it is complete, overcoming little difficulties if necessary
- to dress and undress by themselves and to practise fastening buttons and zips
- to use the toilet without assistance
- Use a knife and fork correctly
- Recognise their name by sight

Remember that your child's attitude to school will be influenced by you. Help your child to anticipate school as something to be enjoyed. Let your child see you and the teacher working together to help them learn.



We make every effort to introduce new routines and activities carefully and sensitively, but as it is the children's first few weeks in big school there is a lot to get used to, a lot to remember and think about. The great majority of children settle quickly and happily, but most will be tired by the end of the sessions and certainly by the end of the day.

Communication and Language

If children are to learn effectively then they must be able to communicate with other children and adults in the school. We encourage children to talk and to listen to others.

On this page are some ways you could prepare your child for his/her language work at school.

- Talk to your child about anything and everything.
- Ask questions to make her/him think. What will happen if...? Why do you think...?
- Read to your child. All children love books, both fiction and non-fiction. Talk about the books.
- Watch suitable television programmes together and talk about them.
- Listen to what your child has to say and answer his/her questions.
- Play games – I spy, lotto, dominoes etc.
- Encourage your child to do their own writing and draw.
- Take turns and listen to the thoughts of others.
- Play listening games. Listen to music and story tapes.
- Sing songs and say rhymes.

Mathematics – number and shape, space and measure

As with Literacy, talking is very important in Mathematics. It is a way children can articulate their understanding.

On this page there are some ways you could prepare your child for his/her mathematical learning at school.

- Talk about colours
- Look for numbers on doors, buses, in books, etc.
- Talk about seasons, months, days of the week, morning, afternoon, evening.
- Let your child play with real money. Help him/her recognise the coins.
- Count anything and everything with your child: steps, toys, people, lamp posts etc.
- Use words like: more/less/long/short, heavier/lighter, bigger/smaller, as long as, longer than etc.
- Talk about the shape of things; circles, squares, triangles, rectangles, cubes, cones, spheres.
- Use words such as over, under, above, below, on, in, next to, to describe where things are.
- Sing or say number rhymes e.g. 5 little speckled frogs, 3 blind mice, 1,2,3,4,5 once I caught a fish alive.
- Play games and board games with your child this not only teaches mathematical skills but teaches turn taking.
- Count to 10, play games that encourage number recognition to 10.



Reading

Help to prepare your child for reading by encouraging an interest and an enjoyment of books.

- Picture books are very important for encouraging children to want to read independently.
- Let your child choose the book that he/she likes and look at it together. It isn't necessary to read it all the way through. Let your child look at the pictures before beginning to read the story.
- Encourage your child to retell the story.
- Let your child point out words that rhyme/words that start with the same sound.
- Ask your child questions about the story to check that he/she understands what the book is about. Encourage your child to guess what might happen next in the story.
- Join the library, and let your child choose books to take home. Encourage your child to listen carefully and to follow simple instructions.
- Point out the words that are around us, e.g. labels in shops, on tins, packets etc., street names, television slogans, advertisement hoardings, etc.
- It is very important to teach your child how to look after books properly.

Writing

There are many activities that help young children to develop the hand control needed for writing.

- Make models using playdough or plasticine.
- Perhaps do some simple cooking using pasta.
- Make a scrap book – lots of cutting and sticking is very good too.
- Do jigsaws together and play construction kits, e.g. lego.
- Encourage him/her to trace pictures or patterns, shapes and words or numbers.
- Provide your child with crayons, pencils, chalks, and felt pens and paint to use.
- Children need to see adults writing in order to understand the need for writing. Let your child see you writing a shopping list, writing a letter, a birthday card and let them have a go for themselves.
- If your child wants to write his or her name or other words, please use lower case letters. Capital letters are only used for the first letter of a child's name. Please do not teach him/her to write using capital letters.
- Praise whatever 'writing' your child does, encourage them to give meaning to their marks.
- At the back of this booklet are examples of how we write and form our letters which you will find useful. It is important to form the letters in the correct way so that your child will find it easier when he/she learns to join up letters.
- Encourage your child to hold a pencil with the correct grip (tripod). Please see photograph at the back of the booklet.



General help you can give your child

Being able to complete a range of practical activities will help your child be more confident about settling into school.

- Teach your child to care for his/her toys and books.
- Teach your child to tidy up after playing with toys, books etc.
- Enjoy lots of visits together. Talk about what you do and see.
- Encourage your child to play with other children.
- Teach your child to dress and undress. He/she will need to do this for P.E. Practice dressing and undressing with their school uniform including shoes and socks.
- Encourage your child to take turns and share.
- Encourage your child always to say please and thank you.
- Give your child lots of opportunities to write, draw, paint, crayon, use playdough, use scissors etc.
- Encourage your child to play with construction kits and bricks.
- Make sure that your child can put on, take off and hang up his/her own coat.
- Teach your child to use a knife and fork.

Reminders

Little things that will make a great deal of difference to your child as they settle into school.

- Please ensure **all children's clothes are labelled with their name**. They will be unable to recognise their own clothes without a name.
- Please try to collect your child on time. If you are late your child may become upset.
- Ensure your child gets enough sleep. School can be very tiring.
- If your child is ill, please do not send him/her to school.
- Ensure your child knows how to ask to go to the toilet.
- Choose uniform for your child which is easy to get on and off e.g. elasticated waists on skirts and trousers, Velcro shoes etc.
- Please ensure your child's coat has a hook or loop with which to hang it up.
- Encourage your child to be independent.
- Try to make a special time after school when you can talk, read or do things with your child.



The Foundation Stage Profile

In Reception, your child will be assessed on the seven different areas of learning. Each child's level of development is measured against the Early Learning Goals. Teachers indicate whether a child is at the expected levels of development, if they are exceeding, or if they are not yet reaching expected levels of development (emerging). A report reflecting your child's achievements will be produced by the class teacher at the end of the year including the profile scores. You are invited to discuss your child's achievement with your child's class teacher.

There are many outcomes that your child will be expected to achieve, depending on their individual ability – being able to dress and undress independently or collage may be as important as being able to add or subtract numbers in calculations. Remember, we want to develop well-rounded individuals.

The Learning Journeys and Observations

As time in Reception will indeed be a learning journey, the children will each have an individual book called a 'Learning Journey'. This will chronicle your child's development in reception and include annotated pictures, numbers, writing, and other examples of their progress. You will be invited to look at the 'Learning Journeys' throughout the year and will hopefully gain a 'snapshot' of your child's day and development.

We use a programme called 'Evidence Me' via 2Simple to make observations of the children's learning. This may contain photographs and attached notes, it also refers to the age bands in which the observation falls into. We would like to email these to you on a regular basis and have found that parents enjoy receiving these. You will receive an email from 2Build a Profile/Evidence Me, in September, asking you to click on a link to confirm your acceptance to receive the observations.

Homework

The most important support you can give your child at home is by helping them with their reading. After the first half term, they will be given homework which will reinforce and extend some aspects of the learning in class.

Parental Involvement

We respect that as the parent you are the 'expert' on your child. As part of the Early Years Curriculum we need to know about skills demonstrated at home that they may not show us at school. In order to do this, at the beginning of the year we will give you a 'Wow' certificate on which you can record all the things which you regard as important to the development of your child. This can include learning to recognise their name, riding a bike, being brave when losing a tooth or visiting the dentist, helping you to tidy up and so forth, the list is endless!

You and your child's class teacher should work in partnership to ensure your child is achieving their full potential.

Thank you for spending time reading this booklet. If you have any questions, please ask your child's teacher. Together we can make the transition into Reception as smooth as possible.



Out of Hours School Care

Breakfast club is open to all children from 7:30am each day. Please call the office to book your child in.

Afterschool clubs are available each day between 3pm and 4pm.

ClassDojo

ClassDojo is an online portal that we use to share information and your child's work throughout the school week. In the pack you have your own personal log in details and instructions for how to set up your account. As soon as you are set up, you will be able to see all of the information that is shared with our parents and carers and make contact via messages that can be sent to staff.



Friends of Dame Tipping

The school has a very active Parent Teacher Association called Friends of Dame Tipping Association. The Friends of Dame Tipping Association is a charity fundraising committee run by parents of children in the school. It helps provide all those little extras that enhance the children's school lives. All parents are automatically members. Social, fund raising and educational events are organised regularly.

Events that have taken place include:

- Bounce Day
- Summer Fete
- Ladies Pamper & Shopping Evening
- Christmas Bazaar
- Family Disco

Through such events we have raised thousands of pounds over the years. These funds have enabled the school to provide extra, valuable resources for the children to use. This year they have been able to purchase a play house for the reception class and musical instruments for the whole school to use.

The Friends of Dame Tipping is always looking for people who would like to help out at an event or join the committee. If you are interested in finding out more, please contact FOB via the school office. You may also be interested in joining the Friends of Dame Tipping Facebook page.



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