



# Dalmain School Reception

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## 1. Headteacher's Welcome



Welcome to Dalmain Primary School, and to our vibrant and thriving Reception. Our school is a happy blend of eager, enthusiastic children with friendly, dedicated staff and governors, and a hugely supportive community that makes Dalmain such a wonderful place to learn.

We nurture and celebrate all children while providing the highest quality of education through rich and varied learning experiences and hope that the information included in this brochure will provide helpful information about our Early Years provision and your child's first steps into education. We are passionate about instilling a life-long love of learning and it is through the wide range of opportunities on offer at Dalmain that pupils can gather an understanding of the world around us and develop their ability to ask questions and to think critically. Through the inclusive and enriched curriculum, children develop their social, spiritual, physical and emotional skills, and are supported to think in a way that builds **resilience** and confidence through self-reflection and ownership of learning.

But we cannot achieve our aims without you, the parents. There is overwhelming evidence that children make greater progress when their parents are involved with and are supportive in the learning process, and we believe that our association with parents is one of our greatest assets and of benefit to all concerned, not least of all the children. The education process is all-encompassing and cannot be split into 'home' and 'school', particularly at this critical stage in a child's early development. The influences of one will reflect on the other and it is for this reason that it is essential that we work together to form a partnership based on mutual trust, common aims and clear intention.

You have been your child's first educators and the process now continues in a partnership between home and school, and we very much look forward to getting to know you more and to working together to ensure the best outcomes and experiences for our young learners. We hope that you find the following information helpful and please do not hesitate to speak with any of our wonderful Reception Team or myself if you have any further questions.

**Erika Eisele**  
Head Teacher

## 2. Our aims

Our aim is to provide your child with a safe, stimulating and caring environment in which to learn through play as they embark on their school life.



## 3. Learning Through Play

We believe that well planned play, both indoors and outdoors, is the key way in which young children learn with enjoyment and challenge.

We structure our day to include:

- Three short, active and fun carpet sessions
- Two long periods of uninterrupted free play

Adults engage with children in their play – encouraging, discussing, questioning, modelling language, or setting challenges to support learning.

Children will also take part in:

- Group reading sessions
- Weekly whole class music lessons taught by a music specialist

## 4. The Staff

The staff work very much as a team and look forward to welcoming you to our school. Here are some of the staff you are likely to meet.



**Ms Sewani**

Assistant  
Headteacher &  
EYFS SENCo



**Ms Wilkinson**

Safeguarding &  
Behaviour Lead



**Ms Thurley**

Whole School  
SENCO



**Ms Joyce**

Reception  
Class Teacher &  
EYFS Phase  
Leader



**Ms Cavaanagh**

Reception  
Class Teacher



**Mrs Jackson**

Music Specialist



**Mr Roberts**

Art Specialist

## 5. Early Years Foundation Stage

### Areas of Learning and Experience

Reception is the final year of the Early Years Foundation Stage (EYFS), the statutory curriculum for children from birth to five.

The Early Years curriculum comprises of seven areas. There are three **prime areas**, which are fundamental through the EYFS and which underpin learning in all other areas.

#### Personal, social and emotional development

Who we are (personal), how we get along with others (social) and how we feel (emotional) are foundations that form the bedrock of our lives.

As we move through life, we are continually developing our sense of self as we weave a web of relationships with self, others and with the world.

During the Reception year children develop a sense of themselves and others, they form positive relationships and learn to share and be sensitive to the needs of their peers.

#### Communication and language

Language is more than words. As children grow, they begin to be aware of and explore different sounds, symbols and words in their everyday worlds and we aim to create language-rich environments within our provision. A child's first language provides the roots to learn additional languages, and parents should be encouraged to continue to use their home languages to strengthen and support their children's language proficiency as they join new environments.

#### Physical development

Extensive physical experience in early childhood puts in place the neurological, sensory and motor foundations necessary for feeling good in your body and comfortable in the world. Fine and gross motor control must develop together in an integrated way, so that children can achieve what they set out to do. Children are given lots of opportunities to be active throughout the day and both indoors and outdoors. This range of physical activities helps them to develop their co-ordination, strength and balance.



As children grow, the prime areas will help them to develop skills in four **specific areas**.

**Literacy** - Literacy development involves developing children's love of stories and books and encouraging their own interest in making up and telling stories. As they mature they are given lots of purposeful and exciting reasons to read and write. We supplement with short, daily phonics sessions.

**Mathematics** - Early maths development involves encouraging children to see and think about the maths concepts that come up in their play and supporting them to learn skills which help them to think through and solve maths problems.

**Understanding the world** - Children are supported to make sense of their physical world and their communities.

**Expressive arts and design** - Children are given opportunities to explore a wide range of materials to make and build. They are introduced to a repertoire of songs and music and to different ways of moving. As the year goes on they are encouraged to express their thoughts and ideas using a wide range of mediums.





## 6. Assessment and Parent Teacher meetings

Throughout the year, children are assessed through observations which are gathered as practitioners engage with them in play. A number of these are uploaded on to Tapestry, your child's online learning journal, which you can view. All children also take part in the statutory Reception Baseline Assessment in their first half term in Reception.

Your child will have a specific week each term when they are 'in focus' when practitioners will observe them more closely. Prior to this, we will give you a consultation sheet to take home. Your input at home during this week will help us to find out more about your child's interests and how they are progressing. During the Autumn and Spring terms, you will be invited to have a parent teacher meeting where we will discuss your child's progress and plan next steps with you. These observations and discussions inform our planning and are the basis of the Early Years Foundation Stage Profile (EYFSP) which provides an outline of each child's attainment at the end of the Reception year.

At the end of the Summer term you will be provided with a written report summarising your child's strengths and interests.



At the start of each term, you will receive a bulletin on Tapestry outlining the learning for the term, as well as any other notices and reminders.

### Planning for your child's learning journey

Next week we will be focusing on \_\_\_\_\_. We will be observing them while they play to find out more about their interests and how they are progressing.

We value the knowledge and understanding you have of your child and would really appreciate it if you would share this with us so that together we can plan activities to meet your child's needs. This will help us plan for their future learning and development.

Is there anything significant happening in your child's life at the moment, e.g. visits, holidays, new pets, family celebrations? Is there anything you would like to tell us about your child?

List three things that your child is particularly enjoying at the moment:

List three things you would like to know about your child's learning journey:

Please return this sheet by \_\_\_\_\_ so that we can add your thoughts and ideas to the planning process. Thank you ☺





## 7. The Learning Environment

The Reception area consists of two classrooms, the 'middle room' and a large outdoor area – our 'garden'. The children have access to all of these areas and can choose where to play for most of the day.







**Reading at home** – Each class has a book corner with a range of picture books. Your child is welcome to take home two books every day. These books are perfect for sharing at bed time or in a quiet moment on the sofa. Please take the time to record any reading you do in the ‘reading record’ that will be in your child’s bag.

**PE** – From the Spring term onwards, PE lessons will begin once a week involving movement or sport.

This lesson might include dancing, using simple gym equipment or team games. Children will remove their shoes and socks for the session and will not require a PE kit.

## 8. Forest School

All children in Reception take part in weekly Forest School sessions in our own Wildlife Garden. We provide very simple resources for children to dig, use a mud kitchen, hunt for bugs or build dens.

Children often choose to climb trees, jump, or lie in the mud and play pretend games with their friends.

During Forest School sessions, children experience the joys of unstructured play and spending time in and exploring the natural environment, as well as making connections between different areas of learning and showing high levels of co-operation with others.





## 9. Reception Daily Routines

8:45	Reception opens: self-registration and early work
9:00 – 9:20	Carpet session
9:20 – 11:00 10:15 - Snack and story time	Independent activities indoors and outdoors (children able to free flow between classes)
11:00 – 11:15	Carpet session
11:15 – 11:20 11.20-12.30	Wash Hands Lunchtime
12:30 – 12:50	Registration and Carpet session
12:50 – 1:45	Independent activities indoors and outdoors (children able to free flow between classes)
3:00 – 3:15	Story time & celebration time
3:15	Home time

### a) Punctuality

Please arrive before 8:45 so you are ready to enter the classroom as soon as the doors are open. You should return to the classroom **BEFORE** the end of the session so you are ready to collect your child as the session ends.

Punctuality is a learned behaviour, and this is one of the important ways in which you can support your children throughout their time at school.

### b) Release of Children

Children are only released to someone with parental responsibility, unless we have been informed beforehand that someone else will be collecting them. This can happen in two ways:

- You inform the school office of a regular arrangement which we note on our management information system, for example an after-school club which collects every day, or a grandparent who collects every Wednesday, or a childminder who collects on Mondays and Thursdays.
- You contact the school office before 2.30pm on the day, either by email, telephone or in person at reception, to let us know that someone else will be collecting.

If the person collecting is on our management information system as an authorised contact, or is already known to us (e.g. another parent who is recorded on our system) then the name is all the information we require and we will pass a Collection of Children form to the class teacher before the end of the day to inform them.

If the person collecting is not known to us, or is not an authorised contact, we will ask for a home address and mobile number that we will record on the Collection of Children form and which can be used for identification purposes. (Please let us know if you would like to add someone to your list of authorised contacts.)

If someone is on the system as an authorised contact but does not have a regular pattern of collection, you will need to let us know ***on every occasion that they collect your child***. For safeguarding reasons, it is extremely important that we know exactly who is collecting each child every day and we will not be able to release your child unless the above procedures have been followed.

### c) Absence

Please notify **Reception/School Staff** if possible, in advance of any absence. This is especially important if your child is ill as we can alert other parents to look out for similar symptoms.

In order to reduce the risk of the spread of infection to other children and staff, children who are ill in any way should stay at home until they are completely well. If your child has been vomiting, please do not send them to school for at least 48 hours.

### d) Clothing

We see school uniform as children's 'work clothes.' Lots of our play is messy so please don't be surprised if children come home with dirty uniforms. We play outside in all weathers so children will need to own a waterproof, warm coat and wellies for Forest School. As it gets colder they will also need gloves and a hat. For the first term please send your child to school with a change of underwear, socks and trousers or skirt in case of toileting accidents.

Please label all uniform very clearly with your child's name and show them how they can find their name to identify their own clothes. This is vital if you don't want to keep buying jumpers!

## 10. Parents as Partners

You are your child's first educator and we value the contribution you make to your child's learning every day. By working as a team, families and teachers have the best chance of supporting your child's development and extending their learning.

You can support your child's learning by:

- Talking and playing with your child as often as possible
- Reading stories together daily
- Playing board games or card games with your child

- Providing a 'book bag' and making sure your child brings it to school daily
- Talking to your teacher about your child - tell us about their fascinations at home
- Asking the teacher if there is anything you are worried or unsure about concerning your child's behaviour or development
- Talking to your child about school and letting the teacher know about anything the child mentions at home
- Participate in parent workshops or open events, such as Phonics workshops for parents, share-a-story or progress parties





## **11. Food & drink**

### **Snack Time**

Fresh fruit, milk and water is on offer to all the children all day. They are all encouraged to sit down when eating and drinking and to use the time to chat to friends.

### **Lunch Time**

All children in Reception, Year 1 and Year 2 are offered a free healthy lunch. The teachers stay with the children while they eat their lunch. You may, however, opt out and send your child with a packed lunch to school. According to NHS choices, a balanced packed lunch should contain starchy foods like bread, rice, potatoes or pasta; protein foods like meat, fish, eggs or beans; dairy items like cheese, yoghurt, smoothie and a portion of fruit and vegetables. We ask that parents do not include chocolate spread, chocolate bars, peanut butter, nuts, juice, flavoured water or sweets.

### **Celebration**

We celebrate each child's birthday in Reception with a song at the end of the day. On this occasion only, if you would like to provide a cake or sweets, please talk to the Reception staff. We also participate in a number of religious and cultural celebrations including: Easter, Harvest, Christmas, Chinese New Year, and Diwali. The children are made aware of the cultures and beliefs of others, and are encouraged to talk about their differences.



### **Contact Us**

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Deputy Headteacher: Mrs Sarah Rose