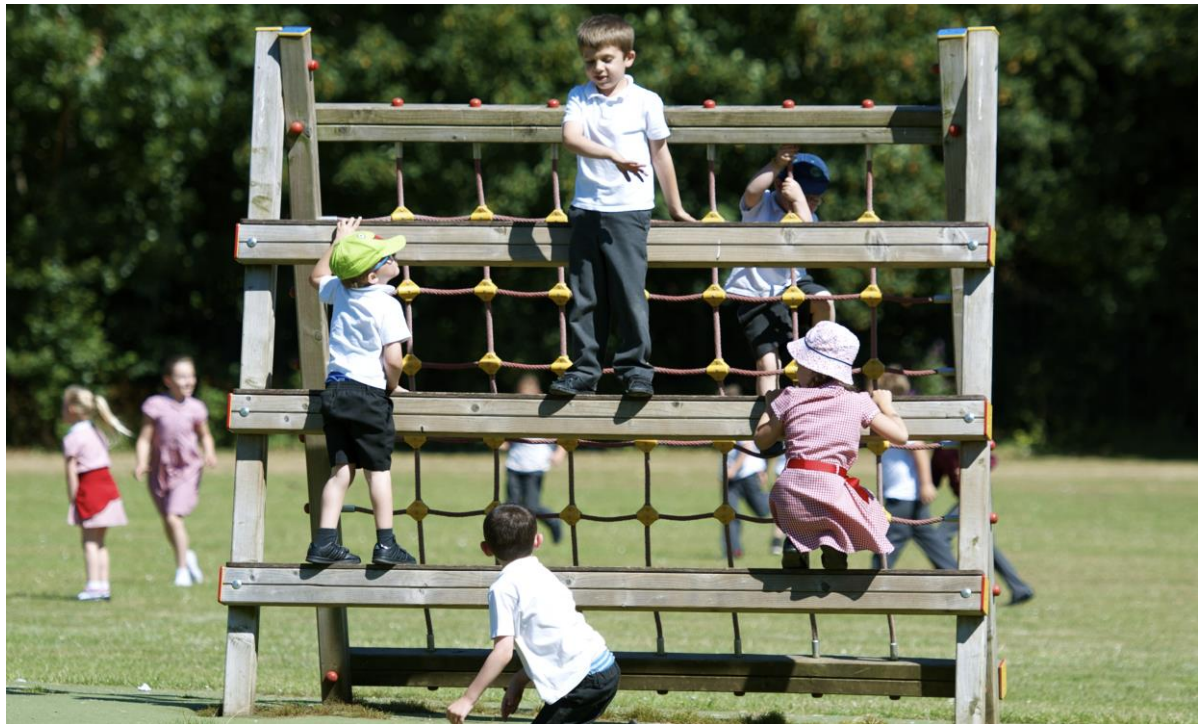




# Tany's Dell Primary School and Nursery



## Handbook for Parents of Children in Key Stages One and Two

Year 1 to Year 6

# Introduction

## Partnership with Parents and Carers

You, as parents or carers, are the most important influence on your child's learning. Already you will have helped him/her during the earliest and most significant years in his/her development. Helping your child to learn and supporting their education is highly important and we truly value your co-operation. For your child to do his/her best, we need to work together to build on your expert knowledge and his/her experiences. Parents and carers are asked to read and sign the home-school partnership agreement to fully promote this.

The Handbook for Parents of Children in Key Stages One and Two has therefore been designed for you to refer to whilst your child at Tany's Dell School. It is based upon the most frequently asked questions in the hope that it may answer any queries you may have about your child's education. It is not intended to replace any personal contact with the school.

## What are the Key Stages - One and Two?

**THE INFANTS: Key Stage One** is the name given to Years 1 & 2 at primary school and immediately follows the Foundation Stage. Children will gradually be introduced to the more formal learning and teaching of the National Curriculum, most particularly in Literacy and Numeracy lessons.

Y1 = Year One, known as Amber Class and Coral Class

Y2 = Year Two, known as Primrose Class and Saffron Class

**THE JUNIORS: Key Stage Two** is the name given to the last four complete years of a child's primary school education.

At Tany's Dell, **Lower** Key Stage Two is organised as follows:-

Y3 = Year Three, known as Jade Class and Emerald Class

Y4 = Year Four, known as Topaz Class and Marine Class

Over the two years children will continue to be introduced to the more formal learning and teaching of the National Curriculum, most particularly Literacy and Numeracy lessons. They will be set more rigorous individual targets and will be expected to complete more tasks for homework. Emphasis will also be placed on helping the children to develop thinking and problem solving skills to aid greater independence in learning. They will be further encouraged to achieve their own personal best in all that they do.

Y5 = Year Five known as Indigo Class and Navy Class

Y6 = Year Six known as Violet Class

These last two years are very important in preparing the children for their transfer to secondary school. In Years 5 and 6 children will continue to develop new knowledge skills but will also have opportunities to revise their prior learning ready for their formal assessments (SATs) in the May of Year 6. They will be set rigorous targets and will be expected to complete more challenging tasks for homework. Emphasis will also continue to be placed on helping the children to develop thinking and problem solving skills to aid greater independence in learning.

### **What will my child be learning?**

In addition to Literacy and Numeracy teachers will build on and master the skills that the children have learned in the Foundation Stage in all the specific areas of development. The children are monitored and assessed against statements set out in the National Curriculum. They are also involved in planning their own topics to ensure that they are interested and motivated to learn and make progress. Please visit [www.tanysdell.essex.sch.uk](http://www.tanysdell.essex.sch.uk), click on 'Our Learning' and then 'Our Curriculum' which details the learning by year group and by subject.

Each topic will allow children lots of opportunity to learn through first-hand experience to develop their thinking skills through problem solving situations. The curriculum is also planned to offer pupils experiences of both indoor and outdoor learning. Sometimes this learning might be best suited to an off-site visit, either in the local area, or sometimes further afield. Full risk assessments are completed for all educational visits and evaluations completed upon return to school. Records show that the experiences children have on such visits impact very positively on their learning and future progress. Your child's teacher will include in the Home/School Book more information about the topic for each half term. Teachers will begin to identify how your child learns best and will use a number of teaching strategies to ensure each child can access the learning that is just right for them.

### **What are the channels of communication?**

We are now a 'paperless' school. **Our main form of communication is now via email.** It is vitally important that we have your most up-to-date email address so that you receive all school communication and newsletters. You are also very welcome to email the school via [parents@tanysdell.essex.sch.uk](mailto:parents@tanysdell.essex.sch.uk). Our school website also contains lots of information about the school and lists our key school policies as well. The website address is [www.tanysdell.essex.sch.uk](http://www.tanysdell.essex.sch.uk)

Of course, we still use traditional methods of communication as well. Our receptionist is always there for face-to-face conversations, or on the end of the phone if you have any queries. We will continue to use external notice boards for up-to-date reminders and of course, the children will bring home their Home/School books every week. Teachers use the Home/School Book to let you know what your child has been learning throughout the week and encourage you to use this book to share with us any achievements, concerns or questions you may have. We would still encourage you to check your child's book bag **every day**.

We may also contact you by text message from time to time. If your child is unwell or we need to contact you urgently, we will telephone you or a named emergency contact if you are unavailable. **It is therefore most important that you keep us informed of up to date contact details, including mobile numbers. Also, if emergency contacts and those with permission to collect your child changes, please let us know straight away – we can only work with the information we have on file.**

There may be times when your child may have to be collected from school by an adult other than yourselves. To save you having to phone the school each time this happens, you are asked to complete a 'collection' form which lists one or two other people (with whom you have an agreement) who would be permitted to take your child at the end of the day - your child will not be permitted to go with anyone who is not on this list. However, we do understand that on an odd occasion and/or in case of an emergency, you may have to phone the school to inform us that another person (not on the list) may be picking your child up. Please make every effort to phone before 12:00 midday as messages to teachers can then be given to them during the lunch break, rather than having to disturb their afternoon lessons.

### **What is 'good' attendance?**

Ofsted have set the figure of 96% attendance as 'average', therefore anything above this is good. Below 95% is considered to be **poor** attendance. The local authority may issue a penalty notice to parents and/or carers if their child's attendance is poor. Holidays during term time are not permitted.

### **What should my child wear for school?**

At Tany's Dell, we teach children about never judging a book by its cover and that one's clothes do not determine the person wearing them. We celebrate individuality through children's talents, skills, determination and successes. We want children to be noticed and admired for these reasons rather than what they look like or for the clothes/shoes they wear. Children attending Tany's Dell School and Nursery are expected to wear FULL school uniform – please see attached school uniform policy.

### **How can I help my child?**

The best help that any parent or carer can give to their child is to ensure that they arrive at school punctually and that they attend every day. All children should enter via the appropriate playground doors from 8.30am when they are encouraged to go straight into class and get ready for the start of the day. The gates close at 8.45am sharp.

When the bell rings at 8.45am the register will be taken and any child not in class will be marked as absent or late. At the end of the day, parents and carers meet their children in the playground at 3.15pm.

**Continue to encourage** your child to develop skills of independence such as:

- going to the toilet before school and at play and lunch times rather than during lesson times
- looking after their belongings
- using a knife and fork
- eating healthily and following the 5 a day approach to fruit and vegetables
- holding a pencil/ pen correctly
- saying goodbye in the playground and not accompanying them to the cloakroom/classroom.

**Support with homework:** activities vary from week to week and from class to class. Each child is provided with a comprehensive homework pack free of charge. In the pack you will find resources for your child to enjoy and guidance for you on how to support your child.

**In Key Stage One, keep practising:**

- counting numbers beyond twenty
- counting in twos, fives and tens
- adding two numbers together (quickly) that total numbers from 5 to 20 (number bonds)
- pointing out shades of colours
- telling the time – first analogue then digital
- reading nursery rhymes and traditional stories, such as Cinderella, Snow White
- questions about their reading book such as "What do you think will happen next?" "How did the person feel and what would you have felt like?" which will encourage them to think and reason.
- saying and sounding the letters of the alphabet with them
- sequencing the days of the week and months of the year with them
- get them to solve a missing number or day in the sequence e.g Monday,-----?, Wednesday etc

### **In Key Stage Two, keep practising:**

- reciting times tables (should know them all by the end of Y4)
- square numbers, prime numbers
- identifying shapes and fractions of them
- fractions of a number eg.  $\frac{1}{2}$  of 32,  $\frac{1}{4}$  of 48,  $\frac{5}{8}$  of 104 etc.
- reading timetables, eg. Train timetables
- using calendars
- accurately telling the time
- reading fiction as well as non-fiction books
- asking questions about their reading book such as "How do characters feel? Why did the event occur? - which encourages them to think and reason.
- Vocabulary – synonyms and antonyms, descriptive, increasing maturity
- finding Harlow, Essex, London and main UK cities on a map

### **Continue to plan a regular time to:**

- look at their home/school book and remember to comment and sign it
- share their school reading book with them and sign the Reading Record
- make cakes so that they can practise weighing out and mixing the ingredients for themselves
- go to the local library and museum
- talk about their hopes and aspirations
- tidy their bedroom!

### **Remember to:**

- give them lots of praise when they do as you ask
- give them thinking time after you have explained what they have done wrong (no more than 5 minutes). Some parents find it useful to have a special chair or a step on the stairs for their child to sit on whilst they are thinking about what they have done.
- **check their hair every week for headlice. A good routine is to check their hair just before bed time.**
- maintain a regular routine for school days eg. time to get up, time to have breakfast, time for cleaning teeth and time to leave for school so that you arrive just before the start of school. Try and keep to the same routines after school, teatime, bath time etc.

### **What can I do to help them at weekends or during school holidays?**

Children often complain that they are bored when they are not at school. There are lots of things which they can do at home (in addition to homework) and within the local community which will help them to understand better what they are learning at school. The following list is just a sample of what could aid their learning:

- making cakes from scratch, not from packet mixes
- making a pizza and cutting it in half/quarters, eighths
- writing thank-you cards or letters for presents that they have received
- sending emails to family and friends
- playing traditional board games, Snakes and Ladders, Ludo etc
- listening to story tapes, looking at books which accompany DVDs
- disassembling cereal packets etc ready for the recycling bin so that they get used to net shapes
- visiting Pets Corner in the Town Park
- going for a ride on a bus or train (even if you have a car!)
- going for a walk, looking at different types of houses and shops and identifying street furniture such as lamp posts, post boxes etc.
- accounting for their pocket money
- telling the time and working out how much time they have before their favourite programme/ bed time etc

These are just a few activities- if you need more ideas ask your child's class teacher.

**Remember** that if you leave children to watch TV, play computer games or access the internet unsupervised, they may end up watching unsuitable material. The watershed at nine o'clock has been established to ensure that programmes unsuitable for children are broadcast once children are in bed. Unfortunately we have found that this often does not work because children go online, watch recorded programmes and DVDs or play computer games that clearly are aimed at older audiences. We have also become aware that a number of children have Sky or Cable TV in their bedrooms and are therefore channel hopping when their parents believe them to be asleep. Please keep your children safe. Forewarned is forearmed!



### **What if?**

#### **My child is ill / my child needs to take medicine?**

If your child has a temperature, upset stomach or any childhood illness they should be kept at home until they are well enough to return to school. Parents or carers will need to phone and leave a message choosing Option 1 (to report a child's absence) on the first morning of absence and send a letter confirming the reason their child's return to school. If we do not receive a signed letter, a proforma will be sent for you to complete and return to school immediately. If a G.P. has prescribed a course of medication such as antibiotics, but your child is well enough to return to school, you can contact the school receptionist who will advise you whether a member of staff is voluntarily able to administer a dose during the school day. If this is the case you will be asked to complete an authorisation slip. In some cases, parents/carers are able to adjust the times of the doses to the start and end of the school day. Fact sheets about childhood illnesses are available from the school reception.

#### **I notice my child has headlice?**

You must treat your child **immediately**. Advice can be sought from your local pharmacy as to which lotion or treatment is currently most effective. Once treated, your child should return to school, but you must ensure that you continue to check your child's hair everyday in case you have missed any of the eggs. If you do not treat your child straight away it will cause them considerable discomfort and they will become distracted during lessons. Remember to let the school know so that they can alert other parents and carers to check their children's hair.

#### **What are school dinners like?**

**Yummie!!!** All pupils in **Reception and Key Stage One** are entitled to a **free** school meal – every day. Menus are on a 3-week cycle and this information is on the website. There are two menus: summer and winter and you will be sent updated copies when they change. It helps the office staff if you could book in a week at a time but we appreciate that sometimes our younger children prefer to sample a particular day's menu. As the children move through the school they become more familiar with the menu cycle and are able to record their own choice of meal.

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For **Key Stage Two** pupils, school dinners cost £2.10 which should be paid on-line **in advance** using *Parent Pay*.

#### **My child wants to have a packed lunch?**

Please encourage your child to have a school dinner as these are nutritionally balanced and think of all the time you'll save not having to prepare a lunch box ☺ !

If you do opt for packed lunches, your child's packed lunch box should be clearly labelled with their name. In line with our Healthy Schools policy, we ask that you prepare a well balanced and nutritious packed lunch for your child, which should include:

- At least one portion of **fruit** and / or **veg every day**
- A **starchy food** such as any type of bread, pasta, rice, couscous, noodles, potatoes or other type of cereals **every day**.
- Fresh meat, fish or other source of protein **every day**
- **Oily fish**, such as salmon, at least once **every three weeks**.
- **Dairy food** such as milk, cheese, yoghurt, fromage frais or custard **every day**.
- Only still or sparkling water, fruit juice, semi-skimmed or skimmed milk, yoghurt or milk **drinks** and smoothies.

Packed lunches should **not** include confectionery such as chocolate bars, chocolate-coated biscuits and sweets. Cakes and biscuits are allowed but encourage your child to eat these only as part of a balanced meal. Also try to avoid snacks such as crisps. Instead, include seeds, vegetables and fruit (with no added salt, sugar or fat). Savoury crackers or breadsticks served with fruit, vegetables or dairy food are also a good choice. Preserved meat products such as sausage rolls, individual pies, corned meat and sausages / chipolatas should be included only occasionally.

This advice has been taken from guidelines produced by the School food Trust. Visit [www.schoolfoodtrust.org.uk](http://www.schoolfoodtrust.org.uk) for further information and advice on healthier packed lunches, along with a suggested three week cycle. If you do not have access to the internet, copies are available from our reception.

### **I need to collect my child early?**

Occasionally parents or carers find themselves facing an emergency which necessitates collecting their child early from school. The school will authorise this as long as it does not become a regular occurrence when it will impact on their child's progress. Similarly parents or carers may be delayed at the end of the day and unable to arrive at school on time to collect their child. If you find yourself in this position, you must telephone the school reception to ensure that we are made aware of the situation. Children will be asked to wait seated on the chairs in the main reception area. School staff are very busy after school and there may not always be someone available to supervise your child. The school may need to refer a family to other agencies if a child is regularly collected late especially if we believe this may be impacting negatively on their welfare.

### **My child doesn't want to talk about school at the end of the day?**

When your child comes out of school they will be tired and will probably want to leave their day behind them. For many children school is school and home is home - two different worlds and at 3.15pm all they are really interested in is getting home, playing with friends or watching TV. You will probably find that they will talk about school later in the evening when they are ready. Don't feel that there is a problem because they don't want to share everything with you, be prepared to accept that this is a sign of their growing independence. Try to remain positive and if they have had a problem at school try and ascertain the whole story, what was happening before, who was involved, what did your child do, before automatically jumping to their defence. Try and talk through the problem with your child and help them think of what they could do if they find themselves in the same situation again. Talk to your child's teacher if a problem is on-going or unresolved.

### **I want to discuss something with my child's teacher?**

Please feel free to catch the class teacher at the **end** of the day for a brief discussion. Alternatively, write a note either in your child's Home/school Book or on a separate piece of paper giving the teacher an indication of what you would like to discuss and when you might be available. You can also telephone the school reception for an appointment. If you need to

Speak with the Receptionist at the start or end of the day you must proceed to the front entrance and report at reception. **Please do not enter the building by any other door as this breaches our health and safety procedures.** The class teacher will then get back to you as soon as possible to agree a mutually convenient time to meet. **It is not possible for you to catch the teacher at the start of the school day as this can delay them from their professional duties.**

Sometimes parents or carers need to see the Headteacher about a particular concern. Again it is important that you contact the reception for an appointment and that you appreciate that the Headteacher is very busy and therefore cannot always see you upon demand. We will always endeavour to ensure that you are allocated an appointment as soon as possible. It is also helpful if you have discussed the matter first with your child's class teacher otherwise the Headteacher might need further time to consult with them before getting back to you.

### **We need to take a holiday in school time?**

Headteachers are no longer permitted to authorise holidays during term time. Please ensure you are familiar with term dates so that you can book holidays during school breaks. If you do take a term time holiday, the Local Authority may issue a Penalty Notice (£60 fine) to each parent of each child. (For example... two parents + 2 children = £240).

### **I am worried that my child is being bullied?**

When children are young and in the early years at school they are only just beginning to learn how to make friends, to share resources and to remember school rules. Often they will be friends one day and not the next. Frequently they will come home and tell only a part of the story because they are still not mature enough to realise that actions have consequences. This is **normal** childhood behaviour. Adults in the school will always be monitoring to check that a child is not coming into school each day to systematically and intentionally hurt another child. A good rule for parents is to remember to ask their child "What did you do?" rather than to always jump to their defence or rushing into school before being sure of what has really happened.

Please be assured that Tany's Dell has an Anti-bullying policy which is reviewed regularly. Staff are trained to look out for signs of bullying and children are continually reminded of what to do if they are worried about another child's behaviour towards them. Children are actively taught how to deal appropriately with bullies and this is a skill they will always need. Any incidents of negative behaviours are recorded and pupils disciplined appropriately. If necessary, the Headteacher will ask to see parents of children who are continually breaching the school's code of conduct to agree an appropriate behaviour management plan.

**Research has shown that children who achieve high standards are those who have a high rate of attendance (over 97%) and who experienced a positive home/school partnership. We have an open door policy and are very happy to support you. Be ambitious for your child. Set high expectations and encourage them to set high targets for themselves.**



**Please keep this handbook to refer to throughout your child's education at Tany's Dell Primary School.**