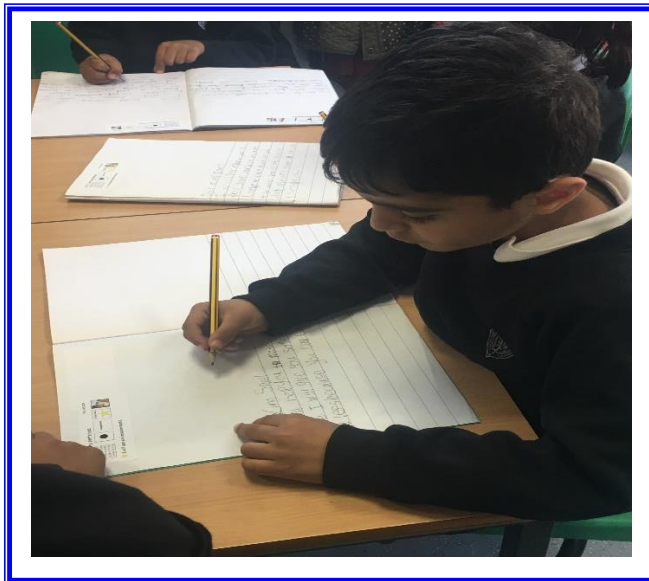




## **George Mitchell All-Through School**

### **All About Reception**

An information booklet for Reception Parents



George Mitchell Primary Phase

Byron Road

Leyton

E10 5DT

Phone #: 02085396198

[Article28: Children have a right to learn and go to school](#)

## Welcome to the George Mitchell Reception.

We would like to welcome you and your child to George Mitchell Early Years, which is part of George Mitchell All-Through School. The information in this booklet is designed to help you understand what happens in our Reception classes, how we intend to help your child develop to their full potential, become an independent individual and how you can help and be involved in the process. We hope you find the information useful.

As parents/carers, you are the child's first educators. The home influence remains important throughout your child's schooling. We therefore extremely value our relationship with you as an informative partnership in your child's education. We aim to build on this relationship through our open-door Policy, notice boards, school events, and regular meetings.

We strive to provide your child with the best possible foundation to their education during their stay in our Reception classes. We will deliver this through a friendly, caring and stimulating environment that will excite and motivate their learning.

### Our Aims:

At George Mitchell Early Years, we aim to ensure that:

- Children access a **broad and balanced curriculum** that gives them a range of knowledge and skills needed for good progress through school and life.
- Children are provided within an enabling environment, which reflects and celebrates **local diversity**.
- **Close partnership** is established between practitioners and families.
- Every child is a **unique** and is included and supported through equality of opportunity and anti-discriminatory practice.
- Children are **healthy, safe and secure** and develop positive relationships with adults in a stimulating and safe environment.

### Reception Team

Mrs Zuberi	Reception Teacher
Miss Grey	Reception Teacher
To be confirmed	Reception Teaching Assistant
To be confirmed	Reception Teaching Assistant
Nihal Rashid	EYFS-Leader
Helen Williams	Head of primary phase
Saeed Hussain	Head Teacher
Sophia Hosing	Inclusion Manager

## School Hours



Morning session 8:40 a.m. - 11:45 a.m.

Lunch 11:45 a.m. - 12:45 p.m.

Afternoon Session 12:45 p.m. - 3:10 p.m.

Children can become upset if their routine is disrupted. It is important that you keep to the school times for the well-being of your children.

## Admissions in Reception:

Reception class online admissions open from the 5<sup>th</sup> September to the 15<sup>th</sup> January. Reception places are allocated by the Waltham Forest council. More information can be found on their website: <https://walthamforest.gov.uk/content/applying-primary-school-place>.

If you are unable to apply online, you can download the primary common application form from the Waltham Forest admissions website. Instructions for how to submit your paper application are on the back of the application form.

## Transition and Induction in Reception:

In the summer term, a member of George Mitchell EYFS team visits children in their pre-school settings to observe them learning in an environment where they feel secure and amongst people who they trust.

- ❖ Children from our nursery visit the Reception classes during the summer term along with their friends.
- ❖ A term before children start Reception, parents are invited for two "prepare for school" meetings.
- ❖ Home visits are carried out for children new to George Mitchell School during the first week of September.
- ❖ During the first few weeks of Reception, practitioners will work with you closely to ensure that your child settles smoothly in their new environment. We expect children to spend a full day at school, however can be flexible in this approach depending on individual children.
- ❖ During the Summer Term of Reception, we follow our Reception to Year1 transition program to support children to settle in Year 1.

## Collection

Please collect your child from Reception promptly. Please let us know if your child is to be collected by someone other than you or a regular carer. **We do not let children go with someone unknown to us, nor do we allow children to be collected by anyone under the age of 14 years old.**

## Attendance

At George Mitchell School, we want the best for your children. Regular attendance is important to establish good routines at an early stage. High levels of attendance and punctuality are encouraged throughout the school. Holidays will not be authorised during term time, unless there is an emergency. Attendance is compulsory from the age of five.

## Behaviour



At George Mitchell School, we promote high levels of behaviour by using and promoting positive behaviour management systems. In Early Years, we promote calm and positive ethos by following our George Mitchell behaviour policy and also by using the whole school 'Good to be Green' system of behaviour management.



## Online Learning Journey-Tapestry



In George Mitchell Early Years, we use Tapestry as an online tool to develop children's learning journeys with a vision of receiving regular contributions from parents as partners. Parents are able to access children's learning journeys at home and are encouraged to contribute equally by uploading pictures, posting comments or by acknowledging children's learning at school. Workshops are held in order to support parents with the use of Tapestry and key workers have regular discussions with the parents in order to familiarise and support them with its use.

## School Lunches

All Reception children are encouraged to eat our healthy school dinners. All children in Reception, Year 1 and Year 2 are offered a free healthy school lunch. You will be given the form to complete for this before your child starts school.





## Packed Lunches

George-Mitchell School is a healthy school and we ask parents to send children with healthy packed lunches only. Crisps, sugary drinks, chocolates and fizzy drink are strictly prohibited.

## Uniform



### Our School uniform is:

- Plain Black trouser or skirt.
- Plain white polo shirt with or without a school logo.
- Black shoes, preferably with Velcro closure.
- Black sweat shirt or Jumper-with a school logo.

We encourage pupils to present themselves well and take pride in their appearance. Sweatshirts and jumpers with the school logo can be purchased from 'Victoria 2' School Uniform Shop, 246 Hoe Street, Walthamstow, E17 3AX and sportswear is available to buy from 'Fashion Stop School Wear', 138 High Street North, East Ham, E6 2HT.

### Jewellery:

Students can wear a plain watch and one pair of small stud earrings in the ear-lobe only. Students should not wear rubber/ leather/ cotton wrist bands or any other such accessories. Pupils must keep long hair tied back in school. Hair bands and other hair accessories should be of the black school colour or a similar dark shade.

## Outdoor learning and experiences



Outdoor play has a positive impact on children's sense of well-being and physical development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. Therefore, the outdoors is available throughout the year in all but the very worst weather. Children therefore need to bring a suitable coat and a woollen hat in winter.

Children must be allowed to experience the world around them in a full, messy, muddy, wet environment if they are to make useful meaning of it.

Getting wet does not cause us to catch a cold. If the cold virus is around, we will pick it up regardless of whether we are wet or dry.

## Safeguarding

Safe guarding of children is of paramount importance to us and we endeavour fully to ensure that your children learn and thrive in an environment which is safe and secure for your children. Staff in nursery have a duty to ask parents/ carers about any marks or injuries noticed on a child. If your child does have a bruise, please come and tell us how it occurred as this saves us repeatedly asking the child. Within our daily practice, we also monitor any accidents that happen at nursery. We will inform you straight away by calling you in case of a child has a head injury. You will also be informed of any other injuries and your child will be given an accident slip. All child protection issues regarding the welfare of the child are of paramount importance and are handled with professional confidentiality. For more details see the George Mitchell Safeguarding policy on the school's website.

## The Early Years Foundation Stage Curriculum

The EYFS principles which guide the work of all our EYFS practitioners are grouped into complementary areas; The Characteristics of Effective Learning, the prime and the specific Areas of Learning and Development. These areas are all interconnected.

- The ways in which the child engages with other people and their environment - playing and exploring, active learning, and creating and thinking critically - underpin learning and development across all areas and support the child to remain an effective and motivated learner.
- The prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS.
- The specific areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning.

The Characteristics of Effective Learning	
Playing and exploring - engagement	<ul style="list-style-type: none"> <li>• Finding out and exploring</li> <li>• Playing with what they know</li> <li>• Being willing to 'have a go'</li> </ul>
Active learning - motivation	<ul style="list-style-type: none"> <li>• Being involved and concentrating</li> <li>• Keeping trying</li> <li>• Enjoying achieving what they set out to do</li> </ul>
Creating and thinking critically - thinking	<ul style="list-style-type: none"> <li>• Having their own ideas</li> <li>• Making links</li> <li>• Choosing ways to do things</li> </ul>
Prime areas of learning	Aspects
Personal, social and emotional development	Making relationships, Self-confidence and self-awareness, Managing feelings and behaviour
Physical development	Moving and handling, Health and self-care
Communication and Language	Listening and attention, Understanding and speaking
Specific areas of learning	Aspects
Literacy	Reading, Writing
Mathematics	Numbers, Shape, space and measure
Understanding of the world	People and communities, The world, Technology
Expressive arts and design	Exploring and using media and materials, Being imaginative



## 40 - 60 months: How can you help me with my learning?

### Communication and Language

#### Listening and attention

- Play a treasure hunt game with me where I have to listen to your instructions to help me find the next "clue".

#### Understanding

- When we're sharing a story together ask me why I think something has happened or what might happen next.

#### Speaking

- When we're sharing a story ask me how I think the story might end.
- Make up silly rhymes with me where we use words that begin with the same letter or the words all rhyme, like "cat", "bat" and "hat".
- Play "I spy" with me.
- Use different voices, like loud voices or squeaky voices, when we're telling stories.

### Personal, Social and Emotional Development

#### Making relationships

- When we go to the park ask me what we can do there or what things we see growing there.

#### Self confidence and self awareness

- Let me tell you how you can help me when I'm making something.

#### Managing feelings and behaviour

- Talk to me about how to keep safe when we're going to cross the road at a pelican crossing or zebra crossing.

### Physical Development

#### Moving and handling

- Play games with me like football, basketball or throwing balls into bowls or boxes.

- Get me to thread plastic bottle tops with holes onto string or shoe laces.

#### Health and self care

- Make fruit kebabs or vegetable faces to help me try different types of fruit and vegetables.
- Dance with me when we hear our favourite songs.



## Mathematics

### Numbers

- Plan a picnic with me and let me decide how many sandwiches and bananas we will need.
- Make a number line with me using birthday cards.
- Play number snap or bingo with numbers that we've cut out of a magazine.
- Sing number songs where I have to count backwards like "Five Little Ducks" or "Ten Fat Sausages".

### Shape, space and measure

- Let me sort out the pairs of shoes so that they go from small to big.
- Let me make patterns with buttons or lids, like "big, small, big".
- Let me give you instructions for an obstacle course, like "Go under the blanket", "Go through the tunnel" and "Go behind the chair".

## Expressive Arts and Design

### Exploring and using media and materials

- Pretend stories with me like "Going on a Bear Hunt" or "Walking Through the Jungle".
- Sing and dance with me to my favourite songs.
- Give me string, scissors, sticky tape, glue and boxes to make a model, like a castle or a car.

### Being imaginative

- Let me tell you a story about what I'm doing when I'm dressing up and pretending to be a pirate or a doctor.

## Literacy

### Reading

- Do not forget I enjoy being read to and sharing books with you.
- Let me read to you and ask interesting questions about the story
- Make a puppet theatre with me from a cardboard box and puppets, cut out of comics or pictures from websites, to help me make up new stories.
- Make and play games with me that use letters or words.
- Play games where you give me an instruction like "Can you jump?" or "Can you hop?" and I have to put the sounds of the word together and show you the action.
- I have favorite books – ask me about them.

### Writing

- Make a pretend shop with me and let me write the price lists.
- Make number plates with me for my cars.
- Make a photo book of our family or when we went to the park and let me write my own words in it.

### Resources to help:

[www.booktrust.org.uk/resources](http://www.booktrust.org.uk/resources)  
[www.thecomunicationtrust.org.uk](http://www.thecomunicationtrust.org.uk)  
[www.literacytrust.org.uk/early\\_years](http://www.literacytrust.org.uk/early_years)  
[www.readangelon.org.uk](http://www.readangelon.org.uk)

## Understanding the World

### People and communities

- Let me help you find the things we need in the shop.
- Have a pretend party for my dolls and teddies with me.

### The world

- Make a map with me to show how we get from our house to nursery or the library.
- Draw a road for my cars or a track for my trains with me on a big piece of paper.
- Let me help you water the plants.
- Make coloured ice cubes with me and let me use them to paint with.

### Technology

- Let me listen to a story or a song on our radio, CD player, app or website.
- Let me take photos of my favourite toys, special grown ups or when we walk to the bus stop.



## Reading and Phonics:

Research shows that children who are read to at home become better readers and writers. Therefore, we recommend that you read with your child as often as possible, ideally each day, as well as practising any Reception word lists that your child will be given.

### Home-School Reading:

In Reception, your child will be given a book to read at home according to their reading ability. You will be expected to read this book with your child and write a comment in their reading diary about how they have read and mention any successes or difficulties that they might have had. Children will also take home a library book of their choice which you can read to them as a bed time story. In order to borrow books from school, children will require a book bag; these are available from the office. Please look after the books, they are a valuable resource and we might ask for a replacement charge for damaged books.

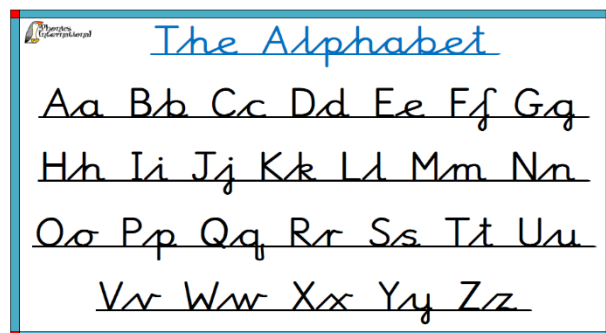
You will also be encouraged to add any comments in your child's online journey-Tapestry.

At school, we use the "Letters and Sounds Program" for teaching phonics. The children will have a daily phonics session where they will learn new sounds and blending and segmenting to read and write.

At the beginning of the Autumn term, we will hold a '**Phonics and for Parents'** workshop, where we will advise on how to pronounce each sound and build on blending and segmenting simple words. There will be more workshops throughout the year about reading, phonics, writing and maths!

## Preparing children for year 1:

In Reception class, we ensure that there is a careful balance in teaching of all areas of learning. We develop children's maths and literacy skills in a creative and interactive manner along with all the other areas of learning. We start preparing children for school from the beginning of Reception through interactive and play based teaching.



During the summer term before Year 1 starts, we ensure that children are well prepared for their new journey in KS1 by:

- Establishing routines which are similar to year 1.

- Keeping the needs of the year 1 curriculum in mind when planning lessons.
- Children attend whole school assemblies more regularly.
- Introducing regular handwriting lessons in Reception in addition to the regular letter formation practice during writing and phonics lessons.
- Providing children opportunities to spend time with their Year 1 teachers.
- During the autumn term in Year 1, children are given opportunities to follow their Reception summer term routines which helps them to easily get settled in their new class.
- Year 1 and Reception practitioners have detailed hand over meetings during summer term, where they discuss needs and attributes of individual children.

### Celebrating Diversity

George Mitchell School is committed to an understanding of equality of opportunities and celebrating diversity. We do not discriminate against children and their families on any grounds. We are continually introducing books and play materials which challenge stereotypes or negative ideas.

### British Values

The fundamental British values that we promote at George -Mitchell school are:

- Democracy
- Rule of law
- Individual liberty
- Mutual respect and tolerance for those with different faiths.

### Mobile Phones Usage



Mobile phones must not be used whilst in the Early Years Setting. Phones should be turned off prior to entering-no calls should be made or received and photographs should not be taken without permission.





**George Mitchell School Primary Phase has started its journey to put the United Nations Convention of the Rights of a Child (UNCRC) at the heart of their school ethos, policies and principles. The Primary Phase has received level 1 for the Recognition of Commitment to show UNICEF that we are committed to embedding the UNCRC in our school community.**

The 54 articles of the UN Convention on the Rights of the Child (UNCRC) cover all aspects of a child's life, from the right to education, health and protection from abuse to the right to freedom of expression and access to information. It also says what governments and adults must do to ensure all children can enjoy all their rights. The Convention underpins all the work that UNICEF does.