



EYFS WELCOME MEETING



Care



Challenge



Succeed

☆ BE YOUR BEST ☆

THE
DUSTON^{TDS}₄₋₁₉
Knowledge itself is power **SCHOOL**

THE DUSTON SCHOOL VALUES

Our Primary Phase Mantra - *'Be Your Best'*

At The Duston School we believe that every child and adult can be the best version of themselves so that everyone reaches their full potential.

We recognise that we are all unique, with our own individual talents and personalities.

We want to encourage our school community to aspire to great things.



THE DUSTON SCHOOL VALUES



Care

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Care underpins all that we do and this is our core value.

- We care about others
- We care about ourselves
- We care about our school
- We care about the community
- We care about the wider world



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THE DUSTON SCHOOL VALUES



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We **challenge** ourselves to be the best:

- We don't give up
- Only our best is good enough
- We challenge ourselves to improve
- We always want to learn more

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BE YOUR BEST



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THE DUSTON SCHOOL VALUES



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We achieve well in the basics of speaking and listening, spelling, reading, writing and Maths, and in personal successes. Underpinning this:

- We celebrate our achievements and those of others
- We know that good behaviour is the key to success



BE YOUR BEST



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BEHAVIOUR

- At The Duston School, we have extremely high expectations for the behaviour of our children
- We adopt a warm-strict approach: high expectations, delivered with care
- We strongly believe that behaviour is part of the curriculum and, as a result, we spend time teaching the children how to behave and how to follow the school routines and systems. Research shows that strong routines and predictability, support **all** children.
- We expect children to take responsibility for their own behaviour. This is age appropriate.



BEHAVIOUR

- We recognise our exceptional behaviour and learning by rewarding our children. These include; house points, Star of the Lesson, gold cards, Hot Chocolate Friday and weekly maths, reading and Star of the Week certificates.
- We recognise that children make mistakes and this is part of learning.
- However, if children do not follow the school expectations, there are consequences. These are age appropriate and focus upon children learning from these mistakes.
- You will be contacted by your class teacher if your child receives a yellow or red card.
- Please be supportive of the school and the decisions we make. We are always open to conversations.



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ATTENDANCE

- **We care deeply about your child's wellbeing.** Regular attendance helps us keep them safe and supported.
- **Every day is a chance to grow.** Being in school on time helps children build confidence, friendships, and a love for learning.
- **Good habits start early.** Consistent attendance now sets the stage for future success.
- Children should arrive between **8:45am and 9:00am**. Arriving after 9:00am means your child misses key routines that set the tone for the day.
- If your child has repeated absences, we'll work with you through our **stage monitoring system** to offer support and ensure they don't fall behind.



ATTENDANCE

Stage 1 – Monitoring
Up to 8 sessions (4 days)

Stage 2 – Attendance Surgery
Up to 16 sessions (8 days)

Stage 3 – Attendance Contract
Up to 24 sessions (12 days)

Stage 4 – WPA / Local Authority
Up to 30 sessions (16 days)

Stage 5 – Legal Proceedings
Formalised support statutory intervention

- Absences should be reported via **Class Charts** for each day of absence.
- Let the school know about any **planned absences** e.g. medical appointments.
- **Home visits** will take place if the office has not been able to contact the parent.
- The Duston School does not authorise any **holidays** taken during term time and this will be recorded as unauthorised.



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UNIFORM POLICY



- Please name **all** uniform
- All hair, longer than shoulder length, needs to be tied back with a blue or black hair tie. Please, no additional hair accessories.
- No earrings.
- PE Days- RAS- Tuesday,
RC- Thursday

PE uniform

School uniform

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PHONICS

The order we teach the letter sounds:

Set 1	m a s d t i n p g o c k u b f e l h s h r j v y w t h z c h q u x n g n k
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Set 2	ay ee igh ow oo oo ar or air ir ou oy
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Read Write Inc.
Phonics



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MATHEMATICS

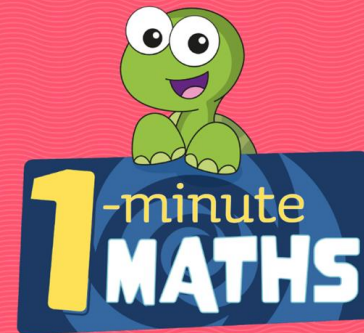
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Getting to know you		Match, sort and compare FREE TRIAL VIEW		Talk about measure and patterns VIEW		It's me 1, 2, 3 VIEW		Circles and triangles VIEW	1, 2, 3, 4, 5 VIEW		Shapes with 4 sides VIEW
Spring term	Alive in 5 VIEW	Mass and capacity VIEW	Growing 6, 7, 8 VIEW		Length, height and time VIEW		Building 9 and 10 VIEW			Explore 3-D shapes VIEW		
Summer term	To 20 and beyond VIEW	How many now? VIEW	Manipulate, compose and decompose VIEW		Sharing and grouping VIEW		Visualise, build and map VIEW			Make connections VIEW	Consolidation	

MATHEMATICS- RESOURCES FOR HOME



Check out these 7 top reasons for using 1-minute maths!

1. Excellent practice — and no distractions.
2. A clear, intuitive process that children pick up straight away.
3. No login or internet access needed. Just download and play.
4. Enjoyable and motivating... How many can they get correct in one minute?
5. Helpful hints match those used in class.
6. Brilliant for building number fluency and confidence.
7. It's **FREE!**



PKC CURRICULUM

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All about me	Transport: Past and Present	Space	Growing and changing	Kings and Queens	Stories from the Past
My family, my school, my environment, the people around me, people who help us.	Modes of transport now, transport in the past, exploring and travelling.	Our planet Earth, the moon, the sun, the planets in our solar system, space travel, astronauts, the International Space Station.	Seasons, plants, what plants need to grow, how we grow and change, how animals grow and change, how things around us change	Our Queen, coronations, The Magna Carta, Buckingham Palace, London, Locally significant areas in the past	Oral storytelling, Greek Gods, St George and the Dragon, Myths and Legends, Shakespeare.



TRIPS AND EVENTS



Woburn Safari park



Hatching experience



Wonderdome Planetarium



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FIRST AID

- Any injuries or bumps that occur in school will be treated and recorded by a qualified first aider.
- Notification of injuries- for minor grazes, bumps, bruises either a message will be sent on class charts or your child's class teacher will inform you at the end of the day.
- If we suspect the injury may need further medical treatment we will call you to collect your child and advise of this.



FIRST AID

- Head bumps - you will be notified about all head bumps that happen in school via a phone call home.
- If the head bump has a significant swelling, bump or cut you will be asked to collect and monitor your child at home.
- If your child has an injury outside of school such as broken arm, leg, etc. Please notify your child's class teacher as we will need to do an additional risk assessment for when they are at school for any adaptations they may need whilst recovering from the injury.



MEDICINES

- We can only give prescribed medication in school, if your child needs medication please bring this to the school office and complete a medication consent form.
- All medicines need to be in the original containers, in date and with a pharmacy label that has your child's name on.
- Inhalers - if your child has a reliever (blue) inhaler, we ask that we have one of these in school at all times. These inhalers are stored in your child's classroom for easy access for use. We will also need a copy of their up to date Asthma Care plan.



MEDICINES

- Allergies and dietary requirements- please ensure that you notify school of any allergies or dietary requirements your child has or any changes in these during each school year.
- If your child has Epi-pens, we will need a set to keep permanently in school and a copy of their up to date allergy care plan, alongside any additional antihistamines they may have.
- Parents are responsible for ensuring that medication in school is in date and replaced before it expires.



HOME TIME COLLECTION

It is imperative that staff know who has permission to collect your child from school at the end of the school day. This is for the safety of all of our children. Contacts for this are on our SIMS database. Staff will not release your child to go with anyone other than the adult contacts who are recorded on SIMS.

If you wish your child to go home with anyone else, you must give **written consent** for this in an email to your child's class teacher. If you do not do so, the teacher will not be able to release your child at the end of the school day. This is for the safety of your child.

Collection by older siblings

Children can be collected by older siblings (**strictly Year 10 and above only**), if you have expressed this in writing to your child's class teacher. Siblings in other year groups are not permitted to collect your child from school.



LUNCH, SNACKS AND WATER BOTTLES

- Children are to bring their own water bottle. This must be filled with **water only**.
- Please ensure the bottles are of a sensible size/design.
- The children are to bring **one** snack for the morning. This must be a healthy snack. **No sweets or chocolate please.**
- EYFS will be provided with a piece of fruit for their afternoon break.
- We have some children in school with allergies so please **no snacks containing nuts please.**
- As healthy eating school, we do not give out birthday sweets.



COMMUNICATION



ClassCharts is used to:

- Report your child's absence from school
- Notify parents of house points
- Communicate dates and events
- First point of contact to contact your child's class teacher
- Teacher's may send announcements, reminders or homework via ClassCharts

If you wish to request authorised leave from school, this needs to be requested through the link on the school's website.

COMMUNICATION

For any questions, queries or support:

First point of contact is to your child's class teacher through classcharts or email
RC - Miss Catlin
RAS - Monday- Thursday- Mrs Almond
Friday- Mrs Sherlock

Next point of call is your child's phase leader – Miss Catlin – through ClassCharts or email

After this, the next point of contact would be Mrs Pragnell or Mrs Loomes

Emails addresses:

Miss Catlin – jcatlin@thedustonschool.org

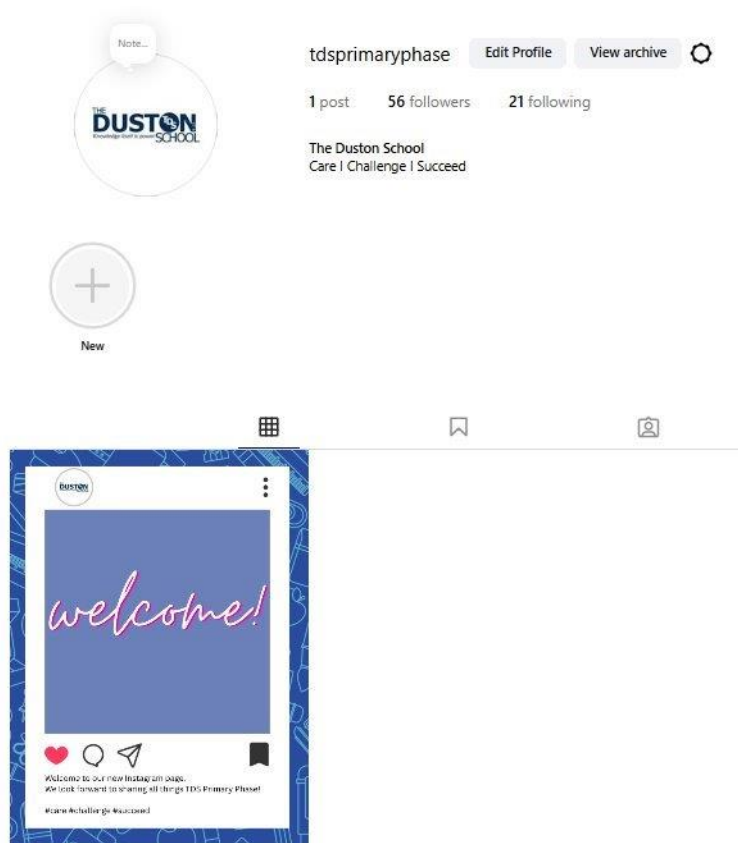
Mrs Almond – jalmond@thedustonschool.org

Mrs Sherlock – ssherlock@thedustonschool.org

Just a polite reminder, school policy for communication, staff have 48 hours (two school working days, not including the weekend) to reply to parental messages.

Each term, a newsletter will be sent to parents so they are aware of the units the children are covering within the term.

INSTAGRAM



As a primary phase, we have our own Instagram account, where we love to share all the wonderful things that our children take part in each week. This could be their learning, visitors or trips! It is lovely to see adults engaging with our Instagram, and liking and commenting on our posts, and it is a quick and effective way for you to see all that your child/ren get up to while they are with us.

If you wish to follow us on Instagram our handle is:

[@tdsprimaryphase](https://www.instagram.com/tdsprimaryphase)



PHOTO CONSENT

When your child starts EYFS, you will be asked for your decision regarding photo consent, across a range of different scenarios, including:

- Photo use in and around school. (Classroom display boards, Corridor display boards etc)
- Photo in school newsletter (This is shared with the whole school community and could be based on outside school achievements)
- Photo on social media channels (This is predominantly our Instagram account)
- Photo on school website
- Use of media for the trust (Your child's photo could be shared or viewed on our Trust Academy website)
- Photo on wider marketing materials (Local press such as Newspapers, School adverts etc)

You have the choice to opt in and out as you see fit. If at any point you wish to amend any photo consents, this can be completed by contacting the school office or your child/ren's class teacher.



STATUTORY ASSESSMENT

In EYFS we have two statutory assessments.

- The reception baseline assessment is completed within the first 6 weeks of starting school.
- The EYFS profile is completed in June, using the early learning goals.

Children are defined as having reached a Good Level of Development (GLD) if they reach the expected level in the areas of learning.

