



VALENCE PRIMARY SCHOOL

Reception Prospectus 2025-26





We are very excited to welcome your child to our school at the beginning of their school journey. At Valence Primary, we are understanding, respectful and have a positive attitude towards life. We aspire to achieve well at school and beyond.

Vision

At Valence Primary, we believe in an enriched and progressive curriculum that is engaging and inclusive. The children and their learning are at the core of all that we do. Our curriculum is designed to take into consideration our children's varied backgrounds, interests and cultural experiences. We believe in providing a curriculum that builds cultural capital, expands life's opportunities and enables social equality.

Curriculum Intent

At Valence Primary, our curriculum is built around PRAISE.

Pride
Respect
Achievement
Independence
Success
Enjoyment

Our curriculum is language rich with reading at its core. It is based on our values and promotes positive emotional and physical health. We provide experiences and opportunities that broaden children's cultural capital, such as inviting in special visitors, and we support the mindset that children can succeed through a positive attitude, effort, and resilience.



Principal Aims of Reception

- For your child to have the best start to their primary education, developing their skills through enjoyable and meaningful learning experiences.
- To provide a secure environment in which your child will be happy and become confident and independent.
- To develop new relationships and secure friendships for your child, and to be able to approach adults within our school and other children in a warm and happy atmosphere.
- For your child to enjoy playing and cooperation with other, socialising, learning to share and take turns.



Early Years Curriculum

The Early Years Curriculum stage is Nursery and Reception. We use the Early Years Foundation Stage Curriculum, which focuses on seven areas of learning:

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development (Fine Motor and Gross Motor Skills)
4. Literacy (Reading and Writing)
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

Children also take part in Phonics, PE and RE lessons and access library books. You will be given information regarding the curriculum throughout the year, alongside regular opportunities for parents' engagement.



The Induction Process

We understand that joining school is a big step in your child's development and our Early Years staff will support your child fully with this transition. Not all children will start together as this helps each child to settle in and get to know keyworkers.

We appreciate that it is not always easy to leave your child, especially if you are anxious, but we find the best way to settle children is to meet you and your child to plan a happy start. We will write to you with further information much nearer the time.

Families arrive and leave from the same area. If you wish to talk to a member of staff about anything, then please wait until they have seen the children out, so they can give you their full attention. If there is someone else picking up your child, then please make sure that you have informed the staff.

Times:

8:50am (doors open at 8:45am) to 3:15pm with 1 hour for lunch.

We will adjust these times, in consultation with families, if your child needs to settle.



Parental Engagement

A member of the Reception team is available to speak with parents every morning and can pass on messages to your child's teacher. At the end of the day, if you wish to talk to the teacher, please wait until they have seen the children out so their full attention can be given to you. If there is someone else picking up your child, then please make sure that you have informed the staff and that we have identification for the person in question in advance so that we recognise them. We use the children's' book bags and the digital platform [ClassDojo](#) to communicate with parents. Please ensure to check the book bag every evening. If you put anything in the book bag for us to see, be sure to inform the Early Years member of staff on arrival. Children often forget to tell us once they are in school.

We have various opportunities throughout the year for you to get involved, for example, Christmas concerts, workshops, reading with children, local trips, and opportunities to celebrate the children's work. There are two formal parents' meetings throughout the year. You will receive a formal written report in Spring and Summer.

We welcome and encourage parents to be key partners in the education of their child. If at any time you have questions about your child's progress, we will be more than happy to discuss this with you. Or if you simply need some guidance to help your child at home but are unsure of what to do, please come and see us.

Attendance, Punctuality, and Illness

Good attendance has a positive impact on progress.

Should your child be unwell or unable to attend school, please text the school office on the first day of your child's absence on 0203 006 9888. If your child is absent for more than one day, please let us know each day to update us. If you are in any doubt, please call our office or speak to staff at your entry point.

Where possible, please keep all appointments to outside of school times. Holidays during term time will not be authorised unless there are very exceptional circumstances for which written evidence will be requested. On such occasions, please complete a request for absence form, available from the school office. You will be notified if the absence is authorised or not.

We encourage punctuality as children can become distressed when joining a class late or if left waiting whilst classmates are collected. However, if you are late and the doors are closed then please bring/or collect your child from the main school office.

Attendance and punctuality are recorded on each end of school year report.

Medical and Accidents

Please ensure that you inform us of all medical information including allergies. We do not administer any form of medicine unless your child's medication has been prescribed by a doctor and must be administered during the school day. In these circumstances, treatment should be discussed with the school office and a medical disclaimer must be completed. Please do not send medicine in with your child.

Unfortunately, however careful we are, accidents happen; we have a set protocol. Should your child need medical treatment from a doctor, you will be notified immediately. This is why we always request that you leave a minimum of two telephone numbers for emergency contact. If your contact details change, please inform us immediately so that we can always contact you in the event of an emergency. Please note, should your child need an ambulance, the 999 call will be made first.

Head lice are a common hazard in school settings, especially with younger children. Please check your child's hair regularly and let us know if you find any so that we can discreetly send out a letter asking close contacts to check their children.



Snacks

Reception children are entitled to free fruit every day. Drinking water is available.

We encourage children to bring in a named water bottle every day. Milk is provided free at lunch times. All Reception children are entitled to a free school meal.

We encourage families to apply for Free School Meal funding as this goes directly into supporting the learning of your child; applications are available from our office.

If preferable, children can bring a packed lunch, if you do make a packed lunch for your child then Change 4 Life have got you covered with their range of quick, easy, healthier lunchbox ideas, just follow the link below.

www.nhs.uk/healthier-families/recipes/healthier-lunchboxes

PLEASE INFORM US OF ANY ALLERGIES OR DIETARY REQUIREMENTS YOUR CHILD HAS ON OUR EMERGENCY CONTACT FORM.







Curriculum Activities

Phonics: Reception teach Phonics using Little Wandle Letters and Sounds programme- Phase 1 Phonics which concentrates on listening attentively, hearing and making particular sounds, rhythm and rhyme through daily activities. We will also begin Phase 2 i.e., the correspondence between a letter and its sound and build gradually to ensure children have the all skills necessary to blend words **c-a-t = cat** and segment words **shop** breaks into **sh-o-p**.

Children will practise reading and writing names, words, phrases, and sentences. We encourage families to try this at home. Capital letter for the first letter in names and to start sentences e.g. **V a l e n c e**
The cat sat on the mat.

In mathematics, children will work on fluent counting and combining numbers, pattern, reading numerals and subitising i.e., recognising quantity in small groups of objects such as 5 counters and 2 counters makes 7 counters.

A typical day will include a balance of adult-directed activity and child-initiated play. Every day, children will have phonics, stories, songs, and rhymes.

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>

Zones of Regulation

At Valence, we use Zones of Regulation to support our pupils in being able to name their emotions, notice how they are physically and mentally feeling, learn strategies to support themselves in self-regulation and how to support others.

What are the Zones of Regulation?

THE GREEN ZONE

The green zone is the state most needed in the classroom in order to learn. It means you are calm, happy, focused and ready to learn. You are in a calm state of alertness.

THE YELLOW ZONE

The yellow zone describes when you have a heightened sense of alertness or perhaps have a funny feeling in your tummy. You usually still have some control when in the yellow zone.

THE RED ZONE

The red zone describes an extremely heightened state of intense emotions. When a person reaches the red zone, they're no longer about to control their emotions or reactions and may sometimes display challenging behaviour.

THE BLUE ZONE

The blue zone describes when you are sad, sick tired or bored. You have very low energy emotions.

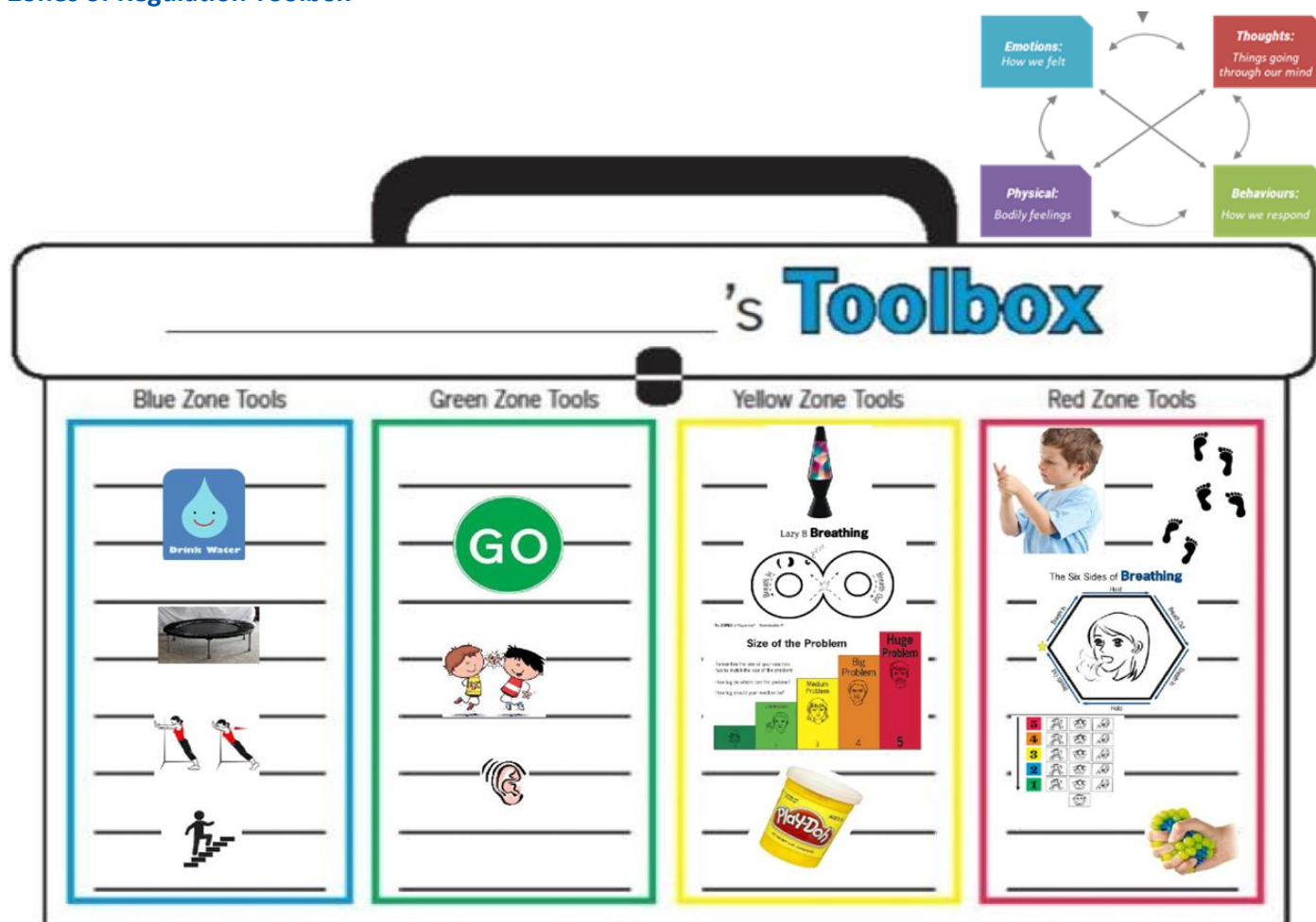
How will the Zones of Regulation look in Valence Primary School?

During the Autumn term, every child will explicitly be taught about the different Zones. They will learn about the Zones, how their bodies may physically feel in the different Zones and how they may behave within the different Zones. They will also be taught strategies to use to get them 'back' to the Green Zone.

The Zones of Regulation will become part of everyday practice within your child's classroom. They will be encouraged to talk about their emotions, share which Zone they are in either verbally or using visuals. They will be guided in strategies that support them to move zones. For example, if a pupil explains they are feeling in the yellow zone because they are feeling giggly/excited, an adult can suggest strategies the child can try so that they can self-regulate their emotions, make the right choices and move into the green zone – the zone for optimal learning.

It's important to note that there is no 'bad' zone and everyone experiences all of the Zones at different times and in different circumstances.

Zones of Regulation Toolbox



Please go to our website for more information [Valence Primary School - Zones of Regulation](#)



Local Visits, Trips, and Visitors

As part of our learning, we will take children to different parts of the school, to the park, on a trip or to the shops. These visits are carefully planned and well supervised. Parent support is welcomed. You will be asked to give your permission as part of our induction process when your child joins Valence.

Behaviour

We are a Rights Respecting School. Our children understand the importance of a respectful learning environment for all. In Reception, we teach the children our rules and routines and reward them for making good choices. Good behaviour is rewarded with stickers and a Star of the Week is nominated in Reception Assembly. On the rare occasion that behaviour is a concern a child may be asked to spend time a short time in the other Reception class to reflect on the choices made. This will be discussed with you at the end of the school day.





Uniform

Pupils are expected to wear school uniform at all times, unless there are special days announced. Clothing with the school logo is available from www.khalsaschoolwear.co.uk, but generic items are allowed too.

We also keep a wide selection of free pre-loved uniform. Please ask in the office if you are interested. Further information can be found on our website. Reception children can wear comfortable grey jogging bottoms as an alternative to skirts or trousers.

The children are encouraged to explore the outdoor classroom spaces daily.

Please dress your child suitably for all weather and a wide variety of activities. Children may become 'messy', as their learning is expected to be hands-on and creative.

Please ensure all items have your child's first and last name and avoid shoes with laces if your child cannot tie laces. Jewellery should be small stud earrings only.

Preparing Your Child for Reception

The following points will help your child to flourish in Reception.

1. Spend time talking to your child about their new school, the staff and new friends. Encourage them to look forward to this new stage of their life.
2. Encourage your child to take care of their own toileting needs and to go to the toilet by themselves, to flush the toilet and to wash their hands afterwards. It is very important that your child can do this independently.
3. Encourage your child to dress and undress, especially zips and buttons and putting on footwear. Buy clothes with easy fastenings such as Velcro and avoid shoes with laces. Practise changing from school uniform into a P.E. kit regularly.
4. Practise using small tools including spoons, knives, and forks. Show your child how to use a knife and fork to eat their lunch and how to unpack a packed lunch.
5. Practise speaking and listening skills through telling and retelling stories, playing games and in general conversation. These are essential life skills.
6. Share a real book together every day. Encourage your child to talk about the pictures or retell the story and encourage them to handle books with care. Reading is at the heart of our curriculum, and we foster a love of reading for life.
7. Encourage your child to recognise their name, a range of colours and to count things whenever they can. Children at this age enjoy making marks, this should be encouraged as it is their first step towards writing. Talk to your child about the marks they make.
8. Finally, please join the library as they have a wide selection of children's books. Every summer, Dagenham Library runs a reading challenge that your child will enjoy completing with you.

Please see your child's teacher should you require any further information.

Reception Staff and Contact Details

Reception Staff

Head Teacher

Mr November

Early Years Lead

Miss Vines

Bonham Road Site Teachers

Mrs Parker and Miss Wigington-Slack

St. George's Site Teachers

Miss Livanaite and Ms Begum

Support Staff

Mrs James and Mrs Abbas (Bonham Road)

Mrs Fry and Miss Terris (St. George's Road)

Contact Details

Valence Primary School is split over two sites, the St. George's Road site and the Bonham Road site.

Tel: 020 3006 9888 (When prompted press 1 for St. George's or 2 for Bonham)

Email: office@valenceprimaryschool.com

Web: www.valenceprimaryschool.com