

Dean Valley Parent's Evening Meeting



WELCOME



Dean Valley Community Primary School
Success and fulfilment for all

Who's Who?

Headteacher - Mrs McPherson

Assistant Headteachers – Mrs McDermott and Mrs Fisher

Class teacher – Mrs Dumbleton

Classroom assistant – Miss Ashcroft

Kitchen manager – Mrs Mackenzie

Club at DV manager – Mrs Mackenzie

Office staff – Mrs Booth & Mrs Gair

SENCO – Mrs Heys

THE DEAN VALLEY VISION...

The Dean Valley Vision

Our Vision is important to us as it sets out clearly what we desire as a dedicated staff for all our learners. During their time at Dean Valley we work hard as a team to engage, enthuse and excite our pupils so that they can become explorers in education and develop a real love of learning. Offering a broad and balanced curriculum which teaches not only the National Curriculum but allowing children to become caring, respectful citizens of our community.

CLUB @ DV

Mrs McKenzie

Club

Wrap around care from 7:45am to 6pm.

Morning session 7:45 – 8:50

Afternoon session from 3:20 – 5 or 3:20 until 6.

Snack

School lunch





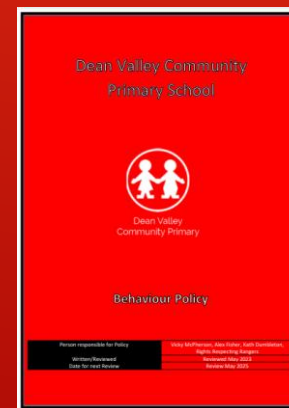
WE ARE A UNICEF GOLD RIGHTS RESPECTING SCHOOL



Children's rights are learned, understood and lived in this school.



- High expectations of behaviour
- Rights Respecting Reflection Forms
- Follow Behaviour Rights Respecting Policies



Link to Behaviour Policy on
School Website

http://www.deanvalley.cheshire.sch.uk/serve_file/18068255



article 1
Everyone under 18 has these rights.

article 2
All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

article 3
All adults should do what is

article 9
You have the right to live with your parent(s), unless it is bad for you. You have the right to live with a family who cares for you.

article 10
If you live in a different country than your parents do, you have the right to be together in the same place.

article 11
You have the right to be protected from kidnapping.

article 12
You have the right to give your opinion, and for adults to listen and take it seriously.

article 20
You have the right to special care and help if you cannot live with your parents.

article 21
You have the right to care and protection if you are adopted or in foster care.

article 22
You have the right to special protection and help if you are a refugee (if you have been forced to leave your home and live in another country), as well as all the rights in this Convention.

article 23
You have the right to special education and care if you have a

article 29
Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

article 30
You have the right to practice your own culture, language and religion – or any you choose. Minority and indigenous groups need special protection of this right.

A summary of the
UN Convention on the
Rights of the Child

unicef
UNITED NATIONS CHILD FUND

Article 1
Article 2
Article 3
Article 4
Article 5
Article 6
Article 7
Article 8
Article 9
Article 10
Article 11
Article 12
Article 13
Article 14
Article 15
Article 16
Article 17
Article 18
Article 19
Article 20
Article 21
Article 22
Article 23
Article 24
Article 25
Article 26
Article 27
Article 28
Article 29
Article 30
Article 31
Article 32
Article 33
Article 34
Article 35
Article 36
Article 37
Article 38
Article 39
Article 40
Article 41

CONTACT US:
RRR@DEANVALLEY.DORSET SCHOOLS CH UK

Rights
Respecting
Rangers

CONTACT US:
RRR@DEANVALLEY.DORSET SCHOOLS CH UK

Dean Valley Primary School Charter

Children will respect their right by...

- Making everyone feel welcome and part of our Dean Valley family accepting them for who they are
- Letting all our peers join in games and activities without the need to ask
- Listening to what we each have to say
- Treating everyone fairly
- Not forcing anyone to do anything they don't want to do
- Adapting games and activities to suit all
- Respecting everyone with equal importance
- Talking to people in a positive manner
- Treating others as we wish to be treated
- Asking about our rights if we have questions
- Voicing their opinions confidently
- Listening to the opinions of others and respecting that they may differ to their own
- Sharing opinions and thoughts freely but with consideration for others
- Speaking kindly to others
- Thinking about what you want to say before saying it
- Listening to other people's opinions and respecting that they may be different to your own
- Being confident in sharing your opinions
- Accessing information in a safe way
- Following the e-safety rules
- Accessing a range of books from the school library to support learning
- Respecting the religion and beliefs of others
- Listening carefully so that you are clear on information you have been given
- Being proud of your beliefs
- Talking confidently about what you now and believe
- Understanding that our friends will have other friends as well
- Using playtimes and lunchtimes to enjoy the company of others
- Never telling anyone that they can't join in
- Enjoying the range of clubs and activities in school
- Being mindful that we do not hurt others through our physical actions or by what we say
- Treating everyone with respect
- Being confident in yourselves - always!
- Listening, respecting and valuing the opinion of others
- Looking after your learning environment
- Using a growth mind-set at all times
- Participating in High 5 when requested
- Actively seeking opportunities both in and out of the classroom to help achieve the Global Goals
- Coming to school every day - attendance matters.

Children have the right to...

Article 2
You have these rights no matter who you are, where you live, what your parents do, what language speak, what your religion is, whether you are a boy or a girl, what your culture is, whether you have a disability, whether you are rich or poor. You will never be treated unfairly or with discrimination.

Article 12
You have the right to give your opinion and for adults to listen and take it seriously.

Article 13
You have the right to find things out and share what you think with others, by talking, drawing, and writing or in any other way unless it harms or offends people.

Article 14
You have the right to choose your own religion and beliefs

Article 15
You have the right to choose your own friends and to be part of a group as long as it isn't harmful to others.

Article 19
You have the right to be protected from being hurt and mistreated, in both body and mind.

Article 29
You have the right to an education that should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Adults will respect their right by...

- Making everyone aware of the rules and ensuring all children follow them
- Treating everyone fairly and with dignity
- Listening to you and giving you time
- Considering those who have not yet had the chance to shine and providing them with opportunities
- Giving people confidence to join in and share ideas with others
- Using Kagan activities to ensure equal opportunities in activities
- Listening carefully to what you have to say
- Acting upon what you say and respecting your opinion
- Providing an environment where you are happy to talk
- Encouraging children to speak freely but with care to respect other's feelings
- Providing opportunities for children to discuss ideas and express their thoughts and opinions
- Providing access to information in a safe way
- Teaching and reinforce the e-safety rules
- Providing a range of books from the school library to support learning
- Providing opportunities to learn about the religions and beliefs of others
- Encouraging discussion and supporting gathering of information on the cultures of other countries
- Always encouraging positive behaviour
- Treating everyone equally
- Helping to fairly resolve any difficulties that may arise
- Ensuring that we have a safe environment to work in
- Treating everyone fairly.
- Using growth mind set sessions to support your well being
- Providing rich and exciting learning opportunities for every child
- Encouraging you to ask about your learning
- Giving you feedback to help you to further your learning
- Giving you time to understand a tricky concept
- Setting challenging but achievable targets
- Linking the global goals with the CRC Articles in our curriculum topics to develop your understanding of the world around you

A T T E N D A N C E

If you're not here, you're not making progress

How does my attendance stack up?

OUTSTANDING	100%
GOOD	98-99.9%
Not good enough yet	Less than 98%

How many days of learning have I lost?

Attendance (%)	Number of days absent from school
98	4 days
95	10 days (2 weeks)
90	20 days (4 weeks)
85	30 days (6 weeks)
80	40 days (8 weeks)

What about being late?

How late? (every day)	What's it mean?
5 mins	3 days lost!
10 mins	6.5 days lost!
15 mins	10 days lost!
20 mins	13 days lost!
30 mins	19 days lost!

What about my grades?

Students with no absences are **over 2 times more likely to achieve 5 or more Grade 4+ GCSE's** & **2.8 times more likely to achieve 5 or more Grade 4+ GCSE's** including English & Maths than students missing 15-20% of their lessons.

Students who miss 19 days of school (just over 90% attendance) will drop at least 1 GCSE grade. 5 or more GCSE grades at 4+ can increase your lifetime earnings by over 40%!

Attendance is important, please make sure your child is in school unless they are ill. Where possible please make appointments including dentist/GP out of school hours. Link to Attendance Policy on School Website

http://www.deanvalley.cheshire.sch.uk/serve_file/16525061

Uniform

Theme Colours—Red, Grey and White

ACCEPTABLE UNIFORM:

Grey trousers

Grey skirt

Grey shorts

White / red polo shirt (can be with or without school logo)

White / red shirt

Red cardigan / jumper (can be with or without school logo)

Red and white Gingham Dress (Summer)

Grey / black / red / white tights or socks

PE:

T-Shirt (Red or White)

Shorts (Black)

Joggers (black)

School jumper/fleece (can be with or without school logo. No branded sportswear/hoodies/football kit)

Plimsolls/Pumps (for indoor PE)

Trainers (for outdoor PE)

Plain white/red t-shirt, jumper (school jumper or Dean Valley fleece) and black tracksuit trousers are required for winter outdoor Games Lessons.



Link to Uniform Information on School Website

<http://www.deanvalley.cheshire.sch.uk/page/uniform/35298>

INDOOR FOOTWEAR

Black school shoes or pumps which are to be kept in school on your child's chair at playtime/lunchtime.



There are no exceptions for indoor shoes.

Footwear

OUTDOOR FOOTWEAR

- ▶ To come to and from school in.
- ▶ To be used for Daily Mile, Playtimes and PE.
- ▶ **NOT TO BE WORN IN SCHOOL AT ANY TIME.**



Wellies may be more suitable for younger Rec/KS1 children at certain times of the year.



- Your child should have an **Indoor PE kit** in school at all times that will be kept on their peg in a small pump bag (no rucksacks as the cloakrooms are not big enough). Indoor PE kit is to consist of black shorts and a plain white or red t-shirt – no exceptions.



Please can all reception have a book bag. We have storage in the classroom for these but not rucksacks.



Forest School

Over clothes/waterproofs/wellies/boots to be brought into school on the day of their Forest School session. The children will wear their school uniform as usual and they will change into their Forest School protective clothing before their session.

Independence

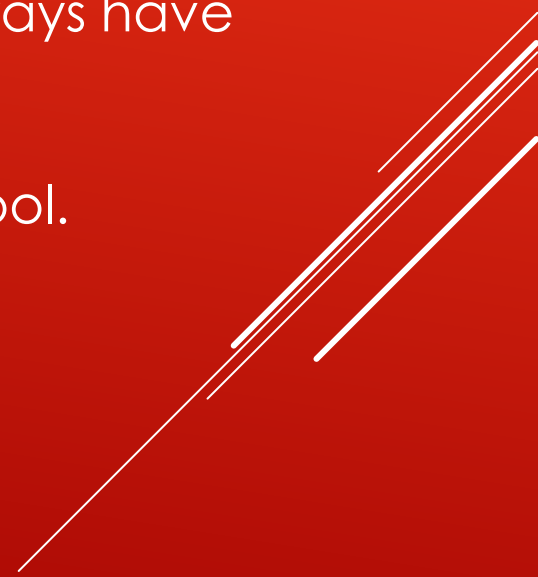
We know, let them learn.

It is ok to say no.

Be curious about a situation – what happened first?

Please trust us! We are professionals, we always have your child's best interest at heart!

Talk to us, we are a friendly community school.



WEEKLY OVERVIEW

Day	
Monday	Home learning book
Tuesday	
Wednesday	
Thursday	PE
Friday	Book Change Forest School Protective Clothing

What your child needs each day.

Named water bottle.

Stuffed toy (If they wish)

Book bag with reading books in.

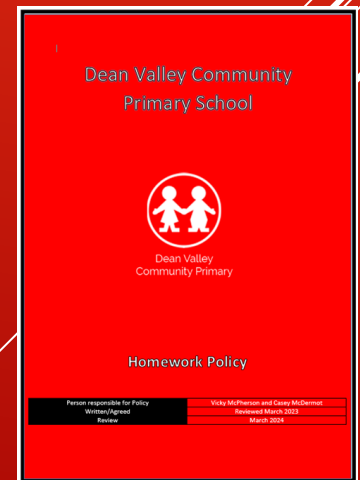
Weather appropriate coat. (Hats and sun cream if needed.)

HOME LEARNING

Share life experiences – tell us
about it..

Link to Homework Policy
on School Website

http://www.deanvalley.cheshire.sch.uk/serve_file/17322850





We use one platform only for communication – Arbor. We hope that this will make things easier for everyone as this will be where forms, emails, letters including the newsletter are sent out. The newsletter shares what your child's class are doing and all of the important information you need to know and the calendar lets you know which events are coming up.



admin@deanvalley.cheshire.sch.uk

01625 572767

PLEASE CONTACT THE OFFICE IF YOU HAVE A MESSAGE REGARDING ATTENDANCE OR IF ANY AFTER SCHOOL PLANS CHANGE.
DO NOT EMAIL YOUR CHILDS' CLASS TEACHER ABOUT CHANGE OF PICK UP AS THEY ARE NOT GUARANTEED TO SEE THE MESSAGE.

If you have an issue or a concern please contact the class teacher as your first port of call so that you can discuss and resolve together.



The School Office

Absence:

Please use the absence phone line and leave a message to report absence of your child due to illness or an appointment.

Collection from school:

If there is a change to who is collecting your child from school please let the office know by phone or email. If your child is not collected on time they will be put in club and a charge incurred after 3:30pm.

Medicine:

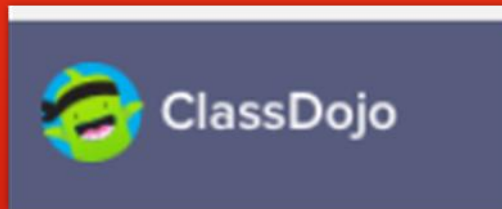
The office staff will administer medicine to children where this has been prescribed by a GP and there are 3 or more doses in a day. School will administer 1 dose at lunchtime.

Forgotten items:

The school office will no longer phone parents to let them know their child has forgotten lunch, PE kit, swimming kit or water bottles.

Lunch will be provided if forgotten and charged to parents.

CLASS DOJO



Communication about your child's learning in class.

Portfolio – to share home experiences.

DO NOT PAY FOR PREMIUM

CURRICULUM



What will year 2026/2027 look like?



Our aim is to develop lifelong learners who have the knowledge, skills and learning attributes that enable them to deal with whatever challenges a rapidly changing world may present to them. We aim to offer an enthusiastic, innovative learning community which enables our pupils to achieve their true potential.



The Curriculum is planned through a series of Topic drivers which change on a termly basis. These topics are linked to a specific subject for example: Geography, History or Science. Thematic links are made where possible to support the children in gaining knowledge and helping it to 'stick'. Each term the Planning intent and implementation document is saved onto the class page on the website.



We use White Rose as a scheme for maths across the school. This builds upon prior knowledge and is focussed on units through out each term which include number, shape, measure, fractions and algebra. The units are progressive and sequence learning in steps. White Rose is supported by Numbots and TT Rockstars to ensure children have secure number fluency. It is vital that this is supported at home.

CURRICULUM PATH

Dean Valley Community Primary School



Intent

- To allow children to learn about the ever changing geology of the earth
- To encourage children to notice and understand that there are different types of rocks and that they are formed in different ways.
- To encourage children to think about their local environment in terms of its geology and climate and how this impacts on what might grow there.
- To understand that writing can inform as well as entertain and that the language choices we make will have an effect on the reader
- To give children the tools to find information from books and on line efficiently and with confidence.

Implementation

Children will use atlases and maps to discover more about the earth's crust. Field work and handling of rocks will allow children to notice and feel the difference between different kinds of rocks. This will add to knowledge found and read in books found in the classroom and the internet. A trip to a local cavern will engage the children and inspire questions about our local landscape as well as influence informative writing. Engaging with the natural environment will also influence our ingredient choices when we learn about seasonal foods.

Our learning environment will encourage and support independent enquiry

First-hand experiences which will engage our learners

- Trip to Poole's Cavern and Fossil hunters walk
- Handling of different rocks
- Outdoor learning day – rocks and soils focus
- Build volcanoes
- Baking / cooking in DT sessions

Diversity – Respecting different cultures.

In our diversity development we will:
Explore how mining and volcanoes have an impact on different countries around the world.

Articles – Rights of the Child



Each term the Curriculum Path page will be added to the class page on the website

EYFS = Early Years Foundation Stage
Early Learning Goal
Areas of learning
Phonics – Read Write Inc

The Prime Areas:

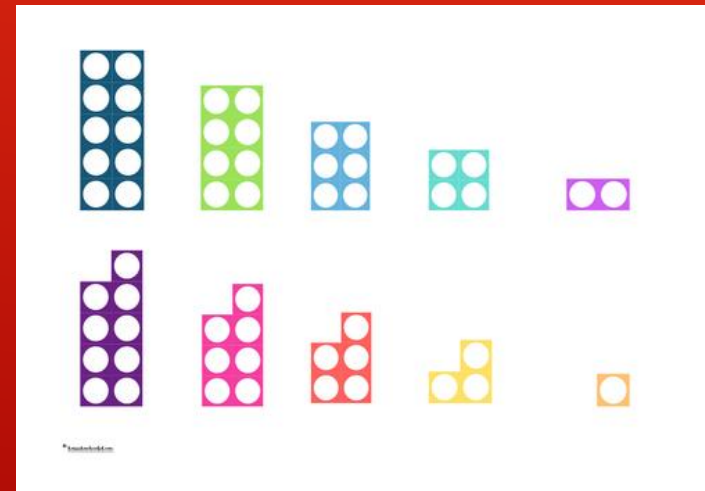
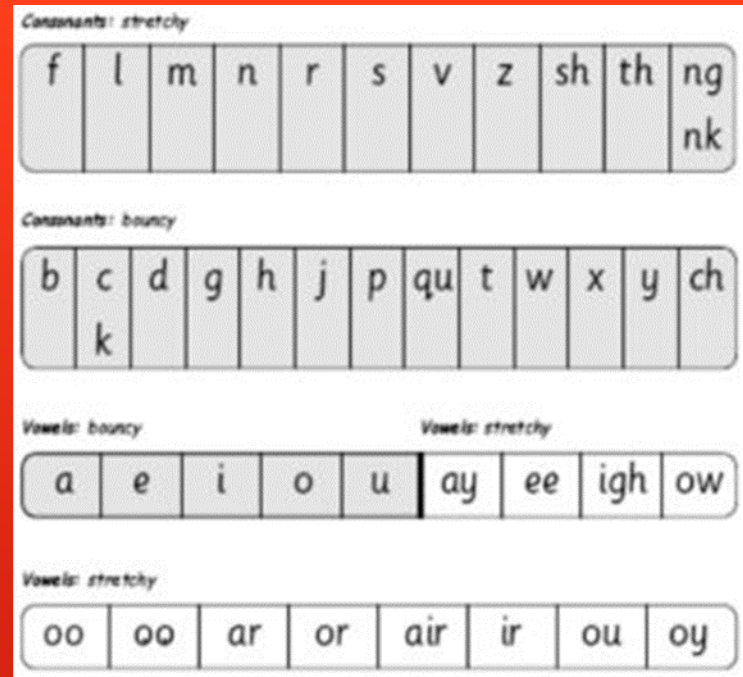
- Communication and Language
- Physical Development
- Personal Social and Emotional Development

The Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Characteristics of effective learning

- Playing and exploring (engagement)
- Active learning (Motivation)
- Creating and thinking critically



Work is play and play is work.

In the first few weeks we aim to show the children where the resources are kept, and how to use them so the children can use everything independently in their learning.

Classroom areas:

Role play

Reading

Writing

Maths

Creative station

Outdoor kitchen

“Play with something, put it back”



Any other information

Snack

Buddies

Celebration jumper

Rights respecting badge

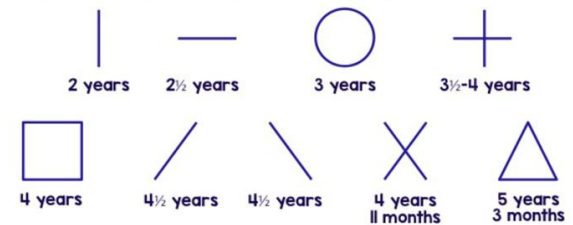
Birthday celebration



What we need you to do before September please.

- Ensure that children can take themselves to the toilet and wash their hands.
- Recognise their names.
- Have shoes that they can put on independently.
- Put a coat on and zip it independently.
- Mark making.
- Counting.
- Share stories.
- Get outdoors.

Writing readiness can be guided by the child's ability to write these first 8 to 9 shapes as these form the foundations of all letters and numbers.



SPEND LOTS OF TIME TOGETHER!

**New starter pack
will come out in September**

Thank you

Any questions?

A series of four parallel white diagonal lines in the bottom right corner of the slide, slanting upwards from left to right.