



Flanderwell Primary School
Foundation Stage
2020 -2021
Ofsted 2018 'Outstanding'



Flanderwell Primary School

Foundation Stage

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Head Teacher: Julie Armitage

This booklet is a general introduction to our Foundation Stage. It will provide some insight into the aims and objectives of our Early Years provision.

Our Early Years' Foundation Stage provision consists of...

Pre-school

Our pre-school provision has become an integral part of our Foundation Stage. We offer 15 hours of funded provision during afternoons, Monday to Friday, for children whose 3rd birthdays fall between September 1st and March 31st. Pre-school provides a valuable experience for children prior to them starting in Foundation Stage 1. Sessions begin in January (birthdays Sept- March) and April (birthdays January to March).

If you have younger children who would be eligible to attend our pre-school, please complete an interest form- available from our school office.

Foundation 1 provides places for children aged 3-4. Admission for these children begins in September in the academic year of their fourth birthday, on a part-time or full-time basis (subject to eligibility).

Foundation 2 provides places for children aged 4-5. Admission for these children begins in September, in the academic year of their fifth birthday, on a full-time basis.

FLANDERWELL EYFS STAFF: 2020/21

FS Lead/ SENDCo/ Assistant Head Teacher Mrs. T. Otter

FS2 Teacher: Miss A. Leivers
FS2 Teacher: Mrs N. Coleman
Teaching Assistant: Mrs J. Cartwright
Teaching Assistant: Mrs L. Cooke

FS1 Teacher: Miss E. Downes
Teaching Assistant: Miss A. Bingham
Teaching Assistant: Mrs L. Baxter
Teaching Assistant: Miss L. Brunyee

SCHOOL OFFICE STAFF:

Mrs. A. Mellor (Business Manager)
Miss. C. McLean (Receptionist)
Mr. C. Harris (Exec. Finance Officer)

Designated Safeguarding Lead/Learning Mentor: Mrs. K. Sheriff
Deputy Safeguarding Lead: Mrs.J.Armitage

Our Session Times

Foundation 1:

All children can attend a funded, 3-hour morning or afternoon session, Monday to Friday.

There is currently an option for eligible families to top-up the number of hours in school to 30 (6hrs per day), enabling children to attend a full day. Families who do not qualify for the full 30hrs may still opt to extend their child's day by paying for additional afternoon sessions, where available.

Morning session only - 8.45 a.m - 11.45 a.m

Afternoon session only - 12.00 p.m - 3.00 p.m.

30 hours - 8.45 a.m - 2.45 p.m. (with paid top-up option to 3.15 p.m. (£2.00 per day).

Foundation 2:

Children attend on a full-time basis:

Start of session

Doors open at 8.45 a.m for a morning activity/registration.

Lunch

11.45a.m - 12.30 p.m.

End of session

3.00 p.m.

Our Aims

At Flanderwell Primary School, our aim is to create a happy and secure environment, where children will develop confidence and an eagerness to learn. We recognise that as parents, you are an important educator in your child's life and it is our wish to begin to create positive partnerships with families from the outset.

We aim to provide experiences for your child which are both broad and balanced and which provide for every aspect of a young child's development. We offer the full range of learning experiences, both indoors and outdoors, to meet the needs of all our children.

If you have any questions or queries about your child's education or welfare, please let us or a member of the Foundation Stage staff know. We will always do our very best to ensure any concerns are addressed promptly.

Kind regards

Mrs J Armitage

The Early Years Foundation Stage

Principles

A Unique Child

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that they develop in individual ways, at varying rates. Feedback from others influences children's attitudes and dispositions to learning; therefore, we use praise and encouragement, and celebrate successes and achievements, to encourage children to develop a positive attitude to learning.

Inclusion

We value the diversity of individuals within the school and care is taken to assess the needs of each individual child in our setting from the age of three onwards. We treat all children at Flanderwell Primary School fairly, regardless of race, gender, religion or abilities. All children and their families are valued within our school.

In our school, we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences and interests, when planning for their learning. We understand that children learn in a variety of ways and are mindful of this when organising our continuous provision and when planning activities for group

All our staff plan together to meet the needs of boys and girls; children with special educational needs; children who are more able; children with disabilities; children from all social and cultural backgrounds; children of different ethnic groups and those from diverse linguistic backgrounds.

We set realistic and challenging expectations of all children and continually evaluate our provision. We do this by regularly updating provision and practice through observing children's individual interests and then planning for 'next steps'

Parents are encouraged to discuss any additional need(s) their child may have, on entry to the setting. A dialogue between parents is promoted, to ensure that every child's needs are met. If a child is considered to show signs of having additional needs, discussions regarding provision will take place with parents as soon as possible. Our system of Early Intervention allows us to provide age appropriate programmes of support for children based on individual need. We have links with various agencies and, when necessary, with parental permission, their involvement can be utilised to provide effective support.

Positive Relationships

At Flanderwell Primary School, we recognise that children learn to be strong, confident and independent from feeling secure. We aim to develop caring, respectful, professional relationships with all our children and their families.

We recognise that as parents, you are your child's first and most enduring educators and we value being partners with you in their education by: -

Holding welcome meetings so that we can share information with you about the setting and gather information about your child's interests and needs, before s/he starts school.

Offering you and your child the opportunity to visit our Foundation Stage beforehand and meet staff and other pupils.

**This is our usual practice but will need to be postponed until we learn more about the wider opening of schools. We will keep you updated through telephone, letter and email.

Operating an open door policy to allow for dialogue between yourselves and our staff.

Allowing time for you or family members to share in a 'first task' at the beginning of the session.

Communicating with you via: daily contact at the beginning of each session; a home/school reading diary; our school website - key information about Early Years and the curriculum.

Offering parent/staff consultation sessions during the year, as well as opportunities to meet as and when the need arises.

Invitations to spend time in class with your child during themed weeks, or Stay and Play sessions, or being invited to Special Mention Assemblies.

Running workshops on key aspects of your child's learning e.g. Phonics.
Providing a short report on your child's progress at the end of the year.

All staff involved with our EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

We have links with other schools within our academy as well as our learning community and regular meetings allow us to focus on continuous improvement to our practice and provision.

Welfare

It is important to us that all children in the school are safe. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill and share stories that explore everyday situations. We understand that children should be allowed to take risks and that they need to be taught how to recognise and avoid hazards. During the year, we invite members of the community into school to share good safety practices. Part of this programme will always include visits from the fire and road safety services.

Enabling Environments

At Flanderwell Primary School, we place high value on our learning environments and the Foundation Stage classrooms are no exception. We believe the environment plays a key role in supporting and extending children's development and we acknowledge the potential for learning in every activity and situation that arises. Our aim is to provide a secure and stimulating environment in which children flourish and learn to make sense of the real world. We value every child and encourage them to become active learners through activities that provide first hand experiences through play and discussion. Children are encouraged to interact with others, to move about and explore a wide variety of learning situations, in an enabling environment.

Our aim is to ensure that a child's first point of education is as positive an experience as possible and we will always do our very best to support parents and children in this process

It is important to us that children experience success, have fun and enjoy themselves whilst learning. All the staff in our setting work as a team, to provide age and stage related focused learning opportunities to challenge and motivate the children, enabling success.

This allows the children to explore and learn securely and safely and reflects theme and interest as well as celebrating children's work and achievements.

The Foundation Stage has its own outdoor learning space that is freely accessed throughout the day. Children access both indoor and outdoor learning spaces during session times, incorporating both planned and free choice learning. This enables exploration, problem solving and active learning whilst encouraging physical development. It is also great fun!



Learning and Development

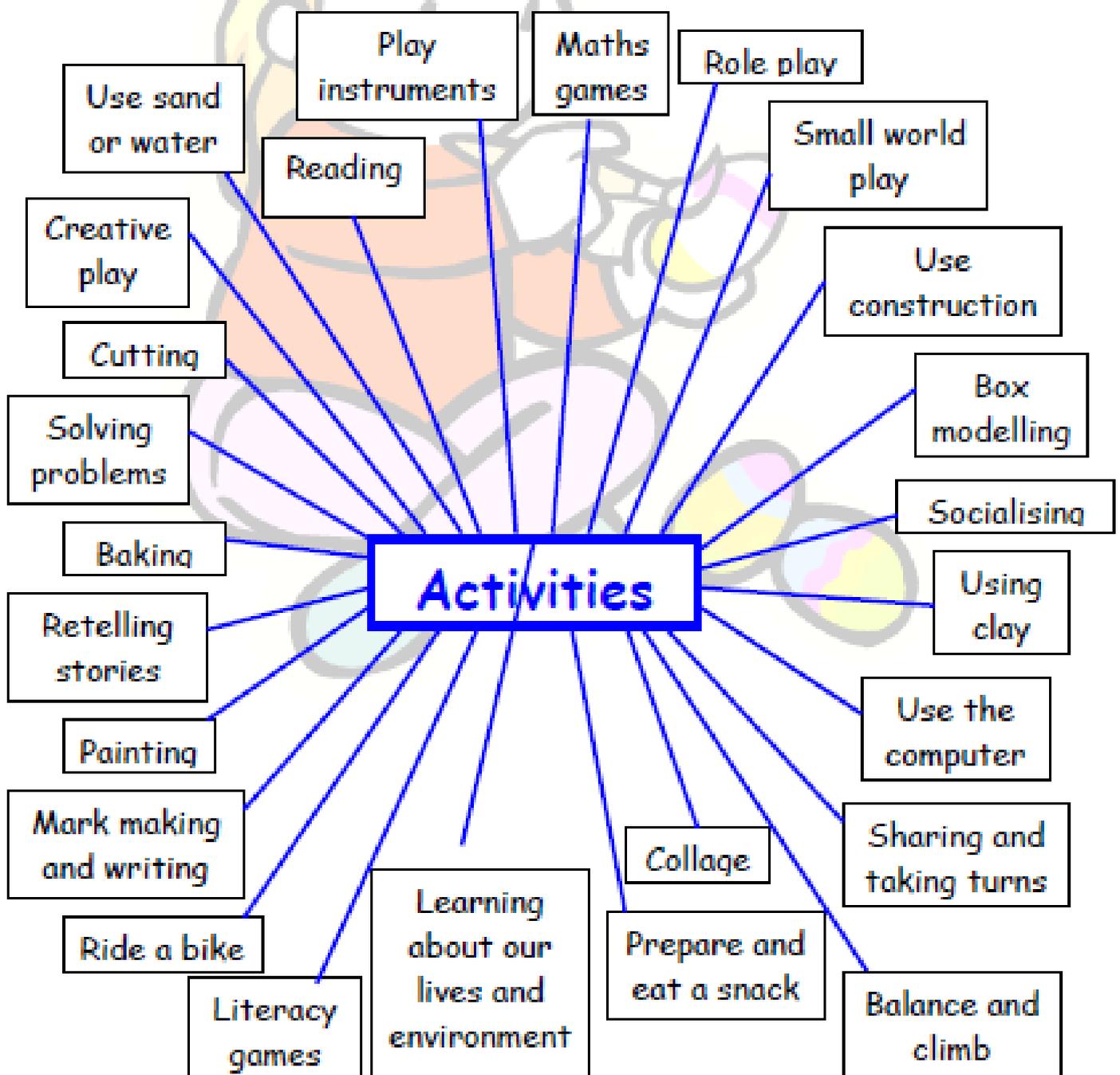
When children join our setting, our conversations with them and observations of their play allow us to discover their interests, abilities and talents. It is through observation and interaction that we are able to plan for 'next steps' in learning and development and ensure that children make progress whilst in our care.

Seven areas of learning and development shape educational provision in early years' settings. All areas of learning and development are important and inter-connected; none has greater importance over another.

The Curriculum

The key to the successful Early Years' curriculum is
LEARNING THROUGH PLAY

The following are activities which can take place during a typical day in the Foundation classrooms:



All adults in our setting encourage children to be totally involved in their activities; prompting discussion, reasoning and explanation.

We promote learning through the continuous provision planned in our classrooms. We value both self-initiated play and focused learning opportunities. The provision of a wide range of inviting, quality resources aims to promote social skills, build confidence and mathematical and literacy concepts, develop imagination, creativity, and physical ability. In addition to adult-led activities, children are given time and space to make sense of the world; nurturing their problem solving abilities, independence, confidence whilst fostering enthusiasm and energy for learning.

In addition to school-based provision, we arrange class visits within the locality, to, and from other places of interest. These will often link to the topic theme covered during that term.

Foundation visit to Yorkshire Wildlife Park in the Spring term.



Road Safety Officers visit Foundation in the Summer term.

PRIME AREAS

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive. These are Prime Areas.

PERSONAL SOCIAL AND EMOTIONAL DEVELOPMENT- Making Relationships/Self Confidence and Self-Awareness/Self-regulation of Feelings and Behaviour.

At Flanderwell, we pride ourselves on fostering and developing strong relationships between Home, School, Community and Places of Worship, in order to make links stronger for the good of the community as a whole. Children are encouraged to share, take turns and co-operate with others. They are encouraged to be independent and make choices for themselves. Additionally, they are encouraged to be sensitive to the needs of others and to respect other cultures and beliefs. Children are enabled to become confident and develop a positive self-image.

PHYSICAL DEVELOPMENT- Moving and Handling/Health and Self Care

Children are given opportunities to move to music, use equipment, develop and practise their fine and gross motor skills. They develop an increasing understanding of how the body works and what is needed for it to be healthy. Resources in both indoor and outdoor areas enable development in this area of the curriculum.

COMMUNICATION and LANGUAGE - Listening and Attention/ Speaking/Understanding.

This covers all aspects of language development and provides the foundation for literacy skills. Children's developing competence in speaking and listening is the focus. We aim to extend and enrich children's vocabulary through the sharing of books and rhymes; role-play activity and group/individual discussions. Children are encouraged to share their own experiences through opportunities to speak and act out events, which take place in imaginative play and by talking about their own ideas. They are encouraged to take part in class activities such as working with puppets, participating in music sessions, reciting rhymes and singing songs. Children regularly speak about their achievements and the things they value.

SPECIFIC AREAS

In addition to the prime areas, there are four Specific Areas.

LITERACY- Reading, comprehension and writing.

We have a variety of resources for the children to use to help them develop early literacy skills. Children are encouraged to independently mark-make both indoors and outdoors but will also take part in teacher-led activities. These activities include whole class shared reading, phonics sessions and small group reading and writing. Pre-writing work encourages correct pencil control, left/right orientation and letter formation. Children have the opportunity to develop their writing skills in accordance with their age, ability and competence.

We encourage children to treat books and other resources with respect and they are given many opportunities to listen to stories as well as contribute to 'imaginative story building,' on a regular basis.

Family members are invited into the setting to read stories to children and to join in during singing sessions.

MATHEMATICS- Numbers, patterns and shape, space and measures

We aim for children to achieve mathematical understanding and a firm foundation for numeracy through practical activities and using and understanding language in the development of simple mathematical ideas. Pre-number work is covered through nursery rhymes and fun number activities. Children are given the opportunity to learn about number, shape, space, position, pattern and measurement. Towards the end of the Foundation stage children start learning to tell the time and are given opportunities to learn about money and make simple calculations.

UNDERSTANDING THE WORLD- People and Communities/The World/Technology.

All children are given opportunities to solve problems, investigate, make decisions and experiment. They will learn about living things; different environments; the world around them and the people who are important in their lives. Children are also given opportunities to develop computing skills and to work with and use a range of modern technology.

EXPRESSIVE ARTS and DESIGN- Exploring and Using Media and materials / imagination

We provide opportunities for all children to explore and share their thoughts, ideas and feelings through art and design technology; music and drama; movement and dance and imaginative play activities. Children are given opportunities to create paintings, drawings, collages, models and use basic musical instruments. We value the creative process and provide opportunities for the practising of skills. Children will learn a range of songs and rhymes and be encouraged to perform associated actions. They will be taught how to mix paint and will experiment with colour mixing.

Home/School Partnership

As a parent/carer, we value you as the primary educator of your child. We view your role as essential to the development of your child. There will be ongoing opportunities for you to share your child's current interests, which enables child centred learning. You can also support your child by talking about and participating in their learning experiences at home and within the local environment. Throughout the year, we invite parents to curriculum workshops, to discuss how children learn and how we can support them.

Welcome Job

At the beginning of each session, we encourage parents/carers to come into school and support their children as they practise skills, such as writing their name, sharing a book or carrying out a maths activity.

Talk time

We encourage children to talk about their families and home experiences and value the contributions children make during class 'talk time.'

Each week, we will have a show and tell session, when children speak about their experiences or show something of significance to the rest of the class.

Reading Books

Children will bring home a reading book and a reading diary within the first weeks of attending Foundation. The reading diary is an important way for parents/carers and staff to comment upon their child's reading activity. Reading bags should be brought to school daily with all reading books and resources present. Children will be encouraged to take home books from the selection boxes in class; we aim to foster a lifelong love of books. When children have acquired a range of phonic skills to allow them to build words, they will begin to access a tailored range of reading books.



Keeping in touch

- Staff are always available in the classroom, or on the doors at the start and end of sessions.
- Cloakroom notice boards display a range of information regarding the class topic for each half term as well as regular activity updates and class news.
- The school website - www.flanderwell.co.uk provides a source for whole school news. Please speak to a member of staff if you have any queries regarding the information displayed. School policies are also available upon request.
- If you would like to speak with either Alison Adair (Executive Head) or Julie Armitage (Head of School), please either drop into the school admin office or contact school by telephone or email. Both are in school every day and will either speak with you when you call in or contact you as soon as possible to arrange a convenient meeting time.

Parents' Evenings

We will invite you to meetings to discuss your child's progress on set dates during the school year. If you would like the opportunity to discuss any issues as they arise, please speak to a member of the Foundation team, who will be happy to help.



By working together, we can make your child feel secure and confident to learn and respond to challenges in a happy, caring environment.



General Information

Safety and Security

All children attending Foundation must be brought and collected by a responsible adult known to the staff. Please let us know in advance if someone different will collect your child. If you are unavoidably delayed, please inform us by telephone, as soon as possible, so we can reassure your child.

We will ask you to provide the names of any adults likely to collect your child, before their starting date.

Uniform

FOUNDATION STAGE AND KEY STAGE 1 (Infants)

- *Royal blue jumper/cardigan/sweatshirt.*
- *White polo-shirt*
- *Black or grey trousers/skirt/pinafore.*
- *Black shoes (not trainers).*

Option of blue checked dress or black or grey shorts in the warmer months.

*A pair of comfortable shorts and a t-shirt for indoor P.E.

Purchasing school uniform.

Many local outlets sell items of uniform in our school colours. We have communicated with the following companies and we are happy to recommend them as the suppliers of uniform items inclusive of the school logo.

A - Print

Website: www.aprint.co.uk

Email: aprint@btconnect.com

Tel: 01709 709977

Orders can be made online or by telephone.

As our pupils spend a considerable amount of time outdoors, please ensure that your child's clothing is appropriate for the weather, e.g. a warm,

waterproof coat, hat and gloves in winter and something to cover the head, bare arms and shoulders, on hot days.

Please ensure that your child's name is written inside their clothing, or suitably labelled. This way we can quickly track down any misplaced items.

Jewellery

We discourage any jewellery at school as children take part in many physical activities and we would not wish them to sustain injuries related to these items. We also want to reduce the chance of precious items being lost whilst your child is at school.

Snack time

Every child below the age of five is entitled to free milk. A snack of fruit or vegetables is provided daily until the age of seven. Fresh water is always available throughout the day and children are encouraged to be independent in accessing this when needed.

We may occasionally introduce a range of different foods for children to sample, especially during times when we celebrate and learn from different religions or when we want to introduce a skill, such as spreading and cutting. In instances where children have allergies, we will take every precaution to ensure that a food is either avoided or introduced in a controlled manner. We will always consult parents if we are unsure and will adopt an inclusive approach as far as we are able. **Nuts are avoided in school and we kindly ask that parents do not include them in packed lunches.**

Absence, Illness and Injury

Should your child become ill whilst at school, a member of staff will inform you by telephone. If your child has a minor accident (e.g. grazed knee) during the school day, we will inform you of the nature of the injury sustained and any treatment given, when you arrive to collect your child. We sincerely hope that none of our children sustain any serious accidents while they are at school and we take every care to ensure that they remain safe. However, it is inevitable that while they learn to take risks and extend their physical skills, the occasional graze and bump will occur for some children. We will always contact you and the emergency services in the event of

a serious injury or reaction.

Please ensure school has an up-to-date record of contact numbers in the event of an emergency.

If your child has, or develops a medical condition, such as asthma or any allergies, **please ensure this is indicated on the admission form and staff are notified of any changes**, to ensure your child receives appropriate care.

If your child requires medication, you should speak to a member of staff, who will share with you the school's medication policy and arrange for administering your child's medicine if we are able.

It is sometimes necessary for a care plan to be put in place if a child has a more serious or unusual medical condition/allergy. We will let you know if this is likely to be the case.

If your child has diarrhoea or sickness **unrelated** to a change in diet/eating habit, he/she should not return to school, until fully clear of symptoms for at least 48 hours. For situations where children have been sick due to a bad cough, during the night, for example, absence need not occur, unless your child is feeling particularly unwell.

We ask you to use your judgment in this case and make the best decision.

During their early years, it is common for children to contract certain childhood infections/viruses. Though these are generally nothing to worry about for most children, it is important that we are informed of these, so that we can take precautions for certain vulnerable groups - e.g. pregnant ladies (chicken-pox/measles).

We are very keen to ensure children achieve full weekly attendance in school. Our pastoral leader - Mrs. Sheriff, monitors each child's attendance on a weekly basis and full attendance during the week will be celebrated in an assembly.

Please telephone school if your child will not be attending on a given day. If we do not receive a call, school will telephone parents to find the reason for absence.

We are not legally able to authorise absences for holidays and any continued absences for these reasons could be subject to a fine.

Absences due to illness or special circumstances will only be authorised if school receives a call. Medical appointments should always be accompanied by an appointment card or letter so these absences can be logged as authorised.

If appointments run into the lunchtime period, children should return to school no earlier than the beginning of afternoon registration.

Wrap-around Care

30 Hours Funded Places.

We currently offer funded 30hr places for children beginning school in Foundation Stage 1. This is subject to eligibility criteria - further details can be obtained by speaking to our school office staff or can be found at the following web address.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/615804/30_hours_free_childcare.pdf

Extended Day

For families who do not meet the criteria for 30 hours funding, we are still able to provide extra half-day sessions, Monday to Friday, (12.00-3.00p.m) at a competitive charge. Please enquire, for further details.

Breakfast and After School Club

We provide wrap-around care for 3 to 12 year olds in partnership with POPs. Prices are available on request. Any bookings and communications should be through the club staff on the number below.

*Breakfast Club: 7.30- 8.45a.m

*After School Club: 3.15 - 6.00p.m.

Prices available on request

Telephone: 07960960331 or 07834991027

*POPS provision is currently on hold due to the Covid-19 pandemic. We will let you know when the club is likely to re-open, once the government have issued further advice about the wider opening of this type of facility.

Additional Information - Foundation 2

Lunchtime

All children are able to stay at school for their lunch. The school provides hot or cold meals and aims to promote healthy eating. Children from Foundation Stage 2 and up to the end of Year 2 receive universally funded school meals.

It is important to note that if families are in receipt of benefits, they may be eligible for free school meals. Although this is not a concern for families until children begin Year 3, it does mean that school receives funding for each pupil who has been accepted as free school meals. This funding can be used to pay for class visits and other some other activities. If you think you would be eligible, please complete a free school meals form (available from the school office and website).

Alternatively, children may bring a healthy packed lunch. Accompanying drinks should be brought in a watertight container/pack. We ask that nuts are avoided in packed lunches.

Physical Education

In addition to regular access to outdoor provision, Foundation 2 children also receive a session of more structured physical activity. Later in the year, for these sessions, children will be expected to change into a pair of shorts and a t-shirt so that they are comfortable and can practise the skill of dressing and undressing and being responsible for their belongings. It would be very helpful for your child to have regular practise of dressing and undressing themselves, if they do not already, so they quickly become proficient in this skill.

Assessment

At the end of the school year, all Foundation Stage 2 children are assessed against the 17 early learning goals. We will inform you of the progress towards achieving these, through regular conversation and during parent meetings throughout the year.

We aim to develop strong home-school links from the outset by ensuring a regular flow of up to date information regarding your child's experiences in school and by encouraging parents/carers to share successes in and around the home.

More information regarding the areas of learning and early learning goals will be shared in the first term.

Your Opinion

Did you find this booklet useful?

Could you find the information easily?

Do you have questions that it did not answer?

As the year progresses, what would it be helpful to know?

What would you like to know about your child's education?

Please let us know your opinion, so we can make this booklet helpful for future families and build an even stronger link between home and school.

[Parents'/Carers' Comments](#)

