



Upper Foundation Stage Prospectus 23/24

**DANE ROYD SCHOOL
UPPER FOUNDATION STAGE**

**Stoney Lane
Hall Green
Wakefield
WF4 3LZ**

**Telephone:
01924 242917**

**Head Teacher: Miss Kelly
Deputy Head: Mrs Kendall
Assistant Head: Mr Davison**

Chairperson of Governors: Mr Burton

**UFS Teachers: Mr Davison/Mrs Longstaff/Mrs
Ward**

Extended Schools Manager: Mrs Beddard

EYFS Vision Statement

Our aim is that staff, children and their families work together in close partnership to give the children in the Foundation Stage the best possible start to their education.

We want our Foundation Stage to be a place where:

- Children feel happy and secure
- Enjoyable, stimulating learning experiences take place
- Children are confident, interested and involved learners
- Everyone feels valued and has high self-esteem
- Children work hard and aim high in their learning
- Staff and children respect and care about each other
- Parents and staff work together in close partnership, sharing information and ideas in order to help children to learn and develop.
- Staff are committed to providing the best quality learning opportunities for every child taking into account diversity of language, culture, gender, ability and physical needs.

EYFS Curricular Goals

Albert Einstein famously said "play is the highest form of research" but within the education sector play is often seen as a break from serious learning. Here at Dane Royd we believe play is serious learning for our youngest children.

Through purposeful play experiences, in a high quality and language rich learning environment and with the support of our dedicated and experienced team of early years professionals, our children leave us 'school ready'. But what does 'school ready' mean exactly? At Dane Royd these are our top 10 curricular goals:

1. Through play I will learn to safely manage risks. I will develop both the physical and emotional skills to persevere when facing a challenge.
2. Through play I will have hands-on experiences beyond my reach in real life. My imagination will develop and I will be ready to create, develop and share my ideas.
3. Through play I will have open ended opportunities to construct, deconstruct and reconstruct. I will understand how to use materials and equipment for a purpose. I will have a sense of pride in my work but at this stage it will be process driven not outcome led.
4. Through play I will naturally acquire the life skills needed to be an active member of society. I will gain the confidence to become a successful, independent learner.
5. Through play I will learn how to be a kind and respectful individual. I will celebrate everyone's uniqueness.

6. Through play I will begin making connections about the natural world. I will have a basic understanding of how I can have a positive impact on the planet.
7. Through play I will develop speaking and listening skills. The breadth of language I acquire will support my ability to socialise. I will also be ready to learn a range of subjects and will know some key vocabulary to support this.
8. Through play I will develop my fine and gross motor skills, gaining control over my body. I will be ready to sit at a table and hold a pencil effectively. I will have the stamina and more importantly the desire to write.
9. Through play I will develop my understanding of number. I will be able to procedurally and conceptually subitise. I will be ready to problem solve.
10. Through play I will develop my creative skills learning to sing, dance and make music with instruments. I will be ready to perform in front of an audience.

UFS Overview

In our care, your child is challenged to be the best version of themselves. We believe in an inclusive approach to education and so in addition to equipping your child with knowledge and understanding across the 17 different areas, we aspire for them to demonstrate kindness, to be inquisitive and to display determination when tackling new things.

All teachers have experience teaching in Key Stage One and understand the importance of 'readiness' for the National Curriculum expectations which enables us to prepare them effectively for transition.

We are proud to have produced an environment in which children can thrive in their learning with plentiful activities on offer, carefully designed to promote discovery and application of skills in an exciting way linked to our topics. Our indoor and outdoor provision areas are well-resourced and facilitate the children in directing their own learning through play. The topics are tried and tested themes which never fail to enthuse and inspire the children.

Formal teaching takes place in structured learning times and children are expected to sit, listen and do for short periods. Our timetable is jam-packed to provide a wide variety of opportunities.

Timetable and Routines

Classroom doors will open at **8:40am** each morning and lessons begin at **8:50am**.

Please make sure your child arrives on time so that no lost learning occurs.

The external gate will be locked at **9am** prompt, so any children arriving after this time must report to the main school office.

Children should enter through their respective door and be collected from the same door at **3:20pm**.

Please note the external gate will remain locked until **3:15pm**.

A typical day

AM

Morning work

Morning register

Lunch selection

Morning exercise

Read Write Inc Phonics (30-45 mins)

Structured learning opportunities in free-flow (choosing time)

Topic input (20 mins)

Repeated Read (15 mins)

Lunchtime

PM

Afternoon register

Afternoon exercise

Maths input (20 mins)

Structured learning opportunities in free-flow (choosing time)

Curriculum input (15 mins)

RWI Handwriting (15 mins)

Preparation for home



Useful Information for Parents

Payments & Consent

In school we aim to be cashless, where possible, and the majority of payments are made electronically via our ParentPay app. This will include payments for educational visits, tickets, and school events for example.

Consent for educational visits are also done electronically via the ParentPay app.

Absence

In cases of **illness**, please report absences before 9:30am to the school office via telephone on (01924) 242917.

Notification of any **medical appointment** should be shared in advance with school if they are to take place during school hours.

Notification of any **holiday** should be shared in advance with school if they are to take place during in term time.

Please note this will be recorded as an unauthorised absence, unless it meets the criteria for exceptional circumstances. A 'holiday in term time form' is available from the school office or on the school website under Parents and then Attendance.

Collection & Drop-off

Walking to school is excellent exercise but if you must drive please be mindful of our neighbours and park at a safe distance.

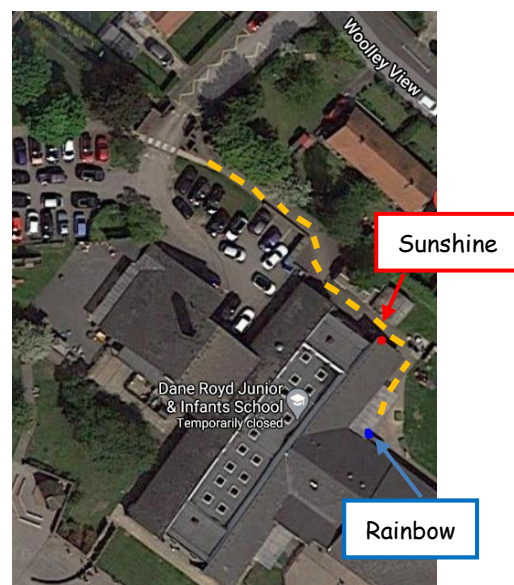
Parents must **NOT** use the staff car-park at any time.

Please use the zebra crossing to cross the staff car-park and follow the footpath around the side of the building to the green gate.

As you enter through the green gate, Sunshine door is the 2nd door on your right, adjacent to the arc while Rainbow door is located around the corner under the canopy.

Before and After school provision

We have provision on site for before and after school care for children of working parents. This is open from 7:30am - 6:00pm daily in a dedicated space for the facility. Hot breakfast is provided in the morning and children staying until later in the day may bring a pack-up to eat in the afternoon session. This provision is run by trained school staff and provides a wealth of activities to keep the children entertained. Bookings and payments are managed electronically via the Magic Bookings website. Please speak to Extended Schools Manager, Mrs Beddard, to discuss your requirements.



Uniform

All children are required to wear school uniform.

- grey trousers, shorts, culottes, pinafore or skirt
- white polo-shirt
- bottle green jumper or cardigan
- green and white checked summer dress can also be worn in warmer months.



Children should wear black school shoes and velcro fastenings are advised. Girls should not wear dainty slip-on footwear, shoes must have ankle straps for safety purposes.

Jewellery is not permitted, with the exception of small ear studs which should be removed on PE days.

PE is timetabled once a week and children are required to attend school already dressed in their kit.

P.E kit comprises of:

- White round-neck t-shirt
- Black jogging bottoms
- Black shorts (summer)
- Black trainers
- Black zipped jacket



In Upper Foundation we explore, investigate and get creative with our learning both indoors and out. We provide aprons for painting and waterproofs for wet-play but it is likely that some clothing will become marked or dirty throughout explorations, we ask parents to understand and support us in this style of learning.

Since we utilise our outdoor area all year round, we ask that warm coats are provided in cold weather along with hats, scarfs and gloves.

Wellies are required to stay in school.

During summer months, please apply sun-cream to your child in the morning BEFORE they arrive at school so that they are protected upon entering the classroom.

Sun-cream and a sunhat are required to stay in school

The school is not held responsible for lost items. Labelling all pieces of clothing gives us the best possible chance of returning them to you. Please check regularly that your child's name is still legible and it hasn't washed out. School will not replace lost items. Upper Foundation has its own lost property box available to view upon request.

Self-Help Skills

In Upper Foundation, your child should be able to go to the toilet independently and in doing so; should deal with their own clothes, wipe themselves, flush the toilet and wash their own hands. Occasionally accidents do happen, we are prepared for this and have a supply of spare clothes, which we would ask you to wash and return to class. Intimate care plans can be put in place for children who need more support with toileting, please speak to a member of staff if you feel this is necessary.



Children are expected to put on and take off their own coat & shoes and should be trying to dress themselves for PE lessons. Staff will be on hand to help but will encourage children to independently fasten/unfasten buttons and zips where possible. Practicing these skills at home can help support your child with independence.

Snack

We kindly ask that you provide a clean named water bottle each day to ensure they stay hydrated throughout the day. Fresh drinking water is freely available during every session and will be topped up throughout the day by staff to facilitate this.

As part of a national School Fruit & Vegetable scheme, all children in Upper Foundation are entitled to receive one free piece of fruit/vegetable each day. Please note, we are provided with seasonal produce and at least 2 options for the children to select from. We respectfully ask that you do not send your own snacks into school for your child. It is important that you make the school team aware of any food allergies so that we can ensure the safety of all children.



Your child is also eligible for a carton of free school milk per day until they turn 5. If you wish to continue to provide milk to your child at this point, this is payable to an external source, details of which can be acquired from the Cool Milk website.

Lunch

Lunchtime runs from 11:45-1pm in UFS as we appreciate younger children take a little longer to eat their dinner!

We plan for children to be taken to and from the hall by their dinner supervisor and be seated amongst their peers as and when guidance allows. We strongly encourage children to take up the Universal Free School meals however children may bring a packed lunch that meets the healthy eating requirements specified in our policy.

Parents are able to view our lunchtime menus online and pre-select your child's meal option in advance from the comfort of your own home using ParentPay.

Children requiring a special diet due to an allergy are individually catered for. Please request an allergy form from the office if you think your child may need a special diet.



Reading folders

Your child will be given a plastic zip-file in which they will keep their reading book, any reading activities to consolidate at home and their reading record.

Listening to your child read is crucial for their development, be sure to make some time to hear them read and make a note in their record to share their progress, struggles and achievements.

This will come home every Friday and must be returned to school every Tuesday.

Library

In addition to a phonics stage appropriate book that is sent home, we also invite children to be part of our school library service. This enables children to select a book for pleasure to loan out for the week and share at home. Every child is given a library tote bag to store their book in.

This will come home every Friday and must be returned to school every Tuesday.

Communication

We encourage parents to share information with teaching staff regarding your child's learning and change in routines or home circumstances. We have an 'open-door' approach. Feel free to ask questions and discuss your child at the start of the day should a member of staff be available, alternatively you may request a telephone or face-to-face meeting to be arranged with the teacher at a mutually convenient time.

We believe regular communication is essential in reporting the progress and achievements of children as well as sharing news and important events. For this reason, we have many channels of communication, these include:

- Email - EYFSLead@Daneroyd.com
- Twitter - @DaneRoydUFS and @DaneRoydSchool
- Website -
- <https://www.daneroyd.com/upperfoundation>
- <https://www.daneroyd.com/eyfs>
- ParentPay - Half termly curriculum booklets, knowledge organisers and optional homework are sent electronically along with all other relevant information such as Newsletters.
- Evidence Me - observation-sharing between home and school over the duration of the academic year via Parent Share.

Safety and Welfare

- Please make sure you keep us informed of any medical conditions/allergies your child may have.
 - If your child requires medication during the school day, we have a consent form that must be filled in. All medications are stored in the school office and should be dropped off & collected from here.
 - If your child is prescribed an inhaler, we have an asthma plan that must be filled in. All inhalers (and spacers) are kept in a labelled box within the classroom, out of reach from children. These should stay in school.
- Please let us know in advance if someone different is coming to collect your child from school. We will not allow a child to go home with anyone other than the parent unless previously agreed. You should inform the office by telephone if you are running late to pick-up so that we can make arrangements for your child to be supervised safely.
- Please inform school of any Legal access arrangements.
- Before the school day begins, parents should wait with their children outside the classroom and supervise them closely. Please ensure that your children and/or their siblings are not using any equipment found in our outdoor space outside of school hours to avoid accidents or damage to our resources. Similarly, at the end of the school day, do not allow your children to run on the grass or play on the monkey bars.
- Parents/carers must **NOT** use cameras and mobile telephones on the premises.
- Please do **NOT** bring toys from home into school. Keep them at home where they are safe!
- **NO** animals are allowed on the school site.
- Can we also remind you that our school and grounds, in line with the HM Government Smoke Free Law, are no smoking areas. This includes cigarettes, e-cigarettes and vaping equipment.

Your Child's Learning and Development

Provision for children's learning and development is facilitated through a balanced, planned curriculum underpinned by the Department for Education's [Statutory Framework for the Early Years Foundation Stage](#) and [Development Matters](#) document (Non-Statutory Curriculum Guidance).

The Early Years Foundation Stage is the period of education from birth to 5. It is called a Foundation Stage because the learning involved in the EYFS prepares children for the National Curriculum in Key Stage 1.

During the Early Years Foundation Stage, these areas of learning will be introduced in ways that are suitable for young children, most often through planned, purposeful play. Play is the key to the way children learn. We want all children in Upper Foundation to have enjoyable and satisfying experiences, which will create a solid basis for later learning in school and beyond.

We will host a Curriculum event if you wish to know more about the teaching and learning and development in Upper Foundation.

Assessment and Monitoring

The activities provided in Upper Foundation are carefully planned and resourced to provide experiences which are enjoyable, educational and match the level of development and learning style of each child, we plan themes and topics relating to these each half-term. Through regular assessment we can respond to each child's individual needs and develop new plans to ensure every child makes progress.

At the start of the Reception Year, Upper Foundation Stage children will complete a Reception Baseline Assessment.

The Dane Royd Foundation Stage team is using an online platform that allows us to capture photographic evidence to support our assessments throughout the year and at times group work will be observed.

We request your permission for the photographs of group work to be shared in reports that belong to other children within that group. We also ask you, as responsible parents, not to share or distribute any images containing other children. Permission for this will be sought in additional correspondence.

At the end of the Reception Year, Upper Foundation Stage children are assessed on their achievements of the 'Early Learning Goals'. The results of this assessment will be reported to parents, Year 1 teachers and to the Local Authority.

More information about these will also be communicated at our Curriculum event if you wish to attend.

Behaviour

We pride ourselves on the **high standard of behaviour** in our school and this includes our youngest children. We have high expectations of the pupils and of ourselves. The pastoral care of the children in Upper Foundation is the concern of all staff, teaching and non-teaching. Rules are kept to a minimum and are related to the safety and welfare of the children and adults in school.

UFS Promises

- We will look and listen when someone is speaking.
- We will use kind words and have good manners.
- We will put up our hand to speak on the carpet.
- We will follow instructions from an adult to stay safe.
- We will share the toys and look after school equipment.
- We will be helpful and keep our classroom tidy.
- We will have safe hands and feet.
- We will move sensibly inside school.
- Outside we can run & play.

We have a positive approach to behaviour where we are always on the lookout to spot it and celebrate it. As such, your child may receive certificates, stickers, postcards or prizes for their good behaviour. Children will also be given raffle tickets to be entered into a draw at the end of the term for consistently good behaviour - the better they behave, the more tickets and chances they will have. They could win £20 that they can spend on whatever they choose that is age appropriate and cleared with parents but will be bought by school.

Within Upper Foundation, we have green carpet spots. These can be moved around the setting depending on where we are working and represents a reflection area that children are asked to sit on to think about their behaviour should they have broken our class promises. After a short period and a discussion with an adult about their actions and determining next steps, the child is always invited to join the rest of the class in activities.

It is the aim of everyone connected with our school to provide a happy and secure environment so that all the children are eager to learn. This can be achieved only if a good relationship is established between home and school. Discipline is maintained by the closest co-operation between parents and school staff.

Children are encouraged to behave in a positive, self-disciplined way. We employ a variety of strategies in order to achieve and maintain high standards of discipline and behavior. For example, staff behave positively and set a good example.

Minor behavioral indiscretions are dealt with by staff immediately. More serious behaviour is referred to the teacher, who may in turn, refer the matter to parents or to the Assistant Head, Mr Davison, who leads behavior and inclusion throughout school. Co-

operation of parents is sought when a child's behaviour is causing concern. Problems are usually solved at an early stage, by parents, children and school staff working closely together.

Special Needs

Children with special educational needs or learning difficulties are catered for inclusively using the existing resources in the school and seeking advice from external agencies where necessary. We assess children's progress regularly so difficulties can be diagnosed early in their education in order that individual learning programmes can be planned. Parents are given support and information on how to find help from a range of agencies. The setting works to the requirements of *The Special Educational Needs Code of Practice* (2001). A register of children with Special Needs is kept in school.

Exclusion Procedure for Illness/Communicable Disease

Disease/Illness	Minimal Exclusion Period
Antibiotics prescribed	First day at home
Temperature	If sent home ill child must be off for 24 hours
Vomiting	Child must be off for 48 hours after last vomit
Conjunctivitis	Keep at home for a minimum of 1 day. May return after prescribed medication.
Diarrhoea	48 hours from last loose stool or until clear
Chickenpox	7 days from appearance of rash
Gastro-enteritis, salmonellosis, dysentery and food poisoning	Until authorized by the District Community Physician
Infective hepatitis	7 days from onset of jaundice
Measles	7 days from appearance of rash
Meningococcal infection	Until recovered from the illness
Mumps	Until the swelling has subsided and in no case less than 7 days from onset of illness
German Measles (Rubella)	Exclude until fully recovered or for at least four days after the onset of the rash