



Early Years Foundation Stage Brochure

2021 - 2022

Aim High Be Proud

Respect Excellence Determination Responsibility Opportunity Support for Others Equality

www.redroseprimaryschool.com

Contact Information



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Headteacher
Mrs A Brinton

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Miss C Herbert

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Welcome

On behalf of the children, staff and governing body, I would like to take this opportunity to extend a very warm welcome to Red Rose Primary School.

This is the start of a very exciting journey for you and your child and a very special milestone in your child's development. We are delighted that you have chosen Red Rose Primary School as the setting for this journey. We look forward to developing a strong partnership with yourselves and getting to know you and your family.

Our school motto is 'Aim High, Be Proud'. Children who attend Red Rose are encouraged and supported not only to achieve the highest outcomes, but equally, to become well-rounded individuals.

This booklet sets out some of the key information about the Early Years Foundation Stage at Red Rose. We recognise that you will have lots of questions and hopefully some of those questions will be answered in the information provided. In addition, we are always very happy to meet and answer any questions you may have.

We look forward to developing a successful partnership and watching your child grow and flourish.

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Mrs Angela Brinton
Headteacher

Meet the staff

Our Early Years Foundation Stage comprises of two classes the Sunshine class and Sunbeam class. To ensure best practice and continuity, our Foundation Stage classes work together as a unit. Within Early Years, the children will work across both classrooms with all members of the EYFS staff. We offer a challenging and stimulating environment where the children can freely access the resources across both classrooms and outdoors. The children will take part in a broad and rich curriculum taught through both adult directed and child initiated activities.



Mrs A Sweet
EYFS Lead



Miss M Sweeney
Teacher

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Mrs A Taylor
Teaching Assistant

Starting school

Starting school is an exciting time, where there will be the opportunity for many new experiences. For some children, this can be a big change but we will ensure that the transition from nursery to school will be as smooth as possible.

To assist in this smooth transition, the children will have the opportunity for two visits prior to the summer holidays. During these visits the children will have the opportunity to explore the Early Years classrooms and outdoor environment, meet staff, make new friends and develop relationships. On their final visit, the children will receive a special teddy bear to look after over the Summer holidays. This bear will be their 'new Red Rose friend' who can support them on their very exciting first day at school. We will also ask the children to complete a booklet with parents, which they can share with their new friends in September.

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In September there will be a graduated induction to full time education. The following arrangements have been made so that there is plenty of time, space and adult support to settle children into school happily.

- **Thursday 2nd September & Friday 3rd September** - The children will be in school for **half of each day** (pleased see letter attached for your child's sessions)
- **w/c 6th September:** all children will start at **9.30am** and stay for lunch, but the day will end at **2.00pm**.
- **w/c 13th September:** all children will work the **normal school day**. Normal hours are currently from **8.50am** until **3pm** (due to COVID restrictions). School doors are open from **8.40am**,



where children are greeted by staff.

What does your child need?

1. *School Uniform*

At Red Rose Primary School, we believe that the wearing of uniform plays a valuable role in contributing to the ethos of our school and setting an appropriate tone. Our children wear their uniform with pride, promoting equality and a sense of community. We ask that everyone; children, parents and

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carers help to ensure that the school dress code is always observed. Our school uniform consists of:

Non-PE days

- Red jumper or cardigan
- White or red polo shirt or white shirt / blouse
- Grey or black skirt / trousers / shorts (leggings are not allowed)
- Red checked dress (summer)
- Plain black leather or leather style shoes which can be polished
- Trainers are not allowed.

Jumpers, cardigans and polo shirts with the school logo can be purchased from the school office.

PE Days

PE uniform should be worn on PE days in place of your child's school uniform:

- Plain white T shirt
- Black or navy shorts / leggings or tracksuit bottoms (no logos)
- Plimsolls or trainers
- Grey Red Rose PE hoodie (optional)

Jewellery - *Children are not allowed to wear jewellery in school.* Any accident or injury arising from the wearing of jewellery will be the direct responsibility of the parent.

2. All clothing marked with a name-tape or similar

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This is crucial, as children can get very upset after PE when they think that the one remaining item of clothing is not theirs, and refuse to put it on. This can be resolved with a telephone call home, but this is a very time-consuming process. ***Please label your child's possessions.***

Lost property is kept in the EYFS lost property box until the end of the half-term. However, because of the sheer volume of unclaimed and unnamed clothing, this is disposed of during the half-term holiday. This usually includes coats, jumpers, shoes, hat, gloves and scarves. Please check if your child has forgotten or lost something, and insist that they take responsibility for looking after their things.

From the outset we expect children to become as independent as possible, to look after both the school's belongings and their own, and to put things away in the correct place.

3. Reading Wallet / Bag

Children will need a reading wallet or bag to keep transport their reading book and words home. A Fabric Bag can be purchased from school

4. Spare Clothes

Due to the explorative nature of the EYFS curriculum, children's clothing may get messy. It is paramount that all children have a bag containing a spare change of clothes. This is to be left in school on your child's peg at all times.

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Children may get wet or muddy from exploring the outdoor classroom and accidents can occur.

5. Wellies

All children will need a pair of wellies that are clearly labelled with your child's name. They are to be left in school every day and are will be stored safely on our welly wrack.

Forest School

As part of our curriculum the children take part in a weekly Forest School session. The overall aim of Forest School is to encourage staff and pupils to promote learning outside the classroom environment.



Mr Rose delivers our programme in our safe but accessible forest area within our grounds. The children visit our woodland area on a weekly basis. Games are played and small achievable tasks are set, such as collecting natural materials and building shelters from sticks, ropes and other materials. The children learn basic woodland skills and simple tool use. The children use natural materials to develop both practical and intellectual skills.



For more information please visit our school website:

www.redroseprimaryschool.com



School meals / snacks

The government currently covers the cost of all school meals in EYFS & KS1. There is therefore no charge for taking a school meal.

If preferred, children can bring a packed lunch to school. This is eaten in the dining hall at the same time as the meals are served. Packed lunches should be brought in a *named* lunch box. Water is freely available at lunchtime. No sweets or chocolate should be included in the packed lunches.

While no child would be expected to eat everything, all children are required to make a reasonable effort to eat their lunch. Please impress on your child the need to eat sufficient food to keep them going through the day.

All state schools receive funding from the Government to cover the costs of providing education. This can include all school running costs, such as employing teachers and support staff, books and equipment, computers, expenses on our school building and free school meals. The school receives additional funding,

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(known as the pupil premium) for pupils whose families receive certain benefits or if your child is currently in the care of the local authority or has previously been in care.

It is in all our interests that we bring in as much money as we can to support our school and ensure all of our children get the best possible education. To help your child and your school, we can do a very quick eligibility check for this additional funding via Durham County Council.

If a parent or guardian is in receipt of:

- Income Support (IS).
- Income Based Jobseekers Allowance (IBJSA).
- Income-related Employment and Support Allowance.
- Child Tax Credit, provided you are not entitled to Working Tax Credit and have an annual income, as assessed by Her Majesty's Revenue and Customs, that does not exceed £16,190.
- Guaranteed Element of State Pension Credit.
- Where a parent is entitled to Working Tax Credit run-on (the payment someone receives for a further four weeks after they stop qualifying for Working Tax Credit).
- Support under part VI of the Immigration and Asylum Act 1999.
- Universal Credit.

Application is straightforward, and can be completed by contacting the office. It is completely confidential.

Cool Milk for Schools



The school is part of the Cool Milk for Schools scheme, where milk is provided if required, to children in all classes.

Children under 5 are entitled to a free carton of milk, which is delivered fresh to school each day and stored in the refrigerator until morning. This is organised by school.

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Once your child turns 5 it is your responsibility to contact Cool Milk to re-register and order milk (if required). Milk can be ordered at www.coolmilk.com

As a healthy school, we try to encourage children to drink water throughout the day. Please encourage your child to bring into school each day a bottle of fresh water.

The children can enjoy a snack at any time throughout the day at our friendly 'Snackstop'. Fresh fruit is delivered to the school as part of a Government initiative for children in Foundation Stage & Key Stage 1.



Sweets and chewing gum are not allowed in school.

What will your child do during the day?

During your child's first weeks at school they will be learning to adapt to their new environment. They will be finding their way around the classroom and surrounding areas such as locating the

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toilets and cloakroom, as well as learning simple routines and rules. Most importantly, they will be encouraged to form positive and happy relationships with adults and peers in their class.

Our aim is to give your child the best possible start in school by ***building on your foundations.***

Your child will probably say that all they have done all day is play!

What actually happens is that through very carefully planned “play”, your child will be learning in many important areas.

We seek to create a happy and secure environment in which children can explore, investigate, listen and discuss, in order to acquire those basic skills of reading, writing and handling number which allow them to make good progress in all aspects of the curriculum.



We aim to deliver the curriculum within an exciting and stimulating environment. Red Rose Primary School seeks to provide all pupils with a broad, balanced and relevant curriculum matched to the child's

individual needs. In this way children will gain knowledge of the world around them, grow in confidence and develop a desire to learn more about the world.

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The activities your child will be enjoying are specifically planned to give him or her lots of learning experiences in all curriculum areas. We embrace that children learn best from activities which inspire and interest them, therefore we will endeavour to embed the children's interests within their learning and prepare them for their next phase of education.

Early Years Foundation Stage Curriculum

The Early Years Foundation Stage curriculum has seven different areas of learning, all of which are taught through both adult focused and play based activities. All children will participate in adult directed learning time which focuses on developing phonics, mathematical, English and physical skills. The children's progress is closely monitored so that each child works at an appropriate level.



Communication and Language Development

- Understand how to listen carefully and why listening is important.
- Learn new vocabulary and use this throughout the day.
- Ask questions to find out more and check they understand what has been said to them.
- Articulate their ideas and thoughts through well-formed sentences.
- Use talk to help work out problems and organise activities and thinking.
- To explain how things work and how they might happen.
- Listen to and talk about stories to build familiarity and understanding.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Listen to and engage in non-fiction texts to develop new vocabulary and understanding.

Physical Development

- Revise and refine fundamental movement skills such as running, jumping, hopping, and skipping.
- Develop overall body-strength, balance, co-ordination and agility.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently such as tools for writing, scissors, and paintbrushes.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.

Personal, Social and Emotional Development

- See themselves as a valuable individual.
- Build constructive and respectful relationships.
- Express their feelings and consider the feelings of others.
- Show resilience and perseverance in the face of challenge.
- Identify and moderate their own feelings both socially and emotionally.
- Think about the perspectives of others.
- Manage their own needs.



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Mathematical Development

- Count objects, actions and sounds.
- Subitise.
- Link the number symbol (numeral) with its cardinal number
- Count beyond 10.
- Compare numbers.
- Understand the 'one more than/one less than' relationship consecutive numbers.
- Explore composition of the numbers within 10.
- Automatically recall number bonds for numbers 0–10.
- Select, rotate and manipulate shapes in order to develop spatial reasoning skills.
- Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.
- Continue, copy and create repeating patterns.
- Compare length, weight and capacity.



Literacy (Reading)

- Read individual letters by saying the sounds for them.
- Blend sounds into words
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words
- Read simple phrases and sentences
- Read books to develop their confidence

Literacy (Writing)

- Form lower-case and capital letters correctly.
- Spell words by identifying the sounds and then writing the sound with letter/s
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.
- Re-read what they have written to check that it makes sense

Expressive Arts and Design

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Create collaboratively, sharing ideas, resources and skills.
- Explore and engage in music making and dance, performing solo or in groups.
- Develop storylines in their pretend play.

Understanding the World

- Talk about members of their immediate family and community.
- Compare and contrast characters from stories, including figures from the past.
- Recognise that people have different beliefs and celebrate special times in different ways.
- Explore the natural world around them.
- Recognise some environments that are different to the one in which they live.

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Each child is unique

At all times in the school day your child is recognised as a unique individual. He or she will be working within the Foundation Stage Curriculum which is the standards for learning, development and care for children from birth to five.

In September, all children joining school will be required to complete a statutory baseline assessment. This assessment focusses on the seven areas of learning outlined on the previous pages. This data, along with any pre-school records, observations and professional judgment will ensure that your child will be taught at their appropriate stage of development.

At Red Rose Primary School we recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, school reward systems of stamps and stickers as well as celebration assemblies, to encourage children to develop a positive attitude to learning.

We ask that you also do not compare your child with others, expecting him or her to be as good as or better than someone else, but rather to be as good as he or she can be.

A child's self-respect and esteem is a fragile thing, and must be nurtured with praise and encouragement whenever there is genuine effort, whatever the outcome.

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Partnership with Parents



As parents, you are the first educators of your children. We believe in a close partnership between parents and staff as we join you in educating your child. We want to work closely with you.

Good communication between staff and parents enables us to inform each other of relevant matters concerning your child. We appreciate being informed of any changes at home that might affect your child, and will treat anything you tell us in strict confidence.

We keep a 'Learning Journey' for each child, which has photographs and observations reflecting their development. We welcome your input into this through our online Learning Journey Tapestry. Please keep us informed of any milestones and special events in your child's development.

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Tapestry is a secure online Learning Journal to record photos, observations and comments, in line with the Early Years Foundation Stage curriculum. This compiles a record of your child's learning journey and experiences within Reception. This system allows us to work with parents and carers to share information and record the children's play and learning in and outside of the classroom. As parents and carers you will have full online access to this. For more information about Tapestry please visit our website.

We endeavour to keep parents fully informed of their child's learning through Tapestry, our school website www.redroseprimaryschool.com or by following our class Twitter page @RedRoseEYFS.

We hold parents' evenings twice a year, where you will be invited to discuss your child's progress. However, there is no need to wait for these times. If you have questions or concerns, please speak to one of the team.

Emergency contact numbers

You will be asked to complete a form giving contact telephone numbers so that at any time a responsible adult can be contacted should your child become unwell or have an accident. Responsible adults can be relatives, friends or neighbours and we also need home or work telephone numbers as appropriate for ***all adults with legal access to the child.***

These numbers should be kept up to date. It is very important that contact details are correct in the event of your child feeling unwell or having an accident.

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What should I do if my child is unwell?

It is common for children when they first start school to suffer from a range of mild illnesses. Should your child be unwell, please keep him or her away from school no matter how keen they are to come, as infection quickly spreads in a busy classroom.

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Absences should be reported to the school absence line before 9.30am giving the name of your child and the reason for their absence. This will allow us to keep track of the illnesses which are circulating within school and help in identifying opportunities for prevention. Advice can always be obtained from your GP, the school nurse or the school office about recommended exclusion periods for particular conditions.

Children MUST not attend school when they are suffering from:

COVID symptoms – high temperature, a new, continuous cough or a loss or change to their sense of smell or taste. If you have any of these symptoms get a PCR test to check if you have Coronavirus and stay at home until you get the result.

Diarrhoea - diarrhoeal illness spread easily among young children. Children should be kept at home for **48** hours after the diarrhoea has ceased.

Vomiting - children should be at home for **48** hours after vomiting has ceased.

Severe and strange sounding cough

Yellowish skin and eyes

Headache and stiff neck - particularly if he/she is irritable and generally unwell.

Conjunctivitis - eyes which are sore / sticky / discharging.

Sore throat - or trouble swallowing.

Infected skin patches

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Severe itching of body or scalp

First Aid

All EYFS staff hold Emergency first aid at work training with one member of the team holding a Full Paediatric First Aid qualification.

Minor Accidents

Children involved in minor accidents (grazes, stings, bumps) in school are asked to inform an adult who will refer them to the school First Aiders. The school uses only alcohol free antiseptic wipes to clean grazes. Antiseptic creams are not used. A hypoallergenic plaster will be used to cover any wound to help prevent infection.

Bumps to the head

Minor bumps to the head will be treated by a first aider and a text message will be sent to parents to inform them of the accident. Where there is a concern around the bump, parents will be contacted via telephone.

Please ensure emergency contact details are up to date. In the unlikely event of an emergency, medical aid will follow the emergency procedure.

Administration of Medication

In line with Durham Children and Young Peoples Services Guidance it is the policy of Red Rose to only administer medication prescribed by a doctor. *Non-prescribed medications, such as throat lozenges are not permitted.* Medication falls into two main categories:

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- **Long term medication** such as inhalers, creams, dietary supplements etc. Wherever possible these are administered at break times and lunch times. The use of inhalers will be administered in line with your child's asthma plan. A supply of long term medication will be kept in school e.g. an inhaler/epipen for school use only.
- **Short term medication** such as antibiotics are administered only when prescribed four times per day.

For children to receive any medication in school, parents or guardians are required to fill in a medication form. It is the responsibility of the parent or guardian to update these forms and notify the school of any changes. Forms for any medication need to be completed before the medication can be administered. **All medication must be handed directly to a member of staff on reception and not sent in with children.**

Medical plans/asthma care plans are formulated for children with long-term and emergency medication. The school records the administration of medication on a daily basis and this enables strict monitoring to occur.

Red Rose Primary School reserves the right to refuse to administer medication.

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