

Rokeby School Foundation Stage Policy

Member of Staff Responsible	Head of Foundation
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Approved By Governors	N/A
Distribution:	All staff

Document Purpose

This policy reflects the values and philosophy of Rokeby in relation to the teaching and learning goals of the children in the Reception Classes. The policy is a framework, within which all staff work, and gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the Department for Education ‘Early Years Foundation Stage Framework’, that gives guidelines as to what pupils should be taught in different areas of learning and development, and all the curriculum policies for the whole school.

Staff

Within the current EYFS team there are four full-time team members

Victoria Hayward – Head of Foundation and class teacher
 Emily Lawrence – Class teacher and Deputy Head of Lower School
 Lauren Stewart – Teaching Assistant
 Afsoon Riazi – Teaching Assistant

Staff Training

Staff receive full induction training on beginning their time at Rokeby and then take part in regular weekly team meetings that will include training sessions. The EYFS team also take part in the whole school inset days and twilight sessions.

Regular updates on training in first aid, safeguarding, curriculum and assessment, and food hygiene are delivered.

Philosophy

The philosophy of Rokeby is to provide a firm foundation on which all aspects of education are built. We aim to provide a curriculum that is broad and balanced in content and wide-ranging in approach, helping to ensure future progress and success. We believe that we create a learning environment that is motivating, exciting and caring, in order to contribute to the children’s positive self-esteem and a love of learning. Underlying our approach and philosophy are the four principles outlined in the Development Matters document:

The Unique Child
 Positive Relationships



Enabling Environments
Learning and development

Aims

The overall aims for the children in the Foundation Years are:

- to enjoy the process of learning
- to experience equality of opportunity in a caring, safe and secure environment
- to be valued as individuals and acquire self-confidence, independence and self-help skills
- to develop enquiring minds, encouraging independent thought
- to gain knowledge, skills, concepts and attitudes and relate to all areas of the curriculum and to life
- to learn attention skills and persistence, in particular the ability to concentrate
- to cultivate positive attitudes, values and beliefs and develop and understanding of, and respect for, other people's beliefs and cultures
- to experience personal achievement and appreciate the achievement of others
- to develop a positive self-image and an understanding of their value in society
- to acquire the skills to communicate their needs, feelings and experiences,
- to develop respect and responsibility for self and others.

The teachers and support staff at Rokeby make every effort to support and take care of the young children, whilst being encouraging and applying self-help skills.

Induction and Transition

Prior to beginning school at Rokeby the boys have the opportunity to spend some time in the school environment. We also communicate with pre-school settings to ensure we can put in place any requirements for each individual. The induction process is set out in this order:

- Ballot offers are sent.
- References are requested from pre-school settings for teachers and key workers to complete and return.
- Discovery Mornings for the boys in small groups.
- Visits to nurseries if required.
- Confirmation of acceptance related to information gathered from pre-school settings and the Discovery Mornings.
- Parents Information evening, including the distribution of The Reception Handbook.
- Boys visit their new teacher with their new classmates.
- Staggered entry on first day in school.
- First half term is just four and a half days each week.

Parental Involvement

At Rokeby we recognise the importance of the role of parents and the significant influence that they have already played in the early education of their child. We wish to build a firm



partnership that benefits and enhances the development and well-being of their child. We encourage continued involvement and interest by them in their child's education.

We provide a happy and supportive environment, forging strong partnerships between home and school through these approaches:

- Prior to the start of each year a Parents Information Evening is held.
- Parent meetings are held in the Autumn, Spring and Summer terms.
- A short written target report is produced at the end of the Autumn and Spring term, and a summative written report is produced at the end of the Summer term.
- A homework workshop is held at the start of the Autumn and Spring term.
- Expertise of parents is used to enhance curriculum work when applicable.
- Daily message books and reading records are used to communicate with teachers.
- Class bears - each child will be able to take home a bear weekly and write in it's diary.
- A Reception handbook is given to each parent on joining the school and calendars are issued termly to inform parents of all forthcoming events.
- Parents are invited to class assemblies, Christmas productions, Learning Looks, Sports Day
- The website, letters and general newsletters.
- The Rokeby Parents Circle (RPC) work together to enhance the life of the school.
- Star badges and work of the week awards are shared with parents.
- Red book profiles are developed from Reception to Year 2.

Class Organisation/Supervision and Teaching Style

We have two reception classes. Both classes have a fulltime teacher and a fulltime TA. During school hours the boys are supervised by either their class teacher and/or TA. They will also spend time with specialist teachers for drama, music and sports. These teachers all hold QTS. At break and lunchtimes, the children are supervised together as a year group in the outside areas.

As well as providing enabling environments, access to the outside learning environment, child directed and teacher focused sessions, ongoing assessment ensures that teaching styles are modified throughout the year according to individuals' progress and learning development. This ensures that all individuals' needs are being met at the same time as challenging and preparing the boys for the Year 1 curriculum and structure. Within the classroom each child has a designated keyworker.

Planning

Rokeby School opted out of EYFS in 2014. Since opting out we continue to follow the EYFS curriculum as laid out in the Development Matters in the EYFS in conjunction with the Rokeby Reception Scheme of Work. We use six topics throughout the year and plan through long term, medium term, weekly and continuous provision formats. We also incorporate the use



of the published maths programme 'Power Maths' and daily phonics using the Read, Write Inc scheme.

The Curriculum

The Rokeby Reception Curriculum is organised into seven areas of learning:

- Personal, social and emotional development
- Communication and language
- Literacy
- Maths
- Understanding of the world
- Physical development
- Expressive arts and design

The seven areas help practitioners plan the learning environment, activities, experiences and framework for the Rokeby Reception Curriculum. This does not mean that all the boy's learning is divided into these areas. One experience could provide a child with opportunities to develop a number of competencies, skills and concepts across several areas of learning.

The seven areas are delivered through topic themes, focused subject areas, enabling environments, child directed activities, teacher directed tasks, small group work, one to one teaching, circle times, whole class sessions and open ended/problem solving experiences.

Areas of Learning – Early Learning Goals

The Rokeby Reception Curriculum uses The Early Learning Goals from The Early Years Foundation Stage Framework as well as having its own end of year expectations that link closely to the Rokeby Year 1 curriculum. The early learning goals are spread across the seven areas of the Curriculum and provide the basis for assessment throughout the Reception year.

The Prime Areas

Communication and language

Listening, attention, understanding
Speaking

Physical development

Gross Motor Skills
Fine Motor Skills



Personal, social and emotional development

*Self Regulation
Managing Self
Building Relationships*

The Specific Areas

Literacy

*Comprehension
Word reading
Writing*

Mathematics

*Number
Numerical patterns*

Understanding the world

*Past and Present
People and Communities
The Natural World*

Expressive arts and design

*Creating with materials
Being imaginative and expressive*

Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

Playing and exploring (Finding out and exploring, playing with what they know, being willing to 'have a go')

Active learning (Being involved and concentrating, keeping trying, enjoying achieving what they set out to do)

Creating and thinking critically (Having their own ideas, making links, choosing ways to do things)

Assessment

The progress and learning needs of the children are assessed and recorded through constant observation and are shared regularly with the parents at Parent Meetings. Parents may ask to see their children's records at any time during the year.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

I-I assessments are then conducted at a further three points in the year, at the end of each term. These assessments, as well as ongoing observations by key workers on each child. By comparing the results, a measure of individual progress can be determined. The assessment results are used to inform future planning.

Through these assessments, together with careful, continual and consistent monitoring by the teachers throughout the school year, enables early intervention in any special needs that might occur.

Equal Opportunities

All teaching and non-teaching staff at Rokeby ensure that all pupils, irrespective of gender, ability, ethnicity and social circumstances, have access to the whole Curriculum and opportunities to make the greatest progress possible in all areas of the Foundation Stage.

Staff ensure that all children feel secure, included and valued. No child should feel excluded or disadvantaged because of ethnicity, culture, home language, family background, special needs, disability, gender or ability.

The whole child including his stage of development, capabilities as a learner, individual needs, state of health, likes/dislikes, physical strengths and abilities, past experiences are taken into consideration at all times. Every child is helped to reach their potential.

- The curriculum offered is inclusive of all children including those with special educational needs.
- All children are respected and their individuality and potential recognised, valued and nurtured.
- Activities and the use of play equipment offer children opportunities to develop in an environment free from prejudice and discrimination.



- The children's multi-cultural knowledge and understanding is fostered through displays, role play corners, books and posters throughout the school. Assemblies encourage children to celebrate their festivals and share their beliefs and experiences with others.
- Rokeby ensures that children whose first language is not English have full access to the curriculum and are supported in their learning.
- Staff are positive role models to the children and are expected to challenge any stereotypical behaviour.
- The diversity of family life is welcomed and we work with all families.
- We encourage the children to contribute stories of their everyday life with regular circle times and news sharing, including the use of WOW books.
- The children are encouraged to express their feelings in an appropriate way.

Behaviour Management

Please refer to the whole school policy for Behaviour Management. In the EYFS setting at Rokeby the Head of Foundation, is responsible for overseeing behaviour management. We use the rainbow, sun, cloud, thunder cloud strategy. This has been rolled out into Year One and Two.

SMSC (Spiritual, moral, social and cultural)

Teaching and Organisation within the EYFS Development in SMSC will take place across all areas of learning, within activities that encourage pupils to recognise the spiritual dimension of their learning, reflect on the significance of what they are learning, and to recognise any challenges that there may be to their own attitude and lifestyle. All curriculum areas should seek illustrations and examples drawn from as wide a range of cultural contexts as possible.

Promoting Fundamental British Values

The areas of democracy, rule of law, individual liberty, mutual respect and tolerance, are all addressed through our assemblies, within our teaching and learning and through visitors and displays. The children are also involved teacher led and child directed tasks to enhance various aspects of British Values.

Special Educational Needs

See Policy on Learning Support and Special Educational Needs.

At Rokeby we aim to provide a happy, stimulating and secure environment for all children, where individual abilities are recognised.

All children are given the opportunity to develop skills to the very best of their ability.

Children with special educational needs will be given support as appropriate to enable them to access the curriculum fully. This includes children that are more able, and those with specific learning difficulties and disabilities.



We believe in early intervention and provide equipment, resources and learning activities to meet the individual needs of those children in the Foundation Years who need additional support or who have particular needs or disabilities.

Rokeby works with parents to identify learning needs, to respond quickly to any area of difficulty and to formulate an effective strategy to meet these needs, so that later difficulties can be avoided.

Personal Support Plans identify targets in specific areas of learning for those children who require additional support, in line with the school's Learning Support and Special Educational Needs Policy. Reception teachers discuss these targets with the child's parents. Progress is monitored and reviewed every term.

At Rokeby Sofia Graves is our Learning Support co-ordinator and she is responsible for providing additional information and advice to practitioners and parents, and for arranging external intervention and support where necessary. Sarah Bell is our Lower School Learning Support teacher.

Children's Records

Further to day to day contact via message books and at collection times, the children's developmental records are shared with parents at Parents' Evenings. At any other time, they must be requested by the parents. A written request must be made for access to personal files, according to the school's data protection policy (this request needs to be made directly to the Bursar).

The school day

The school day begins at 8.30am and finishes at 3.00pm. For the first half term at school the week ends at 12.00 noon on Fridays.

Reception	Times
Classrooms open	8.15am
Registration	8.40am
Morning session	8.45am- 11.50 (Break 10.00-10.20am) (Milk/snack 10.20am)
Lunch	11.50am – 1.15pm
Afternoon session	1.15pm – 2.40pm
Home time	2.50pm

Administering Medicines

We ask parents to complete the medicine form, providing the information as stated below. No medicines may be sent into school via the book bags. They must be bought in by the



parent/career and handed over to the first aider, or the Head of Lower School or class teacher in her absence.

The date, name of child and name of medicine must be written down as well as the time that the medicine needs to be administered and the quantity. The reason for the medicine must be completed, giving any possible side effects.

The medicine will be kept in a fridge during the day and these are kept in the first aid room and administered by first aider. They are then returned to the parent/career each evening until the course has been completed.

During the summer months, boys are asked to come into school wearing sun protection. The boys are provided with a school sun hat for them to wear during playtimes or outside sessions.

First Aid/First Aiders

Within school hours and the school grounds we have a designated first aider at all times.

A first aid box is accessible at all times with appropriate content to use with the EYFS children. We also record all accidents and incidents that require first aid treatment and report these to the parents of the child involved.

All staff members within the Reception Classes have also been trained in first aid for off-site administration of first aid.

Victoria Hayward - Paediatric First Aider

Emily Lawrence - Paediatric First Aider

Lauren Stewart - Paediatric First Aider

Afsoon Riazi - Paediatric First Aider

Food and Drink

The boys have access to fresh drinking water at all times during the day. This is via their own water bottles that are kept in their classroom, but returned home daily.

At least two members of the EYFS team have food hygiene training.

There is a wide selection of food available to the boys at lunchtimes and we encourage healthy choices. They are also provided with a morning snack and milk every day.

After School Clubs

During the Summer Term we offer a variety of after school clubs. The boys in Reception can choose to enrol in one of these.

Complaints



Please refer to the whole school policy on complaints in conjunction with the below.

Parents who have a complaint in respect of the school's Foundation Stage should follow the Rokeby School parental complaints procedure. In the case of a complaint regarding the school's fulfilment of the Foundation Stage requirements then ISI or Ofsted should be contacted. A record of any complaint in respect of the EYFS, will be kept for at least three years. Written complaints about the fulfilment of EYFS requirements will be investigated and the complainant will be notified of the outcome within 28 days.

Missing child procedures

At all times the children are kept under close supervision by the staff at Rokeby School. Should a child go missing the school's policy on procedures can be found in the Missing Child Policy and Critical Incident Policy.

Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

We follow [statutory guidance](#) for safety around supervised tooth brushing.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

Further Information

If you require any more information regarding The Foundation Stage at Rokeby please refer to our website or contact the school directly.

<http://www.rokebyschool.co.uk/>