



## St George's Primary School



### The Early Years Foundation Stage Policy

- The EYFS is a statutory framework that sets the standards for all Early Years settings.
- The EYFS prepares children for learning in their future school life.
- The EYFS begins when a child attends a nursery or pre-school setting or if they are cared for by a childminder, birth to 5.
- The final stages of the EYFS are planned for when your child is in a Reception class of a primary school (Foundation 2).

**Within this document, the term Early Years Foundation Stage is used to describe children who are in F1 (Nursery) and F2 (Reception).**

We currently have an admission number for :

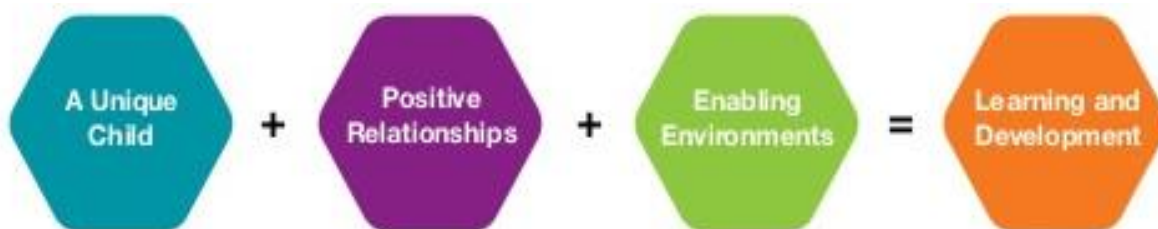
- 90 Full time Foundation 1 (nursery) places. We can offer part time places.
- 120 Full time Foundation 2 places.

#### Aim

At St George's Primary School we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and carers to meet children's individual needs and help every child to reach their full potential.

As outlined in the EYFS Framework Sept 2014 – updated April 2017 ***'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'***

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.



- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers.
- Children **develop and learn** in different ways and at different rates.

#### Principles into Practice

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning.
- Work in partnership with parents and within the wider context.

- Plan challenging learning experiences, based on the individual child, informed by observation and assessment.
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult.
- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child, including children with additional needs.
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in Key Stage 1 and beyond
- Provide opportunities for children to learn through planned, purposeful play in all areas of learning and development.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision-making, fostering independence and self-confidence.

### **Foundation Stage Curriculum**

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the Early Learning Goals.

All seven areas of learning and development are important and inter-connected. 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 three areas are the **prime** areas.

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

The **specific** areas are:

#### Prime areas of Learning

- 1. Communication and Language**
  - Listening and Attention
  - Understanding
  - Speaking
- 2. Physical Development**
  - Moving and Handling
  - Health and Self-care
- 3. Personal, Social and Emotional Development**
  - Making Relationships
  - Self-Confidence and Self-Awareness
  - Managing Feelings and Behaviour

Within the Foundation stage we have made some specific decisions. For example:

Phonics is taught using the Read, Write Inc Scheme.

Mathematics is developed using Numicon and mastery approaches to mathematics.

We teach discrete P.E focusing on core strength and balance.

We will use welcome and family meetings to explain these curriculum choices.

#### Specific areas of Learning

- **Literacy**
  - Reading
  - Writing
- **Mathematics**
  - Number
  - Shape, Space and Measure
- **Understanding the World**
  - People and Communities
  - The World
  - Technology
- **Expressive Arts and Design**
  - Exploring using Media and Materials

## The Daily Timetable

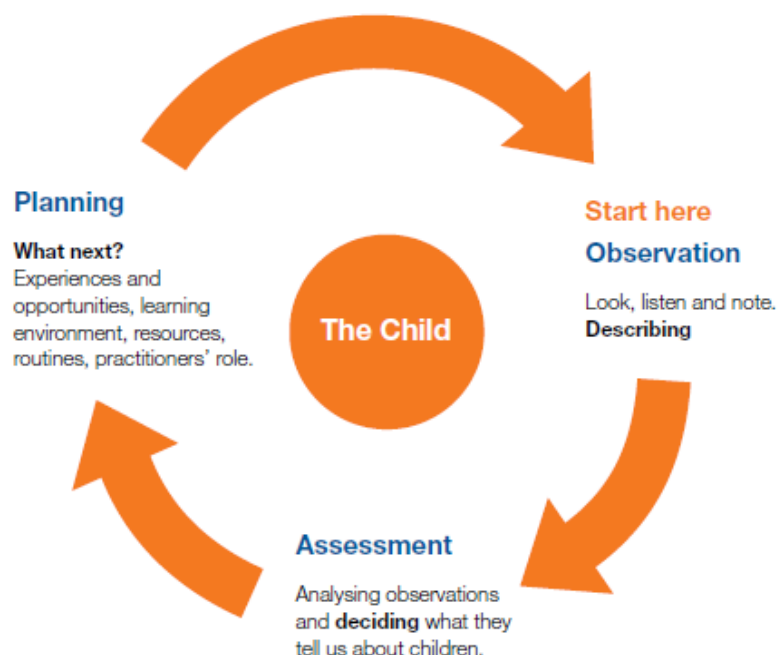
The daily timetable and EYFS environment changes throughout the academic year in response to the children's needs and stages of development. When children first join the setting in both F1 and F2 they access greater amounts of unstructured time in which to explore their environment and make relationships with new friends. Adult directed time is kept to a minimum and predominantly delivered via small group situations. As children develop their concentration and listening skills, adult led activities increase appropriately – whilst still maintaining a strong focus on children's learning through play, via following their own interests in continuous provision.

**Foundation 1** children access their key worker group at the start and end of each AM / PM session for Personal, Social and Emotional Development activities, with a focus on well-being and positive relationships. Throughout the week children move into different groups for teaching of Specific Areas of learning such as Literacy and Numeracy and will each have access to their class teacher for some of their adult led learning. Children in F1 follow a structured EYFS curriculum which covers all areas of learning and includes progressive teaching in Reading, Writing, Number and Shape, Space and Measure. There is an increased focus on the Prime Areas of Learning in F1 with Specific areas intertwined. The Prime areas are delivered daily in the continuous provision, via all interactions between adults and children and via focus activities and both adult led and child initiated learning. The Prime areas are essential building blocks for all future learning and are particularly important in foundation 1. Children will learn letters and sounds, the basics of reading and writing and numbers and basic calculations when developmentally appropriate for each child. Children learn at their own rate and are supported appropriately with challenging activities and next steps.

**Foundation 2** children are registered each morning by their class teacher and spend the first part of each day engaging in a class based adult led session which usually has a Literacy focus. Throughout the day they access the continuous provision, indoors and outdoors, and are able to mix with children from all other F2 classes. During this time children may complete focus activities with a practitioner. Time in the continuous provision is usually in blocks of at least an hour in order that children can become engrossed in their learning and play, enabling them to access higher levels of learning and consolidate skills taught. A structured phonics programme is delivered daily via the Read Write Inc. syllabus in Foundation 2. Children are grouped across the year group into 8+ small ability groups, which are fluid and change regularly dependant on progress and need. Guided group reading books are shared weekly with a practitioner before being taken home for additional reading support. Mathematics is delivered daily in class groups via our bespoke mathematics curriculum which takes the Mastery approach of a 'number of the week'. All aspects of Mathematics including shape, shape and measure are then taught via the chosen number. Children are then given further opportunities to develop their mathematical skills via challenge and investigation throughout the continuous provision.

## **Planning**

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can do. Our planning shows how the principles of the EYFS will be put into practice and is always informed by observations we have made of the children, in order to understand and consider their current interests, development and learning. All practitioners who work in the Foundation Stage at St George's are involved in this process and the child is placed at the centre of all planning, observation and assessment



There are three stages of planning the EYFS curriculum:

- **Long Term Planning**

We have created a framework, which gives structure and coherence to the curriculum. Topics, key events and core texts are planned for, covering the learning and curriculum needs of the children. Early Learning Goals, developmental milestones and ages and stages are distributed over the terms, to give a broad and balanced coverage.

- **Medium Term Planning**

We address particular aspects of the curriculum in more detail for each topic / core text and include links between areas of learning and development. Learning objectives, assessment opportunities, and activities and experiences for each area of learning and development are identified.

- **Short Term Planning**

We identify specific learning objectives, activities, differentiation, deployment of adults and resources, to meet the learning needs of the children on a weekly and day-to-day basis. It allows for flexibility in response to individual children's needs and interests and for revision and modification, informed by on-going observational assessment.

## **Staffing and Organisation**

St George's is a four-form entry primary school with up to 30 pupils in each Foundation 2 class. Each class has a qualified teacher and usually benefits from a full time Teaching Assistant. We endeavor to maintain an adult/pupil ratio of no more than 1:15 within the Foundation 2 year group. Foundation 2 sessions usually mirror the lower site school day. Children in F2 arrive at 8.40am and finish at 3.10pm.

Our Foundation 1 provision offers AM or PM sessions for children accessing the 15 hours universal funding. These sessions are 8.45-11.45am or 12.30-3.30pm. Parents are asked to express a preference for all AM **or** all PM sessions. Children in F2 arrive at 8.40am and finish at 3.10pm.

Foundation 1 also offers 30 hours funded provision for all **eligible** families. To qualify for 30 hours funding **both** parents must work a minimum of 16 hours equivalent per week. Lone parents must work 16 hours equivalent. Parents must complete an online eligibility form and if successful will be issued with a code which must be supplied to St Georges before a place can be confirmed. Wirral parents will find further information at [Wirral.gov.uk](http://Wirral.gov.uk).

## **Nursery Fees**

If you are eligible for 15 hours funding but not eligible for the 30 hours nursery funding, we may be able to arrange for you to pay for extra sessions. These would be charged at £10 per morning or afternoon session, payable to school via a bank transfer. Lunch would also be charged at £1 – payable on Parent Pay.

For absences, planned or unplanned (including sickness and holidays) full fees are payable to retain a child's place at the nursery to cover staffing overheads. Any planned absences should be communicated using the school absence form. This is accessible on the school's website: <https://www.stgeorges.wirral.sch.uk/page/attendance-at-st-georges/39019> and communicated via your child's nursery teacher or the Assistant Head Teacher for EYFS.

A reminder of non-payment of fees will be sent after two weeks with a follow up reminder being sent two weeks later.

If payment has not been received within 4 weeks of the date of the invoice, then the child's place at nursery will be at risk. Payment of unpaid fees will normally be pursued through the Wirral Borough Council and then onto the small claims court. No charge will be made for closure due to bank holidays, extreme weather conditions and staff development days.

If you are facing financial difficulties, please approach us immediately so we can work with you to propose a resolution.

All Foundation 1 children are taught by a fully qualified teacher and supported by early years experienced Teaching Assistants, qualified to Level 2 and Level 3. Adult ratios are 1:13 maximum in compliance with statutory requirements.

### **Assessment, Recording and Monitoring**

At St George's we undertake assessment for learning. We analyse and review what we know about each child's development and learning, and then make informed decisions about the child's progress. This enables us to plan the next steps to meet their development and learning needs. All practitioners who interact with the child contribute to the assessment process. Upon entry all children will be assessed during play based learning to ascertain a secure baseline against the developmental scale. Baseline assessments are conducted within the first 6 weeks of entry, once children have developed into their new routines and appear happy and settled.

Significant observations of children's achievements are collated in their own personal electronic learning journey throughout the year and shared with parents at regular intervals. Parents may request to see their child's learning journey at any time. Parents and carers are invited to meet the teacher coffee mornings and parent's evenings throughout the year. Individual reports are written in the summer term.

### **Formative assessment**

This type of assessment informs everyday planning and is based on on-going observational assessment of each child's achievements, interests and learning styles. Formative assessment may take the form of anecdotal observations, focused observations recorded on class assessment sheets, baseline assessment on entry, other focused assessments e.g. sound/number, annotated examples of work and photographs. Observations, photographs and work examples are used to provide evidence of individual achievement and progress against the EYFS curriculum and the developmental statements and milestones. Assessment is ongoing throughout the year as children progress through the developmental ages and stages in all areas of learning.

### **Summative assessment**

The EYFS Profile summarises all of the formative assessment undertaken and makes statements about the child's progress and achievements against the 17 Early Learning Goals. All practitioners in the Foundation Stage contribute to the profile. Children are tracked using ILD, which enables staff to monitor each child's progress, strengths and areas for development. End of year reports in Foundation 2 identify children as Emerging, Expected or Exceeding against each of the 17 Early Learning goals. Children's individual 'Characteristics of Learning' are also shared in end of year reports and communicated with the next class teacher during transition events.

All practitioners contribute towards standardisation of judgements and moderation of outcomes across the unit. Moderation is monitored and supported by the Senior Leadership Team. Class teachers also attend

termly local school cluster group moderation in order to further support consistent judgements of learning against ages and stages. Moderation is also undertaken with Wirral Local Authority Early Years mentors as part of a moderation cycle.

The Headteacher, Deputy Headteacher and Early Years Assistant Headteacher monitor teaching and learning in the Foundation Stage and analyse data of cohorts, groups and individual children.

### **Liaison with Pre-School Settings and Induction**

At St George's we have developed close links with local nursery and pre school settings.

When children have been allocated a firm place in St George's Foundation2, practitioners contact pre school settings to gain a verbal portrait of individual children, strengths, areas for support and friendship groups. Children are placed in classes according to the information gained. Practitioners then visit the majority of settings during the summer term and children are invited to attend for additional transition with the support of their pre school key workers.

Prospective parents can visit the school upon making an appointment and open days / evenings take place in the Autumn term for the following academic year.

New parents are invited to an information evening in June to introduce the school's expectations and routines, practice and policies are provided with an induction pack. Foundation 2 children are invited to attend a themed stay and play session with parents, before attending a morning just for children on whole school transition day. Transfer records from pre-school settings inform practitioners about the new intake. Parents also fill in a document that helps us to get to know their child and family. The children start school on a phased intake and all children attend school full time by the beginning of the third week in September.

Parents of children in Foundation 1 are invited to attend an information evening and a stay and play session. Home visits are offered to all Foundation 1 children.

<b>Foundation Transition Events</b>		
<b>What Happens</b>	<b>Date</b>	<b>Notes</b>
Foundation 2 parents receive confirmation of place at St George's Primary from Wirral Council Admissions.	Mid April	If you haven't received a letter or e-mail, please contact the council admissions department.
We write to Foundation 1 / 2 parents confirming your place at St George's.	Mid May	This is delayed for F2 parents whilst we wait for your contact details to be sent to the school.
We telephone every pre-school for a verbal portrait of each F2 child.	May	This information is used to make classes based on friendship groups and individual child's need.
We invite you to a parents induction meeting	Mid June	This is a parent only meeting to go through essential information. This event is not suitable for children.
Children come for a 'Stay and Play' session to meet their new teacher and children in their class.	June F2 July F1	This is a fun event for parents and children to share. A great opportunity to meet all the staff and families in a friendly and informal way. It usually takes the form of a 'Mad Hatters Tea Party' or similar in F2 and a stay on play for F1. This event is delivered a class at a time in F2.
We visit your child's pre-school settings (F2 children)	July	We try and visit all nursery settings. Sometimes this is not possible but we have an extended telephone conversation.



Children attend for the morning transition session (F2)	July	This takes place on whole school move up day. Children attend without parents for a 2 hour session.
Children start on a staggered intake over a two week period F1 and F2.	First two weeks in September	Children are admitted in small groups over a two week period. Start dates are non- negotiable in fairness to all parents. All children are admitted by end of second week in September
We hold parent / teacher coffee mornings	End of September	An opportunity to learn a little more about EYFS and meet with your child's Teacher / TA to discuss settling in

### Reception to Year 1 Transition

Foundation 2 and Year 1 teachers work together to make the transition from the Early Years Foundation Stage to Key Stage 1 as smooth as possible.

At St George's:

- Children are encouraged to develop independence when dressing and undressing and when organising their personal belongings throughout Foundation 2.
- Foundation Stage practitioners plan for more structured activities to be undertaken during the summer terms, encouraging less dependence on adult support
- Foundation 2 children meet year 1 teachers in the final half term of the Summer Term.
- An EYFS Profile end of year class summary sheet and assessment records are passed on to year 1 teachers
- Foundation 2 and year 1 teachers meet to discuss individual needs of children in July and Characteristics of Learning.
- Foundation 2 children visit their new Year 1 class and teacher for a whole day in July.
- During Autumn term in Year 1, elements of the EYFS are maintained for continuity and valuing the importance of a practical, play based curriculum.
- In year 1 Children experience a wealth of hands-on tasks and practical activities.

### Home/School Links

We recognise that parents/guardians are the child's first and most enduring educators. When parents/guardians and practitioners work together in early years settings, the results have a positive impact on the child's development. A successful partnership needs to be a two-way flow of information, knowledge and expertise. We aim to develop this by:

- Outlining the Foundation Stage curriculum to parents/guardians during the new parents meeting in June, to enable them to understand the value of supporting their child's learning at home.
- Encouraging parents/guardians to complete the home/school admissions booklet and to comment on observations and home learning in order to contribute towards the assessment process.
- Holding parent/carers evenings to outline the reading, writing in reception and to provide an opportunity for asking questions and sharing information.
- Operating an "open door" policy, whereby parents/guardians can come and discuss concerns and developments in an informal manner
- Inviting parents/guardians to help in our school and to accompany children on school visits and fun events.
- Encouraging parents/guardians to listen to their child read each night and to comment on reading progress in a home/school reading diary
- Discussing individual targets with parents/guardians at parents' evening in January and April (informed by the EYFS Profile)
- Providing an annual written report to parents/guardians in July summarising the child's progress against the early learning goals and EYFS assessment scales.

## **Equal Opportunities**

At St George's we aim to provide all pupils, regardless of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability, equal access to all aspects of school life and work to ensure that every child is valued fully as an individual.

Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas.

## **Inclusion**

Children with special educational needs will be given support as appropriate to enable them to benefit from the curriculum. This includes children that are more able, and those with specific learning difficulties and disabilities. Outcome Support Plans identify targets in specific areas of learning for those children who require additional support; in line with the school's Special Educational Needs Policy, Foundation Stage teachers discuss these targets with the child and his/her parents/guardians. Progress is monitored and reviewed termly.

The unit SENDCO in consultation with the EYFS Assistant Headteacher is responsible for providing additional information and advice to practitioners and parents, and for arranging external intervention and support where necessary.