



The Early Years Foundation Stage Policy 2026-27

- 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 :

- 78 Full time Foundation 1 places (Nursery). We can offer part time places.
- 120 Full time Foundation 2 places (Reception)

Aim

At St George's Primary School we aim to provide the highest quality care and education for all of 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.



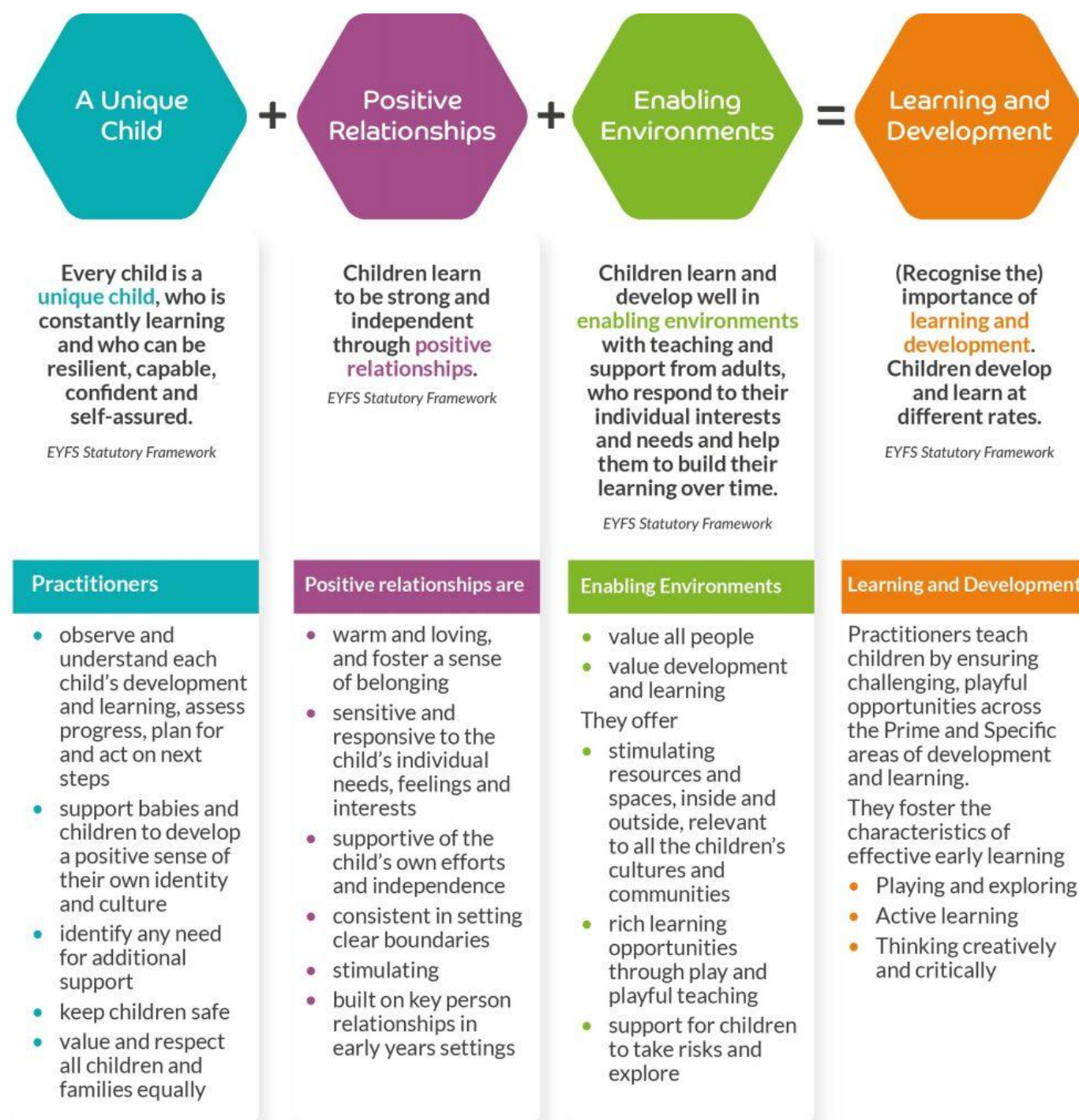
Nurturing our community through opportunities, innovation and love'.



As outlined in the EYFS Framework November 2024 ***‘All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.***

EYFS Framework 2026

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



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 carers, valuing and supporting the impact we can have when we work together to develop the whole child.
- 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, self regulation, executive function and self-confidence as integral components of the Characteristics of Effective Learning.

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 meet their potential and achieve the Early Learning Goals.

All seven areas of learning and development are important and inter-connected. Three **Prime** areas are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive. Children are also supported through the four **Specific** areas, through which the three **Prime** areas are strengthened and applied.

Areas of Learning			
Prime Areas of Learning		Specific Areas of Learning	
1.Communication and Language		4.Literacy	
Listening Attention & Understanding	Speaking	Comprehension	Word Reading
2.Personal, Social & Emotional Development		Writing	
Self Regulation	Managing Self	5.Mathematics	
Building Relationships		Number	Numerical Patterns
3.Physical Development		6.Understanding the World	
Gross Motor Skills	Fine Motor Skills	Past & Present	People, Culture & Communities
		7.The Natural World	
		Expressive Arts and Design	Creating with Materials
			Being Imaginative & Expressive

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 effective continuous provision and high quality, sensitive adult interactions.

Foundation 1 Children are registered each day with their class teacher and predominantly stay within their class groupings, though sometimes pair up with other F1 classes and share areas of learning. Each class has extensive daily timetabled access to the shared outdoor areas. Throughout the week, children will work in different groups with their Teacher or Teaching Assistants for teaching of Specific Areas of learning such as Literacy and Numeracy.

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, writing and number 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 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 and children are placed into ability groups, which are fluid and change regularly, depending 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', whilst following the NCETM Mastering Number fluency programme. 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 and assessments we have made of the children, in order to understand and consider their current interests, development and learning. All practitioners at St George's are involved in this process and the child is placed at the centre of our planning cycle.

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 endeavour 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, though we do have a slightly staggered intake between year groups to support safety and routines. The EYFS school day is 8.40am-3.10pm. Children are greeted by their class teacher on the main playground. Children are brought to the playground and handed to parents at the end of the day / session.

Our Foundation 1 provision offers AM or PM sessions for children accessing the 15 hours universal funding. These sessions are 8.40 – 11.40am with drop of and collection routines as above. 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.

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.

Food and drink

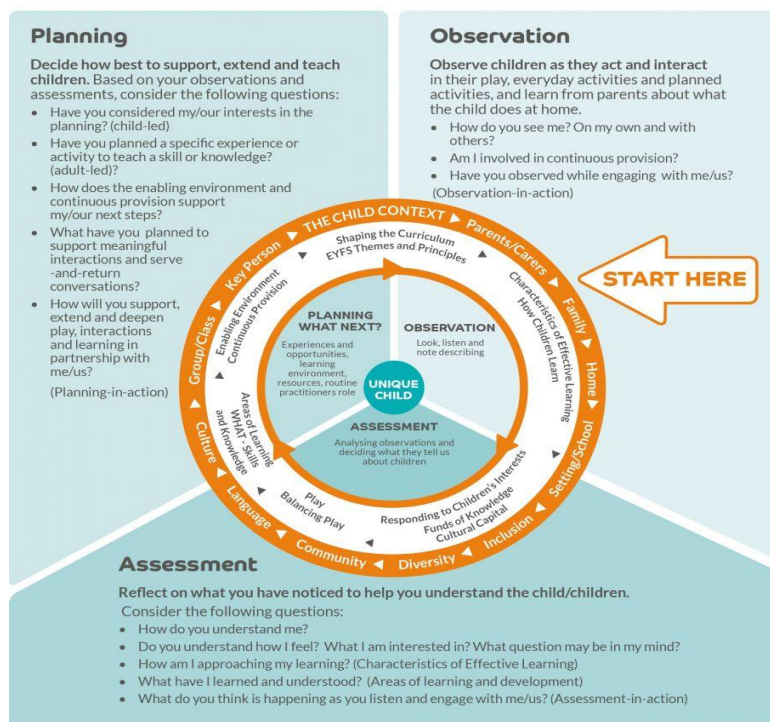
Foundation 1 lunch is at 11:30 - 12:30 and Foundation 2 lunch is 11:45 - 12:45. Our school lunches are made on site in line with the [Early Years Foundation Stage Nutrition Guidance](#) and served by members of staff following the Safer eating section of the [EYFS Statutory Framework](#) (3.63-3.70).

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 £15 per morning or afternoon session from September 2026, payable to school via a bank transfer – an invoice would be sent with full details. Lunch would also be charged at £2.00 – payable on Compass.

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.

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.

National assessments are moderated amongst our staff team and with other local schools to ensure consistency.

There are several frameworks available for Early Years Practitioners to guide professional moderation and discussion. These include:

- [EYFS Statutory Framework](#) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe.
- [Early Years Foundation Stage Profile](#) EYFS Profile Assessment completed at the end of F2 against the 17 Early Learning Goals.
- [Development Matters](#). Non-statutory guidance for early years settings - revised 2023
- [EYFS Reception Baseline Assessment](#) undertaken at the start of Foundation 2 by all children nationally.
- [Birth to 5 Matters](#). Non statutory guidance for early years settings

Upon entry into Foundation 1 and 2, all children will be assessed during play based learning to ascertain a secure baseline level. Baseline assessments are conducted within the first 6 weeks of entry, once children have transitioned into their new routines and appear happy and settled.

Observations of children's achievements are collated in their own personal electronic learning journey throughout the year (Seesaw). Parents can see up to date learning and experiences and are asked to contribute to or comment on observations and support their child to complete the home learning via this platform. In line with best practice, we endeavour to ensure that assessments and observations are both meaningful and manageable and do not prevent practitioners from prioritising high quality interactions with children. Parents and carers are invited to 'meet the team' coffee mornings and two 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. Observations, photographs and work examples are used to provide evidence of individual achievement and progress against the EYFS curriculum and developmental milestones. This is used to support teacher judgment, knowledge of the individual child, and plan for next steps in learning.

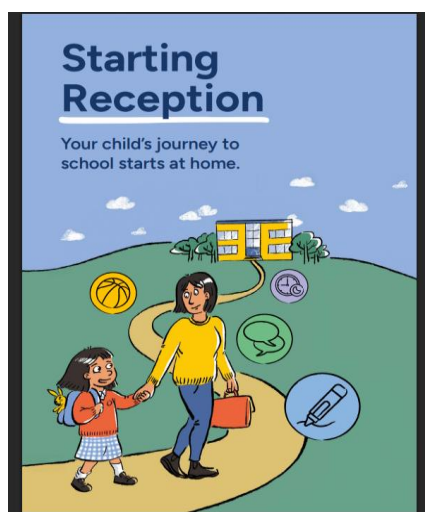
Summative assessment

At the end of Foundation 2, 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. End of year reports in Foundation 2 identify children as Emerging or Expected against each of the 17 Early Learning goals. Children's individual 'Characteristics of Effective Learning' are communicated with the next class teacher during transition events.

Children's attainment against the 17 Early Learning Goal statements are reported to the Local authority and subsequently the Department of Education as a statutory reporting expectation.

All practitioners contribute towards standardisation of judgements and moderation of outcomes across the unit. Moderation is monitored and supported by the Senior Leadership Team and class teachers participate in cross school moderation with local schools. The Headteacher, Deputy Headteachers and Early Years Deputy Lead monitor teaching and learning in the Foundation Stage and analyse data of cohorts, groups and individual children.

At the end of F1, parents are provided with a summary of children's attainment and achievements throughout the year. They are also provided with a 'Starting Reception Assessment' utilising the DFE supported [Starting Reception Checklist](#). These are shared with the F2 class teacher or next setting. The Starting Reception Checklist is a key component of our planning, chosen methodology and curriculum choices throughout F1. We work closely with parents and families throughout the F1 year to ensure clear expectations of 'Starting Reception'.



How can I help my child get ready?

Your child will have lots of new activities and routines to get used to when they start school. There are some things they'll need to do more independently than they might have before.

Research shows that a child's relationship with their parents is the most important factor in their development, and there's a lot you can do at home.

When your child is at home with you or another caregiver, you can practise as a family with fun activities (we've included links at the end of this resource).

Some of these skills take time to master, so it's good to introduce them gradually in your daily routine.



The definition: skills to practise before starting Reception:

New skills take time to learn. Practising at home will help your child move into school more easily and with confidence.

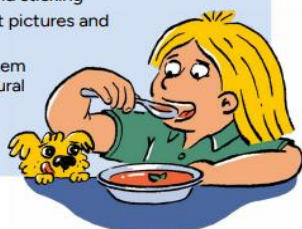
Growing independence

Taking care of themselves

- ☒ Putting on/taking off their coat and shoes
- ☒ Using the toilet and washing their hands
- ☒ Getting dressed with little help, e.g. after using the toilet or doing PE
- ☒ Using cutlery (e.g. fork and spoon, chopsticks) and drinking from an open cup
- ☒ Spending time away from you, learning they can be looked after by caring adults

Play, creativity and curiosity

- ☒ Taking part in imaginative play (e.g. role play)
- ☒ Drawing, painting, colouring and sticking
- ☒ Sharing story books, looking at pictures and talking about the characters
- ☒ Exploring the world around them (e.g. looking closely at the natural world, playing safely with objects at home)



Building relationships and communicating

Being with others

- ☒ Practising sharing and taking turns with toys
- ☒ Talking to them about **how** they are feeling and **why**
- ☒ Looking at story books together and speaking about what characters are feeling is a good way to do this
- ☒ Beginning to recognise what others are feeling, e.g. understanding if a friend is sad
- ☒ Encouraging them to set boundaries for themselves and others (e.g. knowing how to say 'no')

Communication and language

- ☒ Singing along with songs and nursery rhymes
- ☒ Talking happily to others about activities, experiences and the world around them
- ☒ Showing they need help by speaking clearly (in basic English or sign language)
- ☒ Recognising the pattern of their name (so they can find it on their coat peg or jacket)

Listening and engaging

- ☒ Paying attention for short periods of time
- ☒ Listening to and following simple instructions
- ☒ Carrying on with a task even when it's difficult and bouncing back if things go wrong



Physical development

Getting moving for at least three hours a day

- ✓ Walking up and down steps (one foot at a time, using the wall for support)
- ✓ Climbing, running, jumping and playing
- ✓ Catching a large ball (most of the time)
- ✓ Doing simple puzzles and craft activities, strengthening their grip with cutting and sticking



Healthy routines

- ✓ Going to bed around the same time each night, waking up in time to get ready for school
- ✓ Limiting screen time to the recommended daily amounts (see advice)
- ✓ Eating a healthy diet and trying new foods
- ✓ Brushing their teeth with fluoride toothpaste twice a day (you'll need to supervise this until they are at least 7)



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 Foundation 2, 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 at one of the open days which take place in the Autumn term for the following academic year.

New parents are provided with practice, policy and information via an electronic induction pack and are invited to a virtual information event in June to introduce the school's expectations and routines. Foundation 2 children are invited to attend a Saturday, themed stay and play session with parents, before attending a morning just for children on whole school transition days. 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 a virtual information event and a stay and play session during the school day. Home visits are offered to all Foundation 1 children.

Foundation Transition Events		
What Happens	Date	Notes
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.	Mid May	This is delayed for F2 parents whilst we wait for your contact details to be sent to the school.
We telephone pre-schools for a verbal portrait of each child.	May	This information is used to make classes based on friendship groups and individual child's need.
We invite you to an online parents' induction meeting	Mid June	This is a parent only online meeting to go through essential information, policies and routines.

Foundation Transition Events		
What Happens	Date	Notes
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 staff and families in a friendly and informal way. It usually takes the form of a 'Gruffalo's Tea Party' or similar in F2 and a 'Georgie Dragon' stay and play for F1.
We visit your child's pre-school settings (F2 children)	July	We try to 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 days. Children attend without parents for a maximum 2 hour session.
Children attend for a 1 hour stay and play session with an adult (F1)	July	This is a parent and child stay and play for our Nursery children
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 third week in September

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.

- 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
- Foundation 2 children visit their new Year 1 class and teacher for at least two whole days in July.
- Elements of the EYFS are maintained into Y1 for continuity and valuing the importance of a practical, play based curriculum. 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 a holistic understanding of each child.
- 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.
- 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) and providing an annual written report to parents/guardians in July.

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 Early Intervention Lead in consultation with the Deputy Headteacher for Early Years and the school SENDCO is responsible for providing additional information and advice to practitioners and parents, and for arranging external intervention and support where necessary.