



## Early Years Foundation Stage Information for Parents and Carers

**Stockbridge Village Primary School**  
The Withens, Stockbridge Village, Knowsley, Merseyside, L28 1AB

**Telephone:** 0151 477 8020  
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# Contents

Staff .....	3
EYFS Overview and Curriculum ....	4
Safeguarding .....	7
Snack .....	7
Attendance & Illness.....	8
Medicine and Emergency Contact..	8
Safety Around School .....	9
Outside Agencies .....	9
Contacting School .....	10
Starting School .....	10
Lunch .....	11
Breakfast Club.....	12
Daily Routine .....	13
Uniform .....	14
Parent Apps and Home Learning...	15
Glossary.....	17



## Foundation Stage Staff

### **Early Years Foundation Stage & Key Stage One Lead**

Mr J Fraser

#### **Teachers**

Miss R Lloyd

Mr J Fraser

#### **Support Staff**

Mrs E Ambrose

Miss D Bow

Ms J Harrison

Ms S Price

Although our staff members are primarily based in the Nursery or Reception classes, they collaborate as a cohesive team across the entire provision. This teamwork ensures the highest quality teaching and learning for all children. By sharing expertise and resources, we create a unified and supportive environment that enhances the educational experience for every child. Our commitment to teamwork enables us to address the diverse needs of our learners effectively, fostering an atmosphere of excellence and continuous improvement.





# EYFS Curriculum and Vision

Our curriculum offers a balanced blend of adult-led and child-initiated learning experiences, fostering interest and curiosity across all seven areas of learning. It is highly responsive to the needs of every child. By combining teacher input with continuous provision

opportunities, our curriculum encourages children to develop their learning independently through exploration and challenge. It is designed to be progressive, ensuring that children's knowledge and skills in all areas of learning are continuously built upon throughout the EYFS, effectively preparing them for Year 1.



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The Characteristics of Effective Learning are part of the Early Years Foundation Stage (EYFS) framework, which focuses on how children learn rather than what they learn. These characteristics help educators understand and support children's learning processes. There are three main characteristics:

## 1. Playing and Exploring (Engagement)

- **Finding out and exploring:** Children use their senses to explore the world around them, showing curiosity and interest.
- **Playing with what they know:** Children engage in activities and play based on their own experiences, using objects and ideas they are familiar with.
- **Being willing to 'have a go':** Children show a willingness to take risks and try new things, even if they are unsure or might make mistakes.

## 2. Active Learning (Motivation)

- **Being involved and concentrating:** Children focus on activities for extended periods, showing persistence even when they encounter difficulties.

- **Keeping on trying:** Children demonstrate resilience and determination, continuing to pursue their goals despite challenges.
- **Enjoying achieving what they set out to do:** Children gain satisfaction from meeting their goals and show pride in their accomplishments.

### 3. Creating and Thinking Critically (Thinking)

- **Having their own ideas:** Children think of original ways to approach tasks and solve problems.
- **Making links:** Children connect ideas and experiences to form new concepts and understanding.
- **Choosing ways to do things:** Children plan, make decisions, and evaluate their actions and outcomes, adjusting their strategies as needed.

These characteristics guide practitioners in creating environments and experiences that support and extend children's learning, ensuring they develop skills and attitudes that will help them throughout their education.

The "Characteristics of Effective Learning" are central to our curriculum, emphasising the diverse ways children learn. They underscore the significance of play and learning, active engagement, and critical thinking. Every learning experience we design allows children to utilise and enhance these skills. Our stimulating and exciting learning environments, both indoors and outdoors, are tailored to the needs and developmental stages of our children. These literacy-rich environments foster language comprehension and vocabulary building, and are easily accessible to promote children's independence.

Our curriculum celebrates diversity and nurtures pupils' spiritual, moral, social, and cultural development. Children with specific needs, including those with SEND, receive appropriate support to ensure their success. Our curriculum prepares all children effectively for the next stage in their learning journey.



## The Early Learning Goals

During their time with us, children will gain an understanding of the Early Learning Goals (ELGs), which are standards outlined in the Early Years Foundation Stage (EYFS) framework. These goals define the expected learning and development outcomes by the end of the Reception year, when children turn five. The EYFS framework comprises 17 areas of learning and development, categorised into 7 areas, including three Prime Areas and four Specific Areas. These seven areas include:

### Prime Areas:

- Communication and Language (listening, attention and understanding and speaking)
- Personal, social, emotional development (self regulation, managing self, building relationships)
- Physical development (gross motor skills and fine motor skills)



### Specific Areas:

- Literacy (comprehension, word reading and writing)
- Mathematics (number and numerical patterns)
- Understanding the World (past and present, people, culture and communities, and the natural world)
- Expressive Arts and Design (creating with materials, being imaginative and expressive)

Together, the Prime and Specific Areas encompass the knowledge, skills, and experiences that are developmentally appropriate for children from birth to 5 years.

**Further information about our school curriculum can be found on our school website on the ‘Curriculum Offer’ page.**

# Safeguarding

At Stockbridge Village Primary School we are vigilant in keeping children safe from harm and are committed to safeguarding our children. All adults, including staff, parents and governors, have a responsibility to safeguard children; any concerns, no matter how small, should be shared with the Designated Safeguarding lead.

## The Safeguarding Team

Miss K McCabe (Designated Safeguarding Lead), Mr J Austin (Deputy Safeguarding Lead), Mrs W Muat (Deputy Safeguarding Lead) Mr J Fraser, Mr M Gustafson, Mrs K Banks

# Snack

We provide a healthy varied snack which includes fresh fruit daily as well as samples of food from other cultures, so it is important for us to know if your child has any food allergies.

Snack time is enjoyed together as a group, providing children with the opportunity to be supported by staff while developing important social skills in a relaxed and friendly setting.



# Attendance and Illness

Attendance is extremely important, so please only keep your child at home if they are genuinely ill. If your child is unwell and needs to stay off school, you should call the school on the first day of their absence. When your child returns to school, please provide a note explaining the reason for their absence. If your child needs to miss school for a medical or dental appointment, you will be asked to bring the appointment card to school when they return.

The school operates a first-day response system, so if your child is absent and we have not been informed of the reason, you will receive a phone call from our school office later that day.

## Medicine and Emergency Contact

Designated staff will administer medicine to children at school. However, parents **must** complete a medical permission form at the school office, detailing the time and dosage of the prescribed medicine. All medicines will be securely stored in the school medical room, and parents are responsible for collecting them at the end of the day. Please do not hand medicine to the teacher at the door; it must be brought to the office to ensure safe storage.

### Emergency Contact Numbers

Please tell us if you change your telephone number or address or if your emergency contact numbers change. We will send text messages to your mobile phone so it is important that we have the correct number. If you do not wish to receive text messages please let us know.

## Safety Around School

### No Smoking

We operate a Non- smoking policy at our school and thank you for not smoking in or around the school grounds.

### Dogs

No dogs are allowed on the playground at anytime.

### Parking

The school car park is for staff only. We do have disabled parking at the front of the building for blue badge holders only.

### Jewellery

Jewellery should not be worn for school.



# Outside Agencies

We have access to various support agencies, including Speech Therapy, Family Support, Behavioural Support, an Educational Psychologist, the School Nurse, and Children's Centre staff. If you or your family are experiencing any difficulties that may affect your child, please let us know. All information provided will be handled sensitively to support you and your child.

Additionally, our school website contains links to useful documents, with hard copies available in the foyer near the school office.

The school SENCO and Designated Safeguarding Lead is Miss K McCabe. If you have any concerns about the well-being of your child or any other child, you can speak with any member of the Safeguarding Team, detailed on page 7.

# Contacting School

## School Contact Details

### **Stockbridge Village Primary School**

The Withens, Stockbridge Village, Knowsley, Merseyside, L28 1AB

**Telephone:** 0151 477 8020

**Email:** [stockbridge@knowsley.gov.uk](mailto:stockbridge@knowsley.gov.uk)

Please contact the school by telephone to ensure messages are received. An answering machine will be available out of hours and messages will be picked up when school opens.

Whilst teachers will access messages on SeeSaw (an App used to share children's learning) , they may not see them until later in the day or the next day. Therefore only non-urgent general messages should be sent via SeeSaw.

## Speaking To Teachers

Communication between home and school is very important to us. You have valuable information about your child that we need to know. There will be times when you need to share additional details, such as if your child had a late night or was upset that morning. This information is crucial, but we ask that you consider the staff's duties and speak to them at appropriate times. The start and end of the day can be particularly busy, so please be patient if you need to speak with staff.

If you require a longer conversation with staff, please make an appointment through the school office, and we will be happy to meet with you.



## Starting School

### New Routines

Starting school is an exciting time, filled with new routines, new friends, teachers to meet, and environments to explore. While this is an exciting period, we understand that both you and your children will be adjusting to these changes, which can bring many emotions. Rest assured, our EYFS staff have a wealth of experience and are extremely understanding of the challenges that come with starting a new school.



We know that seeing your child upset when you drop them off can be distressing. Please be assured that we will always phone you if they do not settle. While it may be difficult, it is very helpful to staff if you hand your child over and then leave promptly. This removes the option of returning to you and helps children focus on their new environment, where they often settle very quickly.

### **Hanging up coats**

Your child will have their own named peg, and they will be encouraged to hang up their own coat. Parents are asked to be mindful around the classroom entrance and avoid crowding the space, as this can be overwhelming for the children.

### **Self Registration**

Upon arrival, Reception children will complete a self-registration task and then select their meal choice. Following this, they will engage in a quiet activity, such as sharing books or exploring mark making, before registration begins. Children in Nursery will also engage in a quiet activity at the start of the day.

### **Lunchtime**

For many children, this is their first time having lunch away from their family, which can present challenges. To minimise any upset, Nursery and Reception children have lunch first, followed by Year 1 and 2 children. All children are entitled to a free school lunch and can choose from a range of options.

### **Packed Lunches**

Alternatively, you may provide a packed lunch; if you choose this option, please ensure it is healthy. We will provide you with a menu which runs on a three-week rotation. Please stick with your choice for the week, whether it's a school meal or packed lunch, as changing mid-week can cause confusion.

### **Breakfast Club**

If you need a place at Breakfast Club, please visit the school office for more information. The club operates on a drop-in basis from 8:00 am each day at a cost of £1.00.

## Behaviour

Children are praised for being kind, helpful, and working cooperatively. Class-based systems provide various ways for children to have their positive attitudes towards learning recognised and encouraged. We use Class Dojo for rewards. Dojos can be collected and exchanged for a prize.



## Helpful Tips For Helping Children Settle Into School

To help your child transition smoothly from home to school and feel happy and relaxed, here are a few practical tips for settling in:

- **Read Stories:** Read plenty of stories to your child and encourage them to retell their favourites. Joining the local library can be a great resource.
- **Encourage Writing:** Encourage your child to make marks and start copying or writing their name if they are ready, using capital letters only at the beginning.
- **Notice Numbers:** Point out numbers in the environment, such as on buses and buildings, and encourage real-life calculations. Look for shapes in the surroundings as well.
- **Limit Screen Time:** Be cautious of too much screen time (TV, iPads, etc.), as it can hinder listening, speaking, and social skills, and affect sleep quality.
- **Ditch Comforters:** Ensure your child has given up comforters like dummies or bottles before starting school, as these can impact speech development and self-image.
- **Engage in Conversation:** Talk to your child about their day and show you are listening. Limit your phone or iPad use when they are around and try to keep the house quiet without background TV noise to show they are your focus.
- **Promote Independence:** Encourage your child to dress themselves, put on shoes and socks, and fasten their coat.



# Daily Routines

We have a detailed daily routine to ensure the most effective teaching and learning. All areas of the indoor and outdoor provision are meticulously planned to create a high-quality learning environment. Throughout the day, various adult-led learning sessions will take place alongside child-led activities.

Below is a simplified example of our general daily routine:

**08:40am** (08:30am for Nursery) Meet & Greet, Registration

**09:00am** Literacy

**09:20am** Continuous Provision

**10:05am** Phonics

**10:20am** Snack

**10:30am** Continuous Provision

**11:15am** Singing

**11:30am** Lunch

**12:15pm** Registration

**1:00pm** Maths Groups

**1:45pm** PSE Groups

**2:45pm** Storytime

**3:00pm** Home



# Uniform

## Main School Uniform

Jumpers/Cardigans: Green with the school logo embroidered on the left chest.

Tops: White polo shirts.

Bottoms: Grey trousers, skirts, or shorts (Green gingham dress during summer)

Footwear: Black shoes/trainers

Accessories: No rings or necklaces. Stud earrings will be permitted

\*Reception pupils can wear black tracksuit bottoms (boys and girls)

\*Nursery pupils wear black tracksuit bottoms and green jumpers

## PE Kit

Tops: White t-shirt with no branding.

Bottoms: Black shorts/tracksuit bottoms with no branding.

Footwear: Appropriate sports shoes/trainers

## PE Day

Children in Reception will have a designated PE day which will be communicated to parents at the start of the school year. On your child's PE day, they will need to arrive at school dressed in their PE kit.

Some items of our school uniform can be purchased from the school office.

## Price List 2025-6 (please visit the office for latest prices)

Sweatshirt £10.00

Cardigan £11.50

Water Bottle £2.50

P.E. Bag £5.00

# Parent Apps and Home Learning

We hope that you will interact with us through Seesaw, sending us information about what lovely things you and your child get up to at home. Our Seesaw app is updated regularly throughout the week and will help you keep up to date with our learning in all areas. It is a lovely way to share in your child's day.



In Reception, the children will receive a reading book to take home – at first, this will be a story or information book which they have chosen to share with you. Later, this will be a reading scheme book aligned to the teaching of reading and phonics in school. Each week, we will inform you, through our school app, about the things we are learning in school that week.

Additionally, we use a school app to send letters home and share important information. The app also contains much of the information available on the school website, including a calendar with events and term dates.

**Information about school apps and login details will be provided at the start of the school year.**

While teachers can assist with Seesaw access, they have limited access to the administrative controls of each app. Therefore, if you encounter any problems, it is best to visit the school office for assistance.



# Glossary

Here is a glossary of terms commonly used in Early Years Foundation Stage (EYFS) education.

**EYFS (Early Years Foundation Stage):** The framework that sets standards for the learning, development, and care of children from birth to 5 years old in England.

**SENCO (Special Educational Needs Coordinator):** A qualified teacher responsible for coordinating support for children with special educational needs (SEN) within the school.

**Phonics:** A method of teaching children to read and write by linking sounds (phonemes) to letters (graphemes) or groups of letters, and blending them together.

**Mark Making:** Early writing skills where children make marks with pencils, crayons, or other tools to represent their ideas and develop fine motor skills.

**Child-led Activities:** Activities where children choose what they want to do, guiding their own learning and exploration.

**Adult-led Activities:** Activities planned and directed by adults (teachers or practitioners) to introduce new concepts or skills to children.

**Continuous Provision:** Resources and activities available to children throughout the day, designed to promote independent learning and exploration.

**PSED (Personal, Social and Emotional Development):** One of the areas of learning in the EYFS framework, focusing on children's emotional well-being, social skills, and self-confidence.

**CL (Communication and Language):** Another area of learning in the EYFS, focusing on children's speaking, listening, and understanding skills.

**PD (Physical Development):** The area of learning focusing on children's physical movement, coordination, and healthy lifestyles.

**Literacy:** The development of reading and writing skills, including phonics, reading comprehension, and early writing.



**Mathematics:** The development of mathematical skills and understanding, including counting, shapes, patterns, and simple calculations.

**Understanding the World:** The area of learning focusing on children's curiosity about their environment, people, and communities, as well as technology and the natural world.

**Expressive Arts and Design:** The area of learning focusing on children's creativity through art, music, dance, role-play, and imaginative play.

**Observations:** Systematic watching and recording of children's activities, behaviours, and achievements to inform planning and assessment.