

Broadwas CE Primary School, Broadwas on Teme, Worcester, WR6 5NE

EYFS Policy

Our Vision

As a church school, rooted in Christian values, our vision is inspired by the miracle of the loaves and the fishes. This demonstrates God's provision and care for us all through the generosity of one young child. By valuing each individual within our school family, we enable everyone to grow and flourish at Broadwas by providing a relevant, inclusive and knowledge rich curriculum in a stimulating, fun and loving environment.

At Broadwas we 'Live Our Values Everyday'.

Reflecting our Core Christian Values

Our school EYFS policy is informed by the Christian values that underpin all aspects of school life. At Broadwas CE Primary School, we are committed to developing strong and meaningful partnerships between all stakeholders. The school has consulted with pupils, parents, staff and governors to establish a set of six core values (**Love, Friendship, Respect, Forgiveness, Truthfulness** and **Creativity**) that are shared and understood by everyone involved in the life of the school. As a Church school, our Christian values permeate everything that we do. Our values are reinforced on a daily basis through worship times, (led once a week by our Head teacher, the Open the Book team, staff and our clergy and evaluated by each class), class worship, reflection times and RE lessons.

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1. Introduction

The purpose of this policy is to summarise the philosophy and ethos of Early Years education at Broadwas C of E Primary & Bumblebees Pre-School, along with providing some useful information about our curriculum, pedagogy, environment and routines. We understand how important a child's formative years are in establishing a life-long love of learning, and we endeavour to foster this within an inspiring, challenging and nurturing environment.

2. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that provides the knowledge and skills needed to be lifelong learners.
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

3. Legislation

This policy is based on requirements set out in the 2023 statutory framework for the Early Years Foundation Stage (EYFS).

"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".

Department for Education 2023

4. Safeguarding and Welfare Procedures

Children learn when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

Ratios

We ensure that the appropriate statutory staff: child ratios are maintained in our setting to meet the safety needs of all children:

- 2 year old children: 1 staff member for every 5 children.
- Preschool: 1 staff member of staff for every 8 children.
- Reception: we comply with infant class size legislation and have at least 1 teacher per 30 pupils.

5. Health and Hygiene

Our Nursery staff have undertaken Food Safety and Hygiene Training and hold food hygiene certificates. They are equipped to provide healthy snacks and drinks for children as necessary.

Children in Nursery and Reception are offered water, milk and fruit during morning snack time. Children bring water bottles to school that they can access throughout the day. At lunchtimes, children in Reception either bring a packed lunch or will receive a free school meal. Parents are encouraged to pack healthy lunch boxes. Our school lunch provider offers a variety of healthy lunch options each day from which children can choose. School meal menus are available on our school website.

We keep an up-to-date list of any allergies/preferences to prevent children eating forbidden foods. This information is displayed in classrooms, the office makes our lunch provider know and lunchtime supervisors are made aware of all needs. Parents are required to share this information on induction forms and during introductory meetings. Parents should keep the school updated with any allergies or dietary changes that differ from induction forms.

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

- eating a healthy and balanced diet.
- the effects of eating too many sweet thing
- the importance of brushing your teeth.
- the importance of exercise.
- how to cross the road safely.
- how to wash their hands.
- how to maintain good hygiene,
- the importance of screen time.
- the importance of sleep.

Please see school Health and Safety Policy, Supporting Pupils with Medical Needs and Administration of Medicine Policy.

6. Intimate Care

In Nursery and Reception classrooms, children have access to toileting facilities, and we teach the children the importance of hygiene and hand washing techniques.

In Early Years we understand that children in Nursery are learning to toilet themselves and there are occasions when a child may wet or soil themselves at school. Wherever possible, staff will support the child, use accidents as a learning opportunity and will follow toileting plans that have been agreed with parents where these are in place. There may be occasions where it is more appropriate for parents to be contacted.

Please see Nappy changing, Toileting and Intimate Care Policy for more information.

7. First aid

We have at least 1 person with a current Paediatric First Aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required. First aid boxes containing appropriate items for use with children is always accessible in Bumblebees and the school library. A written record of any accidents, injuries and first aid treatment is kept in the accident book which is located in the office in both Bumblebees and School. Parents are to be informed of any accident or injury involving a child on the same day, or as soon as is reasonably practicable after, including details of any first aid treatment given.

8. Medication

Regarding medication please see our Medicines Policy for details around giving children medicine.

If a practitioner is taking medication which may affect their ability to care for children, they should seek medical advice. Practitioners must only work directly with children if the medical advice received confirms that the medication is unlikely to impair that person's ability to look after children properly. Staff must inform their line manager that they are on medication that may affect their ability to care for children so adequate support can be implemented. All medication on the premises must be stored securely, and out of reach of children, at all times. See Staff Code of Conduct Policy for further detail.

9. Use of Electronic Devices with Imaging and Sharing Capabilities

Personal mobile phones, cameras or other electronic devices with imaging or sharing capability equipment cannot be used when in the presence of children on school premises. Staff are provided with a school iPad to ensure that only cameras and digital devices belonging to the school are used to take appropriate and relevant images of children.

Please see further detail in school safeguarding policies (See Appendix)

INTENT: Why do we teach what we teach?

Early Education is the foundation for future learning and we are passionate about ensuring that during this critical phase of education, children are motivated to learn, develop positive learning behaviours and that their early learning building blocks are secure to make a lifelong, positive difference to children and families. Our approach is evidence based and draws upon research as found in Best Start in Life: A research review for early years (Ofsted 2023).

At Broadwas C of E Primary School we recognise that features of high quality early education include:

- The best experience for every child, no matter their background or previous experiences, enabling each child, through encouragement and high expectations, to develop socially, emotionally, physically and intellectually in order to thrive in a diverse and ever-changing world.
- High quality care, with relationships at the centre of our practice enabling strong attachments to be formed, so that each child feels safe, loved and cared for.
- An ethos which supports a child to self-regulate and fosters the development of the characteristics of effective learning
- An effective pedagogy based on learning through high quality play: a well-planned and organised enabling environment (indoors and outdoors), with skilled practitioners who interact with children sensitively and proactively in their play counterbalanced with planned, guided learning.
- An approach that prioritises and maximises staff and child quality interactions time so that children
- An approach that prioritises and maximises staff and child quality interactions time so that children have every opportunity to make good progress.
- An ambitious, broad, carefully sequenced curriculum that is flexible and driven by children's needs and interests, with communication and language development at the core
- Accurate assessment which identifies a child's progress and quickly supports practitioners to notice if a child is at risk of falling behind and needs additional support in order to minimise and narrow gaps through adapting provision and additional teaching as appropriate.

IMPLEMENTATION: How do we teach what we teach?

Structure of our EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to five years old. In our school, children can join us from Nursery (2-3, 3-4 years old) and Reception (4-5 years old). Our early years provision includes a two year old and preschool provision and a 15 place Reception class.

Admissions

Nursery: Two Year Old Provision

Bumblebees Pre school welcomes children from two years old. From April 2024, each child is entitled to a 15 hour place. Places can be booked as morning, lunchtime or afternoon sessions. Additional top up sessions can also be booked subject to charges. Parents will be invoiced half termly for this which is payable in advance. For parents that meet the 30 hours criteria, we also offer free full-time places for pupils to attend Nursery Monday to Friday.

Nursery: Preschool

We welcome Preschool children as an important preparation for starting school in Reception. Preschool children can use their entitlement of 15 hours as a Monday, Tuesday, Wednesday morning placement or Wednesday afternoon, Thursday, Friday placement. This ensures that children are getting the core preschool curriculum provision. Further sessions can be booked as part of free 30 hours criteria or as chargeable top up sessions.

Reception

We admit children into our Reception class in the September after their 4th birthday. Reception places are full-time Monday to Friday and we are able to offer 15 places. Parents/carers must register with Worcestershire County Council to apply for their child to attend the school of their choice and these places are given following Broadwas CE Primary school admission criteria. All information regarding applying for Reception is sent directly from Worcestershire School Admissions and children who attend Bumblebees pre-school must still apply through Worcestershire for a place in Reception.

Please see our Admissions Policy for further information.

EYFS Pedagogy

The four overarching principles of the Early Years Foundation Stage underpin our practice.

A Unique Child: At the heart of our school vision is the principle that every child matters to God, the uniqueness of every child, their innate worth and value expressed as God's love in our care for the individual. We believe that children learn best when they are happy, secure and actively involved in their own learning. We acknowledge that children learn at different rates and each is at an individual stage of development. Effective teaching and learning in the EYFS meets children's identified needs and interests and helps children to learn and develop in all seven areas of learning and development, preparing them with the dispositions, skills and knowledge for future learning.

Positive Relationships: Our caring, Christian ethos and values support children in developing positive relationships, providing a safe, secure foundation from which to learn. Personal, social and emotional development is a prime need and priority and our Behaviour Policy puts nurturing relationships and restorative practice at the centre of our interactions. As children settle in and naturally form relationships with staff, they often find an affinity (or attachment) with a particular member of staff who they may see as their key person, particularly in the younger years (Nursery). The core responsibility for teaching and learning rests with the class teacher/ lead practitioner, however all practitioners are involved in planning and assessing children's work.

Parent Partnership: We recognise that children learn and develop well when there is a strong partnership between staff and parents/carers. We are keen to develop effective parent partnership. We offer and encourage home visits in Nursery when the child is new to school; we share information and identify any needs to inform our baseline assessments of the child. Parents are encouraged to speak to any member of the EYFS team when dropping off or collecting children from school or can make an appointment to meet with staff at a convenient time. Staff make regular contact with parents and learning observations are often shared. We invite parents to contribute to online learning journals. Throughout the school year, parents are invited to attend Parent Consultation Meetings. This is a good opportunity for parents to meet with their child's class teacher to discuss the progress their child is making and their next steps to improve. Parents are also invited to join us for assemblies and celebrations over the year. We share news and information with parents through our online journals, Seesaw and Tapestry, our school newsletter and website.

An Enabling Environment: An enabling environment is fundamental to our early years pedagogy. Through planning a stimulating indoor and outdoor environment, we seek to embrace children's natural inclinations to play and embed the right habits for learning through the Characteristics of Effective Teaching and Learning – Play and Exploration, Active Learning and Creative and Critical Thinking. We encourage children to play, explore, use their

imagination, be active, take risks and become problem solvers. We encourage children to persevere at activities and foster a growth mindset. We encourage children to become confident learners, preparing them well for the next stage of education.

Learning and Development: The Curriculum

Our Early Years Curriculum follows the standards outlined in the EYFS Statutory Framework which includes 7 areas of learning and development that are equally important and interconnected. Three areas, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

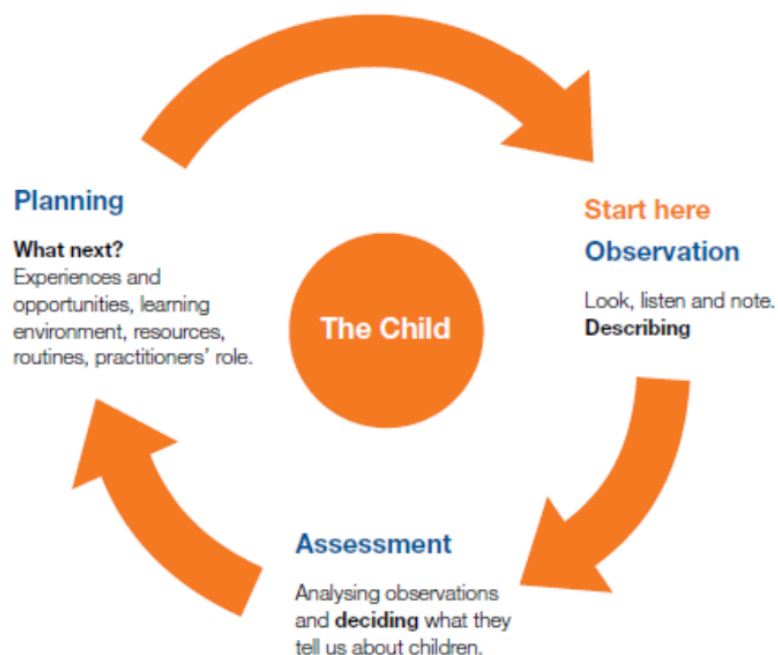
The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

For each area of learning, there are a set of early learning goals which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year.

Observation, Assessment, Planning Cycle

The learning environment is designed so that children can learn by initiating their own play. Staff observe and interact with the children in their pursuits, looking out for 'teachable moments' in which they can make a difference. Every interaction between a practitioner and a child is a teaching opportunity. The adult's role is to **observe** the play, **assess** what they see, **plan** how to respond and then teach next steps in a way that is uniquely suited to the particular child in that particular moment.



A child's journey begins through us getting to know them as an individual, using **observations** as they are absorbed in their play to notice what they are able to do, are interested in and their dispositions for learning. These

observational Baseline **assessments** are recorded either in the class floorbook or in the child's learning journal (using online software). Staff also take into account observations shared by parents/carers and through this knowledge a best fit match to the Ranges within Development Matters non-statutory guidance, giving an indication of the child's level of development. These observations are used to shape future planning for how to move the child forward in their learning, particularly identifying if there are any gaps in learning or potential areas of need, including areas of SEND.

Ongoing observational assessment is an integral part of learning and development process. Termly tracking enables us to benchmark and monitor progress.

We use assessment to track children's progress, identifying children at risk of falling behind, always remembering that in the early years, progress can be uneven. Staff also identify the more able children (assessed as being ahead of the expected levels of development in EYFS Development Matters) to ensure that we plan rich and stimulating experiences to deepen their learning and application of skills. Progress data is entered into our spreadsheet on entry, at the end of the first term, end of the second term, and when the child leaves.

During each assessment window, teachers update the progress children have made onto Arbor which allows us to assess the impact of teaching and evaluate its impact on pupil progress through discussion with the class teacher. Evidence of children's learning include practitioner knowledge of the child. There is no requirement for written evidence, but some evidence is captured in Floor Books, using online learning journals (which include the child's voice) and records in a mark making/ writing book.

EYFS Statutory Assessments

Children aged between two and three starting with us will have a Progress check at age two. This celebrates the child's development and progress primarily in the prime areas and identifies any developmental needs. This is shared with parents and health visitors as appropriate.

Within the first 6 weeks that a child starts reception, staff will administer the Statutory Reception Baseline Assessment (RBA). This is an age-appropriate assessment of maths, literacy, communication and language skills.

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 (expected)
- Not yet reaching expected levels (emerging)

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

Planning our Curriculum

Our curriculum is the cultural capital we know our pupils need so they can gain the knowledge, skills and understanding they require for success. Our curriculum is based on developing the key knowledge and skills in the Statutory Framework for the Early Years Foundation Stage. We ensure that the learning opportunities and experiences we provide are clearly linked to both the Prime (Personal, Social and Emotional Development, Communication and Language and Physical Development) and Specific (Literacy, Mathematics, Understanding the World and Expressive Arts and Design) Areas of Learning.

Development Matters (2021) is the underpinning progression framework for our curriculum. We always consider the individual needs of our children and with this information in mind, we are then able to plan a range of broad and balanced learning experiences. Our curriculum is outworked through practitioners understanding child

development, following children's interests and schemas, guiding children skilfully deeper in their knowledge and skills

Our Curriculum Model

Learning Environment:

'The Triangle' Our curriculum is taught through carefully planned, high-quality play experiences which is reliant on a high quality learning environment. At Broadwas CE Primary we view the classroom environment (indoors and outdoors) as the child's third teacher, and it is therefore carefully designed to support the individual's skill development and will be continually evaluated regularly throughout the year. This model comprises of three layers: continuous provision, enhanced provision and focus tasks. Pupils are supported to build upon prior knowledge, retrieve taught knowledge and then apply their knowledge and skills in provision and focus tasks.

We have organised the environment by dividing the classrooms and outdoor area into smaller distinct areas. In each of these areas, a carefully selected and linked range of resources is presented in a way which is appealing and accessible to the children and which maximises opportunities for learning across the curriculum. We have decided on key areas within the classrooms through observation and assessment of cohort needs.

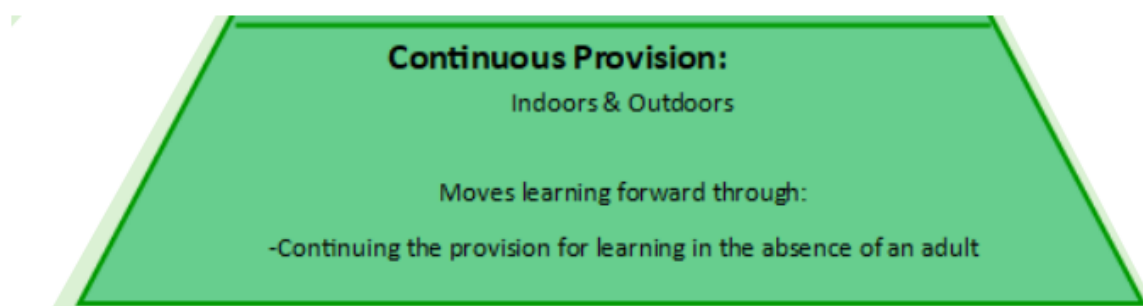
Communication Friendly: We believe classroom layout can either facilitate or hinder progress in this area and as such we plan our classroom with communication friendly principles; a communication friendly environment maximises the children's means, reasons and opportunities to communicate. We endeavour to create a calm, stimulating environment which fosters curiosity and supports high levels of interest and engagement. We prefer use of natural, open ended resources which evoke curiosity and inspire use of imagination. Resources will be presented in an inspiring manner which evoke curiosity and consequently talk. Practitioners will actively add resources to the environment based on children's interests, but also to broaden their interests and skills, opening opportunities for new vocabulary, learning and knowledge.

We do however continually improve the quality of the learning environment over the year to reflect the developmental stage of our pupils. We ensure that in doing so we reflect on:

- Opportunity: organising the space to offer a broad range of provision areas
- Familiarity: ensuring that provision areas and their resources are available everyday
- Real experiences: providing opportunities for children to have 'hands on' learning with physical resources and experiences
- Time: building sufficient periods of time into each day for children to use provision
- Choice: supporting children to make choices and decisions about what to do and for how long
- Intellectual contexts: using resources and books to enrich language, ignite curiosity, stimulate ideas and motivate children to explore and raise questions
- Engagement: ensuring that every area is well used and fully engages children to investigate deeply, return to, repeat and build new meanings
- Sufficiency: remembering that sometimes less definitely is more
- Consolidation: offering opportunities for children to truly embed their learning
- Challenge: enabling the children to develop expertise and to set their own challenges

In the outdoor area, children have a range of opportunities organised into different zones. Resources are bigger and more physically challenging, capitalising on the space and freedom the outdoor has to offer for large scale, very messy or noisy activities, activities linked to the natural world and the weather, as well as activities requiring open space. The environment supports an active approach to learning, helping our children to experience many things for the first time, as well as repeat, practice and refine what they already know and can do. Real, sensory and experiential activities are key and in our rich environment, our children are able to explore and experiment to make sense of their world.

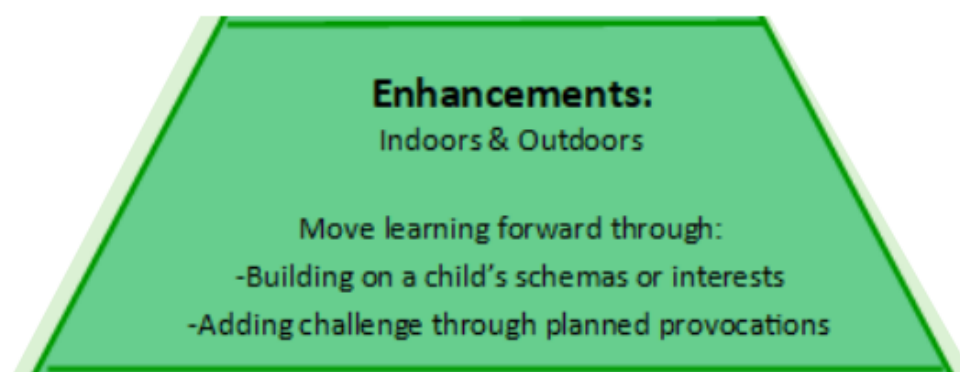
Layer 1: Continuous Provision



Our pupils have access to a broad range of equipment, resources and materials to help prompt and enable their play through continuous provision. Continuous provision provides a solid foundation for all learning and teaching, underpinning and giving context to all other activities. Continuous provision provides the basis for our rich and meaningful curriculum. It consists of a well-planned and carefully organised indoor and outdoor learning environment, which supports children's predictable interests, developmental schemas and innate curiosity. Pupils are initially taught how to use the continuous provision which has been designed to meet the specific needs of the cohort. We then aim to ensure that the learning can still be moved forward through continuing the provision for learning in the absence of an adult.

Continuous provision includes the provision areas available to children every day in the classroom and outdoor area. In each of these areas is a core range of resources that children can access all the time. The resources and the way they are organised remains constant throughout the year, offering children a familiar environment in which they can develop sustained play, practise new skills and extend their ideas over time. Resources are progressive from Nursery to Reception to ensure that pupils build on previous skills. Continuous provision creates a well-structured permanent framework for children's play and provides a rich context for children's experiences. Provision is planned well for the age and stage of the children, and with effective adult interactions, it ensures that learning is both enjoyable and challenging.

Layer 2: Enhanced Provision



Layered on top of continuous provision is enhanced provision, which is used to complement and extend opportunities. These two aspects work in tandem to provide a clear structure for active learning. Together, they support children's self-initiated play and provide the basis for more focused investigations. We use enhancements as a way of extending and further enriching children's learning. Enhanced provision extends learning by enabling children to further develop their ideas and interests. New resources, books, equipment, artefacts or activities are made available for a fixed period of time in response to what teachers have observed children need next. These new additions do not replace continuous provision but add a new dimension alongside.

Enhancements are planned based on observation and assessment. The build upon:

- Children's predictable or emerging interests
- Story ideas and themes
- Themes linked to the big question
- Seasonal changes
- Local events or news that the children can relate to

In this way, enhancements offer either an extension to existing learning or provide a starting point for new learning; acting as a catalyst for exploring, talking and thinking about new ideas. Enhancements add breadth and increase opportunities for the children to develop knowledge and skills across the curriculum. Enhancements and provocations are not permanent additions. Enhancements need adult support and so we ensure that adults:

- Introduce the new ideas, resources and experiences
- Support and guide children's initial explorations
- Model how to use new resources and equipment
- Facilitate group discussion and provide feedback
- Observe and interact with children as they further explore
- Offer appropriate challenge to deepen their learning

Layer 3: Focus Activities



Focus Activities are mostly adult planned and led but may also be initiated by the child if they have shown a particular interest in an activity. These involve explicit teaching in either small groups, whole class or 1:1. This focused time means the teacher can support children to progress in key sequential building blocks, systematically checking for understanding, identifying and responding to misconceptions quickly and provide real-time verbal feedback which results in a strong impact on the acquisition of new learning. Focus activities target specific knowledge, skills or gaps in learning and may be designed to offer challenge to the cohort.

The timetable is carefully structured so that children have directed teaching through Carpet Times. Circle Times are used to gather together at the beginning or end of sessions and are a structured adult-directed teaching time which focus on one or more of the following:

- Reading stories from our key text collection or wider reading
- Singing and rhymes
- Phonics
- Opportunities to talk, listen, take turns and talk about the day
- Maths teaching and games
- Teaching in wider curriculum areas
- Collective Worship

As the learning environment progresses through from 2 year old to reception provision, the level of challenge increases. In Reception, we begin to explicitly differentiate and extend children in their independent play through levelled challenges in specific, identified areas of need (e.g. fine motor control, maths and writing). Challenges are based on previous assessment and aim to address gaps in learning/next steps. Children are encouraged to take risks and challenge themselves, practising skills and gaining mastery over early skills. This helps children to develop independence in their learning, sets high expectations and develops understanding of our school value of perseverance.

Our inclusive approach means that all children learn together but we have a range of additional intervention and support to enhance and scaffold children who may be at risk of falling behind. Interventions are planned responsively to need, but typically these may include, for example, Time to Talk interventions or additional 'keep up' or 'catch-up' provision in Maths or Phonics. As with the whole school strategy for supporting SEND, Provision Maps outline areas of need and additional support for individuals. Children with identified Special Educational needs and/or disabilities will have an Individual Education Plan (IEP), developed with the support of parents and any involved agencies. We work closely and in partnership with parents and any other involved agencies to meet the needs of our children through our inclusive provision. The SENDCO monitors the progress of all children with SEND to ensure that they are benefitting from an appropriate curriculum which enables them to feel safe and secure, and to learn effectively. Where children with SEND are making poor progress, further assessment is undertaken or support sought. Please see SEND policy for further information.

10. Transition

The Early Years Transition Policy and the Primary Transition Policy outline the procedures, actions and timeframes the school will follow at transition points.

Transition into nursery

- Parents who have expressed an interest in the nursery will be invited to bring their child to a series of open days throughout the year. The school may also arrange individual visits, subject to appointment.
- The early years lead will visit local pre-schools to meet the children due to join the nursery and liaises with the pre-school managers.
- The early years lead will also contact previous settings to share learning records and obtain information about children, particularly those with SEND.
- Children who are set to attend the nursery will be invited for a one-hour play session with their parents, in addition to other organised play sessions, during the term before they are due to start.
- Practitioners will support both parents and children where possible to help ease the separation anxiety that can often occur.

Transition into Reception (Bumblebees to Reception)

Nursery children will work with the Reception class at various times throughout the year for different events, During the summer term, before entry to Reception:

- Joint activities will be organised for nursery and Reception children.
- Nursery children will spend a series of sessions in the Reception classroom with the Reception teacher and TA.
- Nursery children will be allowed time to explore the main school building supervised by a member of staff.
- Some lessons will take place in the **main hall** to allow children to experience different parts of the school. (do we indeed this?)
- Nursery children will attend some of the shorter assemblies in the **main hall**.
- Nursery children will have snack time in the **lunch hall** several times to reduce anxiety over lunchtime.

Prior to the children entering Reception:

- The nursery practitioners will complete assessments on each child based on the early years outcomes and provide these to the Reception staff.
- The nursery practitioners will advise the Reception teacher on favourable groupings for children.
- Parents will be invited to attend an information session with the headteacher and an information evening with their child's Reception class teacher.

Transition into Reception (external settings)

- Reception staff will visit the settings to meet children and their families and to play alongside the children so that they meet them in a familiar environment.
- Children will spend a series of sessions in the Reception classroom with the Reception teacher and TA.
- Children and their parents will be invited to Reception welcome evening in the summer term to welcome them to the school and address any questions or concerns.
- Parents are given the opportunity to meet their child's Reception teacher and the Head Teacher. They are also invited to look at the school and to visit their child's new classroom.

During the first term of reception:

- Children will undertake the Reception Baseline Assessment (RBA) within the first six weeks of entering Reception. Children will not be required to prepare for the assessment and, in most cases, children should not be aware that they are being assessed. Children with SEND or EAL will be included in the assessment. The RBA will not be used as a formative or diagnostic assessment.
- Only the key practitioner will work with children when they join Reception, and gradually they will begin to work with other adults as the term progresses.
- A parents' phonics information evening will be held within the first two weeks of the children entering Reception; along with a meet the teacher evening after school.
- A parents' evening will be held to provide parents with information about the curriculum and give them the opportunity to reflect on the transition process, as well as address any questions or concerns.

Throughout the year, parents will be encouraged to share any information, concerns or successes with staff.

Transition into KS1

The EYFS profile will be completed for each child and submitted to the LA no later than 30 June.

The EYFS profile will provide an outline of each child's progress, assessed against the ELGs and their readiness for Year 1.

For each ELG, teachers will judge whether a child is:

- Meeting the level of development expected at the end of the EYFS – expected.
- Not yet reaching this level – emerging.

During the **summer** term, prior to entry into Year 1, reception children will:

Prior to the children entering Year 1:

- Reception children will spend time in the Year 1/2 classroom for story time and shared child-initiated learning time.
- Reception teacher will complete assessments on each child and provide the reports to the Year 1 teacher.
- Learning journals, phonics assessments, examples of writing, parent consultation records and suggested pupil groupings will be passed on from the Reception teacher to the Year 1 teacher.
- Reception teacher will pass on the EYFS profile for each child, including additional information for children who have had an outcome of 'emerging' for one or more ELGs.

During the first term:

- The Year 1 timetable, in terms of provision, planning and child-led learning, will be more formal. The mornings will consist of formalised learning and in the afternoon the children will have access to learning activities and small group adult led activities.
- Children will continue to be assessed on the EYFS profile, if appropriate.

- Consideration will be given to the links between the seven areas of learning in the EYFS and the national curriculum subjects.

10. Roles and Responsibilities

The governing body

The Governing Body will monitor the effectiveness of this EYFS Teaching and Learning Policy and hold the Headteacher to account for its implementation. The Governing Body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
 - Provision is made for pupils with different abilities and needs, including pupils with Special Educational Needs and Disability (SEND) and those pupils in receipt of Pupil Premium Grant (PPG) referred to in DfE documentation as Disadvantaged Pupils (including Looked After Children – LAC)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

The headteacher

The Headteacher is responsible for ensuring that the EYFS Policy is adhered to, and that:

- All required elements of the EYFS curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the vision and values of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the Governing Board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
 - The Governing Body is advised by School Leaders about the school's performance and pupil outcomes to make informed decisions for the School Improvement Plan and CPD program for all staff
- Appropriate provision is in place for pupils with different abilities and needs, including pupils with SEN and Disadvantaged Pupils (including Looked After Children – LAC)

EYFS lead

- The EYFS Leader is responsible for monitoring the curriculum, including the implementation of medium term and short term planning. The EYFS Leader evaluates the Quality of Education for each year EYFS year group by learning walks, pupil voice and professional discussion with practitioners. This provides key strengths and areas of development to further develop the curriculum.
- The EYFS Leader is given training and the opportunity to keep developing their own subject knowledge, skills and understanding; as a result, they can support curriculum development and their colleagues throughout the school.
- The EYFS Leader also has the responsibility for monitoring the storage, maintenance and management of resources.
- This EYFS Policy will be reviewed by the EYFS Leader. At every review, it will be shared with the Full Governing Board to be approved. The EYFS Policy will be reviewed, in line with any: - Amendments or review of National EYFS requirements - Relevant curriculum updates linked to current educational research, practice or policy - DfE advice, guidance or recommendations about the EYFS curriculum - Review of the school's approach, practice or policy for the EYFS Curriculum Intent, Implementation and Impact

EYFS Practitioners and Teachers

- Teaching staff will ensure that the EYFS provision is planned in line with our EYFS pedagogy and that the school curriculum is implemented in accordance with this EYFS Policy.
- All EYFS practitioners follow the school's agreed planning for the curriculum provision in EYFS.
- Educators will maintain high expectations for all pupils. They will use appropriate assessment and plan for all pupil groups including:
 - More able pupils
 - Pupils with SEND
 - Pupils with low prior attainment
 - Pupils with English as an additional language (EAL)
 - Disadvantaged Pupils
- Educators will plan so that pupils with SEND are able to access and can study every area of learning; resources will be carefully planned and additional adults purposefully deployed to support learning in sessions. Educators will also take account of the needs of pupils whose first language is not English. Sessions will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all learning

11. Staff Induction

As part of their induction process, our staff are provided with training and support on all aspects of the life of the school. We have a comprehensive induction folder that provides staff with all the information they need to support the process of joining the school.

The Head teacher will carry out Performance Management Reviews and as part of this process will support the member of staff with their staged acclimatisation with the school and their role.

12. Monitoring this policy

This EYFS policy will be reviewed by the head teacher and full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the Governing Body.

The written statement of behaviour principles will be reviewed and approved by the full governing body annually.

13. Links with other policies

This behaviour policy is linked to the following policies:

Child protection and safeguarding policy

Behaviour Principles

Anti Bullying Policy

SEND Policy

Admissions policy

Policy Reviewed and Approved by Governing Body on 8th December 2025