Early Years Foundation Stage (EYFS) policy

Policy owner: EYFS Lead: Claire Whittaker
Date of policy: September 2026
Review date: September 2027
Applies to: Nursery and Reception
Statutory framework: Early Years Foundation Stage Statutory Framework for Group and School-Based Providers, effective from 1 September 2026

1. Aims

At Walkley Primary School, our Early Years Foundation Stage (EYFS) provision aims to ensure that:

- Every child receives a broad, balanced and ambitious curriculum that provides the knowledge, skills and understanding needed for successful learning and development;
- Children develop positive attitudes towards learning and become confident, independent and resilient learners;
- Teaching and learning are of a consistently high quality so that every child is supported to make good progress;
- Children experience a curriculum that reflects their individual needs, interests, experiences and stages of development;
- Children develop strong communication, language and oracy skills, recognising that these underpin learning across the curriculum;
- Children learn through a carefully planned balance of adult-led teaching, purposeful play and child-initiated learning;
- Parents and carers are recognised as their children's first educators and are actively involved in their child's learning and development;
- Every child is included, valued and supported through equality of opportunity and inclusive practice;
- Children's wellbeing, safeguarding and welfare are central to all aspects of EYFS provision.

2. Statutory Framework and Legislation

This policy has been written in accordance with the **Early Years Foundation Stage Statutory Framework for Group and School-Based Providers**, effective from **1 September 2026**. The framework sets the standards that school-based early years providers must meet for children's learning, development, care and welfare.

The policy should be read alongside the school's other statutory and supporting policies and procedures, including:

- Child Protection and Safeguarding Policy;
- Health and Safety Policy;
- Supporting Pupils with Medical Conditions Policy;
- SEND Policy;
- Behaviour Policy;
- Equality and Diversity Policy;
- Attendance Policy;
- Complaints Policy;
- First Aid arrangements;
- Educational Visits Policy;
- Online Safety Policy;
- Safer Recruitment procedures.

Safeguarding practice will reflect the current **Keeping Children Safe in Education** statutory guidance and **Working Together to Safeguard Children**, alongside local safeguarding procedures. KCSIE 2026 came into effect on 1 September 2026.

The EYFS curriculum is also informed by the non-statutory **Development Matters** guidance. Development Matters is used to support curriculum planning, professional knowledge and understanding of child development; it does not replace the statutory EYFS framework.

3. Structure of the EYFS

Walkley Primary School provides EYFS education through one Nursery class and two Reception classes.

Nursery – Elmers

The Nursery class is taught by one teacher supported by a Level 3 Teaching Assistant. Children can attend morning, afternoon or full-day sessions from the age of three.

Reception – Caterpillars and Chameleons

Reception consists of two classes, Caterpillars and Chameleons, with a maximum of 30 children in each class. Each class has a teacher and a minimum of one Teaching Assistant. Additional adults are deployed where appropriate to support children with identified needs, including children with Education, Health and Care Plans and children requiring targeted intervention. Specialist teaching is also used to enhance the EYFS curriculum, including dance provision. Children are fully integrated into the wider life of Walkley Primary School. They eat lunch alongside KS1 children and participate in assemblies, celebrations and other whole-school events where appropriate.

4. Our EYFS Curriculum

Our EYFS curriculum is unique to Walkley Primary School. It has been designed to reflect:

- our local environment;
- our multicultural community;
- the seasons and changes in the natural world;
- children's interests and experiences;
- our local wildlife and plant life;
- the wider world and different cultures and communities;
- the knowledge and skills children will build upon throughout their school journey.

Children are encouraged to explore how their local environment compares with other places in the UK and around the world. Wherever possible, learning is supported by meaningful, first-hand experiences.

The curriculum is carefully planned to provide children with the knowledge, vocabulary and skills they need while allowing sufficient flexibility to respond to children's interests and emerging needs. This reflects Walkley's established approach of combining planned curriculum experiences with responsive continuous provision.

5. The Seven Areas of Learning and Development

The EYFS curriculum is organised around seven interconnected areas of learning and development.

Prime areas

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

Specific areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The prime areas are particularly important in establishing the foundations for children's learning, relationships, communication and development. The specific areas provide opportunities for children to strengthen and apply their developing knowledge and skills.

At Walkley, **Communication and Language is given a particularly high priority**, with language development embedded throughout the curriculum and daily provision.

6. Teaching and Learning

Our teaching is informed by the three characteristics of effective teaching and learning:

Playing and Exploring - Children investigate, explore, experience and develop their willingness to 'have a go'.
Active Learning - Children develop concentration, perseverance and resilience and learn to keep trying when they encounter difficulties.
Creating and Thinking Critically - Children develop their own ideas, make connections, solve problems and develop strategies for approaching new experiences.
These characteristics are embedded throughout the Walkley curriculum rather than taught as separate skills.

Learning is delivered through a carefully planned balance of:

- whole-class teaching;
- small-group teaching;
- individual teaching and intervention;
- adult-guided activities;
- purposeful play;
- child-initiated learning;
- continuous provision;
- indoor and outdoor learning;
- first-hand experiences.

Following adult-led teaching, children have opportunities within the continuous provision to practise, apply and consolidate their learning independently. Practitioners interact with children sensitively and purposefully, extending vocabulary, addressing misconceptions, modelling new skills and responding to children's interests and emerging needs.

7. Personal, Social and Emotional Development

Personal, Social and Emotional Development underpins our entire EYFS curriculum.

We aim to develop children who are:

- safe;
- happy;
- confident;
- resilient;
- independent;
- respectful;
- able to form positive relationships;
- increasingly able to regulate their emotions and behaviour.

Children are taught about boundaries, rules and expectations and are supported to understand why these are important through our 'Walkley Golden Citizen' awards and school ethos. Adults model positive behaviour and relationships and provide children with appropriate choices and opportunities to develop independence. Self-regulation is explicitly supported through daily routines, adult interaction, planned PSED teaching and opportunities for reflection. This is linked to the 'zones of regulation'. Weekly PSED sessions follow a planned theme, while PSED is embedded throughout the curriculum and continuous provision.

8. Physical Development

Our EYFS outdoor environment and extensive grounds enables us to make the most of the outdoors. We have combined the outdoor classrooms for both Nursery and Reception. Therefore, we have free flow where children can choose to learn outdoors during continuous provision time. The outdoor provision is similarly enhanced to address children's needs like the indoor provision. Our intention is that children learn how to take measured risks as they are given supervised access to these areas. In addition, we encourage children to learn about nature and look after their environment through regular visits to our Forest School area where they take all of their lessons outside. There is a well-established and comprehensive PE curriculum, which follows the 'Get Set 4 PE' scheme, in addition to a dance coach who is a qualified teacher. Children are taught about the importance of regular exercise and healthy eating.

To target children's fine motor development, we do taught session including; 'Dough Disco' across the phase, 'Squiggle me into a writer' in Reception and 'Squiggle while you wiggle' in Nursery. In phonics, children are taught to form letters correctly using the Read Write Inc. handwriting rhymes. We also teach handwriting daily in Reception with a discrete short lesson following the Pen Pals scheme. Additionally, fine motor activities are always available in provision, this includes access to tools and equipment such as scissor, pencils, tweezers, pipettes and paintbrushes. We encourage children to mark make in a variety of areas both indoors and outdoors using a range of tools.

9. Communication and Language and Oracy

Children are encouraged to listen and communicate appropriately. We use Read Write Inc. listening strategies to encourage active listening. We enhance the classroom and outdoor area to reflect the topic learnt with topic specific vocabulary. Each topic encompasses enhancements to the learning environment that include role-play areas, small-world play and story-making tables to encourage the children to act out scenarios and discuss concepts being learnt. This helps children learn and use new vocabulary introduced through the topics. Children are encouraged to ask questions and contribute to whole-class and group discussion whenever possible.

We teach vocabulary using the **Word Aware** approach where; the learning environments are surrounded by spoken and written words and topic-specific vocabulary and concepts are taught. We use; storyboards and story maps to support children with story language, words mats, Makaton and visuals to support children's language development. Following the **ShREC** approach, practitioners spend a large amount of time interacting with children, they ensure they show genuine interest in knowing more about the children's creations, modelling curiosity and encouraging children to ask questions. Children who struggle to communicate are targeted in the provision and learning interventions are used when children lack confidence or do not have the age-related skills.

At our school, we have had a big focus on developing strong oracy skills. Staff have engaged in regular CPD focused on high-quality interactions, vocabulary development and effective questioning techniques to support children's speaking and listening skills. Oracy is carefully planned into lessons through opportunities for talk partners, storytelling, role play, discussion and vocabulary-rich activities that encourage children to express their ideas confidently. Assemblies provide further opportunities for children to develop their communication skills by listening attentively, speaking to an audience and participating in shared discussions. Daily routines, including snack times, are also used as valuable opportunities for meaningful conversation, turn-taking and social communication, helping children to build confidence, language and communication skills in a supportive environment.

10. Literacy, Reading and Phonics

A high priority is given to the teaching of reading. We aim to teach children to read and develop a love of books as soon as they arrive at Walkley Primary School. A range of quality texts are used to teach topics, enhance our provision and build upon children's interests. We follow a systematic approach to phonics teaching based on the **Read Write Inc. phonics** scheme which includes the teaching of reading and writing. In Nursery, phase 1 phonics is taught daily, focusing on alliteration and rhyme. A sound of the week is also introduced to the children. In Reception, phonics lessons are taught whole-class daily up until the end of the first term. From October half term, children are streamed into phonics groups across the EYFS according to their current ability. Children are assessed each half term and will move groups accordingly. Reception children have 1-1 reading sessions with practitioners. In addition, all EYFS children have a library book which they can change weekly to encourage their love for reading. Teachers read stories to children from high quality age-appropriate texts at every available opportunity. These books are then used to enhance the learning environment and reading area. Children who need extra help with phonics are targeted for 1-1 interventions.

11. Writing

In the EYFS we teach pre-writing skills such as; developing shoulder strength, tummy time to build core muscles and lots of physical play to develop children's muscle strength. Children are encouraged to mark make in a variety of indoor and outdoor areas using a range of materials including; writing vertically, large scale writing using chalk or rolls of paper, paper, clipboards, whiteboards, chalkboard and cardboard boxes.

In Nursery, children learn how to recognise and write their name, draw pictures with increasing detail and copy patterns including circles, lines and crosses. Children are working towards using a pencil with a tripod grip during 1-1 writing sessions. Children are encouraged to make marks throughout the provision and comment on what they have drawn / written. Children are encouraged form letter correctly when writing their name.

In Reception, writing is taught through four carefully planned approaches which support children to develop confidence, independence and enjoyment in writing.

1. **Read Write Inc. Writing Sessions**
   Children participate in daily writing sessions through ability-grouped Read Write Inc. lessons. During these sessions, children are taught to transcribe words and sentences using the phonics knowledge and sounds they have been taught. Practitioners support children to correct letter formation and correct spelling. This approach supports the development of accurate spelling, sentence construction and early transcription skills.
2. **Golden Writing**
   Children engage with a focus text on a fortnightly basis to provide a meaningful context and purpose for writing. During the first week, teaching is carefully structured to build towards the writing of words and sentences through guided and scaffolded activities. Practitioners support children to correct letter formation and correct spelling. This process supports children in developing vocabulary, sentence composition and confidence as writers.
3. **Drawing Club**
   In the second week, the same focus text is explored through Drawing Club sessions. Children listen to and actively participate in key texts that promote speaking, listening, reading and writing skills. Through imaginative role play and the use of ambitious vocabulary, children create their own storylines and characters while practising independent sentence composition and writing, supported by sentence openers. Practitioners listen to children's imaginative stories and write it down for them when needed. The focus is on speaking and listening and story language rather than letter formation and spelling. This approach develops creativity, imagination and oracy skills, while also providing opportunities for children to demonstrate their independent writing abilities.
4. **Continuous Provision Writing Enhancements**
   Weekly writing enhancements are provided within the continuous provision to encourage children to apply their writing skills independently across different areas of learning. Children are given the freedom to choose their own writing purposes and outcomes, fostering independence and motivation. Resources such as sound mats, visual prompts, model examples and writing ideas are available to support and encourage children in their independent writing. Practitioners model writing in the provision and will encourage children to join in and spell phonetically when needed.

12. Mathematics

At Walkley, mathematics is taught through a mastery-based approach drawing upon the principles of **NCETM Mastering Number**, supplemented by **White Rose Education** and **NRICH** investigations.

Mathematics teaching is delivered through a combination of guided group sessions and whole-class activities. Following direct teaching, children are provided with opportunities to apply and consolidate their learning within the continuous provision. Carefully planned enhancement activities are available across all areas of provision, including the outdoor environment, enabling children to explore and develop mathematical concepts independently through play-based learning.

Concrete resources and practical experiences are central to our approach. In Reception, children develop a deep understanding of number, including numbers from 0 to 10. In Nursery, the curriculum focuses primarily on developing confidence and fluency with numbers 1 to 5.

Children are encouraged to:

- develop mathematical vocabulary;
- recognise patterns;
- make connections;
- reason mathematically;
- solve problems;
- develop spatial reasoning;
- explore shape, space and measure.

Assessment in mathematics is ongoing and informs future planning and provision. Reception children complete an individual practical assessment each term to monitor progress and identify next steps in learning. In addition, staff carry out continuous formative assessment through observations, interactions and evidence gathered during child-initiated and adult-led activities. Children requiring additional support in mathematics are identified promptly and supported daily through targeted small-group

interventions and tailored provision opportunities to ensure that all children are able to make progress and achieve success in mathematics.

13. Understanding the World

Our Understanding the World curriculum is designed around children's knowledge and understanding of their immediate environment and the wider world.

The six half-termly Walkley topics provide different opportunities to explore:

- nature;
- seasons;
- local wildlife;
- plants;
- materials;
- communities;
- cultures;
- geographical environments;
- changes over time;
- people and places.

Children are given first-hand experiences wherever possible. For example, during **'The Big Freeze?'**, children investigate ice and explore how it melts and forms. During **'Creatures big and small'** in Reception and **'Minibeasts'** in Nursery, children explore nature through walks and practical investigations. Children observe changes in living things through experiences such as caring for caterpillars and tadpoles and observing their life cycles. Enrichment opportunities, including visits from farms and specialist visitors, are used to provide memorable first-hand experiences.

The People and Communities strand is embedded across topics. Children create and follow simple maps, talk about their own experiences and learn about different cultures and communities.

Weekly RE lessons follow the **Discovery RE** scheme, alongside opportunities to learn about and celebrate a range of festivals and celebrations, including Diwali, Eid, Chinese New Year, Christmas and Easter. Children are encouraged to share their experiences and learn from one another in a respectful and inclusive environment.

14. Expressive Arts and Design

There is a rich tradition at Walkley of music, dance and drama. We teach children to sing songs, make music, dance and perform. We have regular dance lessons with a qualified dance coach and weekly music lessons following the **'Charanga'** scheme of work. Children are given time to play imaginative games and make up stories, songs and dances. We also enhance the continuous provision by providing musical instruments and music to move along to as part of our outdoor provision. Throughout the year, children will have external companies who come in to school to provide workshops including; Chinese New Year dancing and African Drumming.

In art, the children are taught how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. We study artists to provide children with learning new techniques and to give inspiration. Child-initiated art activities are encouraged during continuous provision as well as art and crafts being taught by the practitioners. We incorporate design and technology projects into our curriculum to encourage children to design and create with a clear purpose and audience in mind. We use stories as a stimulus for the project, for example creating a beanstalk for Jack to climb from 'Jack and the beanstalk'. Children work in groups to go through the design and technology process which is set out by the D&T primary association. We endeavor, that children leave our EYFS with a foundation of art skills, as well as encouraging them to use their own ideas and techniques in their art and design work.

15. Continuous Provision and the Outdoor Environment

Continuous provision is an integral part of our curriculum. Resources and learning opportunities are carefully selected to enable children to revisit, practise and apply knowledge and skills introduced through adult-led teaching.

Provision is enhanced in response to:

- Current curriculum topics;

- Children's interests;
- Individual next steps;
- Group learning needs;
- Identified misconceptions;
- Opportunities for challenge and deeper thinking.

The outdoor environment is considered an extension of the classroom. Children have regular opportunities to develop physical skills, explore nature, communicate, investigate, problem-solve and apply learning outdoors. Our provision encourages children to develop independence, curiosity, creativity and resilience. Invitations to play are used to enhance the outdoor provision in the moment, focusing on children's interests, lines of play and next steps.

16. Assessment

At Walkley Primary School, ongoing assessment is an integral part of the learning and development processes. Practitioners observe children to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers via the 'Class Dojo' platform.

During the first 6 week in Reception, the teacher assesses the ability of each child using a mixture of the statutory government baseline (RBA) and teacher observations. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.

We record each child's level of development throughout the year using PITA grids. At the end of the final term in Reception we assess whether each child is on track or not on track in each strand within each area of learning and submit this data to the local authority. This information is shared with the child's next teacher who uses this information to make plans for the year ahead and in the end-of-year report.

Pupils are assessed against the 17 **Early Learning Goals**, indicating whether they are:

- On track and meeting expected levels of development
- Not on track and not yet reaching expected levels

The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

17. Inclusion and SEND

At Walkley, every child is entitled to high-quality teaching and an inclusive curriculum.

Practitioners consider children's:

- Individual needs;
- Interests;
- Strengths;
- Starting points;
- Developmental stage;
- Communication needs;
- SEND;
- Cultural and family backgrounds.

Quality-first teaching is adapted where necessary and additional intervention is provided when appropriate.

Teachers and Teaching Assistants work collaboratively to plan support and monitor children's progress. Where children have identified SEND or additional needs, practitioners work closely with the school's SENDCO and, where appropriate, external agencies and professionals. Practitioners will follow children's Support Plans and EHCPs in class, targeting children's next steps primarily through play or 1-1 interventions. We also assess SEND children's progress through **Locke and Beech** assessment grids where necessary and use **Launchpad for Literacy** to identify attainment gaps and provide targeted skills development for individuals.

The aim is to ensure that all children can participate fully in the curriculum, develop independence and make meaningful progress.

18. Working in Partnership with Parents and Carers

We recognise that parents/carers are children's first educators and we value having a positive relationship with them in their child's education through:

✓ Making contact with parents/carers before their child starts school at our parent walkabouts, induction sessions, welcome packs and nursery visits.

✓ Inviting parents/carers and children to attend an induction evening.

✓ Inviting parents to workshops to see how their children will begin learning and how they can support them.

✓ Inviting parents into class to read and learn with their child and see how we teach across a range of subjects.

✓ Weekly written contact through Reading Records.

✓ Practitioners being approachable and available to talk to parents/carers at the start and end of each day.

✓ Sharing photos, updates and 'wow moments' on Class Dojo (our online communication and home learning platform).

✓ Sharing children's learning through the school website and the class blog and half termly newsletters.

✓ Sharing the half termly curriculum map which outlines the teaching for the upcoming topic.

✓ Offering two, parent-teacher consultation meetings per year at which their child's progress and wellbeing is discussed.

✓ Sending a written report on their child's attainment, progress and attitude at the end of their time in reception.

✓ Asking parents to sign a generic permission form for visits, food-tasting and photographs etc.

✓ Parents are invited to a range of activities throughout the school year such as special events, Christmas productions and sports day etc.

✓ Offering opportunities for parents and carers to visit the school as a volunteer to assist with the children's learning e.g. hearing readers.

19. Safeguarding, Welfare and Health

Safeguarding is central to all aspects of EYFS practice.

Children are taught about boundaries, rules, relationships, safety and appropriate risk. Practitioners create an environment in which children feel secure, valued and able to seek help from trusted adults.

Children are supported to develop:

- Self-regulation;
- Awareness of personal safety;
- Positive relationships;
- Confidence;
- Independence;
- Understanding of appropriate boundaries.

Practitioners follow the school's Child Protection and Safeguarding Policy and current statutory safeguarding guidance. The 2026 EYFS framework strengthens a number of welfare and safeguarding requirements, including explicit safer-sleep requirements, enhanced safeguarding checks and requirements relating to allegations of harm. It also requires providers to have regard to guidance on screen use in early years settings.

Screen use

Walkley recognises the importance of ensuring that young children's experiences are active, social, practical and language-rich. We have regard to the DfE guidance on children's screen use in early years settings. Digital technology is used purposefully and appropriately where it enhances learning, communication or access to information, rather than replacing practical, creative, physical, social or outdoor experiences.

We strictly adhere to official health and educational guidelines regarding screen exposure:

- **Children Aged 2 to 5 Years:** Screen time is strictly limited to a maximum of one hour per day across the entire day, though our setting aims for significantly less.
- **Background Screens:** Televisions, tablets, and computers will never be left on in the background. If a screen is not actively being used for a specific learning activity, it must be turned off.

Principles of Purposeful Screen Use

When screens (such as interactive whiteboards or tablets) are used, staff ensure the activity meets the following criteria:

- **Co-Engagement:** Children will never be left alone with a screen. A practitioner must always sit with the children, co-engage, ask open-ended questions, and talk about what they see to support communication and language development.
- **Intentional Learning:** Screens are only used if they directly enrich a specific topic or learning goal (e.g., watching a short clip of an animal during a nature project).
- **No Sedentary Substitutes:** Screens will never be used as a "babysitting" tool, a reward, or a method to manage children's behaviour.

Health, nutrition and oral health

We promote healthy lifestyles through:

- Healthy food choices;
- Physical activity;
- Access to fresh drinking water;
- Good personal hygiene;
- Age-appropriate teaching about looking after the body;
- Promotion of good oral health through a daily **Toothbrush Club**;
- Appropriate arrangements for children with allergies and dietary requirements.

Walkley participates in the free fruit and milk arrangements for eligible children and provides universal infant free school meals for Reception children. Dietary requirements and allergies are managed in partnership with families and catering providers.

First aid

Appropriate paediatric first aid arrangements are maintained in accordance with the EYFS statutory requirements and the school's first-aid procedures.

Safer Sleep

At Walkley Primary School, we recognise that young children have individual sleep and rest needs. Although children in our Early Years do not normally require a routine daytime sleep, some children may become tired during the school day and may need an opportunity to rest or sleep. Children will never be prevented from having an appropriate opportunity to rest when they are clearly tired. Where a child regularly requires daytime sleep or extended periods of rest, this will be discussed with parents/carers and, where appropriate, relevant professionals. The school recognises that children's sleep patterns can be affected by a variety of factors that may change over time. Parents/carers should inform the school of any relevant information about their child's sleep or rest needs.

Where a child sleeps, staff will ensure that:

- In Reception, the child will be moved to the Group Room to sleep on a PE mat with the door open, adult sat able to see child at all times.
- In Nursery, the child will be moved to the home corner area which will be sectioned off from the classroom, placed on a PE mat with an adult in view.
- The environment is appropriately ventilated and maintained at a comfortable temperature
- The child is not placed in a position or environment that could obstruct breathing
- The child is not allowed to sleep on an unsuitable surface, such as a sofa, armchair or beanbag
- The child is not covered with heavy or inappropriate bedding
- The child does not have access to items that could present a choking, strangulation or suffocation risk
- The area remains within the staff team's supervision arrangements
- The child is checked on regularly and always visible

- Parents are informed if their child has fallen asleep at school at the end of the day.

A child **will not routinely be woken** simply because they have fallen asleep, unless there is a specific reason to do so. Any bedding or comfort item provided for a child must be clean, safe and appropriate.

Where a child's medical condition, disability or additional need affects their sleep or rest arrangements, the school will work closely with parents/carers and relevant professionals. An individual healthcare plan, risk assessment or other agreed plan will be developed where appropriate. Staff responsible for the child's care will be made aware of relevant information and will receive appropriate training where required.

Parents/carers will be informed if the sleep is unusual, prolonged or part of a recurring pattern. Where appropriate, staff will record the time the child fell asleep, the approximate duration of sleep, where the child slept, any relevant observations or concerns, action taken and communication with parents/carers via CPOMS.

20. Safer Recruitment and Suitability

All staff, volunteers and other adults working within the EYFS are subject to the school's safer recruitment procedures and the checks required for their role. The school follows current EYFS and safeguarding requirements regarding suitability, criminal record checks, volunteers and the employment of new staff. Adults working with children are expected to maintain professional boundaries and model appropriate behaviour at all times. Any safeguarding concern relating to an adult working with children is managed in accordance with the Child Protection and Safeguarding Policy and relevant statutory procedures.

21. Transition

Starting school can be a difficult time for young children; we therefore plan this time carefully to support children with the transition and to ensure it is as smooth as possible for each child and that they settle in to their new class quickly and happily.

We have a tried and tested induction programme which includes:

- An induction evening for parents so that teachers can get to know parents and carers and ask about the individual children. The teacher gives parents practical information such as the ethos of the school, vision and values, information about equipment and uniform needed.
- Information packs are given to each child with photos and an explanation of different areas of the EYFS base.
- Settling in transition sessions, before the summer holidays, so that the children can get to know the teachers and school practitioners.
- A gradual introduction to the school day, starting with two mornings, building up the hours in the school day until they are full-time in the 2nd week. This introduces the children to their new routines gradually and this enables children to be less over whelmed.

When children transition into year 1 the teacher has time with the year 1 teacher to give them all the relevant welfare, academic and general information about all the children leaving the EYFS. The children will first meet their new teacher in their current EYFS classroom during a number of story times. They will then go to visit their new classroom with their new teacher for a morning before the summer holidays begin.

22. Monitoring and Evaluation

The EYFS Lead, in collaboration with the EYFS team and school leadership, monitors the quality and effectiveness of EYFS provision.

Monitoring includes consideration of:

- Curriculum coverage and progression;
- Teaching and learning;
- Children's outcomes;
- Assessment;
- Continuous provision;
- Inclusion and SEND;
- Communication and language development;
- Safeguarding and welfare;
- Staff development;
- Parental engagement;

- Transition arrangements.

Professional development is used to strengthen practice in response to children's needs, assessment information, school priorities and current research.

The policy is reviewed annually, or sooner where changes to statutory requirements make this necessary.