



Simonside Primary School Early Years Foundation Stage Policy

STATEMENT OF INTENT

At Simonside Primary School we recognise and value the importance of the EYFS in providing a strong foundation for future learning and development.

'High-quality early education is vital for long-term educational success. It urges schools to focus on foundational literacy, math, and social skills, particularly for disadvantaged pupils.'

Ofsted report "Strong foundations in the first years of school" Oct 2024

We understand our responsibilities in ensuring that children learn and develop well and are kept healthy and safe.

This policy has been developed in conjunction with the relevant guidance and legislation to ensure that each child has a happy and positive start to their school life and from which they can build a foundation for a love of learning.

Through the implementation of this policy, we will provide:

- **quality and consistency**, so that every child makes good progress and no child gets left behind
- **a secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly
- **partnership working** between practitioners and parents and/or carers
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

LEGAL FRAMEWORK

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2025) 'Early years foundation stage statutory framework'
- DfE (2024) 'Early years foundation stage profile: 2024 handbook'

- DfE (2025) 'Keeping children safe in education (KCSIE) 2025'
- DfE (2023) 'Working Together to Safeguard Children 2023'

ROLES AND RESPONSIBILITIES

The Local Governing Body (LGB) will be responsible for:

- ensuring the school has clarity of vision, ethos and strategic direction
- holding leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff
- ensuring that there are appropriate policies, procedures, and practices in place to deliver the '[Early Years Foundation Stage \(EYFS\) statutory framework](#)' in line with statutory requirements.

The Headteacher will be responsible for:

- acting in accordance with the '[Headteachers' standards](#)' and the expectations of the school community
- creating a culture where children experience a positive and enriching school life
- upholding ambitious educational standards which prepare children from all backgrounds for their next phase of education and life
- ensuring teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains
- ensuring valid, reliable and proportionate approaches are used when assessing children's knowledge and understanding of the curriculum, and ensuring effective use is made of formative assessment
- understanding and acting within the statutory assessment frameworks which set out the duties, responsibilities and reporting arrangements to be followed (In particular, as set out in Annex B of the EYFS framework for group and school-based providers)
- ensuring all relevant staff read and implement this policy
- ensuring that staff have received the appropriate training to deliver and report EYFS assessments
- ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.

The EYFS lead will be responsible for:

- ensuring all staff members read and implement this policy
- ensuring that all staff (including the early years team and the SLT)

are up-to-date with current statutory and Ofsted expectations,

- supporting the policies, ethos and vision of the school and actively promoting high levels of achievement in the early years stage
- leading the Early Years team in the planning and delivery of a creative and stimulating curriculum based on the educational programmes of the 'Early years foundation stage (EYFS) statutory framework'
- ensuring the educational provision and practice is based on the EYFS characteristics of effective teaching and learning, supports a range of learning needs and develops children's independence
- taking responsibility for high-quality teaching provision throughout the early years stage
- ensuring the requirements for the EYFS, including the arrangement of assessment, are met in line with the relevant statutory requirements
- monitoring the progress of children and reporting evaluated data to the Headteacher.
- developing and maintaining effective relationships with parents, colleagues, the LGB and the local community
- ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures
- supporting staff development by identifying and/or providing regular training and CPD opportunities
- providing regular 1:1 meetings with staff to support professional development
- assigning a key person to support the needs of each child and family.

The key person (normally a teacher) will be responsible for:

- ensuring that the children they support receive learning tailored to their individual needs
- helping children become familiar with the setting
- building a relationship with parents
- helping families with more specialist support, where required
- helping children become familiar with the school and acting as a point of contact for children and their parents.

All EYFS staff will be responsible for:

- acting in accordance with this policy at all times

- understanding and acting within the statutory frameworks which set out their professional duties and responsibilities
- ensuring they have a thorough working knowledge of:
 - the DfE's current 'Early years foundation stage (EYFS) statutory framework' and the requirements therein
 - the DfE's current '[Early Years Foundation Stage profile handbook](#)'
- using formative and summative assessments to assess, monitor and report on children's progress, plan next steps and shape learning opportunities
- identifying any areas of concern relating to children and their learning, development and emotional needs.

LEARNING AND DEVELOPMENT

In partnership with parents, the school will promote the learning and development of children to ensure they learn and develop well, are kept healthy and safe and have the knowledge and skills they need to thrive.

Curriculum planning

Principles

The EYFS is based upon four principles:

A unique child. We recognise that every child is a competent learner, who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement as well as celebration and rewards to encourage and develop a positive attitude to learning.

Positive relationships. We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.

Enabling environments. We recognise that the environment plays a key role in supporting and extending the children's development. Through observations we assess the children's interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.

Learning and development. We recognise that children learn in different ways and at different rates, and that all areas of development and learning are interconnected. This principle acknowledges that teaching should be tailored to support individual children's learning journeys.

Early childhood is the foundation on which children build the rest of their lives. At Simonside Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. We also believe that early childhood is valid

in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

Provision and practice within the early years will be centred around the requirements of the DfE's 'Early years foundation stage statutory framework'.

The EYFS framework outlines seven areas of learning and development that must shape educational programmes in the early years. These are categorised as 'prime areas' and 'specific areas.'

Prime areas – defined as the areas that are particularly important for learning and forming relationships. They build a foundation for children to thrive and provide a basis for learning in all areas. The prime areas are:

- communication and language
- physical development
- personal, social, and emotional development.

Specific areas – defined as the areas which help strengthen and develop the three prime areas and ignite children's curiosity and enthusiasm. The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive art and design.

The school will plan and provide educational programmes that involve activities and experiences for children as set out under each of the seven areas of learning.

When planning the early years curriculum, practitioners will:

- consider the individual needs, interests, and development of each child in their care and use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development
- stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning
- reflect on the different rates at which children are developing and adjust their practice appropriately.

If a child's progress in any prime area gives cause for concern, practitioners will discuss this with the child's parents and/or carer and agree how to support the child. Staff will also consider

whether a child may have a special educational need or disability which requires specialist support.

For children whose home language is not English, practitioners will:

- take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home
- ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS, ensuring they are ready to benefit from the opportunities available to them when they begin Key Stage 1.

If a child does not have a strong grasp of English language, staff will explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

When organising and implementing educational programmes, the school will ensure that a broad range of activities and experiences are planned, having regard to the three characteristics of effective teaching and learning in the EYFS:

- playing and exploring – children investigate and experience things, and 'have a go'
- active learning – children concentrate and keep trying if they encounter difficulties and enjoy achievements
- creating and thinking critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things

All staff members will have due regard to the learning and development requirements as set out in the school's Curriculum Implementation Policy.

The EYFS for children is from birth to five years of age. All children begin school with a wide variety of experiences and learning and it is the privilege of the adults working in the foundation stage to accept the task of building upon that prior learning experience. This is done through a holistic approach to learning, ensuring that parents and guardians, support staff and the Foundation Stage team work effectively together to support the learning and development of the children in our care. Teachers plan carefully using specific texts from our 'Canon of works' as 'hooks' to inspire and drive learning each half term. We ensure that we make children's learning effective, exciting, varied and progressive, carefully considering cognitive overload and what learning we want to 'stick'; the curriculum content we want the children to remember. Effective learning builds on and extends what children know and can already do. All staff who work in the Foundation Stage are involved in this process and a range of differentiated tasks are planned accordingly.

Structure of EYFS at Simonside

Nursery

All children are entitled to 15 hours of free childcare. At Simonside we provide spaces as follows:

Mon, Tues all day and Wednesday morning

OR

Wednesday afternoon, Thursday and Friday all day

Full time (5 full days per week 9am – 3pm) places are available for those families who are entitled to 30 hours. See www.gov.uk -30 hours free child-care for eligibility.

Children can start in our Nursery in the term after they have turned 3 years of age.

Reception

We offer full time Reception places. Children attend school from 8.45am until 3.10pm.

Learning through play

Through play our children explore and develop the learning experiences that help them make sense of the world. They practise and build up their ideas, learn how to control themselves and begin to understand the need for rules. They have the opportunity to think creatively both alongside other children and on their own. They communicate with others as they investigate and solve problems. They express fears, or re-live anxious experiences, in controlled and safe situations. At Simonside Primary School, children learn through planned play activities and staff will decide when child-initiated or adult-led play activities would provide the most effective learning opportunities.

Resources

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's interests, passions and abilities. We use materials and equipment that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer as well as more structured activities, as we believe that this encourages independent learning. We ensure that resources and spaces are safe to use and checked regularly.

ASSESSMENT

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities and assess the need for support.

In line with the statutory framework, the school will undertake a summative assessment of each child's development at certain stages. These are:

- Reception Baseline Assessment (RBA) – a short assessment which is taken within the first six weeks of a child starting Reception. The requirements of the RBA are set out in Annex B of the EYFS statutory framework.
- The Early Years Foundation Stage Profile (EYFSP) – a comprehensive assessment completed in the final academic year in which the child reaches age five, and no later than the 30 June, to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1. The EYFS profile will be shared with the child's year 1 teacher, to help inform a discussion between the reception and year 1 teachers about each child's stage of development and learning needs. It will also assist with the planning of activities in year 1.

Ongoing formative assessments will be used to assess the day-to-day learning and development of children in the EYFS. Practitioners will interact and observe children to understand their interests and learning needs and will use this information to inform practice and provision for each child. Staff carefully observe the achievements, interests and learning styles of all children and use this knowledge to plan next steps in learning.

Half termly, staff in Nursery and Reception classes assess if each child's learning in the 7 areas mentioned above is 'on track' or 'not on track'. These assessments inform discussions with parents and in pupil progress meetings, where additional support can be planned for those children who may need it.

The children's learning is recorded in their Literacy and Maths books (in Reception), in their learning journals (Nursery and Reception) and in our class floor books. At the end of the final term in Nursery and Reception we send a summary of progress home to parents in the form of a written report. These reports provide parents with written summaries of their child's progress in each area of learning. They highlight the child's strengths and development needs and give details of the child's general progress and next steps.

For Reception children we report on their child's development against each of the Early Learning Goals. Pupils are assessed against the 17 Early Learning Goals, indicating whether they are meeting expected levels of development or are not yet reaching expected levels ('emerging'). These assessments are moderated internally within school and within our Trust of schools to ensure consistency of judgements. EYFS profile data is also shared with the Local Authority. Year 1 teachers use this information to make plans for the children moving up at the start of the year.

Parents and/or carers will be kept up-to-date with their child's progress and development and the class teachers will address any learning and development needs in partnership with parents. The school will share the results of each child's EYFS profile with parents and/or carers.

The school will ensure that teachers actively engage children, their parents and other adults who have significant interaction with specific children in the assessment processes to provide a well-rounded picture of their development and attainment.

In exceptional circumstances, after discussion and only in agreement with parents and/or carers, a child might remain in EYFS provision beyond the end of the academic year in which they reach age 5. In these exceptional cases, assessments are continued throughout the child's time within EYFS provision and the profile will be completed at the end of the year before the child moves into year 1.

When undertaking assessment activities, all staff members will have due regard to the school's assessment policy, any advice from the LA, the 'Early Years Foundation Stage Profile Handbook' and the 'Assessment and Reporting Arrangements' (ARA) for that year.

The school must report EYFS Profile results to the local authority upon request.

INCLUSION

All children will be valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The school SEND policy will ensure that the needs of all children are met, regardless of any protected characteristics they have.

The EYFS curriculum will be planned in order to meet the needs of the individual child and will support them at their own pace.

The Special Educational Needs and Disabilities (SEND) Policy will ensure all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the school's SENDCO. Children with special educational needs are supported as appropriate to enable them to access the curriculum fully. This includes children who are more able and those with specific learning needs. SEND support review forms identify specific targets and approaches that are needed to best support each individual child in their learning. The school's SENDCO Co-ordinator is responsible for providing additional information and advice to staff and parents and for arranging external intervention and support as necessary.

THE LEARNING ENVIRONMENT

The school recognises that the physical and emotional environments play an important role in supporting, enabling, and extending pupils' learning and development.

The school will provide a safe and stimulating environment that values active learning, exploration, and play, where children feel free to create, make links and develop critical thinking skills.

Early years practitioners will ensure that learning environments are well-organised and suitable for group, individual and whole class learning, with interactive displays and easily accessible resources utilised to encourage independence.

Across the day, children will have access to indoor and outdoor learning environments. Staff will plan provision to ensure that there are a range of learning opportunities available and that the learning opportunities available in the outdoor environment build on and develop those inside.

Independent learning will be encouraged through planned continuous provision where children can make their own selection from a variety of resourced areas, including: role play, sand, water, small world, construction, puzzle zone, fine motor skills, maths, phonics, story areas, malleable, creative, investigation and loose parts.

Staff will support children to navigate and access the learning environment, intervening and interacting where necessary to ensure that all learning opportunities and teaching moments are captured and capitalised upon.

Appropriate and stimulating educational visits and visitors, from both within and outside of the local community, will be arranged to further expand children's learning experiences.

SAFEGUARDING AND WELFARE

Staff are invested in the safety and welfare of every child in our care and constantly adhere to our safeguarding policy and procedures. We are also committed to supporting parents with the health of their child by providing opportunities to speak to our PSA regarding diet, sleeping and toileting concerns. We also carefully plan opportunities to promote oral health.

The school will take all necessary steps to keep children safe and well and comply with the requirements of the 'Statutory framework for the early years foundation stage' to:

- safeguard children
- ensure the suitability of adults who have contact with children
- promote good health
- support and understand behaviour
- maintain records, policies, and procedures.

Child protection

Staff will be alert to any issues of concern in the child's life at home or elsewhere. Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy and all members of staff in the EYFS will be required to read this policy as part of their induction training.

The DSL is Mrs Hills – Headteacher. The deputy DSLs are Mrs Carter – Deputy Head Teacher, Mrs Alderson – SENCO and Kay Dixon (PSA).

The DSL will be responsible for safeguarding children and liaising with local children's services and Local Safeguarding Partners as appropriate. The deputy DSLs will undertake the duties of

the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL. The DSL and deputy DSL will undertake child protection training as required.

Staff will receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues and recognise signs of potential abuse and neglect as set out in Annex C of the EYFS statutory framework for group and school based providers.

Where there are concerns about a child's safety or welfare the school will:

- immediately notify the LA's children's social care team and, in emergencies, the police
- have regard to the DfE's statutory guidance 'Working Together to Safeguard Children', the 'Prevent duty for England and Wales' and 'KCSIE'
- inform Ofsted of any allegations of serious harm or abuse of children by any person living, working, or looking after children at the premises and the action they have taken in response to the allegations. Notification will be made as soon as is reasonably practicable, but in any event within 14 days of the allegations being made.

Child absences

The school is required to follow up any absences in a timely manner.

If a child is absent for a prolonged period of time or if their parents and/or carers haven't informed the school of the absence, then the school will attempt to contact the parent and/or carers and alternative emergency contacts. The school will give consideration to the child's vulnerability, parent's and /or carer's vulnerability and their home life. Any concerns will be referred to local children's social care services and/or police welfare check requested.

Further information on child absences can be found in our Attendance Policy.

Intimate Care

Intimate care is any care which involves washing, touching or carrying out an intimate procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping themselves after using the toilet and changing underwear following an accident. Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff work in partnership with parents to give the right support to an individual child. An intimate care log is kept within both Nursery and Reception areas. Further information can be found in our Intimate Care policy.

STAFFING

Staff:child ratios

The school is aware that there are a range of contextual factors that will affect staff: child ratios and that these can change depending upon a variety of issues. The school will adopt the following staffing ratios:

For children aged three and over:

- In maintained nursery schools and nursery classes in maintained schools:
 - there will be at least one member of staff for every 13 children
 - at least one member of staff will be a school teacher, as defined by section 122 of the Education Act 2002
 - at least one other member of staff will hold an approved level 3 qualification or have received approval to be included in the ratios at level 3 after attaining experience-based route status.

For children in Reception classes in maintained schools and academies:

- Class sizes will be limited to 30 children per school teacher, as per infant class size legislation.
- Class teachers will be supported by TAs also in Reception classes.

HEALTH

Medicines

The school will:

- promote the good health of children, including their oral health
- have an agreed procedure, discussed with parents and/or carers, for responding to children who are ill or infectious, take necessary steps to prevent the spread of infection and take appropriate action if children are ill
- have policies and procedures for administering medicines, which includes systems for obtaining information about a child's medicinal needs and keeping this information up to date (See Administering Medicine Policy)
- ensure that adequate training is provided for staff where medicinal administration requires medical or technical knowledge
- ensure that medicines are not administered unless they have been prescribed for a child by a doctor, dentist, nurse, or pharmacist - medicines containing aspirin should only be given if prescribed by a doctor

- only administer medicine, both prescription and non-prescription, where written permission for that particular medicine has been obtained from the child's parent
- keep a written record of each time medicine is administered, and inform parents on that day, or as soon as is reasonably practicable

Food and drink

The school will:

- ensure that, where provided, meals, snacks and drinks are healthy, balanced, and nutritious
- always ensure that a member of staff with a valid paediatric first aid certificate is present in the room whilst children are eating
- obtain information about a child's special dietary requirements, preferences, food allergies and intolerances and any special health requirements prior to them attending the setting
- ensure that fresh drinking water is always available and accessible to children
- record and act on information from parents and/or carers about a child's dietary needs
- ensure that children are always in sight and hearing of a member of staff whilst eating
- ensure that when a choking incident occurs that requires intervention, a detailed record of where and how the child choked is made and ensure parents and/or carers are made aware of the incident. The records will be reviewed periodically to identify if there are trends or common features of incidents that could be addressed to reduce the risk of choking and appropriate action will be taken to address any identified concerns
- ensure there is an area which is adequately equipped to provide healthy meals, snacks and drinks for children
- ensure there are suitable facilities for the hygienic preparation of food for children
- ensure that those responsible for preparing and handling food are competent to do so, with all staff involved in preparing and handling food receive training in food and hygiene. Staff will prepare food in a way that prevents choking.

SAFETY AND SUITABILITY OF PREMISES, ENVIRONMENT AND EQUIPMENT

Accident or injury

The school will:

- ensure that there is a first aid box containing appropriate items for use with children which is always accessible. These will be kept within each classroom and in the Reception cloakroom
- keep a written record of any accidents, injuries and first aid treatment. An accident book will be located in each classroom and Reception cloakroom.
- inform parents of any accident or injury involving a child and inform parents on the same day, or as soon as is reasonably practicable after, including details of any first aid treatment given
- notify Ofsted of any serious incident, illness or injury to, or death of, any child while in their care, and the action taken as soon as is reasonably practicable, but at least within 14 days of the incident occurring – note, failure to do constitutes an offence
- notify local child protection agencies of any serious accident or injury to, or death of, any child while in their care, and act on any advice given from these agencies.

Safety of premises

The school will:

- ensure that premises, both indoor and outdoor, are fit for purpose and suitable for the age of children cared for and the activities provided
- comply with health and safety legislation, including fire safety and hygiene requirements
- have emergency evacuation and lockdown procedures
- take reasonable steps to ensure the safety of children and others on the premises in the event of emergency
- have appropriate fire detection and control equipment which is in working order, such as fire alarms, smoke detectors, fire blankets and fire extinguishers
- ensure that fire exits are clearly identifiable and that fire doors are free from obstruction and easily opened from the inside

Premises and equipment

The school will:

- ensure premises and equipment are organised in a way that meets the needs of children and adheres to the relevant indoor space requirements as outlined in within the EYFS statutory framework
- provide outdoor planned activities daily

- follow their legal responsibilities under the Equality Act 2010, for example, the provisions on reasonable adjustments
- ensure there are an adequate number of toilets and hand basins available
- ensure there are suitable hygienic changing facilities available for changing any children who are in nappies
- ensure there is an adequate supply of spare clothes, and any other necessary items
- ensure there is an area where staff may talk to parents confidentially
- ensure there is an area where staff can take breaks away from areas being used by children
- only release children into the care of individuals who have been notified to the provider by the parent and ensure that children do not leave the premises unsupervised
- take all reasonable steps to prevent unauthorised persons entering the premises, with agreed procedures and protocols for checking the identity of visitors
- carry the appropriate insurance, e.g., public liability insurance

Risk assessment

The school will:

- take all reasonable steps to ensure staff and children are not exposed to risks and be able to demonstrate how they are managing risks
- determine where it is helpful to make some written risk assessments in relation to specific issues, to inform staff practice and to demonstrate how they are managing risks if asked by parents or inspectors
- ensure that the risk assessment identifies all aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised

Educational Visits

The school will:

- keep children safe on educational visits
- assess the risks or hazards which may arise and identify the steps to be taken to remove, minimise and manage them. The school should make a judgement about whether the risk assessment needs to be in writing or not
- ensure that adult to child ratios are considered in any risk assessment

- ensure that vehicles in which children are being transported, and the driver of those vehicles, are adequately insured
- refer to the school's Educational Visits Policy when planning all visits

The Health and Safety Policy outlines the full health and safety policies and procedures.

The school has a Fire Safety Policy in place.

WORKING WITH PARENTS

We recognise that children learn and develop best when there is a strong partnership between home and school. Staff work hard to build supportive relationships with parents. We do this through:

- talking to parents about their child before their child starts in our school
- offering parents regular opportunities to talk about their child's progress through our genuine "open-door" policy
- encouraging parents to talk to the child's teacher if there are any concerns
- offering a range of activities, throughout the year, that encourage collaboration between child, school and parents
- providing various activities that involve parents, through regular communication with home (including newsletters and homework books) and inviting parents to curriculum meetings which provide parents with a taste of what learning looks like in Maths and phonics for their child in the year group they are in
- keeping parents up to date on what the children are learning through weekly posts on our Class Dojo page
- sharing next steps in learning with parents through termly parent consultations.
- inviting parents/carers to fill in a 'Parent/carers views' form each term where they have the opportunity to report the progress they can see their child making at home as well as share anything else that they feel is important for staff to know

Staff in EYFS at Simonside spend a great deal of time building relationships with parents, offering support and advice, talking through concerns they have and referring them to our parent support advisor when needed.

TRANSITION

At Simonside, we effectively support our children in every move that they make through school. Staff in EYFS prepare children for moving from Nursery to Reception and from Reception to Year 1 by putting a number of measures and procedures in place thus allowing a smooth transition for all children.

Local pre-schools to our school Nursery

Where appropriate, the Nursery teacher will visit local pre-schools to meet the children due to join the nursery and to discuss progress and next steps with the pre-school staff. The nursery teacher 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 play session with their parents 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. At the start of the first term, children will attend the nursery in smaller groups to ensure their individual transition needs are met. Areas will be made available for parents to meet and interact with practitioners, each other and their children as they enter the nursery.

Nursery to Reception classes

Nursery children will work with the Reception class at various times throughout the year for different events. Nursery and Reception children will share an outdoor area daily and integration between classes is encouraged.

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 support staff.

Prior to the children entering Reception:

- the nursery teacher will complete assessments on each child based on the early years outcomes and share these during transition handover meetings with Reception staff
- the nursery practitioners will advise the Reception teacher on groupings for children
- parents will be invited to attend an information session led by the Early Years lead, Reception staff and the Headteacher.

During the first term of Reception:

- children will undertake the Reception Baseline Assessment (RBA) within the first six weeks of starting 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.
- children will have a phased start over the first week increasing hours each day. This is not a 'one size fits all' arrangement and can be tailored to individual children's needs.

Reception to Year 1

During the summer term of Reception the following transition arrangements will take place.

- Staff meet with the next teacher to share assessments made, progress, next steps in learning etc. Books, files, guided reading records are also passed up to the next teacher so they can see learning that has taken place / the work completed in the previous year group.
- Medical/dietary information is also shared as well as any particular family circumstances that staff need to be aware of.
- Staff hold 'Welcome' meetings for parents in the summer term so that vital information about start dates, routines, uniform and equipment children will need, can be shared. Parents are given a handbook which contains all of the relevant information they will need as well as a guide to the curriculum expectations for the year group their child will be entering. Parents have opportunity at these meetings to voice any questions or concerns they may have about their child moving classes.
- Planned visits are arranged for children to spend time in their new classes and get to know the staff and other children if they don't know them already.
- Where appropriate, teaching assistants will move to the new year group for the first few weeks in September to support any individual children who may struggle with the changes.
- Reception teachers 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 of Year 1

- The Year 1 timetable, in terms of provision, planning and child-led learning, will remain similar to Reception, including construction, small world, malleable play, mark making and morning and afternoon outdoor play, as far as possible.
- 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.
- The more formal teaching of Year 1 will be introduced gradually.

MONITORING AND REVIEW

This policy will be reviewed annually by the LGB and the Headteacher.

Any changes made to this policy will be communicated to all relevant stakeholders.

All members of staff directly involved with the EYFS will be required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

SL Berryman
EYFS Lead