Thackley Primary School

Early Years Policy

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Signed by Chair of Governors:		Date

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Statement of intent

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

1. 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 'Early years foundation stage statutory framework'
- DfE 'Early years foundation stage profile: 2024 handbook'
- DfE 'Keeping children safe in education (KCSIE) 2025'
- DfE 'Working Together to Safeguard Children 2023'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Media Policy
- Allegations of Abuse Against Staff Policy
- Complaints Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring the school has clarity of vision, ethos and strategic direction.

- Holding executive 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 are up-to-date with current statutory and Ofsted expectations, including the early years team and the SLT.
- 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 governing board 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.

All teaching 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.
- 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.

3. Learning and development

In partnership with parents, Thackley Primary 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 start school.

Curriculum planning

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 through 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 Early Years Teaching and Learning Policy.

4. 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.
- Learning Journeys are displayed in both the Nursery and Reception classrooms. These showcase children's learning, development, and progress over time, with work carefully presented to demonstrate progression throughout each half term and across the school year.

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.

Parents and/or carers will be kept up-to-date with their child's progress and development, and the EYFS lead will address any learning and development needs in partnership with parents. The school will share the results of each child's progress at parent's evening across the year and their EYFS profile (but not the reception baseline assessment) will be shared with parents and/or carers in end of year report.

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.

When undertaking assessment activities, all staff members will have due regard to the school's Early Years Assessment Policy, any advice from the LA, and 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 local authorities, upon their request.

5. Inclusion

All children will be valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender. The Pupil Equality, Equity, Diversity and Inclusion 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 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 SENCO.

6. The learning environment

Thackley Primary School recognises that the physical and emotional environment 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.

At all times, 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:

- Mark-making area
- Construction area (indoor and outdoor)
- Sand area
- Water area (indoor and outdoor)
- Home Corner/Role Play area
- Malleable area
- Maths area
- Funky Fingers area
- Mud Kitchen
- Reading Corner

These areas are changed and adapted to meet the changing needs of the children throughout the school year.

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.

7. Safeguarding and welfare

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 Kate Bainbridge. The deputy DSL is Mrs Philippa Miller, Mrs Annette Patterson, Mrs Fiona Shiel and Mrs Tracey Burdett.

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

8. Staffing

Thackley Primary School has a robust recruitment procedure in place to ensure that all staff employed within the Early Years Foundation Stage (EYFS) are suitable to work with children. Upon appointment, all EYFS staff receive a comprehensive induction programme to ensure they understand their roles and responsibilities. This includes training on emergency evacuation procedures, safeguarding and child protection, and health and safety requirements. Staff are supported to access appropriate training and professional development opportunities to enhance their skills and knowledge, ensuring that children receive the highest quality learning experiences. All staff who have contact with children and families are regularly supervised and supported by the EYFS Lead.

Qualifications, training, support, and skills

The school will ensure that:

- It follows its legal responsibilities under the Equality Act 2010.
- All staff receive induction training to help them understand their roles and responsibilities. This will include information about emergency evacuation procedures, safeguarding, child protection, and health and safety issues. All training on safeguarding will be renewed every two years.
- All staff are trained to:
    - Identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way.
    - Understand the school's safeguarding policy and procedures.
    - Ensure they have up to date knowledge of safeguarding issues.
- Staff undertake appropriate training and professional development opportunities to ensure they offer quality learning and development experiences for children that continually improves.
- It puts appropriate arrangements in place for the supervision of staff who have contact with children and families.
- At least one person who has a current paediatric first aid (PFA) certificate is always on the premises and available when children are present and accompanies them on any outings - the certificate must be for a full course consistent with the criteria set out in Annex A of the EYFS framework.

- PFA training is renewed every three years and is relevant for people caring for young children.
- All staff who have obtained a level 2 and/or level 3 qualification since 30 June 2016 obtain a PFA qualification within three months of starting work in order to be included in the required staff: child ratios at level 2 or level 3.
- It displays, or makes available to parents, staff PFA certificates or a list of staff who have a current PFA certificate.
- Any member of staff who has sole responsibility for looking after a group of children will hold a PFA certificate.
- All newly qualified entrants to the early years workforce who have completed a level 2 or level 3 qualification on or after 30 June 2016, have either a full PFA or an emergency PFA certificate within three months of starting work in order to be included in the required staff: child ratios. The school will organise PFA training to be renewed every three years. The list of staff who hold PFA certificates can be found in the First Aid Room.
- Staff have sufficient understanding and use of English to ensure the wellbeing of children in their care.

All members of staff who have contact with children and families will be supervised by the EYFS lead. The supervision will provide opportunities for staff to:

- Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns.
- Identify solutions to address issues.
- Receive coaching to improve their effectiveness.

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 continue to monitor the ratios and ensure that:

- Robyn Ellerby will provide cover for the EYFS lead in their absence and is deemed fully qualified to do so by the EYFS lead and the headteacher.
- At least half of the staff hold at least an approved level 2 qualification.
- To count within the ratios at level 3, staff holding an Early Years Educator qualification will also have achieved a suitable level 2 qualification in English.
- Staffing arrangements meet the needs of all children and ensure their safety.

- Children are adequately supervised, including whilst eating, and will decide how to deploy staff to ensure children's needs are met.
- They inform parents about staff deployment, and, when relevant and practical, aim to involve them in these decisions.
- Children are usually within sight **and** hearing of staff, but always within sight **or** hearing. Whilst eating, children will be within sight and hearing of a member of staff.
- Suitable students on long term placements and volunteers aged 17 or over, and staff working as apprentices in early education aged 16 or over, may be included in the ratios at the level below their level of study, if the provider is satisfied that they are competent and responsible.

The school will adopt the following staffing ratios:

For children aged three and over:

- In registered early years provision where a staff member with Qualified Teacher Status (QTS), Early Years Professional Status, Early Years Teacher Status is working directly with the children, there will be:
  - One member of staff for every 13 children.
  - At least one other member of staff will hold an approved level 3 qualification.
- In registered early years provision where a staff member with QTS, Early Years Professional Status, Early Years Teacher Status, is not working directly with the children, there will be:
  - One member of staff for every eight children.
  - At least one other member of staff will hold an approved level 3 qualification.
  - At least half of all other staff holding an approved level 2 qualification.
- 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.

Only under exceptional circumstances and where the quality of care and safety of children is maintained, will changes be made to the ratios. Parents will be informed about staffing arrangements and, when relevant and practical, will be involved in staffing arrangement decisions.

9. 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.
- 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. Records are made on Medical Tracker.

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 detail record of where and how the child choked are taken 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 are suitable facilities for the hygienic preparation of food for children.
- Ensure that 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.
- Inform Ofsted if two or more pupils are affected by food poisoning within 14 days of the incident – note, failure to do constitutes an offence.

Supporting and understanding children's behaviour

The school will:

- Take full responsibility for supporting, understanding, and managing children's behaviour in an appropriate way.
- Not give or threaten corporal punishment to a child.
- Not use or threaten any punishment which could adversely affect a child's wellbeing.
- Take all reasonable steps to ensure that corporal punishment is not given by any person who cares for or is in regular contact with a child – failure to meet the above requirement constitutes an offence.
- Keep a record of any occasion where physical intervention is used and inform parents on the same day, or as soon as is reasonably practicable.

Note: Physical intervention is defined in the EYFS framework as practitioners using reasonable force to prevent children from injuring themselves or others or damaging property.

10. 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. This will be kept in the classroom cupboard or First Aid room.
- A record of any accidents, injuries and first aid treatment are recorded on Medical Tracker.
- 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. Medical tracker will send parents a notification.
- 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 an emergency evacuation procedure.
- 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 access to an outdoor play area or, if that is not possible, ensure that outdoor activities are planned and taken 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. There are 8 toilet facilities available to the EYFS, with separate toilet facilities for adults.
- Ensure there are suitable hygienic changing facilities available for changing any children who are in nappies.
- 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.

Outings

The school will:

- Keep children safe on outings.
- 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 is considered in any risk assessment.
- Ensure that vehicles in which children are being transported and the driver of those vehicles, are adequately insured.

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

The school will have a Fire Safety Policy in place.

11. Parental involvement

At Thackley Primary School we firmly believe that the EYFS cannot function without the enduring support of parents.

- Parents will be invited to parents' evenings twice a year; however, the school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day.
- Nursery and Reception each have a dedicated email address, enabling parents and carers to communicate directly with class teachers whenever necessary. This provides an effective channel for sharing information, asking questions, and discussing any concerns regarding their child's learning and wellbeing.
- Parents receive a report on their child's attainment and progress at the end of each school year and also receive a mid-year report.
- We arrange a variety of activities throughout the year that encourage collaboration between child, school and parents: school visits, school plays, May Day Parade, information sessions e.g., Phonics etc.

- We provide parents with opportunities to celebrate their child's learning and development at home by completing "wow" moments which inform planning and provision.
- Parents will be asked to sign permission slips for any visits out of school, use of photographs of their child and using the internet at school.
- Parents will be asked to complete admission forms, a medical form and to write a brief synopsis about their child to help the school to understand their character and personality.

12. Transition

Starting Nursery

During the summer term before a child starts Nursery, several procedures are put in place to support a smooth and successful transition.

- Parents are invited to attend a meeting where they can learn about school procedures and discuss any questions or concerns, they may have before their child begins Nursery.
- Parents are encouraged to complete an "All About Me" booklet during the summer term. This booklet is used in the Autumn term to support the child's transition and help inform planning for their individual needs and interests.
- Children and their parents are invited to visit the Nursery, providing an opportunity to become familiar with the environment and staff.
- Nursery start dates in September are staggered, enabling children to settle into the setting in small, manageable groups and supporting a positive transition experience.

From Nursery or Private Settings to Reception

During the summer term prior to a child's entry into Reception, a range of transition activities are implemented to ensure a smooth and successful start to school.

- Parents are invited to attend an information meeting where they are introduced to school procedures, informed of class allocations, and given the opportunity to discuss any questions or concerns before their child starts Reception.
- Parents are encouraged to complete an "All About Me" booklet during the summer term. This information is used in the Autumn term to support the child's transition and inform planning based on their individual needs, interests, and experiences.

- Children and their parents are invited to visit their Reception classroom to become familiar with the learning environment and staff.
- Members of staff from Thackley Primary School visit a number of local private nurseries during the summer term to gather information and support continuity of learning. Other nursery providers and childminders are contacted to facilitate the sharing of relevant information about each child.
- Children who have not attended a nursery or childminding setting are offered a home visit from two members of the Early Years team.
- Additional transition visits are available for children who may require extra support, regardless of their previous setting.
- Reception start dates in September are staggered to enable children to settle into school in small, manageable groups, promoting confidence and wellbeing during the transition period.

From Reception Class to Key Stage 1

During the final term of Reception, the EYFS Profile is completed for each child. The Profile provides parents, carers and staff with a comprehensive overview of the child's knowledge, understanding, and abilities. It also highlights their progress towards the expected levels of development, and their readiness for transition into Year 1.

To support the creation of balanced Year 1 classes, children from both Reception classes are reorganised each year. This process takes into account a range of factors, including age, gender, attainment, social relationships and individual personalities. As children join Reception from a wide variety of settings, staff are able to make informed decisions after a full year of getting to know each child and their needs.

To support a smooth transition into Key Stage 1, children visit their new Year 1 classroom and meet their teacher on at least two occasions before the end of the academic year. Additional transition opportunities and visits are arranged for children with SEND and for those who may benefit from extra support to ensure their individual needs are met and that they feel confident and prepared for the move to Year 1.

13. Monitoring and review

This policy will be reviewed every two years by the governing board 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.

The next scheduled review date for this policy is Spring 2028.