Early Years Foundation Stage Policy

Calcot Infants and Junior Schools

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3. Website History

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Introduction

The Early Years Foundation Stage (EYFS) applies to children from birth until 31 August following their fifth birthday. At Calcot Schools, our Early Years provision runs from the term after a child's second birthday until the end of Reception and comprises:

- Nursery (Foundation Stage 1) provides places for children from the term after their second birthday until they start Reception. Depending on eligibility, children may access the funded early education entitlements described in the Nursery Charging and Remissions Policy. Places may consist of funded hours, privately paid hours, or a combination of both. Funded entitlement hours are provided free of charge; families may choose to purchase additional hours, subject to availability and the terms of that policy.

- Reception (Foundation Stage 2) provides for children aged four to five years.

Wraparound care is available for children in the Early Years Foundation Stage from 7:30am until 5:30pm, providing continuity of care in a familiar and nurturing environment.

Our provision is carefully adapted to meet the developmental needs of our youngest children, particularly those aged two to three. There is a strong emphasis on the prime areas of learning, secure attachments, consistent routines and high-quality adult interaction.

Most children enter Reception in September following their fourth birthday. Arrangements for starting Reception, including delaying a child's start date or attending part-time before compulsory school age, follow the school's Admissions Policy and the School Admissions Code. Requests for a child to join a year group outside their normal age group are also considered under these arrangements. The school supports each child's transition into Reception in partnership with their family. Our transition programme typically includes opportunities for children and families to become familiar with the Reception environment, routines and key adults before starting school. Transition arrangements are planned each year and may be adapted to reflect the individual needs of children and families. Where appropriate, additional transition opportunities are provided for children who may benefit from further support.

When children join our Early Years provision, we recognise that they arrive having already learned a great deal. It is therefore essential that we build upon their prior learning and experiences. We work collaboratively with parents/carers and any previous settings to share information and ensure that each child's learning is a continuous journey. This partnership is particularly important for younger children, including those aged two, where strong relationships support smooth transitions, emotional security and continuity of care and learning.

The Early Years Foundation Stage Framework

The EYFS prepares children with the foundational skills, enthusiasm and independence to learn as they progress throughout the school. The Early Learning Goals (ELGs) describe the level of development expected at the end of the EYFS and are used for the statutory EYFS Profile. They do not, by themselves, form the curriculum. We provide a broad range of experiences and adapt teaching so that every child can make progress from their starting point.

Our provision is underpinned by the four themes and principles of the EYFS:

A Unique Child
Every child is recognised as a competent learner who can be resilient, capable, confident and self-assured. Children develop in individual ways and at different rates. Their attitudes to learning are influenced by feedback from others, and we use praise and encouragement to support positive learning dispositions.

Positive Relationships
Children learn to be confident and independent through secure relationships. We work hard to develop caring, respectful and professional relationships with children and their families.

Enabling Environments
The learning environment plays a key role in supporting and extending children's development. We observe children closely to understand their interests, development and learning and plan challenging yet achievable experiences that extend their thinking.

Learning and Development
Children learn and develop in different ways and at different rates. All areas of learning are valued equally and are recognised as interconnected.

Our Aims for the Early Years Foundation Stage

At Calcot Schools, the unique child is at the heart of our Early Years curriculum. We aim to provide a safe, nurturing, inclusive and ambitious Early Years experience in which every child is supported to develop confidence, independence, curiosity and a lifelong love of learning.

Our curriculum is built around four key aims:

1. A curriculum that promotes oracy and high-quality interaction
We provide a language-rich environment in which high-quality adult interactions, stories, songs, rhymes, conversation and purposeful experiences support children to develop their communication, language and thinking.

2. Play-based learning tailored to children's individual interests
We recognise play as fundamental to young children's learning and development. Our provision provides meaningful opportunities for children to explore, investigate, make choices and follow their interests, alongside carefully planned adult-guided learning and teaching.

3. Broad experiences to widen children's cultural capital
We provide a rich range of experiences that build upon what children already know and broaden their understanding of the world. Through high-quality texts, visitors, trips, cooking, Forest School and other first-hand experiences, we aim to develop children's knowledge, vocabulary, curiosity and understanding beyond their immediate experiences.

4. An inclusive curriculum with high aspirations for all learners
We have high expectations for every child and recognise that children develop in different ways and at different rates. Our curriculum and provision are adapted to remove barriers to learning, respond to individual needs and ensure that all children, including those with SEND, children learning English as an additional language and those who may experience disadvantage, are able to participate, make progress and experience success.

Through these aims, we seek to develop resilient, confident, inquisitive, effective communicators and collaborative learners who are well prepared for the next stage of their education.



EYFS - Top Level Curriculum

Planning of the EYFS Curriculum

Learning within the EYFS curriculum is planned to cover the seven areas of learning and development outlined in the Early Years Statutory Framework. These areas are interdependent and are taught through a balance of adult-led and child-initiated learning.

Prime Areas of Learning:

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

The prime areas are fundamental to children's learning, development and wellbeing throughout the Early Years. They support children to communicate effectively, build positive relationships, regulate their emotions, develop physically and become confident and independent learners. These areas are closely interconnected and provide strong foundations for learning across all areas of the curriculum. Practitioners place particular emphasis on developing the prime areas through high-quality interactions, purposeful play, secure relationships and rich everyday experiences.

Specific Areas of Learning:

- Mathematics

- Literacy
- Understanding the World
- Expressive Arts and Design

Planning Our EYFS Curriculum

Our EYFS curriculum is ambitious, inclusive and carefully sequenced to provide strong foundations for future learning. It builds on children's starting points and prior experiences, identifying the important knowledge, skills, vocabulary and experiences we want children to gain as they progress through Nursery and Reception.

In line with our EYFS curriculum aims, we place a strong emphasis on:

- **communication and language**, developing children's oracy and vocabulary through high-quality interactions and language-rich experiences;
- **early literacy**, using carefully selected, high-quality texts, stories, songs and rhymes to develop children's language, comprehension and enjoyment of reading;
- **mathematical understanding**, providing opportunities for children to develop, revisit and apply key concepts in meaningful contexts;
- **broad experiences**, including first-hand experiences that extend children's knowledge and understanding beyond their immediate experiences;
- **inclusion and high aspirations**, ensuring that all children experience an ambitious curriculum and are supported to participate, make progress and succeed; and
- **diversity and belonging**, enabling children to see themselves and others represented positively and to develop respect for different people, families, communities and cultures.

Learning is deliberately revisited and built upon over time so that children can deepen their understanding, make connections and apply what they know in different contexts. This provides continuity and progression across Nursery and Reception and prepares children for the next stage of their education.

Curriculum Planning Structure

- Our EYFS long-term plan sets out the key curriculum principles, entitlements and experiences that all children will access throughout their time in the Early Years. It provides a coherent framework for learning, rather than a term-by-term topic plan, allowing staff to respond flexibly to children's interests and developmental needs.

- Medium-term planning is a flexible map of learning priorities, experiences and possible enhancements, informed by assessment and children's interests.

- Short-term planning in the Early Years Foundation Stage is responsive and child-led. Rather than following fixed weekly plans, practitioners plan in the moment, responding to children's interests, needs and next steps as they arise. This is informed by ongoing observation, assessment and professional dialogue. Teaching and learning are shaped through high-quality interactions, adult modelling, questioning and the flexible adaptation of provision, ensuring that learning remains meaningful, relevant and developmentally appropriate for all children. Responsive planning operates within our sequenced curriculum and includes planned adult-led teaching. In Reception, this includes systematic phonics teaching and planned teaching of early mathematical knowledge and skills

The Early Years team works closely with the Inclusion Manager and external agencies, where appropriate, to ensure individual needs are met.

Characteristics of Effective Learning

The Characteristics of Effective Learning describe how children engage with their learning and support them to become motivated, resilient and independent learners. Practitioners consider these characteristics when planning and guiding children's learning and reflect on how individual children learn and develop.

The three Characteristics of Effective Learning are:

- **Playing and Exploring** – children investigate and experience things and 'have a go'. Practitioners provide opportunities for children to explore, make choices, follow their interests and develop confidence in trying new experiences.
- **Active Learning** – children concentrate and keep on trying if they encounter difficulties and enjoy achieving what they set out to do. Children are supported to develop concentration, perseverance and resilience through appropriately challenging and engaging experiences.
- **Creating and Thinking Critically** – children develop their own ideas, make links between ideas and develop strategies for doing things. Practitioners encourage children to think, question, predict, solve problems and reflect on their learning through high-quality interactions and open-ended experiences.

Our learning environments, both indoors and outdoors, provide opportunities for children to develop these characteristics through purposeful play, exploration, adult-guided learning and meaningful first-hand experiences. Practitioners recognise that children learn in different ways and at different rates and adapt their interactions, teaching and provision accordingly.

The Characteristics of Effective Learning are embedded throughout our provision from Nursery to Reception and support children in developing positive attitudes and dispositions that provide strong foundations for future learning.

Supporting Positive Behaviour and Self-Regulation

Our approach to behaviour in the Early Years Foundation Stage is consistent with the school's whole-school Behaviour Policy and our therapeutic approach to supporting behaviour. We recognise that behaviour is a form of communication and seek to understand the needs, emotions and experiences that may be influencing a child's behaviour.

In the Early Years, children are still developing their ability to understand and regulate their emotions, behaviour and relationships with others. Practitioners therefore place a strong emphasis on warm, secure relationships, co-regulation, clear and consistent boundaries and developmentally appropriate expectations. Adults model positive relationships and support children to recognise and express their emotions, understand the feelings of others and gradually develop strategies to manage their responses.

In line with our therapeutic approach, practitioners consider what a child's behaviour may be communicating and respond in a way that supports their emotional development and wellbeing. Adults help children to understand the consequences of their actions, repair relationships, resolve conflicts and develop the skills they need to make positive choices in the future.

Positive behaviour is promoted through high-quality interactions, predictable routines, appropriate praise and encouragement, modelling and recognition of children's efforts and achievements. Expectations and responses are adapted appropriately to take account of children's age, stage of development and individual needs.

Where a child experiences persistent difficulties with behaviour or emotional regulation, practitioners work in partnership with parents/carers, the Inclusion Manager and, where appropriate, other professionals. Individual strategies may be developed to identify possible triggers, reduce barriers and provide consistent support across home and school.

Through the Personal, Social and Emotional Development curriculum and everyday experiences, children are supported to develop self-regulation, resilience, empathy, confidence and positive relationships. Our aim is to help children feel safe, understood and supported while developing the skills they need to manage their emotions and behaviour with increasing independence.

All approaches to supporting behaviour in the EYFS safeguard children's dignity and wellbeing and should be read alongside and implemented in accordance with the school's whole-school Behaviour Policy.

The Learning Environment

Our indoor and outdoor learning environments are carefully planned to support learning and development throughout the Early Years. Environments are responsive to children's ages, stages of development, interests and individual needs, providing appropriate opportunities for challenge, exploration and independence as children progress through Nursery and Reception.

Continuous provision is thoughtfully organised to enable children to make choices and take increasing ownership of their learning. Resources are clearly organised and accessible to children, with opportunities for self-selection that encourage autonomy, decision-making and independence. Practitioners consider carefully how spaces, resources and enhancements can stimulate curiosity, promote purposeful play and enable children to revisit, practise and extend their learning.

The environment provides opportunities for children to explore all seven areas of learning through a balance of active and quieter experiences. Children are encouraged to investigate, create, problem-solve, collaborate and pursue their own ideas, while adults use high-quality interactions and carefully considered enhancements to extend children's thinking and learning.

Both indoor and outdoor provision are valued as important learning environments. Children have daily opportunities to learn outdoors, unless circumstances such as unsafe weather make this inappropriate. The provision supports physical development, exploration, creativity, managed risk-taking and first-hand experiences that may be different from those available indoors.

Practitioners continually observe how children engage with the environment and adapt provision in response to children's learning and development. As children progress through the EYFS, environments and expectations evolve to provide appropriate levels of independence and challenge while maintaining opportunities for purposeful play and exploration.

Practitioners use screens only when there is a clear learning or development purpose, taking into account of children's ages and needs. Screen use is planned to support rather than displace play, physical activity, conversation and direct interaction. Staff have regard to the Department for Education's guidance on screen use in early years settings and follow the school's Online Safety Policy

Safeguarding and Welfare in the Early Years Foundation Stage

Safeguarding and promoting children's welfare underpin all EYFS practice. Staff follow the school's Safeguarding and Child Protection Policy and its procedures for reporting concerns, allegations about adults, whistleblowing and responding to children's unexplained or prolonged absence. Staff, students and volunteers working in EYFS are subject to the suitability, recruitment and supervision arrangements applicable to their roles. EYFS staff receive appropriate induction, supervision, training and professional development to ensure they have the knowledge and skills required to fulfil their roles and meet children's individual needs.

Staffing is organised to meet the statutory EYFS staff-to-child ratios and qualification requirements throughout the day, including where applicable during wraparound care. At least one person with a current full paediatric first aid certificate is available on the premises whenever children are present

and accompanies children on outings. Staff follow the school's procedures for accidents, medicines, intimate care, risk assessment and outings.

Before a child starts, the school obtains information about their health needs, dietary requirements, food allergies and intolerances. This information is kept up to date and shared with staff who prepare, handle or serve food. The school develops and reviews allergy action plans with parents or carers and, where appropriate, health professionals, and ensures relevant staff know how to recognise and respond to an allergic reaction. At every meal and snack, staff are clear about who checks that the food and drink provided are suitable for each child. Children remain within sight and hearing of a member of staff whenever they are eating. Food is prepared and served to reduce choking risks. Detailed arrangements are set out in the school's Allergy Safety, Food and Nutrition, and Supporting Children with Medical Conditions Policies.

Children who sleep during the school day are supported in accordance with the EYFS statutory framework and the school's Nursery Safe Sleep and Rest Policy. Sleeping children remain within staff sight and hearing and are checked frequently. Staff follow the school's procedures for the safety, cleanliness and suitability of sleeping spaces and bedding.

Health and Wellbeing

Promoting children's physical and emotional health and wellbeing is an integral part of our Early Years provision. We support children to develop healthy habits, positive attitudes and increasing independence in caring for themselves, taking account of each child's age, stage of development and individual needs.

Through the curriculum, daily routines and high-quality interactions, children are supported to develop an understanding of healthy lifestyles. This includes opportunities to be physically active, make healthy food and drink choices, understand the importance of good oral health and develop appropriate personal hygiene and self-care routines.

Children have regular opportunities for physical activity through both indoor and outdoor provision. Experiences are planned to develop children's gross and fine motor skills, coordination, strength, balance and confidence, while encouraging enjoyment of movement and active play.

We promote good oral health through age-appropriate discussions, stories, role play and planned learning experiences. Children learn about caring for their teeth, healthy food and drink choices and the importance of regular toothbrushing and dental care. We work in partnership with parents and carers to promote consistent messages about oral health and healthy lifestyles.

Children's emotional wellbeing is given equal importance. Secure relationships, predictable routines and a nurturing environment help children to feel safe and develop a sense of belonging. In line with our therapeutic approach, practitioners support children to recognise and communicate their emotions and develop self-regulation through sensitive adult interaction and co-regulation.

We recognise that younger children may require additional support with rest, sleep, toileting, personal care and other aspects of their physical wellbeing. These needs are met sensitively and respectfully, in partnership with parents and carers, while supporting children to develop increasing independence. Individual medical, dietary, allergy and additional needs are managed in accordance with the school's relevant policies and agreed care plans.

Our approach to health and wellbeing should be read alongside the school's Whole School Food and Nutrition Policy, Allergy Safety Policy, Supporting Children with Medical Conditions Policy, Intimate Care Policy and Nursery Safe Sleep and Rest Policy.

Key Person Approach

Every child in the EYFS has an identified key person who helps to ensure that their individual learning, development, care and emotional needs are recognised and supported. In Nursery, children are allocated a key person from within the Early Years team. Parents and carers are told who their child's key person is and how that person supports their child. In Reception, the child's class teacher fulfils the role of key person.

The key person develops a warm, secure and responsive relationship with the child, helping them to feel safe, valued and confident within the setting. They develop a strong understanding of the child's interests, strengths, experiences, development and individual needs, using this knowledge to support their learning and wellbeing.

The key-person approach is particularly important when children first join the setting and during periods of transition. Key persons support children to settle, develop a sense of belonging and build positive relationships within the wider Early Years community.

While each child has an identified key person, we recognise the importance of children developing secure and positive relationships with all adults within the Early Years team. Practitioners work collaboratively and share relevant information to ensure that children receive consistent, responsive care and support throughout their day.

Assessment, Recording and Monitoring

Assessment is an integral part of teaching and learning in the Early Years Foundation Stage. Its primary purpose is to help practitioners understand what children know, understand and can do, identify their individual needs and plan appropriate experiences and teaching to support their continued progress.

Understanding Children's Starting Points

When children join our Early Years provision, we gather information from parents and carers, previous settings and, where appropriate, other professionals. Home visits, transition visits and discussions with families help practitioners to build a holistic understanding of each child's interests, experiences, development and individual needs.

Practitioners use this information alongside their observations and interactions with children to establish appropriate starting points and plan provision that builds on what children already know and can do.

Ongoing Formative Assessment

Assessment takes place naturally as part of everyday teaching, play and interactions. Practitioners observe, listen and talk to children to develop a secure understanding of their learning and development. This professional knowledge is used to identify what children need to learn next and to adapt teaching, interactions and the learning environment accordingly.

Practitioners may record significant observations or information where this is useful in supporting a child's learning, development or wellbeing; however, assessment does not depend on the routine collection of written or photographic evidence. Practitioners use their professional knowledge of children, developed through observation, interaction and day-to-day teaching, to understand what children know and can do and to identify appropriate next steps.

Tapestry is used as a communication tool to share with families what children have been doing and experiencing during their time in our Early Years. It provides families with an insight into Nursery and School life and supports communication and partnership between home and school. Tapestry is not used as an assessment or evidence-gathering tool.

Recording is purposeful and proportionate. Practitioners are not expected to produce written or photographic evidence to support every assessment judgement. The emphasis is on knowing children well and using assessment effectively to support teaching and learning.

Progress Check at Age Two

For children aged between two and three, practitioners complete the statutory progress check in partnership with parents and carers.

Parents and carers receive a written summary of their child's development in the three prime areas of learning: Communication and Language, Personal, Social and Emotional Development, and Physical Development.

The progress check identifies the child's strengths and any areas where progress is less than expected or where additional support may be required. Practitioners discuss the check with parents and carers, including how they can support their child's learning and development at home. Where issues or concerns are identified, the written summary describes the activities and strategies practitioners will use to address them. If appropriate, practitioners work with the Inclusion Manager and other professionals to ensure that identified needs are supported promptly.

Reception Baseline Assessment

Children entering Reception complete the statutory Reception Baseline Assessment (RBA) within 6 weeks of joining us, where they have not previously completed it. The assessment is administered in accordance with the current statutory assessment arrangements.

The RBA provides a starting point for the national primary school progress measure. It is not used by practitioners as a diagnostic assessment or to determine the teaching a child requires. Practitioners continue to use their professional knowledge, observations, interactions with children and information from families to understand individual starting points and plan appropriate teaching and provision.

Monitoring Progress

Practitioners continually consider the progress children are making from their individual starting points. This enables staff to identify children who may require additional support or greater challenge and to adapt teaching and provision appropriately.

Formal summative assessments are completed in December and April. Practitioners review children's progress across the seven areas of learning in relation to their starting points and the school's curriculum. These assessments support professional discussion, identification of individual or cohort needs and appropriate planning for future learning.

In Reception, phonics progress is monitored regularly so that teaching can be adapted and children who require additional support or further challenge can be identified promptly.

Assessment information is discussed within the Early Years team and, where appropriate, with the Inclusion Manager and other professionals. Professional dialogue and moderation within school and with local EYFS networks support consistency and accuracy of assessment.

EYFS Profile

In the final term of Reception, and no later than June 30th, the statutory Early Years Foundation Stage Profile is completed for each child.

Practitioners use their professional knowledge of each child to assess their attainment against the 17 Early Learning Goals. Each child is assessed as either 'expected' or 'emerging' for each Early

Learning Goal. Judgements are based on what practitioners know about the child through their everyday interactions and observations and do not require a separate collection of physical or photographic evidence.

The EYFS Profile provides a summary of each child's attainment at the end of the EYFS. Results are shared with parents and carers, who are given an opportunity to discuss them with the teacher. A copy of the Profile is shared with Year 1 teachers to support continuity of learning and a successful transition into Key Stage 1.

Working with Parents and Carers

Parents and carers are important partners in the assessment process. Information about children's learning and development is shared regularly through Tapestry, conversations, parent meetings and progress updates. Families are encouraged to share their own observations and knowledge of their child so that practitioners can develop a rounded understanding of each child's learning and development.

Parents and carers receive termly information about their child's progress and how they can support learning at home. Written reports and summaries are provided as described in the Building Relationships with Families section below.

Equal Opportunities and Special Educational Needs and Disabilities (SEND)

At Calcot Schools, we are committed to inclusion and equality of opportunity. We seek to ensure that all children can access and participate fully in the EYFS curriculum, regardless of ethnicity, culture, religion, home language, gender, disability or background.

Practitioners work closely with the Inclusion Manager to identify children's emerging needs at the earliest opportunity. Where needs or potential barriers to learning are identified, appropriate support and adaptations are put in place promptly and their impact is regularly reviewed.

Children identified as having Special Educational Needs and Disabilities (SEND) are supported in line with the SEND Code of Practice. Provision is adapted in response to individual needs and, where appropriate, children may receive additional support through targeted strategies, interventions or the involvement of external professionals. We work in partnership with parents and carers throughout this process, recognising the important contribution they make to understanding and supporting their child.

We maintain high expectations for all children and ensure that appropriate challenge is provided according to individual strengths, interests and needs. Practitioners use open-ended opportunities, high-quality interactions and appropriate adaptations to extend children's thinking and learning.

Children with English as an Additional Language

We value the linguistic and cultural diversity that children and families bring to our Early Years provision. Children who are learning English as an additional language (EAL) are supported to develop confidence and competence in English, while their home language and cultural identity are recognised, respected and valued.

When a child joins the setting, practitioners work closely with parents and carers to understand the child's language background, including the languages spoken and understood at home, their experience of English and how they communicate in different contexts. Families are encouraged to continue using and developing their home language, recognising the important role it plays in children's communication, identity and overall language development.

Practitioners support children's understanding and use of English through high-quality interactions, modelling of language, repetition, visual prompts, gestures, stories, songs, rhymes and meaningful play experiences. Children are given time to observe, listen and respond and are not placed under

pressure to speak before they are ready. The learning environment reflects and celebrates the languages, cultures and experiences of our children and families.

Practitioners monitor the progress of children with EAL carefully, considering their development in both English and, wherever possible, their home language. Learning English as an additional language is not, in itself, a special educational need. Where there are concerns about a child's development, practitioners work with parents/carers and the Inclusion Manager to consider whether difficulties are associated with learning English or may indicate an additional developmental or special educational need.

We work in partnership with families to ensure that important information is communicated clearly and that parents and carers are able to participate fully in their child's learning and development.

Building Relationships with Families

Parents and carers are children's first and most enduring educators. We recognise that strong, respectful partnerships between home and school are important in supporting children's learning, development and emotional wellbeing. We aim to ensure that families feel welcomed, informed and able to contribute to their child's Early Years experience.

We develop these partnerships through:

- **regular two-way communication**, providing opportunities for families and practitioners to share relevant information about children's experiences, interests, development, wellbeing and individual needs;
- **clear information about our EYFS curriculum and approach to learning**, helping families to understand what their child is learning and how learning is supported through play, interaction and everyday experiences;
- **regular sharing of children's progress**, including parent consultations and opportunities to discuss children's strengths, development, emerging needs and how learning can be supported at home;
- **Tapestry**, which is used to give families an insight into children's experiences and what has been happening within the Nursery/School day;
- **parent meetings, workshops and learning sessions**, providing opportunities for families to develop their understanding of aspects of the EYFS curriculum and approaches to learning;
- **opportunities for families to contribute**, including sharing information about their child's interests, experiences, home language, culture and learning beyond school;
- **an approachable and responsive Early Years team**, enabling parents and carers to raise questions, share information or discuss concerns with their child's key person or class teacher; and
- **opportunities to participate in the wider life of the school**, including appropriate events, celebrations and shared learning experiences.

We recognise that families have different needs and circumstances and seek to make communication accessible and inclusive so that all parents and carers are able to participate in their child's Early Years experience.

Families receive written information about their child's learning and development at appropriate points during their time in the EYFS. Children in our Dragonflies group (three- and four-year-olds) receive an annual written report in July, summarising their learning and progress across the EYFS curriculum. Children in Reception also receive an annual written report in July, which includes the outcomes of the statutory EYFS Profile. For children in our Butterflies group (two-year-olds), families receive a written summary of their child's development as part of the statutory progress check at age two.

We value open and positive relationships with parents and carers and encourage families to raise any questions or concerns about their child's care, learning, development or wellbeing at the earliest opportunity. Wherever possible, concerns should initially be discussed with the child's key person,

class teacher or another appropriate member of the Early Years team so that they can be understood and addressed promptly.

Where further support is needed, members of the Senior Leadership Team, including the Assistant Headteacher with responsibility for Early Years, are available to listen to parents' and carers' concerns and work with families and staff to seek an appropriate resolution. We aim to address concerns openly, respectfully and in a timely manner, recognising the importance of maintaining positive and trusting relationships between home and school.

Where a concern cannot be resolved informally, or where a parent or carer wishes to make a formal complaint, this will be managed in accordance with the school's Complaints Policy. The policy sets out the process for making a formal complaint and the stages through which a complaint may be considered.

Transitions

At Calcot Schools, we recognise that transitions are an important part of each child's Early Years journey. We plan these carefully to provide continuity of care and learning, helping children to develop secure relationships, become familiar with new environments and routines, and approach change with confidence. We work closely with children, families and other professionals to ensure that transition arrangements are responsive to each child's individual needs and experiences.

Starting in Nursery (FS1)

Before children begin Nursery, families are offered a home visit, providing an opportunity for practitioners to meet the child in a familiar environment, begin to develop a relationship with the family and gather important information about the child's interests, routines, development and individual needs.

Parents and carers are invited to an information session, where they can meet members of the Early Years team, learn about the Nursery provision and daily routines, and receive practical information to help prepare their child for starting Nursery.

Families are also invited to a Stay and Play session, where parents and carers accompany their child in the Nursery environment. These sessions enable children to explore the setting, become familiar with key adults and resources, and begin to develop relationships with other children while supported by a familiar adult.

Children are then offered introductory sessions without their parent or carer, helping them to become increasingly familiar and confident within the setting before beginning their usual Nursery sessions.

Where a child may benefit from additional support with transition, arrangements can be adapted in partnership with the family and, where appropriate, the Inclusion Manager or other professionals.

Transition from Nursery to Reception (FS1 to FS2)

Children join our Reception classes from a range of Early Years settings. Some children transition from our own Nursery, while others join us from nurseries and pre-schools outside Calcot Schools. We recognise that children and families will have different levels of familiarity with our school and tailor our transition arrangements accordingly.

For children moving from our Nursery into Reception, transition is carefully planned throughout the summer term. Children have regular opportunities to spend time in the Reception environment, meet their new teachers and become familiar with the routines and expectations of Reception. Nursery and Reception staff work closely together to share relevant information about each child's learning and development, strengths, interests and individual needs, supporting continuity in learning and care.

For children joining Reception from another Early Years setting, a member of our Early Years team visits the child in their current nursery or pre-school wherever possible. This provides an opportunity

to see the child in a familiar environment and to meet with their key person to share information about their learning, development, interests, relationships and individual needs. For children who are new to Calcot Schools, we also offer a home visit, enabling staff to begin building a positive relationship with the child and their family before they start school.

All children and their families are provided with a range of opportunities to become familiar with Reception before starting school. During the summer term, children are invited to three introductory visits, enabling them to spend time in their new classroom, become familiar with staff and routines, and begin to build relationships and friendships with other children. During these visits, parents and carers are welcomed for tea and coffee, providing an informal opportunity to meet other families and talk with members of the Senior Leadership Team.

Parents and carers are also invited to an introductory meeting without their children, where they meet their child's teacher, visit the Reception classroom and receive information about the Reception curriculum, key routines and practical arrangements for starting school. Families are given guidance about how they can help prepare their child for Reception, including supporting independence, self-care, communication and the routines and skills that will help them feel confident when they start school.

In addition, families are invited to attend Forest School transition sessions with their child. These provide a relaxed and welcoming opportunity for children to explore the school environment alongside a trusted adult, develop familiarity with members of staff and begin forming friendships with other children who will be joining Reception.

Where a child may benefit from additional transition support, arrangements are adapted in partnership with the family, the child's current setting, the Inclusion Manager and other professionals where appropriate. This may include additional visits or other personalised approaches to help the child develop familiarity and confidence before starting school.

Through these transition arrangements, we aim to ensure that every child, whether joining from our own Nursery or another setting, begins Reception feeling known, welcomed, secure and confident, and that families feel informed, supported and part of the school community from the outset.

Transition from Early Years to Key Stage 1

Transition from Reception to Year 1 is carefully planned to provide continuity in children's learning, development and wellbeing while supporting their growing independence. Reception and Year 1 teachers work closely together so that children's prior learning and experiences provide a secure foundation for the Year 1 curriculum.

Reception teachers provide Year 1 teachers with each child's EYFS Profile, and dedicated time is given for professional dialogue about individual children. Discussions consider children's strengths, interests and development, alongside important knowledge and skills that are not yet secure or require further consolidation. This enables Year 1 teachers to build on what children already know and can do, address gaps in learning and plan appropriately for their next steps.

Where a child is assessed as emerging against one or more Early Learning Goals, additional information is shared about identified barriers to learning and the strategies, scaffolds or adaptations that have been successful in supporting the child. For children with SEND or other additional needs, relevant information about assessment and provision is also shared to support continuity and ensure that effective approaches continue into Year 1.

Year 1 teachers use their understanding of children's starting points, prior learning and experiences to plan teaching and provision that builds on the strong foundations established in Reception. Children are given opportunities to consolidate important knowledge and skills while gradually developing the independence and learning behaviours needed to access the Year 1 curriculum. Teaching and provision are responsive to children's developmental needs, enabling them to progress confidently into Key Stage 1.

Children are given opportunities to become familiar with Year 1 before the end of the Reception year. They take part in introductory visits, meet their new teachers, explore their new classrooms and become familiar with the routines and expectations of Year 1. These experiences help children to build relationships with their new teachers and approach the next stage of their education with confidence and a sense of belonging.

Strong communication with families is maintained throughout the transition. Parents and carers are informed about their child's development and EYFS Profile outcomes and are supported to understand how they can continue to encourage their child's learning and independence as they move into Key Stage 1. During the summer term, parents and carers are invited to meet their child's new class teacher before the summer holidays. This provides an opportunity to begin building a positive relationship, learn about the routines and expectations of Year 1, ask questions and receive practical guidance about how they can prepare and support their child for a successful transition.

Leadership, Monitoring and Evaluation of the EYFS

The Headteacher has overall responsibility for ensuring that the Early Years Foundation Stage meets statutory requirements and reflects the vision, values and expectations of Calcot Schools.

The EYFS Lead oversees the day-to-day leadership of the Early Years provision across Nursery and Reception. They work with the Headteacher, other members of the Senior Leadership Team, including the Inclusion Manager, and Early Years staff to ensure that the EYFS curriculum is implemented effectively and that children receive high-quality learning experiences across the phase. The EYFS Lead provides guidance and support to practitioners, promotes consistency between Nursery and Reception, and identifies priorities for the ongoing development of Early Years provision.

The EYFS Lead supports and monitors the quality of teaching, learning and provision, ensuring that the curriculum is ambitious, inclusive and appropriately sequenced to meet the needs of all children. This includes monitoring the learning environment, reviewing children's progress, supporting assessment practice and identifying priorities for development.

Early Years practitioners work collaboratively to reflect upon and continually develop their practice. Professional dialogue, moderation, training, supervision and continuing professional development are used to strengthen staff knowledge, share effective practice and ensure that provision remains responsive to the needs of the children.

The EYFS Lead works closely with the Inclusion Manager to support the early identification of additional needs and to ensure that appropriate provision is in place for children with SEND and other identified needs. Strong partnerships with parents, carers and external professionals contribute to this process.

The quality and effectiveness of Early Years provision are monitored and evaluated through a range of activities. These may include observations of practice, learning walks, professional discussions, review of the learning environment, consideration of children's progress and outcomes, and feedback from children, staff and families. Monitoring focuses on the quality of children's experiences, learning, development and wellbeing.

The Headteacher and governing body provide appropriate oversight and challenge to ensure that statutory requirements are met and that Early Years provision continues to develop in line with the school's priorities.

The Governors' Curriculum Committee reviews this policy at least every two years, and sooner where changes to statutory requirements or school practice make this necessary.

Links to other policies

- Safeguarding and Child Protection Policy

- SEND Policy
- Admissions Policy
- Allergy Safety Policy
- Whole School Food and Nutrition Policy
- Supporting Children with Medical Conditions Policy
- Nursery Safe Sleep and Rest Policy
- Online Safety Policy
- Complaints Policy
- Intimate Care Policy,
- Safer Recruitment Policy
- Volunteer procedures
- Whole School Behaviour Policy
- Data Protection Policy / Privacy Notices
- Nursery Charging and Remissions Policy