



Motivate and Celebrate Success

Early Years Foundation Stage

at Mount Charles School

‘Every child deserves the best possible start in life and support to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.’

Statutory Framework for the Early Years Foundation Stage – Published 31st March 2024

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The Early Years Foundation Stage applies to children from birth to the end of their Reception year. At Mount Charles Primary School, we welcome children into our Nursery in their pre-school year, following their third birthday. They join our Reception class in the year they become 5.

1. Aims

We aim to support all children to become independent and collaborative learners. We provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually.

At Mount Charles Primary School, we will:

- * provide a happy, safe, stimulating and challenging learning environment for children to experience as they begin their journey through school.
- * provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond and enable choice and decision making, fostering independence and self-confidence.
- * value what each child can do, assessing their individual needs regularly and helping every child to progress; no child gets left behind.
- * develop excellent relationships with parents and carers to build a strong partnership in supporting their children.
- * provide a caring, inclusive and anti-discriminatory ethos which is sensitive to the requirements of the individual child, ensuring that every child is included and supported.

2. Legislation

This policy is based on requirements set out in the 2024 statutory framework for the Early Years Foundation Stage (EYFS).

2. EYFS Framework Structure

The Early Years Foundation Stage (EYFS) Framework sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to

ensure children's school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS framework is guided by four overarching principles. These are:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.
- Importance of **learning and development** and an understanding that children develop and learn at different rates.

The Unique Child

At Mount Charles Primary School, 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 Class Dojo and our school LEARN ladder to give praise and encouragement and support children to develop a positive attitude to learning.

We value the diversity of individuals within the school and believe that every child matters. All children at Mount Charles Primary School are treated fairly regardless of race, gender, religion or abilities. All families are valued within our school.

We give our children every opportunity to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We do this by taking account of our children's range of life experiences and their interests when we are planning for their learning.

Positive Relationships

At Mount Charles Primary School, we know that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with children and their families.

Parents as Partners

We recognise that parents/carers are children's first and most important educators and we value being partners with them in their child's education through:

- * generating confidence and encourage parents to trust their own instincts and judgement regarding their own child.
- * ensuring nursery documentation and communications are provided in different formats to suit each parent's needs, e.g. Braille, multi-lingual, electronic communications
- * talking to parents/carers before their child starts nursery and reception at our open mornings/afternoons.
- * arranging, where possible, visits by the teacher to all children in their home setting or childcare provision prior to their starting with us.
- * providing an information pack to support children with the transition into nursery/reception.
- * outlining the school's expectations in the EYFS First Days booklet and school prospectus.
- * inviting parents/carers and children the opportunity to spend time in EYFS during our Stay and Play sessions before starting nursery/reception.
- * provide a 'Meet the Teacher' meeting for parents/carers to meet with staff to discuss school routines, expectations and to answer any questions parents/carers may have.
- * asking parents to interact with Tapestry at home in order to share their child's achievements outside of school. This provides the school with a complete picture of the child's learning journey.
- * holding parent consultation evenings in the Autumn and Spring Term for parents of reception-aged children, to allow the child, parents/carers and teachers to meet together to discuss the child's learning and development.
- * operating an open-door policy for parents/carers with any day-to-day concerns.
- * encouraging parents/carers to sign up to Class Dojo so that they can be informed of any important messages and photos through the school day.
- * sharing our experiences in our whole school newsletter.
- * publishing a topic web on Class Dojo which details the areas of learning and the overarching theme of the half term.

- * inviting parents to attend informal workshops so that they can support their children with different areas of the curriculum such as reading, phonics, writing and maths at home
- * sending a written report to parents of reception-aged children at the end of the summer term which details their child's attainment and progress and includes information on the Characteristics of Effective Learning.
- * inviting parents to a range of activities throughout the year such as assemblies, Christmas productions and sports day

For further information about working with parents and transition arrangements, please refer to **Appendix A** – EYFS Annual Transition Timetable

Enabling Environments

At Mount Charles School we believe that the environment plays a key role in supporting and extending the children's development and a place where children can feel confident, secure and challenged. Our 'Busy Learning' time allows children to have daily access to an indoor (two open-plan class bases) and outdoor environment (including a sand and water garden and woodland area) that is set up with carefully planned continuous provision. We are keen for children to access our outdoor space in all weathers and so we provide outdoor waterproof clothing for each child. We have a dedicated indoor space for children to prepare themselves for wet-weather play independently.

We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's interests and abilities of each child. We use materials and resources that reflect both the community that the children come from and the wider world. Each week, we plan a range of exciting 'invitations to learn' (I2L) which support children to make their own selection of the activities on offer, as we believe that this encourages independent learning. Our I2L cards also include oracy prompts (key vocabulary and sentence stems) for the adults who are interacting with the children to use to promote communication and language development. We ensure that resources and spaces are safe to use and checked regularly.

Our displays reflect the ever-changing nature of the children's interests and the children are involved in celebrating their work by adding their art work, crafts, writing or drawing to the WoW work board. There are working walls in each class base which celebrate current learning and act as prompts for the children during their Busy Learning time.

Learning and Development

There are seven areas of learning and development that shape the educational provision in our EYFS setting. All areas of learning and development are important and inter-connected. None of the areas of learning can be delivered in isolation from the others and our half-termly Imaginative Learning Projects allow for children to make secure connections in their learning. Our carefully planned, meaningful learning experiences enable them to develop competency and skill across all learning areas.

Children require a balance of adult led and child-initiated activities in order for them to be fully prepared for the next stage in their education. Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, taking part in play which is guided by adults and by joining taught, focused groups, which are appropriate to their stage of learning, to teach them essential skills and knowledge. The prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. The specific areas of learning provide children with a broad curriculum, with opportunities to strengthen and apply the prime areas.

The three **Prime Areas** are:

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

Staff will also support children in four **Specific Areas**, through which the three prime areas are strengthened and applied.

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

Reception children will also participate in a daily phonics session, following guidance in the Read, Write Inc. program and in line with school policy. RWI routines and behaviour for learning cues are introduced to the children in our nursery class in the summer term in preparation for making a strong start in reception.

Characteristics of Effective Learning

We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- * **Playing and Exploring** - children will have opportunities to investigate and experience things, and 'have a go'. Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.
- * **Active Learning** - children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements. Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.
- * **Creating and Thinking Critically** - we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things. Children are given the opportunity to be creative through all areas of learning. Adults will support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the environment freely and purposefully to extend their learning.

4. Curriculum

Our bespoke curriculum is planned considering pupils' starting points and their interests and allows us to create challenging and enjoyable experiences for every learner. It is ambitious and designed to give all children the knowledge, self-belief and cultural capital they need to succeed in life.

As a school we use Read, Write, Inc. to teach systematic, synthetic phonics and early reading and ensures that all children learn to read words and simple sentences accurately by the end of Reception. As part of the school's drive to prioritise early reading, carefully chosen, key texts form the basis of all curriculum areas; promoting purposeful talk at every opportunity. Books, both fiction and non-fiction, are woven through the indoor and outdoor provision. These texts are linked to the half termly Imaginative Learning Project and allow children the opportunity to independently access a wide range of reading materials. Our EYFS Reading Spine texts are taken home in 'Chatterpacks' in the summer term of reception, with each pack including guidance for parents to help support their child to interact with the book and an opportunity for the children to share their 'review' of the book in written or illustrated form. Our home reading offer includes the opportunities for nursery-age children to access high-quality texts from our nursery book borrowing library and then, as they move into their Reception, they will take home books which are exactly matched to their phonics knowledge.

Staff are focused on ensuring that children acquire a wide vocabulary and communicate effectively. Wellcomm and BPVS are used to assess children on entry to nursery and reception to ensure an early identification of any need. Based on the assessments made, targeted interventions, using Wellcomm techniques and the Talk Boost program, are planned to ensure rapid progress. We have a Speech and Language Higher Level Teaching Assistant who works closely with the NHS Speech Therapist to ensure that all children with plans are supported as well as targeted children with high level need who do not meet the NHS referral guidelines.

Learning is meaningfully brought to life through a start of topic 'hook' such as a visit from Screech Owl Sanctuary, a visit to the local library or a farmer and his tracker visiting the school. These serve to draw upon children's prior knowledge and provide a memorable experience they can draw on through the theme.

Our subject leaders work closely with the EYFS staff team to ensure appropriate and progressive knowledge and skills are delivered, through direct teaching and continuous provision opportunities.

Winning with Numbers and Power Maths are in place to deliver a high-quality mathematics curriculum. All staff have had full training to ensure that they can deliver the programme confidently. Winning with Numbers sessions are taught daily to support early number knowledge, vocabulary and number fact fluency.

Early writing begins through mark making and a Scribble Club approach is used in our Nursery to ensure children have a range of tools to support them to transfer their thoughts, ideas and imagination to paper. When children enter our Reception class, they are welcomed into our Drawing Club. Through Drawing Club, children not only refine their writing skills but also develop language proficiency, fine motor skills, and form meaningful connections with the high-

quality texts they have heard. They can see the purpose for writing and demonstrate the interest in and desire to write. Additionally, Drawing Club is a tool to widen children's vocabulary not only through carefully chosen narratives but with the teacher's selection of additional vocabulary that is shared and consolidated each day. When pupils start Read Write Inc. (RWI) phonics, they are taught the correct letter formations. This begins with writing sounds and cvc words, quickly progressing on to short sentences using the sounds they have been taught.

5. Observations and Assessment

Baseline assessments, for children in nursery and reception, take place in the first six weeks of their start date. These assessments, which are based on day-to-day informal observations of the child, allow us to quickly identify individual needs and make adjustments to our curriculum so that this becomes a bespoke journey for our current cohorts of children. In addition, the reception teacher will use the statutory Reception Baseline Assessment (RBA) to assess each child's early literacy, communication, language and mathematics skills.

At Mount Charles School, we use an online system called Tapestry as a way of recording each child's learning throughout their EYFS journey. Tapestry is a secure platform and offers an exciting way of keeping track of each child's journey with us. Teachers are able to instantly upload photos, videos and observations of each child throughout the week. Parents are then alerted when something new has been added to their child's online learning journal. Parents are able to log on and view their child's learning and are encouraged to add their own comments to what we have uploaded and their own observations of the children's 'WOW' moments at home.

We also use the Class Story page of Class Dojo to share special events and experiences with families – this often provides a discussion prompt for when children are sharing news of their day.

Birth to Five Matters and Development Matters (non-statutory curriculum and assessment guidance for the EYFS) are used to support teachers formative (ongoing) and summative assessment judgements which are collected four times a year. These 'data drops' are followed by a Pupil Progress meeting where the attainment and progress of individual children and groups are discussed with a member of the SLT. Next steps are identified for the coming half term.

The Early Years Foundation Stage Profile is the nationally employed assessment tool that enables teachers to summarise each child's learning and development against the Early Learning Goals (ELGs). This assessment allows teachers to make a holistic, best-fit judgement about a child's development at the end of their reception year, and their readiness for Year 1. When making this important judgement, teachers draw on their expert professional knowledge which has developed over the year. In June, teachers record each child's level of development against the 17 early Learning goals as 'emerging' or 'expected' to indicate whether they have met or not yet met the expected standard (ELGs). These judgments are shared with parents and Year 1 teachers, as part of the child's written progress report in July.

For further information about the Early Learning Goals, please refer to **Appendix C** – Early Learning Goals

6. Special Educational Needs and Disabilities (SEND)

At Mount Charles School we are committed to the inclusion of all children. All children have the right to be cared for and educated alongside each other through shared experiences and to develop and learn from each other. We provide a positive and welcoming environment where children are supported according to their individual needs and we work hard to ensure no children are discriminated against or put at a disadvantage as a consequence of their needs.

All children have a right to a broad and well-balanced early learning environment. Where we believe a child may have additional needs that have previously been unacknowledged, we will work closely with the child's parents and any relevant professionals to establish if any additional action is required.

Where a child has additional needs, we feel it is paramount to find out as much as possible about those need; how they may affect his/her early learning or care needs and any additional help he/she may need by:

- * Liaising with the child's parents and, where appropriate, the child.
- * Liaising with any professional agencies.
- * Reading any reports that have been prepared.
- * Contributing to any review meetings with the local authority/professionals.
- * Contributing to any referrals made by the schools SENDCo.
- * Observing each child's development and monitoring such observations regularly.

- * Recognising each child's individual needs and ensure all staff are aware of, and have regard for, the Special Educational Needs Code of Practice on the identification and assessment of any needs not being met by the universal offer provided by the setting.
- * Providing well informed and suitably trained practitioners to help support parents and children with special educational difficulties and/or disabilities.
- * Identifying the specific needs of children with special educational needs and/or disabilities and meet those needs through a range of strategies.
- * Ensuring that children who learn quicker are also supported.
- * Sharing any statutory and other assessments made with parents and support parents in seeking any help they or the child may need.
- * Working in partnership with parents and other agencies in order to meet individual children's needs, including the education, health and care authorities, and seek advice, support and training where required.
- * Monitoring and review our practice and provision and, if necessary, make adjustments, and seek specialist equipment and services if needed.
- * Ensuring that all children are treated as individuals/equals and are encouraged to take part in every aspect of the EYs day according to their individual needs and abilities.
- * Encouraging children to value and respect others and their environment.
- * Challenging inappropriate attitudes and practices.
- * Celebrating diversity in all aspects of play and learning.

For further information about SEND, please see the whole school SEND policy.

7. Care Practices

First Aid

All members of the EYFS staff team are first aid trained, with three of the staff trained in paediatric first aid. The first aid boxes are located in the Nursery class base and another in the Reception class base. These are accessible at all times with appropriate content for use with children. The contents of the first aid boxes are checked regularly and items replaced as needed.

When children are taken on an outing away from the setting, we will always ensure they are accompanied by the appropriate ratio of staff. A first aid box is taken on all outings.

We follow the whole school Health and Safety policy to ensure that the correct first aid procedures are in place.

Accidents and Head Injuries

We aim to protect children at all times. We recognise that accidents or incidents may sometimes occur. We follow the whole school Health and Safety policy to ensure all parties are supported and cared for when accidents or incidents happen; and that the circumstances of the accident or incident are reviewed with a view to minimising any future risks.

Accidents are recorded in an Accident Book, a copy of which is kept in each classroom base. Parents are spoken to, given the accident slip (at the end of a session/day) which details any first aid treatment given. If a child has suffered a head injury, parents are contacted immediately and are informed whether their child is well enough to remain in school.

Known Medical Conditions such as Asthma, Diabetes or Epilepsy

All staff and children with known medical conditions requiring emergency response, will be recorded in the medical conditions annual audit with treatments specified. Emergency actions for severe cases will be available on the classroom 'grab sheet' and key information is displayed in main kitchen and small hall for wraparound provision. All staff are expected to be aware of this information and the response procedures. Relevant staff are trained to deal with medical emergencies. Employee's and parent/carers of pupils will be requested to disclose relevant medical needs on joining, as they arise, or during annual audits.

For further information about medical conditions, please see the whole school Supporting Pupils with Medical Conditions policy.

Allergies

At Mount Charles School we are aware that children may have or may develop an allergy resulting in an allergic reaction. Our aims are to ensure allergic reactions are minimised or, where possible, prevented and that staff are fully aware of how to support a child who may be having an allergic reaction.

- * Our staff are aware of the signs and symptoms of a possible allergic reaction in case of an unknown or first reaction in a child. These may include a rash or hives, nausea, stomach pain, diarrhoea, itchy skin, runny eyes, shortness of breath, chest pain, swelling of the mouth or tongue, swelling to the airways to the lungs, wheezing and anaphylaxis.
- * We ask parents to share all information about allergic reactions and allergies on child's registration form and to inform staff of any allergies discovered after registration.
- * We share all information with all staff and keep an 'grab sheet' in each class base.
- * Where a child has a known allergy, the school will carry out a full Care Plan which is shared with staff and parents.
- * All food prepared in the classroom or cooking area for a child with a specific allergy is prepared in an area where there is no chance of contamination and served on equipment that has not been in contact with this specific food type, e.g. nuts
- * The school and parents will work together to ensure a child with specific food allergies receives no food at nursery that may harm them.
- * It is the parents' responsibility to liaise with the school catering company to create a 'special menu' for a child with an allergy if they are eating hot school meals.
- * Seating plans will be monitored for children with allergies.
- * If a child has an allergic reaction to food, a bee or wasp sting, plant etc. a first-aid trained member of staff will act quickly and administer the appropriate treatment, where necessary. We will inform parents and record the information in the incident book.
- * If an allergic reaction requires specialist treatment, e.g. an EpiPen, then at least two members of staff will administer the treatment to each individual child.

Food Safety

Children are supervised during meal times and food is adequately cut up to reduce choking. The use of food as a play material is discouraged. However, as we understand that learning experiences are provided through exploring different malleable materials the following may be used. These are risk assessed and presented differently to the way it would be presented for eating e.g. in trays,

- * playdough
- * cornflour
- * dried pasta, rice and pulses.

Food items may also be incorporated into the role play area to enrich the learning experiences for children, e.g. fruits and vegetables. Children will be supervised during these activities.

Use of Dummies

At Mount Charles School we recognise that overuse of dummies may affect a child's language development as it may restrict the mouth movements needed for speech. Where appropriate we will offer support and advice to parents to discourage dummy use during waking hours and suggest ways which the child can be weaned off their dummy through books and stories.

Sleep

We recognise parents' knowledge of their child with regard to sleep routines and will, where possible, work together to ensure each child's individual sleep routines and well-being continues to be met. We have a designated quiet space in the classroom for a child to rest should that be required.

Nappy Changing

We aim to support children's care and welfare on a daily basis in line with their individual needs. All children need contact with familiar, consistent carers to ensure they can grow confidently and feel self-assured.

We follow the whole school Intimate Care policy to ensure that the correct nappy changing procedures are in place.

8. Transition

We plan carefully to support children with the transition to Nursery, Reception and Year 1 to ensure it is as smooth as possible for each child and that they settle into their new setting quickly and happily.

Starting Nursery – Settling In & Admissions

At Mount Charles School we aim to support parents and other carers to help their children settle quickly and easily by giving consideration to the individual needs and circumstances of every child and their families. We want parents to

have confidence in both their children's continued well-being and their role as active partners, with the child being able to benefit from what the nursery has to offer. Our staff know about the importance of building strong attachments with children.

Children transition into our nursery at one of three intake points throughout the year; September, January and June. A child's start date will be the term following their 3rd birthday. Prior to a child attending nursery, parents must complete and sign a contract, registration and funding form. These forms provide the nursery with personal details relating to the child, for example, name, date of birth, address, emergency contact details, parental responsibilities, dietary requirements, collection arrangements, fees and sessions, contact details for parents, doctor's contact details, health visitor contact details, allergies, parental consent and vaccinations etc. Where a child attends other early years settings or are cared for by a childminder we will work with them to share relevant information about the child's development. In the term prior to their start, children are invited to a number of 'stay and play' sessions which allow the child and their family to come into school to meet the EYFS staff team, other children in their class and to become familiar with the setting. Home Visits are also completed prior to a child starting with us and this provides us with important information about the child and their family.

Starting Reception

Parents/carers of all children starting Reception will be welcomed to Mount Charles through an initial information letter and phone call in April. Children are then visited in their pre-school setting by their Reception teacher and a member of the SEND team. In June, the children are invited to a number of 'stay and play' sessions which allows them and their families to come in to school to meet the EYFS staff team and other children in their class. An additional 'stay and read' session is also organised when children are invited to meet the EYFS staff team at St Austell Library for a number of story time sessions and the opportunity to become a member of the library. This session reflects the schools drive for children to become confident, life-long readers. In July, Home Visits are completed and this provides teachers with important information about the child and their family and forms part of their baseline assessment. We also invite children and families to a Teddy Bears Picnic which allows them a further opportunity to meet the EYFS staff team but also a chance for parents to make support networks with other families.

Throughout the summer holidays we are in regular contact with our new cohort through sharing our 'Starting School' booklet (in the format of a social story with photos and information about the staff and setting), information letters and by sending a 'thinking of you' postcard. Children are encouraged to create an 'All About Me' collage to share with their new friends in September and are encouraged to bring a photo of themselves with their family to act as a transitional object and to begin the Autumn Term theme 'Do You Want to Be Friends?'

In September children come to school for two half-day sessions prior to starting full time with us. This allows them the opportunity to make relationships with other children and staff and to become familiar with the environment without feeling overwhelmed.

Starting in Key Stage 1 (Year 1)

Throughout the Reception year, each child's involvement in whole school life will have been built upon. They will have regularly taken part in whole school events and will join the school in our Celebrating Success Assembly each week. Target children will be invited to our 'Transition Club' which takes place in the Year 1 classrooms after school. Children will have the opportunity to meet their new class teacher and spend a morning in their new class during the summer term. They will also have story sessions with their new teachers and begin to become familiar with year 1 routines such as going outside for morning playtime.

For further information about transition and school-readiness, please refer to **Appendix A** – EYFS Annual Transition Timetable and **Appendix B** – School Readiness Document

9. Safeguarding

'Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them.'

(Statutory Framework for EYFS 2024)

We understand that we are legally required to comply with welfare requirements as stated in the Statutory Framework for Early Years Foundation Stage 2024.

- * To provide a setting that is welcoming, safe and stimulating where children can grow in confidence;
- * Promote good health;

- * Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs
- * To ensure that all adults who look after the children, or who have unsupervised access to them, are suitable to do so;
- * Ensure that the setting, furniture and equipment is safe and suitable for the purpose it was intended for;
- * Maintain records, policies and procedures required for the safe efficient management of the setting and to meet the needs of the children.

For further information about safeguarding processes, please see the whole school suite of safeguarding policies.

Keeping Safe

It is of paramount importance to us that all children in school are safe. We aim to educate children on boundaries, rules and routines and to help them understand why they are put in place. We provide children with choices to help them develop the important life skill of knowing the difference between right and wrong. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

As a setting, we have regard to the government statutory guidance 'Working Together to Safeguard Children', 'Keeping Children Safe in Education' and to the 'Prevent Duty Guidance for England and Wales'

Keeping Healthy

All children have access to a health snack each day at our self-service snack bar where they can choose from a wide variety of fruit and vegetables as well as water to drink. Our children have access to a bagel each morning as part of the National Breakfast program. Children are encouraged to have good personal, including oral, health and specific learning opportunities are planned throughout the year to teach children about self-care. The EYFS adheres to the whole school Supporting Children with Medical Conditions policy and Intimate Care policy.

10. Equality and Inclusion

We take great care to treat each individual as a person in their own right, with equal rights and responsibilities to any other individual, whether they are an adult or a child. The EYFS adheres to the whole school Equality and Diversity policy.

11. Monitoring and Review

It is the responsibility of those working in EYFS to follow the principles stated in this policy, alongside all other whole-wide policies. The Senior Leadership Team (SLT) will carry out monitoring on EYFS as part of the whole school monitoring schedule. The Governing Body will also be part of this process.

This policy will be reviewed in December 2025.

Appendix A



EYFS ANNUAL TRANSITION TIMELINE



| New to Nursery | Nursery to Reception | Reception to Year 1 |
|---|--|---|
| SEPTEMBER | | |
| REMEMBER: weekly social media post – first days | REMEMBER: weekly social media post – first days | Continuous provision in place in Year 1. This is to complement and enhance taught skills and will be carefully planned to promote independent application and collaborative learning |
| Come and Play Sessions – invitation for families to join child in setting | Meet the Teacher Meeting – for parents to attend, hosted in Reception class base | |
| Social media – welcome to MCS photos of new EYFS intake shared on social media | Social media – welcome to MCS photos of new EYFS intake shared on social media | |
| Website – check that website is up to date with all Nursery information and in ‘Nursery 2024/25’ tab | Social media – MCS video shared on social media for prospective parents with an ‘Apply for an EYFS place for September 2025’ | Meet the Teacher Meeting – for parents to attend, hosted in Year 1 classroom |
| | <p>Website – check that website is up to date with all EYFS information and in ‘starting school Sep 2024’ tab</p> <p>(Prospectus, ‘First Day’s’ booklet, All About My New School Booklet, Menu, drop off/pick up arrangements, induction for new parents presentation).</p> | |
| OCTOBER | | |
| Social media – Nursery advert shared on social media for January intake | REMEMBER: weekly social media post – focus on ‘Apply for an EYFS place for September 2025’ | |
| Tours – to take place for January intake | Social media – Open day session dates for prospective parents to be circulated | |
| | Pre-School Settings – Flyer for open day sessions to | |

| | | |
|--|--|--|
| | be posted/delivered to pre-schools | |
| | Pre-School Settings – Complete initial ‘getting to know me’ visits with SENDCo/SALT HLTA – share oracy and S&L resources | |
| NOVEMBER | | |
| Induction Comms to be sent to January intake – Send transition information including welcome, funding information (EY2 form), pupil data link | REMEMBER: weekly social media post – focus on learning and development | |
| | Social media – Open day session dates for prospective parents | |
| | Social media – ‘Apply for an EYFS place for September 2025’ reminders MCS video shared on social media for prospective parents with an ‘Apply for an EYFS place for September 2025’ <i>input dates when released</i> | |
| | Pre-School Settings – Complete initial ‘getting to know me’ visits with SENDCo/SALT HLTA – share oracy and S&L resources | |
| DECEMBER | | |
| Stay and Play sessions – to take place for January intake | REMEMBER: weekly social media post – focus on unique child | |
| | Social media – ‘Apply for an EYFS place for September 2025’ reminders MCS video shared on social media for prospective parents with an ‘Apply for an EYFS place for September 2025’ <i>input dates when released</i> | |
| | Website – check that website is up to date with all EYFS information and in ‘starting school Sep 2025’ tab. | |

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| | Remove any out of date content. | |
| JANUARY | | |
| | REMEMBER: weekly social media post – focus on learning and development | |
| | Social media – Final social media parent reminder. ‘Final reminder to apply for a place for Sep 2025’, share application deadline | |
| FEBRUARY | | |
| Social media – Nursery advert shared on social media for April intake | REMEMBER: weekly social media post – focus on unique child | |
| Tours – to take place for April intake | Admin Meeting – arrange a date to meet regarding new intake initial parent communication | |
| MARCH | | |
| Induction Comms to be sent to April intake – Send transition information including welcome, funding information (EY2 form), pupil data link | REMEMBER: weekly social media post – focus on enabling environments | |
| Stay and Play sessions – to take place for April intake | Transition meeting – Meeting to take place regarding new intake initial parent communication, set dates for home visits, stay and play sessions, teddy bears picnic | |
| APRIL | | |
| | REMEMBER: weekly social media post – focus on learning and development | |
| | Pupil list – September 2025 intake list shared with relevant staff members once received (populated Excel document initially downloaded from school access module) | |
| | Social media – ‘Welcome to MCS’ social media post to | |

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| | welcome new pupils and parents. | |
| | First Comms to be sent – Send transition information including welcome, school readiness document, pupil data link | |
| | Parent phone calls – begin to contact Sep intake parents, discover what nursery settings children are at | |
| MAY | | |
| Induction Comms to be sent to September intake – Send transition information including welcome, funding information (EY2 form), pupil data link | REMEMBER: weekly social media post – focus on outdoor learning | Transition Club – After school club to take place for Reception children – to take place in Year 1 classrooms |
| Parent phone calls – begin to contact Sept intake parents, discover what nursery settings children are at | Parent phone calls – begin to contact Sept intake parents, discover what nursery settings children are at | |
| Plan Home Visits – organise visits geographically in the first instance | Pre-School Settings – contact nursery settings to book visits (with SENDCo/SALT), share RWI resources | |
| | Plan Home Visits – organise visits geographically in the first instance | |
| JUNE | | |
| | REMEMBER: weekly social media post – focus on learning and development | Transition forms – to be completed by class teacher for handover – to include individual ‘thumb nail’ and assessment information |
| | Second Comms to be sent – to parents which includes information about stay and play sessions, home visits and teddy bears picnic | |
| Pre-School Settings – contact nursery settings to book visits (with SENDCo/SALT) where appropriate | Pre-School Settings – contact nursery settings to book visits (with SENDCo/SALT), share RWI resources | |
| | Organise home visits – Home visit appointment dates/times to be sent | |

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|---|---|---|
| Home visits comms – Send out home visit comms to parents (soon after second comms) | Home visits comms – Send out home visit comms to parents (soon after second comms) | |
| JULY | | |
| Home visits – Home visits to take place (final three weeks of term) | Home visits – Home visits to take place (final three weeks of term) | Year 1 teachers to visit Reception – play and observe children |
| Stay and Play sessions – Stay and play sessions to take place | Stay and Play sessions – Stay and play sessions to take place | ‘Moving Up Morning’ – Reception children to visit their new Year 1 classroom |
| Sept starting comms – Final arrangements for Sept start to be sent to parents | Stay and Read session – to take place at St Austell Library | |
| | Teddy Bears Picnic – to take place on school grounds, parent network events | |
| | Sept starting comms – Final arrangements for Sept start to be sent to parents | |
| AUGUST | | |
| Postcards – send postcards out to new Nursery children | Postcards – send postcards out to new Reception children | |
| | All About Me – to be completed by children and families – to be shared with new friends in September | |

Appendix B – School Readiness Document

Appendix C – Early Learning Goals