

EYFS Handbook

Parents

- Parents are recognised as first and most enduring educators.
- Regular parent workshops are held throughout the year.
- Observations and communications are shared with parents through learning journals (e.g. Tapestry), in day to day interactions, during Parent Consultations and reports.
- Parents are encouraged to share accomplishments and experiences from home through 'proud clouds' or 'wow moments'- verbally, through tapestry or in email.
- Practitioners are available at the beginning and end of the day to promote effective communication.
- Parents are invited to Parent Consultation twice a year and summer Open Evening.
- Parents are informed of child's progress through reporting documents three times a year.
- Children are encouraged to read and share books regularly at home.
- Good attendance is strongly encouraged and as such applications to flexi school will only be considered in the most exceptional cases

Provision

- Children are taught phonics daily and grouped according to level of knowledge and understanding.
- High quality provision during Child Initiated Learning allows children the opportunity to practise, embed, rehearse and apply knowledge (including skills) that they have been taught so that they learn more and remember more.
- Children requiring specific interventions are identified by class teacher along with SENCo and EYFS phase leader with appropriate support offered as required.
- Indoor and outdoor provision allows children to develop in the seven areas of learning.
- Enticing provocations are designed to promote high levels of engagement and fascination.
- Children have the opportunity to self-select additional resources which are easily accessible, tidy and clearly organised.
- Children are expected to access resources independently, use them appropriately and put them away when finished.
- Children are encouraged to respect the environment and lead by example from the class teacher and LSA.
- Writing and reading opportunities are provided in all areas of the provision.

Planning

- All 7 Areas of Learning are taught, with the Prime areas underpinning all teaching and learning.
- Opportunities for both adult-directed and child-initiated play are planned for.
- Adult Led focus activities are planned.
- Planning for Child Initiated Learning in the indoor and outdoor learning environments promotes the Characteristics of Effective Learning (CoEL).
- Staff consider a 'Why this, why now?' rationale when planning Adult Led and Child Initiated teaching and learning whilst meeting the needs of individual children.
- Key questions and vocabulary are outlined in planning.
- Sessions and lessons are reflected upon, to improve future teaching and learning.
- Children's ideas, interests and fascinations are planned for.
- Learning is carefully sequenced with an understanding of how knowledge and skills build over time.

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Environment

- Children access indoor and outdoor learning environments throughout the day.
- Adults prioritise and support children's language and communication development in a vocabulary rich spoken environment through impactful interactions that follow the ShREC (Share attention, Respond, Expand and Conversation) approach.
- Enabling environments are designed to support pupils' Characteristics of Effective Learning.
- Children are encouraged to self-select and independence is promoted within the learning environment.
- Where possible, resources used are practical and open ended so that children learn in a meaningful way.
- Displays are stimulating, accessible for children, interactive and provide a balance between celebration of work and information.
- The learning environments are designed to reduce visual 'noise' and overload using natural and neutral tones where possible.
- While each classroom does not need a specific area for each of the areas of learning, they are still all provided for (e.g. book corner, maths, writing, UTW, small world, construction, creative, malleable, role-play, technology, sand and water). These areas (with the exception of maths, writing and book corner) may be split across two classrooms if appropriate.
- Learning environments and resources reflect the diversity of our children, community, and life in Modern Britain and as global citizens.
- Phonics resources mirror the systematic phonics programme of the school.
- Children's work and learning are celebrated and displayed.

Teaching

- A balance of adult directed teaching and child initiated learning is provided.
- We continuously facilitate learning and teach in a variety of ways- whole class, small groups and one to one.
- Teaching is always engaging, inspiring and meaningful.
- Child Initiated, playful learning allows children the opportunity to develop, embed and rehearse the skills and knowledge that they have been taught and is vital in the EYFS Phase.
- An explicit focus on CL and PSED in first 4 weeks, with teachers modelling skills rather than formal teaching allows adults to make accurate starting point judgements and identify children stage of learning and development which can be built on through future planning and provision.
- Adult Led teaching includes:
 - Daily Phonics sessions
 - Regular literacy sessions with a focus on transcription and composition writing skills often linked to a core text and Talk 4 Writing approach
 - Regular maths sessions following a clearly sequenced long term plan (e.g. White Rose, Maths Mastery and Master the Curriculum)
 - Other core curriculum and thematic offers such as My Happy Mind, PSHE, RE & Worldviews etc.

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Assessment

- Interactions with children and observations made by adults, as well as discussions with children and information shared from home, form the basis of EYFS assessment.
- Adults prioritise meaningful interactions with children to help them grow, develop and learn.
- Adults may make observations, take photographs/videos and collect work samples which are shared with home and help school and home work together to support the child in their next steps of learning and development.
- Starting point judgements in all areas of learning, as well as the statutory RBA for Reception aged children, are completed in the first 3 to 4 weeks of starting school and recorded on the school data system e.g. Arbor.
- Assessments are made of attainment at termly intervals and recorded onto the school data system e.g. Arbor.
- Reception teachers are mindful of the ELGs and carefully track children's progress and attainment throughout the year to ensure any curriculum adaptations necessary are made so that children make the best progress possible.
- End of year reporting to parents outlines attainment in each area of learning and for Reception aged children indicates which ELGs have been met. It includes information on how each child has developed in the Characteristics of Effective Learning.
- Assessments impact curriculum planning to ensure that teaching is derived from the child's needs and current attainment and extends their learning at a relevant pace and level.

Transition

- Teacher visits to pre-school settings in the summer term prior to children starting to correlate information on the children starting in their cohort.
- Home visits and/or getting to know you sessions are carried out by teacher and other relevant staff before the child starts school (often in the summer term).
- New Parent Induction Meeting is carried out by teacher and member of SLT in the summer term before children start.
- Families are invited and encouraged to attend 'Stay and Play' sessions prior to starting school.
- Staggered admission arrangements, subject to the needs of the cohort and individuals, are shared with families.
- 'All about me' information is gathered (where possible) from families and previous settings, including any previous assessments and Learning Journeys.
- Older children in the school may provide support, mentoring and play leadership to younger peers.
- Transition to Year 1 for Reception children takes place during the summer term e.g. meeting new teachers, visiting new classrooms and playgrounds etc.
- Settling periods may differ depending on the needs of the child, including SEND needs.
- Profiles are passed on to the next year group teacher to support transition and staff meet to discuss individual children.
- Regular opportunities for children to visit the next year group.

Approval and Review

This policy was recommended to the CEO and approved in: March 2026

Next review date: September 2027