



South East Cornwall Multi Academy Regional Trust

Early Years Foundation Stage (EYFS) Policy

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This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#), effective from 1 September 2025. This policy will be reviewed annually.

Our Philosophy

Early childhood is the foundation on which children build the rest of their lives. At our nurseries and primary schools, we greatly value and understand the importance that early years' development plays in laying secure foundations for future learning and progression. Our provision facilitates the best possible start in life and provides the support that enables every child to fulfil their potential.

We fully appreciate that children develop and learn in different ways and at different rates and that all areas of learning and development are equally important and inter-connected. At our Nurseries and primary schools we also recognise the importance of strong personal, social and emotional development (PSED), communication and language development and physical development in determining children's future outcomes in learning.

Through our enabling environment and with positive relationships, each unique child can learn and develop individually to enable them to achieve their own full potential.

We are committed to a principle of 'learning through play' whereby children and adults engage and develop the 'characteristics of effective teaching and learning'. Through playing and exploring, as active learners, creativity and critical thinking are developed, supported and extended, and all areas of learning and development are implemented.

Aims and Objectives

As stated in the EYFS statutory curriculum September 2025, the EYFS seeks to provide:

- **quality and consistency** in all early years' settings, so that every child makes good progress and no child gets left behind
- **a secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- **partnership working** between practitioners and with parents and/or carers
- **equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported

As stated, four guiding principles should shape practice in early years. 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 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. Children benefit from a strong partnership between practitioners and parents and/or carers.

- Importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children, including children with special educational needs and disabilities (SEND).

Parent and/or Carer Involvement

Parents and/or carers are a child's first and foremost enduring educators. Young children are eager learners, and all adults have an important role in sustaining that eagerness. We work hard to ensure that parents and/or carers and staff work together to encourage children to develop positively. Each of our primary schools has an engagement programme, which can be found at the Appendices.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Parental engagement with pre-reading and early reading skills is explicitly encouraged with parents as we recognise this is key to future success.

Transition

We aim to establish a smooth and successful transition into Nursery and from Nursery to school. This is facilitated by a programme of engagement, which is unique to each setting and can be found in the Appendices.

Safety

We believe children learn best when they are healthy, safe and secure. Children's safety and welfare is paramount to us. We create a safe, secure and welcoming environment where children can enjoy learning and grow in confidence. We provide a curriculum that teaches children how to be safe, make choices and assess risks. We have stringent policies in place to safeguard children and daily procedures are in place to encourage children to operate in safe ways and to keep them safe. We promote the good health of the children in our care in numerous ways, including the provision of nutritious food, following set procedures when children become ill or have an accident.

Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our Trust Safeguarding Policy. Each setting also has a Health and Safety Policy which can be found on each website. The EYFS team ensure all safeguarding and welfare requirements are being met.

Absence

We're required to promptly follow up on absences. We expect parents and carers to keep us updated with absences.

If a child is absent, or if their parents/carers haven't told us about the absence, we will contact the parents/carers and alternative emergency contacts. This may result in home visits if we are unable to gain contact.

See our Trust attendance policy for more information.

Staffing ratios

We make sure that the appropriate statutory staff: child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

- For children aged under 2, we have at least 1 member of staff for every 3 children.
- For children aged 2, we have at least 1 member of staff for every 5 children
- For children aged 3 and over: For registered early years provision:
 - Where a person with qualified teacher status, early years professional status, or early years teacher status is working directly with the children, we have at least 1 member of staff for every 13 children. At least 1 other member of staff holds an approved level 3 qualification, or has received approval to be included in the ratios at level 3 after attaining experience-based route status
 - Where a person with the above qualification is not working directly with children, we have at least 1 member of staff for every 8 children. At least 1 other member of staff holds an approved level 3 qualification or has received approval to be included in the ratios at level 3 after attaining experience-based route status. At least half of all other staff hold an approved level 2 qualification

For reception classes in maintained schools and academies:

- We comply with infant class size legislation and have at least 1 teacher per 30 pupils

For mixed classes in maintained schools and academies:

- We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group

Paediatric First Aid (PFA)

At least one person who has a current paediatric first aid (PFA) certificate must be on the premises and available at all times when children are present and must accompany children on outings. The certificate must be for a full course.

PFA training must be renewed every three years and be relevant for people caring for young children and babies. Providers should take into account the number of children, staff, and layout of premises to ensure that a paediatric first aider is able to respond to emergencies quickly.

All staff who obtained a level 2 and/or level 3 qualification since 30 June 2016 must obtain a PFA (Paediatric First Aid) qualification within three months of starting work in order to be included in staff: child ratios at level 3. To then continue to be included in the ratio requirements their certificate must be renewed every 3 years. Each of our nurseries

ensures that copies of the current training certificates of all those included in staff: pupil ratios are displayed for parents.

Based on the criteria set out in Appendix A of the DfE guidance ([Appendix A: Criteria for effective Paediatric First Aid \(PFA\) training](#)) we select appropriate training providers.

Oral health and tooth brushing

We promote good oral health, as well as good health in general, in the early years by running a daily toothbrush club. We talk about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

We operate a supervised tooth brushing programme, to support the children's oral health. We follow [government guidance on supervised toothbrushing](#) to make sure that it is evidence-based and safe.

The rest of our safeguarding and welfare procedures are outlined in our Trust Safeguarding policy.

Safer eating

We are a healthy trust and our children receive free fruit and are offered milk or water during snack times. Children are given the opportunity throughout their curriculum to sample and taste a range of different food types within their EYFS journey. Our EYFS team model good eating habits and modelling use of eating equipment and manners. All children are given the opportunity to have a packed lunch or the choice of a healthy cooked school dinner as catered for by the school kitchen where possible.

While children are eating, there will always be at least 1 member of staff in the room with a valid Paediatric First Aid certificate (from a course consistent with the criteria set out in Annex A of the latest EYFS framework). All children will be within sight and hearing of a member of staff while eating, and seated safely in an appropriate chair or highchair and, where possible, in a designated eating space.

Before a child joins our setting, we will get information on their:

- Dietary requirements and preferences
- Food allergies and intolerances
- Health requirements

We will share this information with all staff involved in food preparation and handling. At each mealtime and snack time it will be clear which staff member is responsible for checking that the food meets all the requirements for each child.

We will make sure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis; the differences between allergies and intolerances; and that children can develop allergies at any time, especially during the introduction of solid foods.

We will consult with parents/carers to:

- Create medical plans for their child – with the help of health professionals, where appropriate
 - We will also keep this information up to date and share it with all staff
- Discuss their child's progress with solid foods
- Work with them to move on to the next stage at a pace that's right for their child

We will prepare food in a way that:

- Prevents choking
- Meets each child's individual developmental needs
- Is in line with the DfE's [Early Years Foundation Stage nutrition guidance](#) (appendix 7)

In the event of a choking incident that requires intervention, we will record details of the incident and make the child's parents/carers aware. We will periodically review the records to identify whether we can change anything in our practice to make eating safer, and then take action as appropriate.

Accident or injury

We keep a first aid box (which contains appropriate items for children) always accessible.

We keep a written record of accident or injuries and any first aid treatment.

We will inform parents or carers the same day as, or as soon as reasonably practicable after, of any:

- Accident or injury sustained by the child
- First aid treatment given

We will notify the relevant authority of any serious accident, illness, or injury to, or death of any child while in our care and inform them of the action taken, as soon as reasonably practicable.

Safety of premises

We make sure that our premises, including overall floor space and outdoor space, are fit for purpose and suitable for the age of children we care for and the activities provided on the premises.

We comply with requirements of health and safety legislation, including fire safety and hygiene requirements.

Toileting and privacy

We make sure that there are:

- Enough toilets and hand basins available for the children
- Suitable and hygienic nappy changing facilities
- An adequate supply of necessary items such as clean bedding, towels and spare clothes
- Separate toilet facilities for adults

During nappy changes and toileting, we will balance children's privacy with their safeguarding and support needs (see intimate care plan as part of the Health and Safety Policy).

Inclusion

We value all of our children as unique individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and supports them at their own pace so that most of our children meet the expected levels of development against the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies. At times, it is necessary to work with children in a small group or on an individual basis outside of the learning environment to allow for specialist input e.g. Speech and Language support. However, whenever possible, support is provided within the classroom context.

The Early Years Foundation Stage Curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning. This enables our children to achieve the early learning goals (the goals, and further information on assessing children's development towards them, can be found on our website).

All the seven areas of learning and development are important and inter-connected. However, three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas are the **Prime** areas:

- Communication and language
- Physical development
- Personal, social and emotional development

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied. The **specific** areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Children are provided with a range of rich, meaningful first-hand experiences in which they explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development with all areas of learning planned for within our continuous provision.

At our nurseries/primary schools we plan learning experiences that develop creativity and support children's schemas and interests. Through tailoring activities that respond to children's creativity throughout all aspects of the curriculum, children develop confidence

with regards to expressing themselves through a variety of mediums. We value and appreciate our children's painting, drawing, sculpture, dance, music and imaginative play at every stage of their development, and we feel the environment and continuous provision allows children to flourish in these areas.

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. The three characteristics of effective teaching and learning are:

- Playing and exploring - children investigate and experience things, and 'have a go'.
- Active learning - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Where a child may have a special educational need or disability (SEND), staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

Communication and Language

1. Listening, Attention and Understanding ELG

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

2. Speaking ELG

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

3. Self-Regulation ELG

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

4. Managing Self ELG

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

5. Building Relationships ELG

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Physical development

6. Gross Motor Skills ELG

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

7. Fine Motor Skills ELG

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Literacy

– incorporating a recognised phonics scheme from [the DfE approved list](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes)
<https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes>

8. Comprehension ELG

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

9. Word Reading ELG

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

10. Writing ELG

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Mathematics

11. Number ELG

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

12. Numerical Patterns ELG

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

13. Past and Present ELG

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling;

14. People Culture and Communities ELG

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;

- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

15. The Natural World ELG

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

16. Creating with Materials ELG

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

17. Being Imaginative and Expressive ELG

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Evaluation and Assessment

At our nurseries and primary schools we feel evaluation and assessment to be crucial in providing a high-quality foundation stage provision. Parents and/or carers will be kept up to date with their child's progress and development and, where appropriate, we will address any learning and development needs in partnership with parents and/or carers and any relevant professionals.

We aim to assess the children's individual needs through evidence gained from observations, listening to children and conversing with them. We use a variety of assessment methods in order to monitor and record children's progress:

At SMART Trust, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their progress, development and interests. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers and keep them up to date with the child's progress and development. Staff will address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

When a child is **aged between 2 and 3**, staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed. It also focuses on any areas of possible concern, which may indicate a disability, special educational need or developmental delay. The progress check will describe the activities and strategies that the school intends to adopt to address any issues or concerns, involving parents and/or carers and other professionals as appropriate.

Within the first 6 weeks that a child **starts reception**, staff will administer the reception baseline assessment (RBA)

In the final term of the academic year in which the child reaches age 5, staff complete the EYFS profile for each child (before 30 June in that term). Each child is assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

We share the EYFS profile with the child's year 1 teacher. This helps to inform a discussion between reception and year 1 teachers about the child's stage of development and learning needs, and helps with planning activities in year 1.

The school shares the results of each child's 'progress check' and EYFS profile (but not the reception baseline assessment) with their parents and/or carers.

In exceptional circumstances, after discussion and only in agreement with parents and/or carers, a child might stay in EYFS provision beyond the end of the academic year in which they turn 5. In these exceptional cases, we will continue to assess the child throughout their time in EYFS provision and complete their profile at the end of the year before they move into year 1.

The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements. We submit EYFS profile data to the local authority on request.

English as an Additional Language

We are committed to ensuring that all children have sufficient opportunities to learn spoken English and thereby reach a good standard in English Language during EYFS so that they are ready to fully benefit from the opportunities available to them when they begin Key Stage 1. This also includes working in partnership with parents to make use of opportunities to practice language acquisition at home.

We regularly assess communication, language and literacy skills in English to ensure that an appropriate rate of progress is maintained. Where this is not the case and children don't not have a strong grasp of English, we explore all factors that may be contributing including delays that may arise from multi-lingual learning if the home language is not English.

In the case of children for whom their home language is not English we support parents and children by offering opportunities for the child to develop and use their home language in play and learning so that we support the skills of language development

and make appropriate distinction between language learning skills and the delays due to multi language learning.

Staff

Safer recruitment

When recruiting staff, we will follow the procedures set out in the latest EYFS framework guidance on checking the suitability of new recruits, including:

- Obtaining a reference for any member of staff (including students and volunteers) before they are recruited
- Recording information about staff qualifications and identity checks, vetting processes and references

See our safeguarding policy for details of our safer recruitment procedures

Appendices

1. Landulph Primary School – Programmes of Engagement.
2. Dobwalls Community Primary School – Programmes of Engagement.
3. Trewidland Primary School – Programmes of Engagement.
4. SMART Nurseries – Programmes of Engagement.
5. Dobwalls School Nursery – Programme of Engagement
6. Liskeard Nursery – Programme of Engagement
7. [Early Years Foundation Stage nutrition guidance](#)

Landulph Primary School – Programmes of Engagement

Parent and/or Carer Involvement

We work hard to ensure that parents and/or carers and staff work together to encourage children to develop positively:

- Individual meetings with parents help to begin the partnership between parents and the school and give the children opportunities to meet teachers and experience school life before they enter compulsory education. They also help to make the transition between home and pre-school to primary school a happy and relaxed experience.
- Parents and/or carers are invited to join us in a learning together afternoon prior to their children starting school. Whilst the children are busy building relationships, parents and/or carers will have the opportunity to meet the head teacher and class teacher in an informal setting. The induction meeting provides an opportunity to become familiar with the environment in which their child will be taught whilst discussing the year ahead.
- Parents and/or carers are invited to a meeting in the summer term, prior to their children starting school. They will have the opportunity to meet the headteacher, the class teacher and Early Years Governor. The induction meeting also provides an opportunity for parents and/or carers to become familiar with the environment in which their child will be taught. A variety of resources and an introduction to the EYFS are discussed within an informal setting.
- Children's work is displayed for children to show to parents and/or carers as well as promote their sense of belonging, self-esteem and pride in their learning.
- Learning journeys - Tapestry (an online system) is used to share learning journeys with parents and/or carers and is available for parents and/or carers and children to access and contribute to.
- Learning messages are shared on Tapestry on a regular basis.
- Resources are displayed in the classroom for the child to share with parents and/or carers.
- Home learning activities are set for parents and/or carers to do at home with their child through Tapestry and the class home learning challenges.
- Children will bring a reading book home each week linked to their phonics.
- Parents and/or carers are also invited to termly progress meeting in order to discuss their child's progress and target areas, with a particular focus on the Tapestry learning journey.
- Parents and/or carers receive an annual report.

Transition

Our aim is to establish a smooth and successful transition to school:

- An initial meeting with parents and/or carers in the Summer term prior to entry or in the Autumn term during transition sessions.
- A Foundation Class information session for parents and/or carers.
- Regular meetings with Landulph Under Fives to establish a Baseline Assessment during the Summer term prior to entry.
- Several transitions afternoons with preschool settings are held in order to ensure children feel familiar and confident with the new environment.
- A phased start in September allows children to successfully adapt to the classroom routines and environment.
- In the summer holidays prior to starting, children are asked to create an all about me poster or box which is shared once they start school

Appendix 2

Dobwalls Community Primary School – Programmes of Engagement

Parent and/or Carer Involvement

We work hard to ensure that parents and/or carers and staff work together to encourage children to develop positively:

- Individual meetings with parents help to begin the partnership between parents and the school. These give the children opportunities to meet teachers and experience school life before they enter compulsory education. They also help to make the transition between home and pre-school to primary school a happy and relaxed experience.
- Parents and/or carers are invited to an evening meeting in the summer term, prior to their children starting school. They will have the opportunity to meet the headteacher and the class teacher. The induction meeting also provides an opportunity for parents and/or carers to become familiar with the environment in which their child will be taught. A variety of resources and an introduction to the EYFS are discussed within an informal setting.
- At transition events, parents are initially encouraged to stay and support children in choosing an activity and playing together before leaving their child. Transition events build over the second half of the summer in length of time at school.
- Children's work is displayed for children to show to parents and/or carers as well as promote their sense of belonging, self-esteem and pride in their learning.
- Learning journeys - Tapestry (an online system) is used to share learning journeys with parents and/or carers and is available for parents and/or carers and children to access and contribute to.
- Learning messages are shared on Class Dojo on a daily basis.
- A Home learning menu of activities is sent home each half term linking to the current topic focus. Daily phonics activity sheet is sent home linking to their daily phonics session.
- Parents and/or carers are also invited to two progress meetings in order to discuss their child's progress and target areas, with a particular focus on the Tapestry learning journey.
- Parents and/or carers receive an annual report.

Transition

Our aim is to establish a smooth and successful transition to school:

- An initial meeting with parents and/or carers in the Summer Term prior to entry.
- A Reception Class information session for parents and/or carers.
- Regular meetings with feeder pre-school providers to support greater knowledge and understanding of the children's needs to support personalised planning.
- Several transitions sessions with pre-school providers to ensure children feel familiar and confident with the new environment.
- Close links with Dobwalls Nursery and Pre-School enables these children to attend regular sessions on site. Throughout the year, links are made to build relationships to enable a smooth transition into school.
- All new intake children are invited to a range of settling sessions, regardless of the setting attended.
- In the summer holidays prior to starting, children are asked to create an all about me poster or box which is shared once they start school

Trewidland Primary School – Programmes of Engagement

Parent and/or Carer Involvement

We work hard to ensure that parents and/or carers and staff work together to encourage children to develop positively:

- For many pupils, the 'Trewidland Experience' will start with pre-school.
- All children, whether they start in the pre-school or in Reception, we offer transition sessions according to the needs of the child. We ensure we plan activities for any pupils joining us from other settings.
- Parents and/or carers are invited to a meeting in the summer term, prior to their children starting primary school. They will have the opportunity to meet the Head of School and the Class Teacher. The induction meeting also provides an opportunity for parents and/or carers to become familiar with the environment in which their child will be taught. A variety of resources and an introduction to the EYFS are discussed within an informal setting.
- To promote independence, on arrival at school we encourage parents and/or carers to allow their child to walk into school with other pupils.
- Children's work is displayed for children to show to parents and/or carers.
- Learning journals are shared with parents and/or carers and are available for parents and/or carers and children to access and contribute to on Tapestry.
- Home learning activities are set each half-term with weekly reading/phonics for parents and/or carers to do at home.
- Parents and/or carers are also invited to two progress meetings in order to discuss their child's progress and target areas, with a particular focus on the learning journey as well as being provided with an annual report

Transition

Our aim is to establish a smooth and successful transition to school:

- An EYFS session for parents and/or carers.
- Liaison with feeder settings to establish a Baseline Assessment during the Summer Term prior to entry.
- Transitions activities to ensure children feel familiar and confident with the new environment and during the year all children and parents and/or carers of Toddler Group and Pre-school are invited to events such as Sports Day and performances.

SMART Nurseries

Dobwalls School Nursery and Liskeard School Nursery

- The nursery offers an initial welcome visit to parents/carers, encouraging both parent and child to attend the setting and explore the opportunities the provision itself has to offer. During this initial visit, parents and carers are provided with a thorough introduction to the rooms and how each room supports children's development, which is specific to the stage of each child's learning.
- Parents/carers will be directed to our SMART Nurseries website, where they will be able to access the provisions policies, Newsletters and practitioner's qualifications.
- Following a parents/carers interest for their child to start at the setting, settling in sessions will be arranged which suit both individuals' availability to attend. Parents/Carers will secure the required days or days in which the provision has available, the site or smart nursery manager will discuss available funding and if this is not accessible the current hourly fee will be highlighted. *(please refer to our SMART Nursery website regarding hourly fees and notice of increase per academic year).*
- Parents/carers will be introduced to the key worker system and how crucial this is for each child to be allocated a practitioner who will support their start, to their early years journey.
- We highly encourage all parents and carers to stay with their child for the first session of around 30-40 minutes, this is to ensure a secure and positive transition is developed and children feel safe and supported whilst in a new learning environment.
- Before settling in sessions can start, it is a requirement for parents/carers to complete a full registration pack to ensure we have all contact and allergen information. Exploring various requirements that may need to be put into place before the child attends the provision.
- From the first initial session, parents/carers are supported in allowing their children to attend for short periods during the transition period. It is important parents/carers only leave for short intervals, which will be 10 minutes, 20 minutes, 40 minutes and then up to an hour / hour and a half if children are showing positive signs of emotional security within the environment.
- Once the settling in sessions have been extended and children are showing confidence and have developed strong relationships with our nursery practitioners, we then encourage starting full sessions.
- At SMART Nurseries, we strive to ensure high quality learning and provision is in place to build on; positive, strong and rich learning environments for each child during their early year's education. Practitioners endeavour to maintain a thorough verbal hand over and provide opportunities for parents/carers to access other forms of communication through Tapestry, Emails, Facebook, Website and a communications book where necessary.

Dobwalls School Nursery

Supported transition to Dobwalls Primary School

- At Dobwalls School Nursery we have wonderful opportunities to extend our children's learning and development, through access to further environmentally rich learning at Dobwalls Primary School. These opportunities range throughout the year, which include visiting/accessing; the school library, the school playing field and climbing frame with large boat and the school hall for various yearly performances.
- The parents/carers of our pre-school children (ages 3-5 years) are able to access hot school meals through the parent pay portal each day, this is a choice system and packed lunches can also be provided if school dinners cannot be accessed every day.
- Our pre-school children access the school hall for their lunch each day, for either school dinners or their own lunch from home. This allows the children to build on their awareness of the environment further, familiarise themselves with the process of mealtime in the school hall and the support that is provided by the school dinner team, teachers and their key worker.
- This transition to school is further supported throughout the year by Dobwalls Primary EYFS team. Appointed staff visit the children at intervals throughout the first half of spring term, building relationships and security of the children becoming more familiar with the team's role. During the first half of the summer term the children have the opportunity to visit the reception class at focused times during the week, building on their confidence of the reception class environment with the support of their key person.
- Children are supported during their sessions in the summer term to access extended phonics progression and Read, Write, Inc sessions.

Liskeard School Nursery

Supported Transition to local schools

- At Liskeard School Nursery we have wonderful opportunities to access the surrounding areas within the secondary school, accessing; the school field, woodland area, dance studio, music studio and much more.
- To ensure strong transition are made, we contact local schools and ask the reception teachers to visit the setting, building on the child's awareness of their soon to be teacher and share information regarding their development and interests.
- During the end of spring term, children are introduced to the colour of their uniforms and what their uniform will consist of which supports awareness and reassurance for the next step in their early years journey.
- Pictures of their chosen school, which includes; their classroom, the EYFS lead and the outdoor area will be shared. This will be introduced during each session, providing opportunities for children to ask questions and build on their awareness of the next step within their journey.

- Parents/carers are encouraged to visit their chosen school on the opening evening, allowing both child and parent/carer to become more familiar and allow opportunities for questions or queries.
- Children are supported through the year with their phonic progression, and this extends further towards the child approaching school (letters and sounds level 6 and 7).