

**HIGH STREET PRIMARY  
SCHOOL**

**EARLY YEARS FOUNDATION  
STAGE POLICY**



Reviewed May 2016

## Introduction

*“Every child deserves the best possible start in life and the support that enables them 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 (DfE 2014)

The Early Years Foundation Stage applies to children from birth to the end of the reception year when they are five. At High Street Primary School children usually start our nursery at the age of three. There are eight two year old places that have been allocated at High Street Primary School. Children usually start in F2 at the beginning of the school year in which they are five.

Early childhood is the foundation on which children build the rest of their lives. At High Street Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. We want children to view coming to school as going on an adventure every day – full of fun, mystery and wonder. We endeavour to work in close partnership with our families, to explore, to engage and to master key basic skills within a safe, secure and loving environment. We aim to balance planning, teaching and assessment of key skills with hands-on, creative, cross-curricular learning within a culture of inclusion and respect. At High Street Primary School we believe that early childhood is valid in itself as part of life. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

*“Children develop quickly in the early years and a child’s experiences between birth and age of five have a major impact on their future life chances”.*

Early Years Foundation Stage 2012

## **Rationale**

**The Early Years Foundation Stage (EYFS) 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 – EYFS**

*“Every child deserves the best possible start in life and the support that enables them to fulfil their potential”*

## Aims

- To provide a quality teaching and learning environment that is committed to raising standards and ensuring appropriate challenges are set for all children
- To provide a caring, happy, secure environment where children feel valued and develop respect for others and their surroundings.
- To make the child's first experience of school happy, positive and fun.
- To ensure breath of balance across the curriculum through carefully planned adult input and sensitive interaction using Development Matters and the Statutory Framework for Early Years Foundation Stage.
- To encourage parents/carers to become partners with the school in educating their children.
- To provide a curriculum that is based on active learning to meet the individual needs of each child.
- To foster a love of learning, enable choice and decision making, encourage independence and self-confidence.
- To provide experiences for all children, whatever their needs, that are inclusive.
- To support children in their social, physical, intellectual and emotional development.
- To ensure that we provide a smooth transition into reception from our nursery to reception and also from reception onto Key Stage 1.

### **We aim for all our children to be:**

- **Happy, healthy and safe both in and out of school**
  - **Independent, creative and resilient learners**
    - **Capable communicators**
  - **Secure in the 'basic' skills of reading, writing and maths**
    - **Competent in the use of ICT**
- **Responsible citizens with a strong sense of respect and British Values**

## Objectives

At High Street Primary School in The Foundation Stage ( 2-5 years) we :

- Adopt a rigorous approach to the safeguarding of all our children
- Make sure that we know all our children extremely well through highly nurturing, respectful and collaborative relationships with themselves and their families
- Ensure that times of transition are managed sensitively so that children, through security and predictability, are able to flourish as strong and confident learners
- Provide a vibrant, inspiring environment and curriculum which is well-planned but flexible and best support learning based on accurate assessments and regular focused observation to challenge and support
- Provide expert support for the development of children's Communication and language skills

- Enable children to be independent and confident through holding high expectations of their capabilities, including fully involving and empowering them to take responsibility for their own learning
- Focus on the key basic skills of reading, writing and maths, ensuring that children leave ready for the next stage of their school career
- Ensure that we are wholly inclusive through meeting the specific needs of individual children
- Adopt a rigorous and diverse approach to assessment for learning
- Teach and embed British Values such as respect, enabling children to become responsible citizens, aware that they have a 'voice' which will be listened to

### **1.1 Safeguarding 'In our Early Years Foundation Stage and Pre-School we adopt a rigorous approach to the safeguarding of all our children'**

*'Schools are vital to the protection and support of all children and particularly to those who are most vulnerable. They are the universal service to which virtually all children have access. Primary Schools play a particularly important part in a child's life, often being close to their homes, playing a significant part in their lives and communities' – Children's Commissioner, 2012*

***"A secure, safe and happy childhood is important in its own right" – EYFS***

At High Street Primary School all the practitioners have read and apply the principles and guidance set in the statutory documents. This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, and in line with government publications: 'Working Together to Safeguard Children' 2015, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, 'What to do if You are Worried a Child is Being Abused' 2015. The guidance reflects, 'Keeping Children Safe in Education' 2015.

Child Protection in Plymouth, Notes and Information for Designated Persons in schools.

"South West Child Protection Procedures" Website, ([www.swcpp.org.uk](http://www.swcpp.org.uk))

The Prevent Duty, protecting children from radicalization :The prevent duty June 2015

HM Government Revised Prevent Duty Guidance for England and Wales March 2015 revised July 2015.

- All staff have read and signed to evidence this – the Whole School Safeguarding Policy.
- All practitioners have attended Statutory Safeguarding Training
- Induction takes place for new staff and volunteers

- Volunteers and parents who spend time within the setting are asked to sign in / out with times

## Health & Safety and 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 the Early Years Foundation Stage – DfE 2014

At High Street Primary School we follow the safeguarding and welfare requirements detailed in the Statutory Framework for the Early Years Foundation Stage (DfE 2014)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/299391/DFE-00337-2014.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299391/DFE-00337-2014.pdf)

Please see our whole school policies on Health & Safety, Safeguarding and Child Protection for more information.

*“In our Foundation Stage and Pre-School we make sure that we know and support all of our children and their families extremely well through nurturing, respectful and collaborative relationships.”*

### **2.1 Children’s Social and Emotional Health and Wellbeing at the heart of all we do**

*“Children need to be provided with experiences and support that will enable them to develop a positive sense of themselves and of others; respect for others; social skills and a positive disposition to learn. Practitioners must ensure support for children’s emotional well - being to help them to know themselves and what they can do” – EYFS 2008*

All the practitioners understand that young children’s emotional well-being underpins their ability to take on new learning. Children feel secure at our school because we show them that:

- Someone cares for them
- Their interests are recognised
- Their feelings are considered
- Their ways of doing things are valued
- We value them for who they are and their families

### **2.2 The Keyperson**

*“No significant learning occurs without a significant relationship” – James Comer*

The effective implementation of providing a key person underpins the foundation on which to build strong positive relationships with a child's parents, thereby helping to ensure the best outcomes for that child as he or she progresses through the Early Years Foundation Stage.

We are very fortunate at High Street Primary School that the practitioners are an established team and work together to help provide the best nurturing, respectful and stimulating environment.

Effective key person working at High Street Primary Pre-School and EYFS involves practitioners:

- Spending time getting to know each child's family and building up a relationship of trust
- Learning as much as possible about each child – their individual interests, behaviours and preferences
- Being available to welcome the child and parents into the setting at the beginning of the day
- Spending time to listening to what parents say about their child and using this information to help the child have the best possible day in the setting
- Where necessary, reassuring parents, sharing information with them and signposting them to sources of help and advice
- Being available to the children during the day and showing an interest in what each child is doing and what he or she is feeling
- Contributing to the range of observations and documentation that will be gathered to record the child's day
- Helping parents to feel fully connected with their child's life in the setting by sharing information
- Encouraging parents to become involved with their child's learning and development at home, providing help, advice and resources to enable them to do this
- Looking carefully at the settings' organisation and management to find ways to minimise the number of transitions and changes that a family experiences during a child's time in the early years setting
- Supporting parents during periods of transition

### **2.3 Parents as Partners – Overview**

*“Parents are children's first and most enduring educators. When parents and practitioners work together in the early years settings, the results have a positive impact on children's development and learning.” – EYFS, 2007*

We recognise that children learn to be strong and independent from establishing secure relationships and aim to develop caring, respectful and professional relationships with the children and their families. We are sensitive to the fact that contact with the Early Years Foundation Stage and Pre-School may be a parent's first contact with a school setting. They may have a range of worries and anxieties and so it is crucial that positive, warm and mutually respectful relationships are established from the outset. We know that strong parental involvement will contribute to good outcomes for our children.

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

- Inviting all parents/carers to attend an Induction Meeting before their child starts school – Pre-school, F1 and F2.
- Giving all children the opportunity to spend time in school during 'Play and Stay' sessions so they can meet staff and explore the Foundation Stage setting before they start school.
- Offering all parents/carers the opportunity for visits by practitioners to visit the home setting as part of our induction process (please see separate policy on Home Visits).
- Providing an Information Pack for parents/carers prior to children starting school – Pre-School, F1 and F2.
- Outlining the school's expectations in our Home-School agreement – F2.
- Operating an open door policy for parents/carers with any queries or concerns. Conversely, if Foundation practitioners have concerns about the progress of a child, they will immediately approach parents and carers to discuss them after discussing the concern with the teacher/Head Teacher.
- Use a range of strategies to build meaningful relationships with children and families, built on mutual trust and respect
- Actively seek parent's and children's views and ensure these observations form part of the assessment
- Offering the services of our school Parent Support Advisor
- Sharing information about our topics on the school website and in termly letters.
- Sharing the children's 'Learning Journey' with parents/carers and valuing the on-going contributions to this from parents/carers via 'WOW' cards.
- Sending a written report to parents/carers about their child's attainment and progress at the end of their time in the EYFS.
- Parents are invited to a range of activities throughout the school year such as assemblies, workshops, Christmas productions and sports day etc.
- Offering opportunities for parents and carers to visit the school on a voluntary basis to assist with the children's learning.

*"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" – EYFS*

## **2.4 Parents as Partners – Contributing to ongoing assessment through the Learning Journey**

At High Street Primary School, we understand that in order to gain a complete picture of a child, the parent, child and practitioner should all contribute to the child's EYFS profile. This is based on the understanding that school is only part of a child's life experience and that children learn outside the school setting. Parent's insights

and their wealth of knowledge about their children are an integral part to building the picture of their child's learning.

In order for parents and children to confidently contribute to assessment, our practitioners start at the premise that all parents and children have contributions to make and want their views heard. If some parents/children appear disengaged, it is the responsibility of the practitioner/line manager to sensitively find out why and to develop strategies to support them being more actively involved in the assessment process.

- F2 are working with an online assessment tool – Tapestry – this to be rolled out to F1 in September

*“We ensure that times of transitions are managed sensitively so that children, through security and predictability, are able to flourish as strong and confident learners”*

### 3.1 Transition Overview

*“Children’s lives today are so much more hectic than ever before. Going to a setting for the first time, moving to another one, starting school or moving into a new class are seen by many people as a normal part of the lives of children. Yet transitions are milestone events for children and have a definite effect on their development. They are times of exciting change certainly and times of new opportunities and growth of every child. They can also be times of uncertainty where surroundings are not the same, expectations and procedures are different and faces unfamiliar. Getting transition right is vital for every child and is not a single event that merely ‘happens’. Transition should be viewed as a process rather than an event that involves children, practitioners and parents together. Transition has been described as an ongoing journey rather than a destination.” – Early Years Matters*

Parents play a key role in supporting their child to feel comfortable with the transition process. It is important that children and parents are given opportunities to familiarise themselves with the school environment so they can start building relationships with the key members of staff. Parents and carers need to have clear information about what is happening and what their role will be in the process.

- We are fortunate that at High Street Primary School our Pre-School children have access to the whole of the Foundation Stage Learning Environment and the majority of F1 children enter the F2 environment. The transition times are fortunately seamless as there are very close links between the two crucial transition times.
- Practitioners work closely together
- Pre-School, F1 and F2 are embraced by the main school and opportunities are arranged for the children to be involved in the wider school community
- The children who do not enter our F2 environment strategies are in place to enable them to make a smooth transition to the school of their choice
- Enhanced Transitions are put in place for children with additional needs
- If a child is entering F2 from another setting there will be a Home Visit or a visit to the child's setting will be arranged prior to entry

- Visits to Pre-school, F1 and F2 will be arranged and parents especially in Pre-school and F1 will be encouraged to stay to help form positive relationships with staff

#### **4.1 The 4 ‘Overarching Principles in Practise**

At High Street Primary School we take our responsibilities to nurture the foundations of ‘The Whole Child’ extremely seriously. All aspects of our Curriculum and Provision are carefully planned to ensure we meet the requirements of the 4 overarching Principles as outlined in the EYFS Statutory Framework 2014.

#### **The EYFS Principles**

- **A Unique Child**
- **Positive Relationships**
- **Enabling Environments**
- **Learning and Development**

#### **A Unique Child**

We recognise that every child is a competent learner who can be resilient, capable, confident and self- assured. 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 so we use praise and encouragement as well as celebration and rewards to encourage and develop a positive attitude to learning.

#### **Equal Opportunity and Inclusion**

We value the diversity of individuals within the school and believe that every child matters. All children at High Street Primary School are treated fairly regardless of race, gender, religion or ability. 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 when we are planning for their learning.

We aim to set realistic but also challenging expectations according to the needs of our children in order to ensure that they are working towards achieving their full potential. We do this through:

- Planning opportunities that build upon and extend children’s knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children’s learning needs;

- Providing a wide range of opportunities to motivate and support children and to help them learn effectively;
- Offering a safe and supportive learning environment in which the contribution of all children is valued;
- Employing resources which reflect diversity and are free from discrimination and stereotyping;
- Planning challenging activities to meet the needs of both boys and girls, of children with special educational needs, of children who are more able or gifted, of children with disabilities, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds;
- Monitoring children's progress and taking action to provide support (such as referrals to outside agencies) as necessary.
- Working closely with parents, carers, the school SENDCO and other outside agencies to ensure all children's needs are met and that we enable them to access the curriculum and make good progress (Please see our whole school policy on SEND for more information).

### **Positive Relationships**

We recognise that children learn to be strong and independent from establishing secure relationships and aim to develop caring, respectful and professional relationships with the children and their families. We recognise that parents/carers are children's first and most enduring educators and we value being partners with them in their child's education through:

- Inviting all parents/carers to attend an Induction Meeting before their child starts school.
- Giving all children the opportunity to spend time in school during 'Play and Stay' sessions so they can meet staff and explore the Foundation Stage setting before they start school.
- Offering all parents/carers the opportunity for visits by staff to the home setting as part of our induction process (please see separate policy on Home Visits).
- Providing an Information Pack for parents/carers prior to children starting school.
- Outlining the school's expectations in our Home-School agreement.
- Providing a Curriculum Meeting for parents/carers to meet with staff to discuss the EYFS Curriculum, school routines, expectations and to answer any questions parents/carers may have.
- Holding parent consultations in the Autumn and Spring terms to discuss children's progress and outline targets.
- Operating an open door policy for parents/carers with any queries or concerns. Conversely, if Foundation staff has concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- Sharing information about our topics on the school website and in termly letters.
- Sharing the children's 'Learning Journey' with parents/carers and valuing the on-going contributions to this from parents/carers via 'WOW' cards.

- Sending a written report to parents/carers about their child's attainment and progress at the end of their time in the EYFS.
- Parents are invited to a range of activities throughout the school year such as assemblies, workshops, Christmas productions and sports day etc.
- Offering opportunities for parents and carers to visit the school on a voluntary basis to assist with the children's learning.
- Offering the services of our school Parent Support Advisor.

### **Enabling Environments**

We recognise that the environment plays a key role in supporting and extending the children's development. Through observations we assess the children's interests and stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.

The Foundation Stage Unit is organised to allow the children to explore and learn securely and safely whilst encouraging them to develop their independence. There are areas for learning within the unit which all the children can access at different times; main creative area and the outdoor classroom. Within the unit we have many opportunities for the children to locate equipment and resources by themselves and develop their own ideas and creativity. The continuous provision of play opportunities in all areas is carefully planned and developed according to the children's needs and their interests.

### **Learning and Development**

At High street Primary School we greatly value the importance that the EYFS plays in laying the secure foundations for future learning and development. All children begin school with a wide variety of experiences and learning and it is the privilege of the adults working within the Foundation Stage to accept the task of building upon that prior learning experience. This is done through a holistic approach to learning, ensuring that parents/carers and the Foundation Stage team work effectively together to support the learning and development of the children in their charge. We believe that learning through play is crucial at this stage in a child's development and therefore use a balance of adult led and child initiated activities.

### **The Curriculum**

The Foundation Stage at High Street Primary School follows the curriculum as outlined in the Statutory Framework for the Early Years Foundation Stage (DfE 2014)

[http://www.foundationyears.org.uk/files/2014/07/EYFS\\_framework\\_from\\_1\\_September\\_2014\\_with\\_clarification\\_note.pdf](http://www.foundationyears.org.uk/files/2014/07/EYFS_framework_from_1_September_2014_with_clarification_note.pdf)

The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected but *“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.”* (Statutory Framework for the

Early Years Foundation Stage (DfE 2014) They support children's learning in all other areas and are known as the Prime Areas.

The Prime Areas are;

- **Communication and Language** – Listening & Attention, Understanding and Speaking
- **Physical Development** – Moving & Handling and Self-care
- **Personal, Social and Emotional Development** – Making Relationships, Managing Feelings & Behaviour and Self-Confidence & Self-Awareness

The remaining four specific areas of learning develop essential skills and knowledge. The Specific Areas are;

- **Literacy** – Reading and Writing
- **Mathematics** – Numbers and Space, Shape & Measures
- **Understanding the World** – People & Communities, The World and Technology
- **Expressive Arts and Design** – Exploring & Using Media & Materials and Being Imaginative

The balance in coverage of the areas will shift as the year progresses, in response to the children's needs and progress. All children will also participate in daily phonics sessions with reference to and implemented by Read, Write, Inc, following guidance given in the 'Letters & Sounds' document (DfES 2007).

### **Characteristics of Effective Learning**

The EYFS also includes the characteristics of effective teaching and learning. The Foundation Stage teachers plan activities within the unit with these in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics are;

- **Playing and Exploring** – children are given the opportunity to investigate and experience things, and 'have a go'
- **Active Learning** – children are encouraged to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements
- **Creating and Thinking Critically** – children are encouraged to develop their own ideas, make links between ideas, and develop strategies for doing things.

*"Real play is deep, absorbing and satisfying. An active childhood, with plenty of opportunities for play, develops the individual child in innumerable ways and is wonderfully rich resource for the rest of life."*

*Just as sunlight provides the body with vital nourishment, high quality play in childhood is nature's vitamin for our whole sense of wellbeing"*  
*The Genius of Play – Sally Jenkinson 2001*

A play based curriculum is the most effective way to support children's learning in the early years because:

- The availability of choice leads to personal satisfaction
- Through play, children are more likely to persist when faced with difficulties
- Play allows children to learn to learn in their own style and at their own pace
- A deeper understanding is gained and is more likely to be retained through play-based discovery rather than instruction
- Active play increases the connections that are made and reinforced in the brain
- Reliving and retelling through play-based scenarios consolidates understanding and gives ownership

High quality play at High Street Primary School allows children to:

- Initiate activities that promote learning and enable them to learn from each other
- Move and use all their senses
- Have time to explore ideas and interests in depth
- Feel secure, which helps them to be confident
- Learn in different ways and at different rates
- Make links in their learning
- Use creative and imaginative activities that promote the development and the use of language

*"You can discover more about a person in an hour of play than in a year of conversation" – Plato*

The key factors influencing positive dispositions towards learning through play are ...

- INTEREST – children are interested and see the purpose of play
- CHOICE – children are able to select where, what and who they play with
- TIME – there are sustained periods for extended play
- INDEPENDENCE – children are able to develop their interests and take them forwards
- CONCENTRATION – children's ideas are valued and there is well organised space to facilitate them
- CONNECTION – children have freedom to move around and make links in their learning
- PROGRESSION – adults have a range of intervention strategies for challenging children's thinking such as introducing new stimulus, new skills, new ideas and taking their language forward

*“Play is the highest form of research” – Albert Einstein*

## **Risk – Taking in the EYFS**

Risk-taking is an essential feature of play and of all environments where children play. Children need the chance to encounter acceptable risks as part of a stimulating and challenging environment:

*‘All children need and want to take risks in order to explore limits, venture into new experiences and develop capacities from a very young age and from their earliest play experiences’*

*Children’s Plan: Building Brighter Futures –Department for Children, Schools and Families*

Through our curriculum at High Street Primary School, we attempt to provide children with opportunities to take ‘risks’. Through play, children gain self-confidence, independence and resilience. They access essential information about themselves and the world around them. Play is vital for children’s social and emotional development. Playing outdoors, exploring their community and natural environment is essential to children’s health.

## **Planning**

The Early Learning Goals provide the basis for planning throughout the Foundation Stage. The planning objectives within the Foundation Stage are from the Development Matters Statements from the Early Years Foundation Stage document. The planning is topic based, changes on a half-termly basis and is driven by the children’s needs, achievements and interests. Medium-term planning includes intended learning outcomes but is flexible and changes as the term progresses. Weekly planning documents are informed by observations, assessments and interactions with the children.

In planning all aspects of our curriculum, the ‘characteristics of effective learning’ is at the core. The EYFS at High Street is underpinned by high quality, purposeful, play based experiences complemented by additional learning contexts. We know that the key to ensuring all aspects of our curriculum are effective is their delivery by skilled practitioners within a culture of high quality observation and assessment.

The planning is also outlined on the Foundation Stage page on the school website as well as the Parents Information Board.

## **Observation**

Foundation Stage staff use observations both written, photographs and video clips to inform planning and assessment – *assessment through observation which informs planning.*

Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning.

Relevant and significant observations are recorded in the children's Learning Journeys.

Practitioners at High Street Primary School systematically help children to learn by 'tuning into them' rather than talking at them, taking their lead and direction from whatever children say or do.

At High Street Primary School we view observation as an essential, day to day process which enables our practitioners to:

- Watch and Listen to what children are actually saying and doing
- See the richness and complexity of children's learning
- Understand and give meaning to what they see and hear
- Identify what the next steps should be to develop children's learning
- Give a full meaningful account of children's learning and development
- Develop and monitor a quality curriculum for all children

### **At High Street Primary School we provide expert support for the development of children's 'Communication and Language' skills**

The development of children's Communication and Language skills is highlighted within The Foundation Stage. It is because that we are aware that poor communication affects all other areas of a child's learning and development: an inability to express oneself or make oneself understood leads to frustration and poor self-esteem. Delays in speech and language lead to later problems with reading and writing. An inability to read and write then impacts on a child's ability to access learning across all subjects.

It is imperative that we do all we can to support children's Communication and Language development from the very earliest opportunity.

### **Statutory Assessment**

At High Street Primary School we take our responsibilities regarding assessment seriously.

### **Progress Check at Age Two**

When a child is aged between two and three, practitioners review their progress, and provide parents/carers with a short written summary of their child's development in the prime areas – Summative Assessment.

This progress check identifies the child's strengths and any areas where the child's progress is less than expected.

If there are significant emerging concerns or an identified special educational need or disability, practitioners develop a 'targeted' plan to support the child's future learning and development involving parents/carers and other professionals/agencies as appropriate.

### **Transition from F1 to F2**

A Summative Assessment is completed and a copy is provided for the parent/carer as well as the F2 teacher.

F! practitioner's communicate with the child's future teacher

### **Assessment at the end of the EYFS – the Early Years Foundation Stage Profile**

In the final term of the year in which the child is five, the EYFS Profile is completed for each child.

The Profile provides parents/carers, practitioners and teachers with a well- rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels and their readiness for Year 1.

The Profile must reflect: ongoing observation; all relevant records held by the school; discussions with parents/carers and any other adults whom the teacher, parent/carer judges can offer a useful contribution.

These then inform a dialogue between the F2 and Year 1 teacher.

The EYFS Profile results are then forwarded to the local authorities who then forward the data to the relevant Government department.