

# EYFS Policy

## Al-Noor Voluntary Aided Primary School



<b>Approved by:</b>	Headteacher	<b>Date:</b>
<b>Signed on behalf of GB</b>		
<b>Last reviewed on:</b>	April 2026	
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# 1. Policy Statement

Al-Noor Voluntary Aided Primary School is committed to providing high quality Early Years provision that gives every child a secure, happy and successful start to school life.

Our Reception provision supports children to learn and develop well, to be kept healthy and safe, and to gain the knowledge, skills, language, attitudes and habits they need for Key Stage 1 and beyond. We recognise that early childhood is a significant stage in its own right. Children are not rushed out of developmentally appropriate practice; they are carefully taught, nurtured and prepared for the next stage of learning.

The curriculum at Al-Noor is underpinned by the Islamic values that inform the ethos and vision of the school. Through the EYFS curriculum, children begin to develop the core knowledge, skills and understanding they need to lead purposeful and fulfilling lives and to grow as well educated, well rounded British citizens.

We set high expectations for all children. We want our pupils to become confident, positive, articulate, responsible and highly achieving individuals with a strong sense of identity and purpose. We want them to become self disciplined, morally aware, emotionally secure and spiritually intelligent, able to work respectfully with others from diverse backgrounds for the common good.

Our Islamic ethos is reflected through warm relationships, respectful behaviour, kindness, gratitude, responsibility, care for others, care for the environment and a commitment to justice and compassion. This ethos works alongside, and does not replace, our statutory duties under the Early Years Foundation Stage framework, safeguarding requirements, equality duties and all relevant school policies.

This policy is a school policy for leaders, staff, governors and stakeholders. It should be read alongside the school's EYFS Parental Information Supplement and relevant school policies relating to safeguarding, SEND, behaviour, attendance, health and safety, curriculum, assessment and complaints.

## 2. School Context

Al-Noor Primary School is a two form entry, maintained voluntary aided primary school with a Muslim faith ethos. The school has two Reception classes and does not have Nursery provision.

Children enter Reception from a range of early years settings and home backgrounds. Some children have attended nursery or pre-school provision, while others may be entering a formal school environment for the first time. Children may also have different levels of experience in spoken English, self care, social development, early literacy, early mathematics and independence.

The school's local context includes a high proportion of pupils with English as an additional language. Our EYFS provision therefore gives strong priority to communication and language, vocabulary development, early reading, spoken English and partnership with families. We

value children's home languages and family backgrounds while ensuring that all children are supported to develop the English they need to access the curriculum confidently.

Our Reception provision is designed to:

1. help children settle quickly and feel safe, known and valued
2. build strong relationships with families from the point of entry
3. identify children's starting points and needs accurately
4. develop communication, language, social skills and independence as key foundations for learning
5. provide a broad, ambitious and inclusive curriculum across all seven areas of learning
6. reflect the school's Islamic ethos in age appropriate ways
7. support children to experience awe, wonder, curiosity and gratitude through their learning
8. ensure a smooth transition into Year 1

### **3. Legal and Guidance Framework**

This policy is informed by:

1. the Early Years Foundation Stage statutory framework for group and school based providers
2. Development Matters, as non statutory curriculum guidance
3. the Reception Baseline Assessment requirements
4. the Early Years Foundation Stage Profile requirements
5. the Equality Act 2010
6. the Children and Families Act 2014
7. the SEND Code of Practice
8. Keeping Children Safe in Education
9. Working Together to Safeguard Children
10. relevant Ofsted school inspection guidance and toolkit material
11. the school's own policies, procedures and curriculum documentation

The EYFS statutory framework is mandatory. Development Matters is non statutory guidance. We use Development Matters to support curriculum thinking, professional discussion and understanding of child development. We do not use it as a tick list or as a replacement for professional judgement.

### **4. Aims of the EYFS at Al-Noor**

Our EYFS aims are to:

1. provide a safe, nurturing and purposeful environment where children feel secure and ready to learn
2. support every child as a unique child, recognising individual strengths, interests, needs and starting points
3. build positive relationships between children, adults, parents and carers

4. provide enabling indoor and outdoor environments that promote independence, curiosity, language and active learning
5. deliver a broad and balanced curriculum across the seven areas of learning
6. give high priority to communication and language, physical development and personal, social and emotional development
7. teach early reading, phonics, writing and mathematics systematically and appropriately
8. support children with SEND and children who speak English as an additional language effectively and early
9. work in close partnership with parents and carers
10. develop children's awareness of themselves, their families, their community, the natural world and the wider world
11. nurture values of respect, gratitude, compassion, responsibility and care for creation
12. prepare children for the next stage of learning without rushing them out of developmentally appropriate practice

## **5. EYFS Principles**

Our practice is shaped by the four overarching principles of the EYFS.

### **5.1 A Unique Child**

Every child is a unique child who is constantly learning. We recognise that children develop at different rates and bring different experiences, languages, interests and needs to school.

Staff use professional knowledge, day to day assessment and information from parents and carers to understand each child and plan appropriate support.

### **5.2 Positive Relationships**

Children learn to be strong, confident and independent through secure and positive relationships. Adults in Reception build warm, respectful and consistent relationships with children.

Staff model appropriate language, behaviour and interactions. They help children to express feelings, build friendships, manage routines and develop positive attitudes to learning.

### **5.3 Enabling Environments**

Children learn well in carefully planned environments that are safe, welcoming, stimulating and responsive to their needs. Our indoor and outdoor provision is organised to support communication, physical development, exploration, creativity, early reading, early writing, mathematics and imaginative play.

Adults use the environment intentionally. Resources are selected, organised and adapted to support the curriculum and promote independence.

### **5.4 Learning and Development**

Children learn and develop in different ways and at different rates. Our curriculum and teaching take account of what children need to learn, how they learn and what support they require to make progress from their starting points.

## **6. Curriculum Intent**

Our EYFS curriculum is designed to give children the knowledge, skills, language, behaviours and attitudes they need to thrive in Reception and move confidently into Year 1.

The curriculum is broad, rich and ambitious for all children. It is rooted in the knowledge and skills children need to take advantage of the opportunities, responsibilities and experiences of later life. It also seeks to address social disadvantage by identifying and responding to typical gaps in children's knowledge, skills, language and experience.

The Early Learning Goals provide the statutory end of Reception assessment criteria for the EYFS Profile. They are used to support summative judgements in the final term of Reception and to inform transition into Year 1. They are not used as a narrow curriculum checklist.

Reception curriculum planning is informed by the EYFS educational programmes, Development Matters, children's starting points, the school's context and the knowledge, skills, vocabulary and experiences children need in order to move successfully into Year 1.

The Reception long term overview maps learning across the year through the school's Harmony principles, ethos themes, sustainability themes, enquiry drivers, key texts, oracy routines, RWI, mathematics units, Understanding the World, early history, geography and science foundations, Expressive Arts and Design, trips, events and cultural capital opportunities. This overview is used as a live planning document and reflects the curriculum that is taught in Reception.

Planning has been refined over time and is linked, where appropriate, to Key Stage 1 subjects and Year 1 curriculum content, so that children's learning in Reception provides secure foundations for later study.

Staff plan and sequence learning so that new knowledge, skills and vocabulary build on what has been taught before. They consider what children need to know, understand and be able to do by the end of Reception, while also recognising that children develop at different rates.

Our curriculum is planned across the seven areas of learning.

### **Prime Areas**

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development

### **Specific Areas**

4. Literacy
5. Mathematics

6. Understanding the World
7. Expressive Arts and Design

The prime areas are given particular attention because they provide the foundations for learning across the curriculum. Communication and language are prioritised throughout the day through adult modelling, high quality interactions, stories, songs, rhymes, vocabulary teaching, discussion, role play and structured language support.

The specific areas are planned carefully so that children develop early reading, writing, mathematical understanding, knowledge of the world and creative expression.

The curriculum reflects our school context and faith ethos. Children are supported to understand themselves, their families, their community, the natural world and the wider world. They are taught to show respect, kindness, gratitude and responsibility.

The EYFS curriculum is also supported by the school's Navigate Character Curriculum, which develops spirituality and good character through lessons, trips, projects, parental partnership, outdoor learning and communal experiences. In Reception, children begin to develop the character qualities of sincerity, patience, generosity and etiquette in age appropriate ways.

## **6.1 The Harmony Curriculum in the EYFS**

The Harmony Curriculum at Al-Noor is a thematic and enquiry led approach which promotes a deep and meaningful connection to Allah through reflection on natural phenomena. It supports children to notice, wonder, ask questions and make connections across their learning.

In the EYFS, the Harmony Curriculum is implemented in an age appropriate way. Children encounter the school's Harmony principles through stories, discussion, observation, outdoor learning, first hand experiences, creative work, role play, vocabulary development and adult supported enquiry.

The school's Harmony principles are:

1. Geometry
2. Interdependence
3. Cycles
4. Diversity
5. Adaptation
6. Health
7. Oneness

In Reception, these principles are not taught as abstract concepts. They are introduced through concrete, meaningful experiences. For example, children may notice patterns in leaves, shells or Islamic art; observe cycles such as day and night, seasons or plant growth; learn that living things need one another; explore the diversity of people, languages, families and the natural world; consider healthy routines; and begin to understand that creation has order, beauty and purpose.

The Harmony Curriculum supports children's spiritual, moral, social and cultural development. It encourages awe and wonder, gratitude, curiosity, stewardship, responsibility and respect for others. It also supports language development by giving children rich opportunities to describe, explain, compare, question and reflect.

The EYFS framework remains the statutory basis for Reception curriculum entitlement. Links are made to the National Curriculum where appropriate to support continuity into Key Stage 1. The Harmony Curriculum adds coherence, purpose and depth to children's learning by linking knowledge, values and enquiry in a way that reflects the school's Islamic ethos.

## **7. Curriculum Implementation**

The EYFS curriculum is implemented through a planned balance of:

1. direct teaching
2. adult guided learning
3. adult supported learning
4. child initiated play
5. purposeful continuous provision
6. small group work
7. whole class teaching
8. individual support where needed

Staff plan what children need to learn and consider the most appropriate way to teach it. Some learning is best taught through direct instruction, modelling and guided practice. Other learning is best developed through play, exploration, conversation, repetition and practical experience.

Adults support and extend learning by:

1. modelling language and vocabulary
2. explaining new concepts clearly
3. asking purposeful questions
4. joining play sensitively
5. narrating and extending children's thinking
6. demonstrating skills
7. encouraging children to practise and apply learning
8. identifying and addressing misconceptions
9. adapting and scaffolding support according to need

Reception routines become increasingly structured over the year, while retaining developmentally appropriate practice. Children are gradually supported to build stamina, independence, attention, self regulation and readiness for the expectations of Year 1.

## **8. Characteristics of Effective Teaching and Learning**

Staff consider how children learn, not only what children learn. The three characteristics of effective teaching and learning are:

1. Playing and exploring: children investigate, experience things and have a go
2. Active learning: children concentrate, keep trying and enjoy achieving what they set out to do
3. Creating and thinking critically: children develop ideas, make links and choose ways of doing things

These characteristics inform adult interactions, provision planning and professional discussions about children's development.

## **9. Teaching, Learning and Pedagogy**

Teaching in Reception includes all the ways adults help children to learn. This includes direct instruction, modelling, explanation, guided practice, questioning, feedback, observation, interaction, environmental planning and responsive support.

We recognise that play is central to young children's learning. Play is not viewed as separate from teaching. Adults plan, observe, join and extend play so that children develop language, confidence, cooperation, imagination, problem solving and subject specific knowledge.

High quality teaching in Reception includes:

1. clear learning intentions where appropriate
2. precise modelling by adults
3. careful use of vocabulary
4. repeated opportunities for practice
5. practical, concrete and meaningful experiences
6. effective questioning and discussion
7. adaptive teaching
8. timely intervention
9. purposeful use of stories, songs, rhymes and oral language
10. clear routines and expectations

Checking for understanding is built into teaching throughout Reception. Staff use fast, inclusive and developmentally appropriate routines such as show me, say it, build it, act it, talk partners, targeted sampling and probing questions. Further detail is included in Appendix 1: Checking for Understanding in Reception.

During independent practice and adult-led task time, staff use academic monitoring to check children's responses, actions or work as learning takes place. Staff circulate, check against the intended learning, identify misconceptions, and provide immediate feedback, modelling or support. In Reception, this is adapted to the task and may be verbal, practical or observational rather than formal written marking.

## **10. Communication and Language**

Communication and language are central to our Reception provision. Many children enter Reception with different levels of spoken language, vocabulary, confidence and experience of English.

Staff promote communication and language through:

1. sustained conversations with children
2. modelling full sentences and precise vocabulary
3. stories, rhymes, poems and songs
4. opportunities for children to speak in pairs, groups and whole class contexts
5. role play and imaginative play
6. explicit vocabulary teaching
7. use of visuals, objects and practical experiences
8. support for children who are quieter or less confident speakers
9. targeted intervention where needed

At the start of Reception, children are assessed using LanguageScreen. This supports staff to identify children who may benefit from additional oral language support. Where appropriate, selected children receive NELI, the Nuffield Early Language Intervention, delivered by trained staff.

## **11. Early Reading, Phonics and Writing**

Early reading is a priority in Reception. Children are taught phonics through Read Write Inc., in line with the school's systematic synthetic phonics programme.

Phonics teaching begins from the start of Reception and is taught daily. Children are taught to hear, say, read and write sounds, blend sounds to read words and segment sounds to spell words. Teaching is structured, cumulative and closely matched to children's assessed phonic knowledge.

Children are assessed regularly and grouped according to their phonic knowledge. Groupings are reviewed so that children receive teaching at the right level and are supported to keep up wherever possible.

Children are supported to develop early reading through:

1. daily phonics teaching
2. oral blending and segmenting
3. letter sound correspondence
4. reading and spelling words using taught graphemes
5. teaching and practice of common exception words or tricky words
6. reading books matched to children's phonic knowledge
7. repeated reading to build accuracy, fluency and confidence
8. discussion of vocabulary, story content and comprehension
9. regular story time and adult read alouds
10. support for reading at home

Staff use the routines and language of Read Write Inc. consistently. This includes clear modelling, partner practice, choral response, purposeful repetition, careful listening by adults and precise correction of errors. Adults expect all children to participate and use supportive praise focused on effort, practice and improvement.

Writing is developed through physical development, mark making, oral composition, phonics, adult modelling, guided practice and purposeful opportunities in provision. Children are taught to form letters correctly, spell using their phonic knowledge and begin to compose simple words, captions and sentences when developmentally ready.

Handwriting is taught through direct modelling and regular practice. Staff support children to develop pencil grip, posture, letter formation, fine motor control and increasing independence.

Further detail about the school's approach to phonics, early reading, home reading, assessment and intervention is set out in the school's English Policy.

## **12. Mathematics: Mastery, CPA and Power Maths**

Mathematics in Reception is taught through direct teaching, practical activity, visual models, songs, stories, games, routines and meaningful play.

Children develop secure foundations in number, numerical patterns, shape, space and measures. Staff use concrete resources, mathematical language and repeated practice to help children build understanding.

Our approach is underpinned by a mastery approach to mathematics and by the CPA approach: concrete, pictorial and abstract. In Reception, the emphasis is mainly on concrete and pictorial representations. Children use real objects, practical contexts, images, five frames, ten frames, number tracks, part whole models and other representations to develop secure understanding before moving towards more abstract recording.

The school uses Power Maths to support progression, structure and consistency in mathematics teaching. In Reception, Power Maths is adapted carefully so that teaching remains developmentally appropriate and aligned with the EYFS framework. Staff use professional judgement to ensure that mathematical learning is practical, language rich and rooted in children's direct experience.

Mathematics teaching supports children to:

1. develop a deep understanding of numbers to 10
2. subitise, count and compare quantities
3. understand composition of numbers
4. explore part whole relationships and number bonds
5. use five frames, ten frames, number tracks and practical resources to represent mathematical thinking
6. use mathematical vocabulary accurately, including language linked to counting, comparison, addition, subtraction, grouping, sharing and equality
7. explore patterns and relationships
8. apply mathematical thinking in play and everyday routines
9. develop confidence, reasoning and enjoyment in mathematics

Children record their mathematical thinking in ways that are appropriate to their stage of development. There is no expectation that Reception children routinely record formal number sentences, although some children may choose or be ready to do so.

Children are given opportunities to encounter mathematical ideas through adult led teaching, small group work, continuous provision, outdoor learning and daily routines. Adults model precise mathematical language and support children to explain their thinking, represent ideas practically and make connections across contexts.

## **13. Understanding the World and Expressive Arts and Design**

Understanding the World helps children make sense of their families, communities, faith, cultures, the natural world, places, people and the past. Children are given opportunities to observe, ask questions, explore similarities and differences, and develop respectful curiosity about the world.

Expressive Arts and Design supports children's creativity, imagination, communication and confidence. Children explore a range of materials, tools, techniques, music, movement, stories, role play and creative expression.

Our faith ethos is reflected naturally and appropriately through children's understanding of values, community, gratitude, care for creation and respect for others.

## **14. Learning Environment**

Our Reception environment is planned to be welcoming, stimulating, safe and well organised. It supports both adult directed learning and independent exploration.

Indoor and outdoor provision includes opportunities for:

1. role play
2. reading and book sharing
3. mark making and writing
4. mathematics
5. creative work
6. construction
7. small world play
8. sand and water where available
9. fine motor development
10. gross motor development
11. investigation and outdoor learning
12. quiet and reflective spaces

Outdoor learning is an important part of our provision. Children use the dedicated Reception outdoor area, wider school spaces and local environment where appropriate. Outdoor learning supports physical development, health, collaboration, language and understanding of the world.

## **15. Assessment**

Assessment in Reception is purposeful, manageable and rooted in professional knowledge of the child.

Staff use assessment to understand children's starting points, identify strengths and needs, inform teaching, plan next steps and evaluate progress. Assessment is not used to generate unnecessary paperwork.

Assessment information comes from:

1. interactions with children
2. observations of play and learning
3. adult led tasks and guided work
4. children's work
5. photographs where useful
6. information from parents and carers
7. information from previous settings
8. information from external professionals where relevant
9. phonics, language and other relevant screening information

Teachers and support staff discuss children's development regularly. Assessment is used to adapt teaching and provision, identify children who need additional support and inform communication with parents and carers.

## **16. Reception Baseline Assessment**

The Reception Baseline Assessment is completed within the first six weeks of a child starting Reception, in line with statutory requirements.

The assessment is short and interactive. It focuses on early mathematics, literacy, communication and language. It is not a pass or fail assessment and is not used to label children.

The school administers the Reception Baseline Assessment securely and appropriately. Information from the assessment may support teachers' understanding of children's starting points, while recognising that ongoing professional assessment remains essential.

## **17. EYFS Profile**

At the end of Reception, teachers complete the Early Years Foundation Stage Profile for each child, in line with statutory requirements.

The EYFS Profile summarises each child's attainment in relation to the Early Learning Goals and supports discussion about readiness for Year 1. Children are assessed as either meeting expected levels of development or not yet reaching expected levels.

Judgements are based on teachers' knowledge of the child, professional judgement, day to day evidence and relevant contributions from other adults, parents and professionals. Written or photographic evidence is not required for every judgement.

EYFS Profile outcomes are shared with parents and carers and passed to Year 1 teachers to support transition and continuity.

## **18. Inclusion, SEND and Adaptive Teaching**

Al-Noor is committed to inclusive Early Years provision. All children are entitled to access a broad and ambitious curriculum, with appropriate support and adaptation.

Staff work closely with the Wellbeing and Inclusion Lead, parents, carers and external professionals to identify and support children with additional needs as early as possible.

Support may include:

1. careful observation and assessment
2. adaptation of teaching, routines and resources
3. targeted adult support
4. visual supports
5. small group or individual intervention
6. support for communication and language
7. reasonable adjustments
8. referrals or advice from external professionals where appropriate
9. regular review of provision and progress

Children with SEND are included in all aspects of Reception life. Reasonable adjustments are made to support access, participation, safety, wellbeing and progress.

## **19. English as an Additional Language**

We value the languages, cultures and experiences children bring to school. Children who speak English as an additional language are supported to develop confidence in English while recognising the importance of their home language.

Staff support children learning English through:

1. high quality spoken English
2. visual support and modelling
3. repetition and routines
4. peer interaction
5. stories, songs and practical experiences
6. explicit vocabulary teaching
7. close partnership with parents and carers
8. observation of communication in different contexts

When assessing communication, language and literacy, staff consider children's developing English and, where helpful, gather information from families about the child's home language development.

## **20. Safeguarding and Welfare**

Children's safety and wellbeing are central to all EYFS practice. The Reception team follows the school's Safeguarding Policy, Child Protection procedures, Health and Safety arrangements and all relevant statutory welfare requirements.

Staff are responsible for:

1. knowing and following safeguarding procedures
2. reporting concerns promptly through the school's agreed systems
3. maintaining appropriate supervision
4. supporting safe arrival and collection arrangements
5. promoting positive behaviour and emotional wellbeing
6. following procedures for first aid, accidents, medical needs and intimate care
7. ensuring safe use of indoor and outdoor spaces
8. managing risks appropriately
9. maintaining confidentiality and secure records
10. working with parents, carers and external agencies where needed

Reception staff understand that safeguarding includes children's physical safety, emotional wellbeing, attendance, online safety, child protection, safe relationships and protection from harm.

## **21. Staffing and Class Size**

Each Reception class is led by a teacher and supported by teaching assistants according to school staffing arrangements and pupil needs.

Reception classes in maintained schools are subject to infant class size legislation. In an ordinary teaching session, infant classes are limited to 30 pupils per school teacher, subject to permitted exceptions. Teaching assistants and other support staff do not count as school teachers for this purpose.

The school deploys staff to meet children's needs and ensure safe, effective provision. Staffing arrangements are reviewed according to class context, risk assessment, SEND needs, medical needs, outdoor provision, trips and other relevant factors.

## **22. Key Person**

In Reception, the class teacher acts as the child's key person. The key person helps children settle, feel safe and build a positive relationship with school.

The key person:

1. supports the child's care, learning and development
2. builds a relationship with parents and carers
3. helps the child become familiar with routines and expectations

4. shares information about progress and next steps
5. supports access to specialist help where appropriate

Teaching assistants and other adults also play an important role in building positive relationships and supporting children's wellbeing and learning.

## **23. Behaviour, Relationships and Personal Development**

Reception staff support children to develop positive behaviour, self regulation, empathy, independence and responsibility.

The Navigate Character Curriculum supports this aspect of provision by helping children to develop spirituality, good character and positive social conduct. In Reception, the taught character focus includes sincerity, patience, generosity and etiquette. These qualities are reinforced through everyday routines, adult modelling, stories, Islamic Studies, Quran & Arabic lessons, outdoor learning, trips, projects, parent partnership and communal experiences.

Adults teach and model expected behaviours explicitly. Children are supported to:

1. follow routines
2. listen and respond appropriately
3. manage transitions
4. share and take turns
5. care for resources
6. express feelings appropriately
7. resolve simple conflicts with support
8. show kindness and respect
9. develop patience, generosity, sincerity and good manners
10. develop resilience and confidence
11. build positive attitudes to learning

Behaviour is understood in the context of child development, communication, emotional needs, SEND and individual circumstances. Staff use consistent, calm and supportive approaches in line with the school's Behaviour Policy.

## **24. Partnership with Parents and Carers**

Parents and carers are children's first educators. Strong partnership between home and school is essential to children's learning, wellbeing and development.

The school builds partnership through:

1. home visits before children start Reception
2. new parent meetings and induction arrangements
3. admissions information and home school information gathering
4. informal communication at drop off and collection where appropriate
5. parent meetings in the Autumn, Spring and Summer terms
6. written reports at the end of the year

7. sharing curriculum information and ways to support learning at home
8. communication about reading and phonics
9. encouraging parents and carers to share information about their child
10. working together where concerns or additional needs arise

The school aims to communicate clearly and respectfully with families, recognising that parents and carers know their children well.

## **25. Home Visits and Induction**

Home visits take place before children begin Reception. They allow staff to meet children in a familiar environment, build early relationships with families and gather important information about routines, interests, needs and any concerns.

Children begin Reception through a planned induction process. During the initial period, children attend for half days before moving to full time attendance. This gradual start supports children to settle, build confidence, learn routines and develop relationships with staff and peers.

Full time attendance usually begins from the second week, unless a longer part time transition is agreed between parents or carers, the EYFS Leader and the Headteacher.

## **26. Daily Routines**

The Reception day provides a balance of whole class teaching, small group work, adult led activity, child initiated learning, outdoor provision, phonics, mathematics, story, Islamic Studies, Quran & Arabic lessons, lunch, break time and routines that support independence.

Children are supported to manage belongings, follow routines, use resources appropriately, develop self care and participate in school life.

The school day, break time, lunch arrangements, milk, fruit, water and meals are communicated to parents and carers through the EYFS Parental Information Supplement and relevant school communication.

## **27. Transition into Year 1**

Transition into Year 1 is planned carefully so that children move forward confidently and successfully.

The school supports transition through:

1. regular communication between Reception and Year 1 staff
2. sharing EYFS Profile outcomes and relevant assessment information
3. sharing phonics and reading information
4. discussing individual strengths, needs, interests and next steps
5. planned visits to Year 1 classrooms

6. opportunities to meet new adults
7. use of transition day arrangements
8. continued communication after children enter Year 1
9. curriculum alignment between the end of Reception and the start of Year 1
10. a balance between increasing structure and developmentally appropriate practice

Year 1 staff use information from Reception to plan appropriately and support continuity in learning, wellbeing and routines.

## **28. Leadership, Monitoring and Evaluation**

The EYFS Leader is responsible for leading and developing EYFS provision in collaboration with the Headteacher, senior leaders, Reception staff, the Wellbeing and Inclusion Lead and governors.

Monitoring and evaluation may include:

1. reviewing curriculum planning and provision
2. observing teaching and learning
3. professional discussion with staff
4. reviewing assessment information
5. considering outcomes for different groups of children
6. reviewing phonics and language data
7. learning walks
8. pupil observation and discussion
9. feedback from parents and carers
10. transition discussions with Year 1
11. reviewing safeguarding and welfare practice
12. identifying professional development needs

Monitoring is intended to improve provision and outcomes, not create unnecessary workload. Leaders focus on the quality of children's experiences, the effectiveness of teaching, the appropriateness of the curriculum and the impact of support.

## **29. Roles and Responsibilities**

### **Governing Board**

The Governing Board is responsible for ensuring that the school meets statutory requirements and has appropriate oversight of Early Years provision.

### **Headteacher**

The Headteacher is responsible for ensuring that the EYFS is appropriately led, staffed, resourced, safeguarded and monitored as part of the whole school.

### **EYFS Leader**

The EYFS Leader is responsible for leading curriculum, provision, assessment, transition, staff development and improvement priorities within Reception.

### **Reception Teachers**

Reception teachers are responsible for planning and delivering the EYFS curriculum, assessing children's learning and development, building relationships with families, completing statutory assessments and ensuring children's needs are met.

### **Teaching Assistants**

Teaching assistants support children's learning, care, communication, independence, play, routines and interventions under the direction of teachers and school leaders.

### **Wellbeing and Inclusion Lead**

The Wellbeing and Inclusion Lead supports staff, families and children where additional needs, SEND, wellbeing or inclusion concerns are identified.

### **Parents and Carers**

Parents and carers are expected to work in partnership with the school, share relevant information, support attendance and punctuality, engage with communication and support learning at home where possible.

## **30. Linked Policies, Documents and Appendices**

This policy should be read alongside the school's relevant statutory and operational policies, particularly where they relate to safeguarding, inclusion, health and safety, medical needs, intimate care, curriculum, assessment, attendance, behaviour and complaints.

Key related EYFS documents include:

1. EYFS Parental Information Supplement
2. Reception Long Term Curriculum Overview
3. EYFS Transition Policy: Reception to Year 1

The appendix to this policy is:

Appendix 1: Checking for Understanding in Reception

## **31. Review**

This policy will be reviewed annually, or sooner if statutory guidance changes or if school provision changes significantly.

The review will consider statutory requirements, curriculum development, safeguarding and welfare expectations, staff feedback, parent feedback, assessment outcomes, transition information and priorities identified through school self evaluation.

# Appendix 1: Checking for Understanding in Reception

## Purpose

Checking for understanding is an essential part of effective teaching in Reception. It helps adults identify what children know, understand and can do, so that teaching can be adapted in the moment and misconceptions can be addressed promptly.

In Reception, checking for understanding must be quick, inclusive, developmentally appropriate and manageable. It should not create unnecessary transitions or allow fine motor demands to mask children's actual understanding.

## Phonics: Read Write Inc.

Phonics is taught through Read Write Inc. groups. This structure builds in frequent checking for understanding because group sizes are smaller and adults can listen closely, correct errors immediately and target support precisely.

Children also complete written practice at tables and in books, which provides evidence of application. In this context, whole class carpet mini whiteboards would often duplicate existing checks and add additional logistical demands without improving the accuracy of assessment.

## Whole Class Carpet Sessions

During whole class carpet sessions, including mathematics, literacy, Understanding the World and other inputs, staff prioritise routines that generate whole class participation and allow adults to scan responses quickly.

The main routines are:

1. **Show me:** children point to the correct picture, letter, number or option on the board or on cards. This allows rapid scanning and immediate diagnosis.
2. **Say it:** children use choral response for quick recall, such as sounds, words, key facts or vocabulary. Adults then sample individual children to verify accuracy and address misconceptions.
3. **Build it:** children use concrete resources such as cubes, counters, shapes, five frames or ten frames to build and show their thinking, particularly in mathematics.
4. **Act it:** children demonstrate understanding through actions, for example positional language, story vocabulary, movement, sequencing or key concepts.

5. **Talk partners:** children rehearse an idea with a partner, often using a sentence stem. Adults then sample two or three children to check understanding and refine responses.
6. **Targeted sampling:** adults direct questions to selected children to check specific understanding, including children who may need additional support or further challenge.
7. **Probing questions:** adults follow up responses with further questions to check whether children can explain, apply or extend their thinking.

These approaches are used because they are fast, inclusive and appropriate for Reception. They support participation while allowing adults to identify and respond to misconceptions in the moment.

## Use of Mini Whiteboards

The school is not opposed to mini whiteboards in principle. However, whole class carpet use of mini whiteboards is not the default approach in Reception because it can create a higher transition and management demand than the learning gain provides.

Possible barriers include:

1. time lost distributing boards, pens and rubbers
2. time spent managing lids, wiping boards and resetting expectations
3. fine motor or transcription demands masking understanding
4. adults assessing handwriting stamina or letter formation rather than the intended concept

Where quick written evidence is useful, this can be built into table based tasks immediately after the carpet input. Phonics and writing sessions also provide clearer evidence of written application without disrupting carpet routines.

## Use of Red and Green Lolly Sticks

Red and green lolly sticks are not used as a default checking for understanding routine in Reception because they can be less reliable with young children.

Possible barriers include:

1. time lost distributing and collecting sticks
2. children showing the side visible to themselves rather than to the adult
3. limited diagnostic value unless followed up with probing questions
4. copying or uncertainty affecting the reliability of responses

Where a quick confidence check is needed, adults may use no resource signals such as thumbs up, thumbs sideways or thumbs down. To reduce copying, children may use private thumbs held to the chest or close their eyes while responding. These signals are treated as a quick temperature check, not as secure assessment evidence.

# Summary of Reception CFU Expectations

Reception staff use a consistent approach to checking for understanding:

1. In RWI phonics, small groups, adult listening, immediate correction and table based written practice provide precise and efficient checks.
2. In whole class carpet sessions, show me, say it, build it, act it, talk partners, targeted sampling and probing questions provide fast and inclusive checks.
3. Whole class carpet mini whiteboards and red or green lolly sticks are not used as default routines because they can add unnecessary logistical demands and may reduce reliability in the Reception context.
4. Adults use professional judgement to choose the checking routine that best matches the learning intention, the children's stage of development and the purpose of the lesson.