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Early Years Foundation Stage Policy

November 2025

Signed:

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3 Statement of intent

At Greenmount Primary School we highly recognise and value the importance of the early years foundation stage (EYFS) in developing a secure foundation for future learning. We foster positive relationships with our pupils and plan personalised learning opportunities to develop the characteristics of effective learning. We recognise that each child is unique and ensure the right support at the right time to help move on learning.

We are a 2-11 provision, with our own preschool on site (Greenmount Preschool). This policy reflects upon the statutory framework for early years and relevant supporting guidance to ensure that every child has a positive start to their learning journey. We promote our teaching and learning opportunities to motivate and instil a love of learning; helping to prepare our pupils for their next stage of their education.

We endeavour to provide:

- A **secure foundation** through learning and development opportunities, which are planned around the needs and interests of each child.
- **Quality teaching** and an **enabling environment**, so that every child makes good progress.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.
- **Partnership working** between practitioners and parents.

The Early Years Foundation Stage (EYFS) applies to all children from birth to five years – to the end of the Reception year. Children can join Greenmount Preschool from their second birthday. Pupils can join Greenmount Primary School at the beginning of the school year in which they are five. (Compulsory schooling begins at the start of the term after a child’s fifth

birthday). They are admitted according to the Isle of Wight's Admissions Policy. The Early Years Foundation Stage prepares children for later schooling; we recognise it as a unique phase, important in its own right. We are committed to building strong foundations for every child. The Early Learning Goals set out what is expected of children by the end of the Early Years Foundation Stage.

Children join us from a range of preschool settings, including our own on-site preschool (Greenmount Preschool), all of which follow the same statutory framework for the early years foundation stage (EYFS).

Greenmount Preschool is situated in the school building in the classroom next to the Reception classroom. The room is divided into two spaces, one for the 2 year olds and the other for 3 – 4 year olds. The preschool children have an outdoor areas for children 2 – 3 years and 3 – 4 years with a shared toilet and changing facility. The children integrate together for set activities and experiences as well as joining with the Reception classes to enjoy a shared outdoor learning space. The children have the freedom to explore their learning environment and self-select activities, which incorporate a focus on the children's current stage of learning and key interests. The EY practitioners plan adult-led activities including: story time, phonics and topic based activities throughout the day aiming to ensure that children who attend different days all have the same learning opportunities.

Our Reception class is housed in large, spacious classroom with purpose built toilets, leading directly from the classroom. The door from the classroom leads straight outside to the learning environment that has a trim trail, stage, mud kitchen, playhouse, gravel pit, cosy reading shed and sand pit. The children are encouraged to use all areas during the day and children learn and discover through play. The children join in adult-led activities and we promote self-selecting tasks, resources and areas of learning to build upon their independence and current interests.

4 Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2025) 'The Early years Foundation Stage Statutory Framework'
- DfE (2021) 'Development Matters'
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- Early Education (2021) 'Birth to 5 Matters'

This policy operates in conjunction with the following school policies:

- Child Protection Policy

- Safeguarding Policy
- Allegations of Abuse Against Staff Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Online Safety Policy
- Administering Medication Policy
- Health and Safety Policy
- Safer Recruitment Policy
- Data Protection Policy
- Teaching and Learning Policy

5 Aims

We aim to:

- Give each child a happy and positive start to their school life in which they can establish a solid foundation for a love of learning.
- Enable each child to develop socially, physically, intellectually and emotionally in a safe and secure environment.
- Encourage children to develop independence and resilience
- Support children in building relationships through the development of social skills such as cooperation and sharing.
- Work alongside parents to meet each child's individual needs to ensure they reach their full potential.

The four key principles that guide our practice are:

A Unique Child – every child is a competent learner who can be resilient, capable, confident and self-assured.

Positive Relationships – children learn to be strong and independent through positive relationships.

Enabling Environments – the environment plays a key role in supporting and extending children's development and learning.

Learning and Development – children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.

(Department for Education (2025) *Statutory framework for the early years foundation stage. Setting the standards for learning, development and care for children from birth to five*. London, DfE).

To put these principles into practice, the settings:

- Provide a balanced curriculum, which takes children's different stages of development into account.
- Plan challenging and engaging learning experiences, based on individual needs, which are informed by observation and assessment.
- Provides a safe and secure learning environment.

- Promotes equality of opportunity and anti-discriminatory practice.
- Works in partnership with parents.

6 Roles and responsibilities

The school's governing body is responsible for:

- Ensuring there is a policy in place to safeguard children that includes an explanation of the action to be taken when there are safeguarding concerns about a child, the use of mobile phones and cameras, and staff safeguarding training requirements. These issues are addressed in part in this policy and in further detail in the school's Child Protection and Safeguarding Policy.
- Ensuring there is a policy in place in the event of an allegation being made against a member of staff (including supply staff) or a volunteer. These issues are addressed in the school's Allegations of Abuse Against Staff Policy.
- Monitoring the implementation of this policy.
- Ensuring that this policy does not discriminate on any grounds.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The EYFS lead, in conjunction with the head teacher, has responsibility for the day-to-day implementation and management of this policy.

Staff, including teachers, support staff, supply staff and volunteers, are responsible for:

- Familiarising themselves with, and following, this policy.
- Remaining alert to any issues of concern in children.

7 Partnership with parents

We recognise and value the important and vital role that parents have as their child's first educators and the contribution parents make towards their child's ongoing learning.

We:

- Work with parents/carers to build a picture of the child's abilities, interests and development needs prior to the child entering the settings, by meeting with parents at school for an informal discussion and through home visits.
- Ensure that parents/carers have opportunities to become familiar with the principles of the EYFS and curriculum framework and with how it is delivered at Greenmount Primary School through information meetings.
- Welcome contributions from parents/carers and provide opportunities for parents to contribute from their own skills, knowledge and interests through Dojo.
- Make sure that parents are kept well-informed through the school newsletters, school and class Dojo posts and regular parent-teacher meetings.
- Provide guidance, advice and resources to support home learning.
- Being open about the expectations for 'school readiness'. As part of the transition process into school we share 'Starting Reception', a helpful guide for parents and

carers with a shared definition, information and guidance for children starting school in the Reception Year. This can guide supportive conversations between staff and parents/carers during the transition process. Further information can be found at: <https://startingreception.co.uk/>

- Inviting parents/carers to bring children to Stay and Play sessions in the school both prior to and during the Reception Year
- Having an open door policy
- Parents are asked to sign permission slips for any visits out of school, use of photographs of their child and using the internet at school.
- Parents are asked to complete admission forms and a medical form prior to their child starting school.

8 The Early Years Foundation Stage Curriculum

The EYFS is guided primarily by the Department for Education (DfE) by the Conservative Government. The statutory framework for early years foundation stage (2025) states the Early Learning Goals that children are expected to achieve at the end of EYFS (by the end of the Reception year). The seven areas of learning provide a development pathway and a secure foundation for future learning.

The areas of learning are:

Communication and language (CL)

- Listening, attention and understanding
- Speaking

Physical development (PD)

- Gross motor skills
- Fine motor skills

Personal, social and emotional development (PSED)

- Self-regulation
- Managing self
- Building relationships

Literacy (L)

- Comprehension
- Word reading
- Writing

Mathematics (M)

- Number
- Numerical pattern

Understanding the world (UW)

- Past and present
- People, culture and communities
- The natural world

Expressive arts and design (EAD)

- Creating with materials
- Being imaginative and expressive

All areas of learning are developed across a wide range of provision in our learning environment (classrooms and outdoor area), including structured play activities and engaging enhancements within the environment to challenge and motivate self-selected activities. Throughout the week, children experience a balance of opportunities to learn through their own initiated play and through adult-led or group activities.

9 Learning and Development

The EYFS provision and practice is driven by our knowledge and observations of the children's needs, interests and stages of development. Teaching and learning in school is planned to reflect these interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

The curriculum of the EYFS underpins all future learning by supporting, promoting and developing children's –

Prime Areas:

- **Communication and language** involves giving the children opportunities to experience a rich language environment, frequently reading to the children and engaging them actively in stories and providing extensive opportunities to use and embed new words, to develop confidence and speaking skills.
- **Physical development** supports children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision help with hand-eye co-ordination, which is later linked to early literacy.
- **Personal, social and emotional development** supports children to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. They learn to look after their bodies (including healthy eating and managing personal needs) and they learn to develop friendships, cooperate and resolve conflicts; these attributes provide a platform for children to achieve in school and later life.

Specific Areas:

- **Literacy** encourages language comprehension through a love of books, rhymes, poems and songs. Children later develop skilled word reading, both the working out of the pronunciation of unfamiliar printed words (decoding) and the recognition of familiar printed words. Writing involves transcription and composition.
- **Mathematics** includes opportunities to develop and improve skills in counting, understanding number and simple calculations. Focusing on developing a deep understanding of numbers to 10, providing frequent and varied opportunities to build and apply this understanding. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.

- **Understanding the world** guides children to make sense of their physical world and community. A range of personal experiences and listening to a broad selection of stories, non-fiction, rhymes and poems will foster the understanding of our culturally, socially, technologically and ecologically diverse world.
- **Expressive arts and design** develops children's artistic and cultural awareness to support their imagination and creativity; encouraging children to explore and play with a wide range of media and materials.

The three key characteristics of effective teaching and learning in Early Years 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.

Our skilled staff observe and interact with the children in their play and find effective ways to extend opportunities for individuals. This may be through modelling, adding resources, questioning and conversation with a child about their activity. Staff observe, assess and plan for children in the moment as well as planning learning opportunities across the week and term. This helps to ensure children are enthused and engaged and interactions are of a high quality. Staff work with individuals and groups to observe and extend as meaningful and spontaneous opportunities occur as well as within planned sequences of direct teaching. Significant observations and assessments of children's learning and experiences can be recorded in their portfolio on dojo; as well as whole class posts to show our learning journey on the dojo class page.

Where children are working significantly below age related expectations we plan intensive early intervention, prioritising the Prime Areas of Learning, to ensure they make rapid progress. When possible these interventions will be backed by strong evidence of success or professional recommendation. Interventions could include the 'Nuffield Early Language Intervention', 'Bucket Group' for attention building or 'Language Enrichment Groups' (LEG) to extend vocabulary and a nursery programme/SEN slow progression phonics teaching plan.

10 Play

We believe that play is the most powerful way in which young children learn. Through play, our children explore and develop learning experiences that help them make sense of the world:

- They have the opportunity to think creatively alongside other children as well as on their own.
- They communicate with others as they investigate and solve problems.
- They express and explore their ideas; applying their learnt knowledge in new ways.

- They practice and build upon ideas and learn how to control themselves and understand the need for rules.
- We do not make a distinction between 'work' and 'play'.

11 Inclusion

At Greenmount, we value all our children. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning. The children's interests influence directly on planning for topics and activities. The planning is therefore flexible to allow adaptation to ensure the children's passions and current knowledge is built upon effectively.

We set realistic and challenging expectations that meet the needs of our children, to support the children to meet the expected Early Learning Goals by the end of the EYFS. We achieve this by responding to and planning for the needs of all pupils, which may include – boys and girls, children with Special Educational Needs and Disabilities, children who are More Able, children from differing social and cultural backgrounds, children from different ethnic groups and those from diverse linguistic backgrounds. Some pupils will progress at rates outside the expectations and every child develops at their own pace.

We aim to meet the needs of our children by:

- Planning opportunities that build upon and extend children's knowledge, experience and interests.
- Using a wide range of opportunities to motivate and support children and help them learn effectively.
- Ensuring the setting fosters the importance of play, as play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Monitoring children's progress through observations, assessment and taking action to provide support as necessary, including appropriate external support if required.
- Discussing with a child's parent and/or carer and agree how to support the child if a child's progress in any prime area gives cause for concern.

12 SEND (Special Educational Needs and Disabilities)

We aim to identify any special educational needs as early as possible and provide appropriate support and challenge. Initially, we create a pupil passport for children to identify any support required and include both pupil voice and parental contributions. Some pupils will have an Education Health Care Plan (EHCP) and may receive external support.

The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible. SEND in the EYFS

setting will be monitored and managed by the school and preschool SENCOs and the class teachers/preschool manager.

13 Safeguarding

Safeguarding determines the actions that we take to keep children safe and protect them from harm in all aspects of their school life. At Greenmount we are committed to safeguarding and promoting the welfare of all our pupils. In Early Years, we all follow the school's Safeguarding Policy (September 2025).

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.

(Department of Education (2025) *Keeping Children Safe in Education. Statutory guidance for schools and colleges*. London, DfE).

Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in the EYFS are required to read this policy as part of their induction training.

The DSL is **Deb Jones**. The deputy DSL(s) are **Rebecca Day, Wanda Wall, Laura Richards and Victoria Savage**.

The DSL is responsible for safeguarding children and liaising with local children's services as appropriate. The deputy DSL will undertake the duties of the DSL in their absence, but overall responsibility for safeguarding will remain with the DSL. The DSL and deputy DSL will undertake child protection training as required.

Staff will receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect.

14 Health and Safety

The school will promote the good health of children in the EYFS, including the promotion of good oral health.

The EYFS lead or a member of the EYFS team will report any accident or injury involving a child to their parents on the day it occurs, and any first-aid treatment administered to a child will also be reported to their parents. This is recorded using medi-tracker and an email notification is sent to the parents at the time of the incident (once first aid treatment has been completed and the child is reassured). The head teacher will report any serious accident, illness, injury, or death of a child whilst in the school's care to appropriate bodies as soon as possible.

A first-aid box is located in the Reception Classroom and Preschool classroom.

Only medicine which has been signed in at the office will be administered supported by a named first aided.

Any food or drink provided to children is healthy, balanced and nutritious as outlined in the Nutritional Standards Policy. A member of staff holding a valid paediatric first aid certificate will be in the room and supervising children while they are eating. Food is prepared in a way to prevent choking, with staff considering the developmental needs of each child. Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded. Fresh drinking water is available at all times.

Smoking is not permitted on the school premises.

The Health and Safety Policy outlines the full health and safety policies and procedures.

The school has a Fire Safety Policy in place.

15 Staffing

A robust Safer Recruitment Policy is in place, which aims to ensure that members of staff employed in the EYFS are suitable.

Upon employment, all EYFS staff receive induction training to ensure that they understand their roles and responsibilities, including information about emergency evacuation procedures, safeguarding, child protection and health and safety.

Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.

Rebecca Day/Wanda Wall will arrange cover for the EYFS lead/class teachers in their absence.

There will be at least one member of staff who has a current paediatric first-aid (PFA) certificate on the school premises at all times, and will accompany children on any school outings. A PFA will be present and monitor the children when they eat during the school day.

Any member of staff who has sole responsibility for looking after a group of children will hold a PFA certificate. All newly qualified staff will be PFA trained. The school will organise PFA training to be renewed every three years.

The school provides a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory framework for the early years foundation stage'.

The school adopts the following staffing ratios:

- For 2 year olds in preschool:
 - There must be at least one member of staff for every five children
 - At least one member of staff must hold an approved level 3 qualification or have received approval to be included in ratios at level 3 after attaining experienced based route status
 - At least half of the other staff must hold level 2 qualifications

- For 3 year olds and over in preschool where a person with qualified teacher status, early year professional status, early years teacher status is working directly with the children:
 - There must be at least one member of staff to every 13 children
 - At least one other member of staff must hold an approved level 3 qualification or have received approval to be included in ratios at level 3 after attaining experienced based route status
- For 3 year olds and over in preschool where a person with qualified teacher status, early year professional status, early years teacher status is not working directly with the children:
 - There must be at least one member of staff to every 8 children
- For children in Reception class:
 - Class size will be limited to 30 pupils per school teacher.

Only under exceptional circumstances, and where the quality of care and safety of children is maintained, will changes be made to the ratios. Parents will be informed about staffing arrangements and, when relevant and practical, will be involved in staffing arrangement decisions.

Each child is assigned a key person whose role it is to help ensure that every child's care is tailored to meet their individual needs. The EYFS lead will inform parents of whom their child's key person is and will explain the role of the key person when their child begins attending the school.

16 Assessments

Assessment plays an important part in helping us to recognise children's progress, understand their needs, plan activities, and assess the need for support. We make ongoing formative assessments of children's learning and use this information to ensure that future planning reflects identified needs. Staff interact and observe children to understand their interests and learning needs, and will use this information to inform practice and provision for each child. This involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. Teachers and practitioner are not be required to record or document evidence to prove children's level of development and as a school we ensure that assessment processes do not prevent teachers and practitioners from spending as much time as possible interacting with children and directly supporting their learning and development.

Reception staff will undertake a summative assessment of the level of each child's development at certain stages. These are:

- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting Reception year and at the end of the year. It provides an on-entry measurement of pupil attainment to support the measurement of progress through their learning journey at primary school. The assessment consists of mathematical tasks and literacy, communication and language (LCL) tasks and assesses these early skills.

- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child’s knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.
- Phonics tracker – a phonics assessment of the GPC (grapheme phoneme correspondence) the children know and identify taught GPC that need recapping. Recall of ‘hard to read and spell words’ (HRSW) and decoding words to read through segmenting and blending. This is completed half termly on week 5 to monitor progress and identify gaps for re-teaching and interventions.

Parents will be kept up-to-date with their child’s progress and development regularly, including through termly parent’s evening (in-line with the rest of the school in both Reception and Preschool) and the EYFS lead/class teachers/preschool manager will address any learning and development needs in partnership with parents. The school ensures that teachers and practitioners actively engage children, their parents and other adults who have significant interaction with specific children in their assessment processes to provide a well-rounded picture of their development and attainment. The class teacher (EY Lead)/preschool manager will discuss any cause for concern in a child’s progress with the child’s parents, especially where this concern relates to the prime areas of learning. A strategy of support will be agreed upon and consideration will be taken as to whether the child may require a pupil passport to highlight and identify that the child requires additional support.

17 Transition

Transition meetings occur throughout the school year between EYFS, Year 1 and SLT staff, to discuss how effective the transition period was in the previous year and discuss possible changes that may make it more effective in the future. This also provides an opportunity to discuss how well children settle into Year 1 and how to continue to make the transition as seamless as possible.

A significant number of Reception children are based at the on-site preschool. The EYFS teachers work closely with the Preschool Manager to plan effective transitions from preschool to school. The EYFS Lead meets regularly with the Preschool Manager in order to maintain preschool and school links throughout the year.

Greenmount Primary School has children joining from a range of settings. To ensure all children have a seamless transition, teachers visit the children in their settings and/or have conversations with the key person from their preschool. During the summer term, children will participate in transition visits to the Reception classes, visiting the school and meeting the staff. All children and parents are invited to have a one-to-one meeting with a member of the EYFS team to gain a holistic view of each child prior to starting school. The transition period can be extended for individuals as required to ensure a successful start for all pupils.

18 Home Visits

We conduct home visits to introduce pupils to our staff and, in partnership with parents and carers, ensure the best outcome for each individual child.

Staff Responsibilities

- Staff members will attend homes in pairs where possible.
- Staff members will notify their line manager of any home visit that is taking place.
- Any staff member entering a child's home will make a detailed record of what is discussed and will adhere to any and all agreed risk management strategies.
- No visits will be undertaken outside of agreed working arrangements, this includes social visits.
- Any staff member undertaking a home visit will have access to a mobile phone and an emergency contact such as their line manager.
- If a smoke-free environment cannot be provided, a risk assessment must be completed prior to the visit.
- An meeting in school will be offered if a parent prefers to meet on our school site.

Where safeguarding concerns are raised during a home visit, the member of staff is required to report it in line with the schools Child Protection and Safeguarding Policy and procedures.

Parental/carer responsibilities

- If circumstances mean that you will not be available during the agreed time of the visit, please contact the school at least 2 hours before the scheduled visit to avoid unnecessary travel.
- If you are a smoking household please do not smoke for 1 hour prior to or during the scheduled visit.
- If you are unable to provide a non-smoking environment, please let us know at least 24 hours before the visit so an appropriate risk assessment can be completed.
- Please do not drink alcohol on the day of or during visits.
- If a member of staff suspects that you are intoxicated, either by alcohol or drugs, they will be required to report it to a manager.

19 Intimate Care

Prior to starting school, it is expected that parents and carers will support children in growing independence in using the toilet and washing their hands. Staff and parents/carers will work in partnership, and with the support of wider professionals where appropriate, to plan toilet training and or intimate care routines for those children who require further support. Please refer to the 'Intimate Care Policy' for further information.

20 Collective Worship

In EYFS, collective worship may take the form of a short class discussion (often linked to PSHE and RE or key events). In addition, The Reception children join in whole school assemblies when staff consider they would benefit from these experiences. Greenmount Preschool are invited into the school for special celebrations throughout the school year. The schools daily acts of worship are broadly Christian in nature and children are given opportunities to participate in significant celebrations throughout the school year.

21 Monitoring and review

This policy is reviewed **annually** by the governing board and the headteacher.

Any changes made to this policy will be communicated to all relevant stakeholders.

All members of staff directly involved with the EYFS are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.