



# Pre-School Communication Guidance

*(In line with the EYFS Statutory Framework)*



## 1. Our Commitment

At Wool C Pre-School, we believe strong communication between home and setting is essential for children's learning, development, and wellbeing.

In line with the Early Years Foundation Stage (EYFS), we work in partnership with parents and carers and share information regularly to support every child's progress.

## 2. How We Communicate with Parents and Carers

We aim to keep communication open, honest, and respectful at all times (see CLP Code of Conduct).

### Daily Communication

- Friendly, brief handovers at drop-off and collection to include updates about your child's day, including activities and wellbeing.
- Immediate contact if your child becomes unwell or has an accident (*with written records provided, if applicable*).

**Key Person System** – *please see separate document 'Role of the Key Person'*

Each child is assigned a Key Person, as required by the EYFS. Your child's key person will:

- Help your child settle and feel secure by building a positive relationship.
- Monitor their development and learning.
- Be your main point of contact.
- Share progress updates and next steps.

## 3. Sharing Your Child's Progress and Assessment

In line with EYFS requirements, we will:

- Observe and assess your child's learning and development.
- Share progress information with you regularly.
- Provide a written progress check at age two (*where applicable*).
- Offer parent meetings at least twice per year (*more if needed*).
- Share a written summary when your child leaves us.

As per the EYFS Framework 2025, staff should draw on their knowledge of each child and their own expert professional judgement when assessing individual levels of development against the Early Learning Goals (ELGs). This professional judgement alone is sufficient, and recorded, written, or photographic evidence is no longer required for assessment purposes.

This represents a shift from previous guidance, which placed greater emphasis on collecting detailed written observations, photographic evidence, and learning journeys.

The current framework makes it clear that assessment should be based on what practitioners know about the child, not on a folder of evidence.

While Tapestry will still be used occasionally to capture examples of children's learning, the Pre-School will share half-termly holistic updates in a newsletter which will also be available on our website. We value your input and encourage you to share your child's interests, achievements, and experiences at home. This can be done using Tapestry.

#### **4. Communication Methods**

We may communicate through:

- Face-to-face conversations/handovers
- Phone calls
- Email
- Bulletins and Newsletters
- Website
- Noticeboards
- Parent meetings (*as stated above in Section 3 or and any additional pre-arranged meetings at your request*)

Important information about policies, closures, events, and changes will always be shared clearly and in good time via emails sent out through the school office.

#### **5. Safeguarding and Confidentiality**

Your child's safety is our priority. The pre-school follows the Safeguarding and Child Protection Policy – available on the school website.

- All information about children and families is treated as confidential.
- Records are stored securely in line with Data Protection (UK GDPR) requirements.
- Staff will not discuss children with anyone who does not have parental responsibility.
- Safeguarding concerns will be managed in line with our Safeguarding Policy and EYFS requirements.

## **6. Raising Concerns or Complaints**

We encourage parents and carers to speak to us as soon as possible if they have any worries or concerns. Most issues can be resolved quickly through open discussion.

If you have a concern:

- Please speak to your child's Key Person in the first instance.
- If the matter is not resolved, you may speak to the Pre-School Leader.
- If you feel your concern remains unresolved, you are welcome to contact the Headteacher.

A copy of our full Complaints Policy and Procedure is available on the Trust website and can also be provided on request.

## **8. Working with Other Professionals**

To support your child fully, we may (*with your consent*) work with:

- Health Visitors
- Speech and Language Therapists
- SEND specialists
- Local Authority advisors

Information will only be shared where necessary and appropriate.

## **9. Inclusion and Accessibility**

We aim to make communication accessible to all families by:

- Using clear, plain language
- Providing translated information where possible
- Offering additional support and reasonable adjustments if required
- Being mindful of different family circumstances