

Early Years Foundation Stage (EYFS) Policy

All Saints' Catholic Primary School



'Living our Faith, Learning in Love'

'I can do things you cannot, you can do things I cannot; together we can do great things'
Mother Teresa

'Love one another as I have loved you' John 13:34

We Value...

WORKING TOGETHER
KINDNESS
FORGIVENESS
TRYING YOUR BEST ALWAYS!

Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that provides the knowledge and skills needed for good progress through school and life.
- Quality and consistency in teaching and learning so every child makes good progress and no child is left behind.
- A close partnership between staff and parents/carers to support children's learning and development.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice, embracing neurodiversity and trauma-informed approaches.

Legislation and Statutory Guidance

This policy is based on the statutory framework for the Early Years Foundation Stage (EYFS) effective from September 2025 and relevant safeguarding legislation. It reflects the SEND Code of Practice and local safeguarding partnership guidance.

Structure of the EYFS

Beginning their learning journey is a significant milestone in every child's life. Our school provides a calm, nurturing environment where children feel safe, secure and valued. We place strong emphasis on building confidence and independence, ensuring that every child's individual strengths, interests and talents are recognised and developed.

Our Nursery offers both full-time and part-time places. Full-time Early Years education is delivered in Reception and becomes statutory from the term following a child's fifth birthday. Nursery places are available from the term after a child's third birthday.

The Early Years Foundation Stage (EYFS) at our school consists of one Nursery class and one Reception class, delivering provision in line with the statutory EYFS framework. Nursery sessions operate Monday to Friday from 8:45am to 11:45am and 12:15pm to 3:15pm, with a maximum of 26 children per session. The Reception class has a maximum intake of 30 children.

Our curriculum is carefully sequenced and planned to provide a balance of adult-led teaching and high-quality child-initiated learning. Children benefit from rich continuous provision, with opportunities for purposeful free-flow play indoors and outdoors, including regular access to the garden and field. These experiences promote curiosity, resilience and a love of learning.

Adults skilfully support and extend children's development through sustained shared thinking, precise questioning and warm, responsive interactions. Ongoing assessment

informs planning and ensures that teaching meets the needs of all learners, enabling children to make strong progress from their individual starting points.

Planning an effective transition

The following actions allow us to ensure that our children make a strong start to our school:

- Before starting, children and parents are offered a visit during the term before starting (the summer term for children joining in September)
- Staff Visits are made to previous settings (e.g. nurseries/preschools) to obtain key information on each child
- Parents are invited into school to meet the setting practitioners
- School information packs will be distributed to parents at a welcome meeting (held in the summer term). This pack explains school routines and expectations
- For Reception: staggered starts are offered comprising of half days, half days with lunch before starting full days. All of this is done in a very supportive and caring environment at the child's pace
- For Nursery: staggered starts are offered and the practitioners will support parents and children when it is time to say goodbye

Curriculum

We follow the EYFS statutory framework covering seven areas of learning:

- **Prime areas:** Communication and Language, Physical Development, Personal, Social and Emotional Development.
- **Specific areas:** Literacy, Mathematics, Understanding the World, Expressive Arts and Design.

Staff plan activities reflecting individual needs, interests, and developmental stages to provide challenging, enjoyable learning experiences. For children with SEND or additional needs, specialist support is sought in partnership with parents and external agencies.

Teaching approaches balance child-led play and adult-guided activities, with a gradual shift toward more structured learning in Reception to prepare children for Key Stage 1.

Assessment

Ongoing observational assessment informs planning. Parents contribute through verbal updates and Tapestry online learning journals. Within the first six weeks of Reception, the Reception Baseline Assessment (RBA) is administered. At the end of EYFS, the EYFS Profile

is completed, indicating whether children are meeting expected levels or emerging. Moderation is conducted internally and with local schools to ensure consistency. Data is submitted to the local authority.

Working with Parents and Carers

We believe strong home-school partnerships are essential. We provide:

- Half-termly newsletters and weekly Tapestry updates.
- Opportunities for parents to share home learning and experiences.
- Workshops (e.g., phonics), 'Stay and Play' sessions, and open-door policies.
- Regular communication via reading records, texts, school website, Tapestry and Parents' Evenings.
- Weekly challenge activities
- Individual support plans and advice for children needing additional help.
- Staff supports tailored learning and care and liaises with families and specialists as needed.

Inclusion

We promote equality and anti-discriminatory practice, ensuring all children, including those with SEND and EAL, are supported to reach their potential. We recognise and celebrate neurodiversity and use trauma-informed approaches to nurture resilience and well-being. Reasonable steps are taken to support children's home languages alongside English to foster communication development. Early identification of additional needs is prioritised, with timely intervention and partnership with families and external agencies.

Safeguarding and Welfare

Children's safety, health, and well-being are paramount. We:

- Follow all safeguarding procedures in line with local safeguarding partners and statutory guidance.
- Have a designated safeguarding lead with clear responsibilities.
- Promote good health through healthy eating activities, daily physical exercise (including the daily mile), oral health education, and visits from health professionals.
- Maintain rigorous staff recruitment, training and whistleblowing procedures to ensure a safe environment.
- Ensure all staff are trained in safeguarding and understand their responsibilities to report concerns immediately.

Health and Safety

We maintain a safe, welcoming environment indoors and outdoors. Risk assessments

are regularly conducted. Children are supervised at all times, and routines are in place to support their well-being and security.