

Early Years Foundation Stage (EYFS) Policy

“Through the love of God, we protect our school community.
Together we trust, hope, persevere and flourish on life’s great adventure.”

Approved by:	Governing Body	Date: 8th July 2026
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1. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for September 2025

3. Structure of the EYFS

St Paul's has a one form entry Reception class, where nurture and children's interests are at the heart of everything we do. We celebrate our differences and encourage each other to persevere to learn new skills. We are very proud of our setting and strive to provide an exciting, enabling environment to support children in their learning journey. As part of this we offer outdoor learning and free flow provision throughout the day. We prioritise our relationships with parents and offer regular opportunities for parents to come into Reception and see the progress the children have made. Inclusion is extremely important at St Paul's which is why our provision provides the opportunity for all children to access hands-on learning targeted at their developing needs. This allows children of all abilities to access the classroom during free-flow provision to take advantage of the range of practical resources and hands-on activities that are planned and prepared to meet the needs of all learners.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 3 areas, known as the Prime Areas, are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The Prime Areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The Prime Areas are strengthened and applied through 4 Specific Areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

4.1 Planning

Our staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff focus strongly on the Prime Areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. Close links are made with local nurseries in order to plan and prepare for a successful transition to school from nursery.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. At St Paul's we follow the Little Wandle Phonics programme from Reception through school.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities and independent activities directed by adults to help children prepare for a smooth and successful transition to Year 1 where the provision and practice continues from the summer term in EYFS into the autumn term in Year 1 where activities are both practical, hands-on and provision based.

5. Assessment

At St Paul's, ongoing assessment is an integral part of learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning and knowledge of each child's development. Staff also take into account observations shared by parents and/or carers.

Within the first 4 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA) alongside our own internal assessments to gain further knowledge about what children can already do once they start school. This

information helps staff to plan specifically for each child's learning needs in order for them to make the best progress from their starting point possible.

At the **end of the EYFS**, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters [guidance](#)) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

6. Working with parents and carers

We recognise that children learn and develop well when there's a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. Regular parent sessions and parent consultation meetings (October and March) help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

7. Safeguarding and welfare procedures

We recognise that 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. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence.

We make sure that the appropriate statutory staff: child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

For reception classes in maintained schools and academies

- We comply with infant class size legislation and have at least 1 teacher per 30 pupils

We have at least 1 person with a current paediatric first aid (PFA) certificate working in the EYFS classroom, and other PFA trained staff in school available at all times, when children are present, including on outings. PFA certificates are renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too much sugary foods
- The importance of brushing your teeth regularly, at least twice per day

The rest of our safeguarding and welfare procedures are outlined in our school's child protection and safeguarding policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the headteacher every 2 years or sooner as needed.

At every review, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy
Procedure for dealing with concerns and complaints	See complaints policy
Intimate care	See Intimate Care policy