



## Early Years Foundation Stage (EYFS) policy

**Review Date:** March 2026

**Next Review Date:** March 2028

**Statutory policy** - Bi- Annual Review

**Source of policy:** Adapted from The Key

**History:**2023

**Amendments:**

At St Bernadette Catholic Primary school Catholicity permeates all aspects of teaching and learning. Our values and beliefs aim to provide a strong level of coherence and focus which enriches the whole child. High standards are expected and articulated so that they are made explicit to all.

## Rationale

A child's first years in school provide the foundation for lifelong learning. Good learning habits and positive attitudes are fostered from the earliest stage, building on home-life experiences and the work of any pre-school setting.

At St Bernadette Catholic Primary School we believe that we need to work together, alongside the children, their families and a range of other professionals to support the children in their learning. We also recognise that our children will begin school with a wide range of knowledge and experience, and we aim to draw upon and develop these skills throughout school.

We are committed to nourishing each child's self-esteem, self-worth and self-confidence as well as developing children's knowledge and skills. We achieve this through a carefully planned environment, and range of learning opportunities that are both child initiated and adult led. As a team we place high importance on providing the children with a range of real-life, fun and challenging activities to develop their independence, and provide them with a sound knowledge and skills base across the seven areas of learning as outlined in the Early Years Foundation Stage (EYFS)

## 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

## Legislation

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

## Structure of the EYFS

### St Bernadette Primary & Pre-School:

- St Bernadette EYFS comprises of a Pre-school and a single Reception cohort with the exception of (25/26 Bulge year)
- St Bernadette Pre-school offers all children 15 hours per week or 30 hours if the child is eligible for the extra funded hours.
- Additional sessions are subject to availability for those attending 15 hours and will be charged at £15 per 3 hours.
- A breakfast club and extended club are available for Pre-school only to pre book in advance at a cost of £2.50 per session.
- A breakfast club for St Bernadette Primary has 2 sessions available to pre book from 7.45 am -9 am from £3.10 and 2 afterschool club sessions available to pre book from 3.25pm -5pm from £3-6.

## 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

## **Planning**

Our staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 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.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

## **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 to help children prepare for more formal learning, ready for year 1.

## **Assessment**

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. Staff also take into account observations shared by parents and/or carers.

Staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).

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 Early Years Foundation Stage Profile [Handbook](#) in line with the EYFS statutory framework) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

## **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. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

## **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 who care 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:

### **Preschool:**

- For children aged 2, we have at least 1 member of staff for every 5 children.
- Where there is a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification working directly with children, aged 3 and over, we have at least 1 member of staff for every 13 children.
- Where a person with the above qualifications is not working directly with children aged 3 and over, we have at least 1 member of staff for every 8 children

### **Reception:**

- For children in Reception, in line with the Early Years Foundation Stage Statutory Framework, the ratio is 1 qualified teacher to 30 children. Additionally, in line with the Statutory Framework, except for emergencies or illness, only qualified teachers will be included in Reception ratios.
- Where a qualified teacher is not working directly with the children, we have at least 1 member of staff for every 8 children.
  
- We determine all relevant ratio requirements based on the needs of the children within the cohort, including providing additional adults to support the needs of the children, when relevant.
- We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.
  
- We promote good oral health, as well as good health in general.

### **St Bernadette Primary & Pre School:**

- The school follows the requirements within the EYFS nutrition guidance
- Healthy snack & lunch box ideas are shared with all EYFS parents. Fruit, milk and water are provided daily by the school.
- Pre-school is part of the NHS supervised tooth brushing scheme- Big brush club <https://bigbrushclub.co.uk/> Consent is obtained from parents before the child enrolls.

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

## Monitoring arrangements

This policy will be reviewed Bi- Annually

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                                |

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.