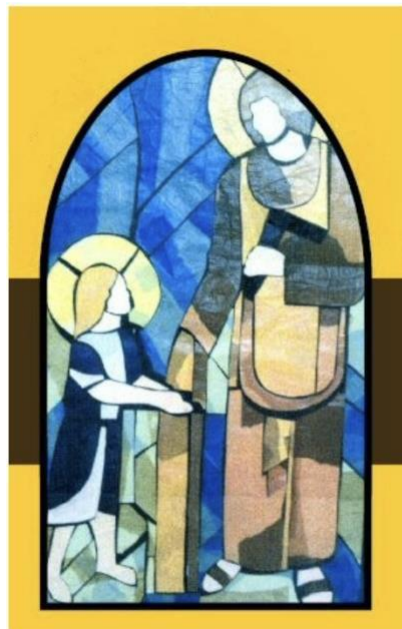


Early Years Foundation Stage (EYFS) policy

St Joseph's Catholic Primary School

We follow in St. Joseph's footsteps, building a community of love, trust, respect and learning.



Reviewed by Amber Smith and Samantha Golding – EYFS teacher and Headteacher

September 2025

Approved by:	Local Governing Body	Date: November 2025
Last reviewed on:	September 2025	
Next review due by:	September 2026	

Contents

1. Aims	2
2. Legislation.....	3
3. Structure of the EYFS	3
4. Curriculum.....	3
5. Assessment.....	5
6. Working with parents.....	5
7. Safeguarding and welfare procedures	6
8. Monitoring arrangements.....	6
Appendix 1. List of statutory policies and procedures for the EYFS.....	7

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

At the foundation of our school is our Catholic mission and values, alongside Jesus' rule: To love one another. Our children come to a school where they feel happy, loved, inspired and safe. At St Joseph's every child grows in faith and their learning choices are nurtured to reflect their love and respect for one another. A deep love of learning is embedded starting in EYFS thus giving hope, aspiration and equipping children with the skills to reach their full potential within our 'Curriculum of Possibilities'.

Our School ethos underpins our daily policies and practice; we aim to develop the whole child academically, spiritually and physically.

- The children of God are part of one sacred family as brothers and sisters. The children at St Joseph's always look out for one another and live out their Christian values in celebrating each other as individuals. St Joseph's school is a family bound together by our sense of belonging.
- We foster a climate of learning and enquiry about, excitement in and engagement with life's big questions in a spirit of freedom.
- We nurture the unique gifts and talents of all children and celebrate the whole child.

2. Legislation

This policy is based on requirements set out in the [Early years foundation stage statutory framework](#) for 2025. This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

Within our EYFS setting/classroom we also provide provision and learning for some of our Year 1 pupils. We name this class: Class 1. These pupils often benefit from the EYFS approach to their development for their Year 1 experience. The Year 1 children in Class 1 follow the Year 1 curriculum and objectives. Being a Year 1 in Class 1 allows a unique opportunity for focused intervention. We keep our class size, lower than the national average. A small class allows us to wholly value the importance of embedding an early love of learning and key skills - particularly in reading.

EYFS pupils attend full-time from the beginning of the year.

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

The teacher plans 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.

The teacher also takes 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.

Our Class 1 curriculum is developed around books. Books are mapped across the year to ensure a rich, broad range of texts are explored.

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 to help children prepare for year 1.

Our team is trained to provide and stimulate a contagious buzz of intellectual curiosity. We nurture the children to know that they can open up a world of possibilities for themselves by simply wanting to have a go. We promote high expectations and never cap learning, meaning we embrace discussing large words, we delve into curiosities. This mind-set and opportunity to 'join in' with objectives above their age-related expectations often raises the outcomes for our EYFS children.

5. Assessment

At St Joseph's Primary School, ongoing assessment is an integral part of the learning and development processes through Juniper's SONAR. 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 using our digital learning platform Seesaw.

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 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

We recognise that children learn and develop well when there is 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. We do this through: two parents' evenings during the academic year, regular communication through our learning app Seesaw and an annual written school report.

The EYFS profile completed at the end of Reception 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 (at St Joseph's this is the Class Teacher) 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.

7. Safeguarding and welfare procedures

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

- The effects of eating too many sweet things
- The importance of brushing your teeth

From September 2025, early years settings must ensure that any meals, snacks and drinks provided to children are healthy, balanced and nutritious in line with the revised EYFS Statutory Framework and associated nutrition guidance. During meal and snack times settings must actively supervise children: a suitably trained member of staff (with a valid paediatric first-aid qualification) must be present and must monitor children eating to reduce the risk of choking, prevent food swapping (especially where allergies or intolerances are known) and ensure children are seated safely in appropriate chairs, in a calm, supportive environment. Before the child begins at the setting, staff must gather up-to-date information about each child's dietary requirements, food preferences, allergies and intolerances, and ensure all relevant staff are aware of this and of any allergy action plans. Together, these requirements reinforce mealtimes not just as a nutritional provision but as a key component of health, care and safeguarding practice within the EYFS setting.

Please see the [Early years foundation stage nutrition guidance](#) for more information.

8. Monitoring arrangements

This policy will be reviewed and approved by the Headteacher annually.

At every review, the policy will be shared with the Local Governing Body.

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 See 'Procedures' tab for parents on the school website
Procedure for responding to illness	See health and safety policy See 'Procedures' tab for parents on the school website
Administering medicines policy	See supporting pupils with medical conditions policy See 'Procedures' tab for parents on the school website
Emergency evacuation procedure	See health and safety policy See 'Procedures' tab for parents on the school website
Procedure for checking the identity of visitors	See child protection and safeguarding policy See 'Procedures' tab for parents on the school website
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy See 'Procedures' tab for parents on the school website
Procedure for dealing with concerns and complaints	See complaints policy See 'Procedures' tab for parents on the school website