



## St Agatha's Catholic Primary School

<b>Policy</b>	<b>Early Years Foundation Stage (EYFS) Policy</b>
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<b>Governor Committee</b>	<b>C&amp;A</b>
<b>Statutory Policy</b>	<b>No</b>

## 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

[Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#)

## 3. Structure of the EYFS

Our EYFS covers both Nursery and Reception classes.

**Nursery:** We offer both 15 hours provision and 30 hours provision.

The nursery hours are 8:45 to 11:45 if you are accessing 15 hours provision.

If your child is staying all day (30 hours provision) the hours are 8.45-2.45pm with the option of making a 'top-up' payment for your child to stay until 3.15pm every day.

If you are not eligible for 30 hours provision but would like your child to attend full time, you have the option to pay for the afternoon session which will run until 3.15pm.

All terms and conditions, along with payment information will be distributed in your welcome pack when you choose to join us.

**Reception classes** run from 8:45 am to 3:15 pm with an hour lunchtime break.

#### **4. Curriculum**

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from 1<sup>st</sup> September 2025.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 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**

Staff plan activities and experiences for children that enable children to develop and learn effectively.

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. Staff will discuss any concerns with the parent/carers regarding additional support for the prime areas of learning.

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

## 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. Children have the opportunity to learn across the curriculum in both the indoor and outdoor environments.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for the transition into year 1.

## 5. Assessment in the EYFS

At St Agatha's School, ongoing assessment is an integral part of the 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.

From September 2025, observation of children's learning will be recorded using the online Tapestry programme, and shared with parents via the app or online portal.

If a child is multilingual or new to English, practitioners explore the child's skill in the home language with parents to establish if there is a cause for concern about language delay.

Staff use Arbor online assessment to track of the pupils in the EYFS, across the prime and core areas of the curriculum.

**Nursery:** Staff use Arbor online assessment to track progress of the pupils in Nursery. A baseline assessment is completed within the first half term for the prime areas of Personal, Social and Emotional Development, Communication and Language, Physical Development. Further assessments of progress across the prime and core areas are recorded at three points in the year (December, March, June).

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

across the prime and core areas are recorded at three points in the year (December, March, June).

At the **end of the EYFS Reception year**, 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

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.

## **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 through the Tapestry learning portal. There are two parent evenings in the Autumn and Spring Terms and a written report at the end of the Summer term. The reception baseline and the EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and ability.

Both the class teacher and the Teaching assistant are responsible for tailoring learning and care to meet the children's need.

Parents are kept up to date with curriculum information through a weekly newsletter which is emailed out. Reception children also have a Microsoft Teams account where regular updates on new topics and vocabulary is posted.

## **7. Safeguarding and welfare procedures**

We are committed to promoting the safety, wellbeing, and protection of all children in our Early Years Foundation Stage (EYFS) settings. We adhere to the statutory requirements of the **Early Years Foundation Stage (EYFS) Statutory Framework** and all relevant safeguarding legislation, in line with the whole school safeguarding and child protection policies. Our priority is to create an environment in which children feel safe, secure, and valued, and where they are protected from harm.

Our safeguarding and welfare procedures and policies are based on:

- The **EYFS Statutory Framework** (Sept 2025)
- **Keeping Children Safe in Education (KCSIE)**
- **Working Together to Safeguard Children**
- The **Children Act 1989 and 2004**
- Local Safeguarding Partnership procedures
- Early years qualification requirements and standards (Jan 2026)
- Early Years Foundation Stage nutrition guidance (May 2025)

As part of our self-care and physical development we promote good oral health and have made links with a local dentist who visits every year to teach us about dental hygiene, tooth brushing and healthy food choices.

## **8. Monitoring arrangements**

This policy will be reviewed and approved by the Early Years Lead every year. At every review, the policy will be shared with the Local Governing Body.



