



EYFS POLICY

September 2026

Policy review date September 2027

Signed by the Chair of Governors

Signed by the Headteacher

Early Years Foundation Stage (EYFS) Policy

Effective 1 September 2026

School: St Anne's Catholic Primary School

Provision: Nursery and Reception

Headteacher: Mrs Rachel Crolla

EYFS Lead: Mrs Sophie Volynchook

Designated Safeguarding Lead: Mrs Trisha Pointon

SENCO: Miss Alicia Johnson

Chair of Governors: Mrs Carmel Foster

Date adopted: September 2026

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Approved by: Governing Body

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1. Catholic Ethos and Mission

At St Anne's Catholic Primary School, our Early Years provision is rooted in the Catholic mission and values of our school. We recognise every child as unique, precious and created in the image and likeness of God.

Our Nursery and Reception classes provide a loving, welcoming, inclusive and nurturing environment in which children are encouraged to grow in confidence, independence, faith, knowledge and understanding.

Through positive relationships, prayer, worship, play, exploration and high-quality teaching, we support children to develop spiritually, morally, socially, emotionally, physically and academically.

We seek to work in genuine partnership with parents and carers, recognising them as the first and most important educators of their children.

Children of all faiths and none are welcomed, respected and included within our school community.

2. Aims

This policy aims to ensure:

- a. 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
- b. Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- c. Close partnership working between practitioners and with parents and/or carers
- d. Every child is included and supported through equality of opportunity and anti-discriminatory practice

3. Legislation

Our Nursery and Reception provision operates in accordance with the **Early Years Foundation Stage statutory framework for group and school-based providers effective from 1 September 2026**.

The Headteacher, EYFS Lead and governing body are responsible for ensuring that the school's Early Years provision meets the learning and development and safeguarding and welfare requirements of the EYFS.

4. Structure of the EYFS

What is the 'Early Years'?

The 'Early Years' refers to children in their first two years at school (Nursery and Reception) for children aged 3 to 5.

Children start their journey in our school nursery the term after they are 3 years old. We allocate up to 3 intakes per year in September, January and April depending on space available after the September intake. Our nursery is a 52-place setting, with morning and afternoon places. We currently offer 30-hour places (dependent on meeting funding criteria) which the school allocates based on capacity and ability to meet this provision and this is reviewed termly with each intake depending on the school's ability to meet demand for these places.

Nursery session timings based on access to 15 hours are one of the sessions below.

AM- 8:45-11:45

PM- 11:45 – 2:45

We also offer paid additional sessions to extend a child's day:

These sessions should be booked in advance of the day so that staffing levels can be planned accordingly.

Wrap around care

11:45 – 2:45 £12 per session

2:45 – 3:15 £3 per session

If a child is eligible for a 30 hour place their day is from 8:45-2:45 and we offer the option of an additional 30 minutes at a cost of £3 per day to stay until 3:15pm.

Reception class follows the timings of the school day:

8:45am – 3:15pm

Reception Class follows the statutory Infant class size of 30 pupils adult ratio.

Aims of St Anne's Early Years Provision:

1. To provide a structured, secure, caring and well – resourced environment, both inside and out which meets all the individual needs of 'young learners'.
2. To enable them to become confident, motivated and happy learners, developing the skills and attitudes necessary for their own successful future learning.
3. To give each child rich opportunities to interact with other children and adults and to establish good relationships.
4. To encourage the development of; self – confidence, self – esteem and a sense of achievement alongside our school SCORE values (Self-esteem, commitment, organisation, resilience and excellence) The needs of our children come first; they require recognition and the satisfaction of feeling accepted and approved of by all adults.
5. To provide opportunities for learning through direct experiences. These will encourage natural curiosity and allow for exploration and discovery.
6. To combine a broad and balanced curriculum, combining child-initiated learning alongside planned for experiences outlined in our Cultural Capital offer for pupils.
7. To provide opportunities to practise and consolidate new ideas and experiences. Children need activities that are challenging and encourage them to think, reason, make choices and solve problems.
8. To provide opportunities for children to revisit, review and apply new knowledge and understanding.
9. To develop self-regulation, perseverance and concentration and to establish patterns of learning for the future.
10. To nurture and foster an awareness of the needs and feelings of others. To develop a sense of responsibility and a caring attitude towards the environment and other living things.
11. To promote equal opportunities for all children irrespective of race, gender, ability or special educational needs.
12. To develop skills and understanding in communication, language and literacy, problem solving,

reasoning and numeracy, creativity, knowledge of the world and to encourage physical, personal, social and emotional attributes.

13. To develop links between home and school in order to work together to promote the child's development.
14. To maintain continuity and progression between the Early Years and school through common policies, practices and attitudes.

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

The areas of learning are further broken down into strands or learning. **Communication and language;** Listening, Attention & Understanding and Speaking. **Physical development;** gross motor skills and fine motor skills

Personal, social and emotional development; Self-Regulation, Managing-self, Building relationships

Literacy: Comprehension, Word Reading and Writing

Mathematics; Number and Numerical patterns

Understanding the world; Past & present, People, Culture & Communities and The Natural World

Expressive Arts & Design; Creating with materials and Being Imaginative and Expressive

Our curriculum also reflects the Catholic character and mission of the school. Religious Education, prayer and opportunities for children's spiritual development are woven appropriately through children's experiences while maintaining full delivery of the statutory EYFS educational programmes.

The Characteristics of Effective Learning

Playing and Exploring	Active Learning	Creating and thinking Critically
Realise that their actions have an effect on the world, so they want to keep repeating them. Reach for and accept objects. Make choices & explore different resources and materials. Plan and think ahead about how they will explore or play with objects. Guide their own thinking and actions by talking to themselves while playing. Make independent choices. Do things independently that have been previously taught. Bring their own fascinations into the setting which helps to develop their learning. Respond to new experiences that you bring to their attention.	Participate in routines. Begin to predict sequences because they know routines. Show goal-directed behaviour. Use a range of strategies to reach a goal they have set themselves. Begin to correct their mistakes themselves. Keep on trying when things are difficult.	Take part in simple, pretend play. Sort materials. Review their progress as they try to achieve a goal. Check how well they are doing. Solve real problems. Use pretend play to think beyond the 'here and now' and to understand another perspective. Know more, so feel confident about coming up with their own ideas. Make more links between ideas. Concentrate on achieving something that's important to them.

Nursery and Reception

We recognise that Nursery and Reception form an important and continuous phase of children's education.

Our curriculum is designed to provide progression from children's starting points in Nursery through Reception and towards the expectations of Year 1.

Practitioners across Nursery and Reception work together to ensure:

- continuity in children's learning;
- appropriate progression;
- effective transition;
- consistent safeguarding and welfare practice;
- early identification of additional needs;
- strong communication with families; and
- appropriate preparation for children's transition into Key Stage 1.

We do not introduce inappropriate formal learning simply to prepare children for Year 1. Children continue to learn through developmentally appropriate teaching, purposeful play, exploration and high-quality adult interaction throughout the EYFS.

5. Teaching and Learning Planning

Planning for EYFS takes into consideration different strands:

- Information from the family
- Cultural capital opportunities identified by the adult.
- Child initiated ideas
- Deliberate and discrete teaching opportunities
- The learning environment
- 'In the moment' planning

Working in partnership with the family is key to building a good relationship to support the continuation of learning. At the beginning of each half term, parents are given the opportunity to provide feedback on their child; current likes and dislikes, what they enjoy playing with at home, key events/achievements outside of school. This information is included in the planning cycle to reflect the children's own interests.

Staff plan activities and experiences for children that enable them to develop and learn effectively. Staff always draw on the experience and interest of the children and use this as a starting point for their learning, observing and working with children to guide and extend their knowledge and link provision to their own personal ideas.

The learning environment is an essential element of our practice, staff use the indoor and outdoor area to their full advantage to lead and guide a child's learning journey alongside indoor opportunities. We believe the outdoor environment should be used to develop gross motor skills alongside a love of nature and the outside world.

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 curriculum. 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 and working closely with the school SENDCO (Special Educational Needs Co-Ordinator).

In planning and guiding children's activities, practitioners reflect on the different ways that children learn linked to the Characteristics of Effective Learning and include these in their practice.

Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of group times, adult-led and child-initiated activities

Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Learning through play:

We see play as the vehicle by which our children gain access to the curriculum.

Play underpins the delivery of quality first teaching and assessment in the EYFS. Children must have opportunities to play indoors and outdoors, follow their fascinations and explore at length.

Through carefully planned and structured play we aim to provide children with learning experience in a way that is fun and exciting. Staff plan and resource the environment and intervene appropriately to support and extend the children's learning and develop their language and communication. In some of these activities, children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. Purposeful focused activities are planned to engage and extend children's learning. These activities could be for a small group, 1 to 1 with specific children or a larger class session.

Through play children can:

- Explore, develop and represent learning experiences which help them make sense of the world;
- Practise and build up ideas, concepts and skills;
- Learn how to control impulses and understand the need for rules;
- Be alone, be alongside others or co-operate as they talk or rehearse feelings and take risks;
- Think creatively and imaginatively;
- Communicate with others as they investigate or solve problems;
- Express fears or re-live anxious experiences in controlled and safe situations.



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Outdoor Environment

Children should be allowed to enjoy themselves when outside, with a focus on gross motor development. They should be given opportunities to use their senses and to access all areas of the EYFS Curriculum. Staff and parents are encouraged to value the benefits of outdoor play as it complements and enhances all aspects of a child's development and learning through its physical, open-ended nature. Outdoor provision should aim to:

- Enjoy outdoor activity during ALL seasons, weather and times throughout the day.
- Experience natural resources.
- Develop the skills of asking and answering questions about outdoor experiences.
- Behave safely outdoors.
- Develop respect for the environment.
- Encourage multi-sensory exploration.

The role of all staff

All staff are responsible for promoting effective and positive relationships for the children in our EYFS. Attachment provides a sense of security so that children can become confidence, independent and capable young learners. The staff encourage positive relationships between children in their groups and within provision time. We develop a key worker system through teaching groups and all adults contribute to the observation, assessment and planning for all children in the EYFS unit.

6. Assessment

Assessment is based primarily on practitioners' knowledge of children gained through observation, interaction, conversation and children's everyday learning.

Assessment should be proportionate and should not create unnecessary paperwork or take adults away from meaningful interactions with children.

Nursery

Children joining Nursery will have their starting points established through discussion with parents and carers, information from previous providers where applicable, and practitioners' observations.

Reception Baseline Assessment

Children entering Reception will complete the statutory **Reception Baseline Assessment (RBA)** within the first six weeks of starting FS2 (Reception), each child will take part in the Reception Baseline Assessment (RBA). The RBA is age-appropriate short assessment of early mathematics and literacy, communication and language. The assessment has two components, each consisting of practical tasks using physical resources.

Practitioners review children's progress and provide parents and/or carers with a summary of the child's development during a parent meeting at the end of their first half term. This discussion



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highlights the areas in which a child is progressing well and the areas in which additional support is needed.

The assessment will be administered in accordance with current statutory guidance.

EYFS Profile

At the end of Reception, practitioners will complete the statutory **EYFS Profile** for each child.

Teachers will assess children's attainment against the Early Learning Goals and indicate whether children are:

- meeting the expected level of development; or
- not yet reaching the expected level.

The EYFS Profile will be shared with parents and carers and transferred to Year 1 in accordance with statutory requirements.

7. Safeguarding

Safeguarding is everyone's responsibility.

Nursery and Reception follow the school's **Safeguarding and Child Protection Policy** and the requirements of the EYFS statutory framework and **Keeping Children Safe in Education 2026**.

All EYFS staff receive appropriate safeguarding training and know:

- the identity and role of the school's Designated Safeguarding Lead and deputies;
- how to recognise signs of abuse, neglect and exploitation;
- how to report concerns;
- how to respond to a disclosure;
- procedures for allegations or concerns involving adults;
- whistleblowing procedures; and
- expectations regarding professional conduct.

Where EYFS requirements are more specific or additional to whole-school safeguarding requirements, these will be incorporated into EYFS procedures.

September 2026 Safeguarding Changes

From 1 September 2026, the school will ensure that its EYFS procedures reflect the revised statutory requirements.

This includes the strengthened requirements relating to:

- allegations of **harm** involving adults;
- criminal record and suitability checks;
- enhanced criminal record checks for volunteers;
- requirements relating to new employees;
- safer sleep;
- screen use;



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- relevant notification requirements; and
- banned dog breeds on premises where registered childcare is provided.

The Headteacher and DSL will ensure that the school's Safeguarding and Child Protection Policy, Low-Level Concerns/Allegations procedures, Safer Recruitment procedures and EYFS procedures are consistent.

Safer Recruitment and Suitability

Recruitment to Nursery and Reception will follow the school's Safer Recruitment Policy, KCSIE and the additional statutory requirements of the EYFS.

The school will ensure that required suitability and criminal record checks are completed.

From September 2026, the school will ensure that the strengthened EYFS requirements relating to enhanced criminal record checks for relevant new employees and volunteers are reflected within recruitment procedures.

The school will maintain the required information within its Single Central Record and associated recruitment records.

All staff have an ongoing responsibility to disclose information that may affect their suitability to work with children.

Staff Qualifications, Ratios and Deployment

The school will meet the statutory EYFS requirements relating to qualifications, ratios and deployment.

The Headteacher and EYFS Lead will ensure that staffing arrangements:

- meet statutory requirements;
- provide appropriate supervision;
- safeguard children;
- meet children's individual needs;
- support high-quality teaching and interaction; and
- allow appropriate response to emergencies.

The school will apply the relevant statutory requirements separately to Nursery and Reception where the framework establishes different requirements for those provisions.

Staff will not be included within ratios unless they meet the applicable qualification requirements.

Paediatric First Aid

The school will meet the EYFS requirements relating to paediatric first aid.

At least one person who holds a current paediatric first-aid certificate meeting the statutory requirements will be available as required within the EYFS provision and on outings.

The school will maintain a record of staff qualifications and expiry dates.

Safer Sleep



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Where children sleep or rest during the Nursery or Reception day, the school will follow the safer-sleep requirements within the EYFS framework effective from September 2026.

Children will be provided with safe and appropriate sleeping or resting arrangements.

Relevant staff will be trained in safer-sleep practice and children who are sleeping will be appropriately supervised.

8. Screen Use

From September 2026, the school will have regard to the Department for Education's guidance on screen use within early years settings.

Within Nursery and Reception, screens will be used selectively and purposefully.

Our approach recognises that young children learn particularly effectively through:

- conversation;
- relationships;
- physical activity;
- outdoor experiences;
- books and stories;
- imaginative play;
- practical exploration;
- creative experiences; and
- direct interaction with adults and other children.

Screen use will not replace these experiences.

For children aged two to five, screen use will be limited, purposeful and supported by an adult where appropriate.

Children will not routinely have access to passive screen entertainment during the school day.

Screens will not normally be used:

- during meals;
- simply to occupy children;
- as a routine behaviour-management strategy;
- as background entertainment; or
- when an appropriate real-world experience would provide greater educational benefit.

Screen-based assistive technology may be used where it supports a child's SEND, communication, accessibility or inclusion.

Any use of internet-enabled devices will comply with the school's Online Safety, Filtering and Monitoring and Acceptable Use arrangements.

9. Online Safety - Mobile Phones, Smart Watches and Personal Devices

Nursery and Reception follow the school's policy concerning mobile phones, cameras, smart watches and other personal electronic devices.



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Staff must not use personal devices to photograph or record children.

Images or recordings required for legitimate educational purposes will only be created using school-approved equipment and systems and in accordance with safeguarding and data-protection requirements.

Visitors, volunteers and parents will be expected to follow the school's requirements concerning personal devices while within the EYFS environment.

10. Food and Mealtime Safety

Nursery and Reception will follow statutory EYFS requirements and school procedures relating to food, allergies and mealtime safety.

Before children attend, relevant information will be obtained concerning:

- allergies;
- intolerances;
- dietary requirements;
- medical conditions; and
- other needs affecting food or drink.

Children will be appropriately supervised while eating by a member of staff who holds a Paediatric First Aid qualification.

Food will be prepared and presented in a way that minimises choking risks.

Staff responsible for children at mealtimes will understand how to recognise and respond to choking and allergic reactions.

11. SEND and Inclusion

Our Catholic ethos calls us to recognise the dignity and individual gifts of every child.

Children with SEND will be identified and supported as early as possible.

The EYFS Lead, class teachers, key persons and school SENCO will work collaboratively with parents and carers and external professionals where appropriate.

Reasonable adjustments will be made to enable children to participate fully in school life and access the EYFS curriculum.

Children will not be disadvantaged because they develop or learn differently from others.

On transition to St Anne's, staff meet with parents/carers at the home visit and/or transition meeting held in school to discuss any key information about their child. We ask families to complete an 'All about me – from bump to now' form to help staff gather as much information as possible about a child's development so far.

If a parent indicates that their child has previously worked with a partner agency, the class teacher will inform the school SENDCO and contact with the partner agency will also be made so that a working relationship in a team around the child approach can begin as soon as the child starts at our school.



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Where a parent or staff member has a concern about a child's development or potential additional need, the class teacher will speak with the SENDCO. The class teacher will also arrange a meeting with parents/carers to discuss the concern and talk about next steps.

St Anne's work closely with partner agencies to support the children in meeting any additional needs they may have. This could include providing verbal or written reports and supporting observations of the child in the school setting. When provided with advice and guidance, staff will carefully plan and carry out intervention activities to support the child's continuing development.

Partner agencies that we work with include, but are not limited to:

The Bridge Centre, TESSA triage service, Speech & Language Therapy, Occupational Therapy, Community Paediatrician, Developmental Paediatricians.

12. Key Person

Children in Nursery will have an identified key person in accordance with the EYFS requirements.

The key person helps children become familiar with the setting, supports their emotional security and develops effective relationships with parents and carers.

In Reception, the class teacher and supporting adults work closely with children and families to provide continuity of care, learning and pastoral support in accordance with the statutory framework.

13. Behaviour, Relationships and Self-Regulation

Our approach to behaviour reflects our Catholic values of dignity, respect, forgiveness, reconciliation and love.

Children are supported to understand their feelings, develop self-regulation, build positive relationships and understand appropriate boundaries.

Adults model calm, respectful and compassionate relationships.

Practices that humiliate, frighten or harm children are prohibited.

We recognise that behaviour can communicate an unmet need and will work with children, families, the SENCO and other professionals where additional support is required.

For further information, please see our whole school behaviour policy.

14. Partnership with Parents and Carers

We recognise parents and carers as children's first educators and seek to establish positive partnerships from the beginning of children's time with us.

We will:

- welcome information about children's interests, development and needs;
- share information about children's progress;
- communicate safeguarding and welfare information appropriately;
- involve families in children's learning;
- provide opportunities for consultation;
- support transitions into Nursery, Reception and Year 1; and



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- respect the diversity of families within our community.

15. Wellbeing and Pastoral Care

As a relationship between school and home develops, we work with our families to establish any further support that school could provide or alternatively signpost a family towards.

Members of our Pastoral Team are introduced to families at our induction meetings and during the first half term, they will make themselves available to parents/family members at either drop off or pick up times so they begin to build positive relationships with our families.

If a member of staff has a pastoral concern, they will follow the graduated response by first speaking with the Pastoral Lead and then work with them to meet with the parent/carer. The information gathered will then allow the Pastoral Lead to advise a parent/carer on next steps. This could involve Pastoral support for the child that could be provided by members of staff in school or it could be signposting to partner agencies.

The partner agencies we work with include, but are not limited to:

St Helens Family Hubs

Health Visitors (for pupils in Nursery)

School Nurse Team (for pupils in Reception upwards)

Barnardos

NSPCC

Early Help

The Sleep Charity

16. Transition

Transitions will be carefully planned to support children's wellbeing and continuity of learning.

This includes transition:

- from home to Nursery;
- from another early years provider;
- from Nursery to Reception;
- into our Reception class from other providers; and
- from Reception into Year 1.

Nursery and Reception staff will work collaboratively to share relevant information while complying with safeguarding and data-protection requirements.

Reception and Year 1 teachers will work together to ensure that transition into Key Stage 1 builds appropriately upon children's EYFS experiences and the information contained within the EYFS Profile.

17. Procedures for Early & Late collection of children

If any children from the department – both Nursery and Reception are required to leave early for a medical appointment or any other reason, that falls outside of the usual dismissal times, parents/carers should give staff prior warning of this where possible. Parents should go to the School Office and a member of the office staff will come and collect your child from the classroom and the children will be dismissed from the school's main entrance after they have been signed out by a parent/carer.



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At dismissal times for Nursery, all children leaving to go home will be dismissed from the green gate at the entrance to the EYFS playground. If parents/carers are later than 5 minutes when collecting their child at dismissal times, these children will then be dismissed from the main school entrance so that the gates can be locked and secured again for safeguarding reasons.

Governance and Monitoring

The **Headteacher** has operational responsibility for ensuring that EYFS requirements are implemented.

The **EYFS Lead** oversees the quality and consistency of curriculum and practice across Nursery and Reception.

The **Designated Safeguarding Lead** oversees safeguarding arrangements in conjunction with the Headteacher.

The **SENCO** oversees the identification and support of children with SEND.

The **Governing Body** provides strategic oversight and assurance that the school fulfils its statutory responsibilities.

Governors will receive appropriate information to enable them to monitor the quality, safeguarding and effectiveness of the EYFS provision.

The following policies are also applicable to the EYFS department and should be referred to as part of our day-to-day operations.

- Safeguarding and Child Protection Policy
- Safer Recruitment Policy
- Staff Code of Conduct
- Allegations/Low-Level Concerns procedures
- Whistleblowing Policy
- Online Safety Policy
- Filtering and Monitoring arrangements
- Mobile Phone and Electronic Devices Policy
- SEND Policy
- Behaviour/Relationships Policy
- Attendance Policy
- First Aid Policy
- Administration of Medicines Policy
- Food and Allergy Policy
- Health and Safety Policy
- Educational Visits Policy
- Data Protection Policy
- Intimate Care Policy
- Equality Policy
- EYFS Safer Sleep Procedure, where applicable
- EYFS Screen Use Procedure

September 2026 Compliance



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Before the revised EYFS framework takes effect, the Headteacher and EYFS Lead will complete a review of the school's Nursery and Reception provision against the September 2026 requirements.

This review will include safeguarding, safer recruitment, staff suitability, qualifications and ratios, safer sleep, screen use, food safety, first aid, premises, policies, staff training and parental information.

Any required changes will be implemented and communicated to staff before **1 September 2026**.

Review

This policy will be reviewed annually, or earlier where there is a change to statutory requirements or guidance.

Approved by the Governing Body: _____

Chair of Governors: _____

Headteacher: _____

Date: _____