



# St Luke's C.E. Primary School

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## EYFS Policy

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**Langport Avenue**

**Longsight**

**Manche**

**ster M12**

**4NG**

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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

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

## 3. Structure of the EYFS

The EYFS consists of a 65 place Nursery and two 30 place Reception classes.

Nursery

Staffing: 1 Teacher, 3-4 Teaching Assistants

The staff to child ratios are 1:13 in line with EYFS statutory requirements.

The Nursery have access to the following areas for learning:

- Nursery classroom
- Outside learning environment
- Story Village – playhouses and imaginative fairy garden

### Reception

Staffing: 2 Teachers, 2 teaching Assistants 1 intervention TA to deliver Wellcomm

The staff: child ratio is 1:15.

This is higher at St Lukes than the statutory requirement as we value the importance of early focused teaching and support for young children.

Reception have access to the following areas for learning:

- Reception classroom
- Outside learning environment
- Story Village – playhouses and imaginative fairy garden
- Reception Library Area

### School day times:

Nursery:

8.50am – 3.15pm - Monday – Thursday

8.50am – 1.30pm – Friday

Reception:

8.40am - 3.30pm – Monday – Thursday

8.40am – 1.30pm - Friday

## 4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from 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

- Listening, Attention and Understanding
- Speaking
- Physical development
  - Gross Motor Skills
  - Fine Motor Skills
- Personal, Social and Emotional Development
  - Self-Regulation
  - Managing Self
  - Building Relationships

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
  - Comprehension
  - Word Reading
  - Writing
- Mathematics
  - Number
  - Numerical Patterns
- Understanding the world
  - Past and Present
  - People, Culture and Communities
  - The Natural World
- Expressive arts and design
  - Creating with Materials
  - Being Imaginative and Expressive

At St Lukes we pride ourselves on providing the highest quality provision for the children in the EYFS. The four principles of the EYFS underpin our practice:

- Learning & Development
- Children are taught through a balance of focused activities and challenging learning opportunities throughout the EYFS areas. Teachers focus on Literacy and Maths skills with

daily taught sessions to provide a firm foundation for the rest of their school life. Teaching and learning methods foster the characteristics of effective early learning through:

- Playing and exploring
  - Active learning
  - Thinking creatively and critically
- Positive Relationships

Children are allocated a key person in the Nursery who will support and help a child settle into school. This can also help children to develop a sense of confidence, independence and resilience. The key person also monitors and keeps track of progress with children providing a link with school and parents.

- Enabling Environments

The learning environment provides stimulating resources and rich learning opportunities inside and outside. Resources are rotated and updated regularly to respond to children's individual needs and interests and are relevant to all children's cultures and communities.

- Unique Child

Staff observe and understand each child's development and learning, assess progress and carefully plan the next steps in a child's learning journey.

## 4.1 Planning

Each term the classes in Nursery and Reception learn about a new topic.

The topics are:

	Nursery	Reception
Half Term 1	Ourselves	Ourselves
Half Term 2	Traditional Tales	Festivals and Celebrations
Half Term 3	Under the Sea	Old and New
Half Term 4	Dinosaurs	Our Planet
Half Term 5	Food and Drink	Growth and Lifecycles
Half Term 6	Animals	Superheroes

Staff hold weekly planning meetings to assess, discuss and plan tasks and focused activities for the children that will provide a rich, diverse, stimulating and challenging curriculum. Children learn best when they are interested in a subject. Skilled teaching staff plan to deliver and facilitate a rich and varied curriculum which covers all areas of learning.

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 in the Nursery 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.

It is also vital that children who need extra challenge have the opportunity to further develop skills and extend their 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

Nursery - Children are taught Literacy, Maths and Phonics in small groups each day. These sessions take place either inside or in the outside learning environment. Teaching and learning will be targeted where needed and staff carefully monitor and assess children throughout the day. As children progress and develop their listening and attention skills, they will be able to access more group teaching sessions. Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-led independent activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interactions.

Independent learning enables children to practice skills they have acquired, develop social skills through interactions with their peers as well as developing self-confidence, resilience and a sense of independence.

As children progress, the balance gradually shifts towards more adult-led activities to help children prepare for Reception.

Reception – Children are taught Literacy and Maths in whole class teacher-led sessions and in small groups. Children are taught phonics in smaller groups which provide more opportunity for children to listen to sounds and concentrate.

Children will also begin more formal PE lessons including dance and gymnastics. children in reception will need to change into a PE kit for these lessons.

Teaching takes place in the outside learning area throughout the year, in all weathers. It is important that children have suitable clothing with them:

- Shoes – Strong shoes with good grip on soles to enable children to climb and run safely.
- Coat – suitable for the weather.
- Hats/ gloves, sunhats and suncream when appropriate.

In the EYFS we do not allow scarves, head dresses or hats with long tassels or ties or jewellery for safety and safeguarding reasons.

## 5. Assessment

At St Lukes, 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 consider observations shared by parents and/or carers.

In Nursery children are assessed within their age-appropriate age band during the first 6 weeks.

Resources and assessment methods from the \*Wellcomm Trust are also used to identify speech and language levels.

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 (attaining GLD -Good Level of Development)
- Working towards 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.

## 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 parents evening and end of year reports. Parents are kept up to date through the use of the Class Dojo App. This enables teachers and parents to communicate and share photos and information. Parents are able to send messages to teachers and access homework and stories for children to watch and listen to. The school web page also provides information for parents on class topics. The Learning Journey file and EYFS profile help 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 in Nursery 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. In Reception, the class teacher is the key person.

### Transition/Admission Arrangements

- On your child's first day in Nursery, parents are able to accompany their child into the EYFS playground garden area. Children are able to play in view of their parents while keeping a distance so they are able to explore the Nursery and begin to develop a sense of independence.
- We operate a phased admission process which allows children to settle into school quickly as their confidence grows. We work in partnership with parents to help children settle into the Nursery.

- Before starting Nursery, children and parents will have the opportunity to meet staff and visit the Nursery and outside area.
- In Reception, children may also need a phased admission process depending on their previous experience of pre-school settings and experiences.
- Children new to school will have the opportunity to visit, meet staff and work together to ensure a smooth transition into school life.
- Children moving up from Reception into Year 1 will also have opportunity to meet their new teachers and spend time visiting their new classroom during the Summer term before they move up in September.

## 7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by adopting a healthy eating policy and talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth
- Children have access to water bottles
- Children are well supervised by staff trained in Pediatric First Aid whilst eating at lunch and snack times. Children must sit whilst eating.

### Outside Learning

- We use the outside area all year round
- Waterproof clothing provided
- See Outside Play Policy

### Personal Care Procedures

Children are expected to be toilet trained by the time they start Nursery. However if they have an accident, staff are available to change children in accordance with our Toileting/Personal care policy

- See EYFS Personal Care Policy
- In line with the EYFS Framework Guidance 2025, we ensure that changing areas are private, to maintain a child dignity and privacy.
- Toilet areas are supervised, children are encouraged to be independent, staff are on hand if help is needed.

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

To access further information on our policies please visit : <https://www.st-lukes.manchester.sch.uk/key-information/policies>

## 8. Monitoring arrangements

This policy will be reviewed and approved by EYFS Phase Leader every year.

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	Safeguarding Policy Personal care policy
Procedure for responding to illness	Attendance Policy
Administering medicines policy	First Aid policy
Emergency evacuation procedure	Fire policy
Procedure for dealing with concerns and complaints	Complaints Policy

To access further information on our policies please visit : <https://www.st-lukes.manchester.sch.uk/key-information/policies>