Early Years Foundation Stage Policy

St Thomas the Martyr CE Primary School

Approved by:	Rachel Ironside	**Date:**	September 2026
Next review due by:	September 2027		

Contents

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

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1. Aims

- Our school is committed to providing a nurturing, inclusive and stimulating environment for children aged 2 – 5. We aim to support cognitive, emotional, social and physical development, ensuring smooth transitions from Nursery to Reception and into Key Stage 1.

2. Legislation

This policy is based on requirements set out in the statutory framework for the Early Years Foundation Stage (EYFS) that applies from September 2025.

3. Structure of the EYFS

We have three year groups within our EYFS. Our two year old and three year old provision offers both 15 and 30 hours provision.

Our Reception class works closely alongside the Nursery class and they share the outdoor provision and some of the indoor provision.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EFYS 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
- 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

We promote the Characteristics of Effective Learning: playing and exploring, active learning and creating and thinking critically.

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners 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, practitioners 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. Practitioners 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.

5. Assessment

At St Thomas the Martyr ongoing assessment is an integral part of the learning and development process. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers. We use seesaw to record our children's observations, we also keep pieces of children's learning and photographs to build up their own learning journey.

When a child is aged between 2 and 3, practitioners 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 (On Track)
- Not yet reaching expected levels (Not on Track)

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then 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 practitioners 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.

Parents are invited into school across the year to attend 'stay and play' sessions, they have an opportunity to look at their child's learning journey and speak to their child's class teacher. Parents are also invited to two parents evenings to discuss their child's progress, one in the Autumn term and one in the Spring term. Parents also receive a written report regarding their child's progress in the Summer term.

7. Safeguarding and welfare procedures

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

- A healthy diet
- The effects of eating too many sweets
- The impact of exercise
- The importance of brushing your teeth.

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

8. Monitoring arrangements

This policy will be reviewed and approved by Rachel Ironside every 12 months.

At every review, the policy will be shared with the governing board.

Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

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