



HOLY SOULS CATHOLIC PRIMARY SCHOOL

# Early Years Foundation Stage (EYFS) Policy

<b>Approved by:</b>	Local GB	<b>Date:</b> September 2025
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<b>Last reviewed on:</b>	October 2025
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<b>Next review due by:</b>	October 2026
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### 1. Introduction

At Holy Souls Catholic Primary School, the Early Years Foundation Stage (EYFS) marks the beginning of each child's unique journey in education. We are dedicated to nurturing the whole child, within a caring and inclusive Catholic community.

Through a rich and engaging curriculum, we encourage our youngest learners to develop independence, build confidence, resilience, think creatively, problem solve, develop ideas and work collaboratively with others. By providing a safe and nurturing learning environment and rich challenging learning experiences, we aim for our children to not only fulfil their potential, but to establish a positive and well-prepared start for the next stage of their learning in Key Stage 1—ready to grow in knowledge, faith, and love.

### 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 at least good progress.
- A close working partnership between staff and parents and/or carers ~ 'Parents as Partners.'
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.

### 3. 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

This document also complies with our funding agreement and articles of association.

## 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
- 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 EYFS Framework also details three characteristics of effective teaching and learning which are considered when planning and guiding the children's learning environment:

- Playing and exploring – children investigate and experience things, and 'have a go.'
- Active learning – children concentrate and keep on trying if they encounter difficulties.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas and develop strategies for doing things.

These characteristics weave through all seven areas of learning and develop as children learn new things, acquire new skills, develop socially and emotionally and become better communicators.

At Holy Souls, our aim is to provide a broad, balanced and differentiated curriculum which addresses the children's social, emotional, physical, intellectual, moral and cultural development within a safe and stimulating learning environment.

### 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.

Planning is a continuous process that is informed by assessment of children's previous learning and responds to the needs of the individual child. Planning involves all of the adults in the setting and is in accordance with the Early Years Foundation Stage Framework.

### 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 are given plenty of opportunity for prolonged periods of uninterrupted periods of play so that they can learn through exploration, discovery, rehearsal and experimentation. Resources are chosen and enhancements planned to encourage children to collaborate, persevere and problem solve whilst at the same time developing their personal and social skills.

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 Holy Souls Catholic Primary 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.

Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment (RBA) alongside our own School Baseline Assessment. This enables Teachers to identify the learning needs of all children across all areas and aids planning.

Termly discussions take place at Pupil Progress meeting with SLT. These discussions monitor and review the effect of actions and support implemented for children with identified concerns.

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 **revised** 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. Parents as Partners

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. We value the involvement of parents with their children's education and recognise the importance of us as a School establishing strong and positive relationships with them. We understand that an effective partnership between school and home will have a valuable impact on children's learning and development.

We promote this partnership by holding Inspire Workshops where parents can carry out activities with their child. We also share EYFS information via our Class Dojo pages, the School website, School weekly newsletters, Curriculum Overviews and specific letters.

Parents and Teachers can contact each other via the 'Class Dojo' Application where parents are asked to join at the start of their child's transition into Holy Souls Catholic Primary. Parents are also encouraged to complete Questionnaires in order to gather their views.

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.

Face to face Parental Consultations take place in the Autumn and Spring Term with a written report sent home in Summer term – with an optional additional parent's meeting.

## 7. Induction and Transition

Before children start our setting, we invite parents and children to an induction meeting where the EYFS Lead and Headteacher have opportunities to meet, ask questions and share information. Parents are given a copy of our 'Starting School' booklet detailing routines, uniform, expectations and what happens on a daily basis at Holy Souls. This meeting also gives parents opportunities to share any worries or concerns they have about their child, their child's previous Nurseries and Medical information. EYFS Lead will contact new Children's Nursery settings and observe children (if needed) at their Nursery setting.

Before children start, we will hold a stay and play session in the child's classroom with their class teacher.

Children will start in September on a staggered transition that will be shared with parents, where they have the opportunity to build confidence within their new setting. All children will be in School by the second week of the school year full time. We will ensure that this is as seamless and effective as possible, ensuring that the best interests of the children are met throughout.

## 7. Safeguarding and welfare procedures

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks.

We promote the good health of the children in our care in numerous ways, including teaching of nutritious food, what to do when children become unwell or have an accident and good oral health, through teaching of limited sugar intake and effective tooth brushing.

At Holy Souls, we recognise that consistent attendance is vital for children's learning and wellbeing. In line with the EYFS statutory framework, our attendance procedures include clear steps for following up on any unexplained or prolonged absences. If a child is absent without prior notification, school staff will make contact with parents or carers using the emergency contact details provided (a minimum of two contacts must be held for each child). If no contact is made and concerns persist, the matter will be escalated in line with our safeguarding procedures.

We recognise the importance of maintaining children's dignity and privacy during intimate care routines, including toileting. All staff follow clear procedures that ensure children are supported in a respectful, sensitive, and age-appropriate manner. While safeguarding remains paramount, we also ensure that children's privacy is protected during these routines—only one child is supported at a time, and staff are discreet while remaining visible and accountable at all times. Intimate care is always carried out by known, appropriately trained staff in line with our safeguarding and hygiene policies.

In line with the updated EYFS statutory framework, we ensure that a member of staff with a valid Paediatric First Aid (PFA) qualification is physically present and facing the children, during all meals and snack times. This is to provide effective supervision and to respond immediately to any incidents, such as choking or allergic reactions. Staff remain vigilant and attentive throughout mealtimes, ensuring children are safe, supported, and encouraged to enjoy healthy eating in a calm, social environment.

## 8. Monitoring arrangements

This policy will be reviewed and approved by the Local Governing Body annually.

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	Adopted Model Safeguarding LA Policy
Procedure for responding to illness	First Aid Policy
Administering medicines policy	See Medical Conditions Policy The Administration of Medicine in School and Setting BCC
Emergency evacuation procedure	See Health and Safety Policy
Procedure for checking the identity of visitors	Adopted Model Safeguarding LA Policy
Procedures for a parent failing to collect a child and for missing children	Adopted Model Safeguarding LA Policy
Procedure for dealing with concerns and complaints	See Complaints Policy