

Holy Family Catholic Primary School



EYFS Policy

This policy was adopted by the Full Governors:	Date: July 2025	Review date: July 2027
By name:	Mr J Wilson	Chair of Governors
	Mrs H Rooney	Head Teacher
Signature on behalf:	Holy Family Catholic Primary School	

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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 2021 statutory framework for the Early Years Foundation Stage (EYFS).

3. Structure of the EYFS

At Holy Family Catholic Primary school and Nursery we have an EYFS Unit comprising of one Nursery class with 26 places and one Reception class with 30 places. Nursery staff are supported and supervised by a Nursery teacher and NVQL3 Teaching Assistant. Reception staff are supported and supervised by a Reception teacher and NVQL2 Teaching Assistant. Additional trained staff also support the EYFS unit throughout the week. Our Nursery class offers 15 or 30 hour funded places. 15 hour places are morning sessions and 30 hours are full time with an additional charge for the lunch hour in the middle of the day.

Nursery Fees (See separate Nursery charging policy for more detail)

Parents are charged for care provided outside of the following provision:

- Universal 15 hours free provision a week for all three to four-year-olds.
- Extended 30 hours free provision a week for eligible three to four-year-olds.
- Extended 30 hours free provision a week for children in foster care.
- The charges are as follows:
 - £ 22 per additional session
 - £ 4.00 for lunch time supervision and £ 1.95 for each lunch provided

All our EYFS children are also able to attend our breakfast and after school club which offers wraparound from 7.30am – 8.30am (- 8.45am for Reception) and from 3.15pm (3.20pm for Reception) – 5.30pm (5.00pm on Fridays).

4. Curriculum

Our EYFS unit follows the curriculum as outlined in the 2021 EYFS statutory framework. We also use the Development Matters non statutory document to help us deliver, manage and assess. The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. 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 through a carefully considered balance of child and adult led activities and a carefully thought out timetable. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff take into account the individual needs, interests, and stage of development of each child in their care and their individual starting points. We will use a variety of important information to plan a challenging, exciting and purposeful learning environment for the children in our care including discussions with parents, previous settings, levels of development, individual starting points. 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. The EYFS unit will work closely with professionals in the school and in the relevant local authorities to support children with additional needs for example the SENCo, Area Senco and local inclusion teams.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. They do this by having professional conversations, carrying out assessment and researching new and exciting activities to incorporate into the learning environment. Through a weekly planning meeting, staff use a team approach to support, plan for and assess the children in their care.

Staff use a variety of sources to plan for learning. They may use a school scheme for example, our phonics scheme Little Wandle or planning from local research hubs for example the Maths Hub planning. Staff are committed to using up to date information and government documents to support how children learn and to provide next steps for the improvement and development of the setting itself.

Staff plan for informal and formal learning through various planning documents for example planning for the continuous provision and children's interests through the CP Plan.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a carefully balanced 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 and will provide appropriate challenge depending on the individual needs of each child in their care. When working with mixed age groups of children, staff carefully consider how to extend children's learning and plan 'in the moment' to consider what individual children need as part of their own learning experiences and journeys.

As children grow older, and as their development allows, the Reception year in particular, gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1. This includes sitting at tables and doing more frequent group work together however, this is still alongside a play based curriculum that allows children to direct their own learning for portions of the day.

5. Assessment

In the EYFS at Holy Family, 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 and inform important next steps. Staff also take into account observations shared by parents and/or carers and information shared in formal and informal conversations with parents for example, transition meetings, home visits and formal parents evenings that happen 3 times a year.

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

Parents will receive a written report at the end of the academic year in Nursery and Reception. In the Nursery report, staff will report on assessment against the Development Matters sections for their age. In the Reception report, staff will report on the EYFS profile for each child.

In the EYFS profile, 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.

Nursery teachers will work together to do a baseline assessment of a child within their first 6 weeks of attending the setting using the Development Matters. Further to this, all children in EYFS are assessed each term using a team approach to these. Staff will use the following to assess children's development:

- Observations of children in the continuous provision (both formal, for example, Tapestry and informal)
- Professional conversations with the EYFS staff team (both formal, for example, in the EYFS team meeting and informal)
- Transition documents from previous settings and parents on entry
- Adult interactions in the continuous provision
- Adult led activities and carpet times
- Activities for specific areas of the curriculum for example, mark making skills, pencil grip, one:one correspondence in maths, progress in phonics
- Formal written recording in books and on whiteboards e.g Big Draw, whiteboard recording in lessons
- Professional conversations with other staff members e.g. SENCo, SLT, Headteacher and Deputy Headteacher
- Conversations with and documents from other professionals e.g. health visitor, SEND support etc.

- Conversations and meetings with parents e.g. parents meeting and SEND Assess, Plan, Do and Review meetings
- Local Authority support e.g. Lead EYFS Team.

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. We quickly establish positive relationships with parents when a child enters our Nursery class by completing a home visit for Nursery pupils. For new Reception children, we have stay and play sessions and pre-school parents meetings to discuss the child and their strengths and needs.

Parents and/or carers are kept up to date with their child's progress and development through use of Tapestry and through 4 meetings a year: one on entry and 3 subsequent parents meetings each term. 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 as well as a written report at the end of each academic year.

Each Nursery child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. In Reception, the key person is the class teacher who is responsible for each child and their progress and learning. 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.

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by supporting children both formally and informally talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

Staff work alongside the safeguarding policy and relevant statutory government documents to provide the utmost care for children. 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 Miss Donohue (EYFS Lead) and Mrs Rooney (Headteacher) every two years. At every review, the policy will be shared with and ratified by the governing board.