



Early Years Foundation Stage (EYFS) Policy Statement

Public Sector Equality Duty

We have carefully considered and analysed the impact of this policy on equality and the possible implications for those with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Ratified by Full Governing Body: 7 September 2026
Due for review: September 2029

Contents

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

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 2025 Statutory Framework for the Early Years Foundation Stage [Early years foundation stage \(EYFS\) statutory framework - GOV.UK](#) (EYFS) ****[UPDATED 2025]****.

3. Structure of the EYFS

St Peter's School is proud of its history and its heart. We are a catholic school in the Diocese of Portsmouth, founded on the life, teaching and example of Jesus and the 350-year tradition of De La Salle education. The school works tirelessly to provide a safe, supportive and spiritual environment, in order that its young people and staff thrive and become the people God wants them to be, where all our brothers and sisters love to learn and learn to love.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the academic year in which a child has their fifth birthday. At St Peter's Primary Phase, this is the Reception year.

The setting follows the EYFS key person approach so that every child's care is tailored to meet their individual needs and to support secure relationships with families. The class teacher takes the role of each child's key person. ****[UPDATED 2025 – EYFS STATUTORY COMPLIANCE]****

4. Curriculum

Our early years setting follows the curriculum as outlined in the 2025 EYFS statutory framework ****[UPDATED 2025]****. The EYFS is statutory and is important in its own right as a basis for developing essential skills such as listening, speaking, persistence and collaboration.

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

At St Peter's, we provide a broad and balanced Early Years curriculum:

- based on firsthand experiences and purposeful interactions that are particular to the needs of our children
- that includes opportunities to learn through play supported by the environment as 'the third teacher' alongside carefully planned adult led activities
- which has regard for the skills and attitudes the Key Stage 1 curriculum will demand

The aims of our curriculum are to:

- create children who know they are loved by God, their teachers and all those around them. They know they are unique and special
- create children who love to learn and want to be at school
- make the child's first experience of school happy, positive and fun
- foster enquiring minds through promoting questioning and interaction
- instill the characteristics of effective learning such as independence, resilience and confidence
- promote emotional well-being
- build positive relationships and work in partnership with families (recognising that parents are their child's first and foremost educator), carers and professionals to support every child to develop and learn

4.1 Planning

We follow the statutory framework and guidance detailed in the EYFS. Using this, alongside our extensive experience, enables us to effectively observe, plan and teach children in early years.

The Development Matters and the Early Learning Goals guide our long- term planning together with short, relevant, topics all linked to a 'Power of Reading' book which excites and engages learners.

Staff consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan challenging and enjoyable experiences that enable children to develop and learn effectively.

Medium term planning identifies the intended learning outcomes. It considers children working at different levels. Alongside this, weekly planning focuses on day-to-day organisation of activities. It considers that children's learning is not necessarily sequential and that time may be needed to consolidate, repeat and extend learning. All planning is evaluated on an on-going basis and adapted in response to the children's needs and interests. Our Reception team engage in in-depth discussions about the learning that has taken place – this enables them to identify new needs and inform future planning.

4.2 Teaching and Learning

Within the EYFS, the development of a holistic learner is recognised, based on the premise that each person finds identity, meaning, and purpose in life through connections to the community, to the natural world, and to humanitarian and catholic values.

Teaching in the EYFS:

Has a carefully planned curriculum which aims for all children to achieve the Early Learning Goals by the end of the EYFS. Teaching is relevant and engaging with clear progression into Year 1 and the National Curriculum.

- Is underpinned by carefully chosen texts which relate to the experiences of our children.
- Involves planning and creating an environment which encourages both adult and child-initiated opportunities and in which children can explore, create, investigate, rehearse, practise, repeat and discover.
- Involves developing Characteristics of Effective Learning.
- Uses a multi-sensory, fun play-based approach.
- Shows awareness of the different ways and rates by which children develop and learn; that there are many factors affecting achievement including ability, emotional state, age and maturity, and how this informs teaching strategies.
- Responds to each child's emerging interests.
- Assumes a high expectation of children's behaviour and attainment.
- Moves learning forward rapidly through careful knowledge of each child.
- Guides development through warm, positive interaction.
- Recognises the importance of emotional well-being.
- Is outside as much as possible ensuring children take ownership of their learning in an environment that engages.

Through a comprehensive induction programme from home or nursery to Reception, we ensure prior learning and development is valued and the transition into school is supported. Our commitment to 'The Power of Reading' encourages cross-curricular links from a key, engaging text and

ensures a seamless transition into Key Stage One. We have thought carefully about building on previous experiences and planning those for the future.

Learning in the EYFS:

In the EYFS children are learning when they:

- collaborate and learn from one another through shared experiences
- are supported to set their own challenges in their physical environment and in their learning
- access resources independently
- use their senses to explore and investigate
- develop persistence and positive attitudes to learning as detailed in the Characteristics of Effective Learning
- are confident to ask questions
- know that their ideas are valued
- are motivated by exciting hooks into their learning
- are motivated by careful and well-timed interaction from adults that helps build high level thinking without blocking learning

4.3 Play in the EYFS

We highly value play and the learning it brings in itself. Anyone who has observed play for any length of time will recognise that, for young children, play is a tool for learning.

Through play, children explore and develop learning experiences which help them make sense of the world. They practise and build ideas, learn how to control themselves and understand the need for rules - thereby developing emotional resilience and self-regulation.

Children have the opportunity to think creatively and problem solve alongside others. They express fears or relive anxious experiences in controlled and safe situations as well as re-enact positive experiences, building self-awareness and self-esteem.

Play is particularly important for the development of speech and language and is valued highly for all children - especially those with English as an Additional Language and those who are receiving Speech and Language support.

Children at St. Peter's will experience extended play each day and will be encouraged to build on previous experiences and draw upon their own ideas and fascinations to ensure high level engagement. Teachers will use their experience to know when to interact in play and when an interaction is actually an interference in a child's learning.

4.4 The Environment and Resources in the EYFS:

A rich and varied 'enabling' environment is actively planned for and continuously developed with varied multi-cultural and inclusive resources to encourage exploratory play-based learning and challenge. The learning environment encompasses both indoor and outdoor provision which are of equal importance. Children are encouraged to experience all areas of the learning environment in all weathers. We encourage children to plan their own selection of activities, balanced with adult initiated activities, aided by clearly labelled and accessible resources that have been chosen with care and consideration for building creative and inquiring minds.

4.5 Inclusion in the EYFS:

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed the Early Learning Goals.

We work closely with the parents and/or carers of our high achieving children to ensure that their individual needs are met and their talents fostered. We ensure that these children are challenged appropriately to reach their full potential.

We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and/or carers and outside agencies. We have a designated Special Educational Needs Co-ordinator in school who supports with any additional needs a child may have in line with the Special Educational Needs Code of Practice (2014).

We aim to meet the needs of all our children by:

- setting realistic and challenging expectations - we aim for all children to achieve the Early Learning Goals by the end of the EYFS
- planning for different learning styles including: children with special educational needs, children who are more able, children with disabilities or medical needs, children from all social and cultural backgrounds as well as children with diverse linguistic backgrounds

- providing a safe and supportive learning environment in which the contributions of all children are valued
- using resources which reflect diversity and are free from discrimination and stereotyping and which all children have equal access to
- monitoring children's progress and providing support where necessary, within the resources available to the school - this may include a phased transition programme dependant on a child's specific needs
- providing specific targets detailed in Individual Education Plans and following external therapy or support programmes of work
- working collaboratively with families or carers, the SENCo and other professionals such as Speech and Language Therapists and Educational Psychologists
- ensuring a balance across classes, within each cohort, of gender, ability, children with additional learning or medical needs and summer born children
- acknowledging the wishes of parents and carers of twins and multiple birth siblings regarding class allocation in the EYFS

4.6 The impact of our curriculum provision ensures that:

- children are happy at school and thrive
- the majority of children in Reception reach the Early Learning Goal by the end of Summer
- children develop the characteristics of effective learning which helps them through the rest of the school
- children develop the ability to manage risks
- children enjoy being independent in managing themselves and their learning
- parents are happy with their child's progress
- parents feel part of the school community
- practice is improved year on year
- everyone is included
- children have high levels of wellbeing and involvement
- children feel cared for, happy and nurtured
- children are ready to transition into Year 1 successfully

5. Assessment

During the children's first half term in Reception classes, each Reception teacher will complete the Reception Baseline Assessment (RBA). They will also make observations on a starting place for each child with regard to the 17 Early Learning Goals in conjunction with the non- statutory Development Matters Guidance. Teachers also consider end of nursery judgements and discussions when making this evaluation. Our RBA is also a time for the teacher to discover the unique personality and interests of each child. These observations are also used to shape future planning.

Every half term, teachers assess whether a child is 'on track' in each area. This enables them to quickly action meaningful support and move each child forward. The Reception teachers work as a team and moderate and plan for small groups of children. All staff are aware of those who need extra support and work towards closing the learning gap.

Formative assessment in the Foundation Stage is continuous and takes the form of observations, examples of child-initiated work and samples of dated work from books and photographs. In accordance with the new Early Years Framework, we ensure that assessment is meaningful and observations of children will only be recorded if needed. It should not take away from time for quality interactions. We use Tapestry as an online profile for each child. Parents are welcome to comment and add to the learning journey of their child as we believe this forms a valuable part of our assessment. Adult initiated tasks are kept in a Learning Journey book and this physical document is passed on to Year One teachers to ensure a smooth transition.

We have parents' meetings in the autumn and spring terms that take place to ensure parents and/or carers are informed of their child's progress and next steps in learning. Each parent is given a 10-minute slot and are always invited to see their class teacher if there are any other concerns. In the Summer term, parents receive an annual report that offers detailed comments on each child's progress in each area of learning and their Characteristics of Effective Learning. It highlights the child's strengths and development needs. It is a celebration of each child's successes and the children are involved in this through talking about the memories of their learning time at St. Peter's Primary Phase.

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 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 and other significant adults

We recognise the importance of working alongside parents and other significant adults during a child's education and that children learn and develop well when there is a strong partnership between staff and parents and/or carers. We do this through:

- holding an informative and thorough Open Evening for prospective parents where a comprehensive tour of the school and where all teaching staff available to answer questions
- inviting all parents to an induction meeting during the term before their child starts school
- giving the children the opportunity to spend time in settling sessions that allow children to get used to the environment and the teachers before starting school
- attending an LEA transition meeting with all nursery and child-minder providers to share key knowledge of each child as an individual
- working with parents of children with an already identified need to aid transition into the school.
- carrying out home visits in the summer term prior to starting that allows both teachers and children to get to know each other in good time and ensure individual needs are met for the start of the school year
- implementing an extremely successful staggered start to Reception in 3 waves, with the summer born children starting first - each child also arrives at school with just 3 other children and their parents on their first day of school so that the joy of the first day can be enjoyed without being too overwhelming
- assigning each child with a key person who helps to ensure that their learning is tailored to meet their needs
- inviting new parents into the classroom in their child's first term to take part in foundation activities
- providing formal meetings for parents during the school year to discuss children's progress
- Our open-door policy welcomes parents to discuss any concerns with the teacher and/or teaching assistants at pick up or drop off
- working to build good relationships with families to promote a regular two-way flow of information
- parents and/or carers are invited to termly parent workshops where feedback is always appreciated
- supporting parents and/or carers to engage with more specialist support, if appropriate

7. Safeguarding and welfare procedures

The safety and welfare of our children is paramount at St Peter's Primary School. We have robust policies and procedures in place to ensure their safety.

In Reception, we provide a safe and secure environment and a curriculum which teaches children how to take risks, follow rules and stay safe. We comply with the welfare requirements set out in the Statutory Framework for Early Years Foundation Stage and understand that we must:

- promote the welfare of all children
- promote good health
- manage behaviour effectively and appropriately
- ensure all adults working with children are suitable to do so
- ensure that the environment is safe and all equipment and furniture is fit for purpose
- ensure all children have a challenging and enjoyable learning experience. Risk assessments are carried out regularly to ensure that the environment, activities and equipment are safe for children. Appropriate steps are taken to minimise hazards and ensure children can explore and learn safely. ****[UPDATED 2025 – EYFS STATUTORY COMPLIANCE]****
- All staff receive regular safeguarding and child protection training in line with statutory guidance. Staff understand their responsibilities to safeguard children and know the procedures for reporting concerns. ****[UPDATED 2025 – EYFS STATUTORY COMPLIANCE]****
- Staffing arrangements meet the requirements of the EYFS Statutory Framework 2025 including appropriate staff to child ratios and qualification requirements. These ratios are maintained at all times to ensure children are adequately supervised and supported. ****[UPDATED 2025 – EYFS STATUTORY COMPLIANCE]****

We promote the good health of the children in our care in numerous ways, including:

- implementing robust allergy management procedures. All allergies and dietary requirements are recorded and shared with relevant staff. Staff are aware of individual allergy care plans and follow procedures to reduce the risk of allergic reactions. ****[UPDATED 2025 – ALLERGY MANAGEMENT]****
- ensuring food preparation and snack routines take account of allergies and intolerances and that children are supervised appropriately during eating. ****[UPDATED 2025 – ALLERGY MANAGEMENT]****
- promoting good oral health through daily routines, discussion and learning opportunities that encourage children to understand the importance of brushing teeth, healthy food choices and regular dental visits. ****[UPDATED 2025 – ORAL HEALTH PROMOTION]****
- supporting national public health guidance on oral health by embedding messages about tooth brushing, reducing sugar intake and maintaining healthy habits. ****[UPDATED 2025 – ORAL HEALTH PROMOTION]****

- promoting healthy eating through the provision of nutritious snacks and learning opportunities that develop children’s understanding of healthy lifestyles in line with Early Years nutrition guidance (May 2025) ****[UPDATED 2025]****
- ensuring food and drink provided in the setting is healthy, balanced and appropriate for young children, taking account of allergies, cultural requirements and medical needs ****[UPDATED 2025]****
- following the Safer Eating guidance to reduce choking risks. Staff supervise children closely while eating, ensure children sit while eating and that food is prepared in an age-appropriate way ****[UPDATED 2025]****
- ensuring staff are aware of safer eating procedures including identifying high-risk foods and responding appropriately in the event of choking ****[UPDATED 2025]****
- providing regular access to fresh drinking water throughout the day ****[UPDATED 2025]****
- our curriculum themes
- the provision of nutritious snacks in line with Early Years nutrition guidance (May 2025) ****[UPDATED 2025]****
- access to water throughout the day
- allocating significant time for physical development
- following set procedures when children become ill or have an accident.
- In line with EYFS welfare requirements, at least one person who holds a full and valid Paediatric First Aid (PFA) certificate is on the premises and available at all times when children are present, including on outings. Paediatric First Aid certificates are renewed every three years to ensure staff knowledge and skills remain current. ****[UPDATED 2025]****

Staff and visitors are prohibited from using their mobile phones in our classrooms, only the class iPads are used to photograph children (for Tapestry observations and assessment purposes) and children must be appropriately dressed in photographs.

St Peter’s school has robust systems in place to ensure that all practitioners who have regular contact with children are suitable for their role.

The Child Protection and Safeguarding Policy is in place to ensure the safety of all stakeholders at St Peter’s school. Supporting this policy is a dedicated safeguarding team which includes three Designated Safeguarding Leads. Staff have access to the ‘My Concern’ safeguarding system to log any concerns regarding any aspects of safeguarding and behaviour. All staff are vigilant in reporting concerns.

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

8. Monitoring arrangements

This policy will be reviewed and approved by insert name and role every 3 years. 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	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