



# EYFS POLICY

September 2025


Policy review date: September 2026

Signed by the Chair of Governors \_\_\_\_\_

Signed by the Headteacher \_\_\_\_\_

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*"THE EARLY YEARS ARE THEREFORE NOT SIMPLY JUST ABOUT HOW WE RAISE OUR CHILDREN. THEY ARE IN FACT ABOUT HOW WE RAISE THE NEXT GENERATION OF ADULTS. THEY ARE ABOUT THE SOCIETY WE WILL BECOME."*

*HRH CATHERINE, THE DUCHESS OF CAMBRIDGE  
JUNE 2021*

## 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
- Close partnership working between practitioners and with 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 Early Years Foundation Stage Statutory Framework](#).

## 3. Structure of the EYFS

What is the 'Early Years'?

The 'Early Years' refers to children in their first two years at school (Nursery and Reception) for children aged 3 to 5.

Children start their journey in our school nursery the term after they are 3 years old. We allocate up to 3 intakes per year in September, January and April depending on space available after the September intake. Our nursery is a 52-place setting, with morning and afternoon places. We currently offer 30-hour places (dependent on meeting funding criteria) which the school allocates based on capacity and ability to meet this provision and this is reviewed termly with each intake depending on the school's ability to meet demand for these places.

Nursery session timings based on access to 15 hours are one of the sessions below.

AM- 8:45-11:45

PM- 11:45 - 2:45

We also offer paid additional sessions to extend a child's day:

These sessions should be booked in advance of the day so that staffing levels can be planned accordingly.

Wrap around care

11:45 - 2:45 £12 per session

2:45 - 3:15 £3 per session

If a child is eligible for a 30 hour place their day is from 8:45-2:45 and we offer the option of an additional 30 minutes at a cost of £3 per day to stay until 3:15pm.

Reception class follows the timings of the school day:

8:45am - 3:15pm

Reception Class follows the statutory Infant class size of 30 pupils adult ratio.

## *St. Anne's Statement of Curriculum Intent*



***At St. Anne's we want our children to enjoy and remember primary school.  
With our children at the heart of all that we do, we intend that our curriculum will...***

Offer equal opportunities to all and inspire, to raise children's life aspirations establishing firm foundations upon which they can build.

Aim to provide a wide variety of rich opportunities and experiences, both in and out of school, where children recognise and use their own gifts and talents and are encouraged to become valued members of their local and wider community.

Set high expectations enabling our children to recognise and achieve both personal and academic success. Empower the whole school community to thrive, with a positive growth mind set to independent learning; being mindful of everyone's wellbeing and working together.

Be enjoyable, engaging, responsive and nurturing, always supporting our children, at the right time and in the right way.

Enable our children, through staff who are themselves, skilled, lifelong learners and who assist in creating a sense of awe and wonder.

At St. Anne's our Mission Statement and SCORE Values underpin our ambitions for learners to be prepared, at every stage of their journey, in readiness for life.

### Aims of St Anne's Early Years Provision:

1. To provide a structured, secure, caring and well - resourced environment, both inside and out which meets all the individual needs of 'young learners'.
2. To enable them to become confident, motivated and happy learners, developing the skills and attitudes necessary for their own successful future learning.
3. To give each child rich opportunities to interact with other children and adults and to establish good relationships.
4. To encourage the development of; self - confidence, self - esteem and a sense of achievement alongside our school SCORE values (Self-esteem, commitment, organisation, resilience and excellence) The needs of our children come first; they require recognition and the satisfaction of feeling accepted and approved of by all adults.
5. To provide opportunities for learning through direct experiences. These will encourage natural curiosity and allow for exploration and discovery.
6. To combine a broad and balanced curriculum, combining child-initiated learning alongside planned for experiences outlined in our Cultural Capital offer for pupils.
7. To provide opportunities to practise and consolidate new ideas and experiences. Children need activities that are challenging and encourage them to think, reason, make choices and solve problems.
8. To provide opportunities for children to revisit, review and apply new knowledge and understanding.
9. To develop self-regulation, perseverance and concentration and to establish patterns of learning for the future.
10. To nurture and foster an awareness of the needs and feelings of others. To develop a sense of responsibility and a caring attitude towards the environment and other living things.
11. To promote equal opportunities for all children irrespective of race, gender, ability or special educational needs.
12. To develop skills and understanding in communication, language and literacy, problem solving, reasoning and numeracy, creativity, knowledge of the world and to encourage physical, personal, social and emotional attributes.
13. To develop links between home and school in order to work together to promote the child's development.
14. To maintain continuity and progression between the Early Years and school through common policies, practices and attitudes.

Our early years setting follows the curriculum as outlined in the 2025 statutory framework of the EYFS.

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 areas of learning are further broken down into strands or learning.

**Communication and language;** Listening, Attention & Understanding and Speaking.

**Physical development;** gross motor skills and fine motor skills

**Personal, social and emotional development;** Self-Regulation, Managing-self, Building relationships

**Literacy:** Comprehension, Word Reading and Writing

**Mathematics;** Number and Numerical patterns

**Understanding the world;** Past & present, People, Culture & Communities and The Natural World

**Expressive Arts & Design;** Creating with materials and Being Imaginative and Expressive

## The Characteristics of Effective Learning

| Playing and Exploring   | Active Learning   | Creating and thinking Critically  |
|---|---|---|
| <p>Realise that their actions have an effect on the world, so they want to keep repeating them.</p> <p>Reach for and accept objects. Make choices &amp; explore different resources and materials.</p> <p>Plan and think ahead about how they will explore or play with objects.</p> <p>Guide their own thinking and actions by talking to themselves while playing.</p> <p>Make independent choices.</p> <p>Do things independently that have been previously taught.</p> <p>Bring their own fascinations into the setting which helps to develop their learning.</p> <p>Respond to new experiences that you bring to their attention.</p> | <p>Participate in routines.</p> <p>Begin to predict sequences because they know routines.</p> <p>Show goal-directed behaviour.</p> <p>Use a range of strategies to reach a goal they have set themselves.</p> <p>Begin to correct their mistakes themselves.</p> <p>Keep on trying when things are difficult.</p> | <p>Take part in simple, pretend play.</p> <p>Sort materials.</p> <p>Review their progress as they try to achieve a goal. Check how well they are doing.</p> <p>Solve real problems.</p> <p>Use pretend play to think beyond the 'here and now' and to understand another perspective.</p> <p>Know more, so feel confident about coming up with their own ideas.</p> <p>Make more links between ideas.</p> <p>Concentrate on achieving something that's important to them.</p> |



## 4.1 Planning

Planning for EYFS takes into consideration different strands:

- Information from the family
- Cultural capital opportunities identified by the adult.
- Child initiated ideas
- Deliberate and discrete teaching opportunities
- The learning environment
- 'In the moment' planning

Working in partnership with the family is key to building a good relationship to support the continuation of learning. At the beginning of each half term, parents are given the opportunity to provide feedback on their child; current likes and dislikes, what they enjoy playing with at home, key events/achievements outside of school. This information is included in the planning cycle to reflect the children's own interests.

Staff plan activities and experiences for children that enable them to develop and learn effectively. Staff always draw on the experience and interest of the children and use this as a starting point for their learning, observing and working with children to guide and extend their knowledge and link provision to their own personal ideas.

The learning environment is an essential element of our practice, staff use the indoor and outdoor area to their full advantage to lead and guide a child's learning journey alongside indoor opportunities. We believe the outdoor environment should be used to develop gross motor skills alongside a love of nature and the outside world.

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 curriculum. 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 and working closely with the school SENDCO (Special Educational Needs Co-Ordinator).

In planning and guiding children's activities, practitioners reflect on the different ways that children learn linked to the Characteristics of Effective Learning and include these in their practice.

## Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of group times, adult-led and child-initiated activities.

Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

### Learning through play:

We see play as the vehicle by which our children gain access to the curriculum.

Play underpins the delivery of quality first teaching and assessment in the EYFS. Children must have opportunities to play indoors and outdoors, follow their fascinations and explore at length.

Through carefully planned and structured play we aim to provide children with learning experience in a way that is fun and exciting. Staff plan and resource the environment and intervene appropriately to support and extend the children's learning and develop their language and communication. In some of these activities, children decide how they will use the activity and, in others, an adult takes the lead in helping the children to take part in the activity. Purposeful focused activities are planned to engage and extend children's learning. These activities could be for a small group, 1 to 1 with specific children or a larger class session.

Through play children can:

- Explore, develop and represent learning experiences which help them make sense of the world;
- Practise and build up ideas, concepts and skills;
- Learn how to control impulses and understand the need for rules;
- Be alone, be alongside others or co-operate as they talk or rehearse feelings and take risks;
- Think creatively and imaginatively;
- Communicate with others as they investigate or solve problems;
- Express fears or re-live anxious experiences in controlled and safe situations.

## Outdoor Environment

Children should be allowed to enjoy themselves when outside, with a focus on gross motor development. They should be given opportunities to use their senses and to access all areas of the EYFS Curriculum. Staff and parents are encouraged to value the benefits of outdoor play as it complements and enhances all aspects of a child's development and learning through its physical, open-ended nature. Outdoor provision should aim to:

- Enjoy outdoor activity during ALL seasons, weather and times throughout the day.
- Experience natural resources.
- Develop the skills of asking and answering questions about outdoor experiences.
- Behave safely outdoors.
- Develop respect for the environment.
- Encourage multi-sensory exploration.

## The role of all staff

All staff are responsible for promoting effective and positive relationships for the children in our EYFS. Attachment provides a sense of security so that children can become confident, independent and capable young learners. The staff encourage positive relationships between children in their groups and within provision time. We develop a key worker system through teaching groups and all adults contribute to the observation, assessment and planning for all children in the EYFS unit.

## 5. Assessment

At St Anne's, 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. Practitioners also take into account observations shared by parents and/or carers.

When a child starts their journey with us in EYFS, parents and teachers work together to ensure an effective home/previous setting - to school transition. This is achieved through home visits, visits to other settings, visits to school class and careful consideration of where each child is up to on their personal journey at that point of joining our school. Once in school, staff observe children's play and learning, through high quality interactions and engagement and record their judgements as their starting point. This is recorded as a baseline assessment. For those children moving from FS1 to 2, their baseline assessment is reviewed as they enter FS2.

Within the first six weeks of starting FS2 (Reception), each child will take part in the Reception Baseline Assessment (RBA). The RBA is age-appropriate short assessment of early mathematics and literacy, communication and language. The assessment has two components, each consisting of practical tasks using physical resources.

Practitioners review children's progress and provide parents and/or carers with a summary of the child's development during a parent meeting at the end of their first half term. This discussion highlights the areas in which a child is progressing well and the areas in which additional support is needed.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the early learning goals, indicating whether they are:

- Meeting expected levels of development or,
- Not yet reaching expected levels ('emerging')

Evidence collated during a child's time in school is used to make decisions relating to their progress. These decisions are moderated on a termly basis to ensure all staff agree and judgements are accurate.

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.

## 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 initial baseline assessment 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 involved in teaching groups throughout their time in EYFS, each adult helps to ensure each child's learning and care is tailored to meet their needs.

All staff support parents and/or carers in guiding their child's development at home. The staff also helps families to engage with more specialist support, if appropriate.

## 7. SEND in the EYFS

On transition to St Anne's, staff meet with parents/carers at the home visit and/or transition meeting held in school to discuss any key information about their child. We ask families to complete an 'All about me - from bump to now' form to help staff gather as much information as possible about a child's development so far.

If a parent indicates that their child has previously worked with a partner agency, the class teacher will inform the school SENDCO and contact with the partner agency will also be made so that a working relationship in a team around the child approach can begin as soon as the child starts at our school.

Where a parent or staff member has a concern about a child's development or potential additional need, the class teacher will speak with the SENDCO. The class teacher will also arrange a meeting with parents/carers to discuss the concern and talk about next steps.

St Anne's work closely with partner agencies to support the children in meeting any additional needs they may have. This could include providing verbal or written reports and supporting observations of the child in the school setting. When provided with advice and guidance, staff will carefully plan and carry out intervention activities to support the child's continuing development.

Partner agencies that we work with include, but are not limited to:

The Bridge Centre, TESSA triage service, Speech & Language Therapy, Occupational Therapy, Community Paediatrician, Developmental Paediatricians.

## 8. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our [Safeguarding and Child Protection Policy](#).

## **9. Wellbeing and Pastoral Care**

As a relationship between school and home develops, we work with our families to establish any further support that school could provide or alternatively signpost a family towards.

Members of our Pastoral Team are introduced to families at our induction meetings and during the first half term, they will make themselves available to parents/family members at either drop off or pick up times so they begin to build positive relationships with our families.

If a member of staff has a pastoral concern, they will follow the graduated response by first speaking with the Pastoral Lead and then work with them to meet with the parent/carer. The information gathered will then allow the Pastoral Lead to advise a parent/carer on next steps. This could involve Pastoral support for the child that could be provided by members of staff in school or it could be signposting to partner agencies.

The partner agencies we work with include, but are not limited to:

St Helens Family Hubs

Health Visitors (for pupils in Nursery)

School Nurse Team (for pupils in Reception upwards)

Barnardos

NSPCC

Early Help

The Sleep Charity

## **10. Procedures for Early and Late Collection of Children**

If any children from the department – both Nursery and Reception are required to leave early for a medical appointment or any other reason, that falls outside of the usual dismissal times, parents/carers should give staff prior warning of this where possible. Parents should go to the School Office and a member of the office staff will come and collect your child from the classroom and the children will be dismissed from the school's main entrance after they have been signed out by a parent/carer.

At dismissal times for Nursery, all children leaving to go home will be dismissed from the green gate at the entrance to the EYFS playground. If parents/carers are later than 5 minutes when collecting their child at dismissal times, these children will then be dismissed from the main school entrance so that the gates can be locked and secured again for safeguarding reasons.

## **11. Monitoring arrangements**

This policy will be reviewed and approved by the Headteacher and Governing Body every 12 months.

## Early Years Policy

### 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 <a href="#">Safeguarding and Child Protection Policy</a>  |
| Procedure for responding to illness   | See Health and Safety Policy  |
| Administering medicines policy  | See <a href="#">Supporting Pupils with Medical Conditions policy</a>  |
| Emergency evacuation procedure  | See Health and Safety policy  |
| Procedure for checking the identity of visitors                             | See School Visitors Policy and Procedures.  |
| Procedures for a parent failing to collect a child and for missing children | See <a href="#">Late Child Collection Policy</a> and <a href="#">Safeguarding and Child Protection Policy</a> |
| Procedure for dealing with concerns and complaints                          | See Complaints Policy   |
| Procedures for SEND children  | See <a href="#">SEND Policy</a> and <a href="#">Local Offer</a>   |
|   |   |