



St Mary's C of E (VA) Primary School

Working together
in an inclusive Christian environment
to allow every pupil to shine brighter and brighter.

St Mary's is an inclusive school where we believe that all people are of equal value, irrespective of their ethnicity, culture, religion, gender, ability or sexual identity. We recognise and respect differences.

EYFS

This policy is GDPR compliant.

Date of issue: September 2025

Last reviewed/adopted: February 2026 (FGB)

Next review date: Spring 2028

Signed: _____

Date: _____

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
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity

Legislation

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

Structure of the EYFS

St Mary's EYFS comprises a 26 place Nursery class and 30 place Reception class. The nursery is open from 8.40-11.45am daily and 15 hours are offered to Nursery children. The nursery class is run by a qualified teacher and a Level 3 Early Years Practitioner. A privately run pre-school offers a lunch and afternoon session, in the same setting, for those children that are eligible for 30 hours or who wish to pay for additional sessions. St Mary's Nursery works closely with the pre-school to ensure a seamless hand over as children transition between settings.

Reception class is run by a qualified teacher and teaching assistant from 8.40-3.20pm.

Nursery and reception classes share the outdoor learning space in the morning. The reception class and St. Mary's privately run pre-school share the outdoor space in the afternoon.

Curriculum

Our early years setting follows the curriculum as outlined in the 2025 Early Years Framework.

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

Planning

St Mary's EYFS staff have considered the skills that young children need to develop across all areas of the Early Years Framework and have created a skills progression map for children aged 3-5 years. The staff have also planned how these skills will be developed through classroom activities and learning opportunities. Each year the EYFS staff agree priorities areas for development for the cohort based on assessments, school context and school priorities. The skills progression map and EYFS priorities are the basis for how we plan activities and experiences, which enable our children to develop and learn effectively. All 7 areas of learning and development are planned for within our setting. Staff working with the youngest children are expected to focus strongly on the 3 prime areas. Staff working in Reception will begin to work on specific areas of learning through schemes of work or specific learning programmes which align with individual subject policies.

Staff 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, staff reflect on the different ways that children learn and include these in their practice.

Curriculum leaflets outlining learning expectations and opportunities are shared with parents each half term to ensure that parents have the opportunity to be involved in learning and to understand how to support their children.

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.

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 experiences in year 1 and beyond.

Teaching and learning is a collaborative process between parents and school. . Teachable moments and next steps are provided through Tapestry (Online Learning Journal) so that parents can support their children on their learning journey. Equally, parents share learning and memorable moments with staff so that we have a holistic view of their child's learning. Tapestry is also used to share Early Years learning with subject coordinators within the school so that leaders understand how subject specific learning takes place in our Early Years.

Assessment

At St Mary'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. Staff also take into account observations shared by parents and/or carers. Formative assessment takes place throughout the learning journey, and at specific points summative assessment takes place and is discussed with senior leaders at termly pupil progress meetings. Parents have the opportunity to discuss their child's progress every term and to hear from the class teacher.

In line with Government expectations, other assessment will take place:

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

At the **end of the Early Years Foundation Stage**, 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 at the end of the school year.

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.

Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. Regular opportunities are provided for parents to become involved in school activities and find out about how their children are learning through information evenings, classroom visits and volunteering.

Parents and/or carers are kept up to date with their child's progress and development through Tapestry. The observations provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. Teachers support parents and/or carers in guiding their child's development at home. They also help families to engage with more specialist support, if appropriate, in conjunction with the school's SENCo.

Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, by providing a healthy snack each day. During the day, we promote drinking of water or milk and healthy eating. EYFS take part in health initiatives organised at St Mary's such as Feeling Good Week, Healthy Living Week, and school sports day.

Self-Care

There are separate toilets for the children in the nursery and reception which are accessible from the classroom. For those children that are toilet training, there is also an intimate care policy which outlines procedures for cleaning and changing children. Children's privacy is considered and balanced with safeguarding and support needs when changing nappies and toileting.

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

Safer Eating

All children are supervised during mealtimes and snack time and there will be at least one member of staff in the room with a valid paediatric first aid certificate. Children will be within sight and hearing of a member of staff whilst eating so they can be sure children are eating in a way that will reduce the likelihood of choking and to prevent food sharing in case of unexpected allergic reactions.

Monitoring arrangements

This policy will be reviewed by the EYFS team and approved by Lauren Bishop, EYFS Lead, every year.

When significant changes are made and/or at the specified review date (whichever comes first), 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
Procedures and consent for intimate care	See Intimate Care Policy
Procedures for attendance	See attendance policy
Procedure for dealing with concerns and complaints	See complaints policy