



Little Way Catholic  
Educational Trust

# Early Years Foundation Stage (EYFS) Policy

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## 1. Aims and Objectives

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the full 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
- That practitioners have the flexibility within the EYFS setting to be able to provide for the needs of the cohort so that any gaps that children enter school with can be diminished and prevented from opening. Furthermore so that foundations can be laid for the National Curriculum and the learning skills required to access that curriculum and transition from EYFS.

The Little Way Catholic Education Trust Mission

From the day that children join our Trust, they are part of a family based on the love of God and for each other. We are inclusive and recognise that everyone has their own unique God-given talents. We endeavour to inspire a sense of curiosity in our children to develop their enthusiasm through learning, recognising that the skills and knowledge they learn through the EYFS curriculum can be used to have a positive impact on God's world around them.

## 2. Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2023 and is supported by non-statutory guidance Development Matters This document also complies with our funding agreement and articles of association.

## 3. Structure of the EYFS

Each of our Trust schools have EYFS as their first phase of learning. Each setting is linked to the school's normal hours and the children in that phase are very much members of the wider school community. Education in this setting is free at all of our Trust schools.

## 4. Curriculum

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

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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

Our staff plan activities and experiences for children that enable them to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas as we know that these are fundamental foundations for the rest of their future learning.

We ensure that the characteristics of effective teaching and learning underpin all areas of learning and support children to be effective and motivated learners. The characteristics of effective learning are:

Playing and exploring – engagement

- investigate by finding out and exploring
- experience things through playing with what they know and enjoy and exploring new toys and activities
- are willing to 'have a go' and build up their confidence to try new things

Active learning – motivation

- are involved and concentrate
- keep on trying if they encounter difficulties
- enjoy achievements and develop a sense of pride

Creating and thinking critically - thinking

- have and develop their own ideas by using and developing their imagination
- make links between ideas
- develop strategies for doing things

All children and their families are valued. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities.

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 in their setting. 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. School-specific vehicles and their connection to the learning cycle is expanded further in each school's Teaching and Learning Policy.

## 4.2 Teaching

Each Trust EYFS classroom is organised to allow children to explore and learn securely and safely. We aim to create attractive and stimulating learning environments where children feel confident, secure and challenged. The children have daily access to indoor and outdoor learning environments. 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. This ensures the delivery of a holistic, child-centred curriculum that is designed to give all children knowledge, self-belief and build cultural capital and is delivered using varied, challenging and enjoyable experiences.

All staff are trained in high quality interactions and these are used throughout continuous provision to help children develop their communication and language, self-regulation and incite a curiosity for learning.

## 5. Assessment

At all LWCET schools, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils daily in a range of different learning contexts, including both adult focused activities and child initiated play, to identify their level of achievement, interests and learning styles. These observations are used to shape future planning for both the child and the wider setting. Staff also welcome observations shared by parents and/or carers who are the child's primary educators.

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

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 and Trust schools, to ensure

consistent assessment judgements. EYFS profile data is submitted to the local authority upon request.

Assessments consider contributions from a range of perspectives to ensure that any child with potential additional educational needs is identified at the earliest possible opportunity. Early identification of additional needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents/carers at an early stage and the school's SENDCo is called upon for further information and advice. Appropriate steps are taken in accordance with the Trust's SEND policy where additional support is required.

## 6. Working with parents and carers

We value the role of parents/carers as children's primary educators and endeavour to build strong and positive partnerships with them to promote and strengthen each child's experiences, learning and development at home and at school. We do this in a number of ways, including:

- talking to parents/carers about their child before their child starts in our school;
- giving the children the opportunity to spend time with their teacher before starting school during their allocated transition sessions;
- conducting home visits so that more can be learned about their child in a familiar environment prior to starting school
- supporting the children through the transition from pre-school to Reception with the children attending part time for a small amount of time at the start of their formal schooling. This is also to support staff and parents/carers in getting to know each other as well as the children;
- encouraging parents/carers to talk to the child's teacher if there are any concerns. There is a formal meeting for parents/carers twice a year at which the teacher and the parent/carer discuss the child's progress;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents/carers so that children understand the important links between home and school and so that they link their parents to their learning journey eg. stay and play sessions, story time, invitations to events.

We recognise that children learn and develop well when there's a strong partnership between staff and parents and/or carers, parish and the wider community.

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 as well as their next steps in their learning journey.

Each child is assigned a key person and in Reception that is their Class Teacher, who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development away from the classroom.

## 7. Safeguarding and welfare procedures

We recognise that children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children are able to enjoy learning and grow in confidence. We aim to protect the physical and psychological well-being of all our children.

We make sure that the appropriate statutory staff:child ratios are maintained in our settings to meet the needs of all children and ensure their safety:

- We comply with infant class size legislation and have at least 1 teacher per 30 pupils.
- Where a school has a class of mixed age group children, including Reception aged children, we determine ratios guided by all relevant ratio requirements and by the needs of the children within the group.

We have at least 1 person with a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, including on outings. This PFA certificate is renewed every 3 years as required.

We promote good oral health, as well as good health in general, in the early years by, for example by talking to children about:

The effects of eating too many sweet things

The importance of brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our Trust's child protection and safeguarding policy.

## 8. Monitoring arrangements

This policy will be reviewed and approved by The Trust Board Annually and adopted by the LGB thereafter.

The LGC are responsible for monitoring this policy.

## 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 Trust 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 Trust 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