

**St George's Catholic**  
**Primary School**

Early Years Foundation  
Stage Policy

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## Statement of intent

At St George's Catholic Primary School, we greatly value the importance of the EYFS in providing a secure foundation for future learning and development.

This policy has been developed in conjunction with the relevant guidance and legislation to ensure that each child has a happy and positive start to their school life in which they can build a foundation for a love of learning.

We ensure that children learn and develop well and are kept healthy and safe. We promote teaching and learning to ensure children's readiness for the next stage of their education, and give children a broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

We seek to provide:

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

## Aims

At St George's Catholic Primary School, we encourage our children to 'Grow in Mind, Body and Spirit' and offer a curriculum rich in wonder and memorable experiences. We work hard to provide a stimulating environment that provides exciting opportunities, promotes challenge, exploration, adventure and a real love of learning.

Four overarching principles shape our practice:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between the school and parents.
- **Learning and development** is important. Children develop and learn in different ways and at different rates.

It is our intent that all children develop physically, verbally, cognitively and emotionally in an environment which values all cultures, communities and people. We aim for our children to be confident and independent, to believe in themselves and interact positively with others. We understand that play is an integral part of learning and this is at the heart of our early years'

curriculum. We believe that the correct mix of teaching, adult directed activities and child-initiated play ensures the best outcomes for pupils. Warm and positive relationships between staff and children, consistent routines and strong relationships with parents are key. We recognise the crucial role that early year's education must play in providing firm foundations upon which the rest of a child's education is successfully based.

***“When we give every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow.”***

Development Matters September 2023

Our high expectations will enable children to develop socially, physically, intellectually and emotionally and to achieve their full potential. We will ensure that all our children are kept healthy and safe and that they achieve the knowledge and skills they need to start in Key Stage 1.

## **1. Learning and development**

In partnership with parents, the school promotes the learning and development of children to ensure they are ready for the next stage of education.

The EYFS provision and practice is based on an observation of children's needs, interests and stages of development. Learning and development in school are planned to reflect these interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

There are seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two important and interconnected sections – prime and specific:

The 'prime' areas of learning and development are:

- Communication and language:
  - Listening, attention and understanding
  - Speaking
- Physical development:
  - Gross motor skills
  - Fine motor skills
- Personal, social and emotional development:
  - Self-regulation
  - Managing self
  - Building relationships

The 'specific' areas of learning and development are:

- Literacy:
  - Comprehension
  - Word reading
  - Writing

- Mathematics:
  - Numbers
  - Numerical patterns
- Understanding the world:
  - Past and present
  - People, culture and communities
  - The natural world
- Expressive arts and design:
  - Creating with materials
  - Being imaginative and expressive

In organising and implementing educational programmes, the school will ensure that a broad range of activities and experiences are planned, having regard to three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring – children investigate and experience things, use what they know in their play and are willing to try new things.
- Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas and use what they already know to learn new things, and develop strategies for doing things.

There is a long-term plan in place which includes the ‘Intent’, ‘Implementation’ and ‘Impact’ of our curriculum. Planning reflects the individual needs, interests and development of each child so they are offered a challenging and enjoyable learning experience. Alongside this, there is a progression of skills document which shows the skills that are taught across the year and when, to ensure that learning is progressive and builds in preparation for Key Stage One.

## **2. Assessment, Recording and Reporting**

Assessment plays an important part in helping the school to recognise children’s progress, understand their needs, plan activities, and assess the need for support. Assessment in the Early Years Foundation Stage is constructive and always used to inform planning. Assessment is carried out through observations of the children’s spontaneous, independent learning as well as activities they carry out with adult support. The information obtained from assessment informs our planning and the compilation of the EYFS Profile at the end of Reception. Assessment plays an important part in helping the school to recognise children’s progress, understand their needs, plan activities, and assess the need for support.

Parents/Carers are regularly consulted to ensure that a well-rounded picture of a child’s development and attainment is obtained. Parents/Carers will be kept up-to-date with their child’s progress and development, and the EYFS lead will address any learning and development needs in partnership with parents. This may include liaison with the SENCO if necessary. Reasonable adjustments will be made to the assessment process for children with SEND as appropriate.

There will be two key summative assessment points in Reception Class that assess the level of each child's development. These are:

- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting Reception year.
- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.

An end of year report is made available to parents which will include information about their child's development against each Area of Learning. The school reports EYFS Profile results to the LA when these are requested.

### **3. Inclusion**

All children and their families are valued within our school and we believe that our ethos nurtures a sympathetic and caring environment in which children can establish positive relationships. The school's Special Educational Needs Coordinator (SENCO) liaises closely with feeder nurseries, pre-schools and the EYFS Reception Class staff. Children identified with specific educational needs are supported with personalised learning plans. These plans are created and monitored to ensure all children achieve. Additional resources or agencies may be required to support identified children and this would be monitored through an Educational Health and Care Plan (EHCP). The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.

### **4. Parental involvement**

We firmly believe that the EYFS cannot function without the enduring support of parents/carers, and we are committed to developing an effective partnership as we believe good communication between home and school is fundamental to children's learning.

Parents are invited to parents' evenings in the Autumn and Spring Term; however, the school has an open-door policy, and parents are welcome to talk to teachers at the start and end of the school day. Where necessary, confidential discussions can be arranged between staff and parents.

After the end of year report is sent out there will be an opportunity to discuss this if parents wish.

## **5. Safeguarding and Welfare**

All necessary steps are taken to keep the children in our care safe and well. Any safeguarding or welfare issues will be dealt with in line with the Child Protection and Safeguarding Policy, and all members of staff in the EYFS are required to read this policy.

The DSL is Alison McNamara. The deputy DSLs are Edwina McDonnell, Louise Carpenter.

Staff will receive safeguarding training that enables them to understand the safeguarding policy and procedures, have up-to-date knowledge of safeguarding issues, and recognise signs of potential abuse and neglect. This will be updated annually during the September INSET.

Staff will have read the Staff Handbook and Mobile Phone policy. Mobile phones will not be used around the children and will be kept in the cupboard.

It is important to us that all children feel safe whilst they are in our school. We teach the children boundaries, rules and limits, encouraging them to develop life skills in being able to make the right choices. As a school, we are legally required to comply with the safeguarding and welfare requirements as stated in the EYFS framework.

We do this by:

- Promoting the welfare of the children.
- Promoting good health, preventing the spread of infection and taking the appropriate action when children are ill.
- Managing behaviour effectively and appropriate for the children's age and stage of development and individual needs.
- Ensuring all adults who support the children or have unsupervised access to them, are suitable to do so. This is carried out by the use DBS checks and following safer recruitment guidance.
- Ensuring that the premises, furniture and equipment is safe and suitable for purpose.
- Ensuring that every child receives enjoyable, challenging learning experiences tailored to meet their individual needs.
- Maintaining records, policies and procedures are in place and fit for purpose.
- Ensuring that every absence is followed up by the admin team. This is in line with our Attendance Policy and updates to the Statutory Framework 2025.

## **6. Health and safety**

The school will promote the good health of children in the EYFS, including the promotion of good oral health. At St George's, we are members of the Big Brush Club. This is an oral health programme that encourages children to brush their teeth at school every day.

The EYFS lead will report any accident or injury involving a child to their parents on the day it occurs, and any first-aid treatment administered to a child will also be reported to their parents. Accidents and injuries will be recorded in an accident book, located on shelf in art area. The Head Teacher will report any serious accident, illness, injury, or death of a child whilst in the school's care to the relevant authorities (including LA/LADO/Ofsted) as soon as possible.

A first-aid box is located in the classroom. This is taken outside during playtimes. When children are eating, there will be a qualified Paediatric First Aider in the room observing at all times.

Prescription medicines will not be administered unless they have been prescribed by a doctor, dentist, nurse or pharmacist. Training must be provided for staff where the administration of medicine requires medical or technical knowledge. Medicines (both prescription and non-prescription) are only administered to a child where written permission for that particular medicine has been obtained from the child's parent and/or carer. At St George's Catholic Primary School a written record is kept each time a medicine is administered to a child and the child's parents and/or carers are informed on the same day, or as soon as reasonably practicable; (Statutory framework for EYFS 2025)

Any medication taken by staff is securely stored away from the children in the cupboard.

Food or drink that is provided to the children is healthy, balanced and nutritious. The Head Teacher will notify Ofsted of any incidents of food poisoning affecting two or more children within 14 days of the incident. Information about any dietary requirements, preferences, food allergies and any special health requirements a child has will be recorded. Fresh drinking water is available at all times and the children are encouraged to bring in water bottles to have throughout the day.

The outdoor area is used daily and there is a risk assessment to be followed by staff to keep children safe. Staff must complete the daily risk assessment checklist before taking children out to minimise risk. Details of the risks are in the risk assessment displayed on the notice board in the classroom.

Smoking is not permitted on the school premises.

The Health and Safety Policy outlines the full health and safety policies and procedures.

The school has a Fire Safety Policy in place.

## **7. Staffing**

The school provides a staffing ratio in line with the safeguarding and welfare requirements set out in the 'Statutory Framework for the Early Years Foundation Stage'. Staff will be supported to undertake the appropriate training and professional development to ensure children receive the best quality learning experience.

All members of staff who have contact with children and families will be supervised by the EYFS lead or Senior Management. The supervision will provide opportunities for staff to:

- Discuss any issues, particularly concerning the development or wellbeing of children, including any child protection concerns.
- Identify solutions to address issues.
- Receive coaching to improve their effectiveness.

There will be at least one member of staff who has a current paediatric first-aid (PFA) certificate on the school premises at all times and will accompany children on any school outings. Any member of staff who has sole responsibility for looking after a group of children

will also hold a PFA certificate. The list of staff who hold PFA certificates can be found in the classroom on the back of the cupboard door.

The Reception Class teacher will be the key person for each child to help ensure that every child's care is tailored to meet their individual needs. The EYFS lead will inform parents of this when their child starts school and will explain the role.

## **8. Transition periods**

At St George's Catholic Primary School we recognise that starting school and moving up classes has the potential to be a stressful time for both parents and children. To this end we have established a strong set of procedures for transitions to be smooth as possible.

When starting school:

- Parents are invited to a meeting to ensure they know about school procedures and to ask question and voice any concerns.
- During the Summer term, the children are given the opportunity to visit the classroom and to stay and play. The Reception Class teacher will speak to each pre-school/nursery setting and, where possible, visit each child there.
- Children start Reception in September in a staggered intake. An important part of our work at this stage is settling the children into new routines and a new environment and to assess their development so we can establish relevant next steps. This is vital to ensure future success.

When moving to Year 1:

- The children will meet the Year 1 teachers throughout the year during Key Stage Assembly. In the Summer term, the children visit at least once and spend time with the Year 1 staff.
- At the end of the school year, Reception and Year 1 staff will meet to discuss each child's development to support a smooth transition to Year 1.

## **9. Monitoring and review**

This policy is reviewed annually by the EYFS Lead, governing board and the Head Teacher.

Any changes made to this policy will be communicated to all relevant stakeholders.

All members of staff directly involved with the EYFS are required to familiarise themselves with all processes and procedures outlined in this policy.

This Policy has been updated in line with changes made to the EYFS Statutory Framework 2025. The next scheduled review date for this policy is January 2027.