



Holy Family Catholic Primary School

Early Years Foundation Stage (EYFS) Policy

APPROVED BY: SENIOR LEADERSHIP

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Introduction

Early Years education is the foundation upon which young children build the rest of their schooling. It is a holistic education that encompasses all learning and development.

This policy outlines the purpose, nature and management of the Early Years Foundation Stage (EYFS) at Holy Family Catholic Primary School.

The implementation of this policy is the responsibility of practitioners working in the EYFS setting, including both teaching and non-teaching adults.

In the policy, the term 'setting' refers to the Early Years educational provision at Holy Family Catholic Primary School. This is available to children who enter the school in the term after their third birthday into Nursery and those in Reception (the final year of the EYFS).

In the policy the term 'practitioner' refers to the members of staff working with children within the setting.

Aims

In the EYFS setting at Holy Family Catholic Primary School, we believe that all children are entitled to the best possible start in their school life, both intellectually and emotionally, in order to enable them to develop their full potential.

This policy aims to ensure:

- To provide a safe, secure, and inclusive learning environment
- To follow all statutory EYFS requirements
- To support each child's development across all areas of learning so that every child makes good progress and no child gets left behind
- To promote children's welfare, safeguarding, and wellbeing
- To build strong partnerships with parents and carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

Legislation

This policy outlines how Holy Family Catholic Primary School implements the statutory requirements of the Early Years Foundation Stage (EYFS) Framework, effective from September 2025. Our aim is to ensure that every child receives high-quality education and care in a safe, nurturing, and stimulating environment. This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS and admissions

Holy Family Catholic Primary offer childcare in our Nursery facility; 15 hours free per week universal entitlement and up to 30 hours free per week extended entitlement for families that meet the eligibility criteria. All children, subject to the availability of places, will normally be admitted to the nursery class at the start of term after their third birthday i.e.: At the start of term in September, January or April. Applications should be made direct to the school.

Admission into Reception class: Obtaining a place in our school nursery does not guarantee your child a place in our school entry to Reception class. Applications must be made online via Doncaster Council Schools Admission procedure and before the closing date specified on the Doncaster council website:

<https://www.doncaster.gov.uk/services/schools/primary-admissions>

Before they start in the setting, all children are offered a new parent meeting where the children and their parents can come in and meet the staff and start to become familiar with the setting environment. In July, children starting Nursery and Reception are also offered a home visit. The aim of these visits is to support practitioners develop their knowledge and understanding of each child in order to make the transition period as smooth as possible. A booklet will also be given out to parents prior to home visits to complete as much information as they can about their child as another way to support practitioners' knowledge and understanding of each individual child.

In the Summer term, parents of children in Nursery who are due to start in Reception in September, are invited into school. At this meeting information regarding the induction into full-time education process and what goes on in Reception is shared. There is also time for an informal chat and parents' questions. School information packs will be distributed to parents at this meeting, detailing school routines and expectations.

Every effort is made to make children feel safe, secure and happy. There is a relaxed and open ethos in the setting. Established routines, a calm atmosphere and encouraging talk are some of the strategies practitioners use to maintain children's positive feelings about school.

Staff

Holy Family operate a staggered intake for all children in EYFS. This allows the children to start in small groups, offering the opportunity for a smooth transition.

Executive Head Teacher: Mrs B Nesbit

Head of School: Ms C McFadden

Foundation Class Teacher and Leader: Miss S Tomlinson

Nursery Class Teacher: Mrs Joanne Anderson

Teaching assistant/s: Miss Marsh and Miss Channing

LSA: Mrs Sowden

Uniform

School uniform is required for all EYFS children.

Boys: Burgundy knitted jumper with gold detail, School tie, white buttoned shirt with collar, grey trousers, dark socks and black socks. Summer – grey shorts.

Girls: Burgundy knitted jumper or cardigan with gold detail –school tie, white buttoned shirt with collar, burgundy skirt/pinafore, grey tights/grey or white socks, black school shoes. Summer – red gingham dress.

Attendance and Absence

We want your child to attend school every day so they do not miss out on their learning. If your child is sick and unable to attend, please telephone the school office (01302 841283) by 9:15 am to report their absence. If you are unsure then please send your child to school and let us know, we can call you if they feel worse during the day.

- We monitor children’s attendance closely.
- For unexplained absences, staff attempt to contact the parent/carer and alternative emergency contacts promptly.
- We request at least two emergency contacts for each child and recommend more where possible.

Health/Illness

We will need to know about any health conditions your child may have, such as asthma and food allergies. We ask that parents/carers keep us updated if this changes during the year. Staff at Holy Family will give medicine to children at school if necessary as long as it has been prescribed by a doctor, 4 times a day and in the original packaging. Inhalers are expected to be given to the class teacher where a form will be completed and a separate form will be completed if your child has been administered a dose of inhaler.

All EYFS staff are qualified paediatric or first aid trained. Any child that receives first aid within the unit, school will inform parents/carers by telephone or at home time.

Holy Family do stipulate the importance of contact details being kept up to date. Parent/cares are asked to inform school if contact details change during the course of the year.

See Admissions Policy for more information.

4. Curriculum

Our curriculum is guided by the seven areas of learning and development, as outlined in the EYFS.

We prioritise early language, communication, and a love of reading.

We use non-statutory guidance such as Development Matters or Birth to 5 Matters to support planning.

The EYFS framework includes seven areas of learning and development that are equally important and inter-connected. Three 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 Holy Family Catholic Primary School, we believe that Early Years education is important in its own right and should not be viewed simply as preparation for the next stage of children's education. We believe that the EYFS framework allows a natural progression into the National Curriculum in Year 1.

-Planning

Our staff plan activities and experiences for children that enable children 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.

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. 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.

The EYFS framework provides a long term plan to follow by ensuring that all Early Learning Goals and Development Matters statements are covered throughout the academic year. The topics are chosen by all practitioners in the EYFS in conjunction with the rest of the school.

Medium term planning is created with all early years' practitioners' involvement and takes into account the individual children's learning and developmental needs.

All Areas of Learning and Development are planned for and available to access within the setting. The learning opportunities provided include a range of adult focussed and child initiated activities indoors and outdoors.

Educational visits within the local community and further afield are also planned for Nursery and Reception to support children's learning within the classroom.

-Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities both inside and outside of the classroom.

All children have access to an outdoor area which is an integral part of their everyday routine. The quality and consistency in teaching and learning is continued outdoors so that every child makes good progress and no child gets left behind. Every child has the opportunity to experience outdoor play which supports and develops their physical, mental and emotional development.

In the EYFS setting at Holy Family Catholic Primary, practitioners design activities to engage children in practical, first-hand experiences which will support children to discover, explore, investigate, develop their personal interests and areas of curiosity, and help to make sense of the world around them as they begin to understand specific concepts. Play opportunities are also set up to provide children with opportunities to apply newly acquired vocabulary and knowledge, demonstrating their skills and level of understanding. 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, ready for year 1.

Assessment and record keeping

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

At Holy Family, ongoing assessment is an integral part of learning and development processes. Regular, planned and focussed assessments are made of children's learning and individual needs. A record of each child's progress in all areas of their learning is kept by retaining and filing their assessment data.

Other methods of assessing children in the EYFS setting include engaging alongside children in their play, annotation of children's written work and talking with children about their task or play. We use formative assessments to inform practice but avoid unnecessary paperwork.

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

At the **end of the Reception year**, 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 upon request.

Parents are kept informed about their child's progress.

Partnership with parents and carers

At Holy Family Catholic Primary, we recognise the importance of establishing positive and respectful relationships with families, as highlighted by the EYFS framework. We understand that effective partnership between school and home will have a positive impact on children's learning and development. So, practitioners endeavour to encourage the regular sharing of information about the children with parents.

Parents are kept informed of what is happening in the setting through: reading records, regular parents' workshops, Dojo, school website, Facebook and informal discussions at the beginning and end of the day. This also gives suggestions of how parents can support their children's learning at home; consolidating and building on what has been covered in the setting and 'Take Home' resources are given to parents to allow them to continue to support their child to learn at home.

Whole school newsletters are also sent home on a weekly basis.

Parents are invited to attend parents' evenings during the course of the academic year. These meetings allow practitioners and parents to discuss how children have settled into the class and to give feedback on children's learning and development progress.

Other opportunities for practitioners to share children's learning, development and well-being with parents include, termly reports and a detailed end of year report along with Celebration assemblies where children's achievements are recognised.

We value parental input and involve families in their child's learning journey.

The setting has a friendly, open-door ethos and practitioners are available to talk to parents at the beginning and end of the day. Parents are always welcomed into school and are encouraged to discuss any concerns they might have.

Each child is assigned a key person 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 at home. The key person also helps families to engage with more specialist support, if appropriate.

Intimate Care

Intimate care for soiling should only be given to a child after the parents have given permission for staff to clean and change the child. Parents who have children in the Nursery may sign a permission form so that the Early Years staff can clean and change their child in the event of the child soiling themselves.

We ensure that children's privacy and dignity are respected during toileting and nappy changing.

If a parent does not give consent, the school will contact the parents or other emergency contact giving specific details about the necessity for cleaning the child. If the parents/carers or emergency contact is able to come within a few minutes, the

child is comforted and kept away from the other children to preserve dignity until the parent arrives. Children are not left on their own whilst waiting for a parent to arrive, an adult will stay with them, giving comfort and reassurance and will maintain appropriate supervision and follow strict hygiene procedures. The child will be dressed at all times and never left partially clothed.

If a parent/carer or emergency contact cannot attend, the school seeks to gain verbal consent from parents/carers for staff to clean and change the child. This permission will be sought on each occasion that the child soils him or herself. If the parents and emergency contacts cannot be contacted the Head Teacher will be consulted.

If put in an impossible situation where the child is at risk, staff will act appropriately and may need to come into some level of physical contact in order to aid the child. When touching a child, staff should always be aware of the possibility of invading a child's privacy and will respect the child's wishes and feelings.

See Intimate Care Policy for more information

Safer Eating Practices

- At least one member of staff with a valid Paediatric First Aid (PFA) certificate will be present during all meal and snack times.
- We manage and monitor all dietary needs and allergies.
- Staff are trained to minimise choking risks and supervise children during eating.

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 meet all statutory staffing ratios: child ratios are maintained in our setting to meet the needs of all children and ensure their safety:

For children aged 3 and over:

- Where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification is working directly with the children, we have at least 1 member of staff for every 13 children
- Where a person with the above qualifications is not working directly with the children, we have at least 1 member of staff for every 8 children
- For classes where the majority of children will reach the age of 5 or older within the school year, we have at least 1 member of staff for every 30 children

- All students, trainees, and apprentices (aged 16+) must hold a valid Paediatric First Aid certificate before being counted in ratios.

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.

- All staff complete safeguarding induction and receive ongoing training.
- Training meets the minimum standards outlined in the EYFS 2025 annex.
- Staff are supported to embed their learning into practice.

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

- Eating a balanced diet
- 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 school's child protection and safeguarding policy.

Risk Assessment

Indoor, outdoor and daily risks assessments are used in our Early Years unit to ensure that every area in the establishment has been checked for hazards and cleaned to optimum levels to make sure that children will be safe and that any hazards are addressed before an accident can occur.

Equal opportunities

All practitioners at Holy Family Catholic Primary School, have a responsibility to maintain positive attitudes to diversity and difference, ensuring that inclusive practice is delivered in the EYFS setting.

All children, irrespective of gender, ability, ethnicity, culture or religion, and social circumstances, have the opportunity to experience a challenging and enjoyable programme of learning and development within the EYFS setting at Holy Family Catholic Primary School.

See Equal Opportunities Policy for more information.

Special Educational Needs

The EYFS sets the standards that all Early Years practitioners must follow to ensure that children under their care can learn and develop in a safe and healthy environment. At Holy Family, all arrangements are in place to support children with SEND and provide parents with information on this.

We are fully inclusive and ensure early identification of additional needs.

We follow the Graduated Approach and work closely with external professionals where appropriate.

See SEND Policy.

Monitoring and Review

- This policy is reviewed annually or sooner if statutory guidance changes.
- Staff are consulted on updates, and all changes are shared with families and stakeholders.

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 first aid policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for admissions	See admissions policy
Procedure for dealing with concerns and complaints	See complaints policy
Procedure for checking the identity of visitors	See visitors policy
Procedures for a parent failing to collect a child and for missing children	See child protection policy and safeguarding policy
Procedure for uncollected child	See uncollected child policy