



Our Lady of the Assumption Catholic Primary School

Early Years Foundation Stage Policy

Our Mission Statement:

'Love One Another As I Have Loved You' (John 13:33-34)

Approved by Governors: 15 October 2025

Signed

Chair of Governors.

To be reviewed: October 2027 , or dependent on any legislative changes

Safeguarding Statement:

'Our Lady of the Assumption Catholic Primary School is committed to safeguarding and promoting the safety and welfare of all children and expects all staff, parents, governors and volunteers to share this commitment.'

Our Vision

As a Catholic school that puts Christ at the centre, we are committed to encouraging everyone to 'Be the Best They Can Be'

Values and Ethos

We believe that everyone is made in the image and likeness of God and we value the equality of all, reject discrimination of any kind, and welcome the diversity of different cultures.

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Appendix 1. List of statutory policies and procedures for the EYFS

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
- 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

2. Legislation

This policy is based on requirements set out in the [EYFS statutory framework for group and school-based providers](#) which has been updated in September 2025.

3. Structure of the EYFS

The Early Years Foundation Stage consists of one full time reception class and one nursery class. The teachers are responsible for the management, planning and assessment of the Nursery and Reception classes and work in co-operation with each other. Priorities relating to the Early Years Foundation Stage will be identified in the school improvement plan as appropriate. Management roles and responsibilities will be reviewed in line with [school appraisal](#) procedures.

The Early Years Foundation Stage leader's main responsibilities are:

- ensuring the implementation of the Early Years Foundation Stage Policy
- ensuring the efficient running of the Reception and Nursery classes
- monitoring the quality of learning and teaching
- being dedicated to continuous quality improvement
- making use of quality improvement tools available.
- managing the budget for the Nursery and Reception classes with particular reference to resources and equipment
- supporting the development of the Early Years Foundation Stage staff and informing them of national, local and school decisions which will impact on the Early Years
- encouraging a culture of reflective practice, self-evaluation and informed discussion.
- ensuring smooth transition for pupils between home, Nursery, Reception and Year One.
- keeping the head teacher, senior staff and governors informed of developments within the Early Years Foundation Stage.

Relevant staff training and development needs will be outlined in the school improvement plan. It is expected that all staff and governors are aware of the requirements of the Early Years Foundation Stage and its importance in relation to the children's learning and its impact on raising standards across the school. The Early Years Foundation Stage Development Plan details developments within this stage. This document feeds into the school development plan.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the **EYFS statutory framework that applies from September 2025.**

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

Our EYFS setting has a bespoke curriculum map to support the development of children's skills and knowledge. It is also a flexible curriculum map that allows practitioners to follow, and plan for, children's interests.

4.1 Planning

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.

4.2 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 interactions.

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.

5. Assessment

At Our Lady of the Assumption, 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.

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 schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

6. Working with parents

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development through informal conversations, parents' consultations and a written report at the end of the school year. The 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 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.

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 can enjoy learning and grow in confidence.

All practitioners are alert to any issues of concern in children's lives at home or elsewhere.

See our child protection and safeguarding policy for more information [approved-Child Protection and Safeguarding Policy 2024 2025-PDF.pdf](#)

Paediatric first aid (PFA)

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.

The designated safeguarding lead (DSL)

In line with our whole school Child Protection and Safeguarding Policy we have a designated safeguarding lead (DSL) who is responsible for:

- Liaising with local statutory children's services agencies, and with the LSPs (local safeguarding partners)

- Providing support, advice and guidance to all other staff on an ongoing basis, and on any specific safeguarding issue as required

- Attending a safeguarding training course that complies with the criteria set out in annex C of the latest EYFS framework

Absence

In line with our whole school attendance policy we're required to promptly follow up on absences.

If a child is absent for a prolonged time or if their parents/carers haven't told us about the absence, we will attempt to contact the parents/carers and alternative emergency contacts.

For more on this, including our expectations of parents/carers to report child absences, please see our attendance policy [Approved-attendance-policy-Sept-2025.pdf](#)

Safer eating

While children are eating, there will always be at least 1 member of staff in the room with a valid Paediatric First Aid certificate (from a course consistent with the criteria set out in Annex A of the latest EYFS framework). All children will be within sight and hearing of a member of staff while eating, and seated safely in an appropriate chair or highchair and, where possible, in a designated eating space.

Before a child joins our setting, we will get information on their:

- Dietary requirements and preferences

- Food allergies and intolerances

- Health requirements

We will share this information with all staff involved in food preparation and handling. At each mealtime and snack time it will be clear which staff member is responsible for checking that the food meets all the requirements for each child.

We will make sure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis; the differences between allergies and intolerances; and that children can develop allergies at any time, especially during the introduction of solid foods.

We will consult with parents/carers to:

- Create allergy action plans for their child – with the help of health professionals, where appropriate

- o We will also keep this information up to date and share it with all staff

We will prepare food in a way that:

- Prevents choking

- Meets each child's individual developmental needs · Is in line with the DfE's Early Years Foundation Stage nutrition guidance

In the event of a choking incident that requires intervention, we will record details of the incident and make the child's parents/carers aware. We will periodically review the records to identify whether we can change anything in our practice to make eating safer, and then take action as appropriate.

Accident or injury

We keep a first aid box (which contains appropriate items for children) always accessible.

We keep a written record of accident or injuries and any first aid treatment.

We will inform parents or carers the same day as, or as soon as reasonably practicable after, of any:

- o Accident or injury sustained by the child

- o First aid treatment given

We will notify the relevant authority of any serious accident, illness, or injury to, or death of any child while in our care and inform them of the action taken, as soon as reasonably practicable.

We promote good oral health, as well as good health in general, in the early years by prioritising the prime area of physical development, leading a daily fruit group and learn about healthy lifestyles through our curriculum. Children are taught about:

The effects of eating too many sweet things

The importance of brushing your teeth

How to brush their teeth well

The rest of our safeguarding and welfare procedures are outlined in our safeguarding 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 child protection and safeguarding policy
Procedure for responding to illness	See First Aid Policy Incorporating Administration of Medicines and Care of Sick Children
Administering medicines policy	

Statutory policy or procedure for the EYFS	Where can it be found?
Emergency evacuation procedure	See emergency evacuation plan
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
Procedure for dealing with concerns and complaints	See complaints policy