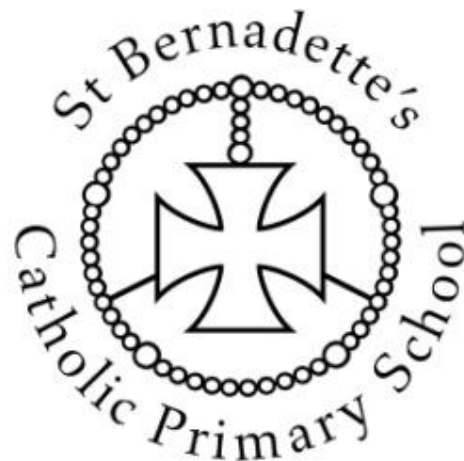


Early Years Foundation Stage (EYFS) Policy September 2025



Member of staff responsible: EYFS Leader

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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

At St Bernadette's Catholic Primary School, we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent learners. We value the individual child and work alongside parents and carers to help every child reach their full potential.

As outlined in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#), effective from 1 September 2025.

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'

We adhere to the 'Statutory Framework of the EYFS' and the four guiding principles that shape practice within Early Years settings:

- 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 practitioners and parents and/or carers.
- importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

3. Structure of the EYFS

The Early Years Foundation Stage (EYFS) applies to the learning and development of all children from birth to the end of the Reception Year. In our school, 30 children join us in our Nursery at the age of three (the academic year in which they turn four). We offer 20 x 30-hour funded or paid places and 10 x 15-hour places. The nursery is staffed by a qualified teacher and qualified nursery nurses.

The year following the Nursery (FS1) known as the Reception (FS2) has capacity for 60 children that join us at the beginning of the school year in which they turn five. (Compulsory schooling begins at the start of the term after a child's fifth birthday.) The 60 children are split between two classes of 30 children. Staffing within FS2 consist of 2 full time teachers (FTE), and qualified nursery nurse.

Key Stage 1 begins for our children at the beginning of Year 1. The Foundation Stage is important in its own right and also in preparing children for later schooling. The Early Learning Goals set out what is expected of most children by the end of the Foundation Stage.

Each child is assigned a key member of staff 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.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework. A bespoke curriculum has been written which has been tailored for the children at St. Bernadette's Catholic Primary School and Nursery (see Appendix).

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.

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS framework, across the seven curriculum areas, using play as the vehicle for learning;
- Promote equality of opportunity and anti-discriminatory practice.
- We provide early intervention for those children who require additional support;
- Work in partnership with parents and carers;

- Plan challenging learning experiences, based on the individual child, informed by observation and assessment and by the children's own ideas and interests;
- Provide opportunities for children to engage in activities that are adult-initiated, child-initiated and adult supported;
- Provide a secure and safe learning environment indoors and outdoors.

4.1 Planning and teaching

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and (sometimes) exceed the Early Learning Goals.

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice.

Three characteristics of effective teaching and learning are:

1. **Playing and exploring** - children investigate and experience things, and 'have a go'.
2. **Active learning** - children concentrate and keep on trying if they encounter difficulties.
3. **Creating and thinking critically** - children have and develop their own ideas, make links between ideas and develop strategies for doing things.

Children are provided with a range of rich, meaningful first-hand experiences in which they can explore, think creatively and be active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

We create medium term plans based on a series of topics, linked to the whole-school's Our World Curriculum, each of which offers experiences in all seven areas of learning.

At the beginning of each topic the children are encouraged to share their ideas for learning. These ideas are then used to inform our short-term weekly planning, alongside our observations which identify areas to focus on.

We always remain flexible to allow for unplanned circumstances and children's responses. Our planning is continually evaluated by all staff to ensure that children's individual 'Next Steps in Learning' and personalised learning needs are met.

Children will engage in whole group and small group activities alongside their independent learning. There are also allocated times for whole class daily 'carpet learning sessions'.

The curriculum is delivered using a play-based approach as outlined by the EYFS framework: *'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'*. Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

We plan a balance between children having time and space to engage in their own child-initiated activities and those which are planned by adults. During children's play, the adults in class interact when appropriate to stretch and challenge them further.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and build these into our practice. We create a stimulating learning environment to encourage children to free-flow between inside and outdoors as far as possible.

5. Assessment

At St Bernadette'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.

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 Milton Keynes Council.

6. Working with parents/carers

We recognise the central importance of parents/carers as children's first educators. We believe they have a significant role to play in the lifelong education of their child. We strive to create and maintain partnerships with parents/carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways.

- Holding information evenings before the children start school;
- Talking to them about their child's interests and needs during our 1:1 meetings in school carried out each June/July for Reception and September for Nursery;
- Being welcoming and approachable and having an open-door approach for parents to voice concerns/ask questions;
- Inviting them to a parent consultation in the autumn and spring terms to discuss how their child has settled and share progress and next steps for learning;
- Valuing parents' contributions to learning journeys;
- Encouraging parents to read with their child at home and make comments in their diaries;
- Providing curriculum planning overviews for each topic, each term, highlighting how they can support their child at home;
- Welcoming parents as volunteers into our school;
- Providing parents with an annual report in the summer term and two mid-year reviews in autumn and spring term.
- We also draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our setting to talk about their lives, work and experiences.

7. **Staff**

7.1 **Staff training**

At St. Bernadette's we will:

- Train all staff in safeguarding procedures in line with Annex C of the most recent EYFS framework and Keeping Children Safe in Education (KCSIE) guidance
- Support all staff to feel supported and confident in implementing our safeguarding policy and procedures
- Renew training every 2 years, or more often when it's needed to help maintain skills; keep up to date with any changes to our safeguarding procedures; or because of any safeguarding concerns

- Outline how training is delivered, and how staff are supported to put it in place, in our child protection and safeguarding policy.

Our designated safeguarding lead (DSL) will:

- Provide ongoing support, advice and guidance to all staff
- Attend a training course consistent with the criteria set out in Annex C of the most recent EYFS framework
- Liaise as needed with local statutory children's services agencies and our local safeguarding partners

7.2 Safer recruitment

When recruiting staff, we will follow the procedures set out in the latest EYFS framework guidance on checking the suitability of new recruits, including:

- Obtaining a reference for any member of staff (including students and volunteers) before they are recruited
- Recording information about staff qualifications and identity checks, vetting processes and references

See our safeguarding policy for details of our safer recruitment procedures.

7.3 Whistleblowing

We make sure that all staff are aware of our whistleblowing procedures; feel able to raise concerns about any poor or unsafe practice; and know that such concerns will be taken seriously by the senior leadership team.

In the event that a member of staff feels that they need to blow the whistle on misconduct, they should report their concern to the headteacher. If the concern is about the headteacher, or it is believed they may be involved in the wrongdoing in some way, the staff member should report their concern to the chair of Governors.

See our whistleblowing policy for details of our safer recruitment procedures and more detail on our procedures for handling whistleblowing.

7.3.1 Malicious or vexatious allegations

If an allegation is made in good faith, but investigation finds no wrongdoing, there will be no disciplinary action against the member of staff who raised the concern.

If, however, an allegation is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the person making the allegation.

8. Safeguarding and welfare procedures

The safety and welfare of our children is paramount at our School. We have robust policies and procedures in place to ensure their safety.

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.

8.1 Staffing Ratios

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

- For children aged 3 and over: We have at least 1 member of staff for every 13 children
- For Reception we comply with infant class size legislation and have at least 1 teacher per 30 pupils

8.2 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.

8.3 The Designated safeguarding Lead (DSL)

We also have a DSL who has lead responsibility for safeguarding children. They are also 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

8.4 Absence

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.

See our attendance policy for more on this, including our expectations of parents/carers to report child absences.

8.5 Oral health and Tooth Brushing

We promote good oral health, as well as good health in general, in the early years in numerous ways, including the provision of nutritious fruit snacks, access to water throughout the day, allocating significant time for physical development, visits from the dentist, school nurse and following set procedures when children become ill or have an accident.

8.6 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
 - We will also keep this information up to date and share it with all staff
- Discuss their child's progress with solid foods
- Work with them to move on to the next stage at a pace that's right for their child

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.

8.7 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:

- Accident or injury sustained by the child
- 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.

8.8 Safety of Premises

We make sure that our premises, including overall floor space and outdoor space, are fit for purpose and suitable for the age of children we care for and the activities provided on the premises.

We comply with requirements of health and safety legislation, including fire safety and hygiene requirements.

At our School we have robust systems in place to ensure that all practitioners who have regular contact with children are suitable for their role.

The Child Protection Policy is in place to ensure the safety of all stakeholders at our School. Backing up this policy is a dedicated safeguarding team which includes three Designated Safeguarding Leads. Staff have access to the 'My Concern' safeguarding system to log any concerns regarding any aspects of safeguarding and behaviour. All staff are vigilant in reporting concerns.

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

9. Inclusion

We value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed the Early Learning Goals.

In the Foundation Stage we set realistic and challenging expectations that meet the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. Some children progress beyond this point. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents/carers and outside agencies. We have a designated full time Inclusion Leader in school who supports us with any additional needs a child may have.

8. Transitions

Transitions are carefully planned for and significant time is given to ensure continuity of learning and care. At times of transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings.

Parents/carers must attend a 1:1 visit to school (with the Class Teacher and Nursery Nurse). This is a valuable time to talk 1:1 with them and answer any concerns/queries they may have.

At the end of the EYFS, our Reception teacher meets with the Year 1 teacher to liaise with them and discuss the individual children and their specific needs. The children's assessment data and writing books are sent with them to Year 1 so that their new teachers are able to plan for their 'next steps in learning' from the moment they enter their new class. Children spend a number of sessions towards the end of the school year in the Year 1 classroom OR with the Year 1 teacher to ensure that they are familiar and comfortable with their new teacher and are 'Year 1 ready'.

9. Monitoring of the EYFS

We are committed to providing the best possible experiences for our children. The EYFS Leader is responsible for monitoring provision, teaching and learning and children's progress. Information is shared with the Headteacher, Governors and Foundation Stage team as appropriate and any necessary actions are taken.

All adults in the Foundation Stage team have a key role in children's learning and development. Therefore, they are required to be knowledgeable and skilled in the EYFS curriculum. Any training needs for existing or new members of staff are identified and addressed as part of performance management targets.

This policy will be reviewed and approved by the Full Governing Board every year.

At every review, 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 and medical conditions policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy and staff handbook
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 and suggestions policy

St Bernadette's Catholic Primary School and Nursery
Foundation Stage Curriculum Goals.

Catholic Life	Loving, Serving and Growing together with Jesus At St. Bernadette's Catholic Primary School and Nursery, we learn that Jesus is our friend and we are all unique and have been created in God's image. Through the Christian Values Curriculum we begin to learn Bible Stories, how we can grow to be more like Jesus and value each other's similarities and differences. This underpins everything we learn and do.
S ettle In	Settle in and become a happy, independent and confident learner
T alk	Develop our vocabulary to be a confident and fluent speaker
B uild	Build positive relationships and resolve conflicts with growing confidence
E xplore	Explore God's wonderful world
R ead	Develop a love of books and use my phonic knowledge to read independently
N umber	Make, understand and retell number stories
A uthor	Write my own sentences
D ance	Learn and enjoy a range of songs and rhymes to perform my own dances
E xercise	Exercise daily and explain ways to be healthy
T ell	Tell a story using my own words
T echnique	Explore different artistic techniques
E xperiment	Plan and carry out my own experiments
S olve	Be a problem solver

Communication and Language	Mathematics
Physical Development	Understanding the World
Personal, Social and Emotional Development	Expressive Arts and Design
Literacy	

EYFS Curriculum milestones

Autumn FS1

Summer FS1/Autumn FS2

Summer FS2

R.E. and Values	Make the sign of the cross	Learn Morning Prayer	Learn Lunchtime Prayer	Learn going home prayer	To know that God Knows each of us by name	To know that God lives in our heart	To know that Jesus is God's Son	To know the Bible is a Special book	To know some Bible stories, such as the Creation story	To know our Christian values and how to behaviour more like Jesus	To know that Jesus is our friend and respect other's similarities and differences.
Settle in	Use words to ask for help	Wash my hands and use the toilet independently	Know where my things go	Manage my coat, shoes, hat, gloves, PE Kit Etc.	Show good listening	Know its ok to make mistakes as this is how we learn	Select resources independently	Know and use the names of adults and children with in the school community	Use social phase's to communicate with visitors and the wider school community	Be able to say where I am taking my learning	To become a happy and confident learner ready for Yr1
Talk	To use words to be able to meet my own needs	To know and use the names of the people who are important to me	To be able to ask who, what, why, when and how questions	To know and use descriptive language	To notice, compare and talk about similarities and differences you see	To use words to express my thoughts and ideas	To be able to hold a two way conversation	To use talk to help me play nicely with others	To think of a solution to the problem and communicate to others	To use sentences to talk about the past	Develop our vocabulary to be a confident and fluent speaker
Build	Know the names of the adults and children in my class	To know the zones of regulation and some words to express feelings	To be able to identify and express my own feelings	To know some strategies for self-calming	To be able to identify feelings in other people	To know my actions can affect how others feel	To use words to ask for or offer a turn	Use words to suggest how to solve problems e.g. you go first then I can have a go.	Listen to someone else's ideas without interrupting	Say whether I agree/disagree and give reasons	Build positive relationships and resolve conflicts with growing confidence
Explore	Explore and talk about seeds- in fruit at snack time and the plants I see outside	Know how to be gentle and care towards living things	Know that some plants are grown from seeds	Know words for talking about sequences of events	Explain the lifecycle of a plant and animal	Observe and describe what I can see in the natural world – growth, change, decay	Name parts of plants and their functions: root, stem, leaf, petals	Explain what living things need to be healthy including people	Talk about how to look after God's wonderful world	Talk about why nature is important	Explore God's wonderful world
Read	Enjoy listening to stories read by an adult or through IWB	Recognise logos, my name and other letters in my environment	Understand the 5 key concepts of print	Identify words and a space	Recognise the phonemes in my reading book	To be able to blend decodable CVC words	Recognise tricky red words	Read short phases and sentences	Read fluently, pause for punctuation and add expression when I read.	Share a book with a friend so we can both see or share an audible story using technology	Develop a love of books and use my phonic knowledge to read independently

Loving, Serving and Growing together with Jesus

Number	Say number names in order	Recognise numbers 1-5 the 1-10	Count objects and know the last number I say is how many are in the set	Know the one more/one less relationship between consecutive numbers	Know how to combine numbers by counting how many altogether	Know how to take one away from another by removing and counting how many are left	Know number bonds for number 0-5	Know number bonds 5-10	Solve a real life problem by talking and using objects, making marks or using technology	Say and solve the number sentence for my story	Make, understand and retell number stories
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Author	To develop gross motor muscles	To develop fine motor muscles	Make lines, circles and other marks	Mark make using some clearly identifiable letters – in play	To be able to hold a pencil using a tri grip	Form correct letter shapes	Copy and then write my own name	Form lower case and capital letters correctly	Write given short sentences	Write my own sentences independently using capital letter and full stop	Re-read what I have written to check it makes sense
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Dance	Sing/say a large range of songs/rhymes	Listen to and talk about sounds/music	Recognise repeated sounds and sound patterns	Make a steady beat and rhythm on an instrument	Match movements to music	Recognise specific tunes or rhythmic patterns	Make up my own moves to a steady beat or rhythm	Make up a sequence of dance moves	Learn a sequence of dance moves and respond to feedback	Perform my dance moves to a group	Learn and enjoy a range of songs and rhymes to perform my own dances
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Exercise	Wash my hands independently and explain how and why we wash our hands	Know how to look after myself-washing, brushing teeth and getting plenty of sleep	Be able to catch, kick, throw a large ball	Move in different ways, skip, hop, run, balance, climb, dig, roll, jump, crawl	Take exercise regularly – join in with the daily mile	Talk about the effects of exercise on my body e.g. heart beats faster, get hot, out of breathe	Explain what makes a healthy diet, including drinking water	Know how to be safe online and what is a sensible amount of screen time	Use some strategies for self-calming breathing up and down fingers; counting to 10 and back	Explain the ways I am making healthy choices	Exercise daily and explain ways to be healthy
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Tell	Join in with repeated refrains of stories	Say who is in the story and where the story happens	Correctly use tricky words from the story	Understand that stories have a sequence, beginning, middle and end	Use story language e.g. once upon a time	Talk about the story	Sequence a story, using props	Create my own story map of the story using objects or 2simple	Act out my story using different voices	Present my story to others using my story voice	Tell a story using my own words
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Technique	Make lines, circles and other marks	Draw a closed shape to represent an object using a pencil or technology	Explore different mark making equipment e.g. chalk, pencils, felt pens, crayons, pastels	Explore and create pictures using different materials such as, tissue paper, card, glitter or technology	Know the primary colours	Know how to mix the primary colours to get secondary	Know how to mix lighter and darker colours	Mix paints to make appropriate colours	Draw details of faces, people and animals using pencils or technology	Plan my picture to fit the page	Explore different artistic techniques including multimedia
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Experiment	Ask a question about something I have seen in the environment	Talk about what I already know	Understand the problem e.g. we need to stop the gingerbread man escaping	Know what an experiment is	Know how to make an experiment fair	Be able to plan an experiment	Be able to carry out my experiment	Be able to make comments about how well my approach is working	Be able to adapt my approach to ensure a successful outcome	Be able to say if my experiment was successful and why	Plan and carry out my own experiments
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Solve	Explore the resources in the setting	To be able to sort and compare objects	To use mathematical vocabulary to discuss my learning	To be able to recognise and talk about shape and pattern in the environment	To begin to make comparisons using standard and non-standard measures	To make independent choices when selecting resources and begin to talk about what I am doing with support	To learn and apply subject specific vocabulary to compare shape, space and measure	To use and apply standard and non-standard measures using some taught technical vocabulary.	To be able to talk about how I can adapt my approach to shape, space and measure	To be able to explain how I solved the problem using the knowledge and vocabulary I have acquired.	Be a problem solver and independent learner
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