



Policy for the Early Years Foundation Stage

September 2025

Introduction

This policy sets out the aims and objectives of the Foundation Stage at St Anne Line Catholic Infant School and Nursery.

Within this document, the term Early Years Foundation Stage is used to describe children who are in Nursery and Reception classes.

Aims

We have agreed to adopt the principles from the EYFS statutory framework 2025:

- Effective education requires both a relevant curriculum and practitioners who understand and are able to implement the curriculum requirements
- Effective education requires practitioners who understand that children develop rapidly during the early years – physically, intellectually, emotionally and socially
- Practitioners should ensure equality of opportunity and that all children feel included, secure, valued and supported
- Early years' experience should build on what children already know and can do, ensuring individual interests and needs are met
- Parents and practitioners should work in partnership in an atmosphere where there is mutual respect
- To be effective, an Early Years curriculum should reflect quality and consistency, being carefully structured (recognising different starting points; relevant to levels of need; indoors and outdoors)
- There should be opportunities for children to engage in activities planned by adults and those that they plan or initiate themselves. Practitioners must be able to observe and respond appropriately to children informed by a knowledge of how children develop and learn
- Well planned, purposeful activities and appropriate intervention by practitioners will engage children in the learning process
- For children to have rich and stimulating experiences, the learning environment should be well planned and well organised
- Above all, effective learning and development for young children requires provision of high quality, care and education by practitioners

Objectives

To achieve our aims we will:-

- Provide a stimulating, interesting environment which encourages learning through play and exploration, using all the senses
- Provide high quality teaching and facilitate high quality learning through exciting, first hand experiences
- Value and build on previous experiences
- Allow time for children to produce work of depth and quality
- Acknowledge that how children learn is as important as the content taught



- Provide a foundation for developing positive attitudes towards learning new skills (“I Can”)
- Celebrate achievements in and outside of the class
- Deliver the curriculum using a variety of teaching strategies and cater for a variety of learning styles grounded in balance of pedagogical approaches.
- Use ongoing formative assessments to inform next steps and to track individual progress
- Ensure assessment methods are succinct and ensure that opportunities for interaction between adults and children are maximised
- Ensure that safeguarding and welfare requirements are met for all children

How our EYFS is organised and planned

Arrangements for admission to St Anne Line Catholic Infant School and nursery are:

Parents are encouraged to apply for a place for their child by their second or third birthday.

Application forms for nursery admission are available from the school office.

The school has adopted an Admissions Policy for the Nursery (Please see our admission policy available on our website).

Admissions into Reception are dealt with in accordance with the co-ordinated admissions scheme administered by Essex LEA. The school supports parents in meeting deadline dates and ensuring applications get sent on time for pupils who are currently on role in our nursery.

Session times & Behaviour

All children must be accompanied to and from school by an adult. No child is to be left unattended by their supervising adult until a member of school staff is present on the school playground to support reception children who walk independently to their classroom door to be greeted by their teacher or TA. Nursery children must be escorted to their classroom door by their supervising adult where a member of the nursery team will welcome them in. At the end of the day once a Teacher or TA has handed over the child to their supervising adult they are directly responsible even when on school premises.

Children are only released at the end of the day to a relative/carer or known adult that their parent or guardian has approved. In the event that an adult who is unknown to the teacher or TA arrives to collect a child, their parent or guardian will be contacted for verbal confirmation prior to the child being released. We also encourage parents to sign a permission slip at the school office that morning to let us know in advance if a child will be collected by somebody different that day.

For Nursery the morning session begins at 8.30am and ends at 11.30am and the afternoon session begins at 12pm and ends at 3pm. This ensures both sessions are equitable in time. We offer 30hours provision for eligible families.

Session times may be adjusted to aid transition from one environment to another and where the child has not yet reached school age of five years. A reduced session may also be applied to safeguard the needs of a particular child or those within the setting where it is deemed a significant risk applies. This would be a temporary measure until advice is sought from outside



professionals who may offer advice on further support and intervention required. The school will keep a regular log of behaviour (the key worker may be responsible for this if they have been assigned) and the school will also offer families additional support where appropriate or as requested.

For Reception, staff are available from 8.30am with direct access to the classroom. Registration opens at 8:30am and closes at 8:40am. Lunch time is 12pm to 1pm. The day ends at 3pm. In the first half of the autumn term, reception children are taken for lunch 15 minutes early at 11.45am to settle them before other children enter.

Nursery and Reception children are offered free milk and fruit during their day, parents can opt in to a snack contribution which is used to provide a varied snack menu alongside fruit.

We provide a hot, lunchtime meal for children in Reception. All school lunches are currently free of charge for every child. Nursery children attending all day are required to bring a packed lunch to eat during their lunch time session 11:20am - 11:50am.

Reception children may bring a packed lunch. We promote a healthy eating ethos within the school and advice on contents is available from staff.

Organisation of classes:

Children can start Nursery the term following their third birthday and remain in attendance until they enter Reception. If they are offered a reception place at St Anne Line Catholic Infant School and Nursery they will transfer to one of the two Reception classes the September following their fourth birthday. There is only one intake in September and children will have their 5th birthday in that year.

Children in our Cygnets class can start from the term after their second birthday. The Cygnets class has capacity for 20 children aged 2-3years and is staffed with a minimum of 4 adults at all times.

Children in our Ducklings and Wagtails classes can start from the term after their third birthday. The Ducklings and Wagtails classes have capacity for 24 children each age 3-4years and is staffed with a minimum of 3 adults in each class at all times.

Safer eating procedures are in place and all members of staff who are supporting EYFS children during meal times have attended PFA training.

Our Reception classes are typically groups of 30 children per class and have a minimum of two trained members of staff.

Small groups working with students, volunteers or parent helpers are always supervised by members of staff.

Outdoor play:



The outdoor play space is securely fenced and provides an ideal, safe, play space where children can develop their physical skills and learn to share with others in structured and informal play. Outdoor activities are planned with, and are given as much thought and importance as the indoor activities - in accordance with the EYFS framework. All children are encouraged to participate in outdoor and physical activity daily. Outdoor provision encompasses all strands of the EYFS framework and curriculum.

Outdoor play is a very important part of children's development. Children will go outside to participate in all weathers and parents will need to ensure that they are suitably dressed. Staff need to wear suitable clothing to ensure they can participate in outdoor activities with the children in all weathers. During off site visits or trips parents will be informed of additional requirements for clothing that is needed in advance.

Whole school activities:

The Nursery and Reception classes join the whole school for some assemblies and events throughout the year when it is appropriate.

The Reception classes begin to participate in assemblies later on in the Summer term.

Children have access to the school library, PE equipment, Forest School, a range of ICT equipment and cooking facilities.

Information for Parents and Carers, and Opportunities for them to join our activities.

The following information is provided for parents:

Before admission to EYFS:

The prospectus contains information about our Early Years provision. Parents are also welcome to book in for a tour around the school prior to their application for a place at the school.

Each family has the opportunity to meet with their child's key worker or class teacher prior to starting school or nursery. This allows us to build positive relationships and get to know the child and their family.

Once the children are settled in the Nursery and Reception parents are invited in for sessions with their children in order to promote various aspects of the curriculum. These will be organised according to specific needs within the cohort but usually commence at the start of the Autumn 2 term.

Information on emergency contacts and medical conditions must be provided prior to the child starting school or nursery. This information is regularly exchanged throughout the year so any changes can be updated. A child will not be released unless we have been given prior warning such as a signed permission form or telephone call.



After admission:

In Reception and Nursery children will begin the year with two weeks of reduced attendance in order to assist their transition into school. This also enables the nursery and teaching staff to have smaller groups so they can assess the children's starting points and get to know them well. Each child will be either allocated a morning or afternoon session and be able to stay for lunch together on the second week. Children who start our school as mid-phase entries, have a 2-week settling in period which may be flexible and adjusted to their needs.

Parents are encouraged to join educational visits within the community. Parents are encouraged to share their skills and interests with their children. They will be encouraged to come into school and join parent time sessions for reading and other activities. We aim to ensure that parents and carers have a good understanding of the curriculum that their child/children will be part of and methods used in school in order to maintain consistency between the two settings. Teachers will often showcase phonics, literacy and numeracy teaching for this purpose. Curriculum documents and newsletters are also displayed for parents to read on the school website.

The Early Years Foundation Stage Curriculum

What will the children be learning and when? How is the curriculum organised? What is the progression of teaching and learning?

The term curriculum is used to describe everything children experience in their setting, both planned and unplanned.

The curriculum for the early years forms the first stage of our whole school curriculum. It includes opportunities for:

- Playing and exploring – children investigate and experience things, and have a 'have a go' approach
- Active learning – children concentrate and 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 develop strategies for doing things.

The EYFS framework aims to make a number of improvements:

- Reducing bureaucracy for professionals, simplifying the statutory assessment of children's development at age five.
- Simplifying the learning and development requirements by reducing the number of early learning goals from 69 to 17.
- Stronger emphasis on the three prime areas which are most essential for children's healthy development and well-being. These three areas are: Communication and Language; Physical Development; and Personal, Social and Emotional Development.
- For parents, a new progress check at age two on their child's development. This links with the Healthy Child review carried out by health visitors, so that children get any additional support they



need before they start school. (Parents are requested to bring this evidence and their child's development book to the welcome meeting prior to starting school. This is in order to ascertain a child's particular needs and ensure that they are met once starting school.)

- Strengthening partnerships between professionals and parents, ensuring that the new framework uses clear language.

There are seven areas of learning and this is what is reflected within the Foundation Stage setting.

These areas can overlap which allows children to make meaningful connections which they can apply to self-directed and adult focus learning opportunities. It is through providing high quality interaction and provision that children will thrive, being self-motivated and fully engaged in real learning which fosters positive relationships and progression.

The prime areas are:

Communication and Language

Listening, attention and understanding and Speaking

Physical Development

Gross motor skills and Fine motor skills

Personal, Social and Emotional Development

Self-regulation, Managing self and Building relationships

The specific areas are:

Literacy

Comprehension, Word reading and Writing

Mathematics

Number, Numerical patterns

Understanding the World

Past and Present, People, Culture and Communities and The Natural world

Expressive Arts and Design

Creating with materials and being imaginative and expressive

Our curriculum is play-based and child-centred, underpinned by a rich blend of pedagogical approaches. Learning is shaped through in-the-moment planning, high-quality literature, songs and rhymes, thoughtfully planned provocations, and purposeful adult-led activities. Themes and topics are introduced in the reception year to broaden children's skills, knowledge and interests.



This balance ensures children's interests are used as a vehicle for learning while adults skilfully extend thinking, language and holistic development.

Our EYFS pupils take part in whole-school special themed weeks across the year. We strive to ensure that the Characteristics of Effective Learning (COEL) and key foundational knowledge are enabled by offering high quality resources that are well organised and accessible to all. The themes can be accessed via the Newsletters and on the school's website.

Teachers and Early Years Educators use detailed skills progression plans to provide a learning environment that builds on children's prior knowledge as they progress through their EYFS journey at St Anne Line Catholic Infant School and Nursery. Our skills and knowledge progression plan takes into account that not every child joins our setting at age two and children may join mid-year or part way through the EYFS, arriving with a range of different starting points.

We plan a mixture of directed and free choice activities and children's choices are carefully observed to ensure a balanced programme. We also repeat more structured activities that have been guided by adults in groups so that children may respond to them with their own initiative independently during their play.

We regularly use our observations to plan activities that are child initiated and child led. We understand the importance of planning from the children's own interests and use our observations to enable us to do so.

Our child-led programme within the nursery is gradually directed by staff for sessions such as circle times, early phonics or maths games so that as they approach transfer to Reception, they are well prepared for the transition.

Children entering YR 1 continue their EYFS learning journey where necessary to ensure all Early Learning Goals are met by the end of the Autumn 1 term. Effective transition is of paramount importance to us in order to promote rapid progress and ensure a secure and happy environment for all pupils. Children who do not achieve the Early Learning Goals at the end of the Reception Year are highlighted to their Year One teachers so that they build on their existing skills and ensure no gaps are left unsupported. Equally, transition meetings will take place where all pupils' requirements are discussed. Our whole school teaching team are highly skilled in supporting pupils in the most formative years of their life, regular CPD and sharing of best practice within the EYFS is offered to all and supports smooth transitions and targeted interventions.

Parental Involvement

Parents are partners in children's learning. We value their opinions and the information they can give us to gain the widest picture of the whole child and their capabilities. We endeavour to involve them as much as possible.

Information for parents is included in the 'starting school' booklet (See Appendix 3 and school website). The following opportunities for contacts with parents are:

- Parenting information session and other training e.g road safety.
- Support for bi-lingual families and those who do not speak English



- Support and advice for parents of children with special needs
- Parent help in school activities
- Parental involvement in homework activities such as shared reading
- Evidence of their child's learning journey is available to parents at all times.
- Parents are invited to contribute to their child's profile through the use of Tapestry.
- Our pastoral support worker and school chaplain are available for meetings and work with families and pupils to support them in a variety of ways
- Daily opportunities to speak before and after school with teachers and teacher assistants who are at their classroom doors. The Headship team is available daily on the school playground during drop-off and pick-up times.

Assessment and record keeping

How do we know how well the children are doing? Baselines, assessment, recording, reports, records of achievement, moderation, portfolios, data analysis, reflective practice.

Assessment procedures

We use the EYFS framework and national baseline procedures. We use the Birth to Five Matters framework as a basis for assessing and tracking within Child Profiles which is also based on the EYFS framework.

Our assessment procedures are:

All evidence is collected through regular observations and work displayed in Learning Journals.

- i) Samples of work are placed into the child's Learning Journal which the children use regularly.
- ii) The children's individual Tapestry profiles are added to regularly by key workers in the nursery classes. Reception classes have group posts that describe and record learning activities.
Children's progress is formally assessed termly where ongoing profile evidence contributes to judgements.
Final assessments in Reception are carried out in the final term alongside the EYFS lead practitioners' judgement.
- iii) Phonics assessments are carried out every 6- 8 weeks.
- iiii) Better Start assessment data for the prime areas is submitted termly for 2year old funded children.

Equal Opportunities/Special Educational Needs.



All children are given equal access to all areas of the curriculum, regardless of race, gender, religion and home language. Children who have a Special Educational Need will have a One Plan in place and if necessary an EHCP.

Child Protection

Information about our whole school Child Protection Policy and Intimate care and toileting Policy can be found on our school website [St Anne Line Catholic Infant School & Nursery - Policies](#).

Review and Evaluation

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This policy will be reviewed/updated in September 2026