EMMAUS
CATHOLIC MAC

Early Years Foundation Stage (EYFS) Policy

Version	4.0
Date created/updated	23rd July 2026
Ratified by	Full Board
Date ratified	29th July 2026
Date issued	August 2026
Policy review date	September 2027
Post holder responsible	MAC School Improvement Lead

Commitment to Equality:

We are committed to providing a positive working environment which is free from prejudice and unlawful discrimination and any form of harassment, bullying or victimisation. We have developed a number of key policies to ensure that the principles of Catholic Social Teaching in relation to human dignity and dignity in work become embedded into every aspect of school life and these policies are reviewed regularly in this regard.

This Early Years Foundation Stage (EYFS) Policy has been approved and adopted by Emmaus Catholic Multi Academy Company on 29th July 2026 and will be reviewed in September 2027.

Signed by Director of Emmaus Catholic MAC: J Griffin

Signed by CEO for Central Team: S Horan

This policy relates to all Emmaus schools.

Mission:
Forming Christ-centred pilgrims of hope with kind hearts, questioning minds, a thirst for knowledge and a hunger for justice.

Contents

1	Aims	4
2	Legislation	4
3	Structure of the EYFS	4
4	Curriculum	5
5	Assessment	5
6	Working with parents	7
7	Safeguarding and welfare procedures	7
8	Monitoring arrangements	8

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 latest statutory framework for the Early Years Foundation Stage (EYFS), effective from 1 September 2026. This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

At St Ambrose Catholic Primary School, we offer up to 37.5 hours for nursery children including breakfast club. This can be split into full time or part time hours in the form of mornings or set days, according to what works best for our children and parents. Children can start Nursery the term after their third birthday.

Nursery times are as follows:

All day - 8.45 – 2.45

Mornings – 8.45 – 11.45

Wrap around care is available from 7.45am and open until 6pm.

Our Reception class attend school full time from 8.50am – 3.20pm.

4. Curriculum

Our early years setting follows the curriculum outlined in the latest EYFS statutory framework. The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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

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.

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 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.

5. Assessment

At St Ambrose, ongoing assessment is an integral part of 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 consider observations shared by parents and/or carers.

When a child is **aged between 3 and 4 in nursery**, staff review their progress and provide parents and/or carers with parent meetings throughout the year and an end of year report. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

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 upon request.

Transition A smooth transition is achieved by having the following in place:

- Nursery to Reception. During the Summer Term Nursery children will visit Reception Class weekly. Throughout the year Nursery and Reception work closely together. Home visits are carried out during the Summer Term.
- Reception to Year One. Reception teacher moves to Year One with their class. Transition activities during Summer term.
- Transitions meetings are also held in the Summer Term.

6. Working with parents and carers

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. At [School Name] we aim to build strong relationships with our parents by giving open communication, support and offering time in school through workshops, prayer and liturgy, performances, celebration assemblies and many more special events throughout the year.

Parents and/or carers are kept up to date with their child's progress and development through parents' evenings and meetings throughout the school year. We offer an open-door policy where parents are able to communicate with the class teacher on a daily basis.

Teacher assessments and the EYFS profile help to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. We ask parents to contribute to their

child's learning journey by sharing progress from home and participating in classroom activities such as learning workshops to build their knowledge and support their child/ren from home.

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 are able to enjoy learning and grow in confidence.

Mandatory 2026 Safeguarding Updates:

- **Safer Recruitment & Volunteers:**
  We mandate the obtaining and verifying of professional references for all new staff, with our procedures clearly detailed in our safeguarding policies to ensure only suitable individuals are recruited. Furthermore, an enhanced criminal records check and barred list check must be obtained for all staff and volunteers working directly with children.
- **Reporting Harm:**
  We ensure that Ofsted is informed of any allegations of harm or abuse by anyone living, working, or looking after children at the premises.
- **Child Absences & Emergency Contacts:**
  We maintain at least two emergency contact details for each child. We actively follow up on any prolonged or unexplained absences to ensure the ongoing welfare of the child.
- **Safer Sleep:**
  For children under two years old, children must be placed down on their backs in their own separate sleep space on a firm, flat surface. Babies under six months of age must always have an adult with them in the same room for every sleep, and all children must always be within sight and hearing of staff when sleeping.
- **Safer Eating:**
  Where possible, a member of staff sits facing the children while they eat to prevent choking, prevent food sharing, and monitor for unexpected allergic reactions. Additionally, a qualified paediatric first aider is present in the room during all meal and snack times.
- **Intimate Care:**
  We ensure that children's privacy during nappy changing and toileting is respected and properly balanced with safeguarding requirements.
- **Whistleblowing & Training:**
  Our policies include whistleblowing procedures to support and protect staff who raise concerns about unsafe practices. We also explicitly detail how our safeguarding training is delivered and how practitioners are supported to implement these practices.
- **Children's Screen Use:**
  Our settings have regard to the government's guidance on children's screen use in early years settings.
- **Banned Dog Breeds:**
  Banned dog breeds (under section 1 of the Dangerous Dogs Act 1991) must not be kept or present on the premises at any time.

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. These ratio requirements apply to the total number of staff available to work directly with children, across the whole provision, not just each room.

For children aged 3 and over:

- **[For independent schools (including in nursery classes in free schools and academies):]** Where there is a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification, an instructor or another suitably-qualified overseas trained teacher: 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. For all other classes, 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.

- **In Nursery:** We have at least 1 member of staff for every 8 children.

- **In Reception:** We comply with infant class size legislation and have at least 1 teacher per 30 pupils.

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. Early years students and trainees must have PFA training in order to be included in staff-to-child ratios at the level below their qualification level.

Health and Oral Care:
We promote good oral health, as well as good health in general, in the early years by talking to children about):

- 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 Safeguarding (Including Child Protection) Policy.

8. Monitoring arrangements

This policy will be reviewed and approved by the Board of Directors every year or sooner if subject to changes.

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	Safeguarding and Child Protection Policy
Procedure for responding to illness	Attendance Policy; Supporting Pupils with Medical Conditions Policy
Administering medicines	Supporting Pupils with Medical Conditions Policy
Emergency evacuation procedure	Health and Safety Policy
Procedure for checking the identity of visitors	Safeguarding and Child Protection Policy
Procedures for a parent failing to collect a child and for missing children	Attendance Policy and Safeguarding and Child Protection Policy
Procedure for dealing with concerns and complaints	Complaints Policy