



CHARLTON HOUSE

— Catholic Prep —

Nurturing excellence, embracing
communities and inspiring futures

Early Years Foundation Stage (EYFS) Policy

Reviewed and approved by the full governing body November 2025
To be reviewed by FGB November 2026

Date	Dec 2024	November 2025		
Reviewed by	FGB	FGB		

Charlton House Catholic Prep EYFS Policy

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 [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2025](#).

3. Structure of the EYFS

At Charlton House Catholic Prep, the curriculum for the Early Years forms the first stage of our Whole-School Curriculum. It covers children in Kindergarten and Reception. On occasions, our Kindergarten and Reception classes are taught in mixed-age groups. Learning for the children is carefully adapted to appropriately meet their age and stage. All Kindergarten and Reception-aged children are provided with the complete Early Years and Foundation Stage learning experience and curriculum.

4. Curriculum

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework, 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 three prime areas are:

- **Communication and Language** – children will be given lots of opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; to speak and listen in a range of situations.
- **Physical Development** – children will be provided with opportunities to be active and interactive; to develop their co-ordination, control and movement. Children will be taught the importance of physical activity and to make healthy choices in relation to food.
- **Personal, Social and Emotional Development** – children will be helped to develop a positive sense of themselves and others; form positive relationships and develop respect for others; develop social skills and learn how to manage their feelings; understand appropriate behaviour in groups; and have confidence in their own abilities.

There are also four specific areas, through which the three prime areas are strengthened and applied:

- **Literacy** – children will be taught to link sounds and letters and to begin to read and write. Children will be given access to a wide range of reading materials to ignite their interest.
- **Mathematics** – children will be provided with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures.
- **Understanding the World** – Children will make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive Arts and Design** – Children will explore and play with a range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

The curriculum is planned through a series of themes that reflect and respond to the children's interests, offering experiences in all areas of the curriculum and which carry equal importance to provide a broad and balanced curriculum with opportunities for play and child- initiated activities.

4.1 Planning

Planning is based on the Foundation Stage curriculum. This is an overarching framework that informs all other stages of planning. It shows the range of experiences and learning opportunities that are available while children are in the early years. Each term, themes of learning are based upon the children's interests. This is evaluated weekly to respond to other emerging interests that the children may have. Short term daily planning selects activities and learning objectives from medium term plans, as deemed appropriate to meet the needs and interests of the children. Plans are extended and differentiated accordingly.

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.

Planning should provide a clear balance between challenging the most able children in some cases to exceed Early Learning Goals whilst recognising that an attempt to implement the more formal work before a child is ready could damage a child's disposition to learn.

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 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.

By the end of the Reception year, Numeracy and Literacy lessons will be in place in preparation for children entering Year 1.

5. Assessment

At Charlton House Catholic Prep, 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.

Assessments in Kindergarten are wholly anecdotal, consisting of photographs, pieces of work and written notes.

Within the first 6 weeks of a child starting Reception, staff will administer a baseline assessment. Formal summative assessments will be conducted in reading in the Spring term (PIRA) and reading and Maths (PIRA and PUMA) in the Summer term.

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.

Further details of how the end of the EYFS profile is administered can be found in the Department for Education document "Early years foundation stage assessment and reporting arrangements."

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. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

The class teacher is the key person who helps to ensure that the learning and care of children is tailored to meet their needs. The class teacher supports parents and/or carers in guiding their child's development at home. They will also help families to engage with more specialist support, if appropriate.

7. Safeguarding and welfare procedures

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

- The effects of eating too many sweet things
- The importance of brushing your teeth

- Promoting physical activity, including physical play, and talking about the benefits of an active lifestyle

Where intimate care is required, the member of staff will record this on the child's file (CPOMs) and staff files (CPOMs Staff Safe).

Safeguarding and welfare procedures are outlined in detail in our Safeguarding Policy.