

EYFS Policy

St. Thomas More's Catholic Primary School



Approved by the Governing Body Autumn 2026

Next Review: Autumn 2027

Our Mission Statement

As we walk together with Jesus we love, live and learn

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
- Close partnership working between practitioners and with 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 **September 2026** Statutory framework for the early years foundation stage for group and school-based providers, published by the Department for Education and effective from 1 September 2026.

[Statutory framework for the early years foundation stage for group and school providers](#)

This document also complies with our funding agreement and articles of association.

3. Structure of the EYFS

Although the Foundation stage applies to children from three years of age to the end of the Reception Year, our school provides for the Reception Year only, and all our children join us during the school year in which they are five in September.

4. Transition from Pre-school to full time Education

Our aim is to establish a smooth and successful transition to school. This is facilitated by

- Parents attend an induction afternoon where they are given information about the school and have an opportunity to meet and talk to various people in and associated with our school.
- Visits to partnership pre-school establishments when appropriate.
- Story visit which the children attend with their parents
- Play sessions that are held at the school in the summer for all children prior to starting Reception class.
- Liaison with outside agencies.
- Parents completing a starting school sheet, to share information about their child with the Reception Team.

5. Curriculum

Our early years setting follows the curriculum as outlined in the September 2026 statutory framework of the EYFS.

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

5.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. Staff 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, practitioners reflect on the different ways that children learn and include these in their practice.

5.2 Teaching

Each area of learning and development is implemented through planned, purposeful activities, and through a mix of adult-led and child-initiated activities. Practitioners 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.

6. Assessment

At St Thomas More's we assess through ongoing assessment as an integral part of the learning and development processes to measure the children against the Foundation Profile to form a baseline assessment. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents and/or carers.

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 then shared with parents and/or carers.

7. Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners 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.

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.

8. Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy, which has been reviewed and updated to reflect the changes to the EYFS statutory framework that took effect on 1 September 2026. These changes include:

[New content added to reflect the September 2026 framework]

- Safer sleep requirements: babies aged 12 months and under sleep in a cot; babies under 6 months have an adult in the same room for every sleep; all sleeping children are frequently checked and remain within sight and hearing of staff
- New expectations, in line with DfE guidance, around children's screen use, including limits by age, adult co-engagement, and screens not being used to manage behaviour
- Enhanced DBS and Children's Barred List checks for volunteers undertaking regulated activity (more than three days in a 30-day period, or overnight)
- Confirmation that a new employee does not commence employment until their required criminal record check has been received
- Staff being explicitly informed of their responsibility to disclose information that may affect their suitability to work with children
- Updated wording for notifying Ofsted of relevant allegations, reflecting the change from 'serious harm' to 'harm'

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

This checklist lists the policies and procedures that we must have according to the EYFS statutory framework.

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
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
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