



St Anne's RC Primary School

EYFS Policy



Reviewed – June 2026

Next review – June 2028

Ratified by governors – June 2026

Person in charge – Miss Gartland

“To live happily, love unconditionally and learn enthusiastically with Jesus by our side”



Early Years Foundation Stage Policy

‘All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.’

Statutory framework for the Early Years Foundation Stage – 2025

The Early Years Foundation Stage applies to children from birth to the end of the reception year

. At St. Anne’s RC Primary School children are admitted into Foundation Stage 1 in the term after their third birthday and into Foundation Stage 2 in the September following their fourth birthday.

EYFS Intent

Early childhood is the foundation on which children build the rest of their lives. At St. Anne’s RC Primary School we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development. We are committed to providing a high quality enabling environment and giving children time to play and initiate their own learning. As it is through play that our children explore and develop the learning experiences that help them make sense of the world. They practise and build up their ideas, learn how to control themselves, and begin to understand the need for rules. They have the opportunity to think creatively both alongside other children and 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.

At St Anne’s we intend to:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the children to experience as they begin their journey through school.
- Develop a love of learning and enable choice and decision making, fostering independence and self-confidence.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Develop excellent relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a communication rich learning environment where developing children’s oracy skills is central to our curriculum. We place a strong emphasis on vocabulary acquisition, early



reading and communication barriers to close the word gap early. This ensures all children—including those with SEND or EAL—can articulate their thoughts and feelings.

- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.
- Provide a stimulating, well organise, enabling learning environment both indoors and outdoors. Offering the children areas where they can explore, use their senses, be physically active and exuberant, be quiet and rest.
- Foster resilience, critical thinking and active learning empowering children to become independent problem-solvers who are not afraid to make mistakes.
- Include fundamental British values to teach children a sense of self and belonging; enabling them to learn and stay true to the values that make people good human beings.
- Enrich our children's lives with diverse experiences, celebrating different cultures, traditions, and backgrounds to prepare them for life in a modern, diverse society.
- Ensure that children learn to live together peacefully, with each of them playing a valuable role in the multi-cultural world in which they live.
- Strive to be a mentally wealthy school, where our pupils have the tools and the resilience to deal with life and flourish academically, emotionally and spiritually.

EYFS Implementation

At St Anne's we are outward looking and creative in our approach to implementing a high quality EYFS curriculum.

Our implementation is developed through secure understanding of the curriculum and the characteristics of effective learning.

Oracy is at the heart of our approach to reading. We provide a structured, targeted and explicit approach to oral language learning in order to support reading development in the EYFS. We use storytelling and story-acting to improve reading through talk. This approach coincides with the use of a structured synthetic phonics programme (Essential letters and Sounds) in FS2.

Planning

1. Long term:

- Statutory framework for EYFS (2025) / Development Matters

2. Medium term:



- Yearly curriculum overview, up-dated annually in response to data and in house monitoring of teaching & learning.
- Area planning for the continuous provision.
- Medium term themed plans which reflect the children's current interests.

3. Short term:

- Weekly planning which reflects the interests and needs of individual children. The plans incorporate the continuous provision, enhancement activities and adult directed activities.

All teachers / Key Workers:

- 'Know where their children are' through the use of concise summative assessment, prior learning, baseline assessments and working in partnership with feeder nurseries.
- 'Understand where their children need to be' through a secure understanding of year group expectations and incisive, ongoing, formative assessment.
- 'Know how they are going to get them there' through the use of a range of strategies to promote independence, mastery and high expectations of ALL.
- Plan relevant learning and development activities based on the characteristics of effective learning (playing and learning, active learning, creating and thinking critically).
- Provide a balance of adult led and child initiated activities that build on and extend their interests and develop their intellectual, physical, social and emotional abilities.
- Both our indoor and outdoor s are carefully planned to provoke curiosity. Resources are open-ended, accessible, and designed to foster independence, letting children lead their own learning.
- Support children's critical thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions.
- Strive to provide a language rich environment where children are actively encouraged to communicate and talk about their learning, interests and needs.
- Provide a rich and stimulating environment which is constantly changing to reflect the needs and interests of the children.
- Phonics (using Essential Letters and Sounds which is a validated systematic synthetic program) and early mathematics are taught daily through engaging, interactive, and age-appropriate sessions.
- Ensure that children have access to a clean, safe and well organised learning environment.



- Ensure that no child is excluded or disadvantaged.
- We promote a Culture of Co-Regulation by explicitly teaching the language of emotions. Adults use consistent routines and visual cues to help children navigate big feelings, resolve conflicts independently and understand the perspective of others.
- Use resources which reflect diversity and are free from discrimination and stereotyping.
- We recognise parents as a child's first educators. We invite parents into our setting to join their children in our enabling environments (stay and play). We also implement parent workshops, home learning bags, digital learning opportunities on Class Dojo, and open-door policies to ensure a collaborative approach to each child's growth.

Observations:

Foundation Stage staff use observations as the basis for planning. Staff are skilled at observing children to identify their achievements, interests and next steps for learning. These observations then lead the direction of the planning. Relevant and significant observations are recorded in the children's Learning Journal.

Assessment:

In the EYFS the children's level of development is recorded using the Development Matters age-bands (Arbor). During the first six weeks in FS1 and FS2, the teacher assesses the ability of each child using a baseline assessment. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.

Assessment in the Foundation Stage takes the form of both formal and informal observations, photographic evidence and through planned activities. Assessment is completed regularly and involves both the teacher and other adults, as appropriate.

At the end of Reception we use the Early Learning Goals (ELGs) to judge whether a child is 'Emerging' or 'Expected' in all 17 areas of learning. We send a summary of these assessments to the LA for analysis and share this information with parents at consultation meetings and in the end-of-year report.

EYFS Impact

We will work as a team to ensure all of our children:

- feel safe, secure and valued
- have a love of learning
- are emerged in an engaging, creative, high quality EYFS education that helps children work towards the Early Learning Goals throughout their time in the EYFS



- are supported by effective classroom routines
- have a clear understanding of the high expectations set for them
- have high expectations of themselves
- are confident in their learning
- are confident communicators
- feel ready and excited to be challenged
- are independent learners
- make links and connections in their learning experiences
- show curiosity, take risks and demonstrate persistence

Summative Impact

1. Use of Arbor to record
2. Pupil Progress Meetings
3. Benchmarking against national (GLD)
4. Linked to Performance Management targets

Progress and Attainment

Children make strong progress from their varied starting points. A high percentage achieve a Good Level of Development (GLD) by the end of FS2 (Reception year), moving them smoothly into Key Stage 1.

Smooth Transition

Children leave the EYFS with the physical, social and academic readiness required to transition smoothly and confidently into Key Stage 1.