

OUR LADY OF LOURDES RCPS EARLY YEARS FOUNDATION STAGE (EYFS) POLICY

Policy approved by: Governors	Date: November 2025
Last reviewed: November 2025	
Next review: November 2027	

Mission Statement

At Our Lady of Lourdes, we follow in the footsteps of Jesus to Love, Learn and Grow

Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them a secure foundation for learning, development and 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

Legislation

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#), effective from 1 September 2025.

Structure of the EYFS

Within our Early Years Foundation Stage (EYFS), we accommodate a 20 place reception cohort for children aged between 4 and 5. The children in EYFS attend full time, 32.5 hours a week, between the hours of 8:45am and 3:15pm.

Curriculum

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development that we must teach. All areas of learning and development are important and interconnected. Three areas, known as the prime areas, are seen as particularly important 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

We also support the children in 4 specific areas which help strengthen and develop the 3 prime areas, and ignite the children's curiosity and enthusiasm:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

At Our Lady of Lourdes, we believe in developing the 'whole child'. Our Mission Statement, 'We follow in the footsteps of Jesus, to love, learn and grow' is at the heart of everything we do. Our EYFS is rooted in the gospel values and is unique in that it can provide a secure foundation for future learning and development for later life.

Our EYFS curriculum, enabling environments and play based learning allows children to develop confidence, independence, interpersonal skills, build resilience and become creative thinkers. We give them support that enables them to fulfil their potential putting emphasis on providing individual pathways based on the child's stage of development. This is done through a balance of child-led and adult initiated learning.

Planning

The EYFS curriculum is thoughtfully integrated across various subjects to ensure comprehensive coverage and to effectively prepare the children for school. While the EYFS curriculum serves as the foundation of our teaching, it is organised into distinct subjects to facilitate a well-rounded educational experience. By strategically planning the curriculum in this manner, we ensure that all essential areas of learning are addressed, equipping the children with the necessary skills and knowledge as they progress in their educational journey.

Our staff are ambitious for all children, and plan activities and experiences for the children that enable them 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.

We have grown a curriculum outlining the knowledge we want children to acquire, but our teaching approach is driven by the children themselves and their interests. While ensuring comprehensive coverage of the planned curriculum, we actively incorporate the children's interests, seasonal topics and common passions, to enhance our teaching plans. By embracing and incorporating these elements, we create a dynamic broad and engaging curriculum.

Where a child may have a special educational need or disability (SEND), staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

In planning and guiding the children's activities, staff reflect on the different rates at which children are developing, and take these into account.

Teaching

We are dedicated to ensuring that all children under our care make good or outstanding levels of progress. Our approach begins by deeply understanding each child as an individual and identifying their specific needs for growth and development.

Within the Early Years Foundation Stage (EYFS), children are provided with dedicated periods during the day known as "choose your own learning," where they have the freedom to explore and learn in both indoor and outdoor environments. The resources available in these areas are deliberately selected to challenge the children and support their learning through play. Our skilled staff actively engage with the children during these moments, modeling play, observing their interactions, and providing guidance as they engage with their peers.

Observations of these rich learning experiences are captured and shared through the "Seesaw" learning journey app. These observations serve as valuable insights for our staff in Reception, enabling them to plan and implement appropriate next steps in each child's learning journey. Furthermore, these observations provide a "window into the classroom" for parents and carers, allowing them to gain a deeper understanding of their child's educational progress and experiences.

In addition to child-initiated learning, our curriculum also includes focused activities and adult-led tasks that aim to guide children's learning and introduce them to new knowledge and skills. Whole-class lessons are also conducted, providing valuable opportunities for children to learn alongside their peers. During these adult-directed sessions, children develop the ability to focus their attention for longer periods of time, fostering their concentration skills as they engage collaboratively with their friends.

Staff make sure that the children experience the 3 key characteristics of effective teaching and learning: playing and exploring; active learning; and creating and thinking critically.

They respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As the children grow older, and as their development allows, the balance gradually shifts towards more focus on teaching essential skills and knowledge in the specific areas of learning, to help the children prepare for Key Stage 1.

Assessment

Assessment is a fundamental component of the learning and development processes at Our Lady of Lourdes. Our staff actively engage in ongoing observation of our pupils to gauge their levels of achievement, interests, and individual learning styles.

In Reception, we conduct the national Reception Baseline Assessment in September. [The requirements for the RBA are set out in Annex B of EYFS statutory framework].

Throughout the year, the children in Reception undergo assessments of their speech and language skills. We employ the Wellcomm Toolkit to screen the children and deliver any necessary interventions.

At the end of each term, teachers will again consider whether each child's development is working at or working towards age-related expectations. The observations and assessments are used carefully to shape future planning. Practitioners also take into account observations shared by parents and/or carers. Practitioners can record observations of significant learning on an on-line journal called 'Seesaw'.

The observations may also include photographs or videos; the practitioner assesses the Characteristics of Effective learning and categorise into subject area folders. All observations are shared with families. Parents can 'love' and comment on the uploads and can also upload their own observations. Our aim is to support all children in 'keeping up' with their developmental milestones rather than having to 'catch up' later on.

To keep parents informed about their children's progress, we conduct two parent-teacher meetings in October and March, during which we discuss the children's development and any concerns or goals.

In the final term of the academic year in which the child reaches age 5, staff complete the EYFS profile for each child (before 30 June in that term). Each child is assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

We share the EYFS profile with the child's year 1 teacher. This helps to inform a discussion between reception and year 1 teachers about the child's stage of development and learning needs, and helps with planning activities in year 1.

The school shares the results of each child's 'progress check' and EYFS profile (but not the reception baseline assessment) with their parents/carers.

In exceptional circumstances, after discussion and only in agreement with parents and/or carers, a child might stay in EYFS provision beyond the end of the academic year in which they turn 5. In these exceptional cases, we will continue to assess the child throughout their time in EYFS provision and complete their profile at the end of the year before they move into year 1.

The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements. We submit EYFS profile data to the local authority on request.

Working with parents and carers

We take immense pride in fostering strong partnerships with parents in the Early Years Foundation Stage (EYFS). We firmly believe that these partnerships are integral to creating an environment where children can truly thrive.

We recognise the invaluable role that parents play in their child's development, and we actively seek to establish open lines of communication, collaboration, and shared decision-making with them. Through our strong partnerships, we aim to create a seamless connection between home and school.

- Messages from the school's office are sent home via 'The School' app or email.
- Parents and carers are informed of first aid incidents via text message.
- All family members can download the 'SeeSaw' app to receive messages from the Reception staff, photographs and videos of their child(ren) learning in the school environment.
- Our open-door policy warmly invites parents into school for a tour or meeting with a staff member at any time
- We host two parents' evenings a year
- Families will receive a written 'end of year report on their child'
- Staff are on the door to speak with in the mornings and at home time
- We host regular 'Come and Learn with Us' sessions. Family members are invited into the classrooms to participate in our learning experiences. These usually coincide with a festival or are themed to an event.
- A class newsletter is published on Seesaw and on the class page on the website at the beginning of each term.
- A whole school weekly newsletter is sent electronically to parents every week.
- During the summer term, the class teacher will visit the joining the reception cohort in their nursery setting or at home if they do not attend a nursery. This creates an opportunity for professionals to celebrate the child's achievement and for the child to meet their new teacher in a familiar setting.
- Families are welcomed into school for 'move up morning', parent talks and 'stay and play sessions' in the academic year before their child attends reception.

Staff training

We will:

- Train all staff in safeguarding procedures in line with Annex C of the most recent EYFS framework and Keeping Children Safe in Education (KCSIE) guidance
- Support all staff to feel supported and confident in implementing our safeguarding policy and procedures
- Renew training every 2 years, or more often when it's needed to help maintain skills; keep up to date with any changes to our safeguarding procedures; or because of any safeguarding concerns
- Outline how training is delivered, and how staff are supported to put it in place, in our child protection and safeguarding policy.

Our designated safeguarding lead (DSL) will:

- Provide ongoing support, advice and guidance to all staff
- Attend a training course consistent with the criteria set out in Annex C of the most recent EYFS framework
- Liaise as needed with local statutory children's services agencies and our local safeguarding partners

Safer recruitment

When recruiting staff, we will follow the procedures set out in the latest EYFS framework guidance on checking the suitability of new recruits, including:

- Obtaining a reference for any member of staff (including students and volunteers) before they are recruited
- Recording information about staff qualifications and identity checks, vetting processes and references

Whistleblowing

We make sure that all staff are aware of our whistleblowing procedures; feel able to raise concerns about any poor or unsafe practice; and know that such concerns will be taken seriously by the senior leadership team.

In the event that a member of staff feels that they need to blow the whistle on misconduct, they should report their concern to the headteacher. If the concern is about the headteacher, or it is believed they may be involved in the wrongdoing in some way, the staff member should report their concern to the chair of the governing board.

Malicious or vexatious allegations

If an allegation is made in good faith, but investigation finds no wrongdoing, there will be no disciplinary action against the member of staff who raised the concern.

If, however, an allegation is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the person making the allegation.

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 can enjoy learning and grow in confidence.

All practitioners are alert to any issues of concern in children's lives at home or elsewhere.

See our child protection and safeguarding policy for more information.

Responding to allegations or concerns

If we have concerns about children's safety or welfare, we will immediately notify our local authority children's social care team, in line with local reporting procedures. In emergencies, we will also inform the police.

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:

For reception classes in maintained schools:

- We comply with infant class size legislation and have at least 1 teacher per 30 pupils

For mixed classes in maintained schools:

- We determine ratios guided by all relevant ratio requirements and by the needs of the children within the group

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.

The designated safeguarding lead (DSL)

We also have a DSL who has lead responsibility for safeguarding children. They are also responsible for:

- Liaising with local statutory children's services agencies, and with the LSPs (local safeguarding partners)
- Providing support, advice and guidance to all other staff on an ongoing basis, and on any specific safeguarding issue as required
- Attending a safeguarding training course that complies with the criteria set out in annex C of the latest EYFS framework

Absence

We're required to promptly follow up on absences.

If a child is absent for a prolonged time or if their parents/carers haven't told us about the absence, we will attempt to contact the parents/carers and alternative emergency contacts.

See our attendance policy for more on this, including our expectations of parents/carers to report child absences.

Oral health and tooth brushing

We promote good oral health, as well as good health in general, in the early years, by following a supervised tooth brushing programme called the 'Brush Bus' to support the children's oral health. We follow government guidance on supervised toothbrushing to make sure that it is evidence-based and safe.

Safer eating

While children are eating, there will always be at least 1 member of staff in the room with a valid Paediatric First Aid certificate. All children will be within sight and hearing of a member of staff while eating.

Before a child joins our setting, we will get information on their:

- Dietary requirements and preferences
- Food allergies and intolerances
- Health requirements

We will share this information with all staff involved in food preparation and handling. At each mealtime and snack time it will be clear which staff member is responsible for checking that the food meets all the requirements for each child.

We will make sure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis; the differences between allergies and intolerances; and that child can develop allergies at any time.

We will consult with parents/carers to:

- Create allergy action plans for their child – with the help of health professionals, where appropriate
- We will also keep this information up to date and share it with all staff

We will prepare food in a way that:

- Prevents choking
- Meets each child's individual developmental needs
- Is in line with the DfE's Early Years Foundation Stage nutrition guidance

In the event of a choking incident that requires intervention, we will record details of the incident and make the child's parents/carers aware. We will periodically review the records

to identify whether we can change anything in our practice to make eating safer, and then take action as appropriate.

Accident or injury

We keep a first aid box (which contains appropriate items for children) always accessible.

We keep an electronic record of accident or injuries and any first aid treatment.

We will inform parents or carers via text message on the same day as, or as soon as reasonably practicable after, of any:

- Accident or injury sustained by the child
- First aid treatment given

We will notify the relevant authority of any serious accident, illness, or injury to any child while in our care and inform them of the action taken, as soon as reasonably practicable.

Safety of premises

We make sure that our premises, including overall floor space and outdoor space, are fit for purpose and suitable for the age of children we care for and the activities provided on the premises.

We comply with requirements of health and safety legislation, including fire safety and hygiene requirements.

Toileting and privacy

We make sure that there are:

- Enough toilets and hand basins available for the children
- Suitable and hygienic nappy changing facilities
- An adequate supply of necessary items such as spare clothes
- Separate toilet facilities for adults

During nappy changes and toileting, we will balance children's privacy with their safeguarding and support needs.

Monitoring arrangements

This policy will be reviewed and approved by the Executive Headteacher every two years.

At every review, the policy will be shared and approved by the governing board.

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

This isn't an exhaustive list of policies and only includes policies specific to the EYFS. For a full list of our policies, see <https://www.ololbury.com/policies/>.

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
Procedures for a parent/carer 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