



EMMAUS

CATHOLIC MAC

Early Years Foundation Stage (EYFS) Policy

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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.

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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

Pre-School

At St. Mary's Catholic Primary School, we offer 30 hours for preschool children. This can be split into full time or part-time hours in the form of mornings, afternoons or set days, according to what works best for our children and parents.

Early Years funding can be used flexibly across all the sessions in preschool. Sessions are only paid for when parents request more hours than their 15 hours or 30 hours funding.

Invoices are emailed monthly.

For example: If your child has 15 hours funding and you would like your child to attend from Monday to Friday 8.50am to 2.50pm this would be 30 hours per week. You would be invoiced 15 hours. However: If your child has 30 hours funding and you choose to book Monday, Tuesday and Wednesday, 8:50am – 2:50pm, this is 15 hours and would therefore be free to parents as the 15 hours funding is used for all the sessions.

Preschool times are as follows:

- All day - 8.50 – 2.50
- Mornings – 8.50 – 11.50
- Afternoons – 11.50 – 2.50

Meals and Snacks are provided by parents for Pre-School pupils	Preschool provide milk (free) Parents provide a water bottle to be brought in each day. Snacks are provided by parents If your child stays for lunch, you are required to send them with a lunch box.
Consumables	If your child is in nappies, we ask that you send a pack of nappies, wipes and nappy sacks to store in your child's basket. We will remind you when stocks are getting low. Sun cream – We ask parents to apply sun cream before sending their child into preschool.
Additional Services (trips/outings)	Parents would be asked for a voluntary contribution towards the cost of a trip or outing.

Reception

Children in Reception attend school on a full-time basis.

The Reception school day is:

- 8.50am – 3.20pm

Reception children have access to a balance of adult-led and child-initiated learning opportunities both indoors and outdoors throughout the school day. Learning is planned in accordance with the Early Years Foundation Stage (EYFS) Framework and supports children's development across all seven areas of learning.

Meals and Snacks

- Reception children are entitled to Universal Infant Free School Meals and are provided with a free school lunch each day, which parents book through the School Food United app, although parents may choose to provide a packed lunch if preferred.

- Fresh drinking water is available throughout the day and children should bring a named water bottle to school.
- Children are offered a healthy snack during the school day.

Additional Services (Trips/Outings)

- Parents may be asked for a voluntary contribution towards educational visits, visitors and enrichment activities which enhance the Reception curriculum.

Wraparound Care

- Wrap around care is available for Reception – Year 6, from 7.30am and open until 6pm. Our Reception class attend school full time from 8.50am – 3.20pm.

Safer Sleep

- Although our setting only cares for children aged 3 years and over, meaning there is no nap time during the time children are in school, we recognise the importance of providing a safe sleep and rest environment in line with DfE and Lullaby Trust guidance. Should a child fall asleep whilst in our care, we follow the steps below to ensure that we provide a safe sleep environment for every child in our care:
- If a child falls asleep unexpectedly, staff will ensure they are moved to a safe sleep area where they can be appropriately supervised
- Children are checked regularly to ensure they do not become too hot or too cold and additional layers of clothing are removed or added as required.
- Children are always within sight and hearing of staff while sleeping or resting.
- Staff carry out regular checks on sleeping children and record these.
- Sleeping areas are kept free from hazards and excessive bedding, cushions, toys, cords, or any other items that could pose a risk to a sleeping child.
- All staff are aware of safer sleep practices and follow the setting's procedures for supervising sleeping children.

Safer Eating

We are committed to promoting safe and healthy eating practices in line with the EYFS Statutory Framework:

- Children are always supervised whilst eating and drinking and are encouraged to sit appropriately, eat at a safe pace and develop independence during mealtimes.
- Staff ensure that food is prepared according to current safer eating guidance to reduce the risk of choking, taking account of children's age, stage of development and individual needs.
- We maintain robust procedures for managing allergies, dietary requirements and food hygiene to ensure the safety and wellbeing of all children.
- Mealtimes are viewed as positive social experiences that support children's health, learning and development.

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 interconnected. 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. Mary's Catholic Primary School, 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 take into account observations shared by parents and/or carers.

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.

Assessment observations are documented on Tapestry and used to inform next steps in learning. Parents and carers can access these observations and comments from home.

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

- Pre-School to Reception:
 - Close communication between Preschool and Reception staff throughout the year.
 - Information about each child's learning, development, interests and next steps is shared between staff.
 - Reception teachers visit Preschool children in their learning environment.
 - Transition visits are arranged to allow children to become familiar with the Reception classroom, adults and routines.
 - Parents are invited to transition meetings where information about starting Reception is shared.
 - Children's assessment records and learning journeys, including information from Tapestry, are passed on to Reception staff to support continuity in learning.
 - Additional transition arrangements are made where needed to support individual children.
- Reception to Year One (add details)
 - Reception and Year 1 staff work closely together throughout the summer term to ensure continuity of learning and support.
 - Transition visits are arranged to allow children to become familiar with the Year 1 classroom, adults and routines.
 - Assessment information, learning records and details of children's strengths, interests and next steps are shared with Year 1 staff.
 - Reception and Year 1 teachers meet to discuss each child's progress, attainment and any additional support needs.
 - The Year 1 curriculum is carefully planned to build upon children's experiences and achievements within the EYFS.
 - Where appropriate, additional transition visits and support are provided to ensure all children feel confident and secure moving into Key Stage 1.

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:

- Where a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification is working directly with the children, 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.

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:

- Discussing the effects of eating too many sweet things
- Discussing and learning about the importance of brushing your teeth
- We are introducing a supervised toothbrushing programme. We follow Public Health England guidance on supervised toothbrushing to make sure that it is evidence-based and safe.

The rest of our safeguarding and welfare procedures are outlined in our school's Safeguarding and 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