



Sacred Heart Catholic Primary School



MISSION STATEMENT

At Sacred Heart Catholic Primary School, we serve our diverse community with open and honest hearts.

Through our thoughts, words and actions, we share God's love with all.

A place where everyone is loved and valued, we strive to always be the best that we can be.

EYFS POLICY AND PROCEDURES

VERSION NUMBER	1
TO BE REVIEWED	SEPTEMBER 2027



Be Responsible

Be Respectful

Be Kind

REVIEW LOG

Each entry in this table summarises the changes to these procedures made since the last review (if any). This policy will be reviewed with staff annually.

Version Number	Description	Date amended/reviewed
1	Original	September 2026 K.Jenkins

1. OUR VISION

At Sacred Heart Catholic Primary School, we aim to provide a happy, safe, nurturing and ambitious start to school, with Christ at the centre of our community.

We recognise every child as a unique individual and aim to develop confident, curious, independent and caring learners who have the knowledge, skills and attitudes needed to be successful throughout their school journey.

Our provision reflects the four overarching principles of the statutory Early Years

Foundation Stage (EYFS):

- every child is a unique child;
- children learn to be strong and independent through positive relationships;
- children learn and develop well in enabling environments with teaching and support from adults; and
- children learn and develop in different ways and at different rates.

Safeguarding, children's welfare and ensuring that children feel safe, valued and secure underpin everything we do.

2. AIMS

In Reception, we aim to:

- provide a safe, welcoming and inclusive environment where every child feels happy, secure and that they belong;
- develop secure, positive relationships with children and their families;
- provide an ambitious, skills-based curriculum which prepares children for future learning;
- provide clear progression so children develop, practise, consolidate and build upon their knowledge and skills;
- develop children's communication, vocabulary, independence, resilience, curiosity and confidence;
- provide a balance of purposeful play, high-quality continuous provision and direct teaching;
- identify and respond quickly to children who need additional support;
- provide appropriate challenge for all children;
- promote children's physical and emotional health, safety and wellbeing;
- value children's individual backgrounds, cultures, languages, interests and experiences; and
- develop strong partnerships with parents and carers.

3. CURRICULUM

Our curriculum meets the learning and development requirements of the statutory EYFS framework and is designed around the seven areas of learning and development.

Prime Areas

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The areas are interconnected, with the prime areas providing particularly important foundations for children's future learning.

Our curriculum is skills-based, ambitious and progressive. It is designed to develop the fundamental knowledge, skills, vocabulary and learning behaviours children need to be successful as they progress through school.

Clear progression is identified across the curriculum. Learning is carefully sequenced so children have repeated opportunities to learn, practise, apply, consolidate and build upon their skills over time.

Our curriculum takes account of children's starting points, needs, interests and experiences while maintaining high expectations for all. It is designed to provide children with a broad range of experiences and opportunities beyond those they may encounter in their everyday lives.

The curriculum prepares children for the next stage of their education while remaining firmly rooted in developmentally appropriate EYFS practice. The Early Learning Goals support assessment at the end of Reception but do not define or limit the curriculum we provide.

Characteristics of Effective Teaching and Learning

The Characteristics of Effective Teaching and Learning are central to our pedagogy and are prioritised throughout the learning opportunities and experiences we provide.

- Playing and Exploring – investigating, experiencing things and having a go;
- Active Learning – concentrating, persevering and enjoying achieving what they set out to do; and
- Creating and Thinking Critically – developing their own ideas, making links and choosing ways to do things.

Through our curriculum and provision, we particularly encourage children to be curious, independent, resilient, collaborative and willing to explore, question, think and problem-solve.

We recognise that how children learn is as important as what they learn and that these characteristics provide the foundations for becoming confident, motivated and successful lifelong learners.

4. TEACHING, LEARNING AND PROVISION

Young children learn through a combination of purposeful play, exploration, meaningful experiences, high-quality adult interactions and direct teaching.

Children have regular opportunities to learn through:

- well-planned continuous and enhanced provision;

- child-initiated play and exploration;
- purposeful adult interactions;
- adult-guided activities;
- small-group and whole-class teaching;
- stories, songs and rhymes;
- practical and first-hand experiences; and
- indoor and outdoor learning.

Our continuous provision is carefully planned to develop identified skills across the curriculum. Resources and enhancements provide opportunities for children to revisit, practise and apply previous learning independently and in different contexts.

Adults understand the importance of knowing when to observe, when to join children's play and when to provide direct teaching. They use interactions to model language, introduce and extend vocabulary, question, explain, demonstrate, scaffold learning and develop children's thinking.

Our environment encourages children to make choices, collaborate, follow interests, revisit learning, solve problems, take appropriate risks and become increasingly independent.

Teaching and provision are adapted so that all children, including those with SEND, disadvantaged children and children with English as an additional language, can participate, learn and make progress.

Children who demonstrate secure understanding are provided with opportunities to deepen and apply their learning through open-ended experiences, problem-solving, questioning and high-quality adult interaction rather than simply moving on to learning intended for older children.

5. PLANNING

Planning is informed by the statutory EYFS educational programmes, our progressive curriculum, children's starting points and ongoing assessment.

Long- and medium-term curriculum planning identifies the knowledge, skills and vocabulary we intend children to develop and ensures appropriate progression and coverage across the seven areas of learning.

Short-term planning is responsive and flexible. Practitioners consider what children already know and can do and adapt teaching, provision and interactions accordingly.

Planning maintains an appropriate balance between:

- adult-led and child-initiated learning;
- direct teaching and learning through provision;
- indoor and outdoor learning; and
- planned curriculum experiences and opportunities which respond to children's interests and needs.

6. COMMUNICATION, LANGUAGE AND EARLY READING

Developing children's communication and language is central to our curriculum and underpins learning across all areas.

Adults model high-quality language, introduce and revisit carefully selected vocabulary and provide frequent opportunities for children to talk, listen, explain, question and engage in meaningful conversations.

Children experience a rich range of stories, rhymes, poems and non-fiction texts to develop language, comprehension and a love of reading.

Systematic synthetic phonics is taught daily through Lancashire Red Rose Letters and Sounds. Children develop phonological awareness, secure grapheme-phoneme correspondence, blending, segmenting and early reading skills.

Reading books are fully decodable and closely matched to children's secure phonics knowledge.

The Red Rose handwriting pattern is embedded within phonics teaching, supporting children to develop secure and accurate letter formation from the beginning.

Children who are at risk of falling behind are identified quickly and receive additional targeted support to help them keep up and catch up.

7. MATHEMATICS

Mathematics is taught through a combination of explicit teaching, practical experiences, routines and meaningful opportunities within continuous provision.

White Rose Maths is used as a planning tool to support the sequencing and progression of mathematical learning. It is adapted to meet the needs and starting points of our children and to complement our wider EYFS curriculum.

We aim to develop a deep understanding of number and numerical patterns alongside children's mathematical vocabulary, reasoning, spatial awareness, shape, measure and pattern.

Children are encouraged to notice, explore, manipulate, represent, explain, reason and apply mathematical ideas in different contexts.

8. ASSESSMENT

Assessment is an ongoing and purposeful part of teaching and learning.

Practitioners build their knowledge of children primarily through high-quality interactions, observation, children's responses during learning and conversations with children and their families.

Assessment is used to:

- establish children's starting points;
- identify what children know and can do;
- recognise appropriate next steps;
- identify children who may need additional support;
- inform teaching and curriculum adaptations; and
- monitor children's progress.

Assessment is proportionate and does not require excessive written observations, photographs or other unnecessary evidence.

Information from parents, previous settings and relevant professionals contributes to our understanding of children's starting points.

The statutory Reception Baseline Assessment (RBA) is completed within the required timeframe.

At the end of Reception, each child's attainment is assessed against the Early Learning Goals (ELGs) and the statutory EYFS Profile is completed. Children are assessed as expected or emerging against each ELG.

Assessment information is shared with parents and carers and with Year 1 staff to support children's continued learning and successful transition.

9. INCLUSION AND SEND

We have high expectations for all children and are committed to ensuring every child can access, participate in and benefit from our EYFS provision.

Children's needs are identified as early as possible. Practitioners work closely with the school's SENDCo, families and external professionals where appropriate.

Reasonable adjustments, targeted support and adaptations to teaching, routines, resources and the environment are made according to individual need.

The curriculum is not narrowed for children with SEND. Where appropriate, learning is broken down into smaller steps and children are given additional opportunities to practise and consolidate important knowledge and skills.

Children with English as an additional language are valued for their home language, culture and existing knowledge while being supported to develop their understanding and use of English.

10. BEHAVIOUR, RELATIONSHIPS AND PERSONAL DEVELOPMENT

Positive, warm and consistent relationships underpin our approach.

Adults explicitly teach and model routines, expectations, kindness, cooperation and respect. Children are supported to recognise and manage their emotions, develop friendships, resolve conflicts and become increasingly independent.

Expectations are appropriate to children's age and stage of development and take account of individual needs.

Children are encouraged to develop confidence, resilience and a positive attitude towards challenge and mistakes.

We promote equality, diversity and respect and challenge discriminatory language or behaviour.

11. OUTDOOR LEARNING

Outdoor learning is an integral and equally valued part of our EYFS curriculum.

Children have free-flow access to the outdoor learning environment, enabling them to choose to continue, extend and apply their learning outdoors. Access is available throughout the year unless weather conditions or other circumstances make the outdoor environment unsafe.

The outdoor environment is carefully planned to develop skills across the curriculum and provides opportunities for physical development, exploration, investigation, creativity, problem-solving, communication and managed risk-taking.

Children are encouraged to explore the natural world, experience different seasons and weather and develop confidence and independence outdoors.

Adults have the same important teaching role outdoors as indoors: observing, interacting, modelling language, questioning, scaffolding and extending learning. Appropriate safety checks and risk assessments are undertaken and children are taught to recognise hazards, assess appropriate risks and keep themselves and others safe.

12. SAFEGUARDING, HEALTH AND WELFARE

The safety and wellbeing of children is our highest priority.

We meet the safeguarding and welfare requirements of the statutory EYFS framework and follow the school's Safeguarding and Child Protection Policy and associated procedures.

All staff understand their responsibility to identify and respond to concerns about a child's welfare and know how to report concerns to the Designated Safeguarding Lead.

The school maintains appropriate arrangements for:

- safer recruitment and suitability of adults;
- staff safeguarding training;
- supervision and deployment;
- paediatric first aid;
- accidents, injuries and medical needs;
- administering medicines;
- illness and infection control;
- allergies and food safety;
- intimate care and toileting;
- attendance and unexplained or prolonged absence;
- risk assessment and the safety and security of indoor and outdoor environments;
- collection of children and authorised adults;
- managing allegations and concerns about adults;
- whistleblowing; and
- safe and appropriate use of mobile phones, cameras and digital technology.

Food and drink provided within EYFS are prepared, stored and served safely. Children's allergies, dietary requirements and individual needs are known and followed.

Children are appropriately supervised during eating and drinking and are supported to develop safe and healthy eating practices.

Where photographs or digital observations are used, they are taken, stored and shared in accordance with the school's safeguarding, data protection and online safety procedures and parental permissions.

13. KEY PERSON AND RELATIONSHIPS

Each child has a named key person in accordance with EYFS requirements.

The key person helps ensure every child's learning and care are tailored to meet their individual needs and supports children in developing secure relationships, settling into school and becoming confident and independent.

All EYFS staff take collective responsibility for knowing, supporting and safeguarding every child.

14. PARENTS AND CARERS AS PARTNERS

We recognise parents and carers as children's first and most enduring educators and value their knowledge of their child.

We develop positive partnerships with families through:

- transition and induction arrangements;
- regular communication about children's learning and wellbeing;
- opportunities for parents to share information about their child;
- parent consultations and reports;
- sharing ways families can support learning at home;
- communication about reading and phonics; and
- opportunities for families to participate in school life.

Parents and carers receive information about their child's progress throughout the year and an annual written report.

Concerns about children's learning, development or wellbeing are discussed sensitively and promptly, and families are involved when additional support is identified.

15. TRANSITION

We recognise that starting school is a significant milestone and aim to ensure every child has the happiest and most successful start possible.

Before children begin Reception, information is gathered from families, previous settings and other professionals where appropriate.

Children and families are invited to Stay and Play sessions before starting school. These provide opportunities for children to become familiar with the environment, staff and routines and for relationships with families to begin to develop.

At the beginning of the school year, we use a staggered start, allowing children time to settle gradually into Reception. This enables staff to establish positive relationships and helps children feel safe, secure and happy as they begin their school journey.

Additional transition arrangements are made where appropriate for children who may require further support.

Transition into Year 1 is carefully planned. Reception and Year 1 staff share information about children's learning, development, wellbeing and individual needs.

Our progressive curriculum supports transition by ensuring children develop the knowledge, skills, learning behaviours and independence required for the next stage of their education.

16. LEADERSHIP AND MONITORING

Senior leaders are responsible for ensuring that:

- statutory EYFS requirements are met;
- safeguarding and welfare requirements are implemented consistently;
- the curriculum is ambitious, coherent, progressive and inclusive;
- there is clear progression in the knowledge and skills children develop;
- staff have appropriate knowledge, training and professional development;
- the quality of teaching, interactions and provision is monitored;
- children's progress and outcomes are monitored;
- children who need additional support are identified promptly; and

- the quality of EYFS provision is regularly evaluated and improved.

Senior leaders work with relevant subject leaders to ensure appropriate progression between the EYFS and subsequent curriculum while maintaining developmentally appropriate EYFS practice.

Governors provide appropriate oversight and challenge.

17. RELATED POLICIES AND DOCUMENTS

This policy should be read alongside relevant school policies, procedures and documents, including:

- Safeguarding and Child Protection
- SEND
- Behaviour
- Equality
- Health and Safety
- First Aid and Administration of Medicines
- Attendance
- Intimate Care
- Food Safety and Allergy Management
- Online Safety
- Data Protection
- Educational Visits
- Complaints
- Staff Code of Conduct
- Whistleblowing
- Pica Risk Assessment/Guidance, where applicable
- Outdoor Learning and relevant risk assessments
- EYFS curriculum and progression documents
- Early Reading/Phonics guidance

18. STATUTORY GUIDANCE

This policy reflects the current:

- Statutory Framework for the Early Years Foundation Stage for group and school-based providers
- Development Matters
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- SEND Code of Practice
- statutory requirements for the Reception Baseline Assessment
- statutory requirements for the Early Years Foundation Stage Profile.

This policy will be reviewed annually, or sooner where statutory guidance or school practice changes.