



Rationale –In our school we think...

St. Mary's clear and ambitious vision is that children have the best possible start to their education through an EYFS curriculum which brings engagement, fun and enthusiasm to learning so that all of our children have the foundational knowledge with which to succeed as they move on to KS1 and beyond. We want them to develop independence curiosity, acquire a lifelong appetite for learning and become well-rounded individuals who achieve their full potential, both personally and academically.

Intent

At Chorley St. Mary's Catholic Primary School and Nursery we greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development.

"The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life". (Dfe, 2021).

Through baseline assessments—including NFER RBA, observations, and previous settings' data—we identify and address cohort needs, with particular focus on Communication & Language, PSED, and Physical Development (fine motor skills). Developing foundational knowledge remains central to our curriculum design.

Strong parental partnerships are embedded through Stay & Play sessions, Tapestry, Class Dojo, workshops, and regular communications.

Chorley St Mary's provides:

- Secure learning opportunities tailored to individual interests and needs.
- Collaborative partnerships between practitioners and families.
- Inclusive, anti-discriminatory ethos with equal opportunity for all.
- Welcoming Christian environment upholding justice, respect, and enthusiasm.
- Happy, positive starts for each child, fostering a foundational love of learning.
- Rich opportunities for social, physical, intellectual, and emotional development.
- Independence cultivated through a nurturing, safe atmosphere.
- Social skills development like sharing and cooperation.
- Joined-up support between school and parents to help children reach their potential.

Implementation

Curriculum & Planning

- Collaborative planning, events, outdoor learning, and resource sharing across Nursery and Reception.
- Revised curriculum topics and skill progression aligned with national expectations and EYFS reforms.

- Regular Stay & Play events, parental contributions via Tapestry/Class Dojo, and workshops.
- Detailed half-termly curriculum letters and community-inclusive initiatives like our 'Bring a Plant and Paintbrush' event.
- Continuous provision tailored for targeted learning (e.g., rainbow challenges).
- Early screening using WellComm and responsive speech & language interventions.
- Balanced child-initiated and adult-led activities supporting independent learning.
- Nursery and Reception children have access to RE which constitutes 10% of teaching time and daily access to collective worship either in their own class or with the rest of the school in the hall.

Safeguarding & Welfare

- We have embedded all new statutory safeguarding and welfare requirements from the September 2025 EYFS framework.

Roles & Responsibilities

- Leadership: Mrs Ainscough, Mrs Cassidy, Ms Bowler, and Mr Smyth oversee daily implementation.
- All staff and volunteers must understand and apply this updated policy.
- Key Persons assigned to each child to tailor care and support.
- Staffing ratios and PFA training comply with updated EYFS requirements

Learning Environment

- Purpose-built Nursery and Reception classrooms with outdoor access and shared school resources.
- Safe, stimulating indoor and outdoor learning environments with appropriate toileting and changing facilities.

Impact

- Strong home-school engagement sustained through high parental involvement in Tapestry and school events.

Assessment Framework:

- **Baseline Assessments** on entry using conversations, observations, induction visits, and RBA.
- **Formative Assessment** via Tapestry, floor books, writing books, observations, and planning informed by next steps.
- **Summative Assessment:** EYFSP at the end of Reception, with termly progress tracking in Lancashire's online tracker and leadership review.
- Adapted assessment processes for SEND needs.
- This policy will be reviewed annually to ensure continued compliance and effectiveness.

Review & Approval

- Policy produced: **September 2025**. Next review date: **September 2026** (or sooner if regulations change).