



EMMAUS

CATHOLIC MAC

Early Years Foundation Stage (EYFS) Policy

Version	3.0
Date created/updated	5 th July 2026
Ratified by	Full Board
Date ratified	5 th July 2026
Date issued	6 th July 2026
Policy review date	September 2026
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 5th July 2026 and will be reviewed in September 2026.

Signed by Director of Emmaus Catholic MAC: *J Griffin*

Signed by CEO for Central Team: *S Horan*

This policy relates to all Emmaus schools.

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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 the requirements set out in the Early years foundation stage (EYFS) statutory framework for group and school-based providers, published by the Department for Education. The version in force from 1 September 2025 applies until 31 August 2026. A revised version applies from 1 September 2026, and this policy is to be read in light of it.

The EYFS statutory framework is given legal effect by:

- the Childcare Act 2006;
- the Early Years Foundation Stage (Learning and Development Requirements) Order 2007 (as amended); and
- the Early Years Foundation Stage (Welfare Requirements) Regulations 2012 (as amended).

This policy is also to be read alongside:

- *Keeping children safe in education* (KCSIE) — statutory guidance issued under section 175 of the Education Act 2002 (as amended). KCSIE 2025 applies until 31 August 2026; KCSIE 2026 comes into force on 1 September 2026. KCSIE states that it must be read alongside section 3 of the EYFS statutory framework for children aged 0 to 5 in school-based nurseries and Reception;
- *Working together to safeguard children*;
- *Special educational needs and disability code of practice: 0 to 25 years*;
- the Equality Act 2010, including the Public Sector Equality Duty;
- data protection laws — the Data Protection Act 2018, the UK GDPR and the Data (Use and Access) Act 2025;
- the Education (Pupil Registration) (England) Regulations 2006;
- section 1 of the School Standards and Framework Act 1998 and the Education (Infant Class Sizes) (England) Regulations 2012, in relation to infant class size; and
- the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) Regulations 2018.

This policy also complies with our funding agreement and articles of association.

3. Structure of the EYFS

At Our Lady Queen of Peace, we offer 32.5 hours for children in Reception from 8:45 to 3:15 each day.

Wrap around care is available from 7.30am and open until 6pm.

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 Our Lady Queen of Peace, 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 consider 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, informed by non-statutory curriculum guidance such as Development Matters, and discussions with parents and/or carers. The results of the Profile are shared with each child's parents and/or carers. Final judgements against the early learning goals are moderated internally and in partnership with other local schools to ensure consistency, in line with the statutory Early years foundation stage profile handbook and the EYFS assessment and reporting arrangements (ARA). EYFS Profile data is submitted to the local authority.

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

- Prior to Reception starting the EYFS Lead visits the nurseries (or homes if the child is not at nursery) and holds meetings for incoming parents to prepare them for this transition (Transition sessions /professional meetings)
- Reception to Year One (Transition sessions / professional meetings)

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 Our Lady Queen of Peace 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.

We use Classdojo and Arbor to communicate with parents and guardians about upcoming trips and the day-to-day activities of the children in school.

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 the safeguarding and welfare requirements set out in section 3 of the EYFS statutory framework in order to provide a welcoming, safe and stimulating environment in which children are able to enjoy learning and grow in confidence.

The remainder of our safeguarding and welfare procedures are set out in the school's Safeguarding and Child Protection Policy, which is reviewed at least annually.

Safeguarding requirements introduced from 1 September 2025

- **Safer recruitment.** We obtain and verify professional references for all new staff. References are not accepted from relatives, and open testimonials are not accepted. Our recruitment procedures are set out in full in our safeguarding policies, so as to ensure that only suitable individuals are recruited.
- **Child absences and emergency contacts.** We hold at least two emergency contacts for each child. We follow up any prolonged or unexplained absence in order to assure ourselves of the child's ongoing welfare.

- **Safer eating.** A member of staff sits facing the children while they eat, in order to reduce the risk of choking, to prevent food sharing, and to monitor for unexpected allergic reactions. 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 appropriately balanced with safeguarding requirements.
- **Whistleblowing and training.** Our policies include whistleblowing procedures which support and protect staff who raise concerns about unsafe practice. Our policies also set out how safeguarding training is delivered and how practitioners are supported to implement it in practice.

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 children aged 3 and over:

- Where there is a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification, an instructor or another suitably-qualified overseas trained teacher: For classes where the majority of children will reach the age of 5 or older within the school year, we have at least 1 member of staff for every 30 children. For all other classes, 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.
- **In Reception:** We comply with infant class size legislation and have at least 1 teacher per 30 pupils.

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 explaining:

- The effects of eating too many sweet things
- The importance of brushing your teeth

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

8. Monitoring arrangements

This policy will be reviewed and approved by the Local Governing Body every 3 years 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