



St. Joseph's Catholic Primary School  
**Early Years Foundation Stage**

September 2025

This policy should be read in light of our Mission Statement as follows:

*At St. Joseph's, we live love and learn by the example of Jesus.*

**Our Curriculum Intent**

The teaching in our Early Years Foundation Stage supports our vision in that we aim to provide a safe, healthy, enjoyable and achieving environment where each child is encouraged and supported to achieve their potential in each area of the EYFS curriculum.

Every child is deserving of the best start in life and their time in our Early Years will provide them with the fundamental skills and experiences to begin a lifelong love of learning.

**The National Curriculum for the Early Years Foundation Stage**

**Aims**

- Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations
- Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food
- Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities
- Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest
- Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure
- Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment

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- Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology

### **Implementation**

Our approach is to have a balance between child and adult led learning, allowing children to learn and apply during the day. Through play, children can try out new ideas and practise and consolidate new knowledge and skills in a safe context. This approach to learning ensures children are actively involved, engaged and motivated. Children respond well to freedom, time, and opportunities to experience success and to show themselves to be independent and responsible.

Learning environments, both indoor and out, are to be inviting and engaging; encouraging the children to be inquisitive and to take ownership of their learning. Table top activities should be relevant to the learning theme that week. Areas are clearly labelled and accessible to all children regardless of needs and backgrounds. Visuals are used to give children the scaffolds they need to be independent. The classrooms will be language rich and a place to develop children's knowledge.

### **Assessment and Recording**

A range of assessment strategies are used to ensure that the next steps in children's learning are appropriately planned for in order to help children make progress.

#### **Nursery**

Assessment is completed through ongoing observations of the children through a variety of teacher led and child-initiated activities. Our observations help to decide where children are in their learning and development, based on the stages and age bands of the Development Matters grids of the EYFS. We use the information gathered from regular assessments to ensure future planning reflects identified needs. At the end of the year, children's progress and attainment information is shared with parents through a written report and a Learning Journal.

#### **Reception**

Assessment and observations continue to be based around the seven areas of learning. We record judgements against the EYFS Profile. Each child's level of development is recorded against the assessment scales derived from the Early Learning Goals. Observations are carried out while the children are engaged in normal classroom activities to gain an insight into their interests and abilities. Moderation of the EYFS Profile is carried out by Hertfordshire LA. Parents receive a written report at the end of the Summer Term and are given the opportunity to discuss this with the class teacher if they so wish.



**Impact**

<p><b>A Unique Child</b></p> <p>We recognise that every child is a competent learner from birth who can be resilient, capable, confident and self-assured. We aim to meet all their learning needs, as well as their need to develop socially and emotionally and become a person in their own right. We build on a child’s existing knowledge, understanding and abilities in many areas. We encourage a positive attitude to learning.</p>	<p><b>Enabling Environment</b></p> <p>We believe that the environment plays a key role in supporting and extending children’s development and learning. The learning environment will be planned effectively to meet the requirements of all areas of learning. It will be well organised into clearly defined areas. All areas will be attractive and suitably resourced so that children will be encouraged to use them and engage in purposeful, challenging activities with or without the presence of an adult.</p> <p>Resources will be organised in such a way that children are enabled to make informed choices, select independently what they need and take responsibility for clearing away.</p>
<p><b>Positive Relationships</b></p> <p>We recognise that children learn to be strong and independent from a base of loving and secure relationships with parents and/or key person.</p>	<p><b>Outdoor Learning</b></p> <p>Great emphasis is placed on ensuring that the outdoor learning environment contributes to all areas of learning.</p> <p>Children should have access to the total learning environment indoors and outdoors for a substantial part of each session.</p> <p>Resources outdoors and indoors will be organised similarly to enable children to be independent and take responsibility.</p> <p>All children will be engaged to take part in the full range of outdoor experiences.</p>

**Inclusion**

The Early Years Foundation Stage curriculum ensures that no child is excluded or disadvantaged because of ethnicity, culture or religion, home language, family background, special educational needs, disability, gender or ability. Staff are committed to equal opportunities and social justice for all.

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We believe that all children have a right to a broad and balanced curriculum, relevant and appropriately differentiated which provides progression and coherence. We believe that all pupils can learn and make progress, even if only in very small steps. In keeping with the principles of our Mission Statement, we intend to meet every child's educational needs, thereby giving each child an equal opportunity to develop to their full potential – academically, socially, physically, spiritually and emotionally. When necessary, staff will work in close liaison with SEN co-ordinator and other agencies such as local and community health services to provide the best learning opportunities for individual children.

### **Monitoring**

It is the responsibility of the Early Years Foundation Stage Coordinator, and Reception and Nursery staff to follow the principles stated in this policy. There is a named Governor responsible for the Early Years Foundation Stage who will discuss Early Years Foundation Stage practice with the practitioners regularly and provide feedback to the whole governing body, raising any issues that require discussion. The Head Teacher and Early Years Foundation Stage Coordinator will carry out monitoring on the Early Years Foundation Stage as part of the whole school monitoring schedule.

### **Resources**

Resources are audited yearly and are continually reviewed throughout the year.

### **Review**

This policy should be viewed as a working document for the benefit of all concerned in the education of the children at St. Joseph's Catholic Primary School.

Review Date: July 2026