



# St. Gregory's Catholic Primary School



## EYFS Policy 2025

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Signed by:

\_\_\_\_\_ Headteacher

Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors

Date: \_\_\_\_\_

Review date: September 2027

## 1. EYFS Team

EYFS Lead & Reception Class Teacher:

- Miss Lisa Connolly

Reception Class Teaching Assistant:

- Mrs Amy Brown

Reception 1:1 Teaching Assistant:

- Miss Eve Walker

Nursery Class Teacher:

- Mrs Rachel Fidler

Nursery Teaching Assistants:

- Ms Cathy Riley
- Mrs Jan Mottram

EYFS Governor:

- Mrs Jennifer Sweeting

## 2. Rationale

At St. Gregory's Catholic Primary School, the Early Years Foundation Stage (EYFS) provides the essential foundation for every child's learning journey. Guided by our mission statement—

“Together, in Jesus, we love, learn, create and celebrate” —

our EYFS provision nurtures the whole child: spiritually, academically, socially, and emotionally.

Children learn through purposeful play, high-quality interactions, and rich learning experiences that promote communication, early language, physical development, literacy, mathematics, understanding of the world, and creativity. Daily opportunities for prayer, reflection, and Gospel values help children develop positive relationships, kindness, empathy, and a strong moral compass.

Our environment is warm, inclusive, joyful, and stimulating. Children feel safe, valued, and eager to explore. We work in close partnership with parents and carers to ensure each child begins their school journey with confidence, curiosity, and a love of learning.

### 3. Intent

Our intent is to provide a nurturing, inspiring, and ambitious start to school where:

- Every child is recognised as a unique individual, created in the image of God.
- Children develop confidence, curiosity, resilience, and independence.
- Learning ignites children’s natural enthusiasm and supports their ability to explore, question, imagine, and think critically.
- Secure foundations in communication and language, early reading, phonics, mathematics, and physical development are established from the outset.
- Purposeful play supports both prime and specific areas of learning in line with the EYFS Framework.
- All children, regardless of starting point, receive the support they need to make excellent progress, with high expectations and strong professional knowledge guiding our practice.

Our EYFS provision aims to prepare children not only for Key Stage 1, but for life—helping them to step forward with a sense of awe, wonder, and joy in learning.

### 4. Implementation

Our EYFS curriculum is delivered through a rich blend of child-initiated exploration and carefully planned adult-led teaching. Practice is informed by the EYFS Framework, Development Matters, Strong Foundations, and research-based pedagogy.

#### 4.1 Curriculum and Environment

- High-quality, well-organised continuous provision supports independence, curiosity, and deep-level learning.
- Areas of provision are sequenced to ensure progression, linking clearly to termly and weekly planning.
- Themes and learning opportunities reflect children’s interests and community experiences.

#### 4.2 High-Quality Interactions

- Staff model rich vocabulary, effective questioning, and sustained shared thinking.
- Interactions extend learning, challenge misconceptions, and promote problem-solving.
- Children engage in collaborative play, exploration, and discovery.

#### 4.3 Early Reading and Phonics

- Phonics is taught systematically using Floppy's Phonics, ensuring consistency from the start of Reception.
- Daily storytelling, rhyme, song, and talk enhance language development.
- Early reading books are matched precisely to each child's phonics stage.

#### 4.4 Early Mathematics

EYFS follow White Rose Maths as well as carefully selected books and resources to enhance learning. Reception staff will take part in a year-long project with White Rose Maths, the EEF, and NFER, enriching pedagogy in:

- Early number sense
- Pattern, shape, and spatial reasoning
- Problem solving and reasoning
- Mathematical talk

Teaching is practical, engaging, and deeply rooted in conceptual understanding.

#### 4.5 Fine Motor and Writing Development

Participation in the Moving the Box project provides a structured approach to strengthening:

- Early writing
- Fine motor development
- Pencil control
- Pre-writing patterns

This supports children in achieving a Good Level of Development (GLD).

#### 4.6 Lifelong Learners Project (Nursery)

From January 2026, Nursery will take part in Sefton's Lifelong Learners project, which:

- Reflects on changing needs of young children
- Focuses on developing strong habits of mind
- Builds self-regulation, problem solving, creativity, and resilience
- Enhances quality interactions and child-led learning

#### 4.7 Assessment

Assessment is:

- Continuous, observational, and rooted in daily interactions
- Used to tailor learning, identify next steps, and plan targeted support
- Shared regularly with parents and carers

- Based on the Statutory EYFS Framework and informed by ongoing formative observations

#### 4.8 Partnerships with Parents

Parents are valued as first educators. We ensure strong communication through:

- Stay and Play Sessions
- Stay and Pray Sessions
- Workshops (phonics, maths, curriculum)
- Home learning activities
- Reading Diaries
- Regular meetings and updates

Together, we create consistency and a united commitment to every child's development.

## 5. The EYFS Framework

The EYFS curriculum is structured around seven areas of learning:

#### Prime Areas

These are fundamental and build the foundation for future learning:

1. Communication and Language
2. Physical Development
3. Personal, Social and Emotional Development

#### Specific Areas

These strengthen and develop the prime areas:

4. Literacy
5. Mathematics
6. Understanding the World
7. Expressive Arts and Design

These areas are interconnected and form a rich, play-based curriculum that supports every aspect of development.

St. Gregory's sequenced EYFS curriculum shows how these areas progress over the year.

## 6. Impact

Children in our EYFS make excellent progress from their unique starting points. Our GLD outcomes reflect:

- High-quality provision
- Skilled teaching
- Strong curriculum sequencing
- Deep knowledge of child development

By the end of Reception, children:

- Demonstrate curiosity, independence, and resilience
- Show secure understanding across the prime areas
- Achieve—and often exceed—the Early Learning Goals
- Display strong early reading, phonics, mathematical and communication skills
- Are emotionally ready for the transition to Key Stage 1
- Have positive attitudes to learning and strong social skills
- Are confident, enthusiastic learners with a love of discovery

Children leave the EYFS at St. Gregory's ready to thrive in their next stage of education, grounded in Gospel values and a joy for learning.

## 7. Leadership of EYFS

The EYFS Lead (Miss Connolly) is responsible for:

- Curriculum design and sequencing
- Monitoring provision, interactions, teaching, and assessment
- Leading CPD and modelling best practice
- Ensuring high-quality continuous provision
- Overseeing statutory assessment
- Liaising with SLT and the EYFS Governor, Jennifer Sweeting.
- Supporting transition from Nursery to Reception, and Reception to Year 1

The EYFS Governor works with the EYFS Lead to monitor school readiness, curriculum quality, and outcomes.

## 8. Roles and Responsibilities

### 1.1.1 Teachers

- Deliver high-quality teaching rooted in the EYFS Framework
- Model language, vocabulary, and positive interactions
- Plan purposeful, sequenced learning
- Observe, assess, and respond to children's needs

#### 1.1.2 Teaching Assistants

- Support learning through high-quality interactions
- Extend play, scaffold learning, and model language
- Contribute to assessment and planning

#### 1.1.3 Parents and Carers

- Engage in home learning
- Support reading, early number, play, and independence
- Communicate with staff openly and regularly

#### 1.1.4 Pupils

- Explore, investigate, and play with curiosity
- Develop independence and resilience
- Build friendships and positive attitudes

## 9. Monitoring and Review

Monitoring includes:

- Learning walks
- Environment reviews
- Observations and interaction audits
- Assessment moderation
- Parent voice and pupil voice
- Review of GLD and on-entry data

This policy is reviewed annually by:

- EYFS Lead
- Senior Leadership Team
- EYFS Governor

## 10. Implementation Date

September 2025

Next Review: September 2027