

**Footsteps @ St Joseph's Catholic Primary School**  
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## **Early Years Foundation Stage Policy**

Adopted by the Resources Committee  
at its meeting on: 20<sup>th</sup> January 2026  
Signed:

A handwritten signature in black ink, appearing to read 'Stephen Kemp', is written over a light blue horizontal line.

Name: Stephen Kemp  
Position: Resources Committee Chairs  
Date: 20.01.2026  
Review Date: January 2027  
Responsibility: Resources Committee

**If you would like help understanding or translating this policy, please contact the school office.**

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**“Growing together with Jesus in our hearts, heads and hands.”**

## Policy Statement

This policy is to put in place the steps to ensure that every child makes a successful transition between home and school.

## Policy Aim

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 in order to meet their full potential.
- 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
- Enable each child to make a satisfactory transfer to KS1 by ensuring that he/she has developed sufficient skills, aptitudes and understanding

## EYFS Environment

At St Joseph's, our Early Years provision includes a 40 place Nursery for 2- to 5-year-olds and one Reception class, with space for 30 children. Our Nursery/Reception Class have an open plan indoor room with free-flow to the patio area as well as a large outside space. Nursery and Reception share a woodland area which is located on the school field. Reception also access the main playground and field at appropriate times throughout the day.

## Curriculum:

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2025.

There are **seven** areas of learning and development.

All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the **prime areas**, are:

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

We must also support children in four **specific areas**, through which the three prime areas are strengthened and applied. The specific areas are:

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

## Planning

Our Early Years environment provides a happy, safe, caring, stimulating and well-organised environment in which children learn by building upon what they already know and can do.

Staff at St Joseph's look carefully at the children in their care, consider their needs, their interests, their Characteristic of Effective Learning and use all of this information to help plan a challenging and enjoyable experience across all areas of Learning and Development.

To do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas. In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice. Where a child may have a special educational need or disability, staff consider what extra support is required by using the SEN Tool Kit guidance and linking with relevant services from other agencies, where appropriate.

## 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, supporting their growth and development through warm, positive interactions. Our outdoor provision mirrors the opportunities available to the children inside offering a mix of adult-led and child-initiated learning.

## Assessment

In our Early Years setting, ongoing assessment is an integral part of the learning and development processes. Staff observe children to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also consider observations and information shared by parents and/or carers and outside supporting agencies.

Within the first 6 weeks that a child starts reception, staff will administer the Statutory Reception Baseline Assessment.

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 (expected)
- Not yet reaching expected levels (emerging)

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child. EYFS profile data is submitted to the local authority.

### **Working with parents**

Key to ensuring high quality early years' experience is to ensure continuity between all settings and to ensure that the children's social, emotional and educational needs are addressed appropriately. At St Joseph's Primary School, transition is seen as a process, not as an event and is planned for and discussed with parents, children and practitioners of the pre-school settings that the children of St Joseph's attend.

At St Joseph's we also recognise that parents are the children's first and most enduring educators and that when parents and practitioners work together the results have a positive impact on children's development and learning. We encourage parent partnership through:

- Showing respect and understanding for the role of the parent in the child's education
- Listening to accounts of their child's development and any concerns they may have
- Making parents feel welcome by being friendly, approachable and having an open door policy
- Maintaining an on-going dialogue
- Meeting with parents of Reception children regularly to discuss progress
- Inviting parents in the school to share their specialised skills
- Reception share a weekly updated Padlet with parents to encourage working in partnership with home and school
- Nursery have an information Padlet and also send out a Newsletter via ParentMail to encourage working in partnership with home and Nursery
- Inviting parents to attend stay and play sessions and workshops

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers.

Parents and/or carers are kept up to date with their child's progress and development. The progress check and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child in Nursery is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

### **English as an Additional Language - EAL**

For children whose home language is not English, we will take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. For example, we have multi-cultural resources and dressing up clothes in the setting. We also have dual language story books and visual aids in the environment. We also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS: ensuring children are ready to benefit from the opportunities available to them when they begin Year 1. When assessing communication, language and literacy skills, we assess children's skills in English. If a child does not have a strong grasp of English language, we will explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.

Nursery undertake an Every Child's a Talker assessment for each child on entry. This is judged on their home language to ensure all children are on track with their communication and language development.

### **The Learning Environment**

The EYFS setting is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas, where children are able to find and locate equipment and resources independently. The EYFS class has its own enclosed outdoor area. This has a positive effect on the children's development and well-being. Being outdoors offers opportunities for the children's learning and exploring.

The outdoor environment mirrors the indoor environment for children to develop in all 7 areas of learning. (see **Appendix 1 – Outdoor Play Policy** and **Appendix 2 – Development Movement Play**)

### **Play**

Through play our children explore and develop learning experiences, which helps them make sense of the world prepares them for the next stage in their lives.

None of these areas can be delivered in isolation from the others. They are equally important and interconnected. All areas are delivered through a balance of adult led and child-initiated activities.

### **Safeguarding and welfare procedures**

It is important to everybody that works in the school to keep children 'safe'. We aim to educate children on following rules and boundaries to help protect themselves from harm. Children should be allowed to self-risk assess in their own play which helps them to develop life skills for the future. We know that children learn best when they are healthy and safe.

[St Joseph's Safeguarding Policy](#)

### **Monitoring and review**

This policy will be reviewed by the EYFS Lead annually.

At every review, the policy will be shared with the governing board.

It is the responsibility of the EYFS staff to follow the principles stated in this policy. The Head teacher and subject coordinator will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

The **Intimate Care** and **Bodily Fluid Hygiene Policy** can be found in the St Joseph's Catholic Primary School's Health & Safety policy and procedures document.

Edited by Mrs Zsuzsa Gallagher and Mrs Caroline Smith Policy  
to be reviewed annually.

Policy to be the responsibility of Curriculum & Standards Committee

## **Appendix 1**

### **Outdoor Play Policy**

#### **Rationale**

All children will be able to access their learning outside as well as inside

#### **Aim**

To enable children to use the outdoor area as a context for learning throughout the year.

#### **Objectives We**

aim to:

- use the outdoor area as a context and a natural resource for learning
- include the outdoor area when planning for learning
- enable children to access the outdoor area on a daily basis
- ensure that it offers children the opportunity to investigate and explore, problem solve, use their imagination and creativity
- ensure the outdoors offers children opportunities to develop their large motor skills
- ensure that children enjoy energetic activity outdoors and the feeling of wellbeing that it brings
- observe and assess and record the learning that happens outdoors
- give children opportunity to plan and have ownership for their learning outdoors
- help children to care for the outside environment
- enable children to work on their own and with others
- enable children to develop an appreciation of natural beauty and a sense of wonder about the world
- respect the outdoor environment and to care for living things
- enable children to manage and use the space and freedom afforded by the outdoors
- give children the opportunity to be relax, enjoy and have fun outdoors
- use tools safely and effectively and to follow safety rules.

#### **Method The**

staff will:

- facilitate access to the outdoors on a daily basis through discussion, daily risk assessments, staff meetings, planning and mutual agreement
- organise and provide necessary resources as appropriate, for example aprons, footwear (wellies for when it is muddy), tools, etc.

- encourage children to use a variety of natural resources

**Monitoring and Evaluation** This will include:

- staff observations, discussions and feedback from children and parents
- discuss and review the validity of the policy to ensure it is meeting the needs of the children.

### **Success Criteria**

This policy supports staff in consistently promoting the EYFS framework document and supports children's learning and development in all seven areas.

## **Appendix 2**

### **Development Movement Play**

Children move all the time because it helps them to build their body and their brain. Lots of skills they will need are helped by the movement play they love so much. This happens in all the spontaneous movement play they create for themselves. There are five types of movement play that adults can particularly look out for and support;

- Floor play
- Bellycrawling
- Crawling
- Spin, tip, roll, fall
- Push, pull, stretch, hang, buffet about

Our developmental movement area will provide a framework to support child-led, spontaneous movement play as an integral part of the children's learning. We will support this by;

- Having at least one practitioner who holds a DMP certificate
- We have a clear space movement area available at all times
- Having adult-led movement games/activities/creative dance with an expectation of the right way to move
- We will support the children to risk assess for themselves
- We have made resources available to encourage child-led involvement in the five ways of moving
- All other staff are aware of, and have some understanding about a developmental movement play approach
- Two members of staff hold a certificate from JABADAO
- We value and support child-led movement play across the whole setting, indoors and outdoors
- A DMP approach is embedded into planning, observation and reflected in children's learning journeys

- Both the adults and children in our setting take delight in spontaneous movement as a support for development and a means of communication, relationship building and learning