

Malmesbury Primary School



EYFS Policy

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Committee responsible	Standards
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Signed (Chair of Governors)	
Signed (Headteacher)	

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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 requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

Field Code Changed

3. Structure of the EYFS

The EYFS at Malmesbury consists of:

- One Nursery class (Saplings) which has space for up to 78 pupils. Our Nursery accommodates children from aged 3. We have three main intakes a year: in September, January and April.
We also accept children from their 3rd birthday and they are able to start at any point during the term.
- ~~Two~~~~One~~ Reception classes

Each class is led by a qualified teacher who is supported by education support staff. Details of our staffing can be found on our website. We follow the staff ratios as set out in the EYFS framework.

Key Person

A key person's role is to help ensure that every child's care is tailored to meet their individual needs. They help the child become familiar with the setting, offer a settled relationship for the child and build a relationship with their parents.

The children in Nursery are assigned a key person which the parents are informed of in writing. The class teacher maintains overall responsibility and accountability for the pupils and setting.

In Reception the class teacher is the key person for all pupils.

Nursery

All Nursery pupils are entitled to 15 hours provision and this can be offered in morning, afternoon or flexible sessions to support working parents. Additional Nursery sessions, including lunchtime attendance, can be booked and paid for at the school office. The number of available places is limited.

30-hour offer

We provide places for children who are entitled to 30 hours free education and aim to accommodate all families who are entitled to this offer. The government offer is for 30 hours per week of free Nursery provision for those parents meeting the criteria. In order for children to benefit from the full school day, at Malmesbury the offer is 35 hours per week: from 8.30am to 3.30pm. This offer is more than the number of free hours provided by the government so there is a charge of £65.50 a day for the additional hour.

Parents can discuss altering pick-up times with the Nursery or office staff if they wish to only use their 30 hours entitlement.

~~From 4th November 2024 the cost will be £6 a day.~~ During the lunch hour the children are supported by Nursery staff. Children must bring a packed lunch or can request a school lunch.

4. Curriculum

Our early years setting follows the curriculum as outlined in the EYFS statutory framework.

The EYFS framework includes 7 areas of learning and development. Three areas, known as the prime areas, are seen as particularly important for igniting curiosity and enthusiasm for learning as well as 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

4.1 Curriculum Intent

At Malmesbury we aim to ensure that our pupils:

- make consistent and accelerated progress so that they reach the highest possible level of attainment;
- have high aspirations;
- become responsible members of the community;
- become confident lifelong learners.

In the early years we place great emphasis on knowing each child as an individual in order to respond to their arising needs and to instil high expectations. We aim to build secure foundations, in a nurturing and inclusive environment, so that our pupils can be successful in key stage one and beyond.

We prioritise the prime areas of learning in the Nursery curriculum and for those children needing this continued focus in Reception. Our enabling environment and warm, skilful adult interactions support the children as they begin to link learning to their play and exploration.

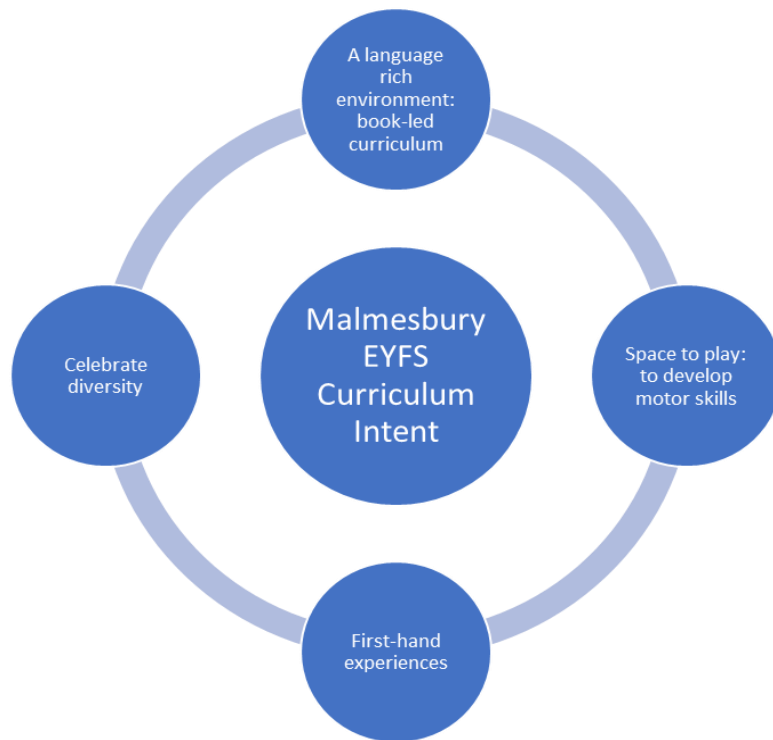
As the pupils move into Reception, we invest time and energy into helping pupils set and reflect on their own goals by aiming high and developing a love of reading, writing and number. This is delivered through a holistic curriculum which is inspirational, relevant and fun.

We promote the unique child by offering extended periods of play and sustained thinking. We value imagination and creativity and seek to create a sense of enjoyment and fascination in learning through a vibrant continuous indoor and outdoor provision alongside trips, visits and regular enrichment experiences. Our investment in specialist teachers mean that the children continually receive high quality teaching.

We have designed our curriculum with the particular strengths and needs of the children at Malmesbury in mind. Many of our pupils arrive below expectations for their age: a high proportion are learning English as an Additional Language (EAL) or come from disadvantaged backgrounds. We place a strong focus on celebrating the children's diverse backgrounds as well as supporting the children to learn in a language rich environment.

Through home visits, we know that many of our children do not have access to large open spaces to play freely and develop physically. At Malmesbury we offer lots of outdoor learning to build the children's gross motor skills and coordination.

Our curriculum is the cultural capital we know our pupils need so that they can gain the knowledge, skills and understanding they require for success. They can only do that if we embed the right habits for learning through the Characteristics of Effective Teaching and Learning – Play and Exploration, Active Learning and Creative and Critical Thinking. The children at Malmesbury learn about these characteristics through animal characters which help them to recognise and talk about their learning.



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4.2 Curriculum Implementation

Our curriculum intent identifies the year-on-year trends we see in the children joining Malmesbury school. We recognise that each child's development is unique and therefore our curriculum is adapted to meet the particular needs of individual children or cohorts.

Children are provided with plenty of time to explore a variety of experiences, carefully planned to engage and challenge them in the provision. The curriculum is planned in a cross-curricular way to enable all aspects of the children's development.

We also follow the guidance published in [The Reading Framework: Teaching the Foundations of Literacy \(July 2021\)](#) to deliver a language rich curriculum.

Reading is at the heart of our curriculum. We use high quality, language rich texts from The Power of Reading or The Literacy Tree as a basis to plan and deliver a stimulating curriculum which builds on the understanding of all children whatever their starting points, matching the needs of our community. Our curriculum is made up of core books and supplementary books. These can be viewed on our annual curriculum overviews which are published on our website.

In addition, there are three story time sessions a day across the early years which help to promote a love of reading from an early age.

Nursery children work on building phonological awareness by:

- playing games with sounds;
- exploring rhythm, rhyme and alliteration;
- blending and segmenting orally.

Reception children follow a structured phonics programme: *Read Write Inc.* The children receive a daily phonics session with opportunities to reinforce their learning through:

- adult directed activities;
- continuous and enhanced provision in the environment.

Language rich environment

The development of the children's spoken language underpins all seven areas of learning and development. A curriculum for communication and language is our top priority.

Staff interactions with the children are highly valued at Malmesbury. Staff:

- model and engage in back-and-forth interactions;
- comment on what the children are interested in or doing, including narrating play;
- echo back what the children say, adding new vocabulary and modelling the correct use of standard English;
- sensitively question the children which invites them to elaborate;
- engage the children actively in stories, non-fiction, rhyme and poems;
- provide extensive opportunities to use and embed new words in a range of contexts.

Talk Tubs

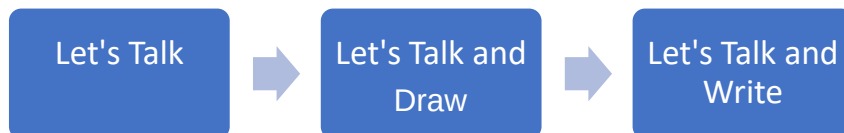
'Talk tubs' are introduced alongside a new core book or topic. They have relevant objects inside which relate to the intended topic. With appropriate modelling from staff, children ask questions about the items in the tub and explore different outcomes. If they show a particular keen interest in an object inside the box, this may be explored further.

Floor Books

Floor books are used in Reception to plan, record and assess children's learning. Floor books at Malmesbury are also used to encourage the use of wider vocabulary and to enrich a child's language and communication skill.

Let's Talk

At Malmesbury, talk is seen as fundamental to the writing process. Children in the early years are provided with a stimulus to talk about in an adult-directed session. This might be an object, picture or video usually related to the topic. As the children progress through the early years, mark-making and writing are supported through this process.



Nursery Rhymes

The children at Malmesbury will learn and recite a wide variety of rhymes. In addition, we have selected 10 core nursery rhymes which the children will learn by heart by the end of Nursery and Reception.

Woodwork

Woodwork provides an opportunity for the children in Early Years to play, explore and think creatively. It offers unique opportunities for the children to encompass all areas of learning and development as well as to build confidence and self-esteem.

More information can be found on our website [here](#):

<https://www.malmesbury.merton.sch.uk/woodwork-1/>

Mathematics

Along with the rest of the school, we follow a mastery approach to mathematics: particularly focusing on embedding the different counting principles. Mathematics is incorporated throughout the other areas of learning as well as in the environment. Children are given lots of real-life examples of maths in action through story time, songs, routine, objects and manipulatives.

Reception follow the National Centre for Excellence in the Teaching of Mathematics (NCETM) Mastering Number scheme for adult-led maths sessions. Additionally, the curriculum includes opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. White Rose Maths resources are also used to further enhance the mathematics curriculum.

Planning

Nursery and Reception follow yearly curriculum overviews which focus learning around core texts. The topics are designed to provide the children with a broad and balanced

curriculum that is rich with a variety of experiences which focus on the skills the children need to acquire. The topics may alter as we respond to children's needs, next steps and interests.

Termly objectives are not identified in advance of knowing the children. We recognise that children are unique and do not develop in a fixed way. Medium term and short-term plans are based on recent formative assessments of the children.

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 consider 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.

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. Curriculum Impact

Children in our early years, on average, arrive with much lower starting points than national. Through the delivery of a well-planned and challenging curriculum we aim that the pupils, including disadvantaged pupils and those with SEND, will leave the Early Years Foundation Stage having made rapid progress with transferable skills needed to start Key Stage One. They will:

- have improved communication and language skills: particularly with oral language skills.
- Have good personal, physical and social skills.
- Enjoy listening attentively and responding with comprehension to familiar stories and rhymes.
- Listen intently and respond positively to adults and each other.
- Use their phonics knowledge to read words and sentences accurately with increasing speed and fluency.
- Write simple sentences.
- Understand and use early numbers.
- Demonstrate positive attitudes to learning through high levels of curiosity, concentration and enjoyment.
- Be resilient learners who are keen to learn and are proud of their achievements.

The impact of our curriculum is measured by:

- talking to children and their parents;
- looking at their work;
- observing their learning experiences;
- analysing data and progress

This will be measured at the end of Reception through assessing whether the pupils have achieved a Good Level of Development.

Learning journal and observations

At Malmesbury, ongoing assessment is an integral part of the learning and development process. 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.

Each child in Nursery and Reception has a learning journal folder which evidences observations as well as guided and independent learning. In the autumn and spring term, a child will receive a 'special sheet' with observations evidencing new learning and progress they have made. Children staying in nursery will also receive a 'special sheet' in the summer term. Those children moving from Nursery to Reception or Reception to year 1 receive an end of year report. Only observations which are above and beyond what they have achieved before will be used. They may take the form of:

- Individual observations
- Group observations
- Running records
- Time samples
- Contributions from the class ~~floor book or~~ learning journey wall.

The class teacher or keyworker will evaluate the developmental stage of the child based on the observations and their professional judgement. The class teacher or keyworker will then consider the next step to move their learning along.

The teacher or keyworker will arrange a short meeting with the child's parent/carer to discuss their learning and suggest next steps. If a child is working below age related expectations, parents will be informed in a delicate and sensitive way so they then have the opportunity to support their child at home.

Baseline assessments

Nursery and Reception baseline assessment will usually take place within 3 weeks of entering school. Baseline assessments may take longer than this according to the needs of individual children and considering whether children are settled and happy in their new class.

Within the first 6 weeks that a child starts Reception, staff will also administer the Reception Baseline Assessment (RBA).

End of year procedures

At the end of the EYFS, staff complete the EYFS profile (EYFSP) for each child. Within the early learning goals, the 7 areas of learning and development are broken down further into different aspects. It is these aspects that form the 17 different early learning goals that are reported in the EYFSP. 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)

A child reaches the Good Level of Development (GLD) (a 'good level of development) if they reach the expected level in the prime areas of learning along with specific aspects of mathematics and literacy.

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 in the form of an end of year report.

The profile is moderated internally and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Assessment data

The Early Years Statutory Framework states that the recording of internal assessment data is optional for schools and should schools decide to record data it must not be an overly complicated or time-consuming process.

At Malmesbury data is recorded onto the school's assessment system SIMS, which is managed by Merton, at three points throughout the year:

- Mid-October (Baseline data)
- February
- June

At each data point, staff record whether a child is working:

- **Below** age expectation
- **Towards** age expectation
- **At** age expectation
- **Above** age expectation

Progress is measured from the baseline data for each year.

When forming a judgement about whether an individual child is at the expected level of development, teachers draw on their knowledge of the child and their own expert professional judgement. Recorded written or photographic evidence is not required (EYFS Framework).

Staff meet to discuss their assessment judgements. They may use non-statutory guidance ([Birth to 5 Matters](#) or [Development Matters](#)) to support their professional discussions.

Children also complete a drawn/written 'progress check' in September, February and June:

- In Nursery the children draw a self-portrait.
- In Reception the children draw and write about their family.

6. Working with parents

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

The role of parents is vital during the EYFS and they are regularly made aware of their responsibilities in a number of ways:

Before joining EYFS

- Welcome booklets
- 'All About Me' booklet
- Parent welcome meetings
- Home visits/1:1 meetings for new starters to Nursery/Reception

Throughout the EYFS

- Parental engagement events including reading sessions and workshops
- 'Wow' moment forms for parents to fill in to share key development
- Home-school diaries
- Meetings to discuss the children's special sheets
- Regular 'drop in' appointments
- Nursery and Reception newsletters published on our website

7. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general in the early years by working alongside the school nurse and engaging in the Oral Health Programme with the NHS.

Details of how we manage intimate care can be found in our Intimate Care Policy.

[We follow the Early Years Nutrient Guidance 2025 published in May 2025.](#)

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.

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8. Monitoring arrangements

This policy will be reviewed by the Assistant Head for Early Years and Senior Leadership Team every year. At every review, the policy will be shared with the governing board.

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	Child Protection and Safeguarding Policy
Procedure for responding to illness	Health and Safety Policy First Aid Policy
Administering medicines policy	Supporting Pupils with Medical Conditions Policy
Emergency evacuation procedure	Health and Safety Policy
Procedure for checking the identity of visitors	Child Protection and Safeguarding Policy
Procedures for a parent failing to collect a child and for missing children	Child Protection and Safeguarding Policy

Statutory policy or procedure for the EYFS	Where can it be found?
Procedure for dealing with concerns and complaints	Complaints Procedure Statement