



EYFS POLICY

(Early Years Foundation Stage)

Name	EYFS		
Agreed by	GB School Improvement Committee		
Date agreed	16/10/23	Review date	Autumn 2026
Signed & dated			

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

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#) for 2023.

Structure of the EYFS

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. In our school, the Nursery has the full-time equivalent (FTE) of 60-part time places, some of which are filled by children who are eligible for a full-time place. We follow Tower Hamlets' admissions procedures for Nursery. The Nursery has an annual intake in September, with an additional intake in January and April if places are available. Admissions are handled by the Local Authority.

Reception has an annual intake in September and offers 60 places. We follow Tower Hamlets' admissions procedures for Reception. All children have to make a separate application to Reception and are not guaranteed a place having been admitted to the Nursery.

Nursery

All children are entitled to 15 hours a week free nursery provision. Children will be allocated a morning or an afternoon session depending on places available, children's age and needs.

Morning sessions	8:50am to 11:50am
Afternoon sessions	12:15pm to 3:15pm

Some children of working parent households are entitled to 30 hours of free childcare, this equates to a full-time nursery place.

Full time places	8:50am to 3:15pm (Lunch at 11:45am)
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We offer families who are not entitled to a full time place the opportunity to 'top up' their nursery offer to a full time place. This costs approximately £23 a day. The number of days needs to be booked online in advance every half term.

Reception

Timings match our main school day: 8:50am to 3:15pm.

We open our EYFS gates at 8:40am to allow children time to settle in before learning begins at 8:50am.

Curriculum

At Malmesbury, we believe that all children deserve an education rich in wonder and memorable experiences. This allows children's natural creativity and curiosity to flourish alongside building a core set of skills and knowledge. We believe that an education that fulfills this, enables children to reach their personal goals and thrive in order to be the best they can be. The Early Years Foundation Stage Framework and the Development Matters document set out end of year expectations for children. We recognise the crucial role that Early Years education plays in providing firm foundations upon which the rest of a child's education is successfully based. We provide an engaging and progressive curriculum that maximises opportunities for meaningful cross-curricular links and learning experiences.

Our curriculum promotes the unique child by offering extended periods of play and sustained thinking. We create a learning environment where children can work cooperatively with adults and peers in a climate of mutual respect to develop:

- Confidence in their ability to learn and achieve their personal goals.
- The social skills necessary to learn.
- The emotional capabilities to enable them to understand their feelings, to solve problems and maintain high levels of wellbeing.
- The ability to be an effective communicator.
- An understanding of what makes them special as a unique young person.

Our early years setting follows the curriculum as outlined in the latest EYFS statutory framework. In the early years there are seven areas of learning. We plan an exciting, motivating and challenging indoor and outdoor curriculum offer to support progress in these areas. This is based on each child's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve the Early Learning Goals by the end of Reception year. The seven areas of learning are:

1. Personal, Social and Emotional Development (prime area)
2. Physical Development (prime area)
3. Communication and Language (prime area)
4. Literacy
5. Maths
6. Understanding the World
7. Expressive Arts and Design

Your child will also have the opportunity to develop the 'Characteristics of Effective Learning' which are:

Playing and Exploring	Active Learning	Creating and Critical Thinking
Finding out and exploring Playing with what they know Being willing to have a go	Being involved and concentrating Enjoying achieving what they set out to do Keeping trying	Having their own ideas Making links Choosing ways to do things

Our indoor and outdoor environments are organised in such a way that children can safely explore and learn in. There are areas for activities and play, and others for quiet time and rest. The setting is designed to enable children to learn and play independently. Equipment and resources are accessible and can be located and used independently by children. The enclosed outdoor space is secure and offers children the ability to explore a different environment, presenting them with different challenges and experiences. Activities are planned throughout the learning environment to help the children develop in all areas of learning. Our nursery and reception classes have doors leading to the outside. A good proportion of the children's time is spent in free flow play, where children can choose to play inside or outside.

At Malmesbury, we recognise that outdoor learning is different from indoor learning. Open ended opportunities, challenge and risk-taking are at the centre of our planning and practice; provision has a variety of learning possibilities rather than being a fixed activity and supports the development of characteristics of effective learning. It offers the chance for children to explore, use their senses and be physically active and exuberant. Our weekly outside plan aims to enable children to develop in all seven 5 areas of learning, and we provide a selection of wellies to enable children to explore whatever the weather.

Throughout their time in EYFS, children have Forest School sessions. These are group sessions led by a trained Forest School and are designed to help children:

- Develop key social and emotional skills
- Identify plants and wildlife in the community garden
- Explore the natural world and how to look after it
- Use sustainable resources
- Play outdoors
- Take risks in a safe way
- Complete manageable tasks individually and in a group

Planning

Our 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 of learning.

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 utilising specialist support and guidance, 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 and learning

Each area of learning and development is implemented through planned, purposeful indoor and outdoor 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.

Pupils in reception have short daily whole class teaching and learning sessions on phonics, early reading/writing and early maths.

Assessment

At Malmesbury, 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 take into account observations shared by parents and/or carers.

We make regular assessments of children's learning and we use this information to adapt teaching.

We take a formalised assessment snapshot of children termly using the school's online tracking system to record progress, which we then discuss in moderation and pupil progress meetings to ensure that all children are being catered for.

At the beginning of Reception, children take part in the Reception baseline assessment (RBA). This is carried out within the first six weeks of Reception.

At the end of Reception, judgements are made against 17 Early Learning Goals (ELGs). Each child's level of development is judged to be at the expected level or not. This information is reported to parents and also the local authority.

Formative assessment (Assessment for Learning): These strategies support children in their learning and include creating a learning culture, using clear learning objectives and success criteria to give children the opportunity to evaluate their work, and adults providing them with feedback on their successes and ideas for improvement.

In nursery, children's achievements are shared with parents using an online assessment tool called Tapestry. In reception, we use class floor books to capture children's learning visually. In Reception, children also have a Literacy book and a Maths book.

Our staff also carry out observations of children's learning to identify any learning needs and understand how best to meet children's needs.

Staff meet parents in the autumn and spring terms for parent-teacher consultations where each child's learning is discussed. In the Summer Term, we provide a written summary of learning and progress for both Nursery and Reception children. The Reception report will also include children's progress against the ELGs and a written summary of their individual Characteristics of Effective Learning.

Inclusion

At Malmesbury, we believe that all our children matter - all children are treated fairly regardless of race, religion or abilities. Our children and their families are valued within our school and we welcome diversity. In the EYFS we plan to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds. We set high expectations for all children.

The progress and attainment of all children is carefully monitored and analysed to ensure that all children are succeeding, including groups of children and that timely next steps in learning are planned accordingly.

We work with a Speech and Language therapist and have access to an Educational Psychologist for individual assessments as needed.

Pupil welfare: Health and safety and safeguarding

Safety and security is a high priority at Malmesbury and it is important that all children in our care are safe. Our requirements are as follows:

- To promote the safety and welfare of the children in our care.
- To promote good health and prevent the spread of infection by taking appropriate action when children are ill.
- To manage the behaviour of the children in our care in a way that is appropriate for their individual needs and stage of development.
- To ensure that adults who have access to children, or who look after children are suitably vetted and trained.
- To ensure that the setting is fit for purpose and that furniture and equipment is safe.
- To maintain records, policies and procedures required for safe and efficient management of the setting.

We deeply value children's safety and we aim to provide a safe and secure environment at all times. We also aim to educate children about risks as well as the need for boundaries and rules. We talk to the children about any risks connected to the activities they are doing. Daily indoor and outdoor checks are carried out by early years staff.

We believe in educating children about the need for themselves to evaluate the risk involved in what they are doing, as this is a life-long skill. The following general Health and Safety safeguards are in place:

- A supply of fresh drinking water is available on the premises at all times
- Children's dietary needs are acted upon
- Snacks are available during the session
- A pediatric first aider is accessible at all times
- Statutory ratios are met
- Accidents and injuries are recorded online and emailed out to parents
- A fire and emergency evacuation procedure and policy are in place
- A Staff Code of Conduct and Acceptable Use policy are in place which states that cameras that are used in school must not be used for staff member's own personal use.

Safety is paramount and Malmesbury has a robust and effective Child Protection Policy to ensure the children in our care are protected.

Working with parents and carers

To fully meet children's needs, the Early Years Foundation Stage Setting needs to work in partnership with parents. Parents are the children's first educators and continue to educate and influence their child all their lives. Relationships with parents and carers are nurtured and developed. How we do this:

- A strong transition and settling in process, stay and play sessions before starting school. Our stay and play sessions are opportunities for parents to ask key questions and also for us to share key information as well as finding out more about each child.
- Parent-teacher consultations where we meet with each family to talk about their child and their progress.
- Asking parents to complete admissions forms, a medical form and to provide information about their child to help us to understand their character and personality.
- Having an open door policy to enable parents to come and speak with teachers, should they have any concerns.
- Events and activities throughout the year which bring together children, parents and the school such as celebration assemblies and sports days.
- Offering a variety of parent workshops inc. Phonics, to support learning at home, based on the needs of the children and families.

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	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy

Statutory policy or procedure for the EYFS	Where can it be found?
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See child protection and safeguarding policy
Procedures for a parent failing to collect a child and for missing children	See child protection and safeguarding policy and attendance policy
Procedure for dealing with concerns and complaints	See complaints policy