



Malmesbury C of E Primary School
Company Number 08483768

Early Years Foundation Stage (EYFS) Policy

“Growing together in wisdom and love; discovering life in all its fullness.”

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Malmesbury C of E Primary School

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EYFS at Malmesbury C of E Primary School

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child’s experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.”

Statutory Framework for the Early Years Foundation Stage, September 2021

The EYFS is based upon four principles:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments** with teaching and support from adults who respond to their individual interests and needs, and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of **learning and development**. Children develop and learn at different rates.

We believe that Every Child Matters and everyone deserves to have an equal chance of success. We have created an exciting and vibrant curriculum to endeavour to meet the needs of all our pupils in the best way we can.

“You can teach a student a lesson for a day; but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives.”

Clay P. Bedford

Intent

~~Our The~~ intent ~~is~~ for ~~our our~~ children ~~is~~ to ~~move into enter~~ the next stage of their education ~~ready to tackle~~ ~~confident, resilient, and ready for~~, new challenges with courage and perseverance. We provide a broad and balanced Early Years Curriculum ~~that is based built~~ on first-hand experiences and purposeful ~~interactions~~ ~~interactions; while developing~~. ~~It also~~ ~~pays regard to~~ the skills and attitudes ~~that the~~ ~~needed for~~ Key Stage ~~One curriculum will~~ ~~demand~~.

We aim to provide a Curriculum that is responsive to individual starting points and needs.

Through our curriculum we aim to:

- ~~ensure children’s first experience of school is~~ ~~make the child’s first experience of school~~ happy, positive and ~~fun~~ ~~enjoyable~~;
- provide a rich, ~~interesting, and~~ stimulating ~~learning and teaching environment that allows children to develop their skills fully; environment where skills can flourish~~;
- ~~foster~~ ~~nurture~~ a love of learning, ~~and develop~~ confidence and ~~resilient minds~~ ~~resilience~~;
- promote emotional well-being;

- build positive relationships and work in partnership with families;
- support children's development in across all areas of the EYFS; and
- support value and support each every child as an individual.

Implementation

Learning and Development

At Malmesbury C of E Primary School, we recognise that children learn and develop in different ways and at different rates, and that all areas of learning and development are equally and understand that they are important and interconnected. Through our high-quality teaching and learning, we ensure that children feel secure and develop at school and develop a sense of well-being and achievement. Our practitioners understand child development how children develop and use this knowledge to plan meaningful learning experiences, including first-hand opportunities, clear explanations, timely interventions, and extended play. learn, and consider this when they plan learning opportunities.

We offer children first-hand experiences, give clear explanations, make appropriate interventions and extend and develop play. Our carefully planned curriculum supports progress helps children work towards the Early Learning Goals, throughout EYFS.

We enable children to take part in activities that build on and extend their children's interests and to develop their intellectual, physical, social and emotional skills, abilities, encouraging communication, independence, and self-management. Children are encouraged to communicate and talk about their learning, and to develop independence and self-management. Learning is supported by well-resourced appropriate and accessible indoor and outdoor environments space, facilities and equipment. We identify and progress is monitored through ongoing and future learning needs of children through observations to inform next steps.

Teaching and Learning

Features of effective learning in the EYFS include:

- Strong partnership between teachers and with parents, to promote so that our children's security, wellbeing and achievement; feel secure at school and develop a sense of well-being and achievement;
- the teachers' secure understanding of how children development to inform effective teaching; and learn, and how this can influence their teaching;
- the use of a range of approaches to provide, including first-hand experiences, give clear explanations, make appropriate timely interventions, and extended and develop play and talk or other means of communication;
- a carefully planned curriculum that helps children work supporting progress towards the Early Learning Goals throughout EYFS;
- opportunities that build on children's provision for children to take part in activities that build on and extend their interests and develop their intellectual, physical, social and emotional skills abilities;
- encouragement for children to of communication, e and talk about their learning and to develop independence and self-management;
- support for learning with appropriate and Well-resourced accessible indoor and outdoor learning environments; space, facilities and equipment;

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- ongoing observations to identify identification of the progress and next steps; future learning needs of children through observations and formal learning activities.
- good positive relationships with pre-school settings to ensure smooth transitions between our school and the settings that our children experience prior to joining our school.

Play

“Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.”

Statutory Framework for the Early Years Foundation Stage, September 2021

Through play, ~~our~~ children explore and develop ideas, creativity, and self-regulation, and learn to collaborate, communicate and solve problems independently and with others, learning experiences that help them make sense of the world. They practice and build up ideas and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

Active Learning

Active learning ~~occurs happens~~ when children are motivated and interested engaged. ~~Children need to have some~~ By developing independence and making choices, they build confidence and gain a sense of ownership and satisfaction in their learning, independence and control over their learning. As children develop their confidence, they learn to make decisions. This provides children with a sense of satisfaction as they take ownership of their learning.

Creativity

Children are encouraged to be creative across all areas of learning. Adults support thinking by showing interest, offering encouragement, clarifying ideas, and asking open-ended questions. Children have independent access to resources and the freedom to move around the classroom to extend their learning. Children should be given opportunities to be creative through all areas of learning, not just through the arts. Adults can support children’s thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas and asking open questions. Children can access resources independently and are allowed to move freely around the classroom to extend their learning.

Areas of Learning

The EYFS is made up of three PRIME AREAS:

- Personal, Social and Emotional Development (PSED)
- Communication and Language (C&L)
- Physical Development (PD)

And four SPECIFIC areas:

- Literacy
- Mathematics
- Understanding the World (UW)
- Expressive Arts and Design (EAD)

All areas of learning are interconnected and equally important. They are delivered through a balance of adult-led and child-initiated activities, with Early Learning Goals (ELGs) setting the expected standard by the end of EYFS. None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult-led and child-initiated activities. In each area there are Early Learning Goals (ELGs) that define the expectations for most children to reach by the end of the EYFS. (These are Age-Related Expectations—ARE.)

Children working below or above Age-Related Expectations are quickly identified and provided with appropriate interventions and challenges to support, enrich, and extend their learning. In EYFS children working either below or above ARE are swiftly identified and set appropriate challenges to enrich and extend their learning experiences by appropriate differentiated activities in everyday learning.

“Learning is a treasure that will follow its owner everywhere.”

Chinese proverb

At our school, every child matters, and we provide opportunities for all to achieve their best. Our curriculum is ambitious, carefully sequenced, and planned with consideration of children's diverse life experiences. In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning. Our curriculum is ambitious and carefully sequenced to build learning over time.

In the EYFS, we set challenging yet achievable but realistic expectations to meet the needs of our children through:

- a well-planned and stimulating learning environment;
- learning opportunities that build on children's knowledge, experiences, and interests, while boosting self-esteem and confidence; planning learning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a mix of different approaches based on tailored to children's learning needs;
- a wide range of motivating and supportive activities to promote effective learning; providing a wide range of different learning opportunities to motivate and support children and to help them to learn effectively;
- a safe, inclusive environment where every child's contribution is valued; providing a safe and supportive learning environment in which the contribution of all children is valued;

- ~~resources that inspire learning, reflect diversity, and avoid discrimination or stereotyping~~ using resources that inspire learning, reflect diversity and are free from discrimination and stereotyping;
- ~~planning~~ challenging activities for children whose ability and understanding exceed ~~are in advance of~~ their language and communication skills;
- ongoing monitoring children's of progress ~~and taking action to provide~~ with support as ~~necessary~~ needed.

~~It is important to us that all children in the school are safe. We aim to educate children on boundaries and rules to further develop their understanding as to why rules are necessary. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We prioritise children's safety and teach them boundaries and rules to understand their importance. By offering choices, we help develop life skills, encouraging safe risk-taking while teaching them to recognise and avoid hazards.~~

We aim to protect the physical and psychological well-being of all children. (See *Safeguarding Policy*.)

Positive Relationships

At Malmesbury C of E Primary School we recognise that children learn to be strong and independent through secure relationships. We aim to develop positive, caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognise that parents are children's first and most enduring educators and we value the contribution they make.

We recognise the role that parents have played, and their future role, in educating the children. We do this through:

- ~~inviting all parents to an induction meeting in the term before their child starts school;~~ inviting all parents to an induction meeting during the term before their child starts school;
- ~~offering a 1:1 consultation before school entry to share information about their child with the class teacher;~~ inviting parents to attend a 1:1 parent consultation before children start school, to share information about their child with the class teacher, prior to school entry;
- ~~providing regular opportunities for parents to discuss their child's progress in reception.~~
- encouraging parents to speak to the teacher about any concerns.
- holding two formal meetings each year for private discussions on the child's progress.
- sharing regular newsletters outlining term objectives, topics, and ways to support learning at home. ~~offering parents regular opportunities to talk about their child's progress in our reception class.~~

encouraging parents to talk to the child's teacher if there are any concerns, parents are offered two formal meetings to discuss the child's progress in private. Through regular newsletters containing information about the term objectives, topics and ways to support at home.

- parents receive an annual written report detailing their child's attainment and progress at the end of each school year;
- arranging a range of activities throughout the year that encourage collaboration between child, school and parents. These include: class assemblies, sharing afternoon, Sports Day and the Summer Fete;

The Learning Environment

At Malmesbury C of E Primary School, we recognise that the physical and human environment is key to children's development. we recognise that the physical and human environment plays a key role in supporting and extending the children's development. We observe and assess their interests and learning to plan challenging, achievable activities that extend their development. We observe the children and assess their interests, development and learning, before planning challenging but achievable learning activities and experiences to extend their children's learning.

Our learning environments are designed to inspire exploration and learning in a safe and secure setting. Classrooms are arranged into areas where children can access resources independently, be active, or rest quietly. A shared, enclosed outdoor space allows free flow between indoors and outdoors, offering new ways to explore, use their senses, and be physically active. Activities and resources are planned across both environments to support development in all seven areas of learning. Our learning environments are organised to enthuse children to explore and learn securely and safely. The classrooms are arranged into learning areas, where children are able to find and locate equipment and resources independently. There are areas where the children can be active or be quiet and rest. Our classrooms have a shared, enclosed outdoor area. Children have the opportunity to free flow between the two environments. Being outdoors offers opportunities for doing things in different ways and on a different scale than when indoors. It offers the children opportunities to explore, use their senses and be physically active. We plan activities and resources for the children to access indoors and outdoors that help the children to develop in all seven areas of learning.

All EYFS staff build positive relationships with children, listening and interacting with them respectfully. At Malmesbury C of E Primary School, the EYFS teacher acts as the 'Key Person' for each child, supported by Teaching Assistants, and meets with staff to discuss the new intake. All staff involved with the EYFS work to develop good relationships with all children, interacting positively with them and taking time to listen to them. At Malmesbury C of E Primary School, the EYFS teacher acts as 'Key Person' to all children in their class, supported by the Teaching Assistants. The EYFS teacher meets with staff to discuss the new intake of children.

Research shows that children's progress will be significantly enhanced by the effective support from and role-modelling by adults within a high-quality learning environment.

When supporting children in the continuous provision at Malmesbury C of E Primary School, interactions between adults and children will involve:

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~~Adults use the ShREK approach: **Share** attention by observing the child first, **Respond** by following their lead, **Expand** by repeating and adding to what the child says, and **Conversation** through back-and-forth interactions. adults using the ShREK approach (share attention by paying attention to what the child is doing before interacting, Respond by following the child's lead, Expand—repeat what the child says and add on to it, Conversation—have back and forth interactions).~~

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- ~~adults tuning into what is happening or a child's thinking;~~
- ~~showing genuine interest;~~
- ~~respecting children's own decisions and choices;~~
- ~~inviting children to elaborate;~~
- ~~recapping on what has happened so far;~~
- ~~offering personal experience;~~
- ~~clarifying ideas;~~
- ~~using specific praise;~~
- ~~offering an alternative viewpoint.~~

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Observation, Assessment and Planning

~~EYFS planning follows the school's Long Term and Medium-Term Plans (MTPs), based on half-termly themes. These guide weekly planning, but the EYFS teacher may adjust them to reflect the children's achievements and interests. The planning within the EYFS follows the schools' Long Term and Medium-Term Plans (MTPs), which are based around half-termly themes. These plans are used by the EYFS teacher as a guide for weekly planning; however the teacher may alter these MTPs in response to the needs (achievements and interests) of the children.~~

~~The EYFS team regularly assesses children's learning to inform future planning and meet identified needs. Ongoing assessment is integral to learning and development, drawing on teachers' professional knowledge and observations by all adults working with the child. The EYFS team make regular assessments of children's learning and use this information to ensure that future planning reflects identified needs. Ongoing assessment is an integral part of the learning and development process. The assessments involve teachers as professionals drawing on their knowledge of the children and takes the form of observation by all adults working with the child.~~

At Malmesbury C of Primary School, EYFS uses a [progress](#) tracker to record judgements against the EYFS Profile. Each child's level of development is recorded against 17 assessment scales derived from the Early Learning Goals, ~~and the three additional characteristics of Learning: engagement, motivation and creativity/critical thinking.~~ Within the final term of the EYFS, the teachers provide a written summary to parents, reporting their progress against the ELGs.

Welfare

"Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them."

Statutory Framework for the Early Years Foundation Stage, September 2021

At Malmesbury C of E Primary School, we ensure that we:

- promote the welfare of children;
- promote good health, including oral health, preventing the spread of infection and taking appropriate action when children are ill;
- manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs;
- discuss and agree classroom rules with the children at the beginning of the academic year and routinely reinforce them;
- ensure all adults who look after the children or who have unsupervised access to them are suitable to do so;
- ensure that the premises, furniture and equipment are safe and suitable for purpose;
- ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs;
- maintain records, policies and procedures required for safe, efficient management of the setting and to meet the needs of the children.

Inclusion

"Practitioners must consider the individual needs, interests and development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development. Practitioners working with the youngest children are expected to ensure a strong foundation for children's development in the three prime areas. The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning. This is particularly important in developing language and extending vocabulary."

Statutory Framework for the Early Years Foundation Stage, September 2021

~~We value the diversity of all children and do not discriminate based on differences. We consider each child's individual needs, interests, and development.~~ ~~We value the diversity of individuals within the school and do not discriminate against children because of 'difference'.~~ ~~We consider the individual needs, interests and development of each child.~~ All children at Malmesbury C of E Primary School are treated fairly, regardless of race, religion or abilities. All children and their families are valued within our school.

~~At our school, every child matters, and we provide opportunities for all to achieve their best. Our ambitious, carefully sequenced curriculum builds learning over time and reflects children's diverse life experiences. In our school we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning. Our curriculum is ambitious and carefully sequenced to build learning over time.~~

~~In the EYFS, we set challenging yet achievable expectations through:~~

- ~~a well-planned, stimulating learning environment;~~

- opportunities that build on children's knowledge, experiences, and interests, while boosting self-esteem and confidence;
- a mix of approaches tailored to children's learning needs;
- a wide range of activities to motivate, support, and promote effective learning;
- a safe, supportive environment where all contributions are valued;
- resources that inspire learning, reflect diversity, and avoid discrimination or stereotyping;
- challenging activities for children whose abilities exceed their language and communication skills;
- ongoing monitoring of progress with timely support provided as needed.

In the EYFS we set challenging but realistic expectations to meet the needs of our children through:

- a well planned learning environment;
- planning learning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- using a mix of different approaches based on children's learning needs;
- providing a wide range of different learning opportunities to motivate and support children and to help them to learn effectively;
- providing a safe and supportive learning environment in which the contribution of all children is valued;
- using resources that inspire learning, reflect diversity and are free from discrimination and stereotyping;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary

It is important to us that all children in the school are safe. We aim to educate children on boundaries and rules to further develop their understanding as to why rules are necessary. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards.

We aim to protect the physical and psychological well-being of all children. (See *Safeguarding Policy*.)

Transition to Year 1

At Malmesbury Primary School, links with Year 1 are fostered throughout EYFS, including shared story times, joint nativity and Milepost assemblies. EYFS children also regularly visit Year 1 classrooms, playground, and environment to familiarise themselves. They have a formal "moving up" visit to Year 1 in Term 6, and Year 1 teachers visit the EYFS setting. links with Year 1 are fostered throughout the children's time in EYFS. This includes shared story times, joint nativity, shared Milepost assemblies and shared planning in the final summer term. The children have a formal 'moving up' visit to the Year 1 classes in term 6. Year 1 teachers are also invited to visit the EYFS children in their familiar environment.

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Monitoring and review

It is the responsibility of the EYFS teachers to follow the principles stated in this policy.

The EYFS governor will discuss EYFS practice with the teachers regularly and provide feedback to the whole governing body, raising any issues that require discussion.

The Head Teacher and Deputy Head Teacher will carry out monitoring on the EYFS as part of the whole school monitoring schedule.

Glossary:

EYFS – Early Years Foundation Stage

Adult-led learning – the practitioner knows exactly what outcomes they want to achieve. They have planned with care, using prior knowledge of the child's learning experiences and guidance from the EYFS documents 'Development Matters' and 'Birth to Five Matters'

Adult-initiated learning – the practitioner has a clear purpose for planning an activity or experience. Knowledge of the child or children, and of their previous learning gives the practitioner evidence to plan either for consolidation of that learning, or to explore its next steps

Child-led learning – situations that evolve independently, the practitioner approaches not knowing what the child or children are trying to do or what scenario they have been creating. Often spontaneous and frequently unpredictable. In this situation the practitioner must wait and watch before deciding whether and when to intervene.

Policy adoption

Signed Steve Heal
(Head Teacher):



Date:

March 2026

Signed Laurence Mussett
(Chair of Governors):

A handwritten signature in black ink, appearing to read 'Laurence Mussett', written in a cursive style.

Date:

March 2026