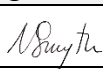


This policy will be reviewed in full by the Senior Leadership Team on an annual basis.

Date the policy was last reviewed and agreed	SLT		SLT	
	Name	Signature	Name	Signature
February 2026	Natasha			

This policy is due for review up to 12 months from the above date

EYFS, Teaching, Learning, & Development Policy

Legal Basis: Related Sub Section in The Statutory Framework for The Early Years Foundation Stage (March 2021)

Learning and Development Considerations

1.11 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.

1.14 This framework does not prescribe a particular teaching approach. 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. Practitioners need to decide what they want children in their setting to learn, and the most effective ways to teach it. Practitioners must stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and move into the reception year, there should be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for year 1.

1.15 In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go'*
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements*
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things*

Assessment

2.1. Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share

2.3. Parents and/or carers should be kept up-to-date with their child's progress and development. Practitioners should address any learning and development needs in partnership with parents and/or carers, and any relevant professionals. Assessment should inform an ongoing dialogue between practitioners and year 1 teachers about each child's learning and development, to support a successful transition to key stage 1.

Progress check at age two

2.4. When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas. This progress check must identify the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child's future learning and development involving parents and/or carers and other professionals (for example, the provider's Special Educational Needs Co-ordinator (SENCO) or health professionals) as appropriate.

1 INTRODUCTION

Our preschool has regard for the Early Years Foundation Stage Framework. 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. The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- quality and consistency in all early years settings, so that every child makes good progress and no child gets left behind
- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

The EYFS specifies requirements for learning and development and for safeguarding children and promoting their welfare. The learning and development requirements cover:

- the areas of learning and development which must shape activities and experiences (educational programmes) for children in all early years settings
- the early learning goals that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)
- assessment arrangements for measuring progress (and requirements for reporting to parents and/or carers)

2 OVERARCHING PRINCIPLES

Four guiding principles should shape practice in early years settings. These are:

- 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. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).

3 OBSERVATIONS

Staff observe children as they act and interact in their play, everyday activities, planned activities, and learning from parents about what the child does at home. Staff write up formal observations for their key children. All observations must have a purpose, they need to tell us something about a child's learning. The majority of observations should be taken during child initiated play. They should show not only what the child is doing, but how they are doing it. Observations should be gathered in a variety of contexts. Parents and carers are encouraged to share information about their child's learning and development at home.

Observations **must** always contain:

- the child's name
- the date of the observation (not the date it is written up)
- **Where** is the child? Inside? Outside? In the book corner? At the painting table?
- **Who** is the child with? Alone? Around other children but not playing with them? Playing with other children? With an adult?
- What **exactly** are they doing? Describe exactly what they are doing, do not add what you think they 'might' be doing. Don't assume how they are feeling.
- What did they **say** anything relevant? Record what they say in speech marks, exactly as they said it, do not paraphrase, reword, or correct mispronunciations.
- What learning are they showing? Why have you chosen to write this up as an observation?
- Which Characteristics of Learning are they showing? How do you know? How could you tell?

Observations should be linked to the Characteristic of Effective Learning. **How** have they been learning? Which characteristics have they displayed?

Staff observe their key children and write up observations using the Tapestry Learning Journals. Photos and videos, of the child and/or their work should be included wherever possible. Flags must be ticked to show what was evidenced in this observation. Observations should be uploaded by staff or after management approval when required.

When a child first starts we observe the first three to five sessions and write up observations on Tapestry and the settling sheet.

Once settled, children have approximately three formal written observations per half term, these should be of a child initiated activity. Any adult led, 'Wow moments', seasonal or celebration observations should be in addition to these.

Staff get timetabled office time to complete observations, assessments, and planning for their Key Children and the whole group. Staff are not expected to complete preschool tasks outside of working hours. Staff must not take children's records off the premises.

What Next? Staff should consider how the child’s learning experience could be extended. How could it be developed through enhanced continuous provision over the following days or weeks? How will it inform next weeks planning for each child?

4 ASSESSMENTS

Ongoing assessment (formative assessment) is an integral part of the learning and development process. This is when staff observe children on a day to day basis, to understand their level of achievement, interests, and learning styles, then use this to shape the learning experience for each child.

Practitioners make regular and precise assessments of children’s learning that they use effectively to plan suitably challenging activities for their key children. They have high expectations of all children, based on accurate assessment of children’s skill, knowledge, and understanding.

Baseline assessments are made within two weeks of a child starting at the preschool, and for all children returning in September after the summer holidays, and are recorded on a summative assessment grid (Appendix 1)

Summative assessments happen at the end of each term. Staff assess the children’s Personal Social & Emotional Development, Physical Development, Communication & Language, Reading, Writing, and Maths. These are recorded on a summative assessment grid (Appendix 1) and given to managers for tracking purposes. The children are assessed as either;

- PRE (Pre-Curriculum Expectations or SEN/Very Below)
- WTS (Towards Curriculum Expectations or Lower Ability)
- EXS (Working At Expected Standard or On Track)
- GDS (Working at Greater Depth or Higher Ability)

WellComm speech and language screenings are undertaken at each half term using the WellComm programme.

2 year checks are completed as needed, once staff know a child well enough to accurately assess their development. We review their progress, and provide parents and/or carers with a short written summary of their child’s development in the prime areas. This progress check identifies the child’s strengths, and any areas where the child’s progress is less than expected., and the next steps for that child. It is shared with parents who are given an opportunity to contribute. They are given a copy and encouraged to take it along to their child’s development check with the Health Visitor.

Staff use a number of different assessment process for children with SEND, please see SEN policy for further information.

We use our professional knowledge of child development to make ‘best fit’ judgements about whether a child is developing typically for their age or if they may be behind, at risk of falling behind, or ahead for their age. We also make reference to documents such as Development Matters, Birth to 5 Matters, Early Years Outcomes, What to Expect When, and Government publications to support and offer clarification.

Assessments take in to account everything we know about the child from observations we make at the preschool and parental contributions.

5 PLANNING

When planning activities whether adult led or continuous provision, staff consider the Intent, Implementation, and Impact of the activities they plan.

Intent: Why? What is the purpose of this activity? What do you want the child to learn? Why do you want them to learn this? Is it in line with that child's next steps?

Implementation: How? What are you going to do to ensure the child will get the learning intention and make progress?

Impact: Was it successful? How has this learning helped the child to develop? What will you do next?

Staff plan an adult led activity for their key children each week (Appendix 4). Each child will have specific individual learning outcomes based on their unique needs and stage of development (though the activity may be the same or similar for the Key Person's group as a whole). Children are encouraged to be as independent as possible. The goal of the activity is for the child to have achieved something themselves, it is **not** to end up with a presentable piece of work to take home.

When planning we refer to the needs of the children, we look at their observations and assessments to identify any misconceptions or gaps in understanding, or how we can help a child to build on and extend what they already know. Learning intentions are specific to the child. We try to ensure that all areas of learning are covered over the week and term. We check that the activity matches the learning intention and walk through the activity while planning, considering how it will work and which resources we will need. We consider what the adults will say and do to support the child's learning. The planning should be written in such a way that any adult could pick it up and do the activity should that member of staff be unable to do it.

Continuous provision and whole preschool activities, i.e. the activities that are on offer for the children to access themselves throughout the session, should also be planned with consideration to the '3 I's' and other considerations above. Staff should always question the expected learning outcome of the activity, and evaluate its success in achieving this aim.

We have a two-year rolling long term curriculum planning map, (See example Appendix 2), so that children who are here for two years do not repeat topics. The topics are a loose framework around which to base planning, and subject to change. They are not fixed, and children's interests always override these topics.

Ahead of each half term, staff will complete a medium term plan, based on the long term plan and the current cohort's interests and level of development. (Example in Appendix 3)

Seasonal activities, such as for Mother's or Father's Day, religious, cultural or charity events, are planned **in addition** to the adult led learning activities. These can be just for fun, without a specific learning outcome, but should still be mostly the child's work and effort, and should be differentiated accordingly.

6 PAPERWORK

Paperwork is kept to a minimum so that staff can spend their time with the children. Paperwork must be of benefit, it must either improve the standard of teaching and learning, or reduce and simplify overall workload on staff.

Observations are evidence of the child's learning as well as providing information to parents about what their child has been doing at preschool.

Summative assessments are required to monitor and track pupil progress, to highlight any areas where children need additional support, or to identify areas where provision can be improved.

Two year checks are statutory checks that must be completed for all children when they turn two. Parents are asked to contribute and are given copies of the report. Two year checks are an opportunity to identify additional needs and gaps in learning.

Settling sheets are a record of the first few days of a child's time at preschool. We can identify next steps enabling us to plan appropriate activities, and to identify any concerns we may have.

Parent meetings are important to maintain parent-preschool communication, to share information, and to discuss concerns and celebrations.

Planning ahead ensures that we have considered carefully the expectations for each of our children. It is also necessary should a different member of staff need to cover staff absence.

SEND specific paperwork is necessary to support the specific learning needs of that child, where the standard planning and assessment tools might not suffice. It is important to complete such paperwork thoroughly as this will form evidence should that child need additional support from external agencies or to apply for support such as an EHCP. See the SEND Policy for further information.

7 GUIDANCE

Links to further guidance to support assessment and child development knowledge.

[Development Matters - Non-statutory curriculum guidance for the early years foundation stage \(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/development-matters-non-statutory-curriculum-guidance-for-the-early-years-foundation-stage)

[Birthto5Matters-download.pdf](#)

[National curriculum assessments: early years foundation stage - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/national-curriculum-assessments-early-years-foundation-stage)

Department for Education (foundationyears.org.uk)

[What to expect when.pdf](#)

Curriculum research: assessing intent, implementation and impact - GOV.UK (www.gov.uk)

STAFF DECLARATION

I agree that I have read and understood the information set out in this policy, and will abide by it.
I understand that if I have any questions about this policy, I will raise them with my manager prior to signing my agreement below.

Staff Name	Staff Signature	Date

Appendix 1

PRE Pre-Curriculum Expectations
(SEN/Very Below)

WTS Towards Curriculum Expectations
(Lower Ability)

EXS Working At Expected Standard
(On Track)

EYFS, Teaching, Learning, & Development Policy – February 2026

GDS Working at Greater Depth
(Higher Ability)

Recording Children's Achievement – Summative Assessment

Key Person _____

TERM _____

[illegible]

Appendix 2

EYF5, Teaching, Learning, & Development Policy February 2026

		Year 1 (Sept Odd year)	Year 2 (Sept Even Year)	Special Days	Core Story & Songs
Autumn 1 7 Weeks September October	2 wks	Settling	Settling	Harvest Festival National Poetry Day Halloween	Goldilocks and the Three Bears Peace at Last Owl Babies Dingle Dangle Scarecrow
	2 wks	All About Me Colour Monster My family & friends Looking After Myself	All About Me My family & friends		
	2 wks	Autumn	Autumn		
	1 wk	Halloween (WellComm)	Halloween (WellComm)		
Autumn 2 7 Weeks November December	1 wk	Fireworks	Fireworks	Diwali Bonfire Night Remembrance Day Children In Need St Andrew's Day Christmas	If you're Happy and You Know It Two little Dickie Birds (change names to help children learn each others) Christmas Songs
	3 wks	Children's Stories (Traditional Fairy Tales)	Children's Stories (Contemporary)		
	3 wks	Christmas	Christmas		
Spring 1 5 Weeks January February	2 wks	Space Light and Dark Shadows	Healthy Eating Wellbeing	New Year's Eve Valentine's Day Chinese New Year	The Hungry Caterpillar Dear Zoo The Three Little Pigs
	2 wks	The Zoo	Pets		
	1 wk	St Valentines (WellComm)	St Valentines (WellComm)		
Spring 2 6 Weeks February March	1 wk	Spring - Planting	Spring - Planting	Shrove Tuesday St David's Day Int'l Women's Day Holi St Patrick's Day World Book Day Mother's Day Easter	Incy Wincy Spider 5 Current Buns Alice the Camel
	2 wks	The Farm	The Countryside & Woodland		
	1 wk	Mother's Day	Mother's Day		
	2 wks	Easter	Easter		
Summer 1 6 Weeks April May	3 wks	Transport & Construction	Transport & Construction	Ramadan St George's Day May Day Eid al-Fitr	Jack & the Beanstalk The Gingerbread man
	3 wks	People who help me	People who help me		
Summer 2 7 Weeks June July	1 wk	Sports & Games (WellComm)	Sports & Games (WellComm)	Father's Day Eid al-Adha	Room on the Broom The Wheels on the Bus Row Your Boat Miss Polly
	1 wk	Father's Day	Father's Day		
	3 wks	Summer The Ocean	Summer The Seaside		
	2 wks	Transition to School	Transition to School		

Communication and Language

Listening, Attention and Understanding
Speaking

Personal, Social and Emotional Development

Self-Regulation
Managing Self
Building Relationships

Physical Development

Gross Motor Skills
Fine Motor Skills

Literacy

Comprehension
Word Reading
Writing

Term:

Topic:

Mathematics

Number
Numerical Patterns

Understanding the world

Past and Present
People, Culture and Communities
The Natural World

Expressive Arts and Design

Creating with Materials
Being Imaginative and Expressive

Books

Songs

Resources	Vocab Flower Words	Characteristic of Effective Learning shown by each child (initials in the box)		
	Naming:	Playing & Exploring (Engagement)	Active learning (Motivation)	Creating and Thinking Critically (Thinking)
	Naming:	Finding out and Exploring	Being involved and concentrating	Having their own ideas
	Describing:	Playing with what they know	Keeps on trying	Making links
	Describing:	Being willing to 'have a go'	Enjoys achieving what they set out to do	Choosing ways to do things
	Doing/Action:			

Child	<i>Learning Intention.</i> What is the intent of your activity? What is the child learning?	<i>Area of Learning for this child</i>	<i>Activity</i> How will you implement this? What is the child going to do?	<i>Vocabulary</i> Which words will you introduce to this child?	<i>Adult Role</i> What will the adult do? Which questions will they ask?	<i>Observation</i> What learning has been evidenced?	<i>Next Step</i>

Child	Learning Intention. What is the intent of your activity? What is the child learning?	Area of Learning for this child	Activity How will you implement this? What is the child going to do?	Vocabulary Which words will you introduce to this child?	Adult Role What will the adult do? Which questions will they ask?	Observation What learning has been evidenced?	Next Step