



**WYBUNBURY DELVES**  
C of E Primary School

# Early Years Teaching and Learning Policy

Last updated: January 2026  
Review: January 2027

## **Contents:**

### Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Learning and development
4. Assessment
5. The learning environment
6. Parental engagement
7. Inclusion
8. Transition
9. Monitoring and review

## Statement of intent

Every child deserves the best possible start in life. At Wybunbury Delves CE School we greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development and understand our responsibilities in ensuring that children learn and develop well and are kept healthy and safe.

This policy has been developed in conjunction with the relevant DfE guidance and legislation and seeks to provide:

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

## 1. Legal framework

This policy has due regard to statutory guidance and legislation including, but not limited to, the following:

- Childcare Act 2016
- Children and Young Persons Act 2008
- Education Act 2011
- DfE (2021) 'Statutory framework for the early years foundation stage'

This policy is intended to be used in conjunction with the following school policies:

- Early Years Policy
- Early Years Assessment Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equal Opportunities Policy: Pupils
- Complaints Procedures Policy

## 2. Roles and responsibilities

The headteacher is responsible for:

- Acting in accordance with the '[Headteachers' standards](#)' and the expectations of the school community.
- Creating a culture where children experience a positive and enriching school life.
- Upholding ambitious educational standards which prepare children from all backgrounds for their next phase of education and life.

- Promoting positive and respectful relationships across the school community and a safe, orderly and inclusive environment.
- Establishing and sustain high-quality, expert teaching across all subjects and phases, built on an evidence-informed understanding of effective teaching and how children learn.
- Ensuring teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensuring a broad, structured and coherent curriculum entitlement which sets out the knowledge, skills and values that will be taught.
- Establishing effective curricular leadership.
- Ensuring valid, reliable and proportionate approaches are used when assessing children's knowledge and understanding of the curriculum and ensure effective use is made of formative assessment.
- Forging constructive relationships beyond the school, working in partnership with parents and the local community.

The early years leader is responsible for:

- Ensuring all staff members read and implement this policy.
- Supporting the policies, ethos and vision of the school and actively promoting high levels of achievement in the early years stage.
- Leading the early years team in the planning and delivery of a creative and stimulating educational programme.
- Ensuring the educational provision and practice supports a range of learning needs and develops children's independence.
- Taking responsibility for high-quality teaching provision throughout the early years stage.
- Ensuring the requirements for the early years stage, including the arrangement of assessment, are met.
- Monitoring the progress of children and reporting evaluated data to the headteacher.
- Developing and maintaining effective relationships with parents, colleagues, the governing board and the local community.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.
- Supporting staff development by providing regular training and CPD opportunities.
- Assigning a key person to support the needs of each child and informing parents of their identity.

The key person is responsible for:

- Ensuring that the children they support receive learning tailored to their needs.
- Engaging with parents to support them in guiding their child's development at home.
- Helping families with more specialist support, where required.
- Helping children become familiar with the school and acting as a point of contact for pupils and their parents.

All EYFS staff members are responsible for:

- Acting in accordance with this policy at all times.

- Understanding and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Having proper and professional regard for the ethos, policies and practices of the school.
- Demonstrating consistently high standards of personal and professional conduct. □ Having a firm understanding of child development and age-appropriate needs.
- Supporting and promoting children's early education and development in the EYFS.
- Planning and delivering valuable learning experiences, environments and opportunities that are appropriate to the age, stage and needs of individual and groups of children.
- Identifying the needs, interests and stages of development of individual children.
- Using formative and summative assessment to track children's progress to plan next steps and shape learning opportunities.
- Working cooperatively with colleagues and other professionals to meet the needs of all children and enable them to progress.
- Liaising closely with parents to help them promote their child's health, wellbeing, learning and development.
- Identifying any areas of concern relating to children and their learning, development and emotional needs.
- Considering whether a child may have SEND which requires specialist support.
- Taking charge of their own personal development, including undergoing additional training, to benefit pupils and the provisions in place to support children.

### **3. Learning and development**

In partnership with parents, the school will promote the learning and development of children to ensure they are ready for the next stage of education.

#### **The EYFS educational programme**

Educational provision and practice within the early years will be centred around the requirements of the DfE's 'Statutory framework for the early years foundation stage'.

The educational programmes will be based on an observation of children's needs, interests and stages of development. Activities in school will be planned to reflect these interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

The EYFS framework outlines the seven areas of learning and development that must shape education programmes in EYFS settings. These are split into two interconnected sections – prime and specific:

The 'prime' areas of learning and development are:

- Communication and language
  - Listening, attention and understanding
  - Speaking
- Physical development
  - Gross motor skills

- Fine motor skills
- Personal, social and emotional development
  - Self-regulation
  - Managing self
  - Building relationships

The 'specific' areas of learning and development are:

- Literacy
  - Comprehension
  - Word reading
  - Writing
- Mathematics
  - Numbers
  - 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

In organising and implementing educational programmes, the school will ensure that a broad range of activities and experiences are planned, having regard to three characteristics of effective teaching and learning in the EYFS:

- Playing and exploring – children investigate and experience things.
- Active learning – children concentrate, keep on trying if they encounter difficulties and enjoy their achievements.
- Creating and thinking critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

## **Curriculum planning**

For children to make effective progress, effective planning is of paramount importance. When planning the curriculum, the school will ensure that:

- Diversity and inclusion are at the heart of planning, ensuring provision is differentiated to allow every child access to learning at their stage of development.
- Staff observations and ongoing formative assessments are used to inform planning and create a picture of children's competencies and next steps. □ When planning activities, the school considers:
  - The ages and stages of children's development. – Children's individual needs and interests.
  - Children's learning styles.
  - The learning environment, inside and outside.

- Staff members develop knowledge of children and their families and use this information to plan learning experiences.
- There are sufficient amounts of time and resources available for staff to engage in planning and assessment activities.
- Curriculum plans are flexible working documents which will be adapted and changed to respond to the needs and interests of children and circumstances.

To ensure the provision of a broad and balanced curriculum which is appropriate to children's ages, developmental stages, needs and interests, there are three stages of planning adopted:

1. **Long-term planning:** an annual overview of the broad learning intentions that will be covered across the seven areas of learning, including the range of key themes, topics, festivals and celebrations that will be covered through the year. Planning for 'continuous provision' will be compiled and available for the resourced areas of the indoor and outdoor environment.
2. **Medium-term planning:** compiled for each half term, the medium-term plans will identify the specific themes, topics and starting points for the term's activities and detail the learning experiences and objectives that will be covered.
3. **Short-term planning:** covering lessons up to a week's duration, short-term plans will provide detail on the specific activities and learning intentions, the focus of whole class teaching, the resources required, and the mix of adult directed and self-initiated learning that will take place. Details of specific groups, 1:1 activities, support needs and differentiation will ensure that all staff are able to support and extend children's learning appropriately.

#### 4. Assessment

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support.

In line with statutory requirements, the school will undertake a summative assessment of each child's development at certain stages. These are:

- Progress check at age two – a short written summary of children's development in the prime areas.
- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting Reception.
- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.

Ongoing formative assessments will be used to assess the day-to-day learning and development of children in the EYFS. Practitioners will interact and observe children to understand their achievements, interests and learning needs, and will use this information to shape learning experiences for each child.

Parents will be kept up-to-date with their child's progress and development, and the early years leader will address any learning and development needs in partnership with parents.

When undertaking assessment activities, all staff members will have due regard to the Early Years Assessment Policy and the guidance outlined in the 'Early years foundation stage profile'.

## **5. The learning environment**

The school recognises that the physical and emotional environment play an important role in supporting, enabling and extending pupils' learning and development.

The classroom will be organised to provide a safe and stimulating environment that values active learning, exploration and play, and one where children feel free to create, make links and develop critical thinking skills.

Learning environments within the school will be well organised and suitable for group, individual and whole-class learning, with interactive displays and easily accessible resources utilised to encourage independence.

At all times, children will have access to indoor and outdoor learning environments. Staff will plan provision to ensure that there are a range of learning opportunities available, and that the learning opportunities available in the outdoor environment match those inside.

Independent learning will be encouraged through planned continuous provision where children can make their own selection of the activities on offer within a variety of resourced areas.

Staff support children to navigate and access the learning environment, intervening and interacting where necessary to ensure that all learning opportunities and teaching moments are captured and capitalised upon.

Appropriate and stimulating educational visits and visitors, from both within and outside of the local community, are arranged to further expand children's learning experiences.

The school values the importance of positive relationships. To support this, staff are responsible for:

- Ensuring they interact and empathise with children.
- Supporting children's emotions.
- Ensuring children feel valued and confident to try new things.

The expectations of behaviour are consistent throughout the different learning areas and children are taught to regulate their emotions, treat others with kindness, and respect and understand acceptable boundaries.

## **6. Parental engagement**

The school firmly believes that the EYFS cannot function without the enduring support of parents and that children benefit from a strong partnership between staff and parents.

To capitalise on children's school and home experiences, the school is committed to working closely with parents and creating an ongoing dialogue. The school asks that parents take responsibility for:

- Ensuring that their child regularly attends school, giving reasons for any absences. □ Informing the school of any concerns or problems which may affect the child's behaviour, learning or wellbeing.
- Attending parent consultations and having an active role in the school community.
- Ensuring that their child is appropriately dressed.
- Developing their child's knowledge and understanding by continued learning experiences at home.
- Encouraging their child's development and progress.

The school will ensure that the following information is made available to parents:

- The school's privacy notice for parents and children
- How the school delivers the EYFS and how parents can access more information
- The daily routine and the activities offered in the school's EYFS and how parents can assist their child's learning at home
- How the school's EYFS supports children with SEND
- Details of the food and drink provided to the children
- Details of the policies and procedures in place
- Staffing details, including the name of their child's key person and their role, and a telephone number for parents to contact in an emergency

The school provides support, advice and workshops for parents, with the aim of enriching and underpinning the teaching at the school. The school also provides parents with the opportunity to join pupils in sessions on a regular basis. Tasks are set to be completed at home under parental supervision.

Parents are given the opportunity to co-construct learning priorities and record children's learning goals and interests. The school works with parents to develop strategies to enhance children's learning and chances of progressing well. Any concerns or lines of enquiry relating to a child's development are discussed with parents in person.

Parents are kept up-to-date through the use of the school website, texts, newsletters, notice boards and teacher consultations.

Parents are invited to termly parents' evenings; however, the school has an open-door policy and parents are welcome to talk to teachers at the start and end of the school day.

The school has a Complaints Procedures Policy in place which is shared with parents – written records are kept of all complaints the school receives.

## 7. Inclusion

All children are valued as individuals, irrespective of any protected characteristics, in line with the Equality Act 2010. The Equal Opportunities Policy: Pupils ensures that the needs of all children are met, regardless of their protected characteristics.

The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.

The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the school SENCO.

## **8. Transition**

The school understands the importance of the transition process and, therefore, adapts its practices to support children settling into their new learning environment.

Internal transition is a carefully planned process that focusses on a pupil's key relationships.

Children are supported by their key person during transition periods. The school offers settling in sessions during the Summer term prior to pupils starting primary school.

Transition meetings between EYFS staff members and Year 1 staff members are held during the Summer term. EYFS staff members provide the relevant Year 1 teachers with information regarding children, allowing them to accurately plan effective learning during Year 1. The early years leader, key person and Year 1 teacher will meet to discuss and expand on the information presented in children's EYFS profiles.

The following process is in place to ensure children's successful transition to Year 1:

- The children are invited to a number of visits throughout the year to their Year 1 class, allowing the children to feel secure in the new environment. In the Summer term, the children visit at least once without the support of the early years practitioners or parents.
- In the Summer term, Reception and Year 1 staff will meet to discuss each child's development in order to support a smooth transition to Year 1.

## **9. Monitoring and review**

The quality of teaching is continuously monitored, and any concerns are raised with the early years leader.

This policy is reviewed by the early years leader and governing board on an annual basis.

Any changes to this policy are communicated to parents and staff members, who can request a copy of the policy from the school office.