Wellington Primary

A Policy for the Development of Teaching and Learning in the Early Years Foundation Stage.

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Contents

1. Aims…… 2

2. Legislation…… 3

3. Structure of the EYFS…… 3

4. Curriculum…… 3

5. Assessment…… 6

6. Working with parents…… 6

7. SEND, Inclusion and Equality …… 7

8. Transition..…… 7

9. Safeguarding and welfare procedures…… 8

10. Monitoring arrangements…… 8

Appendix 1. List of statutory policies and procedures for the EYFS…… 9

1. Aims

This policy aims to ensure:

- That children access a broad, balanced and engaging curriculum that gives them the broad range of knowledge and skills needed to make good progress through school, their next stage in education and for life
- Quality and consistency in teaching and learning 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
- Close partnership working between practitioners and with parents and / or carers.
- Every child is included and supported through anti-discriminatory practice and having the same opportunities

The EYFS is shaped by four overarching 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.

2. Legislation

This policy is based on requirements set out in the Statutory Framework for the Early Years Foundation Stage (Sept 2025) setting out the standards for learning development and care for children from the time they enter our Nursery until they leave our Reception classes.

Development Matters is non-statutory guidance for the EYFS. It is available to support us in the delivery of the EYFS learning and development requirements.

3. Structure of the EYFS

The EYFS at Wellington Primary School has two Nursery classes (15 & 30 hours per week) for three- and four-year olds and three Reception classes. Staff to pupil ratios are followed as a minimum as set out in the Early Years Framework. Members of staff with Paediatric first aid training are always on site and with our children when they are eating.

The EYFS Framework 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 for children
- the early learning goals that school 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)

The safeguarding and welfare requirements cover the steps that school must take to keep children safe and promote their welfare.

4. Curriculum

Our early years setting follows the educational programmes as outlined in the 2025 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and 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

Our WELLINGTON curriculum takes into account four main elements:

- Teaching and learning based on children's interests
- Learning related to core books, rhymes, songs and topics
- Core experiences
- Teaching and learning based on the progression of skills

4.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. The areas of learning and development set out in the EYFS Document shape the activities and experiences that are planned for all children in our early years setting.

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

1. Playing and Exploring - children investigate and experience things and ‘have a go’
2. Active Learning - children concentrate and keep on trying if they encounter difficulties or enjoy achievements
3. Creating and Thinking Critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things (Statutory Framework for the EYFS, 2025)

Staff also take into account the individual needs, interests and stage of development of each child in their care. They use this information to plan a challenging and enjoyable experience. Staff plan weekly to offer relevant first-hand experiences and to create a language rich environment. This is done by creating an engaging and challenging indoor and outdoor learning environment where children can embed their learning independently. Guided learning opportunities are also planned for children as a whole class, small group or individually.

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.

4.2 Teaching

Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities. Practitioners respond to each child’s emerging needs and interests, guiding their development through warm, positive interaction.

We meet the needs of all our children through:

- planning opportunities that build upon and extend children’s knowledge, experience and interests to develop their self-esteem and confidence;
- providing a wide range of 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;
- 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.

We give all our children every opportunity to achieve their best and do this by taking account of our children’s range of life experiences when planning for their learning.

As the children grow older and move into the reception year, there is a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children to prepare for the Year 1 curriculum.

4.3 Rights Respecting

At Wellington Primary School we have a Rights Respecting culture, which begins in Early Years where children begin to learn the benefits of playing, learning and living together in a diverse society. We are a school where children's rights are at the heart of our school ethos and culture. Rights Respecting aims to improve well-being and to develop every child's talents and abilities to their full potential. Through the Rights Respecting culture alongside our school ethos, our aim is for children to:

- Be healthier and happier
- Feel safe
- Have better relationships
- Become active and involved in school life and the wider world

We welcome and celebrate everyone within our school and the wider community. The children learn about children's rights and putting them into practice every day. There are four key areas of impact for children; wellbeing, participation, relationships and self-esteem.

As a Rights Respecting School, we uphold the articles from the United Nations Convention on the Rights of the Child in everything we do. The following articles underpin this policy:

Article 2: (non-discrimination): Every child has the right to be treated equally and with respect.

Article 13 (freedom of expression): Every child must be free to express their thoughts and opinions and to find out information.

Article 19: (Protection from violence, abuse and neglect): Every child has the right to be protected from harm.

Article 24: (health and health services): Every child has the right to education on health and well-being so that children can stay healthy.

Article 28: (right to education): Every child has the right to an education.

Article 29: (goals of education): Education must develop every child's personality, to encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.
We aspire to provide children with the foundations necessary to progress through the school. We enable children to perform to the best of their ability; taking into account their learning needs and access to the Early Years curriculum and we ensure they are provided with every opportunity to build upon their success as they progress through the school.

5. Assessment

At Wellington Primary School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and preferred ways to learn. Observations are used to shape future planning and to create a Learning Journal on Tapestry, mapping out each child's individual progress. Practitioners also take into account observations shared by parents and / or carers.

Statutory baseline assessment is carried out in Reception. On entry judgements are recorded to determine if a child is on track for age related expectations or not on track and therefore needs additional support. Summative assessment is then carried out at two other points across the Spring and Summer term to ensure that children are making progress and that our planning is reflective of the children's needs. This is in addition to our ongoing formative assessment.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and / or carers. The results of the profile are then shared with parents and/or carers.

6. Working with parents

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

Parents and / or carers are kept up to date with their child's progress and development. The EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities at the end of Reception. Parents and / or carers will be invited to meet with the class teacher three times a year. They will receive a written report at the end of Nursery and Reception year.

Half termly curriculum overviews, weekly planning and weekly home learning is shared with parents and carers. Parents and carers are invited to share their child's achievements at home with school.

Each child is assigned a key person who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and / or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate. At Wellington Primary School the key person is the class teacher unless stated otherwise.

7. SEND, Inclusion and Equality

At Wellington we are committed to the inclusion of all children. All children have the right to be cared for and educated to achieve the best possible outcomes, to share opportunities and experiences and develop and learn alongside their peers. We provide a positive and welcoming environment where children are supported according to their individual needs.

We recognise that some children may have additional needs that may require particular help, intervention and support. These needs may be short-lived for a particular time in the child's life or may require longer term support. At all times, we will work alongside each child's parents and any relevant professionals to share information, identify needs and help the child and their families to access the support they need.

We are committed to providing for children who may have special educational needs and or disabilities (SEND) according to their individual circumstances and the School's ability to make any reasonable adjustments in order to provide the necessary standard of care. For further information, see the school's SEND Policy.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

8. Transition

We provide effective and well-planned transition to enable children to feel safe and secure. Our aims are to provide:

- Effective communication
- Parental Involvement
- Continuity and progression
- Induction

In order to meet these aims we:

- Make early contact with parents new to the school.
- Ask parents to complete a questionnaire about their child to identify areas that may need a more in-depth discussion.
- Send a comprehensive starting school pack (including information about school registration, data protection, Wellington Primary School procedures, school dinners, Early Years Pupil Premium funding, school uniform, Cool Milk) so that parents have information they may need.
- Parents have access to a wide range of information on our website (including virtual tours, statutory policies and procedures and learning overviews) so that parents have all the information they need.
- Children who are new to Early Years at Wellington Primary school are invited in for a school visit to meet their teacher. Parents complete a two-page profile. This includes information about likes, dislikes, toileting and communication.
- Children in EYFS follow a transition timetable that enables them to stay in class for shorter periods of time before attending the full session/day.
- Children who are transitioning to the next year group meet their new teacher and visit the classroom through a range of transition events.
- All teachers engage in professional dialogue during handover transition meetings and all relevant summative assessments and next steps are passed onto new class teacher.
- The SENDCo is involved at the earliest opportunity to support vulnerable children and families.
- Social stories are used and extra opportunities are provided for children who may find transition difficult.

9. Safeguarding and welfare procedures

Wellington Primary school is committed to safeguarding and promoting the welfare of children and young people and expects all members of the school and its community to demonstrably share this commitment, promote our aims and model our values.

All staff have read the relevant sections of Keeping Children Safe in Education September 22. School has a Safeguarding and Child Protection policy. Staff receive regular training and safeguarding information and we use National Online Safety advice. We promote a range of wellbeing activities, through a range of strategies.

We promote good oral health, as well as good health in general, in the early years by:

- Talking to the children about the effects of eating too many sweet things and the importance of brushing your teeth.
- Reading stories and providing role play areas/activities that promote good oral health.
- Inviting visitors in to school to discuss health.

Our safeguarding and welfare procedures are outlined in our safeguarding and child protection policy.

10. Monitoring arrangements

This policy will be reviewed by the Early Years Lead annually and approved by the Pupils standards and Curriculum Committee and ratified by 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	See safeguarding and child protection policy on Wellington Website
Procedure for responding to illness	See attendance policy on Wellington Website
Administering medicines policy	See medical needs policy on our website
Emergency evacuation procedure	See emergency response plan saved on Admin / Google drive
Procedure for checking the identity of visitors	See safeguarding and child protection policy on our website
Procedures for a parent failing to collect a child and for missing children	See attendance policy on our Website
Procedure for dealing with concerns and complaints	See complaints policy on our website
Staff qualifications	Single Central Register
Safety and suitability of premises, environment and equipment	See risk assessments saved on Admin and Google drive

	See health and safety policy on Wellington Website
Intimate care	See intimate care policy on Wellington Website.