Children's Learning and Development Policy

The EYFS 1st September 2025 (Early Years Foundation stage) is a Statutory framework for all the early years providers, it sets standards for learning, development and care for children from birth to five.

The EYFS seeks to provide:

- Quality and consistency in all early year's 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.

How your Child will be Learning

North Halifax partnership believe that children learn best when they are happy, safe and secure and are excited and engaged in a wide and varied curriculum. Young children learn best through play and by developing trusting relationships with practitioners. (See key person policy)

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

These are:

- **Communication and language**
- **Physical development**
- **Personal, social and emotional development**

These prime areas are those most essential for your child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in **4 specific areas**.

These are:

- **Literacy**
- **Mathematics**
- **Understanding the world**
- **Expressive arts and design**

Value of play

Children enjoy playing, play is pleasurable for children and supports their overall wellbeing and emotional development.

Play is crucial for the overall development of children.

Physical development – Both gross and fine motor skills are developing as children play, exploring objects, pouring, and filling sand and water, manipulating play dough, throwing and catching, riding bicycles/trikes and climbing. Children over the age of 1 year should spend at least 180 minutes (3 hours) in a variety of physical activities every day, however more is better.

Cognitive development – Through play children explore their environment and learn from it, they learn about textures and properties of different objects, size, shape, colour. Children also learn to think about and solve problems.

Language development - Children use language to organise their play, children will talk and use language as they play.

Emotional Development – Frequent daily play can help reduce anxiety, stress and irritability. It helps boost joy and self-esteem.

Social Development - through play children learn how to work in groups, solve conflicts and learn valuable turn taking skills

How we will support a play-based approach

Our skilled practitioners will offer opportunities and experiences from children's own interests and will include lots of opportunities for children to initiate their own learning and become fully engaged and extend their own play with limited interruptions.

The environment is planned carefully to allow children to make choices in their play and we offer good quality continuous provision and a range of resources that allows children to be creative, imaginative and independent in their play.

Screen time based activities will be limited in all nursery settings, in line with government guidance on screen time for children under five. Please refer to our screen time policy. New screen time guidance for parents of under-5s - GOV.UK

Children are encouraged and given the opportunity to access both indoor and outdoor play, it is important that children are physically active from birth onwards to allow them to support their cardiovascular and gross motor skills. This will develop their coordination in both small and large movements.

Children learn best when they are given an appropriate level of responsibility for their own learning and can make errors, choices and decisions and take the lead in a safe space. This will increase their confidence, aid relationships with their peers, support language all of which will have a positive impact on children's health and wellbeing.

How we Assess Children's Learning and Development

Statutory summative assessments

There are only two points in the EYFS that states there is a requirement for early years practitioners to produce a summative assessment. These are the integrated two-year review and the Early Years Foundation stage profile which takes place towards the end of the reception year in school.

However, we recognise that assessment plays an important part in helping us to monitor children's progress and we want to share this with you and to ensure we continue to plan challenging and varied activities to support children to make good progress whilst attending nursery.

Assessment points will take place

- Baseline – When children start nursery
- At transition – either room to room or when a child moves to a new setting/school or nursery
- Integrated two-year review

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- Annually if an assessment hasn't taken place as outlined above.

Two Year Review

When a child is aged between two and three, the key person will review their progress and provide parents and/or carers with a short-written summary of their child's development in the prime areas. The summary will highlight areas in which a child is progressing well, any areas in which some additional support might be needed. Focus particularly on any areas where there is a concern that a child may have a developmental delay, which may indicate a special educational need or disability.

Practitioners will encourage parents and/or carers to share information from the progress check with other relevant professionals, including their health visitor Parents/carers views are important to this process as parents/carers know their children the best.

Learning Journey

We use an online learning journey (Famly app) to record children's progress during their time at nursery. Your child's key person will add to the online learning journey, sharing significant milestones, photographs and learning experiences.

We believe that the learning journey works best when parents/carers add to this too, so it is a two-way flow of information, sharing children's achievements, likes and interests. This will enable us to plan future activities and continue to support children to achieve the very best development outcomes.

For more ideas of how to support your child's development

50 things To Do Before You're Five – https://calderdale.50thingstodo.org.uk

Tiny Happy People – https://www.bbc.co.uk/tiny-happy-people

Best Start In Life - Homepage | Best Start in Life

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