



LEARNING & DEVELOPMENT REQUIREMENTS POLICY

Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Developing is not an automatic process however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments.

The four themes of the EYFS underpin all the guidance. The document 'Development Matters' shows how the themes, and the principles that form them, work together for children in the EYFS.

The four themes and their principles consist of the following;

1. A unique child

- Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured

2. Positive relationships

- Children learn to be strong and independent through positive relationships

3. Enabling environments

- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers

4. Learning and development

- Children develop and learn in different ways. The framework covers education and care of all children in early years provision, including children with special educational needs and disabilities

The Characteristics of Effective Learning and the Prime and Specific areas of Learning and Development are all interconnected.

The EYFS LEARNING AND DEVELOPMENT REQUIREMENTS comprise the seven areas of learning and development and the educational programmes described below.

The early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year, and the assessment requirements when and how staff must assess children's achievements and when and how they should discuss children's progress with parents and or carers.

There are seven areas of learning and development that must shape educational programmes in early years settings. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive. The curriculum is broken down into 2 areas, Prime areas and Specific areas.

- **Characteristics of Effective Learning** is the way in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner
- The **Prime** areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The **Prime** areas are fundamental, work together, and move through to support development in all other areas of the EYFS



- The **Specific** areas include essential skills and knowledge for children to participate successfully in society. They grow out of the **prime** areas, and provide important context for learning

The three **prime** areas are:

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

Staff must support children in four **specific** areas, through which the three **prime** areas are strengthened and applied. These areas are:

- Literacy
- Mathematics
- Understanding of the World
- Expressive arts and design

Educational programmes must involve activities and experiences for children, as follows:

Communication and language

This development gives opportunities for children to experience a rich language development to develop their confidence and skills in expressing themselves and to speak and listen during a range of activities and situations.

Listening and attention

They listen to stories and respond to what they hear with relevant questions and comments.

Understanding

Children follow instructions. They answer how and why questions in response to stories or events.

Speaking

Children express themselves effectively showing awareness of listener's needs. They use past and present when talking about events.

Physical development

This involves providing opportunities for children to become active and interactive and to develop their co-ordination, control and movement.

Moving and handling

Children show coordination in large and small movements. They handle equipment and tools effectively, including pencils for writing.

Health and self-care

Children know the importance for good health, of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own personal hygiene and personal needs, including dressing and going to the toilet independently.

Personal, social and emotional development

This involves helping children to develop a positive sense of themselves and to others and to form positive relationships.

**Self-confidence and self-awareness**

Children are confident to try new activities and they are confident to speak in a group; they will talk about their ideas.

Managing feelings and behaviour

Children talk about how they and others show feelings, and talk about their own and others behaviour.

Making relationships

Children play co-operatively taking turns with others. They show sensitivity to others needs and feelings.

Literacy development

This involves children linking sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials such as books, poems and other written materials to ignite their interest.

Reading

Children read and understand simple sentences. They use phonic knowledge to decode regular words.

Writing

Children use their phonic language to write words in ways which match their spoken sounds. They also write some irregular common words and they write simple sentences.

Mathematics

This involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, and calculating simple addition and subtraction problems.

Numbers

Children count reliably with numbers 1-20, place them in order and say which number is one or more or one less than a given number. They solve problems.

Shape, space and measures

Children use every day language to talk about size, weight, capacity, position, time and money. They recognise patterns. They use mathematical language to describe them.

Understanding the World

This involves children making sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

People and communities

Children talk about past and present events, traditions and their lives of family members.

The World

Children know about differences to places, objects materials and living things. They make observations of animals and plants.



Technology

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive arts and design

This involves enabling children to explore and play with a wide range of media and materials, also encouragement for sharing thoughts through a variety of activities in art, music, movement, dance, role play and design and technology.

Exploring and using media and materials

Children sing songs, make music and dance and experience with ways of changing them. They safely use and explore a variety of materials, tools and techniques.

Being imaginative

Children use what they have learnt about media and materials in original ways. They represent themselves through art, dance and role play.

See Stationery CD for templates to guide you on how to demonstrate the evidence of the learning and development requirements and children's progress.

For those children who have English as an additional language, staff must take steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. When accessing communication, language and literacy skills, staff must assess children's skills in English.

Each area of learning and development must be implemented through planned purposeful play and through a mix of adult-led and child-initiated activities. As children grow older and as their development allows, it is expected that the balance will gradually shift towards more activities led by adults, to help children prepare for more formal learning, ready for Year 1.

In planning and guiding children's activities staff must reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

Playing and exploring

Allow children opportunities to explore, 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.

1.10 and 3.27 of the EYFS Statutory Framework states that:



Each child must be assigned a key person. Their role is to help ensure that every child's care is tailored to meet their individual needs to help the children become familiar with the setting, offer a settled relationship and build a relationship with the parent.

Parents must be informed of the name of the key person and explain their role when a child starts attending a setting. The key person must seek to engage and support parents in guiding their child's development at home. They should also help families engage with more specialist support if appropriate.

Ongoing assessment known as **formative assessment** is an integral part of the learning and development process. Staff should observe children to understand their level of achievement, interests and learning styles. Staff should keep parents up to date with their child's progress and development. They should work in partnership with parents and any relevant professionals to address the child's learning needs.

Formative assessment is the heart of effective early years practice and exists of 3 key elements to form the triangulation of learning and development.

Observation – Look, listen and note. **Describing**

Assessment – Analysing observations and **deciding** what they tell us about children

Planning – What next? Experiences and opportunities, learning environment, resources, routines, practitioners' role

Practitioners can:

- Observe children as they act and interact in their play, everyday activities and planned activities, and learn from parents about what their child does at home (**observation**)
- Consider the examples of development in the columns headed 'Unique Child: observing what children can do' to help identify where the child may be in their own developmental pathway (**assessment**)
- Consider ways to support the child to strengthen and deepen their current learning and development, reflecting on guidance columns headed 'Positive Relationships' and 'Enabling Environments' (**planning**). These columns contain some examples of what practitioners might do to support learning. Practitioners will develop many other approaches in response to the children with whom they work
- Where appropriate, use the development statements to identify possible areas in which to challenge and extend the child's current learning and development (**planning**)

This way of teaching is particularly appropriate to support learning in early years settings. However, children develop at their own rates, and in their own ways. The development statements of the EYFS and their order should not be taken as necessary steps for individual children. They should not be used as checklists. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development.

Progress check at two

When a child is aged between two and three staff must review their progress and provide parents/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 concerns or an identified special educational need or disability, staff should develop a plan to support the child's future learning and development involving parents and



other professionals for example, the Special Educational Needs Coordinator or health professionals as appropriate. This report should ideally coincide with the child's two year check and a report should be provided to the parents to share with the health professional during the assessment.