

# Innsworth Preschool Learning and Development Policy

**Last Updated: 1st January 2026**

## 1. Purpose

**1.1 Overview:** This policy outlines how Innsworth Preschool plans and delivers a high-quality, inclusive early years curriculum.

**1.2 Aim:** Our aim is to enable every child to thrive, belong, and succeed through meaningful learning and secure relationships, preparing them for the next stage of their education.

## 2. Statutory Framework and Guidance

**2.1 Compliance:** This policy is underpinned by our duties under:

- The Statutory Framework for the Early Years Foundation Stage (EYFS).
- The Equality Act 2010.
- The Children Act 2004.
- The SEND Code of Practice: 0-25 Years (2015).

**2.2 Guidance:** We also have regard to the expectations set out in the Ofsted Early Years Inspection Handbook (EIF).

## 3. Our Curriculum: Intent, Implementation, Impact

**3.1 Approach:** Our curriculum is designed to be ambitious, broad, and balanced. We follow the "Three Is" approach:

- **Intent:** What we want children to learn (skills, knowledge, and resilience).
- **Implementation:** How we teach it (through play, adult modelling, and rich environments).
- **Impact:** What children achieve. This is measured as progress towards age-related developmental expectations and readiness for the next stage, informed by Development Matters (non-statutory guidance) and professional judgement.

**3.2 The Impact of Attendance:** Our curriculum is carefully sequenced to build skills over time.

- **Consistency:** To ensure your child makes the expected progress and fully benefits from our learning environment, regular and consistent attendance is vital.
- **Disruption:** Sporadic attendance or frequent long absences may interrupt the learning sequence and limit the impact of our provision on your child's progress. We will always support children to make progress even where attendance is irregular, but regular attendance supports continuity and relationships.

## 4. Universal vs. Enhanced Provision

**4.1 Structure:** To ensure we meet the needs of all families while offering premium experiences, our provision is structured in two layers.

**4.2 The Core Statutory Curriculum (Universal):** Every child, regardless of funding status or package, receives the full **EYFS Statutory Curriculum**.

- **Access:** All children have access to high-quality teaching, outdoor play, and support from a Key Person.
- **Inclusion:** No child is excluded from the fundamental learning goals (e.g. understanding the world, physical development) based on financial contribution.

**4.3 Enhancements (The Farm School & Specialist Clubs):** We offer optional "Enhancements" (such as the Farm School Club).

- **Distinction:** These clubs provide **specialist resources, take-home materials, and equipment** (e.g. keeping the eggs, using age-appropriate, risk-assessed professional floristry tools under supervision) that go beyond the statutory requirement.
- **Integration:** While the *materials* are part of the paid package, the *learning concepts* (e.g. life cycles, nature) are taught to all children through our standard curriculum resources.
- **Booking:** Optional enhancements are selected at enrolment and may be changed only in line with published ordering/booking deadlines.

## 5. Cultural Capital

**5.1 Definition:** We aim to broaden children's experiences and give them the best possible start by introducing them to opportunities they might not have at home (often referred to as "Cultural Capital").

**5.2 Delivery:** We achieve this through our **Farm School** focus, offering children direct contact with animal husbandry, horticulture, and nature. We also organise community visits and invite external visitors to broaden the children's understanding of the world.

## 6. The Seven Areas of Learning

**6.1 Scope:** Our curriculum supports progress across all seven areas of learning.

### The Prime Areas (The Foundation):

- **Communication and Language:** Developing rich vocabulary and listening skills.
- **Personal, Social and Emotional Development:** Building confidence, managing feelings, and making friends.
- **Physical Development:** Gross motor skills (climbing, running) and fine motor skills (writing, using tools).

### The Specific Areas:

- **Literacy:** Reading stories and mark-making.
- **Mathematics:** Counting, patterns, and problem-solving.
- **Understanding the World:** Nature, technology, and communities.
- **Expressive Arts and Design:** Painting, music, and role-play.

## 7. The Cycle of Teaching (Observation & Assessment)

**7.1 Formative Assessment:** Key Persons continually observe children during play. These "in-the-moment" assessments inform our planning for the next day/week. We use an online learning journal (Tapestry) to share these moments with parents.

**7.2 Statutory Progress Check at Age Two:** Between the ages of two and three, we carry out the statutory "Progress Check at Age Two" focusing on the Prime Areas. This is shared with parents to identify strengths and any areas needing support.

**7.3 Baseline Assessment:** Within the first six weeks of a child starting, we complete a "Baseline Assessment" to understand their starting point and tailor our care immediately. This is an internal assessment and not a statutory requirement.

## 8. School Readiness & Transition

**8.1 Definition:** We view "School Readiness" as more than just writing names. We prepare children for school by focusing on **Independence and Resilience:**

- **Self-Care:** Putting on coats, using the toilet independently, and washing hands.
- **Social Skills:** Listening to instructions, taking turns, and resolving minor conflicts.

**8.2 Transition:** In the final term, we work with local primary schools to ensure a smooth transfer of records and emotional support for the move. We share information with schools with parental knowledge and in line with data protection requirements, except where safeguarding requires otherwise.

## 9. Inclusion and SEND

**9.1 Adjustments:** All children are included in our curriculum. We make reasonable adjustments in line with the SEND Code of Practice. Where a child has additional needs, we create an **Individual Support Plan (ISP)** in partnership with parents and external agencies.

**9.2 Parental Engagement:** Successful support relies on partnership. If a family declines to engage with recommended strategies, attend reviews, or support referrals to external agencies, our ability to ensure the child's progress will be significantly limited. We will make reasonable efforts to engage families and will offer accessible meeting options where possible.

## 10. Partnership with Parents

**10.1 Home Learning (Tapestry):** We view parents as essential partners. We actively encourage you to upload photos and observations from home to your child's learning journal, as this helps us build a complete picture.

- **Safety:** Uploads must not include images of other children unless permission has been obtained.
- **Optional Status:** Home learning uploads are **optional**. Our assessment of your child is primarily based on professional observations within the setting, so a lack of home uploads will not negatively affect our judgement of their progress.

**10.2 Updates:** We provide regular updates on your child's "Next Steps" so you can support their learning at home.

## 11. Monitoring and Review

**11.1 Review Cycle:** The implementation of our curriculum is reviewed termly by the Preschool Manager to ensure it remains ambitious and meets the needs of the current cohort of children. This policy is reviewed annually.

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