



Early Years Foundation Stage Policy

Policy Owner:	Director of Education (Primary)
Approved by:	Executive Team
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Due to the evolving nature of The CAM Academy Trust, procedures behind this policy will be reviewed and amended accordingly to reflect changes.

At the heart of our work lie the six core principles of The CAM Academy Trust. These drive everything that we do.



Introduction

This policy outlines the philosophy, aims, and principles of early years teaching and provision across all of our early years settings. It serves as a guide and framework to support individual school settings.

This policy meets the requirements of the **early years foundation stage (EYFS) statutory framework**, providing a consistent and high-quality approach to early education across all settings.

In support of that mission, this policy ensures that our youngest learners receive the best possible start, fostering curiosity, resilience, and a love of learning that will carry them through their educational journey.

Purpose

Our early years policy provides a structured approach to ensure all children receive an excellent education that lays a strong foundation for future learning. This aligns with our goal of ensuring all children make strong progress towards a good level of development (GLD).

Aims

- To provide a broad, ambitious, and structured curriculum that equips children with the knowledge and skills for long-term success;
- To ensure quality and consistency in curriculum and teaching standards so that every child reaches their potential;
- To promote a structured balance of whole-class teaching, adult-led focus groups, and purposeful play-based learning;
- To systematically develop oracy, vocabulary, and early reading through a daily focus on phonics, communication, and storytelling;
- To ensure an inclusive and anti-discriminatory approach where all children are supported to flourish, particularly those with SEND and additional needs.

Responsibilities

Principals are responsible for ensuring this policy is implemented effectively in their schools.

Teachers and early years practitioners are responsible for delivering high-quality learning experiences that align with the principles outlined in this policy.

Organisation

To ensure effective development, we integrate structured daily routines, direct whole-class teaching, small-group interventions, and play-based learning.

Each day includes:

- Whole-class direct teaching (phonics, literacy, and maths).
- Targeted adult focus groups for individualised learning.

- Structured, well-planned play that revisits previous learning and encourages new skill application.
- Opportunities for provocations and child-led discovery.
- Active outdoor learning to support physical development, problem-solving, and collaboration.

The curriculum: what children learn

The curriculum is planned in seven key areas of learning:

- Personal, Social, and Emotional Development – Fostering self-regulation, resilience, and positive relationships.
- Communication and Language – Developing oracy skills, listening comprehension, and expressive language.
- Physical Development – Enhancing fine and gross motor skills to support writing and coordination.
- Literacy – Embedding systematic daily phonics teaching to build early reading fluency.
- Mathematics – Promoting number sense, problem-solving, and spatial awareness through hands-on learning.
- Understanding the World – Encouraging curiosity, critical thinking, and connections between concepts.
- Expressive Arts and Design – Enabling creativity, exploration, and imaginative expression.

Additionally, the curriculum includes:

- Systematic daily phonics teaching to build early reading fluency.
- Oracy and vocabulary development through Tier 2 vocabulary mapping.
- Provocations and structured play to reinforce newly acquired knowledge.
- A language-rich environment that encourages questioning, reasoning, and storytelling.

The indoor environment

The indoor learning environment must:

- Be designed to be an engaging, purposeful, and well-structured space that supports all areas of learning and development.
- Provide a balance of child-initiated and adult-led experiences, ensuring that children have access to high-quality resources that promote independence, creativity, and critical thinking.
- Have learning areas that are clearly defined and include provision for reading, role play, construction, small-world play, and creative exploration.

- Have resources that are organised to be easily accessible, allowing children to make choices and develop confidence in their learning.
- Have displays that are interactive and meaningful, celebrating achievements and reinforcing key concepts to support children's understanding.
- Regularly review and adapt the indoor environment in response to children's needs, interests, and assessment outcomes.
- Ensure a language-rich setting, supported by high-quality interactions, ensures that communication, vocabulary development, and early literacy are embedded within daily practice.

Outdoor education in the early years

Outdoor learning is a vital part of our Early Years approach. All settings must:

- Provide structured outdoor learning opportunities linked to literacy, numeracy, and physical development.
- Include large-scale construction, mark-making, and sensory experiences such as mud kitchens and nature-based play.
- Ensure daily access to outdoor environments that encourage independent exploration and collaboration.

Admissions and transition

Information on admission into Reception and the oversubscription criteria can be found in individual school's admission arrangements.

A place in the nursery does not guarantee a Reception place in the school, and all parents/carers must submit an application form via their Local Authority for a place by 15 January before the September the child is due to start in Reception.

Once a place has been allocated, home visits will be conducted where necessary to ensure a smooth transition.

Any requests for deferred entry in Reception must be made in accordance with the school's admission arrangements.

Inclusion, including special educational need or disability (SEND)

We are committed to an inclusive learning environment where all children can thrive, in line with the SEND Code of Practice (2015) and the Equality Act (2010). All children, regardless of need or background, engage fully in learning, play, and school activities, ensuring equal opportunities for success.

SENCO Role: Each setting has a designated SENCO responsible for coordinating SEND support, staff training, and external agency liaison.

Staff must make reasonable adjustments to remove barriers to learning by adapting teaching, resources, and environments to meet the needs of children with disabilities.

Targeted interventions are embedded in daily practice to support children with SEND and those at risk of falling behind.

Adaptations are made to meet the individual needs of all children.

Children with English as an Additional Language (EAL) will receive targeted language support, which may include visual aids, bilingual resources, and structured peer interactions as needed.

Where a child may have SEND, staff must consider whether specialist support is required and, where appropriate, link with relevant services from other agencies.

Baseline on entry, reception baseline assessment & on-going assessment

The reception baseline assessment is completed within the first six weeks of a child starting school.

Language screening is conducted at the start of each academic year, and data is used to inform interventions and staff training.

Daily formative assessment ensures that children receive tailored support to close learning gaps.

Assessment outcomes directly inform targeted interventions and whole-class teaching adjustments.

Practitioners will make every effort to ensure that parents and carers can share and contribute to the development of a child's whole assessment picture, which will help them arrive at judgements.

Parents will receive termly updates on their child's progress, as well as regular communication and opportunities to support learning at home.

Settings may choose to use electronic learning journals to capture achievements but, in line with the principles of the Early Years Framework, will not seek to generate a raft of physical evidence to support a judgement.

In the final term of the academic year in which a child turns five, and no later than 30th June, the EYFS Profile must be completed for each child. This profile should be based on practitioners' professional knowledge and judgment, informed by observations, discussions with parents and carers, and contributions from other relevant adults identified by the teacher, parent, or carer. Each child's development must be assessed against the early learning goals (ELGs). Practitioners must determine whether a child is meeting the expected level of development or is working below the expected level.

Parents and carers must be informed of their child's EYFS Profile outcomes and given a clear summary of their progress, including areas where additional support may be needed.

The EYFS Profile is an essential tool for transition. To support continuity in learning, a copy must be provided to Year 1 teachers.

Staffing, training and professional development

All schools will comply with the legally prescribed adult-to-child ratios.

Each child is assigned a key person who plays a crucial role in ensuring that their learning and care are tailored to meet their individual needs. The key person builds a strong, supportive relationship with both the child and their family, helping to guide their development both in school and at home. Parents will be informed about who their key person is, whether that is the class teacher or, in a nursery setting, the key worker, during the school induction meeting.

Each school will ensure that relevant staff have the training to be expert in their role which may include completing the NPQEYL (National Professional Qualification for Early Years Leadership).

Early Years network meetings will be held regularly to support practitioner development.

Professional development will focus on number, phonics, oracy, vocabulary development, and effective play-based learning strategies.

Health and Safety

Safety is paramount. Children must always be supervised, particularly during outdoor learning and physical activities.

Staff are responsible for implementing hygiene, safety, and risk assessment protocols in all Early Years settings.

Risk assessments for both indoor and outdoor environments must be undertaken by leaders.

When planning trips and visits in the Early Years, leaders must reflect carefully on the needs and age of the children. Children with SEND may require one to one support depending on the complexity of need. Nursery: one adult to a maximum of three children. Reception: one adult to a maximum of four children.

A first aid policy must be in place to ensure at least one paediatric first aider is on-site at all times.

All schools will provide a telephone number for parents and/or carers to contact the school in the event of an emergency.

Monitoring and review

This policy will be reviewed by the Director of Education (Primary) every two years.