

Early Years Policy



September 2026

Our School Vision Statement

‘Together as a Cams Lane family, we will inspire everyone to reach their potential. Guided by our 5 Rs, we will develop independent learners with an awareness of the world around them, ready for the challenges of the future. We will nurture relationships that build confidence and pride within each person.’

Our School Motto

Our motto is the golden thread which permeates our school ethos and drives everything we do in school.

“INSPIRE, BELIEVE, LEARN”

School Values

- Resilience
- Resourcefulness
- Respect
- Reflection
- Responsibility

Policy statement

At **Cams Lane Primary School**, we believe that every child deserves the best possible start in life and the support that enables them to fulfil their potential. Our Early Years Foundation Stage (EYFS) provision is built on the principles that children learn best through a balance of:

- **high-quality interactions**
- **carefully planned play**
- **adult-led teaching**
- **child-initiated learning**
- **secure and positive relationships**

We provide a nurturing, ambitious and inclusive environment in which all children are supported to thrive, regardless of their starting points, background, gender, ethnicity, language, SEND, disadvantage or any other barrier to learning.

This policy should be read alongside the school’s:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- SEND Policy
- Equality Policy
- Attendance Policy
- Health and Safety Policy
- Intimate Care Policy
- Supporting Pupils with Medical Conditions Policy
- Assessment Policy

Aims

Our EYFS provision aims to:

- provide a safe, caring, stimulating and inclusive learning environment
- promote children’s physical, emotional, social and cognitive development
- ensure children are well prepared for Year 1 and beyond

- develop independence, confidence, resilience and curiosity
- foster a love of reading, language and communication
- ensure equality of opportunity for all children
- identify and support additional needs at the earliest possible stage
- work in strong partnership with parents and carers
- meet all statutory requirements of the EYFS Statutory Framework

Principles of our EYFS curriculum

Our EYFS curriculum is ambitious, carefully sequenced and responsive to children's needs and interests. It is designed to help children build knowledge, skills and understanding over time.

We recognise that the EYFS is organised into **seven areas of learning**:

Prime areas

- **Communication and Language**
 - Listening, Attention and Understanding
 - Speaking
- **Physical Development**
 - Gross Motor Skills
 - Fine Motor Skills
- **Personal, Social and Emotional Development**

Specific areas

- **Literacy**
 - Comprehension
 - Word Reading
 - Writing
- **Mathematics**
 - Number
 - Numerical Patterns
- **Understanding the World**
- **Expressive Arts and Design**

The prime areas are prioritised, particularly at the start of Reception, as they underpin all future learning.

Curriculum implementation

Teaching and learning

Children in EYFS learn through a carefully balanced approach that includes:

- child-initiated learning
- adult-led teaching
- adult-guided activities
- purposeful play
- direct instruction where appropriate

Staff plan for learning using their professional knowledge of child development, the EYFS framework, assessment information and children's interests.

High-quality interactions are central to our practice. Staff:

- model language accurately and thoughtfully
- extend children's vocabulary
- ask skilful questions to deepen thinking
- engage in sustained shared thinking
- scaffold learning so that children can achieve success
- observe and respond to children's learning in the moment
- create opportunities for repetition, practice and consolidation

Continuous provision and the learning environment

The EYFS learning environment is organised to support independence, exploration, creativity and sustained engagement.

We provide:

- carefully planned indoor continuous provision
- rich outdoor continuous provision
- opportunities for children to revisit learning
- accessible resources that promote independence
- enhancements linked to current learning
- resources that reflect diversity, inclusion and cultural richness

Indoor and outdoor environments are valued equally. Children have regular access to both, enabling them to apply and extend their learning in different contexts.

Planning

Planning is informed by:

- the EYFS statutory framework
- observation and assessment
- children's interests
- identified next steps
- the needs of individual learners and groups

Planning ensures progression across the year while allowing for flexibility and responsiveness to children's developing needs.

Communication and language

Communication and language are at the heart of our EYFS curriculum. We recognise that secure language development supports learning across all areas.

We provide children with opportunities to:

- listen attentively
- understand and respond appropriately
- speak in full sentences where developmentally appropriate
- develop confidence in expressing ideas, opinions and needs
- build rich and varied vocabulary

Staff support communication and language through:

- high-quality adult-child interactions
- story-telling
- songs, rhymes and shared reading
- planned opportunities for talk
- modelling new vocabulary in context
- attention to language used in everyday routines and play

Early reading and phonics

Early reading is a priority at **Cams Lane Primary School**.

We teach phonics using a **systematic synthetic phonics programme called Little Wandle** and ensure children receive daily opportunities to practise and apply their phonics knowledge.

Children are supported to:

- develop strong early decoding skills
- blend and segment confidently
- read books matched to their phonics knowledge
- build fluency, accuracy and prosody
- develop comprehension and a lifelong love of reading

We promote reading through:

- daily story time
- high-quality texts and rhymes
- repeated reading
- rich oral language opportunities
- reading for pleasure
- close links between reading, writing and spoken language

Mathematics

Children develop secure foundations in mathematics through practical, playful and purposeful experiences.

We support children to:

- count with confidence
- recognise, compare and compose numbers
- explore numerical patterns
- use mathematical language accurately
- solve problems
- notice shape, space and measures in the environment

Mathematics is taught through a combination of:

- adult-led teaching
- continuous provision
- practical resources
- focused adult interactions
- opportunities for revisiting and applying learning

Personal, social and emotional development

We place a strong emphasis on children's emotional wellbeing, relationships and self-regulation.

Children are supported to:

- develop confidence and independence
- build positive relationships
- understand and manage feelings
- follow routines and expectations
- persist with challenge
- develop self-regulation and resilience

Staff model positive behaviour, support children to resolve conflict appropriately and create a calm, consistent and secure environment.

Physical development

Physical development is supported through daily opportunities for movement, coordination, control and fine motor practice.

Children are given opportunities to:

- develop gross motor skills through active play
- strengthen fine motor control through a range of activities
- develop hand strength and coordination
- use tools, mark-making materials and construction resources safely and effectively
- build awareness of health, movement and wellbeing

Where appropriate, children are supported to develop independence in self-care routines.

Understanding the world

Children learn about the world around them through meaningful first-hand experiences, stories, discussion, exploration and play.

They are supported to:

- explore people, communities and environments
- notice similarities and differences
- develop respect for diversity
- learn about different cultures, beliefs and ways of life
- explore the natural world
- use technology safely and purposefully where appropriate

Expressive arts and design

Children are given opportunities to explore creativity through:

- art and design
- music
- movement
- role play
- construction
- imaginative play

We encourage children to explore materials, experiment with ideas and express themselves confidently and creatively.

Inclusion, SEND and equality

We are committed to ensuring that all children can access a broad, balanced and ambitious EYFS curriculum.

We:

- identify needs early
- adapt teaching and provision to meet individual needs
- make reasonable adjustments where required
- work in partnership with parents and carers
- work closely with SEND professionals and external agencies where appropriate
- ensure children with EAL are supported to access learning effectively
- challenge stereotypes and promote equality and inclusion

All children are valued as individuals and are supported to achieve their full potential.

Partnership with parents and carers

We recognise that parents and carers are children's first educators.

We work in partnership by:

- building warm, respectful relationships
- sharing information regularly
- Open door policy
- Using Tapestry
- Stay and Play half termly sessions
- offering parent consultations and written reports
- Workshops
- encouraging home learning and shared reading
- supporting transition into and out of Reception

We value the knowledge parents and carers have of their children and use this to support learning and wellbeing.

Safeguarding and welfare requirements

The safety, health and welfare of children are our highest priority.

We follow the school's safeguarding and child protection procedures at all times and ensure that statutory EYFS welfare requirements are met.

Safeguarding

- All staff are trained in safeguarding and child protection.
- Staff understand their responsibility to report concerns immediately through the school's safeguarding procedures.
- Safer recruitment procedures are followed to ensure adults working with children are suitable to do so.
- Confidentiality is maintained appropriately, while safeguarding concerns are always acted upon.

Staff deployment, supervision and ratios

- Staff deployment is carefully planned to ensure children are well supervised at all times.
- Appropriate adult-to-child ratios are maintained in line with EYFS requirements.
- Children are supervised both indoors and outdoors.
- Staff remain vigilant when children are accessing provision, moving around the environment, or participating in focused activities.

The key person approach

Each child has a designated key person who:

- builds a secure relationship with the child and family
- supports emotional wellbeing and attachment
- helps to gather information about the child's interests, needs and development
- works with parents and carers to support progress and transition

Health, safety and risk assessment

- The EYFS environment is safe, secure and regularly checked.
- Risk assessments are completed and reviewed as appropriate.
- Outdoor learning, equipment and activities are supervised carefully.
- Children are taught how to keep themselves safe in age-appropriate ways.

Illness, accidents and medication

- Procedures are in place for the recording and reporting of accidents and injuries.
- First aid arrangements are followed at all times.
- Parents and carers are informed promptly of significant accidents, illness or concerns.
- Medicines are administered only in line with school policy and parental consent, and by trained staff where required.
- Infection control procedures are followed to help prevent the spread of illness.

Food, drink and personal care

- Children are encouraged to make healthy choices.
- Drinking water is available throughout the day.
- Where snacks or meals are provided, these support healthy eating expectations. We do not have a rolling snack.
- Children are supported with toileting and personal care sensitively, safely and respectfully.
- Intimate care is carried out in line with school policy, safeguarding procedures and parental consent where required.

Attendance and punctuality

Regular attendance is important in EYFS, as consistent attendance supports children's learning, routines and wellbeing.

We monitor attendance and punctuality and work with families where concerns arise.

Online safety and use of devices

Where digital devices are used, they are used safely, appropriately and under staff supervision. Any images or information about children are handled in line with school policy and data protection requirements.

Assessment

Assessment is ongoing and used to inform teaching, provision and next steps.

Staff use a range of methods, including:

- observation
- interaction with children
- professional judgement
- review of children's work and learning journeys
- discussion with parents and carers
- information from previous settings where available

Assessment is used to identify children's strengths, interests and areas where additional support may be needed.

Baseline assessment

Children in Reception complete the statutory **Reception Baseline Assessment** within the first six weeks of starting school, in line with national requirements.

EYFS Profile

At the end of Reception, teachers complete the statutory **EYFS Profile** for each child. This draws on ongoing observation and knowledge of the child and is used to make judgements about children's attainment against the Early Learning Goals.

Characteristics of Effective Learning

We also observe and support the Characteristics of Effective Learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

These help us understand how children learn and enable us to provide the most appropriate support.

Transition

Transition is carefully planned to support children as they start school, move through Reception and prepare for Year 1.

We support transition through:

- liaison with parents and carers
- communication with previous settings where appropriate
- visits and induction arrangements
- gradual settling-in procedures where needed
- sharing assessment information with the next stage of learning

Monitoring and review

The EYFS leader and SLT monitors the implementation and impact of this policy.

This includes reviewing:

- curriculum intent, implementation and impact
- safeguarding and welfare practice
- assessment and tracking information
- provision in both indoor and outdoor learning environments
- the quality of interactions and teaching

This policy is reviewed regularly to ensure it remains compliant with statutory requirements and reflects best practice.

Mrs Whittles

Key Stage 1/EYFS Lead