

Early Years Policy



September 2025

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

Intent

At Cams Lane it is our intention to deliver an engaging, high quality and ambitious curriculum to all children, ensuring all children including disadvantaged pupils, those with SEND and those facing other barriers are successful. It is important to recognize the importance of the Early Years provision and curriculum in every aspect of daily life. Through our broad and balanced curriculum, our intent is to give every child the opportunity to confidently explore and inspire them to discover what is around them, so they have a deeper understanding of the wider world we live in. This will develop the natural curiosity of the child, encourage independence and resilience. Setting high expectations in all subjects in a broad and balanced curriculum, gives all pupils, including disadvantaged pupils, those with SEND and those facing other barriers, the knowledge they need to achieve and thrive in later life.

“Every child deserves the best possible start in life and the support that enables them to fulfil their potential.” (EYFS Statutory Framework, 2021)

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At our school, we recognise that the early years are a crucial period in a child’s development, where secure foundations are built for future learning, behaviour and health.

We are committed to providing a safe, nurturing and ambitious environment where all children can thrive, regardless of their starting points.

Our EYFS curriculum is ambitious, inclusive and carefully sequenced to build children’s knowledge, skills and understanding over time. It is designed to:

- Recognise and build upon children’s prior learning and experiences from home and previous settings
- Develop confident, independent and resilient learners who are well-prepared for Year 1

- Provide equality of opportunity and close gaps for disadvantaged pupils and those with SEND
- Promote a strong foundation in communication and language, recognising its importance in underpinning all areas of learning
- Develop a rich and broad vocabulary through high-quality interactions and experiences
- Foster a love of reading through early exposure to high-quality texts and systematic phonics teaching
- Provide children with the cultural capital they need to succeed in life

By the end of Reception, children will have the essential knowledge, skills and attitudes required for the next stage of their education, including independence, resilience and a secure foundation in early reading, writing and mathematics.

Implementation

Curriculum

Our curriculum follows the EYFS Statutory Framework (2021) and encompasses 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 (Reading and Writing)
- Mathematics (Number; Numerical Patterns)
- Understanding the World
- Expressive Arts and Design

The Prime Areas are prioritised, particularly in the early stages, as they underpin all future learning.

Our curriculum is coherently planned and sequenced to ensure progression, while remaining responsive to children's interests and needs.

Teaching and Learning

We provide a balance of:

- Child-initiated learning through high-quality continuous provision
- Carefully planned adult-led teaching to develop specific knowledge and skills

High-quality interactions are central to our practice.

Staff:

- Model language effectively and extend children's vocabulary
- Use questioning to deepen thinking
- Engage in sustained shared thinking
- Respond to children's interests to move learning forward

Play is a key vehicle for learning. Through play, children develop creativity, problem-solving, communication and social skills.

Early Reading and Phonics

Early reading is a priority. Children are taught through a systematic, synthetic phonics programme validated by the DfE called Little Wandle, ensuring consistency and progression.

Children:

- Practise phonics daily
- Apply their knowledge through reading and writing
- Develop fluency, comprehension and prosody through regular reading opportunities

We promote a love of reading through:

- Daily story sessions
- Exposure to high-quality texts
- Opportunities to re-read and retell familiar stories

Learning Environment

The learning environment is carefully organised to promote independence, exploration and engagement. Continuous provision allows children to access resources independently across all areas of learning.

Both indoor and outdoor environments are valued equally and provide rich opportunities for learning. Children have regular access to outdoor provision, where they can explore, take risks and apply their learning in different contexts.

Inclusion

We are committed to meeting the needs of all children.

- Early identification of SEND ensures timely and appropriate support
- Teaching is adapted to meet individual needs
- Close partnership with external agencies supports targeted intervention
- Support is also provided for children with English as an additional language (EAL)

All children 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 close partnership through:

- Regular communication and an open-door policy
- Online learning journals - Tapestry
- Stay and play sessions and parental workshops such as phonics and maths
- Parent consultations and reports

Parents are encouraged to contribute to their child's learning and celebrate achievements from home.

Safeguarding and Welfare

Children's safety and well-being are paramount.

We follow the school's safeguarding policy and ensure that:

- All staff are trained in safeguarding and child protection

- Children are taught to feel safe and secure
- The environment is safe, secure and regularly risk assessed

We promote children's personal, social and emotional development to support their well-being and readiness to learn.

Impact

The impact of our EYFS provision is reflected in the progress children make from their starting points.

Children leave Reception:

- With strong communication and language skills
- As confident and independent learners
- With secure early reading, writing and mathematical skills
- Ready for the transition into Year 1

Assessment is ongoing and informs teaching. Staff use:

- Observations of learning
- Professional knowledge
- Learning journals (Tapestry) and recorded work in books

The Reception Baseline Assessment is completed within the first six weeks. At the end of the year, children are assessed against the Early Learning Goals as 'emerging' or 'expected'.

We also assess children's Characteristics of Effective Learning:

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

Outcomes are shared with parents and used to ensure all children continue to make strong progress.

Our EYFS provision provides a strong foundation for lifelong learning. Through high-quality teaching, meaningful experiences and strong relationships, children develop the skills, knowledge and confidence needed to succeed in the next stage of their education and beyond.

Subject Ambassadors

Subject Ambassadors from Year 6 is an important role within school, and it provides the children with a sense of responsibility and the opportunity to promote a subject in school. They work alongside the staff Subject Leaders to help develop the leadership of the given subject.

They carry out a range of jobs such as:

Pupil voice

Short assemblies

Photographing evidence around school

Supporting the staff Subject Leader