

# Early Years Foundation Stage Policy

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This document applies to all academies and operations of Cambrian Learning Trust.

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## Introduction

**The Early Years Statutory Framework (for group and school Based providers) is the legal framework which underpins the practice in all Early Years Settings across Cambrian Learning Trust.**

It states:

*All children deserve the care and support they need to have the best start in life. Children learn and develop at a faster rate from birth to five years old than at any other time in their lives, so their experiences in early years have a major impact on their future life chances. A secure, safe, and happy childhood is important in its own right. Good parenting and high-quality early learning provide the foundation children need to fulfil their potential.*

*(EYFS Statutory Framework 2024 p.7)*

## Education Principles

- Every learner is entitled to a broad, balanced, relevant, coherent, progressive and differentiated curriculum.
- Every learner is entitled to a curriculum that enables them to achieve success, fulfil their potential, and that prepares them for later life in Modern Britain.
- At all stages of development, learning should be structured. It should be a stimulating, enjoyable and worthwhile experience in its own right.
- Equality of access and equality of opportunity should underpin provision for all.

## We aim to develop learners who

- Enjoy learning and become independent, self-disciplined, self-motivated and as a result achieve the highest standards of which they are capable.
- Develop lively, enquiring, imaginative and creative minds, the confidence to question, and the ability to argue rationally.
- Acquire knowledge, skills and training relevant to their own lives and to adult life and employment.
- Develop and act on a personal set of well-founded moral values, beliefs and attitudes, to recognise and value a sense of right and wrong, and to understand the society in which they live and recognise their obligations towards it.
- Develop a concern for the quality of their immediate environment and an understanding of the world in which they live and work, and the inter-dependence of individuals, groups and nations.

- Gain understanding of and respect for religious and moral values and an appreciation and tolerance of other groups, races, religions, way of life and points of view.

## Leadership aims

This policy will relate to all schools within Cambrian Learning Trust who provide nursery and/or reception classes. Each school will provide an early year's education that:

- Provides a balanced early years curriculum, across the seven areas of learning, using a play-based model as the vehicle for learning.
- Provides opportunities for children to engage in a balance of adult-initiated and child-initiated activities, supported by the adult.
- Promotes equality of opportunity and anti-discriminatory practice, by ensuring quality first teaching for all.
- Works in partnership with parents and within the wider context
- Provides challenging learning experiences, based on the individual child, informed by observation and assessment
- Provides a secure, safe and stimulating learning environment to encourage children to free flow between inside and out

## Early Years Curriculum

All schools will plan exciting and challenging curriculums based on observation of children's needs, interests, and stages of development across the seven areas of learning, to enable children to achieve the early learning goals. This will take into account each school's unique context and need.

The seven areas of learning are broken down into **prime** and **specific** areas.

The three **prime areas of learning** are:

1. **Communication and language**
2. **Physical development**
3. **Personal, social and emotional development.**

The four specific areas, through which the three prime areas are strengthened and applied, are:

1. **Literacy**
2. **Mathematics**

### 3. Understanding the world

### 4. Expressive arts and design.

Sequential learning of knowledge and skills will be planned, to ensure all children are equipped with the foundational knowledge to prepare them for the next phase of learning.

Teachers will prioritise the vulnerable minority (first 20%), providing targeted support and personalised provision to ensure all children have the best chance to achieve a Good Level of Development by the time they are 5 years old.

All schools must provide a dedicated outdoor learning space that children can access regularly, designed to support the development of the seven areas of learning.

## Characteristics of Effective Learning

All schools will ensure that their environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

1. **Playing and exploring** - children will have opportunities to investigate and experience things, and 'have a go'.
2. **Active learning** - children will have time and space to concentrate and keep on trying if they encounter difficulties and enjoy their achievements.
3. **Creating and thinking critically** - children will be encouraged and supported to have and develop their own ideas, make links between ideas, and develop strategies for doing things

## Pedagogy

Our definition of 'teaching' in the early years reflects the definition outlined in the 'Strong Foundation Report: October 2024'. It covers the many different ways in which adults help young children to learn.

- interacting with children during planned and child-initiated play and activities
- communicating and modelling language
- showing, explaining and exploring ideas
- encouraging, questioning, recalling and providing a narrative for what children are doing
- setting challenges and helping children to achieve them
- paying attention to the physical environment and resources, as well as the daily structures and routines that establish expectations

## Observation and Assessment for Learning

Across Cambrian Learning Trust, we work to enable children to achieve a 'Good Level of Development' by the end of the EYFS. We will achieve this by:

- Ensuring practitioners access EYFS training and support
- Ensuring that EYFS practice reflects EYFS principles (see above)
- Regularly monitoring quality of teaching and learning
- Regularly monitoring the quality of the learning environment
- Tracking each child's attainment and progress
- Developing and implementing plans which support improvement in the EYFS
- Taking part in internal and Trust moderation activities to ensure accuracy of judgements

All schools will create a system so that they can observe, record and assess children's development and learning throughout the early years. Significant observations of children's achievements are collated in their own personal learning journey, which is shared with parents. The choice of learning journey is unique to each individual academy school.

## Monitoring

Each school will create its own internal/external quality assurance methods to review the quality and impact of its curriculum, these could include:

Internal	External
<ul style="list-style-type: none"> <li>• Learning walks</li> <li>• Assessment data</li> <li>• Formal lesson observations</li> <li>• Student voice/questionnaires</li> <li>• Reports to governors</li> </ul>	<ul style="list-style-type: none"> <li>• Joint learning walks</li> <li>• Trust Health checks</li> <li>• Moderation meeting/network meetings</li> <li>• Termly meetings between the school leadership teams.</li> <li>• Involvement of the Trust School Improvement</li> <li>• Ofsted inspections</li> <li>• Use of external consultants</li> </ul>

## Welfare requirements

Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults that care for them. The Statutory Framework for the EYFS (2024) sets out the safeguarding and welfare requirements for all EYFS settings.

Within the Cambrian Learning Trust, all schools may consider completing the Oxfordshire County Council's 'MUSTS' Audit annually to ensure that these requirements are being met effectively.

## Transitions

Effective transitions provide children with the security and support which enables them to be successful and motivated learners. Smooth transitions are achieved through strong partnership working between families, practitioners and leadership teams. Key to smooth transitions is ensuring that children remain the focus of the process. Each school will ensure that transitions are well planned for across the Early Years, into Nursery, Reception and Year 1.

## School strategy

In order to fulfil the requirements of this policy, each school within the Cambrian Learning Trust will create their own Early Years strategy that will be summarised and will be displayed on their website.

This will include the individual school's procedures and arrangements for the following areas:

- Early Years Curriculum: Intent and Implementation
- Measuring Impact: Observation, assessment and planning
- Inclusion
- Welfare and Safety
- Parents as Partners and Wider Context
- Transition across the Early Years (Nursery, Reception and Year 1)

## Other Policies

The following documents should be read in conjunction with this policy:

- Admissions Arrangements

- Special Educational Needs & Disabilities (SEND) Policy
- Relational Behaviour Policy
- Health and Safety Policy
- Equality, Diversity and Inclusion Policy
- Child Protection and Safeguarding Policy

## Monitoring and Review

It is the responsibility of those working in the EYFS to follow the principles stated in this policy. The Headteacher, Senior Leadership Team, EYFS Phase Lead, and the Trust's School Improvement team, will carry out monitoring of EYFS as part of the whole school monitoring schedule. The Local Governing Committee (LGC) will have oversight of the implementation and effectiveness of this policy.