

Early Years Foundation Stage policy

Campton Academy



Approved by:	Louise Day
Signed:	
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1. Introduction

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five 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 together provide the foundation children need to make the most of their abilities and talents as they grow up.'

Statutory Framework for the Early Years Foundation Stage - Department for Education, Updated September 2025

2. Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

3. Legislation

This policy is based on requirements set out in the [2025 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

4. Structure of the EYFS

The Early Years Foundation Stage applies to children from birth to the end of the reception year. At Campton Academy children are admitted to Reception in the September following their fourth birthday.

5. Curriculum

5.1 Our early years setting follows the curriculum as outlined in the 2025 statutory framework of the EYFS.

5.2 The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

5.3 Reception pupils also participate in a daily phonics session, following the "Essential Letters and Sounds" programme and a daily Maths focus using Mastering Early Number (Number and numerical patterns) and White Rose Maths (for Shape, Space and Measures)

5.4 If a child's progress in any of the areas gives cause for concern, staff will discuss this with the child's parents/carers and agree how to support the child and explain what interventions we will put in place. If additional help is needed this will be done with support from our school SENCO.

5.5 We ensure that our environment and delivery of the curriculum incorporates the three characteristics of effective teaching and learning:

- Playing and exploring: children will have opportunities to investigate and experience things, and 'have a go'.

'Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.'

Through play, our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas, learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems.

- Active learning: children will have time and space to concentrate and keep on trying if they encounter difficulties, and enjoy their achievements.

'Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.'

Active learning occurs when children are motivated and interested. Children need some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.

- Creating and thinking critically: we encourage and support children to have and develop their own ideas, make links between ideas, and develop strategies for doing things.

"When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions."

Children should be given the opportunity to be creative through all areas of learning. Adults can support children's thinking and help them make connections by showing interest, offering encouragement, clarifying ideas and asking open ended questions. Children can access resources and move around the classroom freely and purposefully to extend their learning.

6. Planning

6.1 The Early Learning Goals provide the basis for planning learning throughout the Foundation Stage, taken from the Statutory Framework for the Early Years foundation stage 2025, Development Matters and Birth to 5.

6.2 The planning is based upon themes with discrete phonics, maths and reading directed teaching. However, planning is flexible, responding to the needs, attainment and interests of the children. Our medium-term planning identifies the intended learning, with outcomes, for children working towards the Early Learning Goals.

- 6.3 We give our children every opportunity to achieve their personal best and planning is adapted to meet the needs of all abilities. We do this by taking account of our children's range of life experiences when we are planning for their learning.
- 6.4 In the Foundation Stage we set realistic and challenging expectations linked to the needs of our children, so that most achieve the Early Learning Goals by the end of the stage. We do this through:
- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
 - Using a wide range of teaching strategies based on children's learning needs;
 - Providing a wide range of opportunities to motivate and support children and to help them learn effectively;
 - Offering a safe and supportive learning environment in which the contribution of all children is valued;
 - Using resources which reflect diversity and are free from discrimination and stereotyping;
 - Planning challenging activities to meet the needs of both boys and girls, of children with special educational needs and disabilities, of children who are more able, of children from all social and cultural backgrounds, of children from different ethnic groups, and of those from diverse linguistic backgrounds;
 - Monitoring children's progress and taking action to provide support (such as referrals to speech therapy), as necessary.
 - Working closely with parents, carers and other outside agencies to ensure all children's needs are met and we enable them to access the curriculum and make good progress.
- 6.5 At Campton Academy we recognise that the environment plays a key role in supporting and extending children's development, where the children feel confident, secure and challenged. The children have daily access to an indoor and outdoor environment that is set up to encourage learning in all areas.
- 6.6 Play-based learning, as well as adult directed tasks, is used so children have opportunities to direct their own learning as well as planned opportunities provided by staff.
- 6.7 We plan a learning environment, both indoors and outdoors, that encourages a positive attitude to learning and reflects the individual's interests, passions and abilities. We use materials and resources that reflect both the community that the children come from and the wider world. We encourage the children to make their own selection of the activities on offer, as we believe that this encourages independent learning. We ensure that resources and spaces are safe to use and check these regularly.

7. Teaching

- 7.1 Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Our practitioners respond to each child's emerging needs and interests, guiding their development through skilled, positive interactions.
- 7.2 As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

8. Assessment

- 8.1 During the first term in Reception, the teacher assesses the ability of each child using a baseline test as set out by the Dept of Education. In addition the EYFS team will spend the first two weeks playing with the children and observing them closely, so that we can determine what their needs are and how we can support them. These assessments allow us to identify patterns of attainment within the cohort, in order to adjust the teaching programme for individual children and groups of children.
- 8.2 At Campton Academy, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning and potential interventions. Teachers also take into account observations shared by parents and/or carers.
- 8.3 Tracking grids are updated at the end of each term. This feeds into the whole-school assessment and tracking process. Additionally, we assess pupils continuously for phonics and this feeds into half termly assessments which are recorded on phonics tracker.
- 8.4 At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:
- Meeting expected levels of development or
 - Not yet reaching expected levels ('emerging')
- The profile reflects ongoing observations and discussions with parents and/or carers. The child's next teacher uses this information to make plans for the year ahead. We share this information too at parental consultation meetings and in the end-of-year report.
- 8.5 Parents receive a mid-year written report which demonstrates whether their child is working at or below the expectations for that time in the year. They also receive an annual written report that offers brief comments on each child's progress in each area of learning. It highlights the child's strengths and development needs, and gives details of the child's general progress. We complete these in June, and send them to parents in early July each year.

9. Working with parents

- 9.1 We really value our relationship with parents and communicate with them regularly on Seesaw, where parents are kept abreast of what we are learning using a weekly update. In addition, parents are encouraged to share any wow moments from home or concerns via seesaw or face to face at the gate on arrival or collection.
- 9.2 At Campton Academy we recognise that children learn to be strong, confident and independent from being in secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.
- 9.3 Parents as Partners. We recognise that parents/carers are children's first and most enduring educators and we value being partners with them in their child's education through:
- Talking to parents/carers before their child starts school at our open afternoons and induction meetings.
 - Arranging, where possible, visits by the teacher to all children in their childcare provision prior to their starting school.
 - Providing a handbook of information about commencing Reception at Campton.
 - Outlining the school's expectations in the Home-School agreement.

- Inviting parents/carers and children to spend time in the Reception Class before starting school.
- Providing an induction meeting for Reception parents/carers to meet with staff to discuss school routines, expectations and to answer any questions parents/carers may have.
- Holding a 'Meet the Teacher' event early in the academic year to establish how a child is settling into the school environment.
- Written contact through school newsletters, a topic map detailing the areas of learning and the overarching theme of the half-term as well as a class newsletter/termly overview.
- Sending home 'Proud Clouds' designed to enable parents to record outstanding achievements.
- Offering a parent/teacher consultation meeting at which their child's progress is discussed along with sending a written report on their child's attainment and progress mid year and at the end of their time in Reception.
- Offering a range of activities, throughout the year, to encourage specific collaboration between child, school and parents e.g. Class nativity, Sports Day, Reading workshops etc.
- All staff in the Foundation Stage aim to develop good relationships with all children, interacting positively with them and taking time to listen to them.

10. Safeguarding and welfare procedures

10.1 Our safeguarding and welfare procedures are outlined in our safeguarding policy.

10.2 Keeping Safe.

It is important to us that all children in the school are 'safe'. We aim to educate children on boundaries, rules and limits and to help them understand why they exist. We provide children with choices to help them develop this important life skill. We encourage children to take risks and highlight the importance of keeping themselves safe by teaching them how to recognise and avoid hazards. We aim to protect the physical and psychological well-being of all children.

11. Monitoring arrangements

This policy will be reviewed and approved by the Principal every year. At every review, the policy will be shared with the governing body.