




# Callands Primary Academy

Early Years Policy

Ratified: September 2025

Next Review Date: September 2026

## Policy Responsibilities and Review

Policy type:	School policy
Guidance:	This policy complies with CWAC local authority guidance
Related policies:	This policy should be read in conjunction with attendance policy, Behaviour Policy, SEND policy and the EYFS statutory framework 2025
Review frequency:	Annual
Committee responsible:	LGC
Chair signature:	
Changes in latest version:	Updated with new 2025 statutory requirements around attendance monitoring

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## 1: Introduction:

At Callands Primary Academy, we believe every child deserves the best possible start in life. Our Early Years provision supports this by creating a warm, stimulating environment where children feel valued, safe, and inspired to learn. We aim to foster resilience, joy, empathy, and a lifelong love of learning.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Callands Primary Academy, children may join our Reception class the September after their fourth birthday.

We are committed to meeting the requirements of the **2025 EYFS statutory framework**, which sets the standards that all early years providers must meet to ensure children learn and develop well and are kept healthy and safe.

## 2. Aims

In our Reception setting, we aim to:

- Provide a secure, inclusive and nurturing environment that promotes emotional well-being and curiosity
- Inspire children through high-quality teaching, enabling them to become independent and confident learners
- Offer broad and balanced learning opportunities that reflect children's interests and developmental stages
- Ensure children are well-prepared for Year 1 and beyond
- Promote strong partnerships with parents and carers, recognising them as children's first educators
- Celebrate each child's unique strengths, needs, and cultural background
- Uphold the rights of the child as stated in the UNCRC, including Articles 28 (right to education) and 31 (right to play)

## 3. EYFS Curriculum

Our Early Years curriculum follows the 2025 Statutory Framework for the EYFS. It is underpinned by the four overarching principles:

1. A Unique Child
2. Positive Relationships
3. Enabling Environments
4. Learning and Development

The curriculum is split into seven areas of learning:

Prime Areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Specific Areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We use the Characteristics of Effective Teaching and Learning to support how children learn:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

Our long-term planning is structured, progressive and sequenced to ensure each child builds a strong foundation for Key Stage 1

#### 4. Effective Teaching and Learning

We believe high-quality interactions and responsive teaching are essential. Our pedagogy is shaped by:

- Balanced child-initiated and adult-guided learning
- Learning environments (indoors and outdoors) that promote exploration and independence
- Intentional teaching through play, meaningful dialogue, and modelling
- Assessment-informed planning that reflects children's interests and next steps

Our provision evolves to meet the needs of our cohorts. Continuous enhancements are made based on regular evaluation and research into effective early education.

#### 5. Observation, Assessment and Progress

We follow the 2025 EYFS guidance by:

- Using ongoing observational assessment to understand each child's development
- Not using Early Learning Goals (ELGs) or age bands to track progress, as per the 2025 framework
- Identifying children at risk of falling behind and providing targeted support
- Completing the Reception Baseline Assessment (RBA) within the first 6 weeks of Reception
- Completing the EYFS Profile at the end of the Reception year, summarising each child's attainment against the 17 Early Learning Goals

Parents and carers are kept informed via:

- Tapestry observations
- Bi-weekly school newsletters
- Informal conversations

- Reports and parent meetings

## 6. Inclusion and SEND

We are committed to providing inclusive practice for all learners. Children with identified Special Educational Needs and Disabilities (SEND) are supported through:

- Early identification and intervention
- Adapted teaching and provision
- Collaboration with the school's SENDCo, parents/carers, and external agencies
- Individual plans tailored to meet personal developmental needs

Our setting complies with the SEND Code of Practice (2015) and the Equality Act (2010).

## 7: Attendance Monitoring

Consistent attendance is both a safeguarding matter and a prerequisite for learning. In accordance with paragraphs 3.11 – 3.12 of the 2025 EYFS Statutory Framework, Callands Primary Academy will;

<b>Requirement</b>	<b>How Callands Primary Academy complies</b>
Daily attendance register kept for every Reception session.	Electronic AM/PM registers completed by staff and reviewed daily by the Attendance Lead.
Prompt follow-up of absences. Where a child is absent without prior notice, staff make first-day contact with parents/carers and, if necessary, all emergency contacts.	First-day calls placed by 9:30 am; action recorded on the MIS.
Consideration of absence patterns/trends and family context to judge whether an absence is "prolonged".	Half-termly data trawls; weekly DSL/Attendance Lead check-ins for vulnerable pupils.
Escalation: if worries persist, refer to Children's Social Care and/or request a police welfare check.	DSL initiates referral within 24 hours of concern.
Written Attendance Policy shared with parents/carers, outlining: 1) how to report absences, 2) first-day response, 3) escalation route, 4) links to CME and safeguarding procedures.	Policy issued on induction, on website, and re-shared each September.
Attendance analysis and early help: termly reviews; families below 90 % attendance invited to an Early Help meeting.	EYFS Lead coordinates with Attendance Officer and SENDCo.
Local Authority reporting where a child's attendance triggers CME thresholds or after 10 consecutive sessions of unexplained absence.	CME referral completed by Attendance Officer within statutory time-frame.

These measures fulfil the duties that providers must:

- “follow up on absences in a timely manner,”
- “consider patterns and trends,” and
- “have an attendance policy shared with parents/carers.”

## 8: Partnership with Parents and Carers

We believe strong home–school partnerships are vital. We engage parents/carers through:

- Open evenings and transition meetings
- Stay and play sessions
- Home learning workshops
- Parent feedback and voice
- Clear communication via Tapestry, newsletters, and daily handover contact/communication.

We support transitions into school and into Year 1 through a structured and responsive model, including visits, phased starts, and detailed handovers.

## 9. Safeguarding and Welfare

The safeguarding of all children is a core priority. We adhere to all statutory welfare requirements set out in the 2025 EYFS Framework, including:

- Suitability of adults working with children
- Promoting good health and well-being
- Managing behaviour with a clear, positive behaviour policy
- Risk assessments and robust safeguarding policies
- Designated Safeguarding Leads (DSL) in place and trained

## 10. Monitoring and Review

This policy is reviewed annually by the Local Governing Committee (LGC) and updated in line with national guidance.