



CAMBRIDGE
International Education

Cambridge Early Years Handbook 2026

Guide to implementing
Cambridge Early Years

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Ready for the world

We work with schools worldwide to build an education that shapes knowledge, understanding and skills. Together, we give learners the confidence they need to thrive and make a positive impact in a changing world.

With recognised qualifications, high-quality resources, comprehensive support and valuable insights, we help schools prepare every student for the opportunities and challenges ahead.

Together, we help Cambridge learners be ready for the world.

Introduction

This handbook explains how Cambridge Early Years Centres should implement the Cambridge Early Years programme. It gives an overview of the programme and the support we provide, and tells you how to contact us. It sets out the responsibilities of centres and forms part of the legal contract between Cambridge and the Cambridge Early Years Centre.

Our regulations exist to make sure learners following the Cambridge Early Years programme worldwide have a similar experience and are treated equally and fairly. It is essential that you follow them carefully. The individual legally responsible for the organisation offering the Cambridge Early Years programme (the 'Responsible Person'), should use this handbook to make sure their organisation complies with our regulations.

A breach of these regulations may lead us to end your Agreement.



This handbook is divided into the following sections:

Section 1: Centre responsibilities

- Responsibilities of registered Cambridge Early Years Centres.
- Cambridge Early Years registration quality standards.

Section 2: Curriculum and support for practitioners

- Overview of each element of the Cambridge Early Years programme.
- Support we provide to implement the programme.
- Guidance for developing policies for Cambridge Early Years Centres.
- Cambridge Early Years in the Cambridge Pathway.
- Glossary that explains the meaning of key words and phrases.
- Index to help you quickly find the page you need.
- Communicating with us.

Section 1: Centre responsibilities

Introduction

1. Cambridge International Education is an awarding body and part of Cambridge University Press & Assessment, which is a department of the University of Cambridge. We work with other parts of Cambridge University Press & Assessment to provide the Cambridge Early Years programme.
2. This Cambridge Early Years Handbook is written in the English language. The English language text is the definitive version, even if the Cambridge Early Years Handbook is translated into another language.
3. The regulations and procedures set out in this Cambridge Early Years Handbook apply to the Cambridge Early Years programme provided by Cambridge International Education, including Cambridge Early Years Check Together developed by our team at Cambridge Insight.
4. Throughout this Cambridge Early Years Handbook, 'You' and 'Your' refer to the centre and 'Centre' refers to the Cambridge Early Years Centre approved by Cambridge International Education. 'Cambridge', 'We' and 'Our' refer to Cambridge International Education. 'Agreement' refers to any contracts you have entered into with us for the provision of Cambridge programmes and all subsidiary contracts incorporating the Cambridge Early Years Handbook.
5. Under your Agreement with us, you must keep to the terms and conditions set out in this Cambridge Early Years Handbook, along with the documents detailed in paragraphs 6 and 7 below.
6. By registering with us, you agree to be bound by the terms, conditions, processes and procedures set out in this Cambridge Early Years Handbook, and all centre registration documents and Agreements we issue.
7. We may issue:
 - (i) extra administrative or procedural documents, or
 - (ii) instructions for the conduct of specific assessmentsThese documents also form part of the Agreement.

Important information

Any fees referred to in this Cambridge Early Years Handbook will be communicated initially as part of the registration process and then in our fees list, or listed as paid-for services available through any password-protected Cambridge websites. Fees and our fees list may be updated from time to time. Our latest fees list is available on Cambridge International **Direct** (Direct).

8. We reserve the right to alter the Cambridge Early Years Handbook and any of our other documentation, with any changes taking immediate effect unless otherwise stated. We will let you know about any changes. You must make sure you are using the most recent version of the Cambridge Early Years Handbook, available at: www.cambridgeinternational.org/eoguide
9. All services we provide are conditional on the payment of all fees due, in accordance with our payment terms and the Agreement.
10. This Cambridge Early Years Handbook is interpreted in accordance with the jurisdiction and governing law provisions as set out in our Agreement with you.

A. Centre roles and responsibilities

Centre roles

To implement the Cambridge Early Years programme, a centre must appoint the following roles. These roles can be fulfilled by one, two or three people depending on the context of the centre.

Responsible Person

The Responsible Person is the individual who is legally responsible for an institution offering the Cambridge Early Years programme. They must carry out their duties in line with the Agreement and this handbook, even if they have delegated the duties to the Head of Centre or to any other person.

Head of Centre

The Head of Centre is the individual appointed by the Responsible Person as the head or principal of the centre.

Early Years Centre Administrator

The Early Years Centre Administrator is the designated person at a centre who is responsible for creating and maintaining users of the School Support Hub. They are also responsible for authorising training bookings for practitioners at their centre, procuring learning resources and providing administrative support for Cambridge Early Years Check Together assessments. Centres already registered with Cambridge for other Cambridge Pathway programmes will have a School Support Coordinator who can fulfil this role.

Important information

Direct is a secure website for the direct submission and transfer of data and other information between centres and Cambridge. The Early Years Centre Administrator uses it to update changes to centre details, e.g. telephone number changes.

Section 1: Centre responsibilities continued

Centre responsibilities

A1. You are responsible for the administration and implementation of the Cambridge Early Years programme at your centre.

A2. The Responsible Person must tell us the name of the Head of Centre and any restrictions to the Head of Centre's powers to carry out their centre's responsibilities.

A3. The Responsible Person, acting through the Head of Centre, must appoint an Early Years Centre Administrator to support the administration of the programme.

A4. Every member of a centre's staff who has contact with learners must be a suitable person to work with children and, if relevant, vulnerable adults. You must carry out any necessary checks to make sure of this, which must include complying with local laws and employment regulations.

A5. You must provide a safe environment for your learners. This includes while they are on your premises, as well as promoting online safety and wellbeing where applicable. You can find more guidance at: www.cambridgeinternational.org/about-us/our-standards/safeguarding

NEW If we have concerns about the wellbeing of a learner or receive an allegation of a safeguarding nature, we may contact you about this. We may also contact you about how you are meeting your safeguarding responsibilities. If we do this, you must respond to the concerns raised and cooperate with us.

A6. You must not offer the Cambridge Early Years programme, or any part of the programme, without our written approval.

A7. You are responsible for providing us with feedback on key areas of the implementation of the Cambridge Early Years programme in your centre.

A8. You are responsible for facilitating visits, as requested, to share your experience of implementation with us to support further programme development. This could include conversations with practitioners and other stakeholders, surveys and classroom visits.



A9. You must:

A9.1. have a workforce of the appropriate size and competence to deliver the Cambridge Early Years programme, as described in the curriculum or otherwise required by us, or by the law where you are located

A9.2. have sufficient managerial and other resources to enable you to effectively and efficiently deliver the programme, and

A9.3. NEW maintain staff in the key roles necessary to meet A9.1 and A9.2, and appoint appropriate and capable deputies to cover any absences for any reason.

A10. If you want to offer a programme and/or qualification beyond those initially approved by us, for example you are approved to offer the Cambridge Early Years Programme only and now want to offer the Cambridge Primary programme or any other Cambridge Pathway programme or qualification, you must reapply by submitting an Expression of Interest form on our website.

A11. You must tell us immediately if the location of your premises changes.

A12. You must tell us immediately about changes to contact details, including email addresses and telephone numbers, for your centre and any staff listed on the School Details Form. You can do this by completing the School Details Form on Direct. We will not accept notification of changes by telephone or email.

A13. You must make sure that:

A13.1. the correct version of the curriculum is being delivered according to our latest guidance and materials, and

A13.2. all practitioners involved delivering the programme understand the curriculum.

A14. If you do not keep to the processes and procedures set out in this Cambridge Early Years Handbook, we will be entitled to take appropriate action, which may include:

A14.1. requiring you to take remedial action

A14.2. requiring you to undergo further quality assurance visits

A14.3. removing your centre's eligibility to offer the programme, or

A14.4. removing your centre status and terminating any Agreement we have with you.

A15. It is your responsibility to pay for any outstanding customs duties, brokers' fees, local taxes, courier handling charges and other amounts payable in connection with the importation of materials when you receive them from us. You can choose to appoint a broker to handle these imports or nominate UPS/DHL to

Section 1: Centre responsibilities continued

act on your behalf, but you will be responsible for these costs and for liaising with any brokers or couriers. It is not our responsibility to pay for, or communicate with, any brokers or couriers on your behalf.

A16. If you are a centre in the EU, you must apply for an Economic Operators Registration and Identification (EORI) number at your own cost and provide us with that number promptly so we can send the exam materials you need and issue your results on time. This is an identification number used in all customs procedures when exchanging information with customs administrations. For guidance, visit: www.cambridgeinternational.org/eori and the European Commission website at: www.ec.europa.eu

A17. We are entitled to ask you to pay for quality assurance checks and activities where these are deemed necessary as a result of your actions or inaction.

A18. Where we suffer loss or damage by your actions or inaction, particularly where such action or inaction relates to malpractice, whether negligent or otherwise, we are entitled to ask you to pay our costs and to reimburse us in accordance with the terms of our Agreement.

A19. You must establish, maintain, publish and at all times comply with a written complaints procedure. Your complaints procedure must include procedures and timescales for responding to complaints, and dealing with the subject matter of complaints.

A20. You must comply at all times with all our instructions and any country-specific requirements.

A21. You must not do anything that could bring the name, reputation or interests of our organisation, our employees, our products or our services into disrepute in any way.

A22. If we remove your centre's eligibility to deliver the programme, or remove your status, you must take reasonable steps to protect your learners from the effects of these measures. This includes making sure your learners can complete their programme by supporting their entry into another programme. We shall cooperate in good faith.

B. Visits and quality assurance

B1. You must cooperate with and facilitate any visit we make, either arranged or unannounced.

B2. You must cooperate with any quality assurance activities we may request. You must respond within the specified time frame and your answers must accurately describe the centre's premises, systems and procedures. We reserve the right to photograph the premises and the work of learners as part of the visit process.

B3. We may carry out a further visit if a centre changes premises or facilities, or requests to be approved to offer an extra programme or qualification type. If we do carry out a further visit, you may have to pay another charge.

B4. We may withdraw your centre status and end our Agreement with you if a visit shows that you are not meeting our standards or regulations. (See section A14.)

B5. Cambridge representatives must be accompanied by a member of centre staff at all times during their visit.

B6. Inspection Report Forms and outcomes are confidential between centres and Cambridge and must not be shared outside of the centre, for example, on local news forums or social media.

C. Learner information

C1. We do not communicate directly with learners or their parents/guardians about our programme or assessments. You must communicate with learners' parents/guardians on every aspect of our programme and assessments.

C2. You must provide your learners' parents or guardians with access to your Privacy Notice containing all of the information required to be provided to data subjects in accordance with the UK General Data Protection Regulation (GDPR) and the Data Protection Act 2018, and any other applicable laws, and make them aware of ours, if required.

C3. We take the protection of personal data seriously. In this section, 'processing', 'personal data' and, special categories of personal data (sensitive data), have the meanings given to them in the UK General Data Protection Regulation (GDPR) and Data Protection Act 2018.

C3.1. You must make sure that all the parents/guardians of your learners understand that we will use each learner's personal data, for example, learner name, and Unique Pupil Number (UPN) for the purposes of delivering



Important information

If you do not meet our registration standards, regulations and guidelines, it may be appropriate for us to terminate our Agreement with you.

If this happens, you must immediately:

- tell parents or guardians, learners and other awarding bodies
- remove all Cambridge branding from your website, social media accounts, marketing materials, any other documentation, and your premises; see section J5
- cooperate with us to minimise disruption to learners.

See the Consequences of Termination clause of the Cambridge Standard Terms of School Registration.

Section 1: Centre responsibilities continued

Cambridge Early Years Check Together through your centre. You must also make sure that when applications for access arrangements, special consideration or the withdrawal of entries (if applicable) are made, parents or guardians of learners understand that we will use each learner's special categories of personal data (sensitive personal data) for the purposes of processing these applications, and you must obtain their consent for such use. You must make sure that you keep a record of the consent given. It is up to you to determine the format of that record; however, it must be made available to us if we ask for it.

C3.2. You must make sure that: (i) the parents or guardians of your learners; and (ii) practitioners, Head of Centre, Early Years Centre Administrator or anyone else involved in the administration and conduct of our assessments, understand that we will process their personal data for the following legitimate business purposes:

C3.2.1. to carry out research, standards setting and other activities that are related to the business of delivering the programme and assessments, all of which are aimed at ensuring the delivery, as well as integrity and improvement, of our programme and the protection of learners

C3.2.2. to understand the needs of learners and other users of our assessments and carry out marketing (although we will not contact parents/guardians by email without first seeking their consent)

C3.2.3. to provide training to those involved in the provision of educational services in relation to our programme and assessments, for example, practitioners

C3.2.4. for internal business purposes, including managing our risks, protecting the security of personal data in our possession and carrying out internal record-keeping, audits and investigations, including into malpractice

C3.2.5. to share the personal data with other parts of our organisation, including the University of Cambridge, Cambridge University Press & Assessment, and agents and representatives (for example, consultants and sub-contractors), which process the personal data on our behalf for the purposes described in this Cambridge Early Years Handbook

C3.2.6. to share the personal data with government or regulatory authorities for the purpose of evidencing outcomes, progression and participation in relation to Cambridge's products and services.

C3.2.7. to comply with applicable law or a court order or governmental regulation or for the purpose of any criminal or other legal investigation or proceeding here or abroad.



C3.3. You must make sure that: (i) the parents or guardians of your learners; and (ii) practitioners, Head of Centre, Early Years Centre Administrator or anyone else involved in the administration and conduct of our assessments, understand that we may use anonymised data (that is, data that does not identify a learner) and pseudonymised data (that is, data that is anonymous to the people who receive it) for research purposes, and may share that data with third parties, also for research purposes. The third-party recipients of such anonymised or pseudonymised data are required to abide by strict data protection principles in their handling of the data and are also bound by a duty of confidentiality.

C3.4. You must make sure that: (i) the parents or guardians of your learners; and (ii) practitioners, Head of Centre, Early Years Centre Administrator or anyone else involved in the administration and conduct of our assessments, understand that we may transfer personal data and sensitive personal data outside the United Kingdom and/or European Economic Area (EEA), for example for the processing of entries and results, and to provide support from Customer Support. Such transfers of data are conducted in accordance with the Standard Contractual Clauses approved by the European Commission or in accordance with the UK's equivalent Standard Contractual Clauses.

Section 1: Centre responsibilities continued

D. Communicating with us

D1. For general administrative queries we prefer you to use email (info@cambridgeinternational.org). You can also contact us by filling in the online feedback form at www.cambridgeinternational.org/help

D2. Where possible please supply and communicate with us using a specific email address that is connected to a particular role at your centre, for example, headofcentre@school.com rather than a generic one (info@school.com) or a web-based email (lsmith@gmail.com).

D3. All correspondence between you and us must be in English.

D4. The Head of Centre may sign letters from the centre to Cambridge. Legal notices must be signed by the Responsible Person.

D5. Unless instructed otherwise, you should send any written correspondence, to:

Customer Support
Cambridge University Press & Assessment
Cambridge International Education
Shaftesbury Road
Cambridge CB2 8EA
United Kingdom

If another address is specified on an administrative form or accompanying instructions, you should send the form to the address specified on the form or instructions.

D6. When you receive a communication or an email from Cambridge which requires a response, you must respond within the specified time frame.

D7. You must include the following in all your messages with us:

- D7.1.** centre name and number
- D7.2.** name, position and title of the member of staff sending the message, and
- D7.3.** for continuing email correspondence, the reference number included in our initial response.

D8. Do not attach files larger than 20 MB to emails.

D9. Do not make any payments using a credit card by email because the security of credit card details cannot be guaranteed if you send them by email. We shall not be responsible for any loss you suffer if you send your financial details to us by an unsecured method.



E. Telephone communication

E1. To telephone us, contact Customer Support on **+44 1223 553554**.

E2. If you telephone us about our regulations we will respond in writing. For complex issues, we may ask you to send us details in writing before responding. We do not accept responsibility for any misinterpretation of information, advice or guidance given by telephone.

F. Software and online services

F1. By using any of our software or online services you agree to the terms of use for that software or service, as provided on our website.

F2. You must comply with the terms of use of Cambridge online services and software as well as any other Agreement with Cambridge.

F3. You must make sure that the usernames and passwords we issue are only given to staff authorised to access the relevant online services or software. You must not give login information to any other unauthorised person or person outside your centre, including any agent of Cambridge. If you do not comply we may suspend all services with you or withdraw your centre status and terminate our Agreement with you; see section A14.

F4. You must not use third-party websites, such as file-sharing websites, to send information or data to us.

F5. Any purchases made through our online services will be charged in accordance with your contract with Cambridge as an additional service.

G. Ownership of Cambridge Early Years Check Together

G1. All Cambridge material shall remain our property.

Section 1: Centre responsibilities continued

H. Copyright in our material

H1. We assert our ownership in the copyright and all other intellectual property rights in the materials we deliver to you under your Agreement, including but not limited to the Cambridge Marks, the curriculum, any guidance material to deliver the curriculum, teaching resources, assessment tools and other material relating to the programmes, except where we have attributed work to a third party; see section J5.

H2. You may distribute copies of Cambridge Early Years materials, including electronically, as well as provide access to digital content and resources for which we hold copyright, for your internal educational purposes only, provided that they are:

H2.1. used exclusively by practitioners in your centre and by learners at the centre in connection with their class work or assessments

H2.2. not offered for sale or distribution under any circumstances

H2.3. not published externally anywhere, including on your centre website or other digital channels

H2.4. reproduced with all Cambridge copyright symbols, trade marks, acknowledgements and notices intact

H2.5. not subject to approval from Cambridge

H2.6. not passed to any other third party.

H3. We cannot give permission to reproduce any third-party assets we do not own, even where such assets (for example, musical scores, maps, excerpts, photographs) are incorporated within Cambridge materials.

H4. If staff at your centre want to use any Cambridge materials in any publications they are developing, they must ask for our permission to do so.

I. Referring to us

I1. You must refer to us as 'Cambridge' or 'Cambridge International Education'. You must not refer to us as the 'University of Cambridge', 'Cambridge University', 'UCIE' or 'CIE'.

Cambridge International Education ✓

Cambridge ✓

Cambridge International ✗

University of Cambridge International Examinations ✗

University of Cambridge ✗

Cambridge University ✗

CIE ✗

UCIE ✗

I2. When translating 'Cambridge International Education' into another language, the most appropriate wording is Cambridge International Education, a provider of international school examinations and curricula that is part of the University of Cambridge (England).

J. Cambridge Early Years Centre Identity and Cambridge Identity



CAMBRIDGE
International Education

Cambridge Early Years Centre

J1. The 'Cambridge Early Years Centre Identity' and 'Cambridge Identity' refer to the Cambridge Marks (see J5) and associated text.

Centres are issued with official customer logos, text and sets of images when they register with us.

J2. Cambridge grants you a non-exclusive, non-transferable, worldwide, royalty-free licence, without the right to sublicense, to use the Cambridge Early Years Centre Identity during the period of your Agreement with us, on the terms set out in this Cambridge Early Years Handbook. Your centre status dictates which Cambridge Identity you should use. You can download your Cambridge Early Years Centre Identity, including the Cambridge Marks and the text that your centre is authorised to use as set out in our Cambridge Early Years Centre Logo Guidelines document, from the School Support Hub. The Cambridge Early Years Centre Identity provided for use by centres is different from our standard organisation logo used on our websites and materials. You must make sure you are using the Cambridge Early Years Centre Identity for your centre and not our standard organisation logo.

Section 1: Centre responsibilities continued



J3. If your centre is approved to offer programmes or qualifications from other stages of the Cambridge Pathway you will also have access to the 'Cambridge Identity' as referred to in the standard Cambridge Handbook. If you are not approved to offer programmes or qualifications from other stages of the Cambridge Pathway you must not use the Cambridge Identity.

J4. You may:

J4.1. reproduce your customer Cambridge Early Years Centre Identity in full colour or in a single colour, subject to sections K and L

J4.2. use your customer Cambridge Early Years Centre Identity on printed and digital marketing materials, including leaflets and brochures, advertisements, posters, webpages, videos and social media posts, subject to sections K and L, and

J4.3. communicate your Cambridge Early Years Centre status in the text of information or publicity material.

J5. We have a number of trade marks, and other logos known in this Cambridge Early Years Handbook as the **Cambridge Marks**. Cambridge Marks includes any trade mark (registered or unregistered), registered mark or design, or any other identifier that is identified with Cambridge, Cambridge University Press & Assessment, Cambridge Insight or the University of Cambridge.

J6. During the term of your Agreement with us, you agree not to register or attempt to register any trade mark which includes the word 'Cambridge' or which is similar or identical to any trade mark owned by the University of Cambridge. Cambridge will make such determination at its sole discretion.

J7. During the term of your Agreement with us, you agree to promptly follow our requests and withdraw any pending trade mark applications which contain the word 'Cambridge' or which contain any element similar or identical to Cambridge Marks.

K. Regulations governing the use of the Cambridge Early Years Centre Identity or Cambridge Identity

K1. If you do not follow the instructions in this Cambridge Early Years Handbook or misuse the Cambridge Early Years Centre Identity, Cambridge Identity or Cambridge Marks, your centre status may be withdrawn and the Agreement terminated; see section A14.

K2. You must only use the Cambridge Early Years Centre Identity or Cambridge Identity appropriate to your status. If you only offer Cambridge Early Years, this means your Cambridge Early Years Centre Identity.

K3. You must email logoapproval@cambridgeinternational.org with proof copies of all your planned uses of your Cambridge Early Years Centre Identity and gain approval before use.

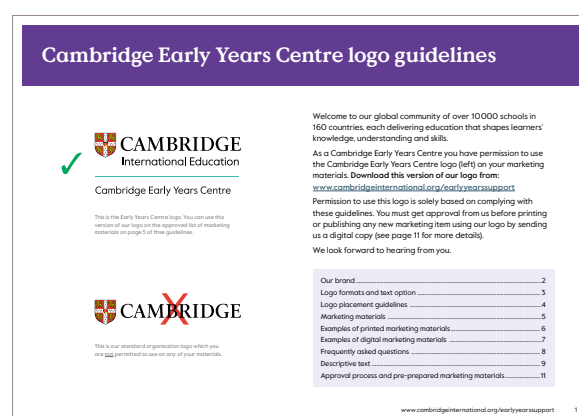
K4. If you use the Cambridge Early Years Centre Identity you must always:

K4.1. reproduce the Cambridge Early Years Centre Identity in the format we have provided

K4.2. use the Cambridge Early Years Centre Identity along with your own logo and name

K4.3. place the Cambridge Early Years Centre Identity at the bottom of any document, and

K4.4. follow the guidelines for use of the customer logo available to download from the School Support Hub.



Section 1: Centre responsibilities continued

K5. You must:

K5.1. make sure that where the Cambridge Early Years Centre Identity is used, it is no more than 75% of the size of the logo and name of your centre, and lower than the logo and name of your centre and any other associated logo

K5.2. make sure there is no confusion regarding your identity as an organisation independent of us

K5.3. not let other people use the Cambridge Early Years Centre Identity or Cambridge Marks

K5.4. not use parts of the Cambridge Early Years Centre Identity separately

K5.5. not use the Cambridge Early Years Centre Identity or Cambridge Marks in certification or financial documentation that you issue, for example, attendance certificates, receipts or invoices, and

K5.6. not use the Cambridge Early Years Centre Identity or Cambridge Marks as part of your email or web address, or social media handle, avatar and account name.

K6. This Cambridge Early Years Handbook does not transfer any copyright in the Cambridge Early Years Centre Identity and does not assign any rights in the Cambridge Marks from us to you.

K7. The name 'Cambridge' is synonymous with high standards of quality and integrity in education. To make sure we are able to maintain the integrity of the Cambridge name, we pay particular attention to those centres that already have it within the title of their school. Any centre that uses the Cambridge name must make sure they use it appropriately in order that we may continue to agree to its use by that centre.

K8. We reserve the right to take action against any use of the Cambridge name which we do not consider suitable, or use of the Cambridge Identity or Cambridge Early Years Centre Identity by an organisation that may bring it, Cambridge or any part of the University of Cambridge into disrepute.

K9. We will not accept any new registrations from any school using 'Cambridge' or 'Cambridge International' in its name and/or brand unless it is located in a city or town called Cambridge and is only serving learners in that location. We reserve the right to assess each registration on a case-by-case basis.

K10. A registered centre may not change its name to include the word 'Cambridge' or any of our trade marks. You must not use any part-form or derivative of 'Cambridge' in your centre name or centre description.

K11. Permission to use the Cambridge Early Years Centre Identity is dependent upon your continued status as a Cambridge Early Years Centre. If your centre status is withdrawn, use of the Cambridge Early Years Centre Identity must stop immediately; see section A14.

K12. For detailed instructions about how to use our logo and promote your centre as a Cambridge Early Years Centre, refer to the Cambridge Early Years Centre Logo Guidelines on the School Support Hub.

L. Approval for the use of the Cambridge Early Years Centre Identity

L1. We are the sole interpreter of the conditions for use of the Cambridge Early Years Centre Identity and Cambridge Marks. We will make all decisions about interpretation of the conditions of use.

L2. We investigate all reports of improper use of the Cambridge Early Years Centre Identity, and will require that any use that does not comply with these guidelines ceases immediately.

M. Access to programme – equal opportunities

M1. We are committed to equality of opportunity for learners with protected characteristics including, but not limited to, disability, gender, ethnic origin and religion.

N. Fees, invoices and payment

N1. We publish our fees list in the 'My Messages' section of Direct and we may, in certain circumstances, also send our fees list directly to you by other means. Fees for paid-for services are available through the relevant password-protected Cambridge website.

N2. We send all invoices and statements by email or post to the finance contact details you supply. Please let us know immediately if these contact details change.

N3. Please make your payments in the same currency as stated on the invoice.

N4. Payment terms are shown on your invoice as 'Payment Due Date'. You must adhere to them at all times.

Cambridge Early Years registration quality standards

The centre's mission and educational values

We require that:

1. The centre has a clear mission statement that refers to its educational values.
2. The culture of the centre is learner centred. It supports children and practitioners to become confident, responsible, reflective, innovative and engaged.
3. The foundations of international awareness and global perspectives are promoted.
4. Relationships between staff and children are positive and show mutual respect. The centre has established and consistent expectations of behaviour.

Centre management and leadership

We require that:

1. The Head of Centre is suitably qualified and experienced in educational leadership.
2. The senior management team and the governing body have clear goals to introduce Cambridge Early Years successfully. Their planning shows that this will be done effectively.
3. Senior staff are committed to setting targets for centre improvement and staff development. These are supported by well-designed performance review and self-evaluation.
4. Centre budgets are managed effectively and transparently.
5. A complaints procedure is in place that effectively manages complaints for parents and other stakeholders.

Quality of teaching and learning

We require that:

1. The centre has a suitable number of staff employed in management, teaching and support roles.
2. The intended learning is clearly expressed and accessible to practitioners, children and their parents.
3. Assessment outcomes are monitored and evaluated, with clear feedback into teaching and learning strategies.
4. Practitioners have suitable qualifications to deliver Cambridge Early Years successfully.
5. Teaching takes account of children's diverse interests and needs.
6. The centre has a well-designed approach to the professional development of practitioners and other staff.

7. The centre has a clear policy to address the language needs of learners.

8. **NEW** The centre discusses and promotes academic honesty and integrity with all children throughout the Cambridge Early Years Programme.

The physical environment of the centre

We require that:

1. The centre premises create a positive and inclusive learning environment for children.
2. The centre has a good understanding of the responsibilities set out in the Cambridge Early Years Handbook.
3. The classroom sizes are suitable for the number of children.
4. The centre has child-friendly toilets and sinks.
5. The centre has easy access to water in or close to each classroom for washing hands.
6. The centre has a suitable number and range of resources (toys, books, craft materials, outdoor equipment etc.) for the number of children in the setting. The resources adequately support delivery of the curriculum.
7. There are indoor and outdoor spaces suitable for different types of learning activities, including areas where:
 - all children can sit together
 - children can play independently indoors and outdoors, for example, sand and water play
 - children can do activities at tables
 - children can wash their hands, e.g. during art and design activities
 - children can do physical activities that involve gross-motor skills, e.g. physical development, dance and drama activities.

Legal requirements

1. Fire certificate.
2. Government approval to operate, including any approvals needed to provide the Cambridge curricula you wish to offer.
3. Health and safety policies in line with government requirements.
4. First aid provision in line with government requirements.
5. Child protection policies in line with government requirements.

Section 2: The Cambridge Early Years Curriculum and support for practitioners

The Cambridge Early Years Curriculum has been developed by a team of early years and subject-matter experts who have brought together evidence of best practice from early years education across the world. It reflects best practice in a way that also enables you to embrace your own local, regional and national contexts.

The Cambridge Early Years section of the **School Support Hub** helps with the implementation of the programme. This area of the School Support Hub is for early years practitioners who implement the Cambridge Early Years Programme in their centres, and for staff who support them. All users will require secure access to use the School Support Hub. The Early Years Centre Administrator is responsible for supporting staff at the centre by providing them with user credentials. If you have any questions about your login details, contact us so we can support you: info@cambridgeinternational.org. The School Support Hub has:

- essential documents like the curriculum
- teaching support including guidance on creating an effective learning environment
- information about our teaching and learning resources for the programme
- guidance on assessment
- information on training
- marketing materials for use with parents or carers and your wider community
- our contact details.

Cambridge Early Years Curriculum

The Cambridge Early Years Curriculum provides a comprehensive set of **learning statements** that gives a structure for teaching and learning in three stages:

EY1	for ages 3 to 4
EY2	for ages 4 to 5
EY3	for ages 5 to 6

The curriculum is further organised in six **curriculum areas**:



Communication, language & literacy



Creative expression



Mathematics



Personal, social & emotional development



Physical development



Understanding the world

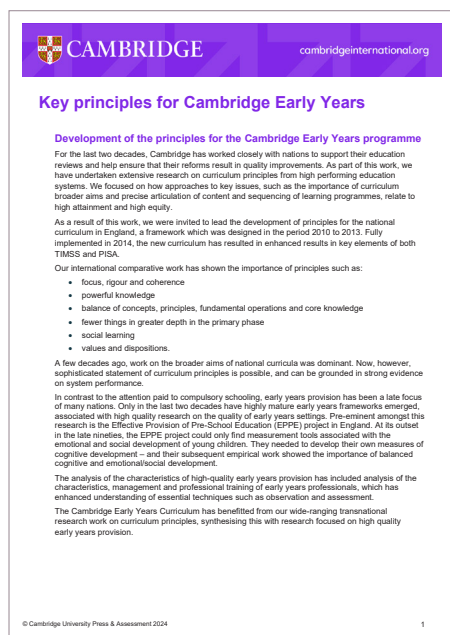
There are two versions of the 'Communication, language and literacy' curriculum area:

- English as a First Language
- English as a Second Language.

They are designed to offer three possible routes to Cambridge Primary English and Cambridge Primary English as a Second Language.

Section 2: The Cambridge Early Years Curriculum and support for practitioners continued

The Cambridge Early Years Curriculum is based on 12 key **early years principles**. We synthesised evidence and research relating to quality and impact of early years education to derive them. You can find out how we developed the key principles on our website: www.cambridgeinternational.org/early-years-approach



The Cambridge Early Years Curriculum provides a summary of the approaches relating to each principle.

You can find the following curriculum documents and information in the Cambridge Early Years section of the **School Support Hub**:

- the Cambridge Early Years Curriculum with learning statements organised in the three stages (EY1, EY2, EY3) and six curriculum areas
- the Cambridge Phonics and Handwriting Framework which supports the Communication, Language and Literacy curriculum area
- support for transitioning from Cambridge Early Years to Cambridge Primary
- support for planning how to implement Cambridge Early Years alongside another curriculum, for example, a national curriculum.

Support for teaching and learning

Teaching and learning materials are an essential part of all educational programmes. Below are details of materials and resources that we have developed specially for the Cambridge Early Years Programme.

Teaching support

The Teaching Support on the **School Support Hub** includes guidance in the following areas:

Teaching and learning approaches: Information about the teaching and learning approaches that best support the Cambridge Early Years Curriculum, which include:

- a holistic approach
- active learning
- a play-based approach
- a multilingual approach
- promoting speaking and listening skills
- self-regulation.

Inclusive learning: Information about creating an inclusive learning environment. This includes guidance about differentiation, special educational needs and disabilities (SEND) and making links with home and the wider community.

Planning: An overview of the planning approach for Cambridge Early Years, alongside support for a consistent and active approach to planning learning in the long, medium and short term.

Learning environment: Guidance for creating a safe and effective learning environment. It includes support on providing effective learning areas and resources. The types of resources you need are also summarised on our website: www.cambridgeinternational.org/programmes-and-qualifications/cambridge-early-years/become-a-cambridge-early-years-centre/physical-learning-environment-and-resources

Section 2: The Cambridge Early Years Curriculum and support for practitioners continued

Cambridge Early Years resources

All registered Cambridge Early Years Centres have access to our digital teaching resources as part of the programme fee. Teaching resources can be accessed on Cambridge GO, our digital library platform, at www.cambridge.org/go

If you have not received an email with your teaching resources access code, please contact us: cgo@cambridge.org

Teaching resources

The accessible teaching resources are available for Early Years 1, 2 and 3. They include:

- guided-play ideas, safety information and advice on promoting child-initiated play that supports the curriculum learning statements
- activity ideas with a focus on practical exploration, and advice for guiding learning based on observations
- downloadable activity sheets and songs with song lyrics, photocopiable puppet cards, audio of the stories, projectable stories and more
- listen and observe assessment guidance to help you monitor learners' development, address misconceptions, and see where children need more support or challenge
- 'Home-link' activities to share with parents for further learning outside the classroom.

Learner's books*

- **Communication and Language (available for English as a First or Second Language)**
Our story-led books feature international fiction and non-fiction texts, as well as engaging activities that develop important reading and writing skills.
- **Mathematics**
Our Mathematics learner's books help learners develop their mathematical abilities through play-based activities including counting and measuring.



Let's Explore

From 'Understanding the World', to physical, personal, social and emotional development, children learn through activities such as matching, drawing and more.

Find out more about our resources at www.cambridge.org/education/early-years

*Learner's books available at an additional fee. All subjects are combined into the same learner's books at Early Years 1.



Section 2: The Cambridge Early Years Curriculum and support for practitioners continued

Cambridge Phonics and Handwriting resources

Created by early education experts for schools around the world, these resources support the Cambridge Early Years Curriculum and Cambridge Phonics and Handwriting Framework.

Teaching resources

The teaching resources guide learners as they develop strong reading and writing foundations. They provide:

- a systematic approach to teaching phonics and handwriting, focusing on different aspects of early literacy, from distinguishing sounds to moving towards formal reading and writing
- lesson ideas and activities that are adaptable to your context and include support and challenge options, catering to different learning needs
- hands-on teaching ideas incorporating motor skills and mark-making activities to help children develop their handwriting skills in a fun and interactive way
- rhymes, songs and stories for front-of-class teaching that make learning enjoyable and memorable
- home-link suggestions and activities that encourage parents/carers to support their child's literacy development
- support for English as a Second Language learners, teachers and parents through videos and guides to support the pronunciation of sounds
- a digital platform to keep learning focused with interactive activities, handwriting animations and pronunciation videos.

Learner's books

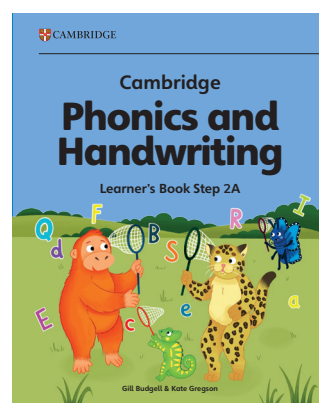
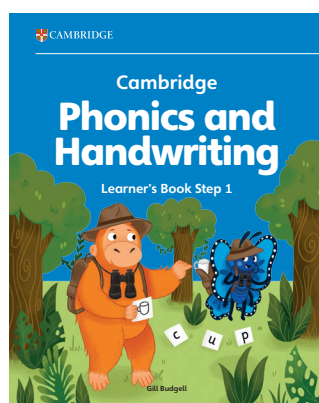
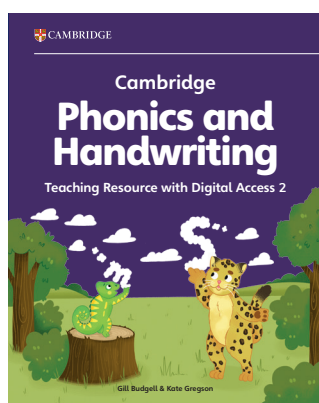
Designed to support learners in developing their phonics and handwriting skills, our learner's books can be used at home or in the classroom. They provide a variety of activities that encourage children to interact with the content and develop their skills with the support of an adult. They feature:

- enriching activities and exercises that lay the foundation for reading and writing skills
- clear instructions and tips for parents/carers and practitioners to support children's learning
- our lovable early years characters Mia the butterfly, Gemi the orangutan, Rafi the leopard and Kiho the chameleon, who make learning fun
- consistent learning support for both home and school environments.

Flashcards

This set of 76 illustrated cards are an effective tool for teaching the sounds of letters and letter groups. Each card features a picture illustrating a word that demonstrates the sound, alongside a 'How to use' guide that provides practical tips and activities to enhance learning.

Find out more about our phonics and handwriting resources at www.cambridge.org/education/early-years.



Section 2: The Cambridge Early Years Curriculum and support for practitioners continued

Measuring learner progress

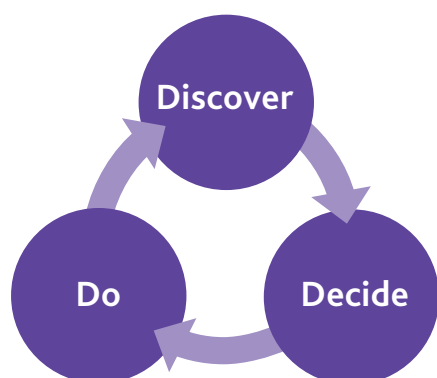
Assessment is a crucial part of early years education. It provides valuable insights into children's progress and can be used to plan and support the next stages of their learning and development.

The Cambridge Early Years Programme includes tools and resources that can help early years settings to assess and evaluate a child's learning and development against the learning statements within the Cambridge Early Years Curriculum. The use of observations and gathering evidence during play is central to our approach.

Assessment guidance

The assessment guidance helps practitioners to make effective judgements about the progress of their learners. It supports a systematic approach to monitoring each child's learning and development against the relevant statements in the curriculum. This approach can be represented as a cycle of Discover, Decide, Do:

- **Discover:** What does this child currently do, think, understand and enjoy?
- **Decide:** What am I going to do next as a result of my discovery?
- **Do:** I implement my decisions and start the next discovery phase.



Sometimes you will also want to record and report your discoveries and decisions. The assessment guidance includes practical tips and guidance on:

- continuous assessment
- effective observations
- assessing learners at the beginning and end of years
- recording progress digitally.

There are also some case studies to explore what this approach looks like in practice.

Cambridge Early Years Check Together

Cambridge Early Years Check Together complements classroom-based observations and evidence gathering by providing an objective picture of what learners know and can do, and helps to track the progress they make. It is an engaging, story-based assessment designed for young learners. The assessment adapts to the learner's answers to give a personalised assessment experience. It covers the three key areas of early literacy, early numeracy and personal, social and emotional development.

The assessment is computer-based and takes around 20 to 25 minutes. Practitioners carry out the assessments one-to-one with each individual learner. There is no need to return answer scripts or electronic results files to Cambridge. The assessment is automatically marked online, and practitioners receive detailed feedback reports about each child's performance in the Check Together platform.

We recommend using an up-to-date Google Chrome browser. To successfully complete the assessments, you will need:

- A desktop computer/laptop or Chromebook notebook computer running a Windows 7 or later operating system. The assessment is Mac operating system compatible, although not currently available on tablet or iPad.
- A computer mouse.
- Sound enabled (ideally through speakers, not headphones).

You can find more information in the 'Measuring Progress' section in the **Cambridge Early Years** section of the **School Support Hub**.

Section 2: The Cambridge Early Years Curriculum and support for practitioners continued

Professional development

Good-quality courses and reflective practice are essential parts of a practitioner's professional development and a core part of the Cambridge Early Years Programme. Practitioners who are new to the Cambridge Early Years Programme can attend our free Getting to know Cambridge Early Years webinar where they will see a great overview of what is available in the programme, learn where to find more support, and have the opportunity to ask questions.

Before you start to teach, we suggest our Introduction course. Delivered by expert trainers, this course covers key elements of the programme including the curriculum, teaching and learning approaches, measuring learner progress and planning. It supports practitioners to start implementing the Cambridge Early Years Programme with confidence. You may also wish to attend our Orientation to the resources webinar, where you will get a great overview of the Cambridge resources and key teaching approaches, and review example classroom activities to get you started.

We suggest you have a look at the Cambridge Standards for Early Years Practitioners, available from our website. The Standards exemplify what we think effective practice looks like in the early years environment. The Standards can be used to create a shared frame of reference when talking about aspirations for early years teaching, and the supporting tools can be used to identify training and development needs among early years practitioners.

Practitioners who have completed their Introduction

course have several other options to develop further. They can attend our Focus on Teaching, Preparing to Teach or Enrichment courses. They focus on developing best practice, go further on specific topics, like child-led play and allow plenty of time for you to exchange ideas with other practitioners. Our experienced trainers will share ideas, encourage you to reflect on your practice, and help you to develop practical strategies you can use with learners. To find out more, and to register for one of our courses, go to the 'Professional Development' section of the Cambridge Early Years section of the [School Support Hub](#) or to the [Professional development calendar online](#).

Practitioners who want to explore ideas and reflect on their practice in more depth can take part in a Cambridge Professional Development Qualification (Cambridge PDQ) programme at Certificate and Diploma level. Cambridge PDQs embed theory, practice and reflection in the practitioner's context and culminate in the attainment of a Cambridge qualification. They are delivered in approved Professional Development Centres and are available online.

Guidance for developing policies for early years centres

It is important that early years centres have policies in place to support the management, safety and wellbeing of all those who are a part of the centre. Registered Cambridge Early Years Centres will already have some policies in place as these are required as part of the registration process.

A policy is a guide for action based on clear principles. Policies provide centres with the opportunity to:

- make systems and procedures transparent
- ensure a safe learning environment
- make sure all stakeholders are represented and connected
- help stakeholders make sound decisions
- communicate the centre's values and make sure its principles are represented in all aspects of the centre's function
- raise standards.

Below is some guidance to support centres in the development and review of their policies. It is important that each centre develops its own policies, to reflect its unique values, principles and needs.

Suggestions for developing a policy

Agree a template. This will make sure the approach and style are consistent, and will act as guidance for those writing the policy.

Identify key stakeholders. Policies should not be written by one person in isolation. Each policy will usually be formed through consultation with key stakeholders, including senior leadership. It will be written by people with the most knowledge and understanding of the subject area. Stakeholders might include, for example, practitioners, parents or carers and learners. It can be difficult to organise multiple stakeholders to meet, so once the policy has been drafted it can be sent to relevant stakeholders for feedback.

Gather information. Make sure information that will inform the policy has been collected before the development process starts. For example, details of regulations that need to be addressed and issues that different stakeholders are facing.



Check the policy is accessible. The policy needs to be clear and concise. It should be written in language that is both easy to understand and accessible to the whole community.

Communicate the new policy. Once the policy has been developed make sure that all relevant stakeholders are aware it exists and know where to find it.

Monitor and review the policy. Think about how you will monitor the implementation of the policy and gather feedback. It is important that policies are regularly reviewed. The period of review is dependent on the context, but it is usual practice to review policies annually.

Guidance for developing policies for early years centres continued

Key questions to consider when developing a policy

Key questions	Content ideas
What key information will be helpful on the front cover of your policy?	For example, you may want to include: Centre name; Name of policy; Details of who this policy is for (e.g. governors / senior management team / teaching staff / non-teaching staff / parents or carers / learners); Date developed; Date for review; Developed by; Approved by.
Who does this policy support?	State the stakeholders this policy will apply to.
What are the principles of the centre?	State your centre's values, mission statement and principles the policy is based on.
What are the different roles in the policy and their responsibilities? What are the procedures for implementing it?	These questions are connected. Outline the roles and the respective responsibilities of all the individuals involved in implementing this policy. Use titles or positions, not individual names. Detail clearly, preferably in steps, the processes for implementing the policy.
What are the next steps if the policy is not being followed?	Consider situations where the policy is not followed and detail steps that should be taken to manage the situation.
Are there frequently occurring scenarios that it would be useful to detail as a guide to dealing with them?	Consider situations that might occur frequently, and detail them in steps to describe how they can be managed. This will not only provide a representation of the policy in action but also support users of the policy with a step-by-step guide to dealing with situations.
Are there any useful contact details that stakeholders might need?	Depending on the policy, useful contacts might include external agencies such as the emergency services, the local educational authority and the academic board the centre is affiliated to.
Are there any useful forms and information that stakeholders might need?	Details of any related documents needed to carry out the processes outlined in the policy can be included in the Appendix at the end of the policy.

Key areas for policy development

Review the Cambridge Early Years registration quality standards, Cambridge Standard Terms of School Registration and this handbook to see if there are any policies that need to be developed which will support the centre to maintain standards. Also review all your country's legal requirements to make sure the centre complies with all regulations.

The purpose of the suggestions below is to initiate discussion in your centre about which areas to consider when developing policies. It may be useful to address several connected areas in one policy. These suggestions are not exhaustive.

Legal requirements: review your country's laws to make sure the centre complies with all regulations.

Educational values: mission statement, centre ethos, learner and practitioner profiles, code of conduct, positive behaviour.

Centre management: complaints, admissions, recruitment, performance review, self-evaluation, centre management structure with roles and responsibilities.

Teaching and learning: language, curriculum, assessment, centre-home links, parental or carer involvement, inclusive education, equality of access, assemblies, professional development, displays.

Physical environment: guidelines for procuring resources, layout of classrooms and other learning environments.

Safety requirements: child protection; photography in the centre; background checks of adults working in and supporting the centre; infrastructure; fire safety; natural disaster safety; accident and emergency; medical provision at the centre; eSafety; risk assessment; play supervision; meal times; drop-off and pick-up of learners; washroom use.

The Cambridge Pathway

The Cambridge Pathway helps learners be ready for the world, offering five stages of education from age 3 to 19, leading seamlessly from early years to pre-university. Each stage builds on the previous and further shapes learners' knowledge, understanding and skills. Schools can select which stages they provide and choose from a broad range of subjects.

This means they can design a curriculum that meets their needs and excites their students. Every stage – Cambridge Early Years, Primary, Lower Secondary, Upper Secondary and Advanced – helps prepare learners to thrive in and outside the classroom, and at university and beyond.

Cambridge Early Years

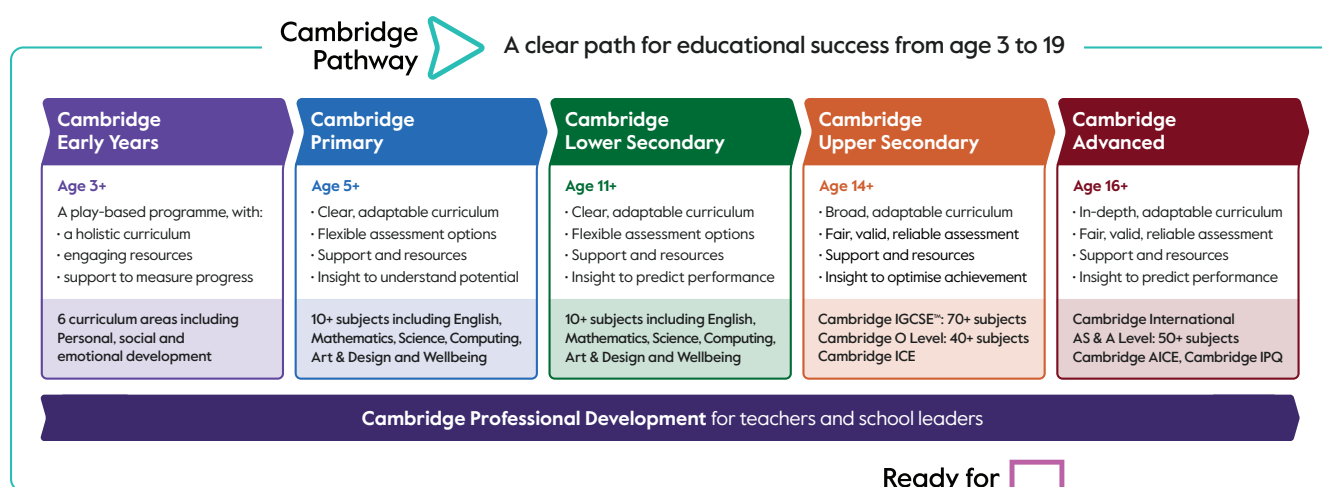
Typically for learners aged 3 to 6, the programme is the start of an exciting educational journey that helps young learners develop the knowledge, understanding and skills they need to make the best possible start in life. The curriculum offers a holistic and balanced approach that focuses on the whole child and connects their development with the world and people around them. It is built around four areas of development: physical, cognitive, language and communication, and social and emotional. The programme develops the key knowledge, understanding and skills needed to transition seamlessly to primary school. It provides a strong foundation in supporting young learners to manage the move from play-based learning to more formal teaching and learning with success. It also offers engaging classroom resources, a range of assessment approaches to help you measure your learners' progress, and professional development for practitioners.

Cambridge Primary

Typically for learners aged 5 to 11, it provides a strong foundation for learners at the beginning of their formal schooling before progressing through the Cambridge Pathway in an age-appropriate way. The curriculum consists of 13 subjects, helping schools to deliver core subjects as well as develop creativity, expression and wellbeing. There is a range of optional assessments to help accurately measure students' potential and progress. The programme also includes high-quality resources to help schools plan and deliver the programme.

Cambridge Lower Secondary

Typically for learners aged 11 to 14 years, it helps you prepare learners for the next step of their education, providing a clear path as they progress through the Cambridge Pathway in an age-appropriate way. The curriculum consists of 13 subjects, helping schools to deliver core subjects as well as develop creativity, expression and wellbeing. There is a range of optional assessments to help accurately measure students' potential and progress. The programme also includes high-quality resources to help schools plan and deliver the programme.



The Cambridge Pathway continued



Cambridge Upper Secondary

Cambridge Upper Secondary is typically for learners aged 14 to 16 years. It offers learners two routes: Cambridge IGCSE™ and Cambridge O Level qualifications that are recognised by leading universities and employers worldwide. There is a wide range of subjects and flexible ways to offer them. Cambridge Upper Secondary builds on the foundations of Cambridge Lower Secondary, although learners do not need to complete that stage before this one.

Cambridge Advanced

Cambridge Advanced is typically for learners aged 16 to 19 years who need advanced study to prepare for university and higher education. The main route through this stage is Cambridge International AS & A Level. Cambridge International AS Level can be offered as a standalone qualification or as part of a progression to Cambridge International A Level. They have a linear structure with exams at the end of the course and lead to qualifications that are recognised by leading universities and employers worldwide.

Learn more!

For information on Cambridge Early Years visit: www.cambridgeinternational.org/earlyyears

For more information on other stages of the Cambridge Pathway visit: www.cambridgeinternational.org/pathway

If you would like to introduce another stage from the Cambridge Pathway contact your regional representative or submit a general Expression of Interest form on: www.cambridgeinternational.org/expression-of-interest

Glossary

Term	Definition
Agreement	The Agreement between Cambridge and a centre for providing programmes. The Cambridge Early Years Handbook forms part of the Agreement.
Cambridge Early Years Centre	A school, institution or organisation approved by and registered with Cambridge for the entry of learners to our Cambridge Early Years Programme.
Cambridge Early Years Centre Identity	The 'Cambridge Marks' (see J5) and the text that registered Cambridge Early Years Centres are authorised to use as set out in our Cambridge Early Years Centre Logo Guidelines document. Cambridge Early Years Centres have access to an official customer logo, text and sets of images when they register with Cambridge.
Cambridge Early Years Check Together	Practitioner-led computer-based assessment designed for young learners (EY2). The assessment adapts to the learner's answers to give a personalised assessment experience. It covers the three key areas of early literacy, early numeracy and personal, social and emotional development.
Cambridge Early Years Handbook	The Cambridge Early Years Handbook details the responsibilities of centres and forms part of the legal contract between Cambridge and the centre. Our regulations exist to make sure that Cambridge learners all over the world have the same experience and are treated equally and fairly.
Cambridge Early Years Key Principles	The Cambridge Early Years Curriculum is based on 12 key early years principles. We synthesised evidence and research relating to quality and impact of early years education to derive them. The curriculum is based on these 12 key principles.
Cambridge Early Years Programme	The Cambridge Early Years Programme is designed for learners aged 3 to 6, and includes a curriculum, teacher and learner resources, professional development and assessment support, including Cambridge Early Years Check Together.
Cambridge Early Years registration quality standards	The standards set out the requirements an early years centre needs to meet to become a Cambridge Early Years Centre.
Cambridge International Education	Cambridge International Education is part of Cambridge University Press & Assessment. Cambridge University Press & Assessment is a department of the University of Cambridge.
Centre	A school, institution or organisation approved by and registered with Cambridge for the entry of learners to our programmes.
Centre number	The five-character code given to a centre.
Centre status	Centre status is awarded to an early years centre, school, institution or organisation once it has been approved by and registered with Cambridge as a centre. Cambridge can withdraw this status in line with the conditions of this handbook and the centre's Agreement with Cambridge.
Direct	Direct is a secure website for the direct submission and transfer of data and other information between centres and Cambridge. The Early Years Centre Administrator uses it to update changes to centre details e.g. telephone number changes.
Early Years Centre Administrator	The designated person at a centre who is responsible for creating and maintaining users of the School Support Hub. They are also responsible for authorising training bookings for practitioners at their centre, procuring learning resources from Cambridge and providing administrative support for our baseline assessments.
Fees	Sums payable by the centre to Cambridge. The amounts are specified in the relevant fees list.
Head of Centre	The Head of Centre is the person who has been appointed by the Responsible Person as the head or principal of the centre.
Intellectual property rights	All intellectual property rights throughout the world for the full term of the rights concerned, whether or not registered and whether or not registrable, including copyright, database rights, patents, rights in inventions, know-how and technical information, design rights, design patents, registered designs, trade marks (including business and brand names, domain names, devices and logos) and the right to apply for any of the foregoing anywhere in the world.
Learner	A child who is enrolled in the Cambridge Early Years Programme.
Practitioner	An adult employed by a centre to work directly with children to support their learning and development.
Responsible Person	The Responsible Person is the person legally responsible for the institution offering the Cambridge Early Years Programme and assessments. They are responsible for carrying out their duties in line with the Agreement and this handbook, whether or not they have delegated the duties to the Head of Centre or to any other person.
School Support Hub	The School Support Hub is an online resource. It has a section to support Cambridge Early Years Centres to implement the Cambridge Early Years Programme. You will be sent login details when you register with Cambridge. The Early Years Centre Administrator will support school staff in getting their credentials to use the School Support Hub.
Teaching support	Teaching support is available on the School Support Hub. It provides further understanding of the Cambridge Early Years Curriculum, and information, guidance and resources to help Early Years Centres to get started in implementing the programme.

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Communicating with us

There are several ways to communicate with us. You might find it helpful to first check our frequently asked questions (FAQs) and our Guide to Cambridge Early Years support sites. You can find both in the 'Ask Cambridge for help' section of the Cambridge Early Years section of the School Support Hub. These are in the 'Help' section. You can also:

1. Use our online forum to ask questions about implementing the programme in the 'Help' section of the Cambridge Early Years section of the **School Support Hub**.
2. Ask administrative questions by emailing us on info@cambridgeinternational.org or contacting us by filling in the online feedback form which is also available in the 'Help' section of the **School Support Hub**.

3. Update your centre details using Direct. The Early Years Centre Administrator received access at the time of registration.

4. Write to us using the following address:

Customer Support
Cambridge University Press & Assessment
Cambridge International Education
Shaftesbury Road
Cambridge CB2 8EA
United Kingdom

5. Call us on **+44 1223 553554**

We are committed to making our documents accessible in accordance with the WCAG 2.2 Standard. We're always looking to improve the accessibility of our documents. If you find any problems or you think we're not meeting accessibility requirements, contact us at info@cambridgeinternational.org with the subject heading: Digital accessibility. If you need this document in a different format, contact us and supply your name, email address and requirements and we will respond within 15 working days.



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