

Unlocking the Potential of Every Child

EYFS Policy 2021 -22

Revised: August 2021

At Safa British School we believe that the Early Years Foundation Stage is the phase of learning when children discover the excitement and joy of learning and acquire life skills that will support them as they move through the school and beyond. Each aspect of learning in this stage of children's learning and development has been considered in the light of our understanding of how young children learn and develop, alongside our core vision of providing our children with access to the widest range of opportunities by fostering self-belief, intellectual curiosity, empathy and responsibility towards each other and others in society. We work within and toward the UAE Vision 2021 with the aim of supporting and shaping the future of each child and the nation in which they live and learn.

Our aim is that FS1 and 2, with the well-planned indoor and outdoor learning environments, encourages the children in acquiring skills, attitudes and developing levels of understanding that will help them as they strive to reach their potential and become confident, active members of our school community and the UAE. It is through this process that the children will work towards, achieve, and in some cases, exceed the Early Learning Goals at the end of Foundation 2.

At Safa British School the 'Early Years Foundation Stage' refers to the Foundation 1 and Foundation 2 classes. Each class has a class teacher and teaching assistant. Where children require additional support, the school's SENCo will assess the level of need and work with parents to determine the additional support necessary.

Admission and induction

We welcome FS1 and new FS2 families into school and endeavour to, engage liaise with parents from the very start. Families are invited into school at the beginning of the academic year to meet teachers and assistants, visit the FS learning environment and engage in some play based activities. Information is gathered about the child to enable us to determine the school's suitability. The parent receives key information to support the family during the induction period at the school and also including relevant information. The school's child protection policy is shared with parents including guidance on Internet safety and the suitability of devices. When a child starts school, we aim to settle them in gradually during the first half term. The class teacher meets with each new child's family regularly to share information about the child's response to school and their emotional wellbeing. Early in the first term, FS1 and 2 parents are invited back into school for a learning and curriculum session, to help parents to support children's learning at home.

Principles of the Early Years Foundation Stage

We adhere to the four guiding principles of the EYFS which should shape practice in all early years settings.

- **A unique child:**
 - every child is unique, constantly learning and can be resilient, capable, confident and self-assured.
 - children develop in individual ways and at varying rates.
 - children's attitudes are fluid and can be influenced by others.

- **Positive relationships:**
 - children learn to be strong, independent individuals by developing secure positive relationships with teachers and peers alike.
 - relationships with parents and carers are also important and will be nurtured and developed.
 - any relationship will be respectful, caring and professional.

- **Enabling environments:**

- the learning and play environments are vital for supporting and extending a child's development.
 - in the classroom and outdoor environment, we observe and assess the children's development and interests and based on these observations, suitably challenging activities and experiences are planned to extend their learning and achievement.
 - there is a strong partnership between practitioners and parents and/or carers
- **Learning and Development:**
 - Safa British School is organised in a way that encourages children to explore and learn safely, there are areas for activities and play, and others for quiet time and rest.
 - the setting is designed to enable children to learn and play independently.
 - children develop and learn in different ways and at different rates ensuring high levels of engagement.
 - the main aim of our continuous provision is to revisit, rehearse, consolidate, explore and learn

Learning and Development

The EYFS is made up of seven areas of learning and development as follows:

Prime areas

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

Specific areas

Literacy
 Mathematics
 Understanding the world
 Expressive arts and design

Learning and development is implemented through a mix of adult-led and child-initiated activity and play. Play is important to learning and development, and we recognise that when a child is playing, they are learning, and therefore working to further their development.

Characteristics of effective learning

We support children in using the three characteristics of effective learning from the Statutory Framework for the Early Years Foundation Stage, which are:

- Playing and exploring
- Active learning
- Creative and critical thinking

We recognise that these characteristics are vital in succeeding and we include them in our observations. We strongly believe in promoting a growth mind-set in our children at all times. We have a sound knowledge of child development, how young children learn, and we know our children well.

Curriculum

Our Early Years Foundation Stage curriculum is a broad and balanced curriculum with relevant and appropriate content that matches the different levels of the young child's needs. This academic year our school will introduce elements of the New Revised Curriculum. We consider the children's different starting points and rates of development and encourage the children to be active, motivated and independent learners.

"The early learning goals that providers must help children work towards (the knowledge, skills, and understanding children should have at the end of the academic year in which they turn five)." Early Years Foundation Stage Framework 2021.

"Quality play is a vehicle for learning," Alister Brice Clegg

Children learn by playing, observing, experimenting, taking risks, questioning, repeating and talking. Children learn best through first-hand experiences. The teaching and learning pedagogy we adopt is one that is structured to accommodate the vital teaching of phonics, reading/writing and number. These teaching and learning sessions take place every day.

The curriculum is structured to provide rich and stimulating experiences that are challenging and enjoyable. The curriculum is flexible and is influenced by, and caters for, individual needs, interests, enthusiasms and learning styles. We ensure that the children have time and opportunities to learn at their own pace and in their own way and we allow for times of sustained concentration.

The curriculum provides opportunities for teaching and learning, both outdoors and indoors. Our outdoor space is secure and offers children the ability to explore a different environment, presenting them with different challenges and experiences. We offer children a range of practical, investigative and recorded activities and provide opportunities for whole class, group, paired and individual activities. We aim to challenge the children and expect the most of them and have high expectations of children's behaviour. We have flexibility about playtimes and timetabling so that there is a minimum of interruptions to the children's activities.

Planning

Foundation Stage at Safa British School is an important foundation upon which the rest of the child's education is based. Children entering Safa British School bring with them different experiences, knowledge and interests upon which we can build.

We plan children's activities to reflect their interests, learning styles and next steps. We plan for all areas of the Early Years Foundation Stage Curriculum on a weekly basis, involving all practitioners. We also plan on a medium-term basis including learning objectives, possible activities and assessment opportunities. It is open to enhancements directed by children's responses and enjoyment of learning. We plan on a long-term basis for continuous provision in the classroom.

Roles and Responsibilities of the Foundation Stage Teachers:

- Provide opportunities for the children to learn through play.
- Valuable role the quality adult to give the children new knowledge.
- Create an environment that gives the children a variety of experiences as well as developing skills.
- Ensure that the children feel safe and nurtured in the Foundation Stage Environment.

Assessment, recording and reporting in FS1 and 2

Children joining the school are assessed informally through stay and play sessions on entry to FS1 and FS2. This supports the teacher in planning appropriately for individual needs.

The SENCO is present during all assessment stay and play sessions and at times assessments may take place during nursery visits to assess the children in a familiar environment.

During the period of 'Covid' student's parents are asked to send in short videos of the children completing a range of tasks. A Zoom meeting then takes place with the parents.

The Learning Outcomes of the EYFS are used by the class teacher and support staff as the criteria against which to record children's progress in learning on an on-going basis. Children in Foundation 1 and 2 progress toward the Early Learning Goals at the end of the FS2 year. The school uses Seesaw, an online journal, to maintain a record of each child's learning and progress as well as iTrack. Seesaw is updated on an ongoing basis. This evidence may take a variety of forms: photographs, videos, annotations, and adult commentary.

We set aside time for individual and group observations; use child observations and on-going assessments to guide planning and teaching and evaluate our provision. Observations are a vital part of everyday teaching and learning. Assessment is conducted through observation of child-initiated tasks and through specific focused tasks both indoors and outdoors.

Initial assessment focuses on developing a baseline for each child in each of the seven areas of learning. Baseline assessments are formed by a combination of assessment of learning through play in the environment and focused activities linked to specific phonic phases and areas of maths. The FS1 and FS2 teachers plan for on-going moderation and transition meetings throughout the year where information about the children, their learning and progress is shared and judgments agreed. Parent-teacher meetings take place throughout the year. An end of term 1 report is shared with parents as well as a full end of year report at the end of term 3.

If a child has not reached the expected standard when they enter Y1, they will continue to be assessed against the ELGs.

Transition to key stage 1

The transition from FS to KS1 takes place throughout term 3. A transition program is used to gradually transition the children from FS to KS1 using a range of activities including visits to the KS1 central area as well as classrooms and story sessions with the KS1 teachers. Opportunities for a shared snack as well as outdoor/ indoor play is planned.

During the first term of Year 1, there remains a balance of adult led and child-initiated sessions and the learning environment maintains the appropriate elements of the EYFS curriculum.

Inclusion of Students of Determination

At Safa British school we strive to *unlock the potential of all students* regardless of individual differences. We uphold the mission of the Dubai Disabilities Strategy, to create a fully inclusive society by 2020. We are committed to H.H. Sheikh Mohammed bin Rashid Al Maktoum's 2021 vision, enabling the UAE to become an inclusive, barrier free and rights-based society. Hence, we endeavor to protect and ensure the success of all groups of students at SBS.

In line with the Dubai Framework for Inclusive Education (2017), we believe in:

- The equal right to education in a 'common learning environment'
- Proactively removing barriers

- The value of diversity
- Recognising each child's unique capability
- Modifying teaching and curricular approaches to ensure all children have an equal opportunity to progress
- The rejection of ability labelling and discrimination

When considering the application of school policy, as within all of our teaching practice, we recognise children as individuals with unique needs and abilities. This policy acts as guidance, not a 'one size fits all' specification. As teachers, we must assess each incident individually and use professional judgement to choose the most appropriate strategy.

This policy should be read alongside:

- SBS Child protection policy
- Foundation Stage Handbooks
- SBS Foundation Stage Transition Policy
- SBS Toileting and Soiling Policy