Early Years Foundation Stage Policy

Aims of Early Years Foundation Stage at TBS
As outlined in the EYFS ‘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.’ Based on this principle, we aim to:

- Provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning
- Create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent
- Value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential
- Regularly evaluate our own practice, identifying successes and areas in which we can do even better

Definition of Early Years Foundation Stage
The Early Years Foundation Stage defines the phase of education for children ranging in age from 3 to 5 years. Foundation 1 is the class name for children aged 3 to 4 years. Children must be 3 years from September in the year of entry to the school. Foundation 2 is the class name for children aged 4 to 5 years.

Principles into Practice
We adhere to the Statutory Framework of the EYFS. The curriculum is delivered using a play-based approach as outlined by the EYFS and we follow the children’s interests where appropriate. ‘Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities’.

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play as the vehicle for learning
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support
- Work in partnership with parents and within the wider context
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult
- Provide opportunities for learning both indoors and out, in all weather
- Have a key worker approach to develop close relationships with individual children
The British School

- Provide a secure and safe learning environment indoors and out

Practitioners working with the youngest children in Foundation 1 will focus strongly on the three prime areas (Personal, Social and Emotional Development, Physical Development and Communication and Language), which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. The balance will shift towards a more equal focus on all areas of learning as the children move through the Early Years and grow in confidence and ability within the three prime areas.

Children have whole group and small group times which increase as they progress through the EYFS. This includes opportunities for phonics sessions as well as teaching aspects of Mathematics and Literacy, including shared reading and writing.

All children in the EYFS participate in weekly Outdoor Learning sessions, no matter the weather. These sessions are planned and based on the Forest Schools principles.

**Observation and Assessment**

Assessment is part of our daily practice at TBS. Assessment depends on getting to know our children very well and to this end information is gathered from a range of sources; observations of the children in play, in adult led activities, through discussions with parents and carers and through talking to the children. We observe and assess children’s development to inform future plans. These observations are informed by the Early Learning Goals and age related expectations. Observational evidence and samples of children’s work throughout the school year will be used to assess children as ‘emerging’, ‘expected’ or ‘exceeding’ based on their understanding and achievement of the Early Learning Goals set out in the EYFS curriculum. Observations are recorded through Tapestry (an online learning journal).

**Inclusion**

We value all our children, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and supports them at their own pace so that most of our children achieve and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and, where possible, outside agencies.

**Transitions**

Transitions are carefully planned for and time given to ensure continuity of learning. As much as possible, key worker visits happen prior to children starting at TBS. A Key Worker is a named member of staff with responsibilities for a small group of children who helps those children in the group feel safe and cared for. Children also attend introductory sessions to Foundation 1 and Foundation 2 to develop familiarity with the setting and practitioners.
In the final term in Foundation 2, the Year 1 teacher will meet with the Early Years staff and discuss each child’s development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

Safety
Children learn best when they are healthy, safe and secure, when their individual needs are met, and when they have positive relationships with the adults caring for them. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We follow the safeguarding and welfare requirements detailed in the Early Years Foundation Stage Statutory Guidance (2017) and we adhere to the school’s safeguarding policy. Please see our separate policy and procedures on Safeguarding and Child Protection.

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