

EYFS Policy

Vision

To be committed, compassionate individuals who positively enhance the lives of others

Mission Statement

To empower students to fulfill their potential and be successful global citizens

The EYFS is the stage of education where young children learn the knowledge and skills to establish a strong foundation which encompasses all their future learning.

Expectations:

For most children, the end of EYFS is the end of the Foundation Stage, where the expectation is that most children will achieve the Early Learning Goals. Although the Early Learning Goals are intended for children at the end of FS2, less able children and those with special educational needs will be provided with experiences that will support them to reach the goals.

Organisation and Methodology:

- All children within the Foundation Stage will have access to a broad range of resources, opportunities and experiences which are planned in line with the EYFS Curriculum and which aim to enhance the children's learning and achievement of the Early Learning Goals.
- Learning objectives and activities are linked closely to the seven key areas of learning as well as to 'Every Child Matters' agenda
- Staff is aware of the main KEEP (Key Elements of Effective Practice) principles which recognise that effective learning is dependent on secure relationships, an appropriate learning environment and high quality teaching. Practitioners work to continuously develop their:
 - Relationships with both children and other adults
 - Understanding of the individual and diverse ways that children develop and learn
 - Knowledge and understanding in order to actively support and extend children's learning in and across all areas and aspects of learning
 - Practice to meet all children's needs, learning styles and interests
 - Work in partnership parents, carers and the wider community
 - Work with other professionals within, and beyond the setting



Cambridge Assessment
International Education

Cambridge International School

Teaching and Learning:

In order to promote effective learning, the teaching will provide opportunities and experiences for children to:

- Have access to a wide range of opportunities and experiences which will allow them to explore, investigate, discover, create, practise and rehearse, repeat, revise and consolidate their knowledge, skills and understanding.
- Develop independence by choosing their own activities and also initiating activities that promote learning and enable them to learn from one another.
- Have time to explore ideas and interests in depth.
- Feel secure in order to become confident learners.
- Make links to other areas of learning.
- Undertake creative and imaginative play activities, both independently and with adult input, that promote the development of speaking and listening skills.
- Experience a range of environments both inside and outside

The staff will:

- Work in partnership with parents and carers.
- Promote children's learning and development through a range of planned experiences.
- Teach the appropriate skills and knowledge as laid out in Early Years Foundation Stage Documentation.
- Cater for the wide variety of children's learning styles.
- Plan indoor and outdoor activities to maximize the learning opportunities.
- Ensure that children have opportunities to explore the outdoor environment and use large areas e.g. outdoor play areas and the indoor hall for large scale learning and activities in a range of curriculum areas, from the understanding of phonics to creative development.

Inclusion:

It is the intention of all staff to provide

- A safe, secure learning environment in which all children are valued.
- A wide range of opportunities to motivate, support and develop children in all areas
- Planned opportunities that build on and extend children's knowledge.
- Support for children who have specific needs, ensuring that their needs are catered for within the class.



Pupil recording and assessment:

- All staff will make on-going daily observations on pupil progress and record significant achievements. These observations will be recorded into the children's individual Learning Journeys. This information is used to plan appropriate future activities that will aid the children's development and is shared with other staff to ensure continuity of care and learning. Work samples including photographic evidence will also be included in the Learning Journeys.

Foundation Stage pupil record files:

- Key workers are responsible for making sure that these records are updated regularly, and the information is shared with parents/ carers on a regular basis. The results of each individual pupil's Foundation Stage Profile will be transferred to the Individual Yearly Pupil Progress Record.
- At the end of the Early Years Foundation Stage, the class teacher will also use teacher assessments to identify the P levels for Speaking and Listening, Reading, Writing and Numeracy.
- At the end of each academic year, each class teachers will produce a written Early Years Foundation Stage school report for parents detailing the children(s) achievement in all of the seven learning areas. There will be an opportunity for parents to discuss this report with their child's class teachers before the end of term.

Role of Parents / Carers:

The Foundation Stage team strongly believes that developing an effective working partnership with parents/carers has a positive impact on children's development and learning.

We Value Parents/Carers by:

- Showing respect and understanding for the role of parents/carers as children's first and most enduring educator.
- Encouraging parents/carers to share accounts of their child's development and any concerns they may have and take action to support where appropriate.
- Providing a welcoming environment by being approachable and friendly.

Establishing an atmosphere of trust and confidence:

- Inviting parents/carers to initial meetings to share information about their children and about our school.
- Sharing information about the curriculum through meetings e.g. reading workshops for the parent/carers, sending newsletters/leaflets home about topics, displays, informal



discussions, class and general boards sharing plans and other school and community information.

- Providing opportunities for parents/carers to attend social events with children and staff.
- Inviting parents/carers into the classroom to share expertise/interests and time to work with and help the children and staff in a variety of ways.
- Meeting with parents/carers each term to share children's achievements and together discuss next steps for development.
- Encouraging home school links through support with the home school reading programme.
- Invitations to whole school events.
- By being available at the beginning and end of the day to talk to parents/carers on an informal basis. If further time is needed to discuss particular issues an appointment can be arranged at a mutually convenient time.

<i>Policy Details</i>	EYFS Policy
<i>Version Date</i>	August 2020
<i>Review Date</i>	August 2023