



Early Years Foundation Stage

Policy

Approved by:	Dolly Goriawala	Date of approval: June 2019
Last reviewed on:	June 2020	
Next review due by:	June 2021	

Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

Consultation:

This policy was written by Jo Eccles , Head of Foundation stage.

Monitoring and evaluation:

All Foundation Stage staff members are responsible for using this policy to embed effective practice. Any issues or concerns arising from this are to be brought to the attention of the Principal.

Legislation

This policy is based on requirements set out in the [2017 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).

Structure of the EYFS

At Star International School we have 2 form entry for both FS1 and FS2 and hold a maximum capacity of 26 children in per class. Each class has a highly qualified and experienced teacher as well as a teaching assistant. It is a requirement that all permanent staff have been approved by KHDA. The classrooms are well-resourced, creative and child-centered providing endless opportunities for the children to learn through play. Each class also has direct access to the outdoor learning environment.

Timings for Foundation Stage children are as follows:

7:30am - School Starts

7:30am – 7:40am Registration

9:50am – 10:30am Lunch & Playtime

1:00pm- FS finishes (Sun, Tues & Thurs)

1:30pm- FS finishes (Mon & Wed)

Curriculum

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children’s capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, teachers working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience. Where a child or Determination may have a special educational need or disability, staff will consider whether specialist support is required, linking with the Head of Inclusion and seeking advice or support from other agencies, where appropriate.

In planning and guiding children's activities, teachers reflect on the different ways that children learn and include these in their planning.

Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Teachers respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.

Assessment

At Star International School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Teachers also take into account observations shared by parents and/or carers.

Ongoing assessment throughout FS1 and FS2 is recorded in an online Learning Journey for each child. Photos, evidence of work and assessment for learning all contribute to this learning journey profile.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Exceeding expected levels or,
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers.

Working with parents

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents.

Parents are kept up to date with their child's progress and development. The online learning journey and EYFS profile helps to provide parents with a well-rounded picture of their child's knowledge, understanding and abilities.

The class teacher will ensure that each child's learning and care is tailored to meet their needs. They will also support parents in guiding their child's development at home.

Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according the EYFS statutory framework.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See child protection and safeguarding policy
Procedure for responding to illness	See health and safety policy
Administering medicines policy	See supporting pupils with medical conditions policy
Emergency evacuation procedure	See health and safety policy
Procedure for dealing with concerns and complaints	See complaints policy