



JEDDAH PREP AND GRAMMAR SCHOOL

Early Years and Foundation Stage (EYFS) Policy

1. Introduction

'Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right and it provides the foundation for children to make the most of their abilities and talents as they grow up.'

(DfE 2014)

2. Principles

The EYFS is based upon four principles:

- **A unique child:** We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement as well as celebration and rewards to encourage and develop a positive attitude to learning.
- **Positive relationships:** We recognise that children learn to be strong and independent from secure relationships and aim to develop caring, respectful and professional relationships with the children and their families.
- **Enabling environments:** We recognise that the environment plays a key role in supporting and extending the children's development. Through observations we assess the children's interests, stages of development and learning needs before planning challenging and achievable activities and experiences to extend their learning.
- **Learning and development:** The EYFS classroom is organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and rest. The classroom is set up in learning areas where children are able to find and locate equipment and resources independently.

The EYFS plays a vital role in laying secure foundations for future learning and development. It is important to view the EYFS as preparation for life and not simply preparation for the next stage of education.

The EYFS is for children from three to five years of age. The first year of EYFS is referred to as Nursey and final year of the EYFS is referred to as the Reception year. All children begin school with a variety of experiences and learning. As such the learning journey at JPGS is done through a holistic approach to learning, ensuring that parents and all school staff work effectively together to support the pupils' learning and development.

3. Aims

It is every child's right to grow up safe, healthy, enjoying and achieving, making a positive contribution and with economic well-being. At JPGS, we aim to provide a broad and balanced curriculum which will enable each child to develop personally, socially, emotionally, physically, creatively and intellectually to his/her full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

To meet our aims we:

- Provide a happy, safe, stimulating and challenging programme of learning and development for the pupils to experience as they begin their journey through school.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for future learning and development in Key Stage 1 and beyond.
- Provide opportunities for children to learn through planned, purposeful play in all areas of learning and development.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision-making, fostering independence and self-confidence.
- Develop positive relationships with Parents/Carers and value the partnership in supporting the pupils.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs that the school is able to cater provide provision for.

4. Learning and Development

The early learning goals (the knowledge, skills and understanding which young children should have acquired by the end of the Reception year) and the educational programmes (the matters, skills and processes which are required to be taught to young children) are set out in the "Statutory Framework for the Early Years Foundation Stage" document.

(DfE, 2014)

The seven areas of learning and development are:

Three Prime Areas:

- Personal, Social and Emotional Development
- Physical Development
- Communication, Language and Literacy

Four Specific Areas:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Art and Design

All seven areas are of equal importance and fully ensure that the three prime areas are embedded in the four specific areas. All the areas are delivered through planned, purposeful play, with a balance of adult-led and child-initiated activities.

5. Planning

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can do. Planning shows how the principles of the EYFS will be put into practice and is always informed by observations made of the pupils, in order to understand and consider their current interests, development and learning. The planning is based upon themes with discrete phonics, maths and other directed teaching. The planning objectives within the EYFS are from the Development Matters Statements.

6. Assessment

Priority is given to analysing and reviewing what we know about each pupil's development and learning and then we make informed decisions about the child's progress. This enables us to plan the next steps to meet their development and learning needs. All Teachers and Teaching Assistants who interact with the child contribute to the assessment process.

Within the EYFS we use two types of assessment:

Formative assessment: This type of assessment informs everyday planning and is based on continual observational assessment of each pupil's achievements, interests and learning styles. Formative assessment may take the form of anecdotal observations, focused observations and other focused assessments e.g. sound/number, annotated examples of work, photographs, video and information

from parents. Each child has an individual Learning Journey in which this evidence is stored. We plan for observational assessment when undertaking our medium and short term planning.

Summative assessment: At the end of the Reception year the EYFS Profile is completed which provides information of a child's knowledge, understanding and their progress. The Profile reflects the on-going observations and assessments which have been made during the year. Evaluations are made in each of the seven areas of learning, assessing against the early learning goals criteria. Each child will be assessed as either 'at the expected levels', 'exceeding expected levels' or not yet reaching expected levels (emerging) in each of the seven areas of learning.

Teaching and Learning is monitored in line with the School's Monitoring Policy by the Key Stage Coordinators, English and Mathematics Coordinators through lesson observations, pupil interviews and whole school work sampling. The Senior Leadership Team and Key Stage Coordinators monitor teaching and learning across the Foundation Stage throughout the year.

7. Learning Through Play

We support children's learning through planned play activities, and decide when child-initiated or adult-led play activities would provide the most effective learning opportunities. We believe that it is important for adults to support children's learning through play by getting involved in the play themselves.

8. The Learning Environment

We create attractive, welcoming and stimulating learning environments which will encourage children to explore, investigate and learn through first-hand experience. We also make it a place where children feel secure and confident, and are challenged to develop their independence. Activities are planned for both the inside and outside; children have the freedom to move between the indoor and outdoor classroom throughout the school day. The learning environment is divided into different zones in order to fully support all seven areas of learning. Children are encouraged to become independent learners.

9. Transition

Reception and Year 1 work together to make the transition from the Early Years Foundation Stage to Key Stage 1 as smooth as possible.

At JPGS:

- Children are encouraged to develop independence when dressing and undressing and when organising their personal belongings throughout the Reception year.
- EYFS teachers plan for more structured activities to be undertaken during the summer terms, encouraging less dependence on adult support.
- EYFS Profiles are passed on to Year 1 Teacher.
- EYFS and Year 1 Teachers meet to discuss individual needs of children during induction.
- EYFS children visit their new Year 1 class and Teacher for a transition session in June.
- There is a similar structure to the school day in Reception during the Term 1 and Term 2 for when the children move into Year 1.
- There is an overlap in approach and routines, e.g. behaviour systems, timetables, etc.

10. Intimate Care

Intimate care is any care which involves washing, touching or carry out an invasive procedure that most children are able to carry out themselves. However, depending on a child's age and stage of development, they may need some support, for example dressing, wiping their bottom after using the toilet and changing underwear following an accident. We actively encourage parents to start helping their children become independent with these tasks as soon as they start in Nursery. Every child has the right to privacy, dignity and a professional approach from all staff when meeting their needs and it is important that staff and parents work in partnership to give the right support to an individual child.

11. Safeguarding and Welfare

'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.'

(DfE, 2014)

At JPGS we provide a welcoming, safe, secure and stimulating environment enabling all children to develop into independent and confident individuals.

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