

POLICY TITLE:	Early Years Foundation Stage Policy
Policy Number:	92
Applies to:	Al Karamah School and Training Institute - Abu Dhabi
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Author:	Senior Leadership Team
Ratified by:	Al Karamah Executive Leadership Team and Governing Body
Responsible signatory:	Principal
Outcome:	The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year put in chronological age when the policy applies and up to what age within Al Karamah School.
Cross Reference:	Safeguarding policy Intimate care and toileting policy Pastoral care policy Curriculum policy

1. INTRODUCTION AND PURPOSE

1.1 Early Years Foundation Stage Policy

Al Karamah School is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally and this is in line with our vision statement of **creating a world of possibilities, supporting student achievement, enjoyment and wellbeing through enriching, nurturing and high-quality education.**

We are committed to our school being safe and inclusive, where learning is nurtured and encouraged in a happy, caring and fun environment and where good behaviour is supported expected as all children enjoy their educational journey.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year (Tiny Sparkles and Little Champions- At Al Karamah School it applies to children aged 2.5 years old to 11 years old). It is the document used to guide practitioners to plan challenging learning experiences within a vibrant, engaging environment and to assess the development and progress of each child.

2. DEFINITIONS

2.1. EYFS- Early Years Foundation Stage

3. PROCEDURE AND PRACTICE

The EYFS is based upon four themes as well as Principles and Characteristics of Learning:

Themes:

1. **A Unique Child**
2. **Positive Relationships**
3. **Enabling Environments**
4. **Learning and Development**

Principles:

1. Every child is a unique learner who is constantly learning, capable, confident and self-assured.
2. Children learn to be strong and independent through positive relationships.
3. Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents.
4. Children develop and learn in different ways. The framework covers the education and care of all children in early years' provision, including children with educational needs.

Characteristics of Learning:

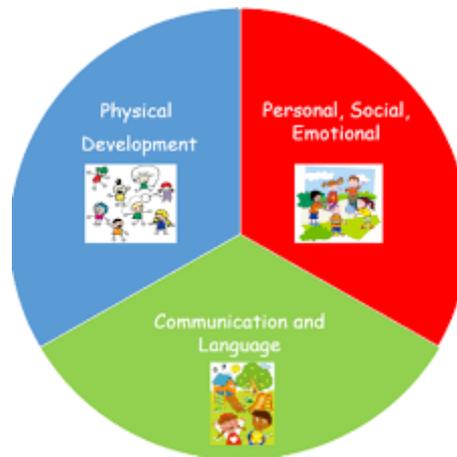
1. Playing and exploring

2. Active learning
3. Creating and thinking critically

EYFS Areas of Learning:

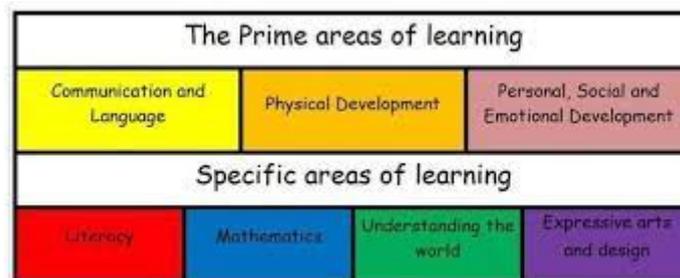
There are 3 Prime areas of learning:

1. Personal, Social and Emotional Development (making relationships, self-confidence and self-awareness and managing feelings and behaviour)
2. Physical Development (moving and handling and health and self-care)
3. Communication and Literacy (listening and attention, understanding and speaking)



And 4 Specific areas of learning:

1. Literacy (reading and writing)
2. Mathematics (numbers and shape, space and measure)
3. Understanding the world (people and communities, the world and technology)
4. Expressive arts and design (exploring and using media and materials and being imaginative)



None of the areas can be delivered in isolation from the others. They are equally important and depend upon each other. All areas are delivered through a balance of adult led and child- initiated activities.

Through play and practical experiences, children learn about the world and their place in it. They learn through firsthand experiences, talk, books and equipment. We set realistic yet challenging expectations that meet the needs of our children. We achieve this by

planning to meet the needs of all our children in Tiny Sparkles and Little Champions.

Personal, Social and Emotional Development

The school fosters and develops relationships between home and school. Children are encouraged to share, take turns and co-operate with others. They are encouraged to be independent and make choices for themselves.

Physical Development

Children are given opportunities to move to music, use equipment, develop, and practise their fine and gross motor skills. They develop an increasing understanding of how their body works, what is needed to be healthy and how to take care of themselves. This is done both indoors and outdoors and by working with a wide range of resources including 'Funky Fingers' - a programme to support Fine Motor Skills.

Communication and Language

This covers all aspects of language development and provides the foundation for literacy skills. Children are encouraged and supported to develop competence in speaking and listening, being able to pay careful attention to what is being said and responding appropriately. We aim to extend and enrich the children's vocabulary through story time, rhymes, role-play, group discussions and a language rich environment.

Children are encouraged to share their own experiences through speaking and acting out events in imaginative play and talking about their own ideas. They are encouraged to take part in class activities such as participating in music sessions, working with puppets, saying rhymes and singing songs together.

Literacy

We have a variety of resources for the children to use to help them develop early literacy skills. Children are encouraged to use the mark-making areas indoors and outdoors independently, but they also take part in teacher-led activities. These activities include whole class shared reading, phonics sessions and small group guided reading and writing. To support the teaching of phonics and emergent writing, we use the Read Write Inc scheme. The pre-writing work encourages pencil control and clear letter formation. Children can independently develop their writing skills in accordance with their age, ability and competence. We encourage children to treat books and other resources with respect and they are given many opportunities to enjoy books by themselves and with their peers and to listen to stories read by adults.

Mathematics

We aim for children to achieve mathematical understanding and a firm foundation for numeracy through practical activities and using and understanding language in the development of simple mathematical ideas. Pre-number work is covered through nursery rhymes and number activities complementing learning achieved at home. Children are given the opportunity to learn about number, shape, space, position, pattern and measurement. Towards the end of the Foundation stage children start learning to tell the time and are given opportunities to learn about money and simple calculations. We use Singapore Maths which is a problem-solving approach focused around children's exploration of mathematical concepts through problem solving using the concrete, pictorial, abstract approach. This supports children to use physical resources and picture representations in order to develop a secure knowledge of key mathematical concepts that

can then be applied to solve many problems.

Understanding the World

All children are given opportunities to solve problems, investigate, make decisions and experiment. They will learn about living things, their environment, the world around them and the people who are important in their lives. Children also have opportunities to develop computing skills working with and using modern technology.

Expressive arts and design

We provide opportunities for all children to explore and share their thoughts, ideas and feelings through a variety of art, design, technology, music, drama, movement, dance and imaginative play activities.

Children are given opportunities to make paintings, drawings, collages, models and use musical instruments. Children also learn new songs and rhymes and enjoy singing them with each other.

All aspects of learning are supported by the therapy team comprising Educational Psychology, Speech and language and Occupational therapy.

Active Learning through Play

At Al Karamah School we recognize that young children learn best when they are active. We understand that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Therefore, we believe that Early Years education should be as practical as possible and our EYFS setting has an ethos of learning through play.

We recognize the importance of children's play. It is an essential and rich part of their learning process, supporting them in all areas of development. Play is a powerful motivator encouraging children to be creative and to develop their ideas, understanding and language. Play is also flexible and able to suit the preferred learning style of the child. It can provide multiple ways for children to learn a variety of different skills and concepts.

In the EYFS settings at Al Karamah School, practitioners provide both structured and unstructured play opportunities inside and outside. These activities are designed to engage children in practical, first-hand experiences which will support children to discover, explore, investigate, develop their personal interests and areas of curiosity, and help to make sense of the world around them as they begin to understand specific concepts. Play opportunities are also set up to provide children with opportunities to apply newly acquired knowledge, demonstrating their skills and level of understanding.

The Foundation Stage

Tiny Sparkles comprises of 2 Nursery classes attending from 9.00am to 12.00pm each day. Little Champions comprises 13 classes ranging in age from 4 years to 14 years of age.

Children have opportunities to work together during free flow, where they can move independently between the classroom and the outdoor area (in cooler weather). EYFS staff

plan and work together to ensure continuity and progression, providing age and stage related activities to suit all our children. Children are also taught within their own class groups in a variety of ways; in whole class groups, small group work, pairs and individually. We provide excellent pastoral care and education to those children in our care. The Staff are committed to professional development and attend up to date training courses and have excellent knowledge of the Early Years Foundation Stage and child development.

The Foundation Stage effects a smooth transition from home to school and then from EYFS into the curriculum offered in Little Champions whilst offering stability for the children. In all classes, children are provided with an environment in which they are given opportunities to express themselves using a variety of mediums and suitable material to stimulate and extend imagination and understanding. Through planned play and talking, young children learn about themselves and the world around them, they are given opportunities to socialise, make friends and therefore develop personal, social and emotional skills and develop confidence

In the Foundation Stage, we acknowledge the potential for learning in every activity and situation that arises. Our aim is to provide a secure and stimulating environment in which children flourish and learn to make sense of the real world. We make the children feel valued and give them the confidence to become active learners. Our activities provide firsthand experiences through play and discussion, and children are encouraged to interact with others, to move about and explore a wide variety of learning situations.

Opportunities are provided for sustained activity and continuous provision, as well as spontaneous, self-chosen activities. It is important to us that children experience success, have fun and enjoy themselves whilst learning.

Home-school links

- A meeting is held at the beginning of the year with all parents. Information is shared and routines are explained.
- 3 parent consultations are held throughout the year.
- Parents/guardians can arrange informal meetings with the class teacher as and when required.
- Class Dojo is used to ensure effective communication between home and school.

Behaviour

Each student has the following documents completed to support them in school:

- PP -Pen portrait
- PMP- Pupil Management Plan
- PBSP- Positive Behaviour support Plan

Staff promote positive behaviour in line with the Al Karamah School Positive Behaviour Policy.

The underlying ethos of the policy requires adults to:

- Use positive language when interacting with all adults and children
- Consider children's ages and stages of development when identifying and

implementing strategies to manage behaviour.

- Involve children fully in the decisions that affect their daily lives. This is done by considering their feelings and behaviours as well as their voices.
- Plan positive and challenging learning opportunities that promote positive learning behaviour.
- Praise and celebrate considerate and positive behaviours such as kindness or willingness to share by giving public praise, sticker, praise note and sharing achievements with parents via a postcard home.
- Ensure children understand it is their behaviour and not the child as an individual that is unacceptable (i.e. *kicking* is unkind and not the child that is unkind for kicking).
- Work in partnership with parents and carers to identify and together resolve any underlying causes for negative behaviour.
- Recognise that in some cases a child's special educational need may affect their behaviour.
- Help children to understand the effect their behaviour has on other children and adults
- Ensure that this behaviour is modelled by all adults in the setting.
- Recognise that a consistent and planned approach is critical to effective behaviour management. Consistency among staff will ensure that children understand and respect the positive expectations set for behaviour within our setting.

When addressing behaviour concerns we will always seek information from parents and discuss strategies and actions to promote positive behavior as concerns arise.

The therapy team (SALT/EP/OT) play an integral part in the supporting the needs of each child.

Assessment and Record Keeping

Ongoing assessment is an essential aspect of the effective running of the EYFS classes at Al Karamah School. Regular, planned and focused assessments are made of children's learning and individual needs. The main EYFS assessment method is through practitioners' observations of children in different teaching and learning contexts, including both adult focused activities and child-initiated play. The wealth of knowledge that parents provide about their child is highly valued and is an integral part of building a picture of their child's learning and development. We actively encourage all parents to provide weekly observations with a curriculum focus which contribute to a child's EYFS profile. Observations take place on a daily basis both planned observations and spontaneous observations that capture significant moments of children's learning. Observations are recorded in different formats (e.g. narrative style, post-it notes, whole class grids, photographs). All practitioners are involved in observing children.

Other methods of assessing children in the EYFS setting include engaging alongside children in their play, annotation of children's written work, talking with children about their task or play and in Learning Journals. Blue folders reflect children's progress over the academic year in all areas of learning and development of the EYFS framework. Samples of children's work are gathered, along with photographic evidence and observations. Classroom Monitor software is used to electronically store images and notes about individual children.

Practitioners use observations to support their developing knowledge of individual children and to assess and monitor each child is making at least good progress. Observations are evaluated against the EYFS Development Matters statements and the Early Learning Goals

(at the end of Reception), children's learning priorities are identified, and relevant learning opportunities are planned to support children to make the next steps and progress.

Outdoor Learning (heat index allowing)

Outdoor learning is essential for all aspects of a child's development. It can provide children with experiences which enable them to develop intellectually, emotionally, socially and physically. In doing so it provides a rich context for the development of their language and encourages positive attitudes towards a healthy lifestyle.

Outdoor learning is accessed via free-flow which means children can move independently between the classrooms and the outdoor area. Outdoors, children will have learning experiences that reflect the learning intentions, contexts and opportunities indoors: together with additional learning opportunities that might be more easily accessed outdoors e.g. large physical play, mud kitchen, large scale sand and water play.

Close observation is essential in order to assess children's ability and to ensure appropriate planning and continuity for the outdoor curriculum. Adults will make observations of children in the outdoor area using the same methods and approaches as for observations in doors.

Planning Outdoor Learning

To ensure balance and breadth of provision, adults planning an outdoor activity will think carefully about what it should include and why.

Adults will have clear goals for children's learning and at the same time be responsive to children's enthusiasm and their interests.

Within the planning there should be flexibility to meet individual children's needs as they arise during the session.

- Good quality resources should be available to enhance and extend children's play.
- The provision and planning for outdoor play, just as indoor play, must reflect the diversity and richness of the experience and developing interests of the children.

Safety outdoors

- Daily checks must be made before the start of the day, at lunchtime and at the end of the day in accordance with the daily Health and Safety risk assessment checklist.
- Staff on duty outdoors must always be aware of the safety of the children in their care, be vigilant at all times and never leave the area for any reason unless another member of staff has taken over responsibility.
- It is most important for staff to move around the area so that all areas are adequately supervised, and all learning opportunities are taken advantage of.
- All equipment should be stored away sensibly and carefully, to allow for safe and easy removal next day.
- There will always be a trained member of staff responsible for first aid to treat children in line with our first aid policy.
- At the end of the session the children must be counted to ensure they are all safe.

LATE CHILD COLLECTION/NON- COLLECTION

The welfare and safety of the children is always of paramount importance.

- Under no circumstances should any child go home with anyone else unless prior arrangements have been made e.g. the parent has informed the teacher or the school office that another person will be collecting their child and has written down their details including how they can be identified.
- If a parent is unavoidably delayed, they should contact the school office as soon as possible and endeavour to get to school as quickly and safely as possible. The child(ren) will be cared for by a member of the teaching until they are collected.
- If the parent is unable to contact the school office, the child will not be allowed to leave.
- The class teacher or a member of the senior leadership team will try to contact the parent to make alternative arrangements. If the parent cannot be contacted, the emergency contact(s) will be phoned
- • Should a child not be collected, and the parent or emergency contact(s) are not contactable, the Senior Leadership Team will be informed and/or the police will be contacted

4. ROLES AND RESPONSIBILITIES

The Role of Adults in the Outdoor Area

Adults will be actively involved with children in their games and activities where appropriate and will not be solely in a supervisory role.

Adults will:

- talk with children in a variety of ways (conversing, discussing, questioning, modelling and commentating)
- • help children to find solutions to problems
- support, encourage and extend children's activities by making extra resources available and providing new ideas
- initiate games and activities
- join in games and activities when invited by children observe, assess and record
- evaluate observations in order to plan appropriate resources and experiences be aware of safety issues
- be aware of every child's equal right of access to a full outdoor curriculum which is broad, balanced, relevant and differentiated regardless of race, culture, religion, gender or disability

In these way adults are making positive contributions to the children's play and setting up challenging situations for children to experience and to learn from.

5. MONITORING AND REVIEW

The Senior Leadership Team will regularly review this policy.

6. APPENDICIES

6.1. Checklist

Appendix A
Daily checklist- TS classes

Daily Checklist	Class:		WB:			
	On Arrival:		When Leaving:			
Student Name	Wearing underwear over nappy	Warning underwear (Potty trained)	Which clothes had to be change?	Have enough set of change of clothes	Need more clothes	Report to Parent
1.						
2.						
3.						
4.						
5.						
Check school bag weekly for						
Student Name	Set of changes of clothes	Tops	Trouser s/skirt	underwear	Nappies	wipes
1.						
2.						
3.						
4.						
5.						