

Unlocking the Potential of Every Child

**EYFS
Policy
2024 - 2025**

Revised: June 2024
Next Review Date: June 2025

At Safa British School, we believe that the Early Years Foundation Stage (EYFS) is a critical phase when children discover the excitement and joy of learning while acquiring essential life skills. Our EYFS approach is designed to foster self-belief, intellectual curiosity, empathy, and social responsibility, preparing children for their future educational journey and beyond.

Our Aims

- Create a warm, secure environment where children feel valued.
- Foster a love for learning through curiosity, exploration and discovery.
- Support the development of personal, social and emotional skills.
- Build a strong foundation for future learning and development.

The Curiosity Approach

We have integrated the Curiosity Approach, which emphasizes creating a child-centered learning environment that stimulates curiosity and wonder. This approach includes;

1. *Natural Resources and Open-Ended Materials:*
 - Utilising authentic materials to encourage exploration and imaginative play.
 - Providing loose parts that can be used in multiple ways to spark creativity and problem-solving skills.
2. *Inviting and Homely Environment*
 - Designing spaces to be warm, welcoming, and reflective of home environments.
 - Ensuring aesthetically pleasing settings that promote a sense of calm and belonging.
3. *Flexible and Responsive Planning:*
 - Observing children's interests and tailoring activities to extend their learning.
 - Allowing children to lead their play and make choices, fostering independence and self-confidence.
4. *Reflective Practice:*
 - Encouraging practitioners to continuously reflect on their practice and the environment.
 - Committing to ongoing professional development to enhance the quality of provision.

Implementation

- *Child Centered Learning:* We prioritize children's interests and curiosities, using them as a basis for planning and activities
- *Play-Based Curriculum:* Learning through play is central to our approach, providing children with opportunities to explore, experiment, and learn at their own pace.
- *Inclusive Practices:* We ensure all children, regardless of background or ability, have access to high-quality early years education.
- *Parental Engagement:* We work closely with families to support children's learning and development, valuing their insights and contributions.

Admission and Induction

We welcome FS1 and new FS2 families and engage with parents from the start. Families are invited to meet teachers, visit the learning environment, and participate in play-based activities.

Information is gathered about the child to ensure the school's suitability. Key information, including the child protection policy and guidance on internet safety, is shared with parents.

Principles of the Early Years Foundation Stage

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- **A Unique Child:** Every child is unique, constantly learning, and can be resilient, capable, confident, and self-assured.
- **Positive Relationships:** Children learn to be strong and independent through positive relationships with teachers, peers and parents.
- **Enabling Environments:** The learning and play environments support and extend a child's development, with observations and assessments guiding suitably challenging activities.
- **Learning Development:** We provide a safe organized setting that encourages exploration and learning through a mix of adult led and child initiated activities.

Assessment and Monitoring

- **Ongoing Assessments:** Regular observations and assessments help understand each child's development and plan their next steps.
- **Parental Involvement:** Progress is shared with parents, involving them in the learning journey
- **EYFS Framework:** We use the EYFS framework to ensure comprehensive coverage of all learning areas.

“The early learning goals that providers must help children work towards (the knowledge, skills, and understanding children should have at the end of the academic year in which they turn five).” Early Years Foundation Stage Framework 2021.

“Quality play is a vehicle for learning,” Alister Brice Clegg

Assessment, recording and reporting in Foundation Stage

Children joining the school are assessed informally through Stay and Play sessions on entry to FS1 and FS2. The SENCO is present during these sessions, and assessments may also occur during nursery visits to assess children in familiar environments. Children applying from overseas, parents provided short videos of children completing tasks, followed by Zoom meetings with teachers.

We use the Learning Outcomes from the EYFS to record children's progress towards the Early Learning Goals at the end of FS2. This is documented on Seesaw, an online journal, and iTrack, with updates from photographs, videos, annotations, and adult commentary.

Regular observations and ongoing assessments guide planning and teaching. Assessments are based on child-initiated and focused tasks, both indoors and outdoors. Initial assessments develop a baseline for each child across the seven areas of learning, incorporating play-based and focused activities.

FS1 and FS2 teachers conduct ongoing moderation and transition meetings, sharing information and progress. Parent-teacher meetings occur throughout the year, with reports

shared at the end of terms 1 and 3. If a child does not meet the expected standard by Y1, they continue to be assessed against the ELGs.

Transition to Key Stage 1

The transition from FS to KS1 takes place throughout term 3, involving visits to KS1 areas, story sessions with KS1 teachers, and shared activities. In the first term of Year 1, there remains a balance of adult-led and child-initiated sessions, maintaining appropriate elements of the EYFS curriculum.

Inclusion of Students of Determination

We strive to unlock the potential of all students, ensuring inclusivity in line with the Dubai Disabilities Strategy and the UAE's 2021 vision. We modify teaching and curricular approaches to ensure all children have an equal opportunity to progress, valuing diversity and rejecting ability labeling and discrimination.

This policy should be read alongside:

- *SBS Child protection policy*
- *Foundation Stage Handbooks*
- *SBS Foundation Stage Transition Policy*
- *SBS Toileting and Soiling Policy*