

# British Overseas School Policy: Early Years Foundation Stage



## A. Introduction

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up ." ("Statutory Framework for the Early Years Foundation Stage", Department for Education, 2021 )

At the British Overseas School, we are committed to providing a high quality early years' education, which gives children a secure and confident start to their school life and nurtures a lifelong love of learning. We are fully committed to the purpose and aims of the Early Years Foundation Stage Framework.

## B. Staffing and Organisation

At the British Overseas School, we have:

- **1 Pre-Nursery class (age 2-3):** Offers 25 morning places. There is one full time teacher, and four full time support teachers.
- **1 Nursery class (age 3-4):** Offers 25 morning places. There is one full time teacher, and four full time support teachers.
- **1 Reception year (age 4-5):** Offers 25 full time places. There is one full time teacher, and three full time support teachers.

Staff are organised to support the children in a balance of adult led and child initiated experiences throughout the day. Most sessions in Pre-Nursery and Nursery include free flow access to the outdoor area. All teachers are aware of the need to be flexible in order to respond to unplanned events that the children are interested in.

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## EYFS Principles

EYFS applies to children from birth to the end of the Reception year. It is based upon four principles:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time.
- The importance of learning and development. Children develop and learn at different rates.

### **C. Aims and Objectives**

Within Early Years education we offer our children learning that is based on the following principles. We:

- Build on what each child already knows and can do
- Provide a rich and stimulating environment, including challenging, exciting and imaginative indoor and outdoor learning environments
- Provide a wide range of opportunities for independent learning, adult directed learning, adult led learning and child-initiated learning
- Encourage parents and carers to become involved in their children's learning
- Provide a positive, supportive environment where children feel safe and secure to learn
- Develop positive attitudes towards learning from an early age
- Give children a wealth of knowledge based on the Early Years Foundation Stage seven areas of learning
- Provide an extensive range of opportunities for assessment in well thought out and detailed planning.

### **D. Safeguarding (Health and Safety)**

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

Please refer to the school's Safeguarding and Child Protection Policy for more details.

### **E. Inclusion and Equal Opportunities**

At the British Overseas School we seek to remove barriers to learning and participation which can potentially hinder or exclude individual pupils or groups of pupils.

We set out to achieve these aims through our policy to admit pupils irrespective of their:

- gender
- ethnic or racial group
- religious affiliation
- sexual orientation

Furthermore, where possible, we seek reduce barriers to learning by endeavouring to admit pupils who:

- need support to learn English as an additional language
- have additional/special learning needs
- have special needs to cope with physical disabilities

We address any identified needs through:

- excellent planning of the curriculum to meet the specific needs of individuals and groups
- setting appropriate challenge and high expectations for learners
- identifying potential barriers to learning through appropriate observation and diagnostic assessment
- responding to the diverse needs of our pupils
- ongoing assessment for learning
- appropriate interventions
- extra-curricular opportunities
- enabling all children to access and be involved in all aspects of school life
- recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils
- providing high quality pastoral care, support and guidance
- safeguarding the health, safety and welfare of pupils
- listening and responding to the concerns of children and parents
- providing a range of resources that reflect a range of social and cultural backgrounds

This begins at the beginning... EYFS.

We give children every opportunity to achieve their best. We do this by taking account of their wide ranging life experiences when we plan for their learning. Within Early Years Foundation Stage, we have realistic but high expectations that challenge the children so that every child achieves to their best of their ability. We help them do this by planning to meet the individual needs of every child as well as the needs of different

groups of learners. We have a responsibility to ensure positive attitudes to diversity and difference.

We can support each child's needs by:

- Removing or helping to overcome barriers where these already exist.
- Being alert to the early signs of needs that could later lead to difficulties and responding quickly and appropriately, involving other agencies as required.
- Stretching and challenging all children.

## **F. Curriculum in Early Years Foundation Stage**

The curriculum of the Early Years Foundation Stage underpins future learning by promoting and developing seven areas of learning and development. All areas of learning and development are important and inter-connected.

### **Prime Areas**

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving. These are the prime areas:

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

### **Specific Areas**

Children must also be supported in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

### **Characteristics of Effective Learning**

The characteristics of effective learning describe factors which play a central role in a child's learning and in becoming an effective learner. They are vital elements of support for the transition process from EYFS to Year 1. The characteristics of learning run through and underpin all seven areas of learning and development, representing processes rather than outcomes. Information describing the child's characteristics of

effective learning will provide Year 1 teachers with vital background and context when considering the child's next stage of development and future learning needs.

The three characteristics of effective teaching and learning are:

- **Playing and exploring** (engagement)
  - Finding out, investigating, exploring and experiencing things
  - Playing with what they know
  - Being willing to 'have a go'
- **Active learning** (motivation)
  - Being involved and concentrating
  - Keeping on trying if they encounter difficulties
  - Enjoying achieving what they set out to do
- **Creating and thinking critically** (thinking)
  - Having and developing their own ideas
  - Making links between ideas
  - Develop strategies for doing things

## **G. Teaching and Learning within EYFS**

At British Overseas School we are continually developing teaching and learning within EYFS and aim to provide each and every child with a well-balanced, stimulating and meaningful learning experience.

We do this by:

- Providing children with a safe and nurturing environment in which they feel safe and secure to learn.
- The regular identification of training needs for all adults working in the EYFS; a range of INSETS within school, and through external sources, to develop the understanding that Teachers and Support Teachers have of how children in early years develop and learn, and how this must be reflected in their teaching.
- A carefully planned curriculum that helps children achieve the objectives by the end of the Early Years Foundation Stage.
- Well-planned medium term plans and weekly planning based around the seven early learning goals.
- Regular monitoring of our work to evaluate its impact on pupils' progress and their wider social, personal and emotional development.
- Continuous monitoring of records, Learning Journeys, and Floor Books to provide feedback for teachers so that they can identify next stages of learning and improve their practice.
- Peer observations across EYFS and Key Stage 1 to develop a better understanding of the curriculum in different year groups, share teaching skills

and good practice and enable EYFS teachers to ensure pupils are ready for Year 1.

- Regular lesson observations and learning walks by leadership and those with subject responsibilities to ensure consistency, share good practice and to provide feedback to promote school improvement.
- Encouraging the partnership between teachers and parents/carers that helps our children to progress in all areas of the curriculum and helps them to feel secure at school and to develop a sense of well-being and achievement.
- Providing home learning opportunities which are appropriate for the age group and engaging for both parent and child.
- Providing supporting and interactive learning environments which provide extensive learning opportunities for children.

We encourage the children to play an active role in shaping their learning experiences. Adults engage in discussion with the children about what they are interested in and which resources they need to support their learning. We aim to provide an attractive, challenging learning environment that offers high quality opportunities for the children to learn through play, both indoors and outdoors. There is a range of "continuous provision" available in the classroom, that is designed to offer open-ended, practical learning opportunities. Children are supported to think creatively and imaginatively and explore how resources can be adapted. Each week, the provision is enhanced with additional resources, based on the previous week's observations.

## **H. Planning**

Our planning has a sharp focus on the children's needs, their interests and their stages of development. We recognise that the seven areas of learning cannot be delivered in isolation and seek opportunities to make links between them. We aim to deliver the curriculum through planned, purposeful play and present new concepts in meaningful contexts that enable the children to build on what they already know.

### **1. Long Term Planning**

Our long term planning demonstrates how our continuous provision meets the EYFS requirements and promotes learning within the areas of learning and development, tracks the learning objectives that have been covered and highlights any key events to be included.

### **2. Medium Term Planning**

At British Overseas School, we deliver a creative curriculum, which is based around themes which last according to the children's interests. Medium term planning shows

the key learning experiences for each area of the curriculum. Teachers use this flexibly, choosing learning experiences to meet the needs of the children.

### **3. Short Term Planning**

Short term planning shows the learning opportunities that will be available over the week. It includes differentiated adult led experiences for curriculum areas, as well as showing how the learning environment will be enhanced in response to the previous week's observations and assessment of the children.

## **I. Observation and Assessment**

At British Overseas, we use a range of strategies to gather information about the children's learning and development and use this information to ensure that our planning meets the needs of all learners. During child initiated activities, teachers take photographs, and make and record observations. Each child has a Learning Journey and all observations are gathered here. Each child in Reception also has a Literacy book, Maths book and IPC book where examples of work in these areas are gathered.

### **Baseline Assessment**

From the first half of the Autumn term onwards, the teachers use their knowledge of each child to decide which band of 'Development Matters' they are working on in each area of the curriculum. This allows learning opportunities to be pitched appropriately and also provides a baseline of the children's attainment. This information is closely monitored to ensure that all children are making good progress. Children in Reception class also complete the Durham assessment tasks at the beginning, and end, of the year.

In the Summer term of the Reception year, teachers consider the 17 Early Learning Goals in the EYFS Profile along with the results from the Durham assessment to decide whether each child is working at the expected levels, exceeding the levels or emerging levels. Judgements against the Early Learning Goals are based on ongoing observation; all relevant records; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

At the end of the year, there is a comprehensive handover meeting with the Year 1 teachers, commenting on each child's skills and abilities in relation to the three key characteristics of effective learning. This helps to create a smooth transition and assists with the planning of activities in Year 1.

## **J. Learning Environment**

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience. Resources are clearly labeled and organised, enabling the children to access them with a high level of independence. Teachers regularly evaluate the effectiveness of the learning zones and make adaptations as necessary.

## **K. Parent Partnerships**

We recognise that parents and carers are a child's first and most enduring educators and we aim for the schools and parents and carers to work closely in the Foundation stage. This can have a very positive impact on a child's development but relies on a two-way flow of information and knowledge.

We will develop this working relationship between the school and parents and carers as follows:

- We will hold a parent consultation early in the year to establish how a child is settling into the school environment.
- We will publish a weekly bulletin detailing the areas of learning and the overarching theme of the term or half-term.
- We will operate an "open door" policy that will allow parents and carers to discuss concerns and developments in an informal manner. Conversely, if Foundation staff have concerns about the progress of a child, they will immediately approach parents and carers to discuss them.
- We will conduct workshops for parents and carers to enable them to be familiar with the teaching methods used in school to make it easier to emulate them at home.
- We will hold a wide variety of events throughout the year and invite parents and carers to join us in an informal manner.

## **L. Behaviour Management**

Please refer to the school's 'Behaviour Management policy.

## **M. Transitions**

### **1. Pre-Nursery, and Pre-Nursery to Nursery, and Nursery to Reception**

We hold orientation meetings for parents of children starting all classes in early September, where we outline daily routines and expectations and answer any questions parents may have. Children also have a settling in transition where the timings of sessions are reduced for the first few weeks of term.



## **2. Transition from Reception to Year One**

In the Summer term, we begin a programme of transition to support the children with their move to Year One. This involves visits to the Year One classroom, and opportunities to ask any questions about the next year.

## **N. Arrival and Collection of Children**

Pre-Nursery Class (age 2-3)

- Term 1: 8.45am - 11.45am.
- Term 2: 8.45am - 12.00pm, Friday 11.45am.
- Term 3: 8.45am - 12.15pm, Friday 11.45am.

Nursery Class (age 3-4)

- Term 1: 7.45am - 12.00pm. Friday 11.45am
- Term 2: 7.45am - 12.30pm. Friday 11.45am
- Term 3: 7.45am - 1:00pm. Friday 11.45am.

Reception Class (age 4-5)

- Term 1: First 3 weeks: 7.45am - 12.00pm thereafter Monday-Thursday 7.45am - 2.15pm, Friday 7.45 - 12.00pm

Nursery and Reception children can enter school from 7:30 and Pre-Nursery children from 8.45. Each child is marked in on the day's register by the class teacher. Parents/carers use the internal corridor classroom doors when collecting their child(ren) at the end of the school day. If a child needs to be collected during the school day, parents report to the reception desk. Under no circumstances is a child allowed to leave with anyone other than those named on the child's security pass, unless the parent has given permission. If there are queries regarding a child's collection, the class teacher will contact the child's parent/guardian to discuss the situation with them.

## **O. Food and Drink**

British Overseas School has a Healthy Eating policy:

- Healthy snacks are eaten Monday through to Thursday.
- On Fun Friday children are allowed to bring snacks of their own choice.
- Children are supported to wash their hands with soap before starting their snacks.
- Teachers monitor what the children have eaten and remind them to remain seated when eating and drinking.

- Fresh drinking water is available at all times.

## **P. Toileting**

At the British Overseas School children's toileting needs are supported by Class Teachers and Support Teachers.

- Children in Pre-Nursery start school untrained, wearing disposable diapers, progressing to pull-ups by Term 3, then proceed to using the toilet with adult help.
- Children in Nursery are supported by Class Teachers and Support Teachers and children are usually able to toilet independently, with supervision, by the end of Term 3.
- Children in Reception are encouraged to toilet themselves with supervision by the Class Teachers and Support Teachers.

## **Q. Medicines**

- Only drugs/medicines prescribed by a registered Medical Practitioner will be administered to children by the school nurse.
- Parents should complete and hand in a Medication Consent Form, along with medicine, to the school nurse.
- Drugs/medicines must only be administered to the child for whom they are prescribed and all drugs/medicines must be kept in the original container stating whom they are prescribed for and dosage information.

## **R. Cell phones**

Mobile phones must not be used during class time by any adult (Teachers and/or parents/carers). This includes using mobile phones to take pictures of children apart from.

## **S. Monitoring and Review**

This policy is monitored by the governing body, and will be reviewed annually.

Date of Policy: 14 November 2022

Date Reviewed: November 2025

Date to be Reviewed: November 2026