

The British School

Working together for our children's future



The Early Years Foundation Stage at The British School

Introduction:

Early Years at the British School refers to their first year; the Reception year. The children enter the school in the September in the year in which they reach their fifth birthday. The majority of children will have previously attended either the on-site pre-school setting 'The Kindergarten' or another pre-school setting where they will have started to experience the Early Years Foundation stage curriculum.

We provide a secure and caring environment where children are treated as individuals and feel respected, valued and confident. Each child is encouraged to progress, learn and develop a sense of self through learning experiences provided and resources made available to them. Learning is meaningfully planned and linked to children's interests. Strong links with The Kindergarten (on site) ensures that children are well equipped and the transition into school is a very positive one. Children in the EYFS are encouraged to be as independent as possible in all aspects of learning and development.

Intent:

The staff at The British School are committed to meeting the requirements of the Early Years Foundation Stage Curriculum through high quality teaching and learning for all. We offer a creative, broad and balanced curriculum which encompasses academic subjects, sport, music, Forest school and social, moral, spiritual and personal education.

We believe in developing the holistic child; putting their needs and interests at the forefront of their learning and encouraging them to aspire to be the best version of themselves. We embrace difference and teach character building skills which will serve our pupils well throughout their lives. We are particularly proud of the active role our pupils play within their local and wider community.

We have the same ambitious expectations for all children, regardless of any special education needs and disabilities. We are attentive to all children's needs, particularly the youngest in our care. We have a whole school approach to healthy living and teach children to live a healthy lifestyle and carry out hygienic routines in school.

Overarching principles:

There are four guiding principles that shape practice in early years settings. These are:

- 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**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers
- **children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities

Aims:

Every child deserves the best possible start in life and the support that enables them to fulfil their potential.' (Statutory Framework for the Early Years Foundation Stage 2021)

The Early Years Foundation Stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old. All schools and Ofsted-registered early years providers must follow the EYFS, including childminders, preschools, nurseries and school reception classes. The Early Years Foundation Stage (EYFS) framework supports an integrated approach to early learning and care. It gives all professionals a set of common principles and commitments to deliver quality early education and childcare experiences to all children.

As well as being the core document for all professionals working in the foundation years, the EYFS framework gives parents and carers the confidence that regardless of where they choose for their child's early education, they can be assured that the same statutory commitments and principles will underpin their child's learning and development experience.

Implementation:

Learning in the EYFS takes place through a range of child-initiated, planned adult-initiated and adult-directed activities. We have adopted a curriculum that is ambitious and gives children the knowledge, self-belief and cultural capital that they need to succeed in life. The stimulating learning environment is rich in a variety of resources for children to experience their learning both indoor and in outdoor spaces. Planning is sequenced and builds on prior knowledge. The teaching of phonics in the EYFS gives children the foundations for future learning and enables them to become future, fluent readers. Synthetic phonics is taught systematically, enabling children to read simple words and sentences by the end of Reception. A wide range of high-quality stories are shared with children every day in order to introduce new vocabulary and ideas. Maths is taught daily and children are provided with resources to support their developing knowledge and help them with more complex learning later on.

Staff use Seesaw to celebrate children's progress with parents and carers as well as document their learning, alongside our data tracking system Insight Data.

Staff have specialist knowledge of the Early Years framework and frequently use CPD opportunities to improve their practice.

Reception Curriculum:

As Early Years practitioners, we will be supporting children in the four *specific* areas outlined in the Early Years Foundation Stage Curriculum.

- Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers,

calculating simple addition and subtraction problems and to describe shapes, spaces, and measures.

- Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- Expressive arts and design involves enabling children to explore and play with a wide range of media and materials as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.

It is through the four *specific* areas that the following three *prime* areas are strengthened and applied;

- Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- Physical development involves providing opportunities for young children to be active and interactive and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity and to make healthy choices in relation to food.
- Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

'A child's future choices, attainment, wellbeing, happiness and resilience are profoundly affected by the quality of guidance, love and care they receive during their first years' (Tickell review).

To provide this quality we need to start by understanding as much as we can about how children learn and develop. The EYFS has made this a statutory requirement.

The Unique Child reaches out to relate to people and things through the Characteristics of Effective Learning, which move through all areas of learning.

- playing and exploring
- active learning
- creating and thinking critically.

Pre-school visits:

We feel it is important to provide opportunities for parents, children and teachers to get to know each other during the summer term before starting in September. These include;

- Sessions in the Reception class in Term 6
- Parents' meeting (a chance to meet school staff and ask any questions)
- Transition meetings with The British School Kindergarten and other pre-school settings
- Other school events open to pre-school children
- Home visits in the Summer term.

Oral Health

We promote good oral health, as well as good health in general, in the early years by:

- Promoting good oral health
- Ensuring children visit the dentist
- Discussing the effects of eating too many sweet things
- Discussing the importance of brushing your teeth
- Providing healthy snacks including milk for 4 year olds
- A water only policy for drinks bottles

Assessment, Planning and Reporting:

On-going formative assessment is at the heart of effective early years practice. Children's progress and achievements will be recorded using both Seesaw and a paper 'Learning Diary'. This is a working document that we welcome contributions to, from parents/ carers, extended family and other staff members. These achievements can be shared at school and added to the children's diary.

Through the year, there are Parent's Evenings to keep parents informed. Appointments can be made at other times with the staff or Head teacher if it is required. Full written reports are given to parents at the end of the Reception Year.

In the final term of the reception year, the EYFS Profile must be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1.

Each child's level of development must be assessed against the early learning goals. Practitioners must indicate whether children are meeting expected levels of development or not yet reaching expected levels ('emerging'). This is the EYFS Profile.

Year 1 teachers will be given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. These should inform a dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Year 1. As a school we will share the results of the Profile with parents/carers.

Home Learning:

The British School provides a variety of opportunities in which you can support your child's learning at home. These include;

- Reading books
- Bug Club (online books)
- Word folder
- Online Maths activities

We aim to work with parents/ carers and will accommodate any specific needs regarding extra support needed for home learning. However, we do expect children to do little and often at home and a comment to be recorded in their reading journal. We offer reading/Literacy and Maths workshops to all parents to help them support the way their child learns in the classroom.

Impact:

Children develop detailed knowledge and skills across the seven areas of learning in an age-appropriate way, despite their starting points. Children are well prepared for the next stage of their education in Year 1. At the end of Reception, children are able to manage their own feelings and behaviour and have developed a sense of right and wrong.

Their vocabulary is increasing and they listen intently to adults and each other. Children are resilient to setbacks, take pride in their achievements and show high levels of curiosity.

Monitoring and Evaluation:

Staff are observed regularly, providing opportunities to evaluate practice with senior members of staff and subject leaders. We attend our local Early Years cluster group 6 times a year, which provides opportunities to share good practice and access support and advice. Gloucestershire's Early Years Team also provide a number of training courses throughout the year providing opportunities to meet a variety of people involved with early years education.

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