

## EYFS Policy

### Rationale

At the International School of Bucharest we believe that learning in the early years should be primarily first hand, experiential and active.

Our Core Values are **Learn Respect Succeed**:

- The International School of Bucharest provides each student with a broad, balanced education in a safe and supportive environment.
- We promote an enjoyment of learning, creativity and excellence whilst working in close harmony with our diverse community.
- We enable students to reach their full potential and develop skills to become independent, respectful and caring adults who will be successful and contribute to global society.

We will give young children opportunities and space to explore and discover in a secure environment. We recognise that, although children follow sequential patterns of development, every child is unique, having their own competencies which need to be brought out and built upon. Young children's learning should be embedded in what is familiar, involving play as an essential and rich part of the learning process. Learning should always be a pleasurable and rewarding experience; taking place in a social context. We encourage children's independence and autonomy with them taking responsibility for their learning as much as possible in an atmosphere of security and self-discipline.

### Aims and Objectives for the Foundation Stage

We aim to:

- Provide a caring and secure environment, where each child is valued as an individual.
- Provide equal opportunities for all children, incorporating different cultures, religions and special needs
- Develop every child's confidence and self-esteem to help them become caring and social individuals.
- Provide a flexible and stimulating curriculum across the seven areas of learning.
- Plan challenging learning experiences that have been informed by observation and assessment.
- Provide a range of opportunities that are both adult and child initiated within the classroom and outdoor classroom environment.
- Provide secure and safe learning environments indoors and out.
- Work in partnership with parents and within the wider context.

### Foundation Stage Curriculum

We follow the Statutory Framework of the EYFS and the four guiding principles that shape and guide practice within our Early Years setting. These are:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

### **A Unique Child:**

At ISB, 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. Therefore we offer a curriculum that supports and develops every child as an individual through inclusive practice in a safe environment, with the child's interests at the core of all learning.

### **Inclusion:**

All children and their families are valued and treated fairly at ISB, regardless of race, gender, religion or ability. Children are treated as individuals and have equal access to all provisions available. All children are encouraged to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. Early identification of special needs is crucial to enable staff to support the development of each child. Concerns are always discussed with parents at an early stage and the Student Support Service is called upon for further information and advice as needed.

### **Positive Relationships:**

At ISB, we recognise that children learn to be strong, confident and independent from being in secure relationships. We always aim to develop caring, respectful, professional relationships with the children and their families.

### **Parents as Partners and the Wider Community:**

At ISB, we recognise that parents are children's first and most enduring educators and we value the contributions and support that they give their child and us. This process is developed and strengthened by:

- Our Open Days where prospective parents are given the opportunity to gain a feel for how our EYFS functions in a normal school day;
- Induction Meetings / Trial days where our aims are presented to, and discussed with, the parents;
- Our Induction Process, offering children the opportunity to spend time in the EYFS before starting school;
- Offering one to one interviews and/or home visits as part of the induction process;
- Holding 'Meet and Greet' meetings at the start of the school year;
- Always operating an open door policy for parents with any queries;
- Offering parent evenings throughout the course of the year;
- Holding some workshops for parents throughout the year, offering support with different areas of the curriculum;
- Sharing the children's work with the parents and valuing the on-going contributions to these from parents.

### **Enabling Environments:**

At ISB, we recognise that the environment plays a key role in supporting and extending the children's development. This begins by observing, talking to and listening to the children and assessing their interests, development and learning, before planning challenging but achievable activities and experiences.

### **The Learning Environment:**

The EYFS classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, be quiet and creative, etc. The EYFS has its own outdoor learning area. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. The children can explore, use their senses and be physically active.

### **Learning and Development:**

We plan a relevant, stimulating and challenging curriculum that is based upon our observations and assessments of all the children. By assessing the children's needs and stages across the seven areas of the curriculum we allow them to achieve and, where relevant, exceed the Early Learning Goals.

All seven areas of learning and development, in combination with the Characteristics of an Effective Learner, are important and inter-connected.

Three areas (Prime Areas) are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The Prime Areas are:

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

Children are supported through the 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

The way in which the child engages with other people and their environment underpins learning and development across all areas and supports the child to remain an effective and motivated learner.

The Characteristics of Effective Learning are:

- Playing and Exploring
- Active Learning
- Creating and thinking critically.

### **Observation, Assessment and Planning:**

EYFS staff use observations as the basis for planning. Our staff are skilled at observing children to identify their achievements, interests and next steps for learning. This fostering of the children's interests develops a high level of motivation for the children's

learning. The planning objectives within EYFS are from the Development Matters Statements from the Early Years Foundation Stage document. We make regular assessments of children’s learning and we use this information to ensure that future planning reflects identified needs. Assessment in EYFS takes the form of both formal and informal observations, all recorded on our online platform, Tapestry. Student development is also tracked at regular intervals throughout their first year at school.

At the end of their year in Star Class (FS2), the children’s progress is recorded against the Early Years Foundation Stage Profile. Each child’s level of development is recorded against the 17 Early Learning Goals.

**Admissions:**

Children are admitted to our EYFS following the procedures outlined in our Admissions Policy.

Some children find full days very tiring, we do have the flexibility to offer a more staggered entry into school to suit a child’s individual needs if either the parent, or the child’s teacher, feels that is more appropriate.

<b>Approved by:</b>	Primary SLT
<b>Date:</b>	August 2021
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