



EYFS POLICY

Reviewed: August 2024

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Mission Statement

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.

Our Values - HERO (Honesty, Empathy, Responsibility, Open-Mindedness)

At the International School of Bucharest, we are committed to nurturing a learning environment that is not only academically rigorous but also rooted in strong character development. Our HERO values—Honesty, Empathy, Responsibility, and Open-Mindedness—are at the core of everything we do.

These values were carefully chosen through a comprehensive review involving students, teachers, parents, and non-teaching staff. Our HERO values guide us in fostering a culture of mutual respect and academic excellence within our diverse community.

- **Honesty** underpins the moral foundation of our school, ensuring that integrity and truthfulness are consistently upheld.
- **Empathy** encourages us to understand and share the feelings of others, creating a supportive and caring environment.
- **Responsibility** reflects our commitment to accountability, both in our actions and in our contributions to the school and global society.
- **Open-Mindedness** inspires a willingness to consider new ideas and perspectives, fostering an inclusive and forward-thinking community.

By embracing these values, we equip our students with the skills and character necessary to succeed and contribute positively to the world around them. These values align closely with the Early Years Foundation Stage (EYFS) framework's emphasis on personal, social, and emotional development, ensuring our youngest learners develop strong moral and ethical foundations.

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 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 outdoors.
- Work in partnership with parents and within the wider context.

Foundation Stage Curriculum

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

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

A Unique Child

At ISB, we recognize that every child is a competent learner who can be resilient, capable, confident, and self-assured. We acknowledge 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. We ensure that all children have equal access to all provisions available.

We encourage every child to achieve their personal best, adapting planning to meet the needs of all groups and abilities. Early identification of special educational needs (SEN) is crucial to support each child's development. Concerns are discussed with parents at an early stage, and the Counseling and Learning Support (CLS) team provides further information and advice as needed.

To further support inclusion, we ensure that children learning English as an additional language (EAL) receive tailored in class support to integrate fully into the learning environment. We also celebrate cultural diversity by incorporating various cultural traditions, languages, and festivals into our curriculum, fostering a sense of belonging and respect for all.

Positive Relationships

At ISB, we understand that children learn to be strong, confident, and independent through secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

Parents as Partners

We recognize that parents are children's first and most enduring educators, and we value their contributions. We develop and strengthen this partnership through:

- Open Days, where prospective parents experience how our EYFS functions.
- Induction Meetings/Trial days to present and discuss our aims with parents.
- 'Meet and Greet' meetings at the start of the school year.
- An open-door policy for parent queries.
- Parent evenings throughout the year.
- Workshops for parents on different areas of the curriculum.
- Sharing children's work with parents and valuing their ongoing contributions.

Enabling Environments

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

The Learning Environment

Our EYFS classrooms are organized to allow children to explore and learn securely and safely. The classrooms include areas for active play, quiet time, and creativity. The EYFS also has its own outdoor learning area, offering opportunities to explore, use their senses, and be physically active in ways that differ from indoor learning.

We emphasize sustainability and environmental awareness by incorporating activities related to gardening, recycling, and nature exploration, fostering a connection with and respect for the natural world.

Learning and Development

We plan a relevant, stimulating, and challenging curriculum based on our observations and assessments of all the children. By assessing 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 Effective Learning, are important and interconnected. The three 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 also supported in the four Specific Areas, which strengthen and apply the three Prime Areas:

The Specific Areas are:

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

The child's engagement 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

Our 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. Fostering the children's interests develops a high level of motivation for their learning. The planning objectives within EYFS are informed by the Development Matters Statements from the Early Years Foundation Stage document, ensuring alignment with the latest guidance.

Regular assessments of children's learning are made, using 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 tracked regularly throughout their time in the EYFS.

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

Admissions

Children are admitted to our EYFS following the procedures outlined in our Admissions Policy. Flexibility is offered to accommodate staggered entry into school to suit a child's individual needs, based on recommendations from parents or the child's teacher.

We clearly communicate our admissions process to parents, ensuring they are informed about policies on staggered entry and how individual needs are assessed before entry.

We support children and parents during the transition into EYFS, particularly for those who may be joining mid-year or from different educational backgrounds, ensuring a smooth and supportive start to their learning journey at ISB.

Policy Review and Parental Feedback

This policy is reviewed regularly to ensure it remains current and comprehensive, reflecting any updates in the EYFS framework or other relevant legislation. We actively seek and incorporate parental feedback through regular surveys and meetings, using this input to continuously improve our EYFS provision.

Reviewed - August 2024

Approved by SLT

