



**KING'S COLLEGE SCHOOL**  
SOTO DE VIÑUELAS

## King's College Soto Early Years Foundation Stage Policy

### Aims

This policy aims to ensure:

- That each child fulfils their potential within a playful and imaginative context. All children will have access to a broad, balanced, relevant and creative curriculum that gives them a comprehensive range of knowledge and skills which will be fundamental for later academic and life achievement.
- Quality and consistency in teaching and learning so that every child makes good progress, including those with English as an additional language and those with special educational needs.
- A close working partnership between practitioners and parents and/or carers.
- Every child is included and supported through equality of opportunity and anti-discriminatory practice.
- We provide a safe, challenging, stimulating, caring, sharing and enabling environment which is sensitive to the needs of individual children, including those with additional needs.
- That all practitioners value the importance that the Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development.

### The Rights of EYFS Learners

All children in our EYFS settings require:

- Practitioners who are sensitive to their differing needs, abilities, backgrounds and previous experiences.
- Practitioners who teach, scaffold, support, care and offer equal opportunities for them to develop and grow.
- Practitioners who respect pupils and value their ideas and opinions, recognising that every child is an individual.
- A challenging, diverse and flexible curriculum allowing skills to be practised and embedded in different areas, leading to deeper learning. This includes rich and positive learning opportunities with first-hand experience, varied to include all learning styles and encompassing regular opportunities to explore and learn through practical and play based experiences.
- Opportunities to make decisions and take responsibility – both for their learning and their behaviour. The curriculum is founded upon offering opportunities for the development of personal qualities, social skills, risk taking and positive attitudes towards learning. This includes developing resilience through the chance to make mistakes in a forgiving environment and to realise that making mistakes is a learning experience.



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## Legislation

This policy is based on requirements set out in the 2021 statutory framework for the Early Years Foundation Stage (EYFS), and to be in-line with current UK practice.

## Structure of the EYFS

In King's College, Soto, we have a Baby Unit, Pre Pre-Nursery, Pre-Nursery, Nursery and Reception classes. Children start school following the Spanish admissions system (January – December) thus some children are up to a term younger than those in the UK. Within the classes, there are a high proportion of learners with English as an additional language.

When placing children in our Baby Unit to Pre-Nursery classes, we offer flexibility based on individual children's needs and stages of development, rather than purely on their age. Children will move to the next class when the practitioners, in consultation with parents, believe that it will be beneficial. There is a careful plan in place to provide a smooth transition to the next class.

Baby Unit (starting from 4 months +)

Pre Pre-Nursery (starting around 12-14 months/1-1.2yrs)

Pre-Nursery (starting from around 21 months/1.9yrs)

Nursery: (starting from between 33 months/2.9yrs and 44 months/3.8yrs)

Reception: (starting from between 45 months/3.9yrs and 56 months 4.8yrs)

Our day starts at 09:00 and finishes at 16:30. There is supervised care provided until 17:00. At an additional cost, we provide a breakfast club from 08:00 to 09:00 and an after school club from 17:00 - 17:30.

We ensure that there is always a member of staff available who speaks Spanish to help with translation when relaying important information to the children and parents.

## Pedagogy

In King's College, Soto, practitioners consider the youngest child's right to fulfil their potential at this early stage in life within a playful and imaginative context. We honour childhood as a special time of life, while providing the foundation skills that will be fundamental for later academic and life achievement.

At the heart of our approach is our understanding that children are competent, curious and relational.

We believe that children have unlimited potential and that we must value and "listen to" their strengths. Children are capable of constructing theory and understanding through the open ended activities and provocations that we provide.



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The role of our experienced, dedicated teachers is to guide and scaffold the children's learning, in partnership with parents and carers, rather than simply providing the children with the answers.

Children are naturally curious about the world around them and our professionals maximise this curiosity to further extend the children's learning. Outdoor learning is an integral part of our teaching and learning.

Children are relational. They learn through making connections between things, concepts and experiences. They make these connections through interaction with others and the environment they are in. Our classrooms are designed to promote interaction among peers. Children work together on projects, problem-solving, and creative activities. This collaborative environment fosters social skills, empathy, and a sense of community. Parents are seen as partners in the learning process and their insights and contributions are actively sought.

## Curriculum

Our curriculum is based on the Early Years Foundation Stage (EYFS) Statutory Framework, following guidance from "Development Matters." We provide rich and stimulating provocations and experiences, both indoors and outdoors, which enable the children to make excellent progress in the seven areas of learning, as well as developing the characteristics that enable them to be effective learners. Our curriculum is evolving and flexible, guided by the children's interests, responses and individual needs in order to meet the needs of all children, including those with English as an additional language and special education needs.

The Prime areas of the EYFS Framework are fundamental building blocks which are crucial in providing strong foundations in children's development and learning. Therefore, the progression of the EYFS curriculum ensures a key focus on these Prime areas of learning, which are:

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

These Prime areas support the subsequent development of all Specific areas of the EYFS curriculum which are:

- Literacy
- Maths
- Understanding of the World
- Expressive Arts and Design.

The EYFS department provides continual opportunities for children to develop their understanding of themselves and others through planned Personal, Social and Emotional Development (PSED) lessons, role play, stories, circle time and provocations.



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Frequent speaking and listening opportunities are developed and encouraged both during adult and child-led activities, as well as during everyday interactions between teachers and children.

The Characteristics of Effective Learning (CoEL) are a vital, integral part of our EYFS Curriculum, guided by "Development Matters." As competent practitioners, we reflect on the different ways that unique children respond to the teaching and learning taking place, as well as to their learning environment. We must also reflect on the different rates at which children are developing and adjust our practice accordingly. Information regarding pupils' development in these areas is recorded in children's individual online learning journals in Arc Pathways. Reflecting on information gathered allows teachers to plan opportunities for children to develop a range of learning characteristics and next steps through appropriate experiences and provocations, ensuring a careful balance of planned adult-led activities and child initiated learning sessions.

We are committed to the value of outdoor learning in our EYFS curriculum and all pupils in EYFS have the opportunity to learn outdoors every day. The outdoor environment is seen as an extension of the indoor classroom and high quality learning opportunities are planned daily, both indoors and outdoors. Our surrounding outdoor environment, including the Peace Garden and the allotment, is exceptional, enabling children to extend their learning and have contact with nature on a regular basis.

### **Planning**

Every year group within EYFS produces a Conceptual Long Term Curriculum document which outlines concepts and skills which practitioners would like to explore and develop with the children. Practitioners consider what they would like the children to think and learn about, as well as examples of open-ended questions which could be asked to provoke interest and deeper thinking. In this document, practitioners also consider initial provocations and enhancements which could be provided in our indoor and outdoor classrooms. Our Conceptual Curriculum document aims to ensure progression and challenge as children progress through our Early Years Department.

For medium and short term planning, practitioners observe, record, analyse and respond to the teaching and learning that is occurring in their indoor and outdoor classrooms. Planning is evolving and flexible, rather than being rigidly planned in advance. Devising open-ended concepts for each age group allows practitioners to define broad goals and make hypotheses about what direction the provocations and projects might take, but this is guided by the children's interests, responses and needs. Nevertheless, practitioners are carefully ensuring that they are encompassing and developing the EYFS seven areas of learning.

In Reception, key Maths and Literacy planning does take place in advance to ensure coverage throughout the year in preparation for the children obtaining the Early Learning Goals. However, additionally, plenty of time is allocated to provocations and projects based on the children's interests and responses. In this way, deep learning occurs as children are able to use what they have previously learnt.



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Planning is reviewed constantly to incorporate new ideas and thinking and to improve the quality of learning.

### ***Responsive Teaching and Deep Learning***

The competent child has a right to a competent teacher able to support, guide and direct them through their learning experience. Our approach to developing the curriculum is reflective and responsive throughout the planning, teaching and assessment process. Deep learning is ensured when the adult not only plans a rigorous curriculum with intention but also when the curriculum is designed around:

- Listening to children's own ideas, interests and understandings.
- Observing children in their explorations, actions and interactions.
- Supporting, guiding, scaffolding and responding to children's learning processes.
- Reflecting collaboratively on children's learning.
- Creating research questions that consider how children are learning as well as what they are learning.
- Collecting tangible evidence of learning process, experience and progress.
- Considering and interpreting evidence during the learning process and not only at the end of the learning journey.

The adults work with the children within a whole class, small group and individual context, as appropriate, to ensure that children are working just beyond their own independent reach. The whole group moments are a key part of the day.

Direct teaching moments are used when needed and the emphasis remains on scaffolding children's thinking and actions both verbally and non-verbally to ensure that they are working and thriving within their zone of proximal development. Teachers facilitate the questioning, thinking and learning between children rather than only through the adult. Scaffolding also takes place by intervening, modelling and offering materials when children are unable to move further independently.

### ***Overarching Principles***

The Early Years department promotes the four overarching principles of EYFS (following guidance from Development Matters, 2020). We recognise that the environment plays a key role in supporting and extending the children's development. The learning environment will provide the structure for children to explore experience, plan and make decisions for themselves, enabling them to learn, develop and make excellent progress.

The Early Years Foundation Stage is organised to allow children to explore and learn securely and safely. We aim to create an attractive, welcoming and stimulating learning environment, which will encourage children to explore, investigate and learn through first-hand experience. We aim to make places where children feel secure and confident, and are challenged to develop their independence.



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Our indoor and outdoor classroom environments are well organised and accessible to allow children to make choices and act on them both independently and collaboratively. Children are encouraged to become independent learners and take some responsibility for their own lines of enquiry and investigation.

### The Outdoor Environment

Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. Learning outside the classroom supports the development of healthy and active lifestyles by offering children opportunities for physical activity, freedom and movement, and promoting a sense of well-being. It gives them contact with the natural world and offers them experiences that are unique to outdoors, such as direct contact with the weather and the seasons. Outdoor play also supports children's problem solving skills and nurtures their creativity, as well as providing rich opportunities for their developing imagination, inventiveness and resourcefulness. In addition, the outdoor environment offers more space than indoors and therefore is particularly important to those children who learn best through active movement. All of our Early Years Classrooms have direct access to outdoor areas.

### Unique Child

At King's College Schools, we have the philosophy that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration, sharing assemblies and certificates, to encourage children to develop a positive attitude to learning.

### Inclusion

We value the diversity of individuals within the school and do not discriminate against children because of 'differences.' All children at Kings College are treated fairly regardless of race, religion, gender, abilities and life experiences. All children and their families are valued within our schools.

In our school we believe that all our children matter. We give our children every opportunity to do their best. We do this by taking account of our children's range of life experiences when planning for learning.

In the Early Years Foundation Stage, we set realistic and challenging expectations related to the needs of our children. We achieve this by planning to meet the needs of boys and girls, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.



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If it is identified that a child may need extra support or challenge, we liaise closely with parents and specialists, both within our school setting and externally.

We ensure that there is always a member of staff available who speaks Spanish to help with translation when relaying important information to the children and parents and when assessing some areas of the curriculum. Where possible, we seek the support of international staff to help with communication in languages other than Spanish or English.

We meet the needs of all our children through:

- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence.
- Using a wide range of teaching strategies based on children's learning needs.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- Providing a safe and supportive learning environment in which the contribution of all children is valued.
- Using resources which reflect diversity and are free from discrimination and stereotyping.
- Providing challenging provocations and projects for children whose ability and understanding are in advance of their language and communication skills. Allowing children to demonstrate their understanding in different ways, e.g. through clay, dance, music.
- Monitoring children's progress and taking action to provide support as necessary, recording information on ISAMS and Arc Pathways.

## **Technology**

Technology has a central role to play in the creation of a relational learning community. However, this does not mean that our young children should spend extended amounts of time in front of a screen. Instead, technology should be used to enrich the exploratory environment by offering transformative contexts which encourage interaction with the environment from different perspectives. Digital projectors, microscopes, visualizers, wifi cameras are keytools which can be used in exploratory learning.

## **SEN**

Special Educational Needs are identified early and any necessary interventions are made swiftly with the help of the schools SENCO. We ensure the children's needs are met and that they continue to do well at school. Achievable targets will be set using IEPs and updated on Edukey. The school also works closely with outside agencies to support children in school. (Please see the SEN policy for more detail)



## Positive Relationships with Children and Parents

At King's College Schools, we recognise that children learn to be strong and independent through developing secure relationships. We aim to develop caring, respectful, professional relationships with the children and their families.

### **Parents as Partners**

We recognise that parents and carers are children's first and most enduring educators and we value the contribution they make. We understand and appreciate the role they play, and their future role, in educating their children.

We do this through:

- Talking to parents about their child before their child starts in our school.
- Giving new parents and children the opportunity to visit their class and spend time with their teacher before starting school. We offer "Play and Stay" sessions throughout June for new pupils starting King's College.
- Providing a Welcome Booklet which outlines the curriculum and school routines.
- Inviting all parents to an induction meeting before the start of the school year.
- Arranging for children to start school using a staggered entry system so that the teacher can welcome each child individually into our school.
- Operating an "open door" policy, whereby parents/carers can come and discuss concerns and developments in an informal manner. We always encourage parents to talk to the child's teacher if there are any concerns.
- Providing regular communication with home through Class Dojo, emails, Arc Pathways and face to face communication.
- Providing curriculum information and general school communication through newsletters, School and Home Learning Booklets and the school website.
- Celebrating effort and progress at school and home through the use of Arc Pathways.
- Offering official Parents Evenings twice per year to talk about their child's progress and targets.
- Providing a written report once a term, outlining children's progress.
- Inviting parents to support and join in with special activities in our classrooms.
- Inviting parents into school to talk to pupils regarding their occupation/culture/special events.
- Holding regular workshops throughout the year to explain how we teach areas such as Phonics, Reading and Maths.
- Offering a range of activities, throughout the year, that encourage collaboration between child, school and parents. For example, Mighty Meriendas, the Summer Fair and Coffee Mornings.
- Encouraging support from home through asking parents to read with their child daily, recording comments in the "Reading is Fun" book.





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## Spiritual, Moral, Social and Cultural Education

At King's College Schools, the promotion of pupils' spiritual, moral, social and cultural education is considered to be a whole school approach.

It is promoted not only through all the areas of the curriculum, but also through the ethos of the school and through the development of positive attitudes and values. It supports all areas of learning in the Early Years Foundation Stage and makes an important contribution to the child's motivation to learn.

It is recognised that such development will be most successful when the values and attitudes promoted by the staff provide a model of behaviour for the children. This is brought about by caring relationships with Early Years staff, constant guidance and nurturing in social interaction and behaviour, and by building on the children's self-esteem through inclusive practice and respect.

## Assessment

At King's College Schools, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future provision and planning. Parents/carers are also encouraged to share observations and experiences of their children through Arc Pathway and Dojo.

In our EYFS department, the documentation approach to making children's learning processes visible also forms a central part of our approach to assessment. Pedagogical documentation, some of which is displayed in the classroom, includes:

- The child's own voice through annotations of conversations.
- Photographic or video evidence which reveals the learning process rather than the final product.
- Teachers own reflections and anecdotal evidence on what is happening.

During the first term in EYFS, the teachers assess the children using Arc Pathway to provide a baseline to identify what the children already know and can do, identify patterns of attainment within the cohort and to monitor progress throughout the year. This also allows the early identification of children who will require additional support or challenge.

We continually assess children's learning and progress and we use this information to ensure that future provision reflects identified needs. Assessment in the EYFS takes the form of both formal and informal observations.



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The children's progress is tracked and monitored using Arc Pathway and their Special Folders (portfolios). This forms the basis of each child's individual profile and will naturally feed into subsequent provision. Arc Pathways is a two way sharing of information and parents are also invited to contribute with key moments from home.

When a child is aged between 2 and 3, practitioners carry out the "Two Year Progress Check" using Arc Pathway and communicate with parents and/or carers regarding the child's development in the 3 Prime areas. This 'Early Years Review' highlights the areas in which a child is progressing well and the areas in which additional support is required. Practitioners will carefully consider any strategies that they need to adopt to address issues or concerns.

At the end of the EYFS, staff complete the EYFS profile for each child using Arc Pathway. Pupils are assessed against the 17 Early Learning Goals, indicating whether they are meeting the expected levels of development or emerging in levels of development. The profile reflects ongoing observations and discussions with parents and/or carers. The results of the profile are then shared with parents and/or carers through Arc Pathway and written reports.

## **Safeguarding and welfare procedures**

Our safeguarding and welfare procedures are outlined in our safeguarding policy.

At King's College Schools we promote the safeguarding of all children. The school takes its child protection responsibilities very seriously. Any concerns which the school has will be noted and, if deemed necessary, will be reported to the relevant agency. All adults working with the children are subject to a range of background checks. The safety and welfare of all children in Early Years is paramount to all the staff working at the school.

It is important to us that all children in the school are safe. We aim to educate children on boundaries, rules and codes of behaviour, supporting them in understanding why these rules are important. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards. We aim to protect the physical and psychological wellbeing of all children. The school has policies and procedures which all staff follow in order for all children to feel and be safe. The school has a designated safeguarding lead who can be contacted through email, MyConcen and in person, if you have any concerns about the safety of a child. Please see the relevant policies for more detail – Child Protection Policy, Health and Safety Policy, E-safety Policy, Positive Behaviour Policy, Anti-bullying Policy and Whole School Safeguarding Children Policy.



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## **Welfare**

Children learn best when they are healthy, safe and secure, when their individual needs are met and when they have positive relationships with the adults caring for them.

We understand that we are required to:

- Promote the welfare of all children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs.
- Ensure all adults who look after the children or who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture and equipment is safe and suitable for purpose.
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs.
- Maintain records, policies and procedures required for safe efficient management of the setting and to meet the needs of the children.

We endeavour to meet all these requirements.

## **Nappy changing and toileting procedures**

All staff must ensure that:

- Children in our care are relaxed, comfortable and happy at all times, including during nappy changes.
- They safeguard the rights and promote the welfare of children.
- They are knowledgeable about personal care and that parent's individual concerns are taken into account.
- They protect children from discrimination and ensure the inclusion of all.
- They are gentle when changing; allowing time for communicating with the child, talking and responding to their sounds.

## **Nappy Changing Procedures**

- Nappies should be checked at least every two hours and changed if wet or soiled by one of the children's key workers. If it is observed that a child is uncomfortable or needs changed at any other time, they should be checked and changed immediately.
- We must signal our intention to change a child's nappy before doing so, ensuring that the child understands and anticipates what is going to happen, as appropriate to their development.
- Staff should always change children in the nappy-changing area which, whilst allowing for privacy, is not closed off. This is part of making sure there is a culture of openness which safeguards children and ensures all adults follow safe working practices.



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- Each child has their own cubby with their nappies and changing wipes/towel and possibly cream; there may also be a special toy for the baby or toddler to play with. It should be clarified with parents if they wish their child to be cleaned with wipes, or a towel and warm water.
- Clean gloves and aprons (if necessary) are put on before the changing starts and the area is prepared.
- Staff use a fresh apron and gloves for each nappy change.
- Children should never be left unattended on the changing mat.
- Prevention of cross contamination is always a priority and care must be taken to use a different glove when applying any cream.
- The nappy changing mat is sterilised with antibacterial spray after each nappy change.
- Staff will wash their hands with soap and water between each nappy change.
- Soiled nappies, gloves and aprons are removed immediately after changing and disposed of in the correct bin.
- Parents and the school nurse will be informed if two loose nappies have been changed for a child in any one day.

### Toileting procedures

- Young children are encouraged to take an interest in using the toilet. They can access the toilet when they have the need to and are encouraged to be independent.
- Younger children will be supervised closely within the toilet area.
- Children should be assisted to dress fully before leaving the toilet area.
- Potties will be stored and used in the toilet area only.
- Used potties will be emptied and cleaned immediately by staff, using antibacterial spray.
- All children are encouraged to wash their hands and we have soap and towels to hand.
- If a child has soiled themselves then staff will assist the child in cleaning themselves up and putting on fresh clothes.
- Staff must always wear gloves when assisting a child who has soiled themselves and place all soiled clothing in a nappy sack/bin bag.
- The area should then be cleaned using anti-bacterial spray.
- If children soil themselves, the incident should be logged by the member of staff who changed the child, and parents informed, using Dojo or Arc Pathway (TBC)

### Monitoring arrangements and evaluation

The senior leadership team, alongside the EYFS team, monitors planning, classroom organisation and practice to ensure there is consistency across the year groups and that the policy is being implemented. The Foundation Stage team has regular meetings to moderate work and review progress across the year groups, as well as between other King's College Schools.

The senior leadership team will be carrying out monitoring of the EYFS as part of the whole school monitoring schedule.



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## Appendix 1 List of other relevant, King's College Soto, Policies

- EYFS Marking and Feedback Policy
- Baby Unit Policy
- Whole School Safeguarding Children Policy
- Primary Positive Behaviour Policy
- Health and Safety Policy
- Cleaning toys and the sandpit policies

<b>Reviewed by:</b> Dawn Sutherland - Head of EYFS	<b>Date:</b> June 2024
<b>Approved by:</b> Paula Parkinson - Head of Primary	<b>Next Review:</b> June 2025