



## **King's Group EYFS Policy (Early Years Foundation Stage)**



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## 1.0 Aims

This policy aims to ensure:

- That children access a broad, balanced, relevant and creative curriculum that gives them a comprehensive range of knowledge and skills needed for good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- Close partnership working between practitioners and with 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 the child, including children with additional needs
- King's College schools value the importance that Early Years Foundation Stage (EYFS) plays in laying secure foundations for future learning and development
- King's College schools view EYFS as a preparation for life as well as preparation for the next stage of education

## 2.0 The Needs of EYFS Learners

All children in our EYFS settings require:

- Practitioners who are sensitive to their differing needs, abilities, backgrounds and previous experiences to teach, support, care and offer equal opportunities for pupils to develop
- Practitioners who respect pupils and value their ideas and opinions recognising that every child is an individual
- A challenging and diverse curriculum offering ample opportunity to practise and develop skills and learning. This includes rich and positive learning experiences with first-hand experience, varied to include all learning styles and encompassing regular opportunity to explore and learn through practical and play activities



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- 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.

### 3.0 Legislation

This policy is based on a reference to Development Matters 2021 (Non-statutory curriculum guidance for the early years foundation stage) with an emphasis on an enquiry and constructivism based learning approach.

### 4.0 Structure of the EYFS

In King's College, the British School of Madrid 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. The Baby Unit (starting from 4 months until becoming an able walker) Pre Pre Nursery (starting approximately when the child is 20 months/1.8yrs) Pre Nursery (starting from 21 months to 32 months) Nursery: (starting from 33 months/2.9yrs to 44 months/3.8yrs) Reception: (starting from 45 months/3.9yrs to 56 months 4.8yrs) Our day starts at 9:00 and finishes at 16:30 (Pre Nursery: 17:00). At an additional cost we provide a breakfast club from 8:00am to 9:00am and an after school club from 17:00 - 17:30pm.

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

### 5.0 Curriculum

We provide a broad, balanced and comprehensive curriculum, to ensure each child reaches his/her full potential. We promote a relationship-driven environment with each child being valued as a competent individual. The child is at the center of every decision made in terms of their personal wellbeing and learning, the development of their relationships and social skills, the preparation of the environment and the attention given to their families. Our early years setting refers to the curriculum as outlined in the 2021 non-statutory framework of the EYFS. We focus on the development of skills needed to thrive in the workplace of the future. Collaborative, communicative, creative and critical thinking skills.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development



The prime areas are strengthened and applied within these 4 specific areas:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The specific areas include essential skills and knowledge for children to participate successfully in society. They develop from the prime areas and provide important contexts for learning. Observation, assessment and planning is an on-going cycle for each child, aimed at supporting their individual development and learning across all seven areas

## 5.1 Planning

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, practitioners working with the youngest children are expected to focus strongly on the 3 prime areas. Staff also take into account the individual needs, interests, and stage of development of each child in their care, and use this information to plan a challenging and enjoyable experience.

Where a child may have a special educational need or disability, staff consider whether specialist support is required, linking with relevant services from other agencies, where appropriate. In planning and guiding children's activities, practitioners reflect on the different ways that children learn and include these in their practice. Learning is firmly established within a framework of planning for the long, medium and short term. Our planning shows how the principles of EYFS are put into practice and is always informed by observations we have made of the children in order to understand their current interests, development and learning needs. Short term plans change weekly and are produced in response to the interests, needs and achievements of the children. The children begin Early Years by having free choice of activities for most of the sessions and the practitioners focus strongly on the 3 prime areas. As children become older and more mature we review the balance between free choice and adult directed activities to prepare the children for transition into KS1.

Good planning is the key to making children's learning effective, exciting, varied and progressive.

Our planning:

- reflects an understanding of how young children learn;
- takes into account provision of a balance between child initiated and adult initiated or directed activities;
- gives opportunities for learning both in and outdoors;
- encompasses what the children have learnt using a variety of assessment information and identifies the next steps they need to take in their learning;
- is reviewed constantly to incorporate new ideas and thinking and to improve
- gives opportunities for enquiry based learning



## 5.2 Teaching

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Practitioners respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for Year 1.

At our schools, the EYFS teacher with support staff form a partnership and act as 'Key Carers' to all children in EYFS.

## 5.3 Overarching Principles

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 good progress.

The 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. There is a range of learning areas where the children can be active, be quiet and rest and where children are able to find and locate equipment and resources independently. 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.

### **Unique Child**

At Kings 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 rewards, 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. We ensure 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.

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;
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- monitoring children's progress and taking action to provide support as necessary.

## 6.0. 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 IEP 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)

**Comentado [1]:** @paul.crouch@kingsgroup.org Link needed?  
\_Assigned to Paul Crouch\_

## 7.0 Positive Relationships

At King's College Schools, we recognise that children learn to be strong and independent through 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.
- Children have the opportunity to visit their class and spend time with their teacher before starting school. A welcome pack is given which outlines the curriculum and school routines.
- Inviting all parents to an induction meeting before the start of the 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 encourage parents to talk to the child’s teacher if there are any concerns.
- Providing regular communication with home through Class Dojo and emails.
- Providing curriculum information and general school communication through newsletters, parent planners and the school website.
- Encouraging the sharing of learning experiences at school and at home through the use of Tapestry.
- Offering parents an opportunity to talk about their child’s progress and targets at least once a term.
- Inviting adult helpers to support either in the reception class or in other classes in school; and to accompany children on school visits
- Parents receive a report on their child’s attainment and progress termly.
- We hold meetings/workshops throughout the year.
- Offering a range of activities, throughout the year, that encourage collaboration between child, school and parents.
- Encouraging support from home through: reading each night, making use of the phonic sheets sent home and to comment on reading progress in a home/school reading diary.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. At our school the EYFS teachers act as ‘Key Person’ to all children in EYFS, supported by the Teaching Assistants.

### **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.

## **8.0 Assessment**



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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 and document their findings, encouraging the child to be aware and participate in their own progress. These observations are used to shape future planning. Parents/carers are encouraged to share observations and experiences of their children.

During the first term in EYFS, the teachers assess the children to provide a baseline to identify what the children already know, identify patterns of attainment within the cohort in order to adjust the planning for individual or groups of children and to monitor progress throughout the year, identifying which children/groups of children are likely to need the most help.

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

The children's progress is tracked and monitored using Tapestry. This forms the basis of each child's individual profile and will naturally feed into subsequent curriculum planning. Tapestry is a two way sharing of information and parents are also invited to contribute with star learning moments from home. When a child is aged between 2 and 3, practitioners review their progress and provide parents and/or carers with a written summary of 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 needed.

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

Meeting 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.

## 9.0 Parents as Partners

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers, and we actively encourage parental involvement.

We do this through:

- Talking to parents in a one-to-one meeting about their child before they start in our schools.
- Children starting in Pre Nursery, Nursery and Reception have the opportunity to visit their class and spend time with their teacher before starting school.
- A welcome pack is given which outlines the curriculum and school routines.  
Inviting all parents to an induction meeting before the start of the year. For Pre Nursery, Nursery and Reception, this is held in June.
- Arranging for children to start school using a staggered entry system so that the teacher can welcome each child individually into our school – investigate
- Operating an "open door" policy, whereby parents/carers can come and discuss concerns and developments in an informal manner. However, a longer conversation may require an appointment.
- Providing regular communication with home through either emails, parent workshops or ClassDojo
- Providing general school communication through newsletters and the school website.
- Offering parents an opportunity to talk about their child's progress and targets at least once a term.



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- Inviting adult helpers to support on a voluntary basis in special activities, e.g. during book week, or to accompany children on school visits.
- Parents receive a report on their child's attainment and progress termly.
- Invite parent to attend meetings/workshops regularly through the year such as for literacy, numeracy, toilet training, use of technology etc.
- Inviting parents in to school to talk to pupils regarding their occupation
- Providing curriculum information at the beginning of the year and parent planners every half term

Offering a range of activities, throughout the year, that encourage collaboration between child, school and parents such as May Fairs, Harvest Collection, Christmas shoe boxes etc.

We also offer an Early Years Coffee morning and welcome all new parents to our paella evening

Parents and/or carers are kept up to date with their child's progress and development. The Early Years Review and EYFS profile helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

## 10.0 Safeguarding and welfare procedures

Our safeguarding and welfare procedures are outlined in our [Safeguarding Policy](#).

**Comentado [2]:** @paul.crouch@kingsgroup.org Link? \_Assigned to Paul Crouch\_

### Safeguarding

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 and to help them understand why they exist to work together harmoniously. 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 named designated safeguarding lead who can be contacted 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.

**Comentado [3]:** @paul.crouch@kingsgroup.org Links? \_Assigned to Paul Crouch\_

### 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 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.

### 11.0 Monitoring arrangements

This policy will be reviewed and approved by the Chief Academic Officer every year. At every review, the policy will be shared with the governing board.

### 12.0 Monitoring 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 group.

The Senior Leadership Team will be carrying out monitoring of the EYFS as part of the whole school monitoring schedule. This is overseen by the Board of Directors.



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### Appendix 1. List of statutory policies and procedures for the EYFS

This checklist lists the policies and procedures that we must have according to the EYFS statutory framework.

<b>Created and Reviewed by:</b>  Paula Parkinson Jo Weale  Paul Crouch                      November 2022	<b>Policy Category:</b>
<b>Approved by Governing Board:</b>	<b>Next Review:</b> June 2025

**Comentado [4]:** @paula.parkinson@kingsgroup.org This and see previous comments I sent to Paul  
\_Assigned to Paula Parkinson\_

**Comentado [5R4]:** I would leave off this appendix for now.