



Early Years Foundation Stage Policy

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Early Years Foundation Stage Policy

At The Netherlands International School we believe a child's initial impression of school has a lasting effect on the way he or she progresses through their school years. One of the objectives of Early Years is to create an ethos where each child feels happy, safe and secure. An environment is created for pupils to develop, at an early age, self-confidence, independence, enthusiasm for learning and an appreciation of what can be achieved through hard work. In addition, play activities forms an important aspect of learning.

Within this document, the term Early Years Foundation Stage is used to describe children who are in our Minimax, Maximax, Pre-Reception and Reception classes.

1. Introduction

1.1 Aim

We aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential.

As outlined in the EYFS 'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'

1.2 Objectives

The objectives of NISL EYFS are to promote the intellectual, social, emotional, creative and physical development of the child.

- i. Intellectual
 - Develop concentration

- Acquire a rich vocabulary
 - Form mathematical concepts
 - Work independently at their own pace and ability
- ii. Social
- Respect the rights of others
 - Work and play happily together
 - Be a leader
 - Learn to share
- iii. Emotional
- Develop a love for learning
 - Develop independence and self-discipline
 - Develop a positive self-image
 - Gain satisfaction from work accomplished
 - The ability to express thoughts and feeling
- iv. Physical
- Develop fine and gross motor skills
 - Learn proper use and care of materials
 - Develop good habits of safety and health
- v. Creativity
- Develop spontaneous creativity

2. Admissions Procedure/Registration

At Netherlands International School the Early Years Phase includes four age ranges within the Foundation Stage.

- Minimax: Aged 20 months – 2 years – Maximum 16 pupils and 3 adults
- Maximax: Aged 2-3 years – Maximum 22 pupils and 3 adults
- Pre-Reception: Aged 3-4 years – Maximum 20 pupils and 3 adults
- Reception: 4-5 years – Maximum 20 pupils and 2 adults

The orientation activities are created to ease the transition from home to school by providing support to both child and parent. There is an initial meeting with the parents/child and senior school staff. After the full round of interviews and time spent by the child being observed in the EYFS, parents will be advised both orally and in writing should a place be offered. ***For further details please see the school's Admission Policy.***

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.

- 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**

3. Daily Routine

Refer to Early Years classes' Information Folders which details the below:

- i. Session times
- ii. How the children are grouped
- iii. Room organisation and the layout of Foundation Stage classes
- iv. The daily routines and expectations of Foundation Stage classes
- v. The staffing structure
- vi. Procedures for drop offs and pick ups
- vii. Procedures for children who are sick, on holiday, etc.
- viii. Procedures for gathering information from, and sharing it with, parents and carers

The class teacher is responsible for registering the child's attendance, planning for the individual child's needs, and recording information regarding the child's progress. Information collected is shared with the child's parents or carers, and other workers, to ensure continuity, consistency and progression for the child. When children are grouped for planned activities, the size of group will be determined by the activity and the needs of the children. This will be indicated in the planning documentation.

During the course of the day children move around different areas in the classroom. We make every effort to keep the flow of children safe and supervised. The daily routine at Netherlands International School is organised in a way that provides security, consistency and continuity for the children.

Positive behaviour is encouraged at all times and praise and encouragement are seen as essential ingredients. Pupils receive stars for an assortment of reasons including; good manners, trying hard and for their work. *Please refer to the school's Positive Behaviour Policy.*

4. Principles into Practice

As part of our practice we:

- Provide a balance curriculum based on the EYFS, across the seven areas of learning, using play as the vehicle for learning
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support
- Work in partnership with parents and within the wider context
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult
- Have a key person approach to develop close relationships with individual children
- Provide a secure and safe learning environment indoors and out

5. Foundation Stage Curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals.

These Early Learning Goals establish the expectations for the majority of pupils. A variety of approaches to teaching and learning are used to ensure that the pupils are reaching and working towards expected outcomes, ready for the next class.

In Pre- Reception and Reception we provide an Early Years programme of the International Primary Curriculum (IPC). This curriculum has been specially written for young children who are in schools out of their home country and sets out clearly what children should learn in four groups or 'strands' — these are called 'Independence and Interdependence', 'Communicating', 'Exploring', and 'Healthy Living'.

All the seven areas from the EYFS program alongside the four strands of the IPC learning and development are considered important and inter-connected.

6. Component of Eyes

Three areas of the EYFS are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

6.1 These three areas are the **prime** areas:

- i. **Communication and Language**
 - Language and communication
 - Language for thinking
- ii. **Physical Development**
 - Movement
 - A sense of space
 - Health and bodily awareness
 - Using tools and materials
- iii. **Personal, Social and Emotional Development**
 - Disposition and attitudes
 - Self-confidence and self-esteem
 - Making relationships
 - Behaviour and self-control
 - Sense of community
 - Sense of independence

Children are also supported through the four **specific** areas, through which the three prime areas are strengthened and applied.

- iv. **Communication and Language**
 - Language and communication
 - Language for thinking

6.2 The **specific** areas are:

- i. **Literacy**
 - Linking sounds and letters

- Reading
 - Mark making/Emergent writing/Writing
 - Handwriting/Letter formation
- ii. Mathematics**
- Numbers for labels and counting
 - Calculating
 - Shape, space and measure
 - Mathematical vocabulary
- iii. Understanding the World**
- Exploration and investigation
 - Designing and making skills
 - Information and communication technology
 - A sense of time
 - A sense of place
 - Cultures and beliefs
- iv. Expressive Arts and Design**
- Exploring media and materials
 - Music
 - Imagination
 - Responding to experiences and expressing and communicating ideas

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

By the end of Reception class at NISL, some pupils will have exceeded the goals set in the Foundation stage, whilst others will continue to work towards some, or all, of the goals. In Year 1, work is differentiated and pitched at the level attained in Reception. Learning in Year 1 then builds on the pupil's experience and knowledge and progress in the curriculum.

Minimax and Maximax, works with themes in their classes and these themes will run for a maximum of four weeks. These themes will cover activities such as language, creativity, music and movement. Whereas, Pre-Reception and Reception write medium term plans using the EYFS and IPC (International Primary Curriculum) based on a series of topics each of this offers experiences in all seven areas. We all focus on Early Learning Goals (ELG's), this will form the basis of assessment for the children to help us ensure they reach the desired target, at their own pace, before they move to the next class.

Teachers working with the youngest children in Minimax and Maximax will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. The balance will shift towards a more equal focus on all areas of learning as the children move through the Early Years at Netherlands International School and grow in confidence and ability within the three prime areas.

Children have whole group and small group session which increase as they progress through the EYFS with times for a daily phonics session using 'Jolly Phonics', teaching aspects of Mathematics and Literacy, including shared reading and writing.

The curriculum is delivered using a play-based approach as outlined by the EYFS.

Each area of learning and developing must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities'.

We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years teachers interact to stretch and challenge children further.

7. In planning and guiding children's activities, we reflect as teachers on the different ways that children learn and reflect these in our practice.

7.1 Visits to the Library

The pupils visit the library on a weekly basis to learn how to use the library and how to care for, and appreciate books. From Maximax the pupils are encouraged to select a book, which they borrow and return the following week. At the end of the library session, they have the opportunity to listen to and enjoy a variety of stories, read to them by their teacher/teaching assistant. The library is also used as a source for classroom books.

7.2 Music

Music is implemented through different class activities in all EYFS classes. During these sessions the pupils learn the basics of making, through song, rhythm and use of instruments. Other music opportunities occur during the Exit Points, Christmas and End of Year performances.

7.3 PE and Games

The pupils have weekly PE lessons. The PE sessions start off as an introduction to each pupil to learn to control their gross motor skills, then progresses to them becoming more aware of how their bodies move and how to use equipment safely. Pupils are encouraged to run, jump, climb and balance and use small apparatus with increasing confidence. The pupils also develop the skills for the variety of events at the annual sports day.

8. Observation & Assessment

Assessment starts when the pupil is invited to come to school for an individual assessment of his or her basic skills. e.g colour recognition, numeracy and understanding of phonics. This allows teaching staff an opportunity to gather information about the pupil, their abilities, learning difficulties and what step need to be taken to ensure that every pupil will have the opportunity to achieve their potential goals. This information is gathered in a relaxed atmosphere, using table top games and through general conversation.

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways. Everyone is encouraged to contribute and discussions take

place. Significant observations of children's achievements are collated in their own personal learning journey, which are shared with parents. Once a year for Minimax and Maximax and twice a year for Pre-Reception and Reception, parents are invited to attend parents conference Morning/evening to discuss the written reports.

8.1 Facilities

The Early Years of school consist of:

- 4 classrooms
- A reading corner can be found in each class
- An outside play area designed to encourage learning and play

8.2 Complaints

We hope that you will not feel the need to complain and that any difficulty can be sensitively and efficiently handled before it reaches the stage. However, we undertake to investigate all complaints following the *whole school Complaints Policy*.

9. Child Protection

The school's child protection policies, including its policy for the safer recruitment of staff, are enforced rigorously throughout the school. Medical Matters.

We request that you keep your child at home if he or she is ill or infectious and phone us on the first day that he/she is ill. An ill child will not be happy in school, and will only infect others. We will therefore telephone you and ask you to collect your child if he/she becomes ill during the day.

We have trained First Aid staffs and also a private hospital affiliated to the school that we can assess and they can advise in any medical situation. Three staff members are certified First Aid Rescuers with The American Heart Association for First Aid/CPR/AED. We will always contact you at once if your child suffers anything more than a trivial injury, or, if he/she becomes unwell during the school day.

Prior to entry, a medical form is sent to parents; this information is stored on record to ensure that we can provide appropriately for each child's needs. Any medicine brought into school must be handed in to our main office staff who is one of the certified First Aiders, who will administer (locked up

medicine) as prescribed during the day. *Please refer to the EYFS Safeguarding Policy.*

9.1 Safe and Secure Environment

Children's safety and welfare is paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We therefore:

- Only allow your child to go home with you and with any person with the pick-up security ID tag or unless we have received your advance permission that he/she may be collected by another adult.
- There are always at least two adults in charge of the outside play area.
- All visitors are required to sign in and wear security badges at the school gate before being escorted to the school office.
- All pupils are registered at the start of the morning and afternoon sessions.
- If you are late collecting your child, after 2:30 p.m. or 3:30 p.m. for After School Activities (Reception class only) they will be handed over to the allocated teaching staff on duty to await collection.

We have stringent policies, procedures and documents in place to ensure children's safety. We promote the good health of the children in our care in numerous ways, including set procedures when children become ill or have an accident. Mobile phones are not used in the EYFS.

Please see our separate policies on Health and Safety, Child Protection.

10. Displays of Work within the Early Years

The display of work plays a vital part in the Early Years Department. It acts as both a stimulus and a learning support for the pupils. Colour, boldness, and dimension within a classroom are very important areas of pupils' growth and development. The displays seen around the Early Years are a combination of the pupils' work and teachers' input. Information displayed is linked to the term's theme/ IPC Unit for Pre-Reception and Reception class and acts as a starting point or stimulus for discussion and investigations. It is important that the pupils realise the importance and value we give their individual work and

by using it as part of the overall display, the pupil can appreciate not only their own work, but also that of their peers.

At NISL we promote individual creativity and effort rather than adult led perfection.

11. Parents as Partners & Wider Context

We recognise that parents are children's first and most enduring educators and we value the contribution they make. That's why we strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways.

Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible.

We draw on our links with the community to enrich children's experiences by inviting members of the community into our setting.

12. Transitions

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings. Children attend introductory sessions to all classes to develop familiarity with the setting and practitioners.

13. Staff Development

Staff development is defined in this context as the repertoire of learning used to promote of individual staff and the school: courses and training will occur both in school and outside. The school takes responsibility to organise a staff development programme of events (school-based) to meet training and development needs of staff at the school and communicate and disseminate staff development opportunities.

Any information received from organisations about courses, seminars and workshops that may be of interest to staff are disseminated to staff.

14. Inclusions

We value all our children as individuals at Netherlands International School, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace so that most of our children achieve and even exceed the Early Learning Goals. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies. *Please refer to the SEN Policy.*

---- End of Early Years Foundation Stage Policy NISL ---