

Al-Khair Prep School

Early Years Foundation Stage Policy



Approved by: Asif Ali (GB)

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Almas Iqbal

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GB

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1. Aims

At Al-Khair Prep 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.'

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad 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

At Al-Khair Prep we understand that we are legally required to comply with certain welfare requirements as stated in the 'Statutory Framework taken from the EYFS 2017 Handbook'. We understand that we are required to:

- promote the welfare and safeguarding 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, through CRB/DBS checks.

- Ensure that the premises, furniture and equipment is safe and suitable for purpose
- Ensure that every child receives an 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.
- Having trained Designated Senior Persons (DSP) in school, with recognised procedures in place.

2. Legislation

This policy is based on requirements set out in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

3. Curriculum

Our curriculum intent

At Al khair our intention is to facilitate and develop the learning and development of the children, by providing them with a range of opportunities and resources to develop a thirst for knowledge, a love for learning and the skills to become responsible and respectful individuals. Our aim is to provide them with a safe, calm and inspirational environment that allows them to thrive academically and socially.

Our curriculum implementation

Our early years setting follows the curriculum as outlined in the 2017 statutory framework of the EYFS.

The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.

The prime areas are:

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

The prime areas are strengthened and applied through 4 specific areas:

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

Planning

Staff plan activities and experiences for children that enable them to develop and learn effectively.

Staff also take into account the individual needs, interests, and stages of development for 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.

As a team, we write long term plans based on a series of topics, each of which offers experiences in all seven areas. These plans are reviewed by the Early Years Lead. These plans then, alongside our observations, form the base of our teaching, which remains flexible for unplanned circumstances or children's responses.

The planning is a mixture of Adult Directed Activities and Child Initiated Activities (CIA). Both are planned to take place as part of every day learning. The staff use CIA to carefully support children's knowledge and understanding and assess children through observation.

Children have whole group and small group times which increase as they progress through the EYFS with times for a daily phonics session following Letters and Sounds and a reading scheme devised internally, teaching aspects of Mathematics and Literacy, including shared reading and writing.

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.

We create a stimulating environment to encourage children to develop confidence when speaking and to develop creativity. Children have the opportunity to work in each of the learning areas within the classroom and outdoors.

Inclusion

We value all our children as individuals at Al-Khair, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and supports 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. See our separate policies on Equality.

Subjects

Literacy

The phonics program we use is 'letters and sounds', this program is used daily in the English lessons. Pupils are taught the sounds according to the schemes of work and activities are introduced to the children based on the sounds.

Pupils are introduced to a variety of books and vast vocabulary that allows children to enhance their understanding of the world. Pupils are given books weekly to read at home, these books are based on a reading level scheme that link to the learning in class.

The phonics development is tracked regularly and processes are put in place to ensure that pupils are continuously challenged to meet the early learning goals.

Writing opportunities and fine motor skill development are provided through a variety of techniques, these are introduced at the beginning of the year. Letter formation and progress is monitored throughout the year to ensure that children are forming letters correctly.

The classroom environment has opportunities for pupils to write freely, read in a safe comfortable space and use the materials available to enhance their vocabulary. Pupils have opportunities to extend their learning experiences in the outdoor space, that is specifically designed for early years.

Pupils are taught the skills of public speaking, through role play, group presentations, show and tell and story time.

Mathematics

There is a Maths curriculum grid that is being implemented across the school from reception classes to year 6. The grid is progressive and in depth, all topics covered are reinforced in all the terms and different year groups.

Manipulatives are used in all the lessons and real life scenarios are created to help children understand numbers and the relationship between money and numbers.

Foundation subjects

Children are taught a variety of foundation subjects (science, religious studies, islamic studies, art, p.e, ict and understanding the world (a topic is taught every two weeks). These subjects teach children a variety of concepts, ideas and facts that help strengthen their understanding of the wider society. Children are given opportunities to observe, explore and ask questions related to a variety of topics within these subject areas.

Cultural Capital

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, develop a vast vocabulary, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development. We create a stimulating environment to encourage children to develop confidence when speaking and developing creativity. We celebrate the diversity within our setting and ensure the curriculum reflects the needs of the children. Every child brings something unique with them when they begin their school journey. We as practitioners have to cultivate this and encourage it to grow, the experiences they encounter must be developmental and enriching so as to ensure future success. This is embedded in all 7 areas of learning.

[Our curriculum impact](#)

At Al khair we aim to achieve the following elements:

- Behaviour and moral - The impact should be that children are resilient, they don't give up and are highly motivated to succeed, we aim for them to achieve and be well equipped with personal skills to help them behave appropriately. The behaviour of children will be evident on a daily basis during playground activities, taking turns, classroom rules and overcoming disagreements.
- Character of learners - The impact should be that children have a good understanding of values such as trust, friendship and equality. These attributes will be evident in how children behave around the school, their relationship with members of the school and people in the community.
- Moral compass of learners - The impact will be apparent when children are able to choose between right and wrong, children should be able to make the right decisions in the wider context, in and outside of school. The impact of this element should prepare them for the wider society by making them confident people who are confident characters.
- Develop the learners learning - The impact should be that the children are academically and physically prepared to progress and be prepared for the next stage of development and learning.

4. Assessment

At Al Khair Prep School, 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 planning. Practitioners also take into account observations shared by parents and/or carers.

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 emerging, meeting or exceeding the Early Learning Goals.

- Not yet reaching expected levels ('emerging')
- Meeting expected levels of development
- Exceeding expected levels

Pupils are assessed as baseline data during the first 4-6 weeks of the academic year and then in the middle of the following term and the last official moderation will be held in June.

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.

Observations made by staff of pupils are recorded on Tapestry, these are used to track their progress within the Early Learning Goals. These results are recorded on sheets that are completed by the teachers every half term. During the course of the year the Early Years lead and moderation manager from Croydon Council conducts an internal moderation with the early years staff to ensure that the progress is tracked accurately. During this moderation the early years staff, early years lead and moderator look at the overall progress of the class, and we take a closer look at a group of children and decide whether the observations and tracking is correct.

We recognise that children learn and develop well when there is a strong partnership between practitioners and parents and/or carers.

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

Each child is assigned a key person, being the class teacher, who helps to ensure that their learning and care is tailored to meet their needs. The key person supports parents and/or carers in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

Parents are strongly encouraged to enroll on the Tapestry Online Learning Journal both to enable them to monitor their child's development and to contribute their own observations that are used by teachers alongside the in-class observations. Training and support is given to the parents to help them become familiar with the application.

It is vital that positive and lasting links with a pupil's home are established and valued as early as possible.

Al Khair Prep School seeks to build links between home and school through:

- Phone calls between home and school as required
- Informal and formal meeting between parents/carers and staff as required
- Twice annual parents evenings
- Parent training sessions provided ad hoc by a range of staff within the school
- Home Learning resources provided by Al Khair Prep School
- Variety of informal events throughout the school year
- weekly newsletters celebrating the week's activities
- workshops outline the curriculum

5. Working with parents

At Al Khair we engage with parents regularly to keep them updated and informed about the learning of their child, the following events are held throughout the academic year

- Newsletter, sent out weekly by the reception class teachers informing parents about their child's learning in that week.
- Half termly student of achievement assemblies, allows parents to watch their child get certificates for either good behaviour, academics, Arabic or Quran.
- Teddy bear picnic and pancake day, inviting parents to events held in school to establish a strong parent partnership with school.
- Trips, scheduled once a term and opportunities given to parents to attend.
- Workshops held termly to help parents understand the way the curriculum is taught.
- Coffee mornings, encouraging parents to attend these sessions to build a community atmosphere and meet teachers.
- Arabic and Quran day, inviting parents to listen or watch their child perform and see class displays.
- Tapestry, an online tool allowing parents to read and record observations made of their child either in school or at home.

6. Safeguarding and welfare procedures

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 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 the provision of nutritious food, following set procedures when children become ill or have an accident.

- All visitors to the EYFS must switch off their mobile phones.
- Staff must lock away their mobile phones and can only use them in the staffroom.

This policy must be read in conjunction with our Child protection and safeguarding policy which outlines specific requirements for the EYFS.

Covid 19 rules:

Early Years teachers will adhere to all safety guidance with regards to hygiene in light of covid 19. All children will be encouraged to wash hands regularly, class equipment will be cleaned at the end of each day. The children will be taught the importance of using tissues and this will be instilled on a regular daily basis. Reception classes will stay together and play together, they will not have contact with other children in the school.

7. Induction

When school starts in September, the children begin school for half a day. The Reception teacher will consult with parents about how their child is settling into school to ensure that children are not becoming over tired, they will either email the parents or speak to them at hometime.

Reception children are introduced to the life of the wider school gently as they are ready. Opportunities for playtimes are separate in the first few weeks allowing the children to settle with their classmates in a quiet atmosphere (they have a designated area in the playground allowing them to have free play during the course of the day), building to full participation in school playtimes. The process is the same for assemblies, building up to full participation by the end of the first half term. They participate in school assemblies as fully as possible and every attempt is made to ensure the children know what to expect.

8. Transition from Early years to year 1

Reception and Year 1 work together to make the transition from the Early Years Foundation Stage to Key Stage 1 as smooth as possible. At AL Khair school the children are encouraged to develop independence when dressing and undressing and when organising their personal belongings throughout the academic year.

Reception teachers plan for more structured activities to be undertaken during the summer terms, encouraging less dependence on adult support. Reception children meet Year 1 teachers during the year through opportunities such as assemblies and break/lunch times. The reception class children are familiar with all the staff because they have opportunities to engage with them.

The class timetable is very similar for reception classes and year1. During the summer term the reception classes spend an afternoon in their new class and have an opportunity to meet the teacher with their parents. There is an overlap in approach and routines, e.g. behaviour systems, timetables, etc where possible, the Year 1 children continue to enjoy practical learning experiences which gradually become more formalised towards the end of the academic year.

9. Monitoring arrangements

This policy will be reviewed by Early Years Lead every year and approved by the Quasi Governing Board.

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.

Statutory policy or procedure for the EYFS	Where can it be found?
Safeguarding policy and procedures	See Safeguarding and Child Protection Policy
Risk Assessment	Risk Assessment policy
Procedure for responding to illness	Pupil Sickness Policy
Administering medicines policy	Pupil Sickness Policy
Emergency evacuation procedure	See health and safety policy
Procedure for checking the identity of visitors	See Safeguarding and Child Protection Policy visitors policy
Procedures for a parent failing to collect a child and for missing children	See Missing Child Policy and Safeguarding and Child Protection Policy
Procedure for dealing with concerns and complaints	See Complaints Procedure Policy
Mobile phone policy	Mobile phone policy
Whole school curriculum/ pshe and rse	Curriculum policy/pshe and rse
e safety	e safety and acceptable use policy
Healthy food	Whole School Food Policy