



Early Years Foundation Stage Policy

Rationale

Maadi British International School Mission Statement

'Learning for Life...'

Maadi British International School provides children with the knowledge, skills and understanding that will empower them to be well-rounded, successful members of an ever changing, culturally diverse world community.

At Maadi British International School we are committed to providing a happy, positive learning environment where children, teenagers and adults are:

- ☒ Successful learners*
- ☒ Confident, cooperative and responsible leaders*
- ☒ Flexible and resilient*
- ☒ Honest and trustworthy*
- ☒ Responsible, caring global citizens*

This policy outlines the provision Maadi British International School offers to all its pupils aged two to five years. Children within this age range are taught in the Early Years Foundation Stage (EYFS). The Foundation Stage has its own framework and is therefore treated as a separate Key Stage. At Maadi British International School, the Foundation Stage is Pre-Foundation Stage (PFS), Foundation Stage 1 (FS1) and Foundation Stage 2 (FS2) aged children.

Our aims

Our school is a place where everyone is treated equally, encouraged and respected. We believe all children should achieve their full potential academically, physically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment.

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the FS2 year. The EYFS is based upon four principles;

A Unique Child

Positive Relationships

Enabling Environments

Learning and Development

Effective Early Years Education

Effective education requires both a relevant curriculum and practitioners who understand and can implement the curriculum requirements. At Maadi British International School, we believe that children develop rapidly during the early years – physically, intellectually, emotionally and socially. Therefore, practitioners should ensure that all children feel included, secure and valued. Early years' experience should be built on what the children already know and can do. No child should be disadvantaged. Parents and practitioners should work together in an atmosphere of mutual respect. To be effective, the early years curriculum should be carefully structured, recognising different starting points, relevant to levels of need. There should be opportunities for children to engage in activities planned by adults and those that they plan or initiate for themselves. Practitioners must be able to observe and respond appropriately to children informed by knowledge of how children develop and learn. Well planned, purposeful activity and appropriate intervention by practitioners will engage children in the learning process. For children to have rich and stimulating experiences, the learning environment should be well planned and well organised. Above all, effective learning and development for young children requires a level of high-quality care and education by practitioners. We follow the recommendation of the [Development Matters Guidance](#).

The Early Years Framework

The Early Years Framework in its current form became statutory in January 2024. At Maadi British International School, we adhere to this new framework. All children in the EYFS have access to a broad, rich, creative curriculum both indoors and outdoors. There are four guiding principles that should shape practice in early years;

- 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 with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- the importance of learning and development; children develop and learn at different rates. The framework covers the education and care of all children, including children with special



educational needs and disabilities (SEND).

The Seven Areas of Learning

The seven areas of learning covered by the framework are:

The Prime Areas of Learning

Personal, Social and Emotional Development (PSED)

Making Relationships, Self-confidence and Self-awareness and Managing Feelings and Behaviours. The outcomes focus on children learning how to work, play, cooperate with others and function in a group beyond the family. They cover important aspects of personal, social, moral and spiritual development including the development of personal values and an understanding of self and others.

Communication and Language (C and L)

Listening and Attention, Understanding and Speaking. These outcomes cover important aspects of language development and provide the foundations for Literacy. The Early Years Policy places a strong emphasis on children's developing competence in speaking and listening and understanding. The development of children's spoken language underpins all seven areas of learning and development.

Physical Development (PD)

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood. By providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy.

The Specific Areas of Learning

Mathematics (M)

Number and Shape, Space and Measures. Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. These outcomes cover important aspects of mathematical understanding and provide the foundation for mathematics. They focus on achievement through practical activities and using and understanding language in the development of simple mathematical ideas.

Literacy (L)

Reading and Writing. It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Understanding the World (U the W)

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design (CD)

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Characteristics of effective learning

The characteristics of effective learning describe factors which play a central role in a child's learning and in them becoming an effective learner. They are vital elements of support for the transition process from EYFS to Year 1. The characteristics of learning run through and underpin all seven areas of learning and development, representing processes rather than outcomes. Information describing the child's characteristics of effective learning will provide Year 1 teachers with vital background and context when considering the child's next stage of development and future learning needs.

Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active learning – motivation

- Being involved and concentrating
- Keep on trying
- Enjoying achieving what they set out to do

Creating and thinking critically – thinking

- Having their own ideas
- Making links

- Choosing ways to do things

Planning

At Maadi British International School, *In the Moment* planning is implemented. This approach is about seizing moments of engagement and building on them to ensure children progress. Based on what children are already deeply involved in, this style of planning relies on skilled practitioners who use quality interactions to draw out the children's knowledge and build upon it right then, in the moment.

Observations from staff are used to create short-term or weekly overview plans, which remain flexible and open to change. This allows children to meet specific objectives while developing their next steps. Staff ensure that all children are encouraged to experience a variety of activities throughout the week, though they may not engage in every activity each day.

A mix of directed and free-choice activities is planned, and children's choices are carefully monitored to ensure a balanced program. Children start with free choice for most of the session, and as they grow older and more mature, the program becomes increasingly directed by staff. By the time they approach the transition to Key Stage One, they are well-prepared for the more structured framework of Key Stage One.

Admission Arrangements

Children enter the PF stage the August after their 2nd birthday, subject to availability. Children enter FS1 the August of the school year in which they are 4. Children enter FS2 the August of the school year in which they are 5. Places in PFS, FS1 and FS2 are offered in accordance with the school's admissions policy.

Organisation of classes

In PFS/FS1/FS2 we offer 24 places where children attend from 8.15 am until 2.30 pm. Each class has a maximum of 24 children. The school day begins at 8.15 am and ends at 2.30pm. All children must be accompanied to and from school by a known adult.

We value the diversity of individuals within the school. All children at MBIS are treated equally and with fairness. All children and their families are valued within our school.

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

In the Foundation Stage we set realistic and challenging expectations that meet 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 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 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 through individual and focused observations and providing support as needed.

Special Educational Needs

Continual informal and formal assessments undertaken by staff provide opportunities to identify any special educational needs a child may have. As children all develop differently, it is recognised that a significant lack in achievement after the initial settling in period represents initial concern and careful monitoring. Children identified with special educational needs are monitored and initial concerns are discussed with parents, SENCO, and advice may be sought from other agencies. In the Foundation Stage we give all children the opportunity to achieve their best by taking account of their range of life experiences, and abilities when planning for their learning.

Equal Opportunities

All areas of provision will be made accessible to all children regardless of age, gender, ethnicity, or ability.

Safeguarding

The school takes its child protection responsibilities very seriously. Any concerns the school has will be noted and, if deemed necessary, reported to the Designated Safeguarding Lead. The full Safeguarding Policy is available to all families.

Parents as Partners

We value the involvement of parents in school. Parental involvement with school begins even before children start school with an invitation to visit the school, meet their child's teacher and visit their classroom. All EYFS parents are invited in for a 'meet the teaching team' session within the first few weeks of term 1 to provide them with essential information for the academic year. Parent consultation meetings are held throughout the year to which parents are invited to discuss their child's progress.

A formal Report is sent out at the end of the academic year following regular parent teacher meetings to discuss progress. It is important to stress that if parents are concerned about their child, they should telephone or call the school to discuss their concerns with the class teacher, Deputy Head teacher or Head teacher. Parents are informed of all happenings in the school by regular weekly newsletters and daily updates on Class Dojo. Every child has a learning journey regularly shared with parents at designated meetings, and Class Dojo provides daily feedback on events in EYFS.

Observation, Assessment and Planning

The planning within the EYFS is based on the Development Matters statements from the Early Years Foundation Stage curriculum. These plans are flexible so that teachers can respond to the needs, achievements and interests of the children. This will be indicated in weekly planning. This fostering of the children's interests develops a high level of motivation for the child's learning.

We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in the Foundation Stage takes the form of both formal and informal observations. These observations are recorded in a variety of ways and contribute to the child's individual 'Learning Journey' profile. At the end of the FS2 year in school, the child's progress is recorded on the Early Years Foundation Stage Profile. Each child's level of development is recorded against the 17 Early Learning Goals.

The Learning Environment

The Foundation Stage classrooms are organised to allow children to explore and learn securely and safely. There are areas where the children can be active, quiet, creative, etc. Each classroom has defined learning areas, where children can find and locate equipment and resources independently.

The Foundation Stage has enclosed outdoor areas, and children can freely flow between the indoor and outdoor spaces. Being outdoors offers the children opportunities for doing things in different ways and on different scales than when indoors. They can explore, use their senses, develop their language skills and be physically active. We plan activities and resources both inside and outside enabling the children to develop in all areas of learning.

Monitoring and Review

It is the EYFS staff's responsibility to follow this policy. The Senior Leadership Team will carry out monitoring as part of the whole school monitoring system.

Policy rewritten September 2024

Review June 2025