



**RAFFLES**  
INTERNATIONAL  
SCHOOL

## Early Years Foundation Stage (EYFS) Policy

### School Vision, Mission and Core Values

#### Our Vision

Providing world-class education

#### Our Mission

To empower students with a holistic, rigorous and international education for success in an ever-changing world




#### Core Values

Achievement | Collaboration | Innovation | Integrity | Respect | Responsibility

**Review Cycle:** 1 Year

**Last Revised:** September 2024

**Next review:** September 2025

CEO/Board	 Principal	
 Head of Primary School	 Head of Secondary School	Other relevant staff

## **Early Years Foundation Stage (EYFS) Policy**

This policy has been produced for Raffles International School, when 'RIS' is referred to in this policy it is solely Raffles International School that is being referred to.

### **Vision**

At RIS, together we nurture, stimulate, and challenge our children, to build the fundamental skills to become lifelong learners. We put children at the centre of all our decision making. Learning through play, exploration and discovery, the children are immersed within our stimulating learning environments that open a world of possibility and opportunity. Learning through the mastery maths approach means our children develop a deep, long-term, secure, and adaptable understanding of the subject. Learning is individualised, with personalised pathways through a broad and enriched curriculum. Talk for Writing is embedded through our provision, which enables children to imitate language and become inspiring, imaginative, creative, and effective writers.

### **Introduction**

The Early Years Foundation Stage (EYFS) applies to the learning and development of all children from birth to the end of the Reception Year, which in RIS is Foundation Stage 2 (FS2).

Early childhood is the foundation on which children build the rest of their lives. It is not just a preparation for the next stage but is vitally important.

Learning for children is a rewarding and enjoyable experience in which they explore, investigate, discover, create, practice, rehearse, repeat, revise, and consolidate their developing knowledge, skills, understanding and attitudes. During the Foundation Stage, many of these aspects of learning are brought together effectively through playing and talking.

As outlined in the 'Statutory Framework for Early Years Foundation Stage':

'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.'

### **Statutory Framework of EYFS**

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/ carers.
- Children develop and learn in different ways and at different rates.

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven curriculum areas, 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, carers, and other stakeholders.
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment and by the children's own ideas and interests.
- Provide opportunities for children to engage in activities that are adult-initiated, child-initiated and adult supported.
- Provide a secure and safe learning environment indoors and outdoors.

### **EYFS 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 (sometimes) exceed the Early Learning Goals.

All seven areas of learning and development are important and interconnected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive, both in the EYFS and into Key Stage 1. These three areas are the prime areas:

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

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

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice.

Three characteristics of effective teaching and learning are:

1. Playing and exploring - children investigate and experience things, and 'have a go'.
2. Active learning - children concentrate and keep on trying if they encounter difficulties.
3. Creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

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

We create medium term plans based on a series of topics, each of which offers experiences in all seven areas of learning. We also create a skills and knowledge map to ensure learning is progressive and supports children's Year 1 readiness.

We always remain flexible to allow for unplanned circumstances and children's responses. Our planning is continually evaluated by all staff to ensure that children's individual 'Next Steps in Learning' and personalised learning needs are met.

Children will engage in whole group and small group activities alongside their independent learning. There are also allocated times for whole class daily 'carpet learning sessions.' The curriculum is delivered using a play-based approach as outlined by the EYFS framework: Each area of learning and development 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 which are planned by adults. During children's play, the adults in class interact when appropriate to stretch and challenge them further.

In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn and build these into our practice. We create a stimulating learning environment to encourage children to free flow between inside and outdoors as far as possible.

### **Observations and Assessment**

As part of our daily practice, we observe and assess children's development and learning to inform our plans. We record our observations in a variety of ways and everyone in class is encouraged to contribute. Observations of children's achievements are collated on Tapestry and Class Dojo. Parents/carers receive a notification when an observation has been added to their child's Learning Journal and they can then view this observation and any related photographs/videos and assessments.

These ongoing observations are used to inform the EYFS Profile/Development Matters bands. The children's progress is reviewed continually. Throughout their time in FS2, parents/carers are welcomed in to share their children's learning; both informally through our 'open door' policy, book looks, parental engagements and more formally during parent/teacher consultations.

At the end of the year the EYFS profile provides a summary of every child's development and learning achievements including whether they have reached a 'Good Level of Development' (GLD). Children are assessed against the Early Learning Goals (ELG) by the class teacher - who uses the exemplification documents, and their knowledge of the children to make a 'best fit' judgement.

The children are assessed using the following judgements at the end of EYFS

Term 3		
FS2	Judgement against the curriculum standard	Attainment Standard
1	Student has achieved a few of the learning objectives within the EYFS framework	Well Below Expected Standard
2	Student has achieved the minority of the learning objectives within the EYFS framework	Well Below Expected Standard
3	Student has achieved the large minority of the learning objectives within the EYFS framework	Well Below Expected Standard
4	Student has achieved <u>the large majority of</u> the learning objectives at the expected standard within the EYFS framework	Well Below Expected Standard
5	Student has achieved most of the learning objectives at the expected standard within the EYFS framework	Below Expected Standard
6	Student has achieved almost <u>all of</u> the learning objectives at the expected standard within the EYFS framework	Below Expected Standard
7	Student has evidenced learning for all the Early Learning Goals (ELG) and has met the end of EYFS expectations.	Expected Standard
8	Student has met all the EYFS objectives including the Early Learning Goals (ELG) and is working within the Year 1 curriculum	Exceeding the EYFS Curriculum Standards

### Safeguarding, Welfare and Safety

The safety and welfare of our children is paramount at Raffles International School. We have robust policies and procedures in place to ensure their safety.

In the EYFS we provide a safe and secure environment and provide a curriculum which teaches children how to take risks, follow rules and stay safe. We comply with the welfare requirements set out in the Statutory Framework for Early Years Foundation Stage and understand that we must:

- Promote the welfare of all children.
- Promote good health.
- Manage behaviour effectively and appropriately.
- Ensure all adults working with children have received safeguarding training (rigorous HR process)
- Ensure that the environment is safe, and all equipment and furniture is fit for purpose.
- Ensure all children have a challenging and enjoyable learning experience.

We promote the good health of the children in our care in numerous ways, including the promotion of nutritious fruit snacks, access to water throughout the day, allocating significant time for physical development and following set procedures when children become ill or have an accident.

The Child Protection Policy is in place to ensure the safety of all stakeholders at School. Backing up this policy is a dedicated safeguarding team which includes Designated Safeguarding Leads, one of whom is the Deputy Head of Primary. Staff have access to CPOMS to report any safeguarding concerns regarding any aspects of safeguarding and behaviour. All staff are vigilant in reporting concerns.

### Inclusion

We value all our children as individuals, 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 work closely with the parents/carers of our high-achieving children to ensure that their individual needs are met, and their talents fostered. We ensure that these children are challenged appropriately to reach their full potential.

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/carers and outside agencies. We have a designated full-time Inclusion Team in school who support us with any additional needs a child may have.

### **The role of parents/carers**

We recognise the central importance of parents/carers as children's first educators. We believe they have a significant role to play in the lifelong education of their child. We strive to create and maintain partnerships with parents/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.

- Holding information sessions before the children start school and in the first weeks of the year
- Talking to them about their child's interests and needs during our introductory meetings
- Being welcoming and approachable and having an open-door approach for parents to voice concerns/ask questions.
- Inviting them to a parent consultation in the Autumn and Spring Terms to discuss how their child has settled and share progress and next steps for learning.
- Valuing parents' contributions to learning journeys
- Inviting parents into school for our 'Come and Play sessions' and termly parental engagements
- Encouraging parents to read with their child at home and make comments in their reading record books.
- Providing curriculum planning overviews for each topic, each term, highlighting how they can support their child at home.
- Providing parents with termly reports and an end of year summary report detailing achievements and their child's EYFS profile.
- We also draw on our links with the community to enrich children's experiences by taking them on trips and inviting members of the community into our setting to talk about their lives, work, and experiences.

### **Transitions**

Transitions are carefully planned for, and significant time is given to ensure continuity of learning and care. At times of transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings. Children attend introductory sessions with their parents/carers to develop familiarity with the settings and practitioners.

At the end of the EYFS, our EYFS team meet with the Year 1 teacher to liaise with them and discuss the individual children and their specific needs. The children's assessment data and writing books are sent with them to Year 1 so that their new teachers are able to plan for their 'next steps in learning' from the moment they enter their new class.

### **Monitoring of the EYFS**

We are committed to providing the best possible experiences for our children. The EYFS Leader and the Primary Leadership Team are responsible for monitoring provision, teaching and learning and children's progress. Information is shared with the Head of Primary and Principal as appropriate, and any necessary actions are taken.

All adults in the EYFS have a key role in children's learning and development. Therefore, they are required to be knowledgeable and skilled in the EYFS curriculum. Any training needs for existing or new members of staff are identified and addressed as part of performance management targets and CPD cycle.