



British Junior Academy of Brussels

Early Year Foundation Stage Policy

Revised March 2022



The British Junior Academy of Brussels

Early Years Foundation Stage Policy

This policy is for the Early Years Foundation Stage

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**The British Junior Academy of Brussels (BJAB) is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.**

This policy reflects the values and philosophy of the British Junior Academy of Brussels (BJAB) in relation to the teaching and learning of the children in the Foundation Stage and their journey towards the Early Learning Goals. The policy is a framework, within which all staff work, and gives guidance on planning, teaching and assessment. The policy should be read in conjunction with the *statutory framework for the EYFS 2021*, which sets out what pupils should be taught in different areas of learning and the *Early Years Foundation Stage Profile Handbook 2022*, which details the Characteristics of Effective Learning and the seventeen ELGs descriptors.

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are implicitly embedded in the 2021 Early Years Foundation Stage and we actively seek to provide relevant, age-appropriate opportunities to promote these values in our EYFS provision.

## **1 AIMS AND OBJECTIVES**

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
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

## **2 STRUCTURE OF THE EYFS**

At BJAB, the Early Years Foundation Stage (EYFS) includes children in the Pre-Kindergarten (Pre-K), Kindergarten (KG) and Reception classes. They have their third, fourth and fifth birthdays in each respective class.

Children can access Pre-Kindergarten from the age of 2 and half years and access the provision on either a half or full day basis.

## **3 CURRICULUM**

Our early years setting follows the curriculum as outlined in the latest version of the EYFS statutory framework that applies from September 2021.

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. 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

#### **4.1 PLANNING**

Staff plan activities and experiences for children that enable children to develop and learn effectively. In order to do this, staff 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, working with the Special Educational Needs Coordinator and relevant services, where appropriate.

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

#### **4.1 TEACHING**

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

As Reception children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to aid children with transition to Year 1.

#### **Specialist subjects**

French is taught by specialist teachers (throughout the EYFS), who plan accordingly for the needs of the children within their group. Those children for whom English is not their first language are supported as appropriate to need, by a teaching assistant, within small groups. A specialist teacher teaches music for 30 minutes per week to the Reception class.

### **5 ASSESSMENT AND REPORTING**

At BJAB, ongoing assessment is an integral part of the learning and development processes. The Early Essence platform is used to record this. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning and five observations are shared with parents on the Early Essence platform each week. Staff also consider observations shared by parents and/or carers.

Staff also use Early Essence as an assessment and monitoring tool, using graphs to track pupil progress throughout the year and identify pupils' areas of strength and weakness.

When a child is aged between 2 and half and 3, (or within six weeks of their starting) staff review their progress and provide parents and/or carers with a written summary (through the Early Essence platform) of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed and involves:

- Drawing a picture of themselves
- Colours, numbers and shapes recognition
- Name recognition
- Positional language
- Health and self-care
- Physical development

Within the first 6 weeks that a child starts reception, staff will administer a baseline assessment. This baseline highlights the areas in which a child is progressing well and the areas in which additional support is needed and involves:

- Recognise/write name
- Recognition of letter names and sounds
- Awareness of rhyme
- Knowledge of books
- Listening skills
- Maths skills (1:1 counting up to 20 objects, recognition of numerals 1-10/11-20, language of size and position, shape and colour recognition)
- Fine (pencil, scissors, threading) and gross (running, jumping, use of space) motor control
- Hand-eye coordination (ball skills).

In addition, observation allows us to find out about children's interests, learning styles and social and emotional development.

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
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters guidance) to ensure consistent assessment judgements.

## **6 WORKING WITH PARENTS**

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. Parents are encouraged to engage with their children's learning through the Early Essence platform.

Parents and/or carers are kept up to date with their child's progress and development. There are four formal parent teacher conferences a year and three formal reports. In addition, parents are welcomed into the classrooms each morning and can request additional meetings throughout the year. The published observations, reports 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 teacher who helps to ensure that their learning and care is tailored to meet their needs, with the support of Learning Support Assistants. The teacher supports parents and/or carers in guiding their child's development at home. The teacher also helps families to engage with more specialist support, if appropriate.

## **7 USE OF MOBILE PHONES AND CAMERAS**

Staff use allocated iPads to record learning and observations. Care is taken to avoid taking any photos of pupils that could be construed as inappropriate, and any photos that may inadvertently be taken are deleted immediately.

Please refer to the Mobile Device Policy for further guidance.

## **8 FURTHER INFORMATION**

The following **'Whole-School' policy documents** supplement this EYFS policy:

- Safeguarding policy
- Safer Recruitment policy
- Missing Child Procedure and policy
- Health & Safety policy
- First Aid policy
- Fire policy (including emergency evacuation procedure)
- Risk Assessment policy
- Promoting Positive Behaviour Policy
- Anti-Bullying policy
- Teaching and Learning policy
- Assessment and Pupil Progress policy
- Spiritual, Moral, Social and Cultural Development policy
- Intimate Care policy
- Feedback Policy
- Transition policy
- E-Safety Policy
- BJAB Guidelines to Parents
- Administration of Medicine policy
- Complaints policy

This policy is the responsibility of Mrs Sarah White, Headteacher.	Revised March 2022
<b>Sarah White,</b> <b>Headteacher</b> .....	
To be reviewed:	March 2023