

El Gouna International School

Early Years Foundation Stage Policy

Designated Members of Staff: Ms. Bronwen Botes - EY/KS1 Coordinator, FS2 Form Tutor and Deputy DSL,

Ms. Sophia Echeverria – FS1 Form Tutor, and

Ms. Rachel Abundo - DSL

Introduction

This policy has been prepared in accordance with the new statutory framework for the Early Years Foundation Stage – EYFS updated in January 2021. The school’s policies and procedures in relation to EYFS are also reflected elsewhere in the school’s general policy framework, including, but not limited to the following policies, some of which can be found on the school’s website:

- [Child Protection and Safeguarding Policy](#), [Admissions Policy](#), [Health and Safety](#), [Behaviour Policy](#), just to name a few...

At EGIS we use the term EYFS to refer to the time from when a child enters *Foundations Stage 1* till the end of Foundation Stage 2. [See Admissions Policy](#). This early development and learning is a distinct phase in each child’s education and should provide an essential and firm foundation for their future school life.

“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. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.” Statutory Framework for the Early Years Foundation Stage, Department for Education, 3 March 2017

1. Principles and Aims

At EGIS, we aim to provide the highest quality care and education for all our children. We aim to give them a strong foundation for their future learning. The EYFS sets the standards that all early years’ providers must meet to ensure that children learn and develop well and are kept healthy and safe. The EYFS specifies requirements for learning and development and for safeguarding and promoting their welfare.

The EYFS aims to provide:

- quality and consistency in all early years’ settings
- a secure foundation through learning and development for all children for good progress through school and life
- partnerships between different practitioners and between parents or carers

- equality of opportunity for all children to ensure all children are included and supported.

We adhere to the Statutory Framework and the four guiding principles which shape practice in EYFS settings:

1. **Every child is unique** – consistently learning, resilient, capable, confident and self-assured;
2. Children learning to be strong and independent through **positive relationships**;
3. Children learn and develop well in **enabling environments** – experiences respond to individual needs and there is a strong partnership between practitioners and partners and/or carers; and
4. **Children develop and learn in different ways and at different rates** – the framework covers education and care of children in early years provision including SEND pupils.

At EGIS, we aim to put these principles into practice by doing the following.

- Provide a broad and balanced curriculum across the seven areas of learning highlighted in the Statutory Framework, with the emphases that planned and free play is used as a vehicle in which to meet the standards.
- Promote equality of opportunity and anti-discriminatory practice.
- Provide early interventions where children may need them.
- Work in partnership with parents/carers.
- Plan challenging learning experiences based on the individual child and the different ways that they learn. These are informed by continuous observation and assessment.
- Plan both adult and child-initiated activities which may be adult supported preparing for more formal adult led learning in KS1.
- Ensure that children have sufficient opportunities to learn and reach a good standard of English during EYFS.
- Provide a secure and safe environment indoors and out for learning and play.

2. Foundation Stage Curriculum (including Planning)

In order to promote the learning and development of children in our care and to ensure they are ready for school we plan an exciting and challenging curriculum. This is planned in accordance with the seven areas of learning and development (EYFS Development Matters) to ensure the children in our care complete the EYFS outcomes ready to benefit fully from the opportunities ahead of them. The areas of learning and development are all important and inter-connected. In planning and guiding activities we reflect on the different ways children learn to inform our curriculum building.

Curriculum Planning is done using a long-term plan as a basis; from which medium and short term plans are drawn up. Curriculum overviews are also sent weekly to parents to keep them informed as to the projected learning for the week.

The following three areas are crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive. These prime areas are:

1. communication and language
2. physical development
3. personal, social and emotional development.

EGIS supports children in four specific areas as an EYFS provider, these are:

- literacy
- mathematics
- understanding the world
- expressive arts and design.

At EGIS, we develop curriculum plans using the statutory framework based on a series of topics or themes which offer experiences in all areas.

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

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

‘Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities.’ **Statutory Framework for the Early Years Foundation Stage, Department for Education, 3 March 2017**

The EYFS Statutory Framework provides a long-term plan to follow by ensuring that all age-appropriate outcomes (for FS1) and Early Learning Goals (for FS2) are covered throughout the relevant academic year.

Medium term planning is created and takes into account individual children’s learning and developmental needs.

Short term planning covers our weekly sessions within the setting and is informed by current setting observations and themes.

We aim to be flexible to take account of changing needs and responses of the children in our care.

3. Organisation and Resources

Classroom organisation and arranging areas can help with developing independence and giving opportunities for our pupils to initiate their own activities in accordance with our curriculum plans. Our classes have the following areas:

- *Mark making area/Creative area, Construction area, Book/Reading corner, role-play, and Maths Area.*
- *At EGIS, we make the most of our Outside Learning Areas: Sand play area, Water play area, Construction area, Mark making area, Jungle gym, Green area which gives us opportunities to develop communication and language, improve our physical development, as well as personal, social and emotional development and reinforce our learning of the language and*

understanding of the world around us in order to be creative and happy independent learners.

4. Observation and Assessment

Assessment plays an important part in helping all those involved in EYFS to recognise children's progress, understand their needs and plan appropriate activities and support. Here at El Gouna International School, as part of our regular practice, we observe and assess children's development and learning. This helps us understand levels of achievement, interests and identify learning styles. We encourage all parties to contribute and be involved in discussions about progress.

We record our observations in a number of ways: using post-it notes, pencil and notebook or using our electronic devices for data entry to Tapestry.com.

We use *Tapestry* to record the children's progress over the academic year in all areas of learning and development in the EYFS Statutory Framework. We also gather samples of the children's work along with the observations as part of their Learning Journey. We encourage parents/carers to be involved in their children's learning journey by logging on to Tapestry and adding observations and comments of their own.

Parents and carers are kept up to date with their child's progress and development. A short report is sent to parents and carers every 2 weeks, and we invite parents to attend parent consultations on at least three occasions throughout the year, at the end of each Term.

EYFS Profile

At the end of FS2 the EYFS Profile must be completed for each child. This provides a well-rounded picture of your child and their readiness for Year 1. This reflects the ongoing observation we carry out, the records we hold and the discussions we have had over the course of the early years. Your child's development will be assessed against the Early Learning Goals in FS2. The levels are assessed as:

- Emerging (still working towards expectations)
- Expected (meeting expectations)
- Exceeding (working above expectations)

5. Inclusion and Equal Opportunities/Equality

We firmly believe that every child is unique, and we therefore plan a curriculum that meets the needs of the individual child. We aim to support them to achieve and where possible exceed within their age band. We want every child to be able to take advantage of the opportunities that this setting provides.

We look to identify additional needs and provide additional support as early as possible so that the child gets the support they need following our whole-school approach to equality and inclusion.

6. Parents as partners and the wider context of working together

We at El Gouna International School recognise the importance of establishing positive relationships with parents and carers. We understand that parents and carers are a child's first and most enduring educators. We value your contribution to their education. A positive partnership between setting and home can have an equally positive impact on a child's learning and development.

We encourage parents and carers to take an active role in their child's learning and development and ask that you participate in as many ways with us as you can. We try to encourage regular information sharing to make sure we have the best knowledge available to help support and develop your child.

Your invaluable insight into the individuality of your child helps us ensure that our learning experiences are challenging and engaging.

We engage with parents and carers in the following ways:

- *Using the logbook to communicate regularly, emailing the weekly curriculum overviews, informal chatting at end of day, short reports sent every 2 weeks, regular use of our online platform 'Tapestry', Parent Consultations (currently done online due to Covid), and during events such as Dates with Dad, Biscuit Delight with Mum, etc. as soon as we are able to resume in-person events.*

7. Safeguarding and Welfare

In our Early Years setting, our duties in relation to safeguarding and welfare of children are of paramount importance. We have created a welcoming environment that is both safe and stimulating allowing our pupils to learn and grow in confidence.

We have a safeguarding policy framework that is referenced at the beginning of this document and published on our school website. These contain stringent policies, procedures and documents that ensure children's safety, including but not limited to safeguarding children, suitability of adults who have contact with children, promoting good health, managing behaviour and maintaining records. Our staff know our policies and procedures and have up-to-date training on matters relating to safeguarding and child protection.

We have a designated safeguarding lead in the EYFS setting and details can be found here: *[details]*.

Designated Safeguarding Lead (DSL): Ms. Rachel Abundo – Deputy Principal,
Rachel.Abundo@elgounaschool.net 065 3580080 Ext

Deputy DSL for Early Years: Ms. Bronwen Botes – EYFS/KS1 Coordinator,
Bronwen.Mary@elgounaschool.net

8. Food, Drink, Snacks

We encourage our students to eat healthy, balanced, and nutritious meals and snacks. During admission, we request information about special dietary requirements, preferences and food

allergies along with any health requirements. This information is recorded on the child's file and noted by the school nurse so information is passed on to the Form Tutor and other concerned teachers.

Each student is asked to bring his/her own refillable water bottle and bottled water is always available at the school canteen for sale and teachers always urge students to be extra.

9. First Aid

At EGIS, we have trained first aiders and access to first aid kit appropriate for use with the age range of children within the setting. The accident/injury/first aid record is logged by medical personnel manning the school clinic.

We inform parent/carers of any accident or injury on the same day or as soon as reasonably practicable after. We also inform of any first aid treatment given.

List of Trained First Aiders (Paediatric):

Nurse Marian – School Nurse

Ms. Bronwen Botes – Trained on First Aid on 2nd of March 2022

Ms. Sophia Echeverria – trained and took refresher course in school on 2/3/2022

Ms. Rachel Abundo – Deputy Principal, trained in Dubai, took refresher course in school

All Teaching Assistants – previous training in Dec 2019, took refresher course in school on 2/3/2022

[Please Refer to the First Aid Policy.](#)

10. Orientation

This is an important time for our staff to get to know you and your child, their interests and experiences and any individual requirements they may have. Your child will be assigned a Form Tutor who is the key person with whom your child will interact. This helps ensure that your child's care is tailored to their needs. This also helps everyone become familiar with the setting and build relationships. If you have any concerns regarding the orientation and admission process, please discuss this with your child's assigned Tutor.

11. Transitions

Here at EGIS, we know how difficult it can be to change settings and we ensure that transitions are carefully planned to ensure a continuity of learning by working closely with other settings as well as parents and carers. By this stage we have established a good understanding of your child's needs and look to establish effective partnerships to ensure the transition is as smooth as possible. Alongside meetings with new teachers and you as parents/carers to discuss the Early Years Profile, the Profile document will help to support the child's development and plan an effective ongoing curriculum.

Every year towards the end of the academic year, we organise a transition period/day where students get to have an idea of how school life is in the following year group. The Form Tutor, where possible, of the class that students are moving to in the following year will discuss expectations and answer all questions posed by students.

12. Behaviour Management

At EGIS, we manage behaviour in an appropriate way and in accordance with the school's [Behaviour Policy](#). We use *class dojo's* to help motivate and reward good behaviour choices.

13. Record keeping

We maintain records and obtain and share information with parents and carers and concerned persons, to ensure the safety of the children in our care and the efficient management of the setting to help ensure the needs of all children in our care are met.

We comply with Data Protection legislation and GDPR requirements (general data protection requirements) in relation to the retention and sharing of data that we hold. Please see our [Data Protection Policy](#) for more information.

14. Complaints

EGIS has a standard complaints procedure. We encourage parents to take any complaints or concerns to a staff member or to the KS Coordinator and the School Principal, and the school will do everything in its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see our school [Complaints Policy](#).

15. Monitoring and Review

It is the responsibility of EYFS staff and all relevant staff involved with EYFS to follow the principles stated in this policy and any linked policy. The Board of Governors represented by the Chairman is responsible for related policies, details can be found on our Governance and Leadership page on the El Gouna International School's website.

The senior leadership team will carry out monitoring of the EYFS as part of the whole school monitoring schedule. We will evaluate its effectiveness by taking into account feedback from all relevant parties involved within the EYFS setting and anything which has come to light during observations in the setting. We also carry out curriculum reviews and take account of any reviews and reports in this area. This policy is reviewed annually.

Signed by:

_____ **The Chair of Governors** **Date:**

_____ **School Principal** **Date:**

Adopted: Sep 2021 (Updated First Aid details in April 2022)



Review date: August 2021

Next review date: August 2022