



Gulf British Academy

EYFS Policy Framework

Introduction

“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, 2012

Curriculum aims

We encourage and promote a creative and cross-curricular approach in order to form a deeper understanding of topics and foster:

- a love and passion for life-long learning
- a sense of wonder / respect for the world we live in
- the ability to problem-solve
- academic excellence
- a sense of pride in their own and others’ achievements
- social, moral, spiritual and cultural awareness
- independence
- freedom of expression
- high expectations of themselves and others
- respect and trust
- empathy

Curriculum values

We believe:

- all children have a right to learn
- all children have a right to be safe and happy
- all children are unique
- all children should be listened to and treated fairly
- all children should be respected
- we should respect and value others' opinions and beliefs
- parents play an important role in their child's education
- we are all part of a wider community which is an integral part of our children's development
- excellent teachers create excellent learning

EYFS programme

Gulf British Academy's Early Years Foundation programme for Pre-KG, KG and Reception classes aims to meet the standards set out in England's Early Years Foundation Stage (EYFS) curriculum framework. We promote learning through play and activity based teaching.

We recognise that children learn differently and at different rates, so we provide a creative and varied Foundation programme to ensure your child has the opportunity to flourish.

This is a very important stage in your child's education and we strive to foster a love of learning and exploration in order to prepare your child for Key Stage 1.

The learning goals are based on **3 prime areas of development** and **4 specific learning areas**:

Prime areas of development

Communication and language

Using a variety of situations, emphasis is placed on listening, understanding, attention, and expression through speaking and answering simple questions.

Physical

Here we focus on developing spatial awareness and manual dexterity as well as instilling the importance of a healthy diet, physical exercise, and basic hygiene.

Personal, social and emotional

Through activities and speaking in groups, we promote confidence and self-awareness, and encourage children to play cooperatively with empathy and good behaviour.

Specific learning areas

Literacy

Focus is centred on learning simple reading and writing skills, developing phonic knowledge and understanding the basics of what is being read and written.

Mathematics

Learning covers basic counting, sharing, subtraction, addition, shape recognition and measurements using objects and basic mathematical language.

Understanding the world

We encourage pupils to observe and talk about their surroundings and their lives, and how they themselves are similar or different to other children.

Expressive arts and design

Exploration and imagination is the focus here. Children sing, dance and make music. They learn through play as well as paint to express their own ideas.

Long-term planning

Our long-term planning shows our aims and values, and demonstrates how our continuous provision meets the EYFS requirements. It promotes learning within the areas of learning and development, tracks the learning objectives that have been covered and highlights any key events to be included.

Medium-term planning

At Gulf British Academy, we deliver a creative curriculum, which is based on a new topic each half term. Medium-term planning shows the key learning experiences for each area of the curriculum. We use this flexibly, choosing learning experiences to meet the needs of the children.

Short-term planning

Short-term planning shows the learning opportunities that will be available over the week. Teachers conduct daily retrospective planning and adapt their plans for the week based on the needs of the children.

Effective teaching and learning

We encourage the children to play an active role in shaping their learning experiences. Teachers engage in discussion with the children about what they are interested in, which skills they would like to develop further and which resources they need to support their learning.

We aim to provide an attractive, challenging learning environment that offers high quality opportunities for the children to learn through play, both indoors and outdoors. There is a range of 'continuous provision' available in the classroom, which is designed to offer open-ended, practical learning opportunities. Children are supported to think creatively and imaginatively and explore how resources can be adapted. Each week, the provision is enhanced with additional resources, based on the previous observations.

Teacher-led activities are practical in nature and based on first-hand experiences wherever possible. The children are supported to develop problem-solving skills through open-ended tasks and opportunities to share their thinking with others. The number of teacher-led activities that the children take part in increases throughout the year, as their concentration develops.

Learning environment

We aim to create an attractive, welcoming and stimulating learning environment that will encourage children to explore, investigate and learn through first-hand experience. Resources are clearly labeled and organised into learning zones, enabling the children to access them with a high level of independence. Teachers regularly evaluate the effectiveness of the learning zones and make adaptations as necessary.

Curriculum enrichment

To enhance our school curriculum and enrich children's learning experiences, we provide varied and exciting activities and events throughout the school year.

Parent partnerships

We value the contribution that our parents and carers make to their child's learning and take every opportunity to work in collaboration with them. Each half term, we publish a newsletter to inform parents of what their child will be learning and how they can support them at home.

In Term 1, we have a parent/teacher introduction meeting and a curriculum meeting to ensure parents understand the UK EYFS curriculum and principles.

In Term 2, we hold parent consultations and in the summer term we send home detailed reports. Parents have access to the online learning journeys and are encouraged to contribute achievements at home. In Reception, the children take reading books home to share.

Throughout the year, there are parent's meetings and open mornings where parents can find out how their child learns in school.

Behaviour management

Please refer to the school's **Behaviour Management Policy**.

Safeguarding and child protection

Please refer to the school's **Safeguarding and Child Protection Policy**.

Arrival and collection of children

Children can enter school from 6:30 am. Each child is marked in on the day's register by the class teacher. Parents/carers use the external gates when collecting their child(ren) at the end of the school day. If a child needs to be collected during the school day, parents report to the school office.

Under no circumstances is a child allowed to leave with anyone other than those named on the child's registration form, unless the parent has given written permission. In exceptional circumstances, a parent may give verbal permission. If there are queries regarding a child's collection, the class teacher will contact the child's parent/guardian to discuss the situation with them.

Outings

Parental permission is given at enrolment to take the children on visits and outings. Risk assessments are completed for each type of outing.

Teacher as the Key Person

The class teacher is responsible for the well-being of all of the children in their class and they will;

- help the child to become familiar with the setting
- build a relationship with each child's parents, working in partnership with them to ensure that the child is being cared for appropriately for each family.
- respond sensitively to the child's needs, feelings, ideas and behaviour.
- ensure that the learning opportunities on offer, meet the needs of each child.

Promoting awareness of dangers and how to stay safe

We encourage the children to take an active role in ensuring their own safety and involve them in discussions about health and safety issues.

Complaints

Please refer to the school's **Complaints Procedure Policy**.

Information for parents and carers

We provide a meeting for new parents and carers that includes information about our daily routines, the types of activities provided, staffing and food and drink. Parents are regularly updated with information about their child's time in school through our communication channels.

Transition from Reception to Year 1

In Term 3, we begin a programme of transition to support the children with their move to Year 1. This involves visits to the Year 1 classroom, discussion with current Year 1 children, walks to look at where they will enter school and opportunities to ask any questions about the next year. The school holds a 'Move Up' morning, giving the children a taste of their new class.

Being active

The children have access to an outdoor area, which provides a range of physical activities; including soft play blocks, large balls, bats and balls, rockers and water/sand play equipment.

Food and drink

Children are supported to wash their hands with soap regularly throughout the day. Children are allowed to drink from their water bottles whenever they wish (at appropriate times), allowing the children to make decisions about when they are thirsty. Teachers remind the children to remain seated when eating and drinking. Fresh drinking water is available at all times.

They have two designated snack times during the day. However, children are able to have a snack outside of these times if they want.

Parents are provided with information about a packed lunch, which also advises about appropriate food content.

Illnesses and injuries

Parents/carers are asked not to send their child to school if they are unwell and to inform the Administration Department of their absence.

Parents/carers are asked to inform teachers if their child is suffering from a minor ailment so that appropriate care can be given. Children must not return to school within 48 hours of a bout of sickness or diarrhoea.

If a child becomes unwell whilst at school, a member of staff will:

- phone the parents/carers, explain that their child is unwell, explain the symptoms noted and ask them to collect their child.
- sit with the child in a quiet place away from other children, if possible, until the parents arrive.
- explain our policy of at least a 48-hour clearance of the sickness/diarrhoea before the child may return to school.

Reviewed: September 2019
To be reviewed: Annually by September
Responsibility: Foundation / KS1 Coordinators