



## EARLY YEARS FOUNDATION STAGE POLICY

### MISSION

Geneva English School exists to provide an outstanding education within a caring and collaborative learning environment. We take the traditions and values of British education and combine them with the best of modern, international programmes to create an engaging, relevant and forward-looking education that prepares individuals for the interconnected world of the future.

### VISION

Outstanding education for the global citizens of tomorrow

The ethos of Geneva English School is based on the vision and core values shared by the staff and clearly communicated to the children through teaching, discussion and example. These values are our guiding principles in setting the aims and objectives of the Early Years and in evaluating our performance. ([Refer also to the Curriculum, Learning and Teaching Policy](#))

### AIMS AND OBJECTIVES

- To ensure all children are individually catered for through the flexible approach we provide within our Foundation Stage classes regardless of gender, race, religious beliefs or economic wellbeing (within the context of GES).
- To encourage children to become independent and confident individuals who enjoy a fun, learning situation.
- We aim to monitor and assess the children regularly to ensure each child is reaching their potential and is able to fully access the curriculum.
- To maintain a high standard of teaching and learning. This is achieved through the use of specialist staff for some subjects (French and Art) and maintaining our 1:8 ratio through out the day.
- To ensure the children are in a safe and secure learning environment.
- To ensure the resources available for the children are appropriate, inspiring and accessible to further their learning.

### OUR EARLY YEARS CURRICULUM

We offer a broad and balanced Early Years curriculum for our youngest pupils. There are seven areas of learning and development. All areas of learning and development are important and inter-connected. 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. These three areas, or 'prime' areas, are:

- Communication and language
- Physical development; and
- Personal, social and emotional development

There are also four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

### TEACHING STRATEGIES

Educational programmes involve activities and experiences based on these areas. We ensure there is a balance of adult led and child-initiated activities across the day. Although much of the time is spent with children self-selecting tasks, the interaction between the adult and child is essential as the adult's response to children builds understanding and therefore guides new learning. The adult's role is to model, demonstrate and question what the child is doing. In some cases the adult will ask a child to come and complete a task or game with them; at other times they will participate in a child's game, extending it where possible. Learning takes place both indoors and outdoors. Across the Early Years a topic is chosen as the focus each half term. Children explore through a variety of mediums, including books, art, clay, drama, music, ICT, crafts and model making. The planning ensures there are differentiated activities to suit every child as each child has very different needs and these must be met appropriately. Although the class teachers plan the activities for the term, there is however a degree of flexibility as responding to the immediate interests of the children is crucial to ensure that an appropriate, relevant and inspiring curriculum is delivered to all the children. Therefore, activities may sometimes differ slightly to those planned, or a chosen theme may be continued over more weeks if it is felt that this will enhance the children's learning.

We gradually introduce synthetic phonics and the basics of literacy are taught daily. The children are introduced to Jolly Phonics in Reception, which is a programme designed to teach all 42 sounds of the English Language, and the children are taught to read and write them at the same time. The sounds are repeated throughout the year and built upon in the following 2 years to ensure any children requiring repetition are catered for. Equally, for children who quickly grasp these concepts, they can then be moved on at their individual pace. Numeracy is introduced through different activities, such as counting games, weighing activities and measuring, and is also taught daily. All children are encouraged to participate in PE, Dance and Music. All children are gradually introduced to the principles of writing, and to the use of computers. At the end of Reception the children are enthusiastic and confident learners who are ready for the more structured, less play-based, environment of Year 1. Most children will have completed the Foundation Stage Early Learning Goals that are usually covered during a child's first year in school. As the children move to Year 1 the curriculum then links to the National Curriculum.

### ASSESSMENT AND RECORD KEEPING

All assessment and observations inform planning to ensure children's needs are being met,

and enable staff to complete the children's individual profiles. The Early Years Profile is completed at the end of Reception and comprises seventeen scales that are all related to the seven areas of learning.

The children in the Early Years are continually assessed through their daily activities. The class teachers record the children's progress and attainment through photographic evidence, planned focused observations and spontaneous written observations. This information should come from a combination of adult led activities and child initiated play. Therefore, some time is given to ensure staff in Foundation Stage classes are able to observe the children in their care and respond appropriately. Each child has their own online Tapestry 'Learning Journey' and parents are regularly encouraged to comment on their child's development. The 'Learning Journeys' contain much of the class teacher's evidence they have on the attainment and progress of each child.

## ADMISSIONS

The School's [Admissions Policy](#) applies to the Early Years Department as much as to the rest of the School.

On initial contact with the School, parents are offered a tour of the school grounds. They are provided with a pack containing curriculum and other information about the School, and an 'All about Me' booklet for parents to complete with their child so that we can gain an insight to the child's interests and starting points.

### 1. Nursery (Ducklings)

Children are invited to independently attend short introductory sessions to Nursery to develop familiarity with the setting and teachers.

Children can start from the term in which they turn 3 years old. It is a pre-school year and the children can attend for a minimum of two sessions per week. Children can enter the Nursery from 08:30 and be collected at the end of lunchtime (13:00) or they can stay for whole days until 15:00. Those with siblings can stay until 15:30.

### 2. Reception

Children must be four years old on or before 31 August of the academic year in which they start in Reception.

#### Introduction

Parents of EYFS children receive a letter inviting them to attend a 'Welcome Meeting' in June with the Head of Lower School and the Foundation Stage Staff in the format of a 'Teddy Bears Picnic'. This is an opportunity for parents and carers to meet the adults working in their child's new class, to see the setting and to collect an information pack to take home. There is then a 'Teddy Bears Picnic' for children and Parents, usually held on the school playing field.

Each child has a 'key person' who, in our setting, is fundamentally the class teacher. They are the first point of contact for both the child and his or her parents and is supported by a team of practitioners who also contribute towards the child's care and learning.

After Admission:

- Children in Ducklings are provided with the option to attend half-days until they are

settled and confident enough to extend to full days.

- An Early Years Information Meeting is held during the Autumn Term for all Foundation Stage parents to explain the curriculum.
- A Phonics Meeting for Reception parents is held during the first term to explain how to help their child with reading at home.
- Parents are invited to attend termly parent consultations to discuss their child's progress. In the Summer Term Reception Parents are invited to attend a meeting to review their child's learning and progress within the Early Years Curriculum.
- Reception pupils are given Phonics and reading homework every day and parents are encouraged to spend ten minutes every day on these activities.
- Parents are invited to come in to see their child's production for Christmas show, as well as attend the numerous whole school events.

#### [Any mid-year admissions into Foundation Stage:](#)

Before any child starts in the Foundation Stage a pre-admission meeting will be arranged. There will also be an opportunity for the child and parents/carers to meet the new teacher and see the classroom and other areas. At this meeting a start date will be agreed, and with Ducklings, taster sessions are organised.

Parents play an important and valued role in the education of their child, so we welcome parents to become involved in the Foundation Stage classes. We encourage parents to help by:

- Contacting the class teacher through staff email.
- Supporting and encouraging their child to feel good about what they try and what they accomplish.
- During the spring term, class teachers send a class giraffe home; the children can share the adventures they had with the class giraffe, with the whole class through a teddy diary, and show and tell.
- Contributing to Learning Journeys through completion of Star Awards celebrating their child's successes and by contributing to Tapestry.

#### [Transitions](#)

Transitions are carefully planned, and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings, including nurseries.

#### [Transition from Nursery into Reception:](#)

During the summer term children in Ducklings will have the opportunity to spend some time with their Reception teachers and in their classrooms. The classes are carefully considered to ensure that children who have formed friendships at this age are given the chance to develop these the following year.

#### [Transition from Reception into Year 1:](#)

During the final term in Reception, Year 1 teachers will have the opportunity to spend time in the Reception classes and children in the Year 1 classroom. Year 1 teachers will meet with the Reception class teachers and discuss each child's development against the Early Learning Goals in order to support a smooth transition to Year 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children

## THE ROLE OF HEAD OF PASTORAL CARE AND LOWER SCHOOL

(Refer also to the Head of Pastoral Care and Lower School Job Description)

The Head of Lower School is responsible for improving the standards of teaching and learning in EYFS through:

- Monitoring and evaluating EYFS
- Pupil progress
- Provision of EYFS
- The quality of the learning environment
- Taking the lead in policy development
- Purchasing and organising resources
- Keeping up to date with recent developments in the EYFS
- Leading EYFS team meetings
- Pupil admissions and ratio
- Attending and contributing to Senior Leadership Team meetings
- Act as a point of contact for parental feedback or concerns

## MONITORING AND ASSESSMENT

It is the responsibility of the Head of Lower School and Foundation Stage teachers to follow the principles stated in this policy. There is an Education Committee within the school Governing body whose responsibilities include the EYFS. They will discuss EYFS practice with the practitioners regularly and provide feedback to the Board of Governors, raising any issues that require discussion.

The Head, Deputy Head and Head of Lower School will carry out monitoring of the EYFS as part of the whole school Development Plan.

## AFTER SCHOOL ACTIVITIES FOR CHILDREN IN THE EARLY YEARS

During after school care, staff are deployed effectively within the premises to ensure the safety, welfare and development of all the children. The size of the group of children never exceeds 35 in After School Club, with four members of staff. All staff receive induction training, which includes Health and Safety, and Safeguarding and Child Protection policies and procedures.

Staff members for after school care are listed in the Parents Handbook.

Numbers of EYFS children are reviewed regularly to ensure we maintain appropriate ratios.

After school activities, for which parents sign their child up for the whole term, start in the spring term of Reception.

Emily Brown: Head of Pastoral Care and Lower School

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