



مدرسة الدوحة البريطانية  
DOHA BRITISH SCHOOL

# Early Years Foundation Stage Policy



Last Review: September 2023

Next Review: June 2024

Reviewer: Policy Committee





## 1. Purpose

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. Scope

This policy is based on requirements set out in the [statutory framework for the Early Years Foundation Stage \(EYFS\) that applies from September 2021](#) and applies to all DBS schools with EYFS provision.

## 3. Policy Statement

At DBS we are fully committed to providing our youngest learners with the best possible start to their educational journey. Our primary focus is to create a safe and nurturing environment where every child can learn, grow, and flourish. We understand the critical importance of the Early Years Foundation Stage (EYFS) in shaping a child's future, and we are dedicated to following the curriculum underpinned by the statutory framework for the EYFS that applies from September 2021. This framework not only guides our teaching but also ensures that each child's unique needs and developmental milestones are met. We believe that a strong foundation in the EYFS sets the stage for lifelong learning, and we are committed to providing the support and care necessary to make this early experience a positive and enriching one for our students.

## 4. Structure and Admissions of the EYFS

4.1 Our early years setting covers pre-school and reception. The children attend daily from 7am until 1:00pm .

4.2 In pre-school the class size is 25 students with 1 teacher and 2 teaching assistants, and in reception the class size is 27 with 1 teacher and 1 teaching assistant.

4.3 Assessments are conducted by Head of Early Years and Early years teachers in a group assessment of maximum 13 children per session.

## 5. Curriculum

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

5.2 The EYFS framework includes 7 areas of learning and development that are equally important and inter-connected. 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.

5.3 The prime areas are:

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

5.4 The prime areas are strengthened and applied through 4 specific areas:

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

5.5 The Characteristics of Effective Learning describe behaviours children use in order to learn. To learn well, children must approach opportunities with curiosity, energy and enthusiasm. Effective learning must be meaningful to a child, so that they are able to use what they have learned and apply it in new situations. These abilities and attitudes of strong learners will support them to learn well and make good progress in all the Areas of Learning and Development.

- Playing and Exploring - children investigate and experience things, and have a 'go'
- Active Learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- Creating and Thinking Critically - children have and develop their own ideas, make links between ideas and develop strategies for doing things.

## 6. Planning

6.1 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 as well as learning through play.

6.2 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.

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

## 7. Teaching

7.1 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.

7.2 Phonics is taught daily.

7.3 As children grow older, and as their development allows, the balance gradually shifts towards more adult-led activities to help children prepare for more formal learning, ready for year 1.



## 8. Assessment

8.1 At Doha British School, ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles and record these on Tapestry, tracking system. Tapestry is also our student's online Learning Journey. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

8.2 In planning meetings, the staff take part in “mini moderations” where they discuss and identify children of an expected level or who are emerging. The parents receive three reports throughout the year and two parent consultations.

8.3 Within the first 6 weeks that a child **starts reception**, staff will administer the Reception Baseline Assessment.

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:

- Expected
- 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 in the end of year report.

## 9. Working with parents

9.1 We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. Throughout the year we offer various parent workshops to advise parents on how best to support their child at home.

9.2 Parents and/or carers are kept up to date with their child's progress and development. The learning journal helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities. The parents receive one report at the end of the year and three parent consultation sessions takes place throughout the year; one every term.

9.3 Where a child is identified as requiring more specialist support, our SEND department will observe and can offer support where and when appropriate.

## 10. Safeguarding and welfare procedures

We promote good oral health, as well as good health in general, in the early years by talking to children about:

- The effects of eating too many sweet things
- The importance of brushing your teeth

The rest of our safeguarding and welfare procedures are outlined in our safeguarding policy.



Thank you