



Early Years Foundation Stage (EYFS) Policy

Within this document, the term Early Years Foundation Stage is used to describe children who are in our pre-nursery, nursery and reception classes.

Aim

In the Early Years at King's Bangkok, we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences which enable children to become thinkers who are confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential, ensuring that all children have the opportunity to learn and make progress. Throughout the EYFS our vision to Engage, Inspire and Extend is central to everything we plan and do with the children. Even at this young age our values of Kindness, Good Manners and Wisdom are central to our teaching and curriculum.

As outlined in the Statutory Framework for the Early Years Foundation Stage, *'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.'*

We adhere to the statutory framework of the EYFS and the four guiding principles that shape practice within early years settings.

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- The importance of learning and development. Children develop and learn at different rates.

Principles into practice

As part of our practice we:

- Provide a balanced curriculum, based on the EYFS, across the seven areas of learning, using play (as far as possible) as the vehicle for learning



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- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support
- Work in partnership with parents and within the wider context
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment
- Prepare children for the opportunities, responsibilities and experiences of life in British society
- Extend learning through 'in the moment planning' to cater to individual children's needs
- Provide opportunities for children to engage in activities that are adult-led, adult-initiated and child-initiated, supported by the adult often through continuous provision
- Provide a secure and safe learning environment indoors and out

Foundation Stage curriculum

We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals.

All seven 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 are the **prime** areas:

- **Communication and Language:** providing an environment for young children to express themselves and to speak and listen in a range of situations, which allows them to develop their language and communication skills.
- **Physical Development:** young children need, and often love, to be active, but they also need to understand that continued physical activity, as well as healthy food choices, are important and understand why they are important.
- **Personal, Social and Emotional Development:** this area helps to shape children's social skills and develops respect and an understanding of theirs and their peers' different feelings, as well as developing emotional self regulation skills.

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

- **Literacy:** it's important for children to discover phonemic awareness, the ability to hear and identify different words and sounds, and also to start reading and writing.
- **Mathematics:** children need to be guided in developing skills with numbers and calculations, as well as being able to describe shapes, spaces, and measures.



- **Understanding the World:** this involves children making sense of things by observing and exploring everything from the places they spend time to the technology and other things that they use.
- **Expressive Arts and Design:** activities like drawing, playing with paint, instruments or technology all give children the chance to express themselves and learn new things and skills.

Children are taught specific skills and concepts. These are reinforced through practical, problem solving activities, many of which are initiated by the child themselves. Very little of our teaching is 'formal' and we provide activities which encourage children to be creative and problem solve so that they develop the characteristics of effective learning, skills they need to develop for later on in life.

Characteristics of Effective Learning	Areas of Learning and Development	Birth to 5 Matters Aspects
Playing and Exploring	Prime Areas	
ENGAGEMENT Finding out and exploring Playing with what they know Being willing to 'have a go'	Personal, Social and Emotional Development	Making Relationships Sense of Self Understanding Feelings
Active Learning	Physical Development	Moving and handling Health and Self-care
MOTIVATION Being involved and concentrating Keep trying Enjoying achieving what they set out to do	Communication and Language	Listening and Attention Understanding Speaking
Creative and Critical Thinking	Specific Areas	
THINKING Having their own ideas Making links Working with ideas	Literacy	Reading Writing
	Mathematics	Mathematics
	Understanding the World	People and Communities The World Technology
	Expressive Arts and Design	Creating with Materials Being Imaginative and Expressive

Taken from: Birth to 5 matters

Children are provided with a range of rich, meaningful first-hand experiences in which they explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development.

As a team, we observe and assess children's development and plan ahead to meet the children's needs. We use the Birth to 5 matters document to inform our knowledge about the appropriate age and stage of children's development.



Birth to 5 matters guidance will be shared with all staff for the start of the academic year and, from this, medium-term plans will be written by the year groups. Medium-term plans will be submitted before the beginning of each new half term. These medium-term plans remain flexible and, alongside any observations of the children's development, inform our short-term planning. This enables us to respond to the needs of the cohort and to meet the needs of the children in each class and year group. Staff within each year group will work together on the weekly plans and individual teachers will then use these to plan the learning on a daily basis for their specific class. Plans will be stored on Google Drive.

Practitioners working with the youngest children in pre-nursery and nursery will focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively and become ready for compulsory school. The balance will shift towards a more equal focus on all areas of learning as the children move through the early years at King's Bangkok and grow in confidence and ability within the three prime areas.

- Children have whole-group, small-group and individual time with practitioners throughout the EYFS.
- The curriculum is delivered using a play-based approach as outlined by the [KCISB Play-based learning policy](#).
- Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities.
- We plan a balance between children having time and space to engage in their own child-initiated activities and those that are planned by the adults. During children's play, early years practitioners interact to stretch and challenge children further.
- In planning and guiding children's activities, we reflect as practitioners on the different ways that children learn, and reflect these in our practice.
- We create a stimulating environment both inside the classroom and using the outside environment.

Observation and assessment

“Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence” - EYFS Framework 2021 - DfE



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At King's Bangkok we analyse and review what we know about each child's development and learning, and then make informed decisions about the child's progress. This enables us to plan the next steps to meet their development and learning needs. All practitioners who interact with the children contribute to the assessment process. In term 1 and term 2, parents are invited to attend a parents' day, and informal and formal reports are written to keep parents up to date along with the opportunity to speak to the class teacher on a daily basis in the classroom or through Seesaw.

Throughout the year, observations are recorded on Seesaw and best fit information inputting into our school management system to enable us to evaluate children's progress and provide support where necessary.

Formative Assessment

This type of assessment informs everyday planning and is based on on-going observational assessment of each child's achievements, interests and learning styles. Formative assessment may take the form of anecdotal observations, focused observations, baseline assessment, and other forms of assessments e.g., annotated examples of work, photographs and information from parents. Each child has an individual journal in Seesaw in which this evidence is stored. We plan for some focused observational assessment when undertaking our short term planning.

Summative Assessment

The EYFS framework summarises all of the formative assessment undertaken and makes statements about the child's achievements and development. It summarises the children's achievement against the early learning goals at the end of Reception year.

Class teachers also undertake in-house moderation. The Head of Early Years and Deputy Head of Early Years monitor teaching and learning across the Foundation Stage each year and shares the EYFS Profile data with the Head of Primary. The Seesaw Profile is made available to Year 1 teachers with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning. We track the progress on individual children and specific cohorts using tracking grids. Data is analysed and used to plan for development within the EYFS. We also identify EAL, Most Able pupils and those with summer birthdays and monitor their progress. Within the final term of Reception, we provide parents with a report based on their child's development against each of the Early Learning Goals and the characteristics of their learning.

Baseline assessment is completed within the first few weeks of term 1 and a termly follow up assessment with a final end of year assessment. The assessments give us a comparison against the UK national



average, highlight children who may need specific support and allow us to evaluate our provision across the year groups.

Learning through Play

“Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play and by taking part in play which is guided by others.”

Revised Statutory Framework for the Early Years Foundation Stage 2021

At King's Bangkok we support children’s learning during independent and planned play activities. We believe that it is important for adults to support children’s learning through play, by getting involved in the play themselves at the appropriate times.

The Learning Environment

“A rich and varied environment supports children’s learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces.”

“Early Years Foundation Stage”, Department for Children, Schools and Families, 2007.

We aim to create an attractive, welcoming and stimulating learning environment which will encourage children to explore, investigate and learn through first-hand experience. We also aim to make it a place where the children feel secure and confident, and are challenged to develop their independence. Activities are planned for both the inside and outside; children have the opportunity to play in the outdoor classroom during the school day.

Children are encouraged to become independent learners and to take some responsibility for initiating their own lines of enquiry and investigation. They have free choice of which resources they wish to use and how they use them.

Staffing and Organisation

- There are eighteen Early Years’ classes at King's Bangkok.
- In Pre nursery class sizes are a maximum of 15 children with a teacher, assistant teacher and two nannies.
- In Nursery class sizes are a maximum of 17 children with a teacher, assistant teacher and one nanny.
- In Reception class sizes are a maximum of 20 children with a teacher, assistant teacher and one nanny who works between two classes.



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- The children have daily opportunities for continuous provision and self-initiated play both in the classroom and in the purpose built EYFS outdoor areas. This time is supported by a teacher or assistant teacher, who act as facilitators to the children's learning and development. Class teachers work closely with the assistant teachers, consistently involving them in planning, preparation and assessment.
- We are always aiming to improve our teaching skills, knowledge and understanding and so all practitioners are encouraged to participate in relevant CPD. Practitioners also conduct and attend in-house training providing feedback from training courses and disseminating new initiatives, ideas and teaching methods to colleagues.

Safety

The children's safety and welfare are paramount. We create a safe and secure environment and provide a curriculum which teaches children how to be safe, make choices and assess risks. We have stringent policies, procedures and documents in place to ensure children's safety.

We promote the good health of the children in our care in numerous ways, including a healthy food policy and following set procedures when children become ill or have an accident.

Inclusion

We value all our children as individuals at King's Bangkok, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meets the needs of the individual child and supports them at their own pace so that most of our children achieve the Early Learning Goals as a minimum. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies.

Parents as partners and the wider context

We strive to create and maintain partnerships with parents and carers as we recognise that, together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education. In order to do this we:

- have an open door policy in which parents can visit their child's class and teacher at drop off and pick up time each day.
- share information about what we are covering
- hold regular parent information meetings and open days
- share children's work and assessment on Seesaw



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- provide two interim and two formal written reports each year
- hold two formal parents days each year

We draw on our links with the community to enrich children's experiences by taking them on outings and inviting members of the community into our school.

Transitions

Transitions are carefully planned for and time given, to ensure continuity of learning. In the final term in Reception, Year 1 teachers will meet with the early years staff 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.

Curriculum coverage

Subjects are not taught as specific lessons and the below timings are a guide as to approximately how long a child will spend on each area of learning in a week. There will be a variety of teacher-led activities with the whole class, groups and individuals and continuous provision where children explore a variety of carefully planned indoor and outdoor activities. The teacher and AT will dip into these activities to move the children's learning on according to the child's age, language skills and readiness. The activities provided cover a number of the learning areas at one time.

Students in the early years do not benefit from a strict structure to the timetable and teachers need to have flexibility to have dynamic planning based on student progress and engagement.



Pre-nursery and nursery

	Communication and language	Personal, social and emotional development	Physical development	Mathematics	Literacy (reading, writing)	Understanding the world	Expressive arts and design	Music	Thai language and studies	Total time
Pre-nursery and nursery term 1	3h	1h	2h20	2h40	2h40	1h	2h	1h	2h40	18h20
Nursery terms 2–3	4h	1h40	3h	3h	3h40	2h	2h20	1h	2h40	23h20
KCS	N/A									

Reception

	Communication and language	Personal, social and emotional development	Physical development	Mathematics	Literacy (reading, writing)	Understanding the world	Expressive arts and design	Music	Thai language and studies	Total time
	4h	2h	4h	4h40	5h	2h	3h	1h	2h40	28h20
KCS	4h	1h	3h	3h	–	3h	3h	–	–	21h

Nap/rest time

Some students will need to sleep in the nursery year group and some will not. All students in nursery (term 2 and 3) will be given the option and, unless parents have told the school otherwise, they will all lie down in beds to rest in a quiet, darkened environment. Those who do not rest will be able to play independently under the supervision of a teacher/AT. If a child in reception needs a nap, they will be provided with the opportunity to sleep.

All policies are reviewed regularly and are subject to change.