EYFS
2026- 2027

PACE
MODERN BRITISH SCHOOL
DUBAI, UAE

This policy outline the concepts of our EYFS provision

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"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."
(Statutory Framework for the Early Years Foundation Stage September 2012).

PACE GROUP
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Early Years Foundation Stage
Policy

Learn - Grow - Create

Mission: To create a safe, respectful and collaborative environment, conducive to promoting creativity, developing compassionate, tolerant global citizens, through dedicated leadership, committed staff and engaged community

1. Introduction

1.1 Early Years education is the foundation upon which young children build the rest of their schooling. It is a holistic education that encompasses all learning and development.

"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 September 2012}

1.2 This policy outlines the purpose, nature and management of the Early Years Foundation Stage (EYFS) at PACE Modern British School (PACE MBS).

1.3 The implementation of this policy is the responsibility of practitioners working in the FS setting, including both teaching and non-teaching adults.

1.4 In the policy the term 'practitioner' refers to the members of staff working with children within the setting.

1.5 The EYFS applies to children from birth to the end of FS2.

2. Purpose of policy

2.1 At PACE MBS, we are committed to underpinning our provision with the four themes of the Early Years Foundation Stage in our FSl and FS2 classes.

- Unique Child

- Positive Relationships
- Enabling Environments
- Learning and Development

2.2 **Unique child** - At PACE MBS we recognise that children learn and develop in different ways and at different rates, which is reflected in our provision.

2.3 The characteristics of effective learning support the child to become a motivated and effective learner. Children will **play, explore** and **'have a go'** at using all available resources; developing their experiences.

support the children in developing all of these characteristics through playing alongside children and, where necessary, scaffolding and supporting their thoughts.

2.4 It is important to us that all children at PACE MBS are **'safe'.** We aim to educate children on boundaries, rules and limits to help them understand why they exist. We provide children with choices to help them to develop these important life skills.

2.5 Children should be allowed to take risks, but need to be taught how to recognise and avoid hazards, both within school and in the wider environment.

2.6 We encourage a healthy lifestyle including taking exercise and eating healthy food.

3. Positive relationships

3.1 We aim to promote positive relationships between staff, parents and children.

3.2 Children are taught how to deal with difficult situations and friendships through our Personal, Social and Emotional Aspects of Learning as well as through their daily interactions with adults and other children.

3.3 We recognise that parents and carers are the child's first educators and their importance for the child's welfare and education is paramount.

3.4 All children are greeted as they come into the classroom and have a familiar routine.

3.5 Staff will work with each child either on a one to one basis, in a small group or as part of a larger group.

4. Enabling environments

4.1 At PACE MBS we recognise the importance of a rich learning environment both inside and outside. There are areas where the children can be active, be quiet and rest.

4.2 The environment is set up in learning areas, where children are able to find and locate equipment and resources independently.

4.3 There are several outdoor learning spaces for children to access. These have a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the opportunity to explore, use their senses and be physically active and exuberant.

4.4 As far as possible we offer the same opportunities and areas of learning in all of our environments and the children have free flow between different areas.

4.5 We observe the children during child initiated learning and offer additional resources and support to enrich their learning.

4.6 To ensure that we meet the individual needs of all of our children we make regular observations of the children's interactions, interests, skills, and development of concepts.

4.7 These observations are used to inform our planning for groups of children, for individuals and our provision for resources as appropriate.

5. Learning and development

5.1 There are seven areas of learning and development which address children's physical, cognitive, linguistic, social and emotional development and are interconnected. This ensures the delivery of a holistic, child-centered curriculum, which allows children to make links between what they are learning. All areas of learning and development are given equal weighting and value.

5.2 Three areas (the prime areas) are crucial to develop lifelong learning and to help children form relationships

- **Personal, Social and Emotional Development** - children develop confidence and self-esteem, learn how to manage feelings and respect others
- **Communication and Language** - children have opportunities to speak and listen in a range of situations and experience a rich language environment. They increasingly build their levels of concentration and can give their attention to what others say and respond appropriately
- **Physical Development** - children have opportunities to be active and develop co-ordination (both gross motor and fine motor); they learn about healthy choices

5.3 The prime areas are strengthened and applied through four further areas (specific areas):

- **Literacy** - involves children learning to recognise print in their environment. Later learning how letters link to the sounds and begin to read and write
- **Mathematics** - children have opportunities to develop counting and calculation skills, to use numbers in everyday activities and recognise and describe shapes and measures
- **Understanding the World** - children have opportunities to find out about people and communities, the environment and technology
- **Expressive Arts and Design** - involves exploring feelings and ideas through music, dance, role play and design

6. Active learning through play

6.1 We recognise that young children learn best when they are active. We understand that active learning involves other people, objects, ideas and events that engage and involve children for sustained periods. Therefore, we believe that early years' education should be as practical as possible and our setting has an ethos of learning through play.

6.2 We recognise the importance of children's play. It is an essential and rich part of the learning process, supporting

children in all areas of development.

6.3 In the Foundation Stage, practitioners provide both structured and unstructured play opportunities inside and outside.

6.4 These activities are designed to engage children in practical, first-hand experiences which will support children to discover, explore, investigate, develop their personal interests and areas of curiosity, and help to make sense of the world around them as they begin to understand specific concepts.

6.5 Planned, purposeful, play opportunities are set up to provide children with opportunities to apply newly acquired knowledge, demonstrating their skills and level of understanding.

6.6 Child-initiated learning is an important part of our daily routine and whenever possible adult-directed activities are play based, active and related to the children's interests.

6.7 We aim to help children with their learning through observing, getting involved in their play, supporting their thinking and asking open ended questions.

6.8 At PACE MBS we believe that the early years' education is important in its own right and should not be viewed simply as preparation for the next stage of children's education .

6.9 We believe that the EYFS framework allows a natural progression into the National Curriculum at the beginning of year one.

7. Assessment and record keeping

7.1 On-going assessment is an essential aspect of the effective running of the EYFS at PACE MBS. Regular, planned and focused assessments are made of children's learning and individual needs.

7.2 A record of each child's progress in all areas of their learning is kept by retaining their assessment data.

7.3 The main EYFS assessment method is through practitioners' observations of children in different teaching and learning contexts, including both adult focused activities and child initiated play.

7.4 Observations take place on a daily basis (both formally and informally). Practitioners make time to carry out planned observations of individuals and groups of children regularly. They also make spontaneous observations in order to capture significant moments of children's learning. Observations are recorded in different formats (e.g. narrative style, post-it notes, whole class grids, photographs and videos, gathered and stored in seesaw)

7.5 Other methods of assessing children in the EYFS include engaging alongside children in their play, annotation of children's written work, talking with children about their task or play. During blended learning the parents support and involved in the process by uploading children's learning to a learning platform.

7.6 All practitioners are involved in observing children.

7.7 Observations are evaluated, children's learning priorities are identified and relevant learning opportunities are planned to support children to make the next steps and progress.

7.8 Assessments are updated at least once each term to track individual progress.

7.9 Teachers record their summative judgments by selecting the appropriate statement as part of a fortnightly assessment and moderation cycle.

7.10 Baseline assessment is carried out using the EYFS framework during the children's first four weeks upon entering school. Judgements made on children's development are based on practitioners' evidence of children's behaviour observed independently and consistently in their self-initiated activities across all areas of learning and development.

7.11 At the end of FS2, in line with statutory requirements, using all the assessments information which has been collated teachers assess children against the early learning goals. They make a judgement as to

whether a child is meeting the expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). This is the EYFS Profile.

7.12 A written report is sent to each child's parents at the end of the summer term. It is a summative record of the child's yearly achievement and identifies targets for the child's next steps for learning.

8. Monitoring

8.1 The Head of EYFS, is responsible for monitoring teaching and learning in FS.

8.2 This involves observing lessons, looking at data, looking at children's work and checking planning in order to ensure that we are providing the best for and expecting the best from our pupils.

8.3 We use the information gathered to inform future planning and identify particular strengths and weaknesses in our practice.

9. Planning

9.1 The EYFS framework provides a long term plan to follow by ensuring that all development statements are covered throughout the academic year leading towards the achievement of the Early Learning Goal (ELG) at the end of FS2.

9.2 Medium term planning takes into account the individual children's learning and developmental needs.

9.3 All areas of learning and development are planned for and available to access within the setting. The learning opportunities provided include a range of adult focused and child initiated activities indoors and outdoors whenever possible.

9.4 Educational visits within the local community and further afield are also planned to support children's learning within the classroom. During blended learning this opportunity will not be provided but online educational opportunities will be provided.

10. Parents and teachers as partners

10.1 At school we recognise the importance of establishing positive relationships with parents. We understand that an effective partnership between school and home will have a positive impact on children's learning and development.

10.2 The sharing of information with parents is done in a variety of ways. Through questionnaires completed with the parents before children start school in September and informal chats at the beginning and end of the day and formal parent consultation meetings, practitioners encourage parents to share their unique knowledge of their

child, providing further insight into the child as an individual (e.g. characteristics, interests, experiences, likes, dislikes). This supports practitioners in establishing interesting and stimulating learning experiences, responding to children's needs and interests.

10.3 Parents are kept informed of what is happening in the setting through weekly newsletters, our website and face to face conversations.

10.4 Parents can support their children's learning at home; consolidating and building on what has been covered in school.

10.5 Parents are invited to attend parents' consultation evenings during the course of the academic year.

10.6 There are opportunities for parents to help with activities such as educational visits and reading, as well as offering their particular skills to support children's learning. Parents may be invited into school on other occasions and special events e.g. class assemblies, coffee mornings, workshops etc.

10.7 PACE MBS has a friendly, open-door ethos and practitioners are available to talk to parents at the beginning and end of the day. Parents are always welcomed into school and encouraged to discuss and concerns they might have.

11. Admission and induction

FS1

- In Term 3 an open day is held when parents can visit FSl with their child to meet the teachers and Head of EYFS
- Parents are offered an individual meeting with their teacher prior to their child starting FSl, during the induction week. We feel this provides a valuable opportunity for the staff to meet the child, discuss important and where necessary confidential information and begin to collect evidence for baseline assessments.
- From September children attend the setting on a full-time basis after a staggered part- time start which lasts no more than two weeks. We strive to be sensitive to the needs of individuals. We work closely with parents and if a child needs a longer period of part-time education, before attending full time, we ensure this occurs.

FS2

- In the summer term prior to the children beginning school, all FSl children have a transition afternoon. The purpose of this initial visit is for the children to meet the teachers, Head of EYFS to become familiar with the classroom environment and meet the other children.
- In the induction week, the new children are invited to a stay and play session to become familiar with the classroom environment and meet other children.
- At this meeting information packs are distributed detailing the induction process, school routines and expectations. There is also time for informal chat and parents' questions.
- Parents are offered an individual meeting with their teacher prior to their child starting FS2. We feel this provides a valuable opportunity for the staff to meet the child, discuss important and where necessary confidential information and begin to collect evidence for baseline assessments.
- From September children attend the setting on a full-time basis. We strive to be sensitive to the needs of individuals.

We work closely with parents and if a child needs a longer period of part-time education, before attending full time, we ensure this occurs.

12. Settling-in

12.1 Parents are welcome to stay for an agreed amount of time during the child's first day in the FS 1 and can wait in the cafe area, where a teacher will update them.

12.2 Some children take longer than others to settle and some settle more quickly and then become distressed a few weeks later. The school will work with the child's parents to support their child through this transition period. It is important that parents and child are relaxed and happy in the school.

12.3 When a child starts to attend, we explain the process of settling-in with their parents and jointly decide on the best way to help the child to settle into the school.

12.4 When a child starts in the FSl they are welcome to bring a transitional item e.g. toy or blanket with them for as long as they need the comfort gained from this item.

12.5 We judge a child to be settled when they have formed a relationship with their teacher, the child is familiar with where things are and is pleased to see other children and participate in activities.

13. Equal opportunities

13.1 In FS, as in all areas of school life, we believe that equal opportunities should exist for all children irrespective of gender, ability, ethnicity, culture, religion, disability or social circumstances. This has caused us to review the ways in which we approach children, our attitude towards them and how we develop their self-esteem.

13.2 We respect the experiences children bring to school and would seek to expand them by providing further new experiences and stimuli.

14. Transition to year one

14.1 Teachers in year one plan from both the EYFS and National Curriculum in the first half of the autumn term.

14.2 They have carefully organised their classrooms to ensure there is continuity of provision from the EYFS and there are familiar resources and activities for the children e.g. construction kits, malleable materials and role play.

14.3 Outside learning environments offer more FS based provision for those children still requiring elements of the EYFS curriculum. During this time they will be using equipment to develop their gross motor skills e.g. skipping ropes, hoops and balls.

14.4 When appropriate, teachers endeavour to ensure there are opportunities for child initiated activities particularly in the first term.