



WELLINGTON  
COLLEGE  
INTERNATIONAL SCHOOL BANGKOK

## Early Years Policy

<b>Approval:</b>	Local Board	<b>Level:</b>	Public
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### 1. Introduction

- 1.1. The Early Years Foundation Stage (EYFS) lays the foundations for each child's future learning and is therefore a very significant time in a child's education.
- 1.2. This policy is based on requirements set out in the UK government's [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).
- 1.3. EYFS applies to children from birth to the end of the Reception year. It is based upon four principles: "A Unique Child"; "Positive Relationships"; "Enabling Environments"; "Learning and Development".

### 2. Aims

- 2.1. This policy aims to ensure:
  - 2.1.1. That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for the best possible individual progress through school and life.
  - 2.1.2. That the school provides a rich, structured, secure, caring and well-resourced learning environment both inside and out which is challenging, exciting and imaginative. It should also meet all the individual developmental needs of young learners and underpin all future learning.
  - 2.1.3. That we enable all children to become confident, motivated and happy learners, developing the skills and attitudes necessary for flourishing in future learning.
  - 2.1.4. Quality and consistency in teaching and learning so that every child makes the progress which is appropriate to them as an individual.
  - 2.1.5. Close working partnership between practitioners and with parents
- 2.2. All children develop their independence and individuality, whilst fostering respect and tolerance for others irrespective of ability, race, creed, gender, background or other differences.



### 3. Structure of the EYFS

- 3.1. The EYFS at Wellington College comprises:
  - 3.1.1. Pre-Nursery – 2 Years of age on 1<sup>st</sup> September
  - 3.1.2. Nursery – 3 Years of age on 1<sup>st</sup> September
  - 3.1.3. Reception – 4 Years of age on 1<sup>st</sup> September
- 3.2. The curriculum is planned, overseen and delivered by class teachers and experienced Assistant Learning Teachers (ALTs). In each Pre-Nursery class, there are three ALTs per class of 15 children (at an adult:child ratio of 1:4), and in the Nursery/ Reception classes there are two ALTs (ratio 1:5 in Nursery and 1:6 in Reception).
- 3.3. The settling in process for Pre-Nursery children involves a staggered start, giving children the opportunity to familiarise themselves with the learning environment, and for the class teacher to exchange information with the parents:
  - Step 1: Stay and Play sessions in small groups with parents in environment,
  - Step 2: Stay and Play sessions in small groups without parents in environment
  - Step 3: Short day 8am until 11am (including snack)
  - Step 4: Short day 8am until 12pm (including snack and lunch)
  - Step 5: Full days (7.30am until 2pm) begin for those who are ready. This decision is guided by teachers but in partnership with parents
- 3.4. Nursery and Reception children begin full days from the very first day of school. The school day begins with registration at 7.20am and ends at 2.30pm.
- 3.5. Each child's day includes:
  - Morning snack
  - Lunch
  - Afternoon Snack

All food is provided by our school catering company – Epicure. Food provided is healthy, encouraging a balanced diet. Food is eaten in the EYFS dining hall with members of staff, ensuring it is an important part of our school's family life. Table manners and behaviour are reinforced throughout.
- 3.6. Parents bring their child straight to their classroom in the mornings between 7.15am and 7.30am (normally from 7.20am) They leave as soon as they have handed the care of their child over to the class teacher to support the settling process. If they arrive late, their child is taken to their classroom by one of our school adults.
- 3.7. Parents collect their child from their classroom door or the end of the learning studio at the end of the day. During the School Day, between drop off and collection, parents are not permitted to be in the main body of the School unaccompanied, for reasons of safety and Child Protection.



#### 4. Curriculum

- 4.1. Our Early Years setting follows the curriculum as outlined in the [2021 statutory framework for the Early Years Foundation Stage \(EYFS\)](#).
- 4.2. This sets the standards for the learning, development and care of children from birth to the end of Reception.
- 4.3. Play underpins the delivery of all the EYFS.
- 4.4. The EYFS framework includes seven inter-connected areas of learning and development.
  - 4.4.1. The Prime Areas (Communication and Language; Physical Development; Personal, Social and Emotional Development) are particularly important for igniting curiosity and enthusiasm for learning, and for building children's capacity to learn, form relationships and thrive.
  - 4.4.2. The four 'specific' areas (Literacy; Mathematics; Understanding the World; Expressive Arts and Design) are inter-related and none can be delivered in isolation from the others.
  - 4.4.3. Within these seven areas there are seventeen Early Learning Goals. See Appendix I for more detail.

#### 5. Planning

- 5.1. Staff plan challenging activities and experiences for children that enable them to develop and learn effectively across all areas of the Early Years curriculum, taking into account the individual needs, interests, and stage of development of each child in their care. The EYFS objectives provide the basis for planning throughout the Foundation Stage.
- 5.2. Planning focuses on provision within the environment – including provision within classrooms, learning studios and the outdoors.

#### 6. Teaching

- 6.1. Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities.
- 6.2. Practitioners respond to each child's emerging needs and interests, guiding their development through individualised interactions and specific questions.
- 6.3. The majority of time in Early Years will be continuous provision, with children exploring their environments and learning through their experiences.
- 6.4. As children grow older, and as their development allows, there are more adult-led activities introduced into each child's day. This helps their eventual transition from Early Years to Year 1.



## 7. Assessment

- 7.1. Ongoing assessment against the Early Years Foundation Stage Profile is an integral part of the learning and development process. Tracking pupil progress informs planning and next steps for individual children, identifying those who are performing at the expected level, those who are below and those who are above the expected level each term.
- 7.2. Assessment in EYFS is collated from observations of child-initiated activities at school, evidence from home and evidence gathered from teacher-directed tasks. Seesaw is used as the tool by which to collate this evidence.
- 7.3. Baseline entry data is collated after the first three weeks of any child starting at school, enabling teachers to measure children's progress effectively whilst ensuring that learning is pitched correctly for their specific needs.
- 7.4. Staff observe pupils daily to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Practitioners also take into account observations shared by parents.
- 7.5. At the end of the year, EYFS staff complete the 'Good Level of Development' measure for each child. Pupils are assessed against the seventeen early learning goals, indicating whether they are *meeting*, *exceeding* or *working towards* expected levels of development. The GLD measure reflects ongoing observations as well as discussions with parents.

## 8. Working with parents

- 8.1. Parents and Teachers communicate regularly and often on children's progress and development.
- 8.2. Parents receive a termly written report sharing their child's key milestones in the most relevant of the 7 areas of the EYFS Framework. Further communication systems include:
  - 8.2.1. Daily communication via email - parents can expect a response within twenty-four hours.
  - 8.2.2. Drop-offs and pick-ups present a daily opportunity for brief updates. Anything more than a few moments' conversation will require an appointment to be made.
  - 8.2.3. Seesaw observations recorded are shared with parents through the Family app.
  - 8.2.4. Opportunities to attend assemblies, performances and productions.
  - 8.2.5. Telephone via the school office.
  - 8.2.6. Parents' Evenings take place three times a year, and in addition there is a settling in meeting at the start of the year helping to develop strong relationships.



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8.2.7. Information meetings and parent workshops take place throughout the school year. In EYFS this often includes information on the teaching of reading, phonics, early maths skills and risk taking/independence.

## **9. Safeguarding and the Welfare of pupils**

- 9.1. The Class Teacher is responsible for the pastoral care of each child as well as the academic side of school life. ALTs support the class teacher in this important role.
- 9.2. Every yeargroup also has a trained first aider.
- 9.3. Individual students' prescribed medication is kept with, and administered by, the School Nurse. All medicines are stored out of reach of students and administered only in accordance with instructions given by a doctor.
- 9.4. In accordance with our Behaviour Policy, we do not use corporal punishment under any circumstances. Physical intervention is only permitted to avert immediate danger of injury to self or others. Such interventions are recorded and reported to the Master. Parents are informed on the same day or as soon as is reasonably practicable.
- 9.5. Any Safeguarding and Child Protection concerns are reported to the Designated Safeguarding Lead and procedures followed in accordance with the school's Child Protection and Safeguarding Policy.
- 9.6. Children are taught to stay safe through the Wellbeing Curriculum, which is a fundamental part of the whole-school curriculum. Aspects of personal safety awareness within the EYFS are identified in curriculum plans and taught explicitly.



## **Appendix I: Prime and Specific Areas**

### **Prime Areas**

The prime areas begin to develop quickly in response to relationships and experiences. They are fundamental throughout the EYFS, operating together and supporting the development of all other areas.

Personal, Social and Emotional Development:

- Making relationships
- Self Confidence and self-awareness
- Managing feelings and behaviour

Communication and Language:

- Listening and attention
- Understanding
- Speaking

Physical Development:

- Moving and handling (gross and fine motor)
- Health and self-care.

### **Specific Areas**

The Specific Areas include essential skills and knowledge for children to participate successfully in society. They grow out of the Prime Areas and provide important contexts for learning.

Mathematics:

- Numbers
- Shape, Space and Measures (this will be removed once we convert to new curriculum in 2022)

Literacy:

- Reading
- Writing

Understanding the world:

- People and communities
- The world
- Technology

Expressive arts and design:



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- Exploring and using media and materials
- Being imaginative

Cross-curricular teaching and learning encourages children to make links and practise skills in relevant and interesting ways. The way in which we learn is often as important to progress and success as what we are learning.

**The characteristics of effective learning** are vital elements of support for the transition process from EYFS to Year 1. These characteristics run through and underpin all seven areas of learning and development and are *processes* rather than outcomes. Details concerning the characteristics of a child's particular approach learning provide important background and context for both teachers and parents when considering next stages of development and future learning needs.

Playing and exploring – engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

Active learning – motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

Creating and thinking critically – thinking

- Having their own ideas
- Making links
- Choosing ways to do things