



EYFS Policy

P22

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Policy number: P22											
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Statutory Policy	Yes	No	On School Website	Yes	No	Parent Portal	Yes	No	Staff Portal	Yes	No

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EYFS POLICY 1.0

PURPOSE

The following policy is directly related to our school vision and aims. It documents further aims and strategies we employ in order to address the key principles for children's learning and development.

We believe:

- 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, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers.
- Children develop and learn in different ways.
- Children learn best when highly engaged in self-initiated activities and when taught 'in the moment'.

GUIDELINES

In order to achieve this, we have a commitment to the four guiding principles of the Early Years Foundation Stage Framework and the key features of effective practice.

Areas of Learning

There are seven, statutory areas of learning:

Prime Areas

- Communication and Language- Listening, Attention, Understanding and Speaking. Teaching staff ensure they provide opportunities to experience a rich language environment.

- Personal, Social and Emotional Development- Self regulation, managing self and building relationships.
- Physical Development- Providing opportunities for children to develop their Gross motor and Fine motor skills.

Specific Areas

- Literacy- Comprehension, word reading and writing.
- Mathematics- Providing opportunities to develop children's knowledge and understanding of Number and Numerical patterns.
- Understanding the World- Learning through opportunities to explore Past and Present, People, Culture and Communities and The Natural World.
- Expressive Arts and Design- Creating with Materials and Being Imaginative and Expressive.

RELATIONSHIPS WITH PARENTS

We know what an important role parents play in their children's learning journey, and we aim to involve them as much as possible in school life. We do this in a range of different ways which range from communication with home to inviting parents into the school setting:

- Introductory Sessions
- Stay and play sessions
- Reading books shared between home and school
- Parent workshops
- Contribution to Learning Journeys
- Learning Journey Platform

TEACHING

We recognise that teaching can take place at all times of the day through a balance of more directed teaching sessions, child-initiated learning, and teaching in the moment, inside and outside the classroom. We plan for teaching and learning, and we teach in the moment, being reactive to the children's needs and interests, to provide each child with a challenging and enjoyable experience. We strive to make our environments enabling for children to learn and encourage our staff to seize every opportunity for teaching, through skilful interactions.

ASSESSMENT

The Early Years teaching staff record their initial assessments of the children in the form of a baseline. This takes into account all available information from parents and previous settings too. We continue to observe children and will regularly record our observations. We analyse and review what we see and know about each child's development and learning, to understand their level of achievement, progress, interests, and learning styles. This enables us to plan appropriate next steps and shape the learning experiences for each child.

Each child has their own Learning Journey, which documents their learning. This includes observations, photos, and examples of their work in school and at home. We assess each child in each area against the Early Learning Goals (ELGs). As well as the baseline data, we also gather data at three other points in the academic year. Profiles are moderated within school with colleagues from other year groups.

We formally report to parents at the end of the year. The report at the end of the Summer term is a detailed, written summary and contains information about how each child learns and an assessment against each of the seven areas of learning.

TRANSITION

We aim for our children to experience a smooth educational and emotional transition from home to school and one phase to the next. This will ensure that children make the best all round progress.

The children and parents are actively involved in the process.

Our Transition includes:

- Parent Teacher meetings
- Visits to our setting
- Stay and Play sessions
- Staggered start
- Parent workshops

See appendix for an example of the staggered start process

HEALTH AND SAFETY AND SAFEGUARDING

We follow updated safeguarding advice from Keeping Children Safe in Education (2018) and follow the systems in place in our Safeguarding & Child protection Policy.

All other policies relating to Health and Safety and Safeguarding are followed according to school policies.

Particular Areas to Note:

The outside area has a comprehensive risk assessment in place and this area is checked each day to ensure that it is safe.

In line with school policy, staff and volunteers are not permitted to take photos on personal phones, cameras, or other equipment.

Liaison with Safeguarding Leads in other settings takes place before the pupils start school to ensure that documentation relating to child protection is passed to the school.

The key worker in this EYFS setting is always the class teacher.

TOILETING

At Doha College we have an expectation that children joining us in Foundation Stage 1 and beyond are toilet trained and can independently access the toileting facilities in school.

Please refer to our toileting policy for further details.

APPROVAL AND REVIEW DETAILS

Approval and Review	Details
Approval Authority	Leadership Group
Administrator	Assistant Head Teacher - EYFS
Next Review Date	September 2021

Approval and Amendment History	Details
Original Approval Authority and Date	February 2020
Amendment Authority and Date	

Approval and Review	Details
Notes	

RECORD OF REVISIONS TO POLICY

Revision Date	Description	Sections Affected
August 2021	No changes	

Appendix 1

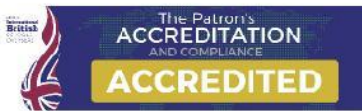
Staggered Start Sample Model

Move up day		All children	All day	FS1 Teacher, Parent and Child meetings
September Week 1	Sunday	Group A Group B Group C Group D	7.30-8.30am 9.00-10.00am 10.15-11.15am 11.30-12.30am	Children attend with one parent for a Stay and Play session
Week 1	Monday	Group A Group B Group C Group D	7.30-8.30am 9.00-10.00am 10.15-11.15am 11.30-12.30am	Children attend alone for one hour AHT for EYFS & Year 1 and FS2 parents available for Q&As
Week 1	Tuesday Wednesday Thursday	Group A and B Group C and D	7.30-9.30am 10.00-12.00p m	Children attend alone for two hours
Week 2		Group A and B Group C and D	7.30-9.30am 10.00-12.00p m	Children attend alone for two hours

Week 3	Sunday Monday	All	7.30-10.30am 10.30am 11.00am	Attend for 3 hours FDC to organise community trip for parents and children Staff to complete baselines, FS2 assessments and CPD
Week 3	Tuesday Wednesday	All	7.30-11.00am 11.30am	Attend for 3.5 hours Staff complete assessments
Week 3	Thursday	All	Full day	First Full day
Week 4		All	Full day	

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About Doha College

Vision

To enable personal growth, instil a passion for learning and create aspirational minds.

Mission

With the growth-mindset philosophy of High Performance Learning, we develop confidence, creativity and intellectual curiosity in a safe, caring and inclusive environment for our students to make a lasting contribution to global society.

Core Values

Excellence and diligence
Respect and Integrity
Commitment and Accountability
Perseverance and Honesty
Fun and Enjoyment
Challenge and reward

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