



EYFS POLICY

P01

Policy owner:

Head of Early Years

Policy agreed on:

February 2020

Policy reviewed on:

September 2024

Policy to be reviewed on:

September 2025

DOCUMENT CONTROL TABLE

Status		Live
Policy owner		Deputy Head Primary (Pastoral)
Statutory/Recommended		Statutory
Date approved		February 2020
Review period		1year
Latest review date		September 2024
Next review date		September 2025
Linked documents and policies		Keeping Children Safe in Education Working Together to Safeguard Children Safeguarding Policy Toileting Policy
Version	Date	Comments
1	June 2022	No changes
1.1	June 2023	Phased start updated in appendix
1.2	September 2024	Phased start updated in appendix

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PURPOSE

The following policy is directly related to our school's vision and aims. It documents further aims and strategies 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 where their experiences respond to their individual needs, and there is a strong partnership between practitioners, 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

To achieve this, we have a commitment to the four guiding principles of the [Early Years Foundation Stage Framework](#) (March 2021) 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 the 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 occur 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 teaching opportunity through skilful interactions.

ASSESSMENT

The Early Years teaching staff record their initial assessments of the children in the form of a baseline. This considers 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, SAFETY AND SAFEGUARDING

We follow updated safeguarding advice from Keeping Children Safe in Education (2022) 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.

Areas to Note:

The outside area has a comprehensive risk assessment in place, which is checked daily 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 personal 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.

APPENDIX 1

Sample Model

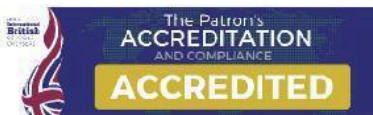
Doha College Phased Start for Foundation Stage 1

To ensure that your child transitions seamlessly to Doha College, we have a phased start program in place for our FS1 students. Please refer to the table below for the phased start schedule.

Sunday 1st September	Group A: 7:30 - 8:45am Group B: 9:15 - 10:30am Group C: 11:00 - 12:15pm Group D: 12:45 - 2:00pm
Monday 2nd September	Group A: 7:30 - 8:45am Group B: 9:15 - 10:30am Group C: 11:00 - 12:15pm Group D: 12:45 - 2:00pm
Tuesday 3rd September	Group A and B: 7:30 - 10:00am Group C and D: 11:00 - 1:30pm
Wednesday 4th September	Group A and B: 7:30 - 10:00am Group C and D: 11:00 - 1:30pm
Thursday 5th September	Group A and B: 7:30 - 10:30am Group C and D: 11:00 - 2:00pm
Sunday 8th September	All students in the full day (7:30-1:55pm with the option of 12:30pm early pick)

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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

EYFS Policy

Effective date: February 2020

Reference Number: P22

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