

This policy reflects the values and philosophy of the British Junior Academy of Brussels (BJAB) in relation to the teaching and learning of the children in the Foundation Stage and their journey towards the Early Learning Goals. The policy is a framework, within which all staff work, and gives guidance on planning, teaching and assessment.

The policy should be read in conjunction with:

- *statutory framework for the EYFS 2021*, which sets out what pupils should be taught in different areas of learning and the *Early Years Foundation Stage Profile Handbook 2022*
- The following **‘Whole-School’ policy documents** supplement this EYFS policy:
 - Safeguarding policy
 - Safer Recruitment policy
 - Missing Child Procedure and policy
 - Health & Safety policy
 - First Aid policy
 - Fire policy (including emergency evacuation procedure)
 - Risk Assessment policy
 - Promoting Positive Behaviour Policy
 - Anti-Bullying policy
 - Teaching and Learning policy
 - Assessment and Pupil Progress policy
 - Spiritual, Moral, Social and Cultural Development policy
 - Intimate Care policy
 - Feedback Policy
 - Transition policy
 - E-Safety Policy
 - BJAB Guidelines to Parents
 - Administration of Medicine policy
 - Complaints policy
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BJAB provides a broad, balanced and challenging curriculum which in some areas extends beyond the requirements of the UK Guidance.

The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are implicitly embedded in the 2021 Early Years Foundation Stage and we actively seek to provide relevant, age-appropriate opportunities to promote these values in our EYFS provision.

1 AIMS AND OBJECTIVES

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them the broad range of knowledge and skills needed for good progress through school and life

- Quality and consistency in teaching and learning so that every child makes good progress, and no child gets left behind
- A close working partnership between staff and parents and/or carers
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

2 STRUCTURE OF THE EYFS

At BJAB, the Early Years Foundation Stage (EYFS) includes children in the Pre-Kindergarten (Pre-K), Kindergarten (KG) and Reception classes. They have their third, fourth and fifth birthdays in each respective class.

Children can access Pre-Kindergarten from the age of 2 and half years and access the provision on either a half or full day basis.

3 STAFFING IN THE EYFS / Ratios

The Pre-K and KG department is staffed at a ratio of 1 adult: 8 children, aged 0 – 4 years. Ratios in Reception are the same as those across the school 1 qualified teacher:30 children. This is lower than that advised in Belgian Guidance and Law. Guidance as set out by the DfE in the EYFS Framework has been acknowledged by BJAB.

Belgian Guidance: 2 Full Time members of Staff can supervise up to 18 children aged 0 - 5, a single adult can supervise 8 children aged 0 – 5.

All staff who work within the EYFS department are either:

- Qualified Teachers
- Hold a Level 3, equivalent, UK approved qualification
- Hold a Level 2, equivalent, UK approved qualification
- Hold either a degree linked to Child Development or Education

4 EYFS AT BJAB

The EYFS curriculum at BJAB has been designed with our children in mind. This means that the curriculum is based on the Statutory EYFS Framework from the DfE, England however, we have included areas of learning that we feel support the development of children in an international setting. Refer to EYFS Curriculum Summary.

4.1 PLANNING

Staff meet on a weekly basis to reflect, plan and develop provision, to provide a well-balanced, engaging learning environment. We aim for all children to access learning that covers all areas (Prime and Specific) throughout the week. Staff also take into account the individual needs, interests, and stage of development of each child in their care and use this information to plan a challenging and enjoyable experience. Where a child may have a special educational need or disability, staff consider whether specialist support is required, working with the Special Educational Needs Coordinator and relevant services, where appropriate.

In planning and guiding children's activities, staff reflect on the different ways that children learn and include these in their practice.

4.2 TEACHING

Each area of learning and development is implemented through planned, purposeful play, and through a mix of adult-led and child-initiated activities. Staff respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

Specialist subjects

French is taught by specialist teachers (throughout the EYFS), who plan accordingly for the needs of the children within their group. In Reception, those children for whom English is not their first language are supported as appropriate to need, by a teaching assistant, within small groups. In Kindergarten, children are supported with their English language, within the setting. A specialist teacher teaches music for 30 minutes per week to the Reception class.

5 ASSESSMENT AND REPORTING

At BJAB, ongoing assessment is an integral part of the learning and development processes. The Tiny Tracker platform is used to record this. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning and four observations are shared with parents on the Tiny Tracker platform each week. Staff also consider observations shared by parents and/or carers.

Staff also use Tiny Tracker as an assessment and monitoring tool, using graphs to track pupil progress throughout the year and identify pupils' areas of strength and weakness.

Within the first 6 weeks that a child starts Pre-Kindergarten, Kindergarten and Reception, staff will administer a baseline assessment, through observation and this allows us to get a bigger picture of the child. This baseline highlights the areas in which a child is progressing well and the areas in which additional support is needed, as well as particular interests that the child may have. The curriculum provides the learning outcomes by which we assess the children.

At the end of the EYFS, pupils are assessed against the learning outcomes detailed in the BJAB EYFS curriculum indicating whether they are working towards, secure or above expected. This supports each child's transition into Year 1 as the information is shared with SLT and the new class teacher.

6 WORKING WITH PARENTS

We recognise that children learn and develop well when there is a strong partnership between staff and parents and/or carers. Parents are encouraged to engage with their children's learning through a platform on Tiny Tracker.

Parents and/or carers are kept up to date with their child's progress and development, three detailed reports are shared with parents, which indicate attainment and provide targets. In addition, there are three parent consultations where parents can discuss their child's progress. The EYFS also has an open door policy and parents are encouraged to drop in if they have any concerns.

In Kindergarten, parents are welcomed into the classrooms each morning and can request additional meetings throughout the year. The published observations and reports helps to provide parents and/or carers with a well-rounded picture of their child's knowledge, understanding and abilities.

The teacher and Learning Support Assistant support parents and/or carers in guiding their child's development at home. The teacher, in partnership with the SENCo, also helps families to engage with more specialist support, if appropriate.

7 USE OF MOBILE PHONES AND CAMERAS

Staff use allocated iPads to record learning and observations. Care is taken to avoid taking any photos of pupils that could be construed as inappropriate, and any photos that may inadvertently be taken are deleted immediately.

Please refer to the Mobile Device Policy for further guidance.

8 MONITORING AND REVIEW

This policy is the responsibility of Mr Retter, the Headteacher.

Headteacher: (Francis Retter)	
Updated: March 2024	To be reviewed: March 2026

Appendix 1

Areas of learning

Children at the expected level of development will:

		Pre-KG	KG
Communication and Language	Speaking and expressive language	Use single words to name objects. Imitate familiar expressions in context. Use words to attract attention. Have a personal vocabulary	Use words to describe likes and dislikes. Talk in simple sentences to express needs and thoughts. Use language to ask simple questions. Able to 'serve and return' in a dialogue / conversation
	Listening and receptive language	Distinguish between different voices and sounds. Listen to simple sentences from familiar adults. Listen to rhymes and stories in small groups with an adult.	Listen to peers and adults. Able to respond to simple instructions. Listen to stories and rhymes in dedicated sessions. Listen in adult-led whole group sessions.
		Pre-KG	KG
Social Development	Co-operation	Undertake activities alongside other children.	Work in small groups with other children taking on roles and responding to situations as appropriate.
	Relationships	Have strong relationships with key adult.	Have strong relationships with all familiar adults. Develop small, consistent friendship groups

		Pre-KG	KG	Rec
Physical Development, Health and Hygiene	Gross motor skills	Move with confidence and increased control.	<p>Able to move showing awareness of others.</p> <p>Use body strength in a range of ways.</p> <p>Able to use simple sports equipment.</p>	<p>Able to move, varying speed and direction as appropriate, negotiating space safely.</p> <p>Able to demonstrate strength, balance and coordination as appropriate.</p> <p>Able to use complex sports equipment.</p>
	Fine motor skills	Able to use a firm grip to hold and retrieve objects.	Able to hold and control a range of small objects and tools.	Use a range of basic small tools with increased accuracy and precision.
	Food and nutrition	Able to feed self.	Experience different kinds of food and express likes/dislikes.	Able to identify healthy/unhealthy food choices.
	Exercise	Be naturally active.	Participate fully in exercise activities.	Able to describe impact of exercise on the body.
	Personal hygiene	Able to use toilet.	Understand basic hygiene.	Able to manage all aspects of personal hygiene and understand why it is important.

		Pre-KG	KG	Rec
Literacy	Story telling	Aware of stories.	Communicate ideas, thoughts, and feelings through stories in a variety of ways.	<p>Create stories with characters, plots and sequences of events.</p> <p>Record and communicate stories in a range of ways.</p>
	Reading	Able to use a firm grip to hold and retrieve objects.	<p>Understand that standard print carries meaning.</p> <p>Aware of standard print in the environment.</p> <p>Able to demonstrate book behaviours.</p>	Aware of different types of texts and contexts for print.
	Letter formation		Able to write some or all of their own name.	Able to write letters in correct formation with clear ascenders and descenders.

	Phonics	Aware of different sounds in the environment.	<p>Able to distinguish between different sounds.</p> <p>Able to respond to rhymes.</p> <p>Able to identify and recognise initial sounds.</p> <p>Able to copy individual sounds.</p>	<p>Able to identify and create rhyming sounds.</p> <p>Able to say a sound for each letter of the alphabet and at least ten digraphs.</p> <p>Able to decode simple texts.</p> <p>Able to blend words consistent with their phonic knowledge, 'in their head' (fluently).</p>
	Writing	Make meaningful marks.	Make non-standard marks to communicate meaning.	<p>Write for different purposes using sentences that they can read back to themselves.</p> <p>Use phonic knowledge to spell words by identifying sounds and representing them with letters.</p>

		Pre-KG	KG	Rec
Maths	Number	<p>Shows awareness of different amounts.</p> <p>Use number names.</p> <p>Participate in number rhymes.</p>	<p>Able to count accurately, use and understand numbers to 10.</p> <p>Able to read and record using numerals to 5.</p> <p>Estimate small groups of different objects up to 5.</p>	<p>Able to count accurately, beyond 20, recognizing the pattern of the counting system.</p> <p>Able to recall number facts to 10.</p> <p>Able to compare up to 10 in different contexts saying when one is greater than, less than or the same as.</p> <p>Able to subitise with numbers up to 10.</p> <p>Able to explore and recognize pattern within numbers to 10, including odd/even and equal distribution.</p>

	Number operations	Understand more and less.	Able to understand and demonstrate one more or one less using a group of objects.	<p>Able to add and subtract using numbers to 10.</p> <p>Able to use standard notation to record simple number operations.</p> <p>Able to double and halve numbers to 10.</p>
	Shape	<p>Able to match simple standard and non-standard shapes.</p> <p>Notice patterns and arrange things in patterns.</p>	<p>Able to name simple 2-dimensional shapes.</p> <p>Talk about and identify the patterns around them.</p> <p>Extend and create ABAB patterns.</p>	<p>Able to name and describe properties of complex 2D shapes.</p> <p>Able to continue, copy and create more complex patterns e.g. ABCABC</p>
	Measures	Explore objects of different size, length and mass.	<p>Understand the basic concepts of:</p> <p>Taller/shorter</p> <p>Longer/shorter</p> <p>Heavier/lighter</p> <p>Bigger/smaller</p>	<p>Able to compare, describe and classify objects by size, length and mass.</p> <p>Able to record using simple measurement.</p>
	Time	Acknowledge the routine of the day.	<p>Able to sequence aspects of the day and predict/anticipate familiar events.</p> <p>Understand concept of past, present and future.</p>	<p>Understand description of time through days of week and months of year.</p> <p>Understand basic measurement of time through simple devices.</p>

		Pre-KG	KG	Rec
The Arts	2D Art	Make different marks and collages with different materials.	Represent objects ideas and feelings in a range of 2D media.	Represent, describe, and adapt objects, ideas and feelings in a range of 2D media, using a variety of tools.
	3D Art	Explore using 3D materials.	Represent objects, ideas, and feeling in a range of 3D media.	Represent, describe, and adapt objects, ideas and feelings in a range of 3D media, using a variety of tools.

	Music	<p>Able to listen to and acknowledge a range of sounds.</p> <p>Make sounds using simple instruments, objects, and their bodies.</p>	<p>Able to distinguish between a range of sounds.</p> <p>Participate in singing sessions.</p> <p>Able to use simple instruments and play in time.</p>	<p>Have a repertoire of familiar songs, rhymes and poems.</p> <p>Able to use instruments to emulate and adjust volume and rhythm.</p> <p>Move in time with different rhythms and music.</p>
	Dance	<p>Move to music spontaneously.</p>	<p>Able to move in time to music using gestures.</p>	<p>Able to move in different ways to music to reflect different emotions and ideas.</p>
	Drama	<p>Use their body to express, communicate and imitate actions.</p>	<p>Act out simple scenarios with peers and/or with objects.</p>	<p>Act out complex and known scenarios with peers and/or with objects and materials.</p> <p>Invent and adapt scenarios with peers and adults.</p>

		Pre-KG	KG	Rec
Understanding the world	Science	<p>Able to explore materials using all their senses.</p> <p>Begin to understand the nature of and relationships between materials.</p>	<p>Observe and experiment with different resources and materials.</p> <p>Able to describe the simple properties of materials.</p> <p>Aware of simple natural phenomena (e.g. weather and life cycles).</p>	<p>Observe the natural world around them identifying similarities and differences in contrasting environments.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
	History	<p>Have a sense of things that have happened in the past.</p>	<p>Understand their own past and that of their family.</p>	<p>Understand past events in their experience and through storytelling.</p>
	Geography	<p>Have an awareness of their immediate environment.</p>	<p>Have a sense of where they live and their immediate community.</p> <p>Able to name simple geographical features.</p>	<p>Have a sense of the world outside of their immediate community.</p> <p>Able to name complex geographical features.</p>

GLOBAL AWARENESS:

		Pre-KG	KG	Rec
Sustainability	Environmental impact	Aware that they influence the world around them.	Understand that the world can be damaged by some activities and materials.	Understand that there are finite resources.
	Environmental activity	Develop an awareness of how to look after their immediate environment.	Aware of the way to use resources responsibly.	Able to distinguish between recyclable and non-recyclable materials.

		Pre-KG	KG	Rec
Digital Knowledge and Awareness	Using technology	Aware of everyday technology.	Understand the purposes of everyday/familiar technology.	Use simple technology to support learning.
	Using digital devices	Aware of digital devices.	Able to use simple digital devices to support learning.	Able to use other simple digital devices to support learning.
	Developing safety		Can talk about staying safe when using digital devices e.g. iPads.	Respond to and understand the need for digital safety.
	Developing digital communication		Aware of a range of digital communication tools.	Able to use digital tools and applications to communicate ideas.
	Pre-coding		Understand instructional language in relation to digital devices.	Able to programme a 'coding' sequence for simple devices.

		Pre-KG	KG	Rec
Cultural identity and diversity	Festivals and customs	Aware of heritage-based events.	Participate in heritage-based festivals, customs and cultural events.	Able to recall key elements of heritage-based festival, cultural events, and customs.

	International mindedness		Aware of different cultures, events and customs.	Able to describe events and customs from other cultures.
	Diversity	Acknowledge differences between people.	Awareness and acceptance of differences and similarities between people and cultures.	Able to recognize, describe and value differences and similarities between people and cultures.