

Kindergarten (EYFS) Policy

Introduction

The term Kindergarten (EYFS) is used to describe children who are aged 4/5 years old by December 31st. At Brilliant International Private School, we aim to provide the highest quality care and education for all our children thereby giving them a strong foundation for their future learning. We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent. We value the individual child and work alongside parents and others to meet their needs and help every child to reach their full potential. At Brilliant International Private School, we believe that 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 have a major impact on their future life chances.

Aims

The school aims to develop and foster positive attitudes towards all learning and provide a child centered provision which caters to the needs and interests of all individual children developmental needs,.

- The school will adhere to the Framework of the EYFS and the four guiding principles that shape practice within Early Years.
- Within the kindergarten, we have two sections (KG1 and KG2) where each team writes long term and medium term plans using the EYFS curriculum based on a series of themes/topics each of which offers experiences in all seven areas of learning.
- These plans then inform our short-term weekly planning, alongside the observations, which remains flexible for unplanned circumstances or children's responses.
- Children have whole group and small group sessions throughout the day which will increase as the EYFS progresses through the kindergarten.

The curriculum is delivered using a play-based activity as outlined by the EYFS, 'Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activities.'

The school plans a balance between children having time and space to engage in their own initiated activities and those that are planned by the adults. During children's play, teachers interact to stretch and challenge children further. In planning and guiding children's activities, the school reflects on the different ways that children learn and reflect these in practice.

Observation and Assessment is part of our daily practice, the school observes and assess children's development and learning to inform our plans. The school records its observations in a variety of ways. Significant observations of children's achievements are collated in their own personal learning journeys, which are shared with parents. Every Wednesday, parents are invited to attend a parents' open day from 1:30 – 2:30 where we will discuss your child's progress report and the learning journey of your child. Within the final term of KG2, the school provides the parent's with a transition report, based on their child's development against each of the Early Learning Goals and the Characteristics of Effective Learning.

Some observations will be planned but some may be a spontaneous capture of an important moment. It is likely that observations of everyday activities will provide evidence of attainment in more than one area of learning.

Policy statement

The school believes that 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 teachers and parents. Children develop and learn in different ways and at different rates

The school aims to ensure that as part of our practice it will:

- Provide a balanced curriculum across the seven areas of learning, using play as the vehicle for learning
- To promote equality of opportunity and anti-discriminatory practice.
- To work in partnership with parents and within the wider context
- To plan challenging learning experiences, based on the individual child, informed by observation and assessment
- To provide opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult.
- To provide a secure and safe learning environment indoors and outdoors.

The school aims to plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals. All the seven areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.

These three areas are known as the prime areas:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language

The three prime areas reflect the EYFS skills and capabilities all children need to develop and learn effectively. Children are also supported through the four specific areas, through which the three prime areas are strengthened and applied.

The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Children are provided with a range of rich, meaningful first-hand experiences in which children explore, think creatively and are active.