

BIPS 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.

Aim

The school aims to develop and foster positive attitudes towards learning, confidence, communication and physical development. The school wishes to be a child centric school and would aim in catering to the needs and interests of all early years' needs of growth.

- The school will adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings.
- 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 each of which offers experiences in all seven areas.
- These plans are reviewed by the department with the principal.
- 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 child 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 our 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.

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 practitioners and parents. Children develop and learn in different ways and at different rates

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

- To 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. We provide early intervention for those children who require additional support
- 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 have a key person approach to develop close relationships with individual children
- To provide a secure and safe learning environment indoors and outdoors.

The school plans 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:

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

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.

How EYFS evaluates children?

Development is not an automatic process it depends on each unique child having the opportunity to interact in positive relationships and different environments. 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. Children develop and learn in different ways. The framework covers the education and care of all children in early year's provision including children with special needs and disabilities. Teachers teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development. The assessment is based on classroom observation - your child will not be tested. It uses the early learning goals, which can be found in the early year's framework.

Reliable and accurate assessment at the end of the EYFS is underpinned by the following principles:

Assessment is based primarily on the Teachers' knowledge of the child. Knowledge is gained predominantly from observation and interaction in a range of daily activities and events. Responsible pedagogy must be in place so that the provision enables each child to demonstrate their learning and development fully. Embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations. An effective assessment presents a holistic view of a child's learning and development. Accurate assessments take account of contributions from a range of perspectives including the child, their parents and other relevant adults.

Observational Assessment

Teachers can use observational assessment to understand children's learning. Teacher's watch, listen and interact as children engage in everyday activities, events and experiences, and demonstrate their specific knowledge, skills and understanding.

All teachers at Brilliant International Private School are trained and qualified to teach within the KG department as per Ministry of Education criteria. The Heads of department provide training at the start of the year for Teachers and Teaching Assistants. Throughout the year, staff must attend further training in house and externally.

At Brilliant International Private School, we have an open door policy where parents are encouraged to speak to the teachers and ask questions about the curriculum. If a parent has a concern or question regarding the curriculum that they feel they require further expertise knowledge, then they will be directed to the Head of Department Ms. Fatima who will arrange a meeting with them.

Observational assessment is the most reliable way of building up an accurate picture of children's development and learning. This is especially true where the attainment demonstrated is not dependent on evident adult support. Observational assessment is central to understanding what children really know and can do.

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.

Observational assessment doesn't need prolonged breaks from interaction with children, or excessive written recording. It is likely to be interwoven with high quality interactions or conversations in words with children about their activities and current interests.