



Rosary Private School -Halwan



Al Abbar Street Halwan, Sharjah United Arab Emirates P.O.Box: 1606
Phone: 06-5664345 Fax: 06-5672818 e-mail: suggestions@rosaryschoolshj.com
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Our Vision: Innovative education for a knowledge based, pioneering and global society.

EYFS Policy

The purpose of this document is to summarize the philosophy and ethos of Early Years Education for children in Rosary School.

Aim

We aim to encourage each child to develop their full potential by gaining confidence and independence in a caring and stimulating environment. The school motto: **"Play, learn, grow: Discovering the World Together"** is embedded throughout our FS2 Setting.

Every child deserves the best possible start in life and the support that enables them to fulfill their potential. In partnership with parents and carers, we enable the children to begin the process of becoming active learners for life.

Provision

Children of reception age are in the Foundation Stage and work towards Early Learning Goals (ELGs) in readiness for the Y1 curriculum.

We cover all Prime and Specific Areas of learning weekly. We endeavor to make good use of our indoor and outdoor learning environments. We expect high standards of behavior and encourage good relationships with children and adults.

Our philosophy is: Happy Children Learn. (Morning assemblies with happy theme songs.)

The four principles of EYFS

- A unique child - developing resilient, capable, confident, and self-assured individuals.
- Positive relationships - supporting the children in becoming strong and independent.
- Enabling environments - where opportunities and experiences respond to the individual interests and needs of the child by developing a strong partnership between practitioners, parents/carers, and the child.
- Learning and developing - An acknowledgment that children learn in different ways and at different rates.



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A Unique Child

At Rosary School we recognize that every child is a competent learner who can be resilient, capable, confident, and self-assured. We recognize that children develop in individual ways, at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Development

In our school, we believe that all our children matter. We give our children every opportunity to achieve their best. We do this by taking account of our children's range of life experiences when planning for their learning. In the EYFS we set realistic and challenging expectations that meet the needs of our children. It is our firm belief that all children should be given the opportunity and support to thrive and learn.

Inclusion

Each child's needs and qualities are recognized and valued, specific needs are met appropriately, showing an awareness of the individual's stage of development.

We value the diversity of individuals within the school and do not discriminate against children because of 'differences. All children at Rosary School are treated regardless of race, religion, or abilities. All children and families are valued within our school.

Assessments consider contributions from a range of perspectives to ensure that any child with potential special educational needs is identified at the earliest possible opportunity. Early identification of special needs is crucial to enable staff to support the development of each child. Staff may be aware of children with additional needs through their own observations, parental information, or the involvement of outside agencies. We work with parents and preschool settings



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before entry, which helps us initially to get to know each child and the provision we need to put in place. Children with additional needs may require careful monitoring and extra help.

We meet the needs of all our children through:

- planning opportunities that show progression and build upon and extend children's knowledge, experience, and interests, and develop their self-esteem and confidence.
- using a wide range of teaching strategies based on children's learning needs.
- providing a wide range of opportunities to motivate and support children and to help them to learn effectively.
- providing a safe and supportive learning environment in which the contribution of all children is valued.
- using resources that reflect diversity and are free from discrimination and stereotyping.
- planning challenging activities for children whose ability and understanding are in advance of their language and communication skills.
- monitoring children's progress and taking action to provide support as necessary.
- planning lessons, wherever possible, in a multi-sensory way so that the various activities will cater to all pupils in the spirit of inclusion.

Positive Relationships

At Rosary School, we recognize that children learn to be strong and independent from secure relationships. We aim to develop caring, respectful, professional relationships with children and their families, through creating a partnership with parents, supporting learning, and the role of the key person.

We recognize that parents are children's first and most enduring educators and we value the contribution they make and their future role in educating the children. We recognize the role that parents have played, and their future role, in educating the children. We do this through:



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- an effective and comprehensive transition period to support children and their families.
- ensuring all parents know that their child's teacher and teaching assistant are their key workers.
- parent workshops to help parents understand how they can support their child's learning.
- arranging a range of activities throughout the year that encourage collaboration between child, school, and parents: home learning activities, school events, productions/assemblies, and school visits.
- the use of a learning journal to share children's learning and achievements with parents.
- providing parents an opportunity to celebrate their child's learning and development by completing "wow" moments and informing them about planning and provision (Star of the Week Program).
- encouraging parents to talk to the child's teacher if there are any concerns. There is a formal meeting for parents twice a year at which the teacher and the parent discuss the child's progress together. Parents receive a report on their child's attainment and progress at the end of each school year.

All staff involved with the EYFS aim to develop good relationships with all children, interacting positively with them and taking time to listen to them. After the induction period in school, each child will be allocated a key person, which will either be the Classroom Teacher or Teaching Assistant. The 'Key Person' is for the personal and emotional needs of each child, particularly during the settling period. Both the Classroom teacher and Teaching Assistant are equally aware of the child's learning, development, and care. At Rosary School, the whole school ethos of building positive relationships is developed, not only between the child, parents, and staff but also between the pupils themselves. This is promoted through.

- Collaborative working on class activities.



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- Parent meetings before the children start school.
- Parental workshops, involving both the parents, staff, and children.

Enabling Environments

At Rosary School we recognize that the environment plays a key role in supporting and extending the children's development and learning. This begins by observing the children and assessing their interests, development, and learning, before planning challenging but achievable activities and experiences to extend the children's learning, through structured play-based activities. The 'Enabling Environment' focuses on looking at the learning environment.

We aim to create an attractive and stimulating learning environment where children feel confident, secure, and challenged. The children have daily access to an indoor and outdoor environment that is set up in discrete areas of learning with planned continuous provision. The children become confident working within the different areas and accessing a wide variety of resources.

The Learning Environment

The EYFS classroom is organized to allow the children to explore and learn securely and safely. There are areas where the children can be active or be quiet and rest. The classroom is set up in learning areas, where children can find and locate equipment and resources independently. The Foundation stage class has its own enclosed outdoor area, which is currently under redevelopment to enhance it further. This has a positive effect on the children's development. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors. It offers the children the chance to explore, use their senses and be more active. We plan activities and resources for the children to access outdoors that help the children to develop in all areas of learning. In addition, we have a designated 'Forest School' area on our back field where children can engage with outdoor learning on a bigger scale, enabling them to take risks and engage with a wider range of outdoor experiences.



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Learning and Development

At Rosary School we recognize that children learn and develop in different ways and at different rates. We value all areas of Learning and Development equally and understand that they are interconnected. Our long-term plan is to provide opportunities for all children to achieve all the ELGs.

Our EYFS provision seeks to provide a full and varied curriculum that:

- is of a high quality and consistency, so that every child makes good progress, and no child gets left behind.
- has a secure foundation through planning for the learning and development of each child, and through assessing and reviewing what they have learned regularly.
- is logically sequenced, building on prior learning and ensuring all children can make progress across the year.
- values partnership working between practitioners and with parents and/or carers.
- supports equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

The Curriculum

Our curriculum builds on prior knowledge and moves at pace to ensure all children achieve the most they can from their time in FS2. There are seven areas of learning and development of which three are "prime areas," and four are "specific areas."

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional



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development.

- The specific areas are:
- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

Our children's interests are used as a vehicle for learning. Different cohorts will undoubtedly provide different issues and areas of interest. The children will take part in the circle of knowledge prior to starting a topic. Children will talk about what they know and what they would like to find out.

Staff's knowledge of the curriculum, the objectives, children's interests, challenges, and activities will inform planning. Planning is differentiated and annotated to include children's progress and their next steps. The children will be involved in assessing their learning too. Observations, photographs, videos, what the children produce and professional dialogue with our staff, and department meetings ensure the moderation of children's learning and development is consistent and accurate.

Reading is the key that opens the door for our children to succeed in all areas of the curriculum and it is with this in mind we prioritize the teaching of phonics through a systematic program, Floppy Phonics. All children are heard to read individually and participate in Shared Reading and Guided Reading groups too.

Kutubee provides a unique reading experience for our children to read and engage with over 1500+ illustrated stories in Arabic and English. It's grouped into different categories: Subjects, Levelled Reading, and Age.

It offers a read-aloud feature with word-by-word highlighting, adding notes, the ability to highlight words with different colors, voice recording, comprehension questions, and sharing progress.

Teachers get reports about stories read, time spent, and the current level, in addition to details on children's activity on stories.

Early Learning Goals

Through careful assessments and observations children's development levels are assessed at baseline on entry to school and throughout the year against the seven areas of learning, the children are then reassessed when the seven areas of learning are further categorized into 17 ELGs at the end of the academic year. The ELGs are not to be used as a curriculum but should be used to support the teacher in making holistic, best-fit judgments about a child's development and readiness for Year 1.

| Prime Areas | | | |
|---|---|-------------------------|----------------------------|
| Communication and Language | Personal, Social, and Emotional Development | Physical Development | |
| Listening, attention, and understanding | Self-Regulation | Gross Motor Skills | |
| Speaking | Managing Self | Fine Motor Skills | |
| | Building Relationships | | |
| Specific Areas | | | |
| Literacy | Mathematics | Understanding the World | Expressive Arts and Design |
| Comprehension | Number | Past and Present | Creating with Materials |



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| | | | |
|--------------|--------------------|---------------------------------|----------------------------------|
| Word reading | Numerical Patterns | People, Culture and Communities | Being Imaginative and Expressive |
| Writing | | The Natural World | |

Teaching and Learning Style

Teaching and learning in EYFS embody the characteristics of learning. Planning and guiding children's activities will reflect on the different ways that children learn and reflect these in their practice. At Rosary, we support children in using the three characteristics of effective teaching and learning. These are.

- playing and exploring - children investigate and experience things, and 'have a go';
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Playing and Exploring

By learning through play our children explore and develop learning experiences, which help them make sense of the world. They practice and build ideas, learn how to control themselves, and understand the need for rules. They can think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

Active learning

Active learning occurs when children are motivated and interested. Children need to have some independence and control over their learning. As children develop their confidence, they learn to make decisions. It provides children with a sense of satisfaction as they take ownership of their learning.



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Creativity and Critical Thinking

Children should be allowed to be creative through all areas of learning, not just through the arts. Adults can support children's thinking and help them to make connections by showing genuine interest, offering encouragement, clarifying ideas, and asking open questions. Children can access resources freely and are allowed to move them around the classroom to extend their learning.

Assessment

Wellbeing and Safety

It is important to us that all children in school are 'safe'. We aim to educate children on boundaries, rules, and limits and to help them understand why these exist. We provide children with choices to help them develop this important life skill. Children should be allowed to take risks but need to be taught how to recognize and avoid hazards.

We understand that we are required to:

- promote the well-being and safeguarding of children.
- promote good health, prevent the spread of infection, and take appropriate action when children are ill.
- manage behavior effectively in a manner appropriate for the children's stage of development and individual needs.
- ensure all adults who look after the children or who have unsupervised access to them are suitable.
- Ensure that the premises, furniture, and equipment are safe and suitable for purpose.
- Maintain records, policies, and procedures required for safe efficient management of the setting and to meet the needs of the children.



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We promote the good health of the children in our care in numerous ways, including the provision of nutritious fruit snacks, access to water throughout the day, through curriculum coverage of keeping healthy, allocating significant time for physical development, and following set procedures when children become ill or have an accident.

The Child Protection Policy is in place to ensure the safety of all stakeholders at Rosary School. This policy is further supported by a dedicated safeguarding team which includes four Designated Safeguarding Leads.

All children and adults are encouraged to develop their observational skills to prevent accidents by conducting ongoing risk assessments for resources and places. Anything that needs to be reported is brought to the attention of the EYFS Lead who will then escalate it to the appropriate person with responsibility for Health and Safety.

Please see Rosary School Safeguarding and Health and Safety Policies for further details.

Equal Opportunities

All members of the school are treated as individuals. All staff are fully aware that children are entitled to equal access to the provision offered, regardless of their background, culture, or ability. We ensure that equipment and materials used celebrate diversity, and all staff are aware of the need for the curriculum to reflect cultural diversity and the need to prepare pupils for life in a diverse and multi-faith society. Children with EAL will be actively encouraged to share their culture and language with their new friends. Parents will also be encouraged to share their culture with our setting too.



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From FS2 to YR 1

During the final term in FS2, each child is assessed against the ELGs. This provides parents and carers, staff, and teachers with a well-rounded picture of a child's knowledge, understanding, and abilities, their progress against expected levels, and their readiness for Year 1.

A written report is sent to the parents, stating their progress and achievement.

Each child's level of development is assessed against the early learning goals. This indicates whether children are meeting expected levels of development or are not yet reaching expected levels ('Working towards'). Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities about the three key characteristics of effective learning. This informs the dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assists with the planning of activities in Year 1 to ensure the needs of all children are met during this transition point.

Monitoring and review

It is the responsibility of the EYFS teachers and leaders to follow the principles stated in this policy.

The head of the foundation and coordinator will carry out monitoring of the EYFS as part of the whole school monitoring schedule.

Next review date

September 2024