

St. George School

Early Years Foundation Stage (EYFS) Policy



Last reviewed: September 2025

Next review: April 2026

Intent

In the Early Years Foundation Stage at St George School, Barcelona, we aim to provide a language rich environment in which children become confident communicators and learners. We aim to enable and encourage children to become resilient learners who are able to achieve their personal best. We aim to achieve this by providing engaging and exciting experiences through which children flourish. As a school we aim to promote our values of kindness, respect, responsibility, fairness and achieving our personal best, in all that we do in EYFS. We recognise that all children are unique and we celebrate and welcome the differences of our diverse and international school community. We aim to deliver a child centred curriculum that follows the interests and fascinations of the children in the each year group.

- We provide a curriculum that broadens children's experiences and provides opportunities to try new things and encourages children to relish new challenges.
- All staff have high expectations of every child and encourage them to develop self belief and perseverance so that they are able to problem solve and achieve more than they expect.
- We create a learning environment in which all children feel safe, secure, happy and cared for and in which the correct adult support allows all children to thrive and achieve their personal best.
- Our pupils come from a diverse international community. Many pupils start in EYFS at St George School with no spoken English and little understanding of English. We value and respect the home languages of all our pupils, and aim to provide a nurturing environment that allows children to absorb English through high quality modelling of spoken English, visual support and a language rich environment.
- Our school is based in Barcelona, a city with a warm climate and rich culture. We aim to take our learning outside as much as possible to allow children the freedom to utilise the outdoors to enhance their learning. We aim to celebrate the city we live in through our learning and to make the most of the learning opportunities offered by Barcelona, such as having visiting theatre companies into school.
- All staff working in EYFS are part of a highly skilled team of professionals. We meet regularly to review and evaluate our provision and curriculum. We recognise and value the various skills and expertise of different staff and use these to enhance the learning experiences of children in all of our year groups and classes.

Implementation

Our curriculum follows the new Early Years Foundation Stage Framework (2021) and more specifically Birth to 5 Matters and Development Matters, Non-statutory guidance for the Early Years Foundation Stage. Our practice is underpinned by the principles of high quality EYFS provision stated in the Birth to 5 Matters:

'All children develop in different ways and development is not a linear or automatic process. It depends on each unique child having opportunities to interact in positive relationships and enabling environments that encourage and recognise their strengths.'

The requirements for learning and development in the EYFS provides the Prime and Specific areas of learning which we cover in our curriculum. Through our knowledge of each individual child we plan exciting and engaging activities that will move the children's learning forward. We aim to provide 'hooks to learning' that stimulate enquiry and excitement and engage the children in their learning. This may involve following a cross curriculum topic which allows children to develop vocabulary and skills that underpin their learning. This may also include following individual children's interests and making the most of those focused moments where the teaching and learning can be maximised in a one to one way with an adult and child. Each class in EYFS develops their unique blend of whole class and guided activities as well as adult directed and child-initiated play activities, dependent on the nature and needs of the individuals within each class.

The new EYFS Framework (2021) states:

'There is a new focus on early language and extending vocabulary, with more examples on how to embed and develop vocabulary skills across all 7 areas, because this improves child development in a broad

curriculum'.

In addition to this, the majority of our pupils have English as an additional language and some start at school with no spoken English and very little prior exposure to English. Language development and vocabulary is therefore key in all that we do in EYFS at St George School. Staff are aware of the different states in language acquisition of an additional language. All children are spoken to in a positive and encouraging manner using well modelled English, irrespective of the stage of their language development. Topics, activities and books are carefully chosen so that they not only engage children but also provide them with language which can be easily understood and where appropriate then used. Staff use visual aids, acting out, hands on experiences and lots of repetition to reinforce language and understanding. Staff work hard to develop good working relationships with parents to promote understanding of additional language acquisition and the importance of the continuation of home languages.

Children in EYFS learn by playing and exploring, being active and thinking critically and creatively and this takes place both indoors and in our outdoor area. We are proud of our outdoor area and at appropriate times in the day, children make their own decisions about where they learn best and teachers ensure that there are opportunities for all areas of learning both inside and outside.

We provide effective and focused intervention for those children who are finding certain areas of their learning challenging and are not on track to meet expectations at the end of the year. This is provided in an inclusive way and support from parents is also enlisted at an early stage to ensure that the children have every chance to achieve their developmental milestones and then the Early Learning Goals.

EYFS staff aim to involve parents in their child's learning as much as possible. Class teachers write and share weekly updates, memos and photographs with parents on Tapestry. This is to share and celebrate with parents what the children have been doing in school that week and to inform parents of what the children will be learning the following week in school. Parents are also encouraged to send observations on what their child has been doing at home, through Tapestry. Termly reports are written and sent to parents on Tapestry. Class teachers also conduct parents meetings in the Autumn and Summer Terms. Parents are always encouraged to chat about minor matters to class teachers at the school gate and to email class teachers to arrange a more lengthy chat where necessary.

Once a term, and on an on-going basis, EYFS staff use the Birth to 5 matters and Development Matters to assess whether they have any concerns about a child in any area of the EYFS curriculum. This is logged on Tapestry and also on a separate document to detail what strategies are being used to support the child. The effectiveness of the support and the outcome are then regularly reviewed.

In the Summer term of Reception, class teachers assess whether pupils have reached an Expected Level of development in each of the Early Learning Goals (ELGs). The teachers moderate judgements between themselves. Pupils are given a Good Level of Development (GLD) if they have reached an Expected Level of Development in all of the Prime areas of Learning as well as in Literacy and Mathematics.

We try to provide children with experiences that they may not have had before and that will enhance their learning in school. For example we have had an English theatre perform to us in school, we have had a visiting zoo bring animals into EYFS so that the children can handle and touch the animals, and we have taken the children on trips in our local area such as to the aquarium and a farm. We ensure that all of our visits are learning related and will provide the spark for further immersion in a theme or project.

By the end of the Reception year we provide opportunities for children to increase their independence in recording their work as appropriate to ensure they are well prepared for the move to Year 1. We also ensure that the pedagogy in Year 1 reflects the independent learning skills children have gained in Year R working together as teams to develop expertise and confidence in all teaching staff. We do this through regular meetings where reflections on practice are made, evaluated and decisions about the best way to move forward to enhance children's learning.

The team in Year R work tirelessly to ensure that children are surrounded by a kind, caring and happy environment which helps them develop the same skills in their journey through school. It is a positive

place to be where resilience, perseverance and successes are celebrated and every child feels valued and respected.

We aim to make all new pupils and families incredibly welcome in EYFS and to make their start to school at St George as happy and easy as possible. Pupils are admitted to EYFS throughout the year, as per the needs of individual families. As soon as a new pupil's admission is confirmed, the class teacher makes contact with the new pupil's parents and sends a Welcome letter and information about the class, including information about accessing Tapestry, what is needed in school each day and curriculum information.

Impact

The impact of the EYFS curriculum is reflected in all of our pupils being happy, confident learners who are willing to have a go at new and challenging tasks and activities. All of our pupils make good progress with their spoken English despite their very different starting points and backgrounds.

EYFS staff use *Development Matters* to plan activities and a curriculum that meets the needs of their class and to ensure pupils' learning is on track. In Pre Nursery, staff use the *Birth to Three Checkpoints*; in Nursery staff use the *Three to Four year old checkpoints*; and Reception staff use what *Reception children should be learning* and then at the end of the Reception year, pupils are assessed using the *Early Learning Goals*. At least once a term, teachers log any pupils that have areas of learning that they are 'keeping under review' or that they have concerns about. The interventions, support or actions being taken to support that child with that area of learning is then logged and monitored. We recognise that each child is highly individual and each will have a very different learning journey. Our aim is to ensure that any concerns teachers have about pupils are acted on and action is taken to support the child immediately.

Our aim is for 60% of our pupils to achieve GLD by the end of Reception Year. This is below UK national average but takes into account that for the majority of our pupils English is an additional language and also that due to differing admissions criteria, many of our pupils are in a year above that which they would be in in England.