



# **Al Rabeeh Academy**

## **Early Years Foundation Stage Policy**

# Early Years Foundation Stage at Al Rabeeh Academy

*This policy is written in line with the Statutory Framework for the Early Years Foundation Stage (2024/25), the Equality Act (2010), the SEND Code of Practice (2015), and the Safeguarding and Child Protection Policy of Al Rabeeh Academy*

“The child has a hundred languages, a hundred hands, a hundred thoughts, a hundred ways of thinking, of playing, of speaking.”

*Loris Malaguzzi, Founder of the Reggio Emilia Approach*

## **Vision**

At Al Rabeeh Academy, we believe that every child is a capable, curious, and confident learner with unlimited potential. Our Early Years Foundation Stage (EYFS) provides the strong foundations children need to thrive — academically, socially, and emotionally.

We aim to create a nurturing and stimulating environment where each child feels safe, valued, and inspired to explore, discover, and learn every day.

## **Philosophy**

Our early years philosophy is founded on the belief that all children are capable, competent, and curious learners. We recognise that children’s natural curiosity is a powerful driver of their learning and development. Our approach prioritises child agency, empowering children to take an active role in their own learning journeys.

We create an environment where child-initiated learning is central to all experiences, encouraging children to explore, discover, and create based on their interests, ideas, and questions. Through the Curiosity Approach, we offer rich, open-ended opportunities that ignite imagination, inspire exploration, and foster deep engagement with the world around them.

We believe that when children are encouraged to ask questions and seek their own answers, they develop the confidence to think critically, solve problems creatively, and express their individuality. Our environment nurtures confident, creative learners who feel safe to experiment, make mistakes, and try again.

Language and communication are at the heart of everything we do. We are committed to providing language-rich experiences that support every child to become a confident communicator and an enthusiastic reader. Through purposeful interactions, a wide vocabulary,

and meaningful engagement with stories and books, we lay the foundations for a lifelong love of language and learning.

Partnership with parents is central to our philosophy. We value families as children's first and most important educators and work closely with them to support each child's unique needs, interests, and development. Together, we build a nurturing environment that feels like a home from home—a place where children feel safe, valued, and excited to learn every day.

## **Aims**

In the Early Years at Al Rabeeh Academy, we aim to:

- Celebrate every child as a unique individual with their own strengths, interests, and abilities.
- Build a love of learning through play-based and child-led experiences.
- Provide a language-rich environment that supports communication, early reading, and self-expression.
- Ensure an inclusive and supportive provision where all children, including those with additional needs, can achieve and feel valued.
- Develop positive relationships with parents and families to support learning at home and school.
- Promote children's wellbeing, independence, and confidence, preparing them for future learning and life.

## **Curriculum**

Our curriculum follows the Statutory Framework for the Early Years Foundation Stage (2024/25) and provides a balance of child-initiated play and adult-guided experiences across the seven areas of learning:

### **Prime Areas:**

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

### **Specific Areas:**

- Literacy
- Mathematics

- Understanding the World
- Expressive Arts and Design

### **The Curiosity Approach**

At Al Rabeeh Academy, we embrace the Curiosity Approach, which encourages children to think for themselves, make connections, and explore the world with awe and wonder.

We use open-ended resources, natural materials, and authentic objects to inspire imagination and creativity. This approach helps children develop confidence, independence, and a deep sense of engagement in their learning.

### **Characteristics of Effective Learning**

We recognise and nurture the Characteristics of Effective Learning, which underpin all areas of development and are central to how children learn:

**Playing and Exploring** – children investigate and experience things, and ‘have a go’.

**Active Learning** – children concentrate, keep on trying, and enjoy achieving what they set out to do.

**Creating and Thinking Critically** – children have and develop their own ideas, make links, and develop strategies for doing things.

Our practitioners observe and support these characteristics to ensure that each child develops the attitudes and skills that make them lifelong learners.

### **Enabling Environments and Provision**

We believe the environment is the third teacher. Our provision is thoughtfully planned to encourage exploration, collaboration, and independence.

Every space is calm, purposeful, and inviting, with:

- Open-ended and natural resources that encourage imaginative play and critical thinking.
- Accessible materials that promote choice and autonomy.
- Displays that celebrate process over product, showcasing children’s ideas and discoveries.
- Outdoor learning areas that foster physical development, curiosity, and connection with nature.

Practitioners use observations to plan the environment and experiences around children's current interests, ensuring that learning remains meaningful, relevant, and exciting.

### **Assessment**

Ongoing formative assessment is central to effective EYFS practice. Practitioners observe children in play and learning to understand their development, plan next steps, and track progress across the seven areas of learning.

Seesaw and Class Dojo is used to share learning journeys and celebrate achievements with parents. Summative assessments are completed termly and used to inform planning, transitions, and individual support where needed.

### **Inclusion and Support**

Every child at Al Rabeeh Academy is valued and supported. Our Inclusion Team works closely with staff and families to ensure that children with Special Educational Needs and Disabilities (SEND) are identified early and receive the right support.

We celebrate diversity and promote inclusive practices throughout the EYFS, ensuring that all children can participate fully and feel proud of who they are.

### **Partnership with Parents**

Parents are children's first and most important educators. We believe strong partnerships with families are vital to every child's success.

We keep parents informed and involved through:

- Learning journals and progress updates on Seesaw and Class Dojo
- Parent meetings and workshops
- Shared home project activities
- Open communication with staff

Together, we create a "home from home" environment where children feel loved, supported, and ready to learn.

## **Safeguarding and Wellbeing**

The safety and wellbeing of every child are our highest priorities. Our provision meets all the safeguarding and welfare requirements of the EYFS framework. All staff are trained in safeguarding procedures. We promote healthy lifestyles, positive behaviour, and emotional wellbeing, ensuring that children feel secure, respected, and happy.

## **Transitions**

We work carefully to make all transitions smooth and positive: from home to FS1, FS1 to FS2, and FS2 to Year 1. Each step is supported through collaboration with parents and a focus on the child's confidence and emotional readiness.

## **Toilet Training Requirement for FS1 and FS2**

At Al Rabeeh Academy, we require that all children joining FS1 and FS2 are toilet trained. Being toilet trained supports children's independence, confidence, and wellbeing and ensures they can fully participate in all activities in the Early Years environment.

## **Supporting Families**

We understand that every child develops at their own pace, and we encourage parents to work closely with us to:

- Prepare their child for the transition into FS1 or FS2.
- Establish consistent routines at home for bathroom use and hygiene.
- Teach children to wash and dry their hands independently.

## **Partnership with Parents**

Our staff are happy to provide guidance and advice to support toilet training at home before your child starts school. Open communication between home and school helps ensure children feel confident, safe, and ready for a smooth start to their Early Years journey.

## **Staffing and Professional Development**

Our EYFS classes are led by qualified teachers supported by experienced teaching assistants. All staff receive regular professional development in early childhood pedagogy, safeguarding, and inclusion to ensure high-quality teaching and care.

## **Attendance and Punctuality**

Regular attendance is vital for continuity and emotional security. Parents are encouraged to ensure their child attends daily and arrives on time to support smooth routines and learning.

	<b>School Start Time</b>	<b>School End Time</b>
<b>FS1</b>	7:15 am	12:30 pm
<b>FS2</b>	7:15 am	14:10 pm

### **The Academy Board/Owners will:**

Review the policy

### **The Principal will:**

Review the policy and meet with the Early Years Leaders regarding any changes or updates to the policy.

### **The EYFS leaders will:**

Discuss, make any necessary changes and communicate with the FS Team.

### **Monitoring and Evaluating:**

This policy will be reviewed annually.