



Teaching and Learning Policy - EYFS

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0.1	Teaching and Learning Policy	Final	SLT	Principal/Vice Principal	August 2023	August 2026	August 2027
Regional Director		Principal			Vice Principal		
Head of Foundation Stage		Head of Primary			Head of Secondary		

This policy outlines the principles for good practice across the Foundation Stage. It uses the four guiding principles from the EYFS framework of every child is **a unique child**, children learn through **positive relationships**, children develop well in **enabling environments** and **children develop and learn in different ways and at different rates**. These principles will ensure a continuity of practice through the Foundation Stage that will enable all children to become competent and confident independent learners.

In addition, the Foundation Stage follows and adapts the principles of the *ECC quality Framework*. Teaching and learning practices are aligned to the framework's focus on high-quality interactions, enabling environments, child-centred learning, and strong partnerships with families. These principles are embedded across all areas of learning through play-based, inquiry-led experiences that promote wellbeing, communication, creativity, critical thinking, and independence. Our curriculum planning ensures that the Prime and Specific Areas of Learning are delivered in ways that reflect local priorities, cultural values, and the developmental needs of children in the UAE context.

The Foundation Stage is a distinct phase in education. The curriculum for the Foundation Stage is important in its own right as well as underpinning all future learning by supporting and fostering children's personal, social and emotional wellbeing and establishing positive attitudes and dispositions towards learning.

Our main aims for all children are:

- To provide a broad and balanced curriculum for every child to develop the building blocks for future learning
 - To plan a curriculum that is relevant, fun and based on real experience
 - To provide firsthand experiences to put their learning into context
 - To provide a safe and secure learning environment
 - To develop confidence, independence and self esteem
 - To encourage and motivate children to become independent learners
 - To support children on the first steps of their learning journey
 - To provide a range of learning opportunities such as solitary play, independent group play, adult supported play, adult directed learning and discrete teaching
 - To develop social skills and relationships
 - To reflect the diversity of social and cultural backgrounds in the class
 - To provide a free flow curriculum where learning happens inside and outside
 - Take children interests and use them to plan relevant activities
- To provide children with a secure grounding in the core skills necessary for children to continue to be successful in Year 1.

The Early Years Foundation Stage Curriculum

The curriculum is divided into seven areas of learning. These are the:

Three prime areas

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

Specific areas

- Literacy
- Mathematics
- Understanding of the world
- Expressive arts and design

Financial literacy concepts are incorporated weekly within Numeracy lessons in both FS1 and FS2. Through age-appropriate activities, children develop early understanding of money, value, saving, spending, and simple decision-making. Learning experiences include role play, problem-solving tasks, and real-life scenarios that promote early entrepreneurship skills such as planning, collaboration, creativity, and responsible choices. These opportunities support children in developing confidence with mathematical language while fostering independence, resilience, and innovation.

Additional UAE Ministry subjects

- Arabic
 - In FS2 there will be 2 additional integrated Arabic lessons led by Arabic speaking staff. Arabic will be integrated into continuous provision lesson
- Islamic
- A dedicated Heritage and Culture lesson is taught weekly to develop children's understanding of UAE traditions, values, history, and identity. In addition, a cross-curricular approach ensures that heritage and culture are embedded across daily learning experiences through continuous provision, storytelling, celebrations, role play, and Arabic integration lessons. This approach enables children to develop a strong sense of belonging, respect for diversity, and appreciation of the UAE's cultural heritage.

Additional Core Curricular subjects

- Music
- Physical Education

The structure of lessons Circle Time:

The lesson begins with a whole-class circle time, where prior learning is revisited through carefully structured and engaging questions to support recall and set the context for the day's activities.

Focused Group Learning:

Children are then divided into three ability-based groups: Higher Ability (HA), Middle Ability (MA), and Lower Ability (LA).

The teacher and teaching assistant will work with two of the groups for focused learning sessions lasting 15 minutes each, while the third group engages in self-directed learning within the Continuous Provision areas.

Independent Learning in Continuous Provision:

Once all groups have completed their focused learning time with the teacher or TA, they will move to the Continuous Provision areas.

Here, the children will engage in independent learning, exploring and applying their skills through play-based activities.

Plenary:

The lesson concludes with a plenary session, bringing the class back together to reflect on their learning and share key insights, linking the day's activities to future lessons.

The role of adults

It is the role of all adults to support children's learning using a range of strategies. Adults are responsible for setting up a rich and stimulating learning environment that encourages independent play and investigation. The class teachers will support parents and/or carers in guiding their child's development at home.

Time needs to be given to allow children to explore the environment independently and learn at their own pace. Adults are also to use a range of teaching strategies such as supporting child-initiated play, leading activities that have been

planned from child interests and discrete teaching sessions. Adults need to plan for balance of these activities depending on the needs of the child. It is the role of all staff to ensure that the needs of all children are being met equally and that all children have an opportunity to take part in all activities.

Adults also facilitate opportunities for children to develop digital understanding through guided use of age-appropriate technologies. Staff model safe and purposeful use of digital tools to support creativity, communication, and exploration, ensuring that technology enhances rather than replaces play-based learning.

Planning and Assessments

In planning and guiding what children learn, teachers must reflect on the different rates at which children are developing and adjust their practice appropriately. All adults are to make informal observations of children at work and play to contribute towards **formative assessments** for each child. These occur while the learning is happening and inform teaching in an ongoing basis. They are then used to plan for activities based on child interests. Teachers are to use these formative assessments within their planning cycle.

There are 3 stages of planning that are the responsibility of the teachers and leaders.

- **Long term planning**- this is drawn up by the Foundation Stage team. These plans show curriculum coverage over all areas of learning during the Foundation Stage and show progress in the skills that are being learnt.
- **Medium term plans**- These cover a term or half term period and cover the skills, concepts and knowledge to be taught through a specific unit.
- **Short term plans**- These show on a daily/ weekly basis how skills have been broken down to a specific learning objective. They show how staff deployment and how a balance of teaching strategies is being delivered. The needs of specific groups or individuals may be highlighted on these plans.

Teachers are to plan challenging tasks based on systematic and accurate assessments of children's previous skills and needs. Plans are to be shared on a regular basis amongst the team with support staff being given the opportunity to plan alongside the teacher. Teams are required to meet at least once a week to discuss weekly plans and any changes that may be necessary. Planning needs to be flexible and responsive to the needs of the children.

Teachers are also expected to keep **summative assessments** on each child in the Foundation stage. Each child will have an on-entry baseline assessment within the first six weeks of starting. The children are then tracked termly on the departmental Attainment & Progress Tracker system. There will be an end of year report that is shared with the next teacher and the parents. There is also a transition meeting for each child between the teachers.

When making all judgments, teachers should consider **The Characteristics of Effective Learning** for each child and how these influence how the child learns. These are:

- Playing and exploring
- Active learning
- Creating and thinking critically

At the end of FS2 the Foundation Stage Profile is submitted for each child in the form of an end of year report using the statutory early Learning Goals. There is also a transition meeting between the FS2 and Year One teachers.

Enabling Environments

Children learn through having an interesting, stimulating and safe environment and the time with which to explore it. A well set up learning environment is a powerful additional teacher. There are three aspects of the learning environment. These are the emotional environment, the indoor environment and the outdoor environment. All are to be equally valued and planned for by staff. A wide range of independent play opportunities need to be provided through stimulating and well- resourced areas such as:

- sand
- water
- role play area
- writing and mark making areas
- book area
- small world play
- construction
- investigation
- STEM and Technology Area — Each FS1 and FS2 classroom includes a dedicated STEM/Technology area where children engage in hands-on activities to develop early digital literacy, problem-solving, coding foundations, and technological awareness. This area enables children to apply their learning in meaningful contexts and supports the integration of science, engineering, mathematics, and digital exploration within play-based learning.
- creative area

Areas need to set up with a clear purpose for learning. Children need to have as much access to the outdoor classroom as possible with a free flow approach operating. Both the FS1 and FS2 class have access to their own outdoor areas that are resourced for their own specific use. A purpose-built outdoor area is also timetabled for all classes to access.

Displays need to promote, support and reflect children's current interests and learning. There needs to be a balance between self-initiated and adult led learning on display and all displays need to be changed half termly to maintain interest and celebrate children's learning.

Staff training and development

All staff in the Foundation Stage have access to training through the professional development offered via the school. This occurs through whole school training sessions, phase meetings and individual observations and written feedback