AZBUKA Russian-English Bilingual school and Nursery
Early Years Foundation Stage (EYFS)

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Childcare Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Equality Act 2010 (Last updated 16 June 2015)
- Education Act 2011
- Children and Families Act 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015

The following documentation is also related to this policy:

- Statutory Framework for the Early Years Foundation Stage (Sept 2025 DfE)
- AZBUKA Schemes and Philosophy
- AZBUKA Nursery and Reception Curriculum
- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (Sept, 2025 DfE)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Working Together to Safeguard Children: A Guide to Inter-agency Working to Safeguard and Promote the Welfare of Children

Our Curriculum has been designed to conform to EYFS (Early Years Foundation Stage with the current exemptions related to language and assessments) and the requirements of the English pre-school education system while at the same time delivering a bilingual education and incorporating Russian educational traditions. We believe '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 between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation

children need to make the most of their abilities and talents as they grow up. ' (Statutory Framework for the Early Years Foundation Stage (DfE))

We are aware 'The Early Years Foundation Stage (EYFS) sets the standards that all early year's providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.' (Statutory Framework for the Early Years Foundation Stage (DfE)

The EYFS, which refers to children from birth to five years of age, is based upon the following four principles: **a unique child; positive relationships; enabling environments; learning and development** and it seeks to provide: **quality and consistency; a secure foundation; partnership working; and equality of opportunity.**

For all children within the EYFS we have a duty to:

- shape activities and experiences (educational programs) **(Learning and development);**
- help children work towards acquiring knowledge, skills and understanding **(Early learning goals);**
- provide **assessment arrangements for measuring progress**;
- **report** to parents on their children's progress;
- safeguard children and promote their welfare **(safeguarding and welfare arrangements)**.

The EYFS is made up of seven areas of **Learning and Development** which are all very important and interconnected.

The three prime areas of **communication and language (Russian in the English-Russian bilingual development); physical development; and personal, social and emotional development** are particularly crucial for igniting children's curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive. It is very important for children to develop the three prime areas first as they are most essential for a child's healthy development and future learning.

Also, as children grow the prime areas will help them to develop skills in the four specific areas of **literacy, mathematics, understanding the world and expressive arts and design**.

We firmly believe that all seven areas of learning and development must be delivered through planned, purposeful play, with a balance of adult led activities and child-initiated activities.

We want all our children to learn by playing and exploring, by being active and through creative and critical thinking. We use both the indoor and outdoor environments so that children can develop intellectually, creatively, physically, socially and emotionally.

We work hard to give every child the opportunity to achieve their best as we believe every child is a unique child who is constantly learning.

We recognize our responsibilities under the Health and Safety at Work Act 1974 and will take all reasonably practicable steps to provide and maintain safe and healthy working conditions (on the school premises and during school-sponsored activities), equipment and systems of work for all our pupils, school personnel and visitors to the school.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We aim to be judged at least good in all school inspections by ensuring that standards for all pupils are higher than schools of a similar size and that standards continue to improve faster than the national trend.
We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To give every child the best possible start in life and the support that enables them to fulfil their potential.
- To ensure children learn and develop well and are kept healthy and safe.
- To promote teaching and learning in order to ensure children's 'school readiness'.
- To give children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.
- To share good practice within the school and with other schools.
- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Management and the Head teacher

The Governing Body has:

- appointed a member of staff to be the manager/leader of the Early Years Foundation Stage who:

  - ☐ provides leadership in the development and management of the teaching and learning of the EYFS;
  - ☐ has a teaching responsibility and undertakes other associated responsibilities.

- delegated powers and responsibilities to the Manager of the Nursery to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring full compliance with all statutory responsibilities;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;

Role of the Headteacher

The Headteacher and the EYFS Manager will:

- work in partnership with parents / carers to promote the learning and development of all children, and will ensure they are ready for school;
- ensure the following seven areas of learning and development, which are all interconnected, will shape educational programs:

Areas of Learning Development	**Educational Programs**
Communication and Language (Russian in the English-Russian Bilingual Context)	▪ To provide opportunities for children to experience a rich language environment. ▪ To develop children's confidence and skills in expressing themselves. ▪ To encourage children to speak and listen in a range of situations.
Physical Development	▪ To provide opportunities for young children to be active and interactive. ▪ To develop their coordination, control and movement. ▪ To help children understand the importance of physical activity. ▪ To help children make health choices in relation to food.
Personal, Social and Emotional Development	▪ To help children develop a positive sense of themselves, and others. ▪ To help children develop form positive relationships and develop respect for others. ▪ To help children to develop social skills and learn how to manage their feelings. ▪ To encourage children to understand appropriate behavior in groups. ▪ To encourage children to have confidence in their own abilities.
Literacy	▪ To encourage children to link sounds and letters and to begin to read and write. ▪ To give children access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
Mathematics	▪ To provide children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems. ▪ To provide children with opportunities to describe shapes, spaces, and measures.
Understanding the World	▪ To guide children to make sense of their physical world and their community through opportunities to explore, observe

	and find out about people, places, technology and the environment.
Expressive Arts and Design	▪ To enable children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

- ensure all teachers consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan challenging and enjoyable experiences for each child in all of the areas of learning and development;
- ensure that every child is assigned a key person;
- ensure the level of progress of children should be expected to have attained by the end of the EYFS is defined by the early learning goals:

Early Learning Goals - the Prime Areas	
Communication and language	▪ Listening, attention and understanding ▪ Speaking
Physical development	▪ Gross motor skills ▪ Fine motor skills
Personal, social and emotional development	▪ Self-regulation ▪ Managing self ▪ Building relationships
Early Learning Goals - the Specific Areas	
Literacy	▪ Comprehension ▪ Word reading ▪ Writing
Mathematics	▪ Number ▪ Numerical patterns
Understanding the world	▪ Past and present ▪ People, culture and communities ▪ The natural world
Expressive arts and design	▪ Creating with materials ▪ Being imaginative and expressive

- ensure assessment is on-going which recognises children's progress, understands their needs, and is used to plan activities and support;
- ensure the EYFS Profile is undertaken and completed at the end of the key stage;
- ensure the results of the EYFS Profile is sent to the local authority on request;
- develop positive relationships with parents;
- encourage parents to help in school and become involved in a range of enrichment activities, family learning and extended schools;
- ensure all school personnel and parents are aware of and comply with this policy;
- ensure good practice is shared;

- work closely with the link governor;
- provide leadership and vision in respect of equality;
- make effective use of relevant research and information to improve this policy;
- provide guidance, support and training to all staff;
- make effective use of relevant research and information to improve this policy;
- monitor the effectiveness of this policy by:

  - ☐ monitoring learning and teaching through observing lessons
  - ☐ monitoring planning and assessment
  - ☐ speaking with pupils, school personnel, parents and governors

- monitor the effectiveness of this policy by speaking with pupils, school personnel, parents and governors;
- celebrate the effort, success and achievements of pupils and school personnel;
- annually report to the Governing Body on the success and development of this policy.

Role of the Early Years Foundation Stage Manager

The Early Years Foundation Stage Leader will undertake the following responsibilities:

Leadership and Management
- To lead and manage the EYFS working in conjunction with the Headteacher, Senior Leadership Team and governors.
- To undertake leadership and management responsibilities.
- To co-ordinate and be responsible for the organization and management of the EYFS.
- To advise and work closely with the Headteacher and the nominated governor.
- To develop an EYFS development plan and to monitor its effectiveness.
- To ensure all EYFS policies are in place and regularly updated.
- To lead and develop an effective EYFS team.
- To provide and manage a stimulating EYFS environment.
- To monitor all planning in accordance with the EYFS and school policies.

Assessment and Data
- To ensure assessment procedures are in place for recording, reporting and tracking pupils' progress.
- To use pupil data effectively.
- To undertake thorough and accurate tracking of pupil progress.
- To present termly pupil progress reports to the Headteacher, Senior Leadership Team and nominated governor.
- To set targets with the Headteacher and Senior Leadership Team.
- To ensure EYFS Profiles are completed and passed on.

Resources and Budget
- To make effective use of resources and budget allocation.

Transition
- To ensure smooth transitional arrangements between phases.

Parents

- To develop and strengthen good relationships with parents.
- To organize parent-teacher consultations every term.
- To produce regular newsletters for parents.

EYFS Policy
- To lead the development of this policy throughout the school.

Working Relationship
- To work closely with the Headteacher and the nominated governor.

Support
- To provide guidance and support to all EYFS staff.
- To provide training for all staff on induction and when the need arises.
- To co-ordinate and oversee EYFS teaching staff and support staff.
- To coach, mentor and develop all EYFS teaching staff and support staff.
- To receive support from the Headteacher.
- To have regular class release time in addition to PPA time.

Performance Management
- To undertake performance appraisals with both teachers and support staff.

Professional and Staff Development
- To plan staff development opportunities for all EYFS staff.

Research
- To make effective use of relevant research and information to improve this policy.
- To keep up to date with new developments and resources.

Health and Safety
- To undertake risk assessments when required.

Monitoring
- To monitor, evaluate and support the teaching and learning of the EYFS pupils.
- To review and monitor this policy.

Reports
- To present termly pupil progress reports to the Headteacher, Senior Leadership Team and nominated governor.
- To produce and present regular reports on the progress of the EYFS to the governing body.

Role of a Key Person

A Key Person will:

- undertake appropriate induction training before starting the role of a key person;
- be given allocated key children;
- meet the needs of each child in their care and respond sensitively to their feelings, ideas and behavior;
- develop a genuine and close bond with the children;

- help the children to become familiar with the setting and making them to feel confident and safe within it;
- be responsible for carrying out the personal care with their key children;
- work with a second key person who will cover their breaks, training, sickness and holidays in order not to unsettle their allocated key children;
- meet with parents at the beginning and end of the day;
- closely monitor and record the progress of each child in order to enable effective planning;
- liaise with parents periodically informing them of their child's progress;
- be responsible for updating the developmental records of their key children;
- attend weekly planning sessions.

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- work hard to maintain a positive ethos;
- work hard to maintain a safe and respected school environment;
- show respect for all members of the school community;
- develop positive working relationships with pupils, school personnel, parents and governors;
- meet with parents to discuss their child's progress;
- plan and deliver good to outstanding lessons through play;
- have high expectations of their pupils;
- achieve high standards;
- celebrate the success of pupils;
- work hard to maintain a positive ethos;
- work hard to maintain a safe and respected school environment;
- promote good behavior;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.

Role of Parents/Carers

Parents/carers will:

- be aware of and comply with this policy;
- work in partnership with the school;
- comply with this policy for the benefit of their children;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school;
- be encouraged to take an active role in the life of the school by attending:

  - ☐ parents and open evenings
  - ☐ parent-teacher consultations
  - ☐ class assemblies
  - ☐ school concerts
  - ☐ fundraising and social events

- be encouraged to work in school as volunteers;
- be encouraged to organize after school clubs or groups;
- be asked to take part periodic surveys conducted by the school;
- ensure regular and punctual attendance;
- notify school on the first day of pupil absence;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- expect their child to hand in homework on time;
- join the school in celebrating success of their child's learning;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school;
- ensure correct school uniform is worn.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Prospectus
- the school website and open days
- the Staff Handbook/Induction
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on induction which specifically covers:

  - ☐ All aspects of this policy
  - ☐ Statutory Framework for the Early Years Foundation Stage
  - ☐ Teaching and Learning
  - ☐ Differentiation
  - ☐ Assessment
  - ☐ Equal opportunities
  - ☐ Inclusion

- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritize or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Implementation and Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body (if applicable) for further discussion and endorsement.