



KING'S COLLEGE SCHOOL  
CHAMARTÍN

## Early Years Foundation Stage (EYFS) Policy

At King's College School, Chamartín we deliver an EYFS programme, inspired by the principles of the Reggio Emilia approach. At the heart of our approach is our understanding that children are competent, curious and relational. Our role is to nurture this through responsive environments, deep relationships, and open-ended learning experiences.

This policy aims:

- To provide children with a broad, balanced, relevant and creative curriculum across the seven areas of learning, that gives them a comprehensive range of knowledge and skills which will be fundamental for later academic and life achievement. This curriculum will respect children's agency and promote exploration and discovery.
- To support children's holistic development through a balance of adult-directed and child-led play-based, inquiry-led learning.
- To create a collaborative and reflective community involving children, educators, and families.
- To use the environment as an active participant in learning (*the "third teacher"*).
- To ensure that every child is included and supported through equality of opportunity and anti-discriminatory practice

### **Structure of the EYFS**

In King's College School, Chamartín we have Pre-Pre Nursery, Pre-Nursery, Nursery and Reception classes. Children start school following the Spanish admissions system (*January – December*) thus some children are up to a term younger than those in the UK. Within the classes, there is a high proportion of learners with English as an additional language.

Pre-Pre-Nursery: (*starting from 12 months to 23 months*)

Pre Nursery: (*starting from 24 months to 36 months*)

Nursery: (*starting from 37 months to 44 months*)

Reception: (*starting from 45 months to 56 months*)

Our day starts at 9:00 and finishes at 16:30.

At an additional cost, we provide a morning club from 8:00am to 9:00am and after school club from 5-6pm.

## Curriculum Implementation

At King's College School Chamartín, our curriculum uses the EYFS framework alongside Arc Pathway to deliver a holistic approach to child development and assessment. We also draw inspiration from the principles of the Reggio Emilia approach.

Our curriculum provides rich, purposeful, and stimulating experiences that nurture curiosity, creativity, and a lifelong love of learning. We design provocations and learning opportunities that enable children to make excellent progress across the seven strands of learning, while also developing the Characteristics of Effective Learning *relating and rapport, playing and exploring, active learning, and creating and thinking critically*. Our curriculum is flexible and evolving, shaped by the children's interests, ideas, and individual responses.

This responsive approach ensures that learning remains meaningful, engaging, and developmentally appropriate for every child. We are committed to meeting the diverse needs of all learners, including those with English as an Additional Language (*EAL*) and Special Educational Needs and Disabilities (*SEND*), ensuring that every child is supported to thrive and reach their full potential.

**Arc Pathway Framework:** Is built upon four key foundations:

- The Unique Child
- Positive Relationships
- Enabling Environments
- Wellbeing, Learning and Development

We recognise that each child is a unique individual and an active participant in their own learning journey. To nurture lifelong learners and independent thinkers, we focus on supporting children in *how* they learn, not just *what* they learn. The Characteristics of Effective Learning (*CoEL*) underpin this approach, describing the learning dispositions, behaviours and habits that children develop through purposeful play *relating and rapport, playing and exploring, active learning, and creating and thinking critically*).

The overarching principles of the Arc Pathway Framework emphasise:

- **Relationships:** Children flourish within warm, positive relationships where adults are highly responsive to their needs and interests.
- **Wellbeing:** Positive dispositions such as curiosity, resilience, and persistence are fostered through nurturing relationships and thoughtfully designed environments.
- **Play:** Play is the natural vehicle for exploration and discovery. Through meaningful, contextualised play experiences, children develop critical concepts and become confident, capable thinkers.
- **Thinking Processes:** Stimulating and thought-provoking activities encourage collaboration, sustained shared thinking, and the development of problem-solving skills and confidence.
- **Sustained Attention:** By following children's interests and providing engaging, motivating resources, we create irresistible opportunities for deep engagement and active learning.

The Prime strands of Arc Pathway are fundamental building blocks which are crucial in providing strong foundations in children's development and learning. Therefore, the progression of our curriculum ensures a key focus on these Prime strands, which are:

- Wellbeing (linked to Personal, Social and Emotional Development in the EYFS Framework)
- Physical Development
- Communication and Language

These Prime strands support the subsequent development of all Specific strands of the curriculum, which are:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design.

The recording of each child's progress, journey and development is recorded in their individual online learning journals in Arc Pathway through observations and Arc Profiles. Reflecting on information gathered allows early years educators to plan opportunities for children. They can develop a range of next steps through appropriate experiences and provocations, ensuring a careful balance of planned adult-led activities and child-initiated learning.

## **Reggio-Inspired Principles in Practice**

### **1. The Image of the Child**

We view children as competent, capable, and rich in potential. Our educators observe and listen to children carefully, respecting their theories and ideas. Learning experiences are co-constructed and built around children's interests and questions.

### **2. Enabling Environments**

Our learning spaces are thoughtfully designed to be aesthetically pleasing, inviting, and rich in materials. Children have access to open-ended resources that encourage creativity, exploration, and problem-solving. Indoor and outdoor spaces are equally valued.

### **3. Relationships and Community**

We build strong, respectful relationships with children and families. Learning is a shared journey between children, educators, and parents. Collaboration is central; peer learning, group projects, and shared dialogue are encouraged.

### **4. Documentation of Learning**

We document children's learning through observations on Arc Pathway and photographs. Collecting children's work in Special Boxes helps capture their progress, interests, and

achievements over time, supporting assessment and reflection within the EYFS framework. Documentation boards are also used to celebrate achievements and reflect on the learning journey of each class and to make learning visible.

## 5. The Role of the Educator

Educators act as facilitators and researchers. They observe children closely, ask thoughtful questions, and provide provocations to extend thinking. Planning is flexible and responsive to children's emerging interests and ideas.

## 6. The Hundred Languages of Children

We recognise and support the many ways children express themselves-through art, movement, play, construction, music, and language. We value creativity and provide opportunities for children to represent their thinking in diverse ways.

### Planning

Our planning is carefully designed to provide a broad, balanced and engaging curriculum that supports each child's holistic development and prepares them for the transition into Year 1.

Our long-term plan is inquiry-led and demonstrates a clear progression of skills across all areas of learning, throughout the school year. This ensures continuity and progression in learning as children move through EYFS. Our continuous provision plans for each year group also reflect this progression, enabling all children to challenge themselves, make meaningful progress through play, and work towards achieving the end of Reception Goals.

We respect each child's stage of development and plan opportunities that promote exploration, discovery, and curiosity. Our approach supports children's holistic development through play-based, inquiry-led learning. Both medium-term and weekly planning are flexible and responsive, allowing staff to adapt to children's emerging interests, ideas and needs, whilst maintaining curriculum coverage.

Our planning:

- Reflects a secure understanding of how young children learn best.
- Provides a balance between child-initiated and adult-initiated or adult-led learning experiences.
- Offers opportunities for learning both indoors and outdoors.
- Builds upon what children already know and can do, using a range of assessment information to identify and plan for their next steps.

Our educators are ambitious for every child, designing activities and experiences that enable all learners to develop and achieve effectively. Staff working with our youngest children place a strong emphasis on the three prime areas of learning, recognising these as the foundations for future success across all areas of the curriculum.

When planning, staff take into account each child's individual needs, interests, and stage of

development, ensuring that every child experiences a challenging and enjoyable curriculum. Where a child has or may have a special educational need or disability (*SEND*), staff identify the need for additional or specialist support and work closely with relevant external agencies where appropriate.

In guiding children's learning and development, practitioners reflect on the different rates and patterns of progress made by individual children, ensuring that planning remains inclusive, responsive, and developmentally appropriate for all.

### **Indoor Provision**

At King's College School, Chamartín, our indoor environment is a carefully considered space that nurtures exploration, creativity, communication, and independence. In alignment with the Reggio Emilia philosophy, we see the indoor environment as an active participant in children's learning.

We believe the environment should reflect the values of respect, and intentionality. It should feel welcoming and home-like, encouraging children to feel safe, valued, and inspired to explore.

- The indoor space is organised into rich learning areas (*e.g., construction, role play, mark-making, small world, creative studio, calm areas*) with natural flow and access.
- We use natural, open-ended materials (*wood, fabric, shells, recycled materials*) to invite imagination and symbolic thinking.
- Furniture and resources are child-height and accessible, supporting independence and self-selection.
- Areas are designed to encourage collaboration, dialogue, and deep play. Small group workspaces are available alongside quiet spaces.
- The environment includes mirrors, light, shadows, and reflective surfaces, stimulating sensory exploration and wonder.
- Displays feature children's voices, artwork, and learning documentation, making thinking visible and honouring their experiences.

### **Aesthetics and Order**

We maintain a calm, uncluttered, and inviting atmosphere. Thought is given to lighting, acoustics, color palette, and the emotional tone of the space. Resources are arranged with care and intention, promoting respect for materials and each other.

### **Outdoor Provision**

At King's College School Chamartín, we believe the outdoors is an essential extension of the learning environment. In line with the Reggio Emilia inspired approach our outdoor provision supports children's development across all areas of learning. We treat the outdoor space as a "third teacher," rich with possibilities for inquiry, discovery, and imagination. Nature is a co-educator, children connect with the seasons, weather, living things, and the physical world in authentic and meaningful ways.

- Children have access to outdoor spaces throughout the day, at set times.
- Outdoor resources are open-ended and natural where possible, including loose parts, water, sand, soil, and plants.
- Projects can sometimes originate outdoors, as children investigate natural phenomena, construct imaginative spaces, and collaborate with peers.
- Educators document outdoor learning with the same care and reflection as indoor experiences, using photographs as observations with children's own words.
- The outdoor curriculum supports all Arc learning strands, particularly Physical Development, Understanding the World, and Expressive Arts and Design.
- Children are encouraged to care for living things, grow plants, and take part in sustainability projects. We aim to foster a sense of environmental responsibility and stewardship from an early age.

### **Mathematical Development - White Rose Maths**

At King's College School, Chamartín, the White Rose Maths scheme is implemented in both Nursery and Reception to support the development of early mathematical understanding.

The scheme is embedded within long- and medium-term planning and is delivered flexibly, with activities adapted and differentiated to meet children's individual needs and interests. White Rose Maths follows a spiral curriculum, ensuring key concepts are revisited and built upon over time, enabling children to develop secure, deep understanding through practical, play-based and meaningful experiences aligned with the EYFS framework.

### **Literacy Development - Reading, Writing and Communication**

At King's College School, Chamartín we believe literacy development flourishes in meaningful, purposeful contexts. In our Reggio Emilia-inspired environment, children's ideas and communication are the starting point for early reading and writing. We support children's literacy through both structured approaches and organic, creative experiences.

### **Early Reading and Phonics – Read Write Inc. (RWI)**

- In Nursery, we expose children to sounds and phonics approaches in line with the recommended approach to early phonics by Read Write Inc. Phonics (*RWI*). Prior to learning letter-sound correspondence, children learn skills such as: oral blending and segmenting, listening to hear the initial sound in a word, listening and identifying if two words rhyme or do not rhyme.
- In Reception, we deliver Read Write Inc. Phonics (*RWI*) daily to systematically teach children letter-sound correspondence and blending for reading.
- From Reception, sessions are taught in small groups based on children's phonics ability, ensuring differentiated support while maintaining high expectations for progress. *RWI* is delivered in an engaging, structured way and is complemented by multi-sensory opportunities to read in the environment - such as signs, captions, books, and story corners - so that phonics is purposeful and age-appropriate.
- We encourage children to apply their phonics knowledge in real writing contexts, such as writing labels, messages, or captions for their work and play.

## **Developing Writing & Storytelling – King’s Write, Talk for Writing, Helicopter Stories, Drawing Club and Story Dough**

- A range of writing and storytelling programmes are used as appropriate to each topic, with repetition to give children familiarity and routine.
- We use the Drawing Club scheme to support story structure, vocabulary, and confidence in writing.
- Through oral storytelling, actions, and visual story maps, children internalise language patterns before moving into shared and independent writing.
- Storytelling often links with children’s interests and projects, allowing them to co-create narratives based on real or imagined experiences.
- Children in Nursery tell stories at least once a term to show progression in their storytelling skills and language. This is scribed into their King’s Write book.
- Helicopter stories allow children to take part in a performance of their own stories and the stories of others to increase their engagement and excitement for storytelling.
- Story Dough encourages children to use playdough to make imaginative characters, objects and then use a pencil to make marks at their proximal level of development.
- Reception uses Drawing Club to develop early literacy skills. Through the narrative of a weekly story, the children complete a drawing and piece of writing linked to the story’s character, setting or an imaginative twist, with a secret code to unlock something magical in their work.
- Children are encouraged to write for real purposes - e.g., making books, signs for block constructions, or lists in role play.

**Reggio-Inspired Integration:** Literacy is woven through project work, documentation, and expressive arts. Children write and draw to record their thinking, make observations, or create messages for others. The environment is rich in mark-making opportunities, both indoors and outdoors, using a wide range of tools and surfaces — chalk, paint, water, sand, and natural materials. Adults model writing for real purposes, supporting children to see themselves as authors and communicators.

### **Assessment**

Assessment plays a vital role in helping practitioners and parents/carers recognise each child’s progress, understand their individual needs, and plan appropriate support and learning opportunities. Ongoing assessment (*also known as formative assessment*) is an integral part of our learning and development process. It involves careful observation of children to understand their levels of achievement, interests, and learning styles, enabling practitioners to shape meaningful learning experiences that reflect these observations.

We use Learning Journals (‘Special Folders’) in Reception, to collate physical evidence of the children’s work along with recording the child’s voice. In Nursery and Pre Nursery, we use Special Boxes which allow the children to independently file their adult initiated and independent work. However, the main tool of assessment is Arc Pathway from PPN to Reception. We follow the Arc Pathway Framework (*which is aligned with the EYFS*) to record observations, examples of children’s work, and evidence of their progress against identified next steps across all Arc learning strands

and development throughout the academic year. When assessing whether a child is working at the expected level of development, practitioners draw upon their detailed knowledge of the child, supported by their professional expertise and judgement.

Parents and carers are regularly informed about their child's progress and development. Formal parent consultations are held two times a year, and written progress reports are shared at the end of each term. These ensure that families are actively involved in their child's learning journey and understand how best to support their development at home.

Ongoing formative assessment takes place daily through purposeful interactions, observations, and documentation within Arc Pathway. This information directly informs planning and next steps, ensuring that each child's individual learning path is supported and extended.

During the first half term, teachers complete an initial assessment using Arc Pathway to establish a baseline of what children already know and can do. This baseline helps identify patterns of attainment across the cohort, monitor progress throughout the year, and highlight any children who may require additional support or further challenge.

Children's progress is continually monitored, and staff use assessment information to ensure future provision accurately reflects identified needs. Summative assessments undertaken as Arc Pathway developmental profiles are carried out termly, with practitioners sharing outcomes and next steps with parents and carers across all strands of learning (*with more emphasis on the prime strands for our youngest learners*). These termly assessments identify where children are progressing well and where additional support may be needed. Educators implement targeted strategies to address any emerging concerns. This information travels with them as they go to each class in Early Years, ensuring that the assessment remains continuous and consistent.

At the end of the Reception year, staff assess children against the End of Reception Goals. These support rich, formative assessment and inform next steps in children's learning. These are broad, developmental goals that provide insight into how a child is currently developing across key areas. They are not fixed endpoints or isolated milestones, but a way to build a fuller picture of a child's learning and progress over time. It also indicates where a child is showing deeper understanding, advanced skills or greater independence within a particular area. In addition, where a child has not met the End of Reception Goals, we also track where they are in relation to their age. Young learners might still be working towards the goals but be on track related to their age. The final outcomes are shared with families through our Termly Report, ensuring a clear and accurate picture of each child's achievements and next steps as they move into Year 1.

## **Family Engagement**

Families are considered partners in the learning process. A parent's/carer's invaluable insight into the individuality of their child helps us to ensure that its learning experiences are challenging and engaging. Our families are able to upload 'key moments' to children learning journals on Arc Pathway from home.

King's College School Chamartín engages with parents/carers in the following ways:

- Teachers are available for an informal chat at the beginning and end of the da
- Reading Records
- Parents' Evening
- End of Term Reports
- Digital platforms (*Class Dojo and Arc Pathway*)
- Open classroom events with parents
- Regular parent workshops

## **Inclusion and Diversity**

In line with Reggio Emilia values, we celebrate diversity and promote equity. We adapt our approach to meet the unique needs of every child, including those with SEND or EAL, valuing all backgrounds, identities, and experiences.

The school has created a welcoming environment that is both safe and stimulating allowing its pupils to learn and grow in confidence.

Special Educational Needs are identified early and any necessary interventions are made swiftly with the help of the schools SENCO. We ensure the children's needs are met and that they continue to make progress at school. Achievable targets will be set using IEPs and updated on Provision Map.

The SENCO provides support and guidance and works with staff and parents/carers to consider whether specialist support is required, linking with relevant services from other agencies, where appropriate.

King's College School, Chamartín looks to identify additional needs and provide additional support as early as possible so that the child gets the support that they need following the school's approach to equality and inclusion.

## **Safeguarding and Welfare**

King's College School Chamartín implements policies and procedures setting out:

- the action to be taken where there are safeguarding concerns about a child
- the action to be taken in the event of an allegation being made against a member of staff
- the use of mobile phones and cameras in School
- the role of the DSL

**Absence:** We're required to promptly follow up on absences.

If a child is absent for a prolonged time or if their parents/carers haven't told us about the

absence, we will attempt to contact the parents/carers and alternative emergency contacts.

See our Attendance Policy for more on this, including our expectations of parents/carers to report child absences.

**Paediatric First Aid (PPAA / RCP):** Paediatric first aiders are available at all times when children are present, including on outings. This PPAA / RCP certificate is renewed every 3 years as required.

**Safer eating:** All children will be seated within sight and hearing of a member of staff while eating. All staff monitor and encourage the children in independence. Lunchtime is a safe and comfortable space for children to eat together in a calm environment.

Before a child joins our setting, we will get information on their:

- Dietary requirements and preferences
- Food allergies and intolerances
- Health requirements

We will ensure that food is prepared in a way that:

- Prevents choking
- Meets each child's individual developmental needs

We have a nurse on site who is able to attend to any medical needs.

## Behaviour

Positive reinforcement is central to our approach to behaviour management. Staff use specific praise to highlight and reinforce desired behaviours, helping pupils clearly understand what they are doing well. Class Dojo is used to recognise and reward positive choices. A weekly *Golden Certificate Winner* in assembly celebrates positive attitudes and behaviours. These awards are celebrated during weekly assemblies in Reception, with Nursery taking part later in the academic year. We work closely with families to ensure behaviour expectations are consistent between home and school. Teachers maintain clear, consistent boundaries across all settings to create a safe, respectful and supportive learning environment.

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