



Everyone Counts, Everyone Contributes, Everyone Succeeds.

FS CURRICULUM
POLICY 2020



Lead: AP HOFS
Review: September 2020

INTRODUCTION

In the Foundation Stage at Horizon International School, our vision is to ensure every child reaches their full potential through play-based activities, enabling all children the time to learn, play, become self-assured risk takers and develop positive relationships.

Our Vision

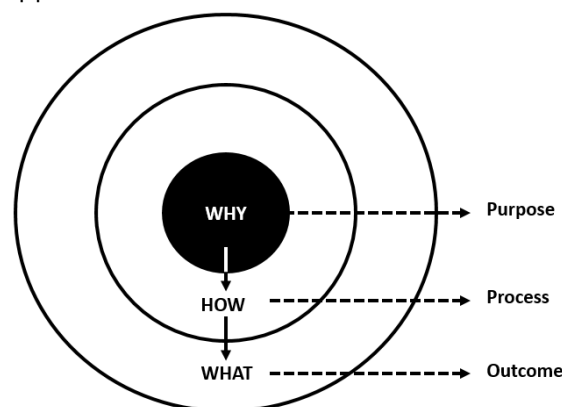
In the Foundation Stage at Horizon International School, our vision is to ensure every child reaches their full potential through play-based activities, enabling all children the time to learn, play, become self-assured risk takers and develop positive relationships. Using an adaptable and inspiring curriculum, children will lead their own learning to foster their natural curiosity and inquisitive skills. We want children to be happy, confident, well rounded individuals with a love for learning. We believe in providing all children with a safe and stimulating environment that builds on each individual's wants, needs and interests. *Learning should be fun, engaging and suitably challenging.*

Principal Aims of the Policy are to:

- Ensure that the children at our school are provided with high quality learning experiences, through modification and adaptation of the curriculum, that lead to consistently high levels of student achievement
- Provide opportunities for staff to continually develop and refine their skills, improving teaching and learning should underpin CPD
- Organise regular collaboration of staff across phases and curriculum areas as this facilitates the sharing of good practice and consistency of approach
- Challenge, innovate and inspire our children to achieve their full potential through an inspiring curriculum
- Ensure the curriculum is adapted and modified in accordance to the cohort of children that enroll that academic year

A successful curriculum should...

- Raise standards and assist children's personal development by supporting them in becoming more independent and reflective learners.
- Foster an understanding amongst all staff of the importance of varied (teaching and learning) strategies and how to implement these in the classroom as this is an integral part of their teaching.
- Ensure that the quality of teaching and learning in the Foundation Stage is of the very highest level. Quality First Teaching.
- Ensure that up to date knowledge of both the curriculum and pedagogy are accessible and used in order to create outstanding learning opportunities.



Simon Sinek's – Why you should start with why?



Personalisation – Quality First Teaching

Personalisation takes into account the needs of all learners. Teachers plan to ensure that all individuals are set challenging goals in order to make expected progress and levels of attainment.

We recognise that:

- Children have different needs, related to influences in and beyond the classroom.
- Teachers must be aware of the needs of specific groups such as SEN, G&T, EAL, Emirati, target children and the transient community.
- Lesson planning highlights and provides for these student in individual classes.
- Teachers should provide a range of alternative tasks and Learning Environments to meet the needs of their children.
- The use of intervention strategies with children who are making less than expected progress, including intervention groups and targeted support, is vital for improving learning.
- Developing and adapting resources to both support and extend children have a positive effect on learning.
- Teaching Assistants will be used effectively, ensuring that they are informed of, and involved, in the learning and planning for children.

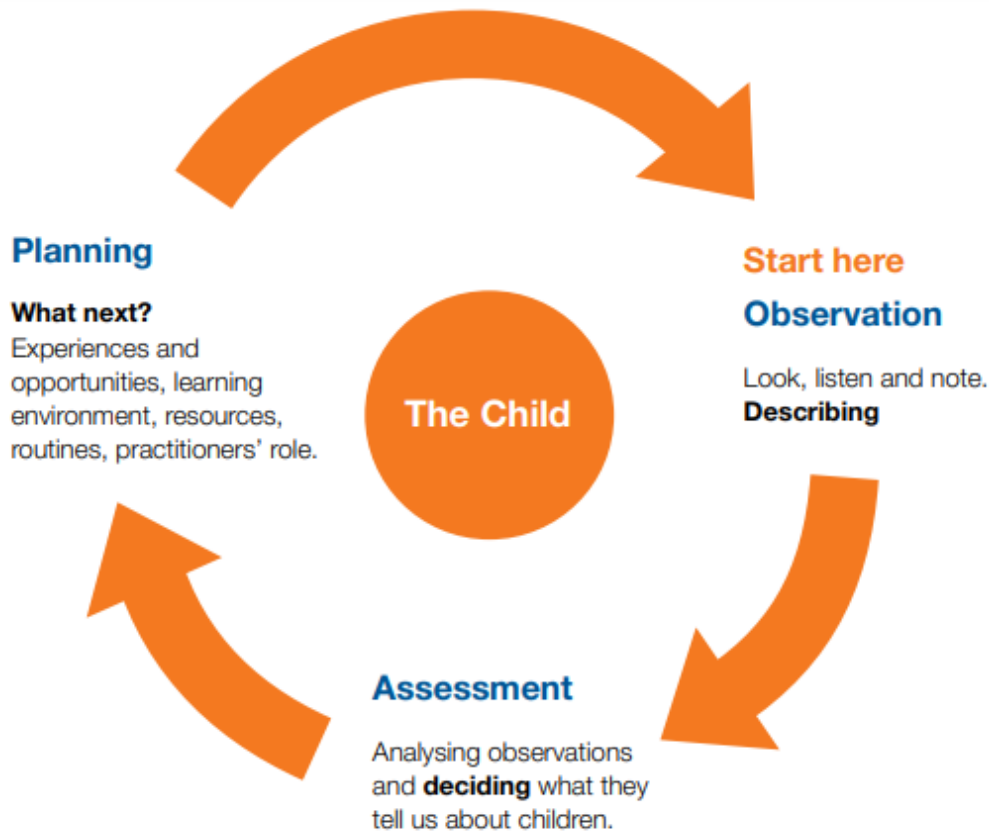
Assessment for Learning

Assessment plays an important part in helping parents and teachers to recognise children's progress, understand their needs, and to plan activities and support. Formative Assessment is an integral part of the learning and development process. It involves teachers observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, teachers should respond to their own day-to-day observations about children's progress and observations that parents share.

Teachers use O-Track to record weekly achievements for each child. O-Track will be updated at the end of each week and is then used to inform teacher's weekly planning for their year group and individual classes in the teacher's next planning meeting.

O-Track is used in Student Achievement meetings and is used to track progress and attainment for termly data drops by Class Teachers, Middle Level Leaders and the Head of Foundation.

Middle Level Leaders will feedback data to the Senior Leadership Team according to their leadership description. E.g. Communication, Language and Literacy Lead will feedback about all areas of English.



The EYFS Curriculum

At HIS we follow the EYFS curriculum, using the Development Matters document (2012) to support children's learning. Development Matters offers a top-level view of how children develop and learn. It guides, but does not replace, professional judgement.

The Development Matters - September 2020 edition will be implemented at HIS in Term 3 2020-2021

Prime Areas:

Prime areas are fundamental, work together, and move through to support development in all other areas.

- **Personal, Social, Emotional Development**

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities

- **Communication & Language**

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.



- **Physical Development**

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity⁶, and to make healthy choices in relation to food

Specific Areas:

- **Mathematics**

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure

- **Literacy**

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest

- **Understanding the World**

Understanding the world involves guiding 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 & Design**

Expressive arts and design involves enabling 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.

At HIS we also report on the **Characteristics of Effective Teaching and Learning**.

- Playing and Exploring
- Active Learning
- Creating and Thinking carefully

The ways in which a child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically – underpin learning and development across all areas and support the child to remain an effective and motivated learner.



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Reporting Attainment and Progress in the Foundation Stage

At HIS we send formal written feedback to parents in October, February and June. We also hold parent teacher consultations in November and February.

Reports

- October – Settling In Report on iSAMs
- February – Mid – Year Reports on iSAMs
- June – End of Year Reports on iSAMs

Reviewed September 2020