



Early Years Foundation Stage (EYFS) Policy

Policy Review

This policy will be reviewed annually, or more frequently if required by changes in legislation, guidance, or school operational needs.

1. Policy Statement

At The British School Tenerife (BST), we believe that every child deserves the best possible start in life and the support that enables them to fulfil their potential. We are committed to providing a safe, stimulating, inclusive and nurturing environment where children feel valued, respected and inspired to learn.

Our Early Years Foundation Stage (EYFS) provision reflects the school's vision of nurturing the full potential of each child within a positive, multicultural learning community. We recognise that children develop rapidly during the early years and that secure relationships, high-quality interactions and meaningful learning experiences are essential foundations for future success.

The EYFS at BST promotes:

- High standards of care, learning and development
- Strong partnerships between school and home
- Respect for every child as a unique individual
- Inclusive practice for all learners
- Independence, resilience and curiosity
- Emotional wellbeing and positive relationships
- Play-based, purposeful and engaging learning opportunities

This policy should be read alongside the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- Health and Safety Policy
- SEND Policy
- PSHEE Policy
- Safer Recruitment Policy
- Attendance Policy
- Intimate Care Policy
- Online Safety Policy

2. Aims of the EYFS

At BST we aim to:

- Provide a safe, happy and stimulating environment where children feel secure and valued
- Support every child to develop socially, emotionally, physically and academically
- Promote positive attitudes to learning through play, exploration and active engagement
- Foster independence, confidence and resilience

- Ensure equality of opportunity and inclusion for all children
- Build strong partnerships with parents and carers
- Support children to become confident communicators and effective learners
- Encourage curiosity, creativity and critical thinking
- Prepare children for a smooth transition into Key Stage 1
- Promote the school values of Commitment, Kindness, Honesty and Respect

3. Statutory Framework

The EYFS provision at The British School Tenerife follows:

- The Early Years Foundation Stage Statutory Framework
- Birth to 5 Matters guidance
- Relevant safeguarding and welfare legislation
- Guidance from the Department for Education (DfE)
- Relevant requirements of Spanish educational regulations applicable to international schools

The EYFS applies to children from Toddlers through to Reception.

4. The EYFS Curriculum

The curriculum in EYFS is carefully planned to support children's learning and development through a balance of adult-led learning, child-initiated play, direct teaching and continuous provision.

Learning experiences are designed to be engaging, meaningful and responsive to children's interests and developmental needs.

We recognise the importance of:

- Play-based learning
- Active exploration
- Creativity and problem solving
- Communication and language development
- Outdoor learning
- High-quality interactions
- Child-centred learning opportunities

The seven areas of learning and development are:

Prime Areas

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

Specific Areas

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

The prime areas are particularly important in building the foundations for children's learning, wellbeing and future success.

5. Characteristics of Effective Learning

At BST we support children to develop the Characteristics of Effective Learning:

Playing and Exploring

Children investigate, experience things first-hand and are willing to 'have a go'.

Active Learning

Children concentrate, persevere and experience satisfaction through achievement.

Creating and Thinking Critically

Children develop their own ideas, make links between ideas and develop strategies for solving problems.

These characteristics underpin all learning within the EYFS.

6. Teaching and Learning

Teaching in the EYFS at BST is based on:

- Observation and assessment of children's interests and developmental needs
- Purposeful play opportunities
- Carefully planned adult-led activities
- Responsive interactions and questioning
- Rich language development opportunities
- Indoor and outdoor learning experiences
- Flexible learning environments

Staff provide opportunities that encourage children to:

- Communicate confidently
- Develop independence
- Build positive relationships
- Explore and investigate
- Take risks in learning
- Develop resilience and perseverance
- Learn through real-life experiences

Adults model positive behaviour, language and social interaction at all times.

7. Planning

Planning within the EYFS is flexible, responsive and child centred.

Staff use:

- Observations
- Children's interests
- Assessment information
- Next steps in learning
- Developmental guidance from Birth to 5 Matters

to inform future planning.

Long-term, medium-term and short-term planning ensure breadth, balance and progression across all areas of learning.

8. Assessment

Assessment in the EYFS is ongoing and informs teaching and learning.

Staff observe children regularly to identify achievements, interests and next steps.

Assessment methods include:

- Observations
- Photographs
- Learning journeys
- Samples of work
- Discussions with children
- Contributions from parents/carers

BST uses Tapestry as an online learning journal to record and share children's learning and development with parents.

Assessment is informed by:

- Birth to 5 Matters
- Teacher professional judgement
- Ongoing formative assessment

Baseline Assessment

During the first six weeks of starting in EYFS, all children complete a baseline assessment process. This supports staff in getting to know each child's individual starting points, interests, strengths, developmental needs and next steps in learning.

Baseline assessments are carried out through:

- Observations
- Play-based interactions
- Discussions with parents
- Age-appropriate activities
- Information gathered during the transition process

Information gathered is used to support planning, provision and individualised learning experiences for each child.

Baseline assessments are ongoing and form part of the school's wider approach to understanding and supporting the whole child emotionally, socially, physically and academically.

Reception children complete the EYFS Profile at the end of the academic year.

The EYFS Profile provides a well-rounded picture of a child's knowledge, understanding and abilities.

BST does not report EYFS Profile outcomes as numerical scores or "within/above/below" age-related expectations. Instead, assessment information is shared with parents through narrative reporting, professional dialogue and examples of children's learning and development.

9. Transition

Transitions are carefully planned to support children's emotional wellbeing and continuity of learning.

This includes:

- Parent information sessions
- Parent questionnaires completed during the enrolment process to support staff in understanding each child's background, interests, routines, development and individual needs before starting school
- Opportunities for children to visit new learning environments
- Transition discussions between staff
- Sharing of assessment and wellbeing information

Particular attention is given to transitions:

- Into EYFS
- Between EYFS year groups
- From Reception into Year 1

Strong communication with parents before children begin school helps staff support emotional wellbeing, continuity of care and successful transitions into the EYFS environment.

10. Inclusion and SEND

At BST we are committed to inclusive practice and ensuring equality of opportunity for all children.

We recognise that children develop at different rates and in different ways.

Staff identify and support children who may require additional support through:

- Observation and assessment
- Early identification
- Targeted support and intervention
- Partnership with parents
- Liaison with external professionals where appropriate

Children with SEND are supported in line with the school's SEND Policy.

Reasonable adjustments are made to ensure all children can access the curriculum and participate fully in school life.

Where concerns arise regarding a child's development, wellbeing, behaviour, attendance or family circumstances, staff may complete a Cause for Concern form and discuss this with the SEND Lead and/or Designated Safeguarding Lead (DSL).

Where appropriate, Early Help Plans or targeted support plans may be implemented in partnership with parents and external professionals to ensure children receive appropriate support at the earliest opportunity.

Early identification and intervention are considered essential in supporting children's wellbeing, learning and development.

11. Behaviour and Emotional Wellbeing

Positive relationships are central to effective learning.

In EYFS, staff support children to:

- Understand emotions
- Develop self-regulation
- Build positive relationships
- Learn social skills
- Develop resilience and confidence

Behaviour is managed through:

- Positive reinforcement
- Clear routines and expectations
- Modelling respectful behaviour
- Restorative approaches
- Emotion coaching and support
- The Zones of Regulation where appropriate

Children are supported to understand the school rules of:

- Ready
- Respectful
- Safe

Please also refer to the separate Behaviour Policy.

12. Safeguarding and Child Protection

Safeguarding and promoting the welfare of children is everyone's responsibility.

BST is committed to ensuring that all children in the EYFS are safe, protected and well cared for.

The school follows the procedures outlined in the whole-school Child Protection and Safeguarding Policy.

All EYFS staff:

- Receive safeguarding training
- Understand child protection procedures

- Know how to report concerns
- Understand the signs and symptoms of abuse and neglect
- Understand their safeguarding responsibilities

The school maintains appropriate staffing ratios and ensures that all adults working within EYFS are suitable to do so.

Please also refer to the separate Child Protection and Safeguarding Policy.

13. Safer Recruitment and Staff Suitability

The British School Tenerife recognises its responsibilities under the Early Years Foundation Stage (EYFS) Statutory Framework to ensure that all adults working with children in the Early Years are suitable to do so.

All EYFS staff, volunteers and students undergo appropriate safeguarding and suitability checks in line with statutory requirements.

Staff working in EYFS:

- Must be suitable to fulfil the requirements of their role
- Must hold appropriate qualifications where required
- Receive ongoing safeguarding training
- Are expected to maintain professional conduct and boundaries at all times

Please also refer to the separate Safer Recruitment Policy.

14. Health, Safety and Welfare

The safety and wellbeing of children is a priority at BST.

The school ensures:

- Safe and secure learning environments
- Appropriate supervision of children
- Risk assessments for activities and educational visits
- Hygiene and infection control procedures
- First aid provision
- Secure entry and exit procedures

At least one person with a current paediatric first aid qualification is available when EYFS children are present and accompanies children on outings.

Accidents and injuries are recorded and communicated with parents appropriately.

15. Intimate Care

Children's privacy, dignity and wellbeing are respected at all times.

Intimate care procedures are carried out sensitively and in partnership with parents.

Staff follow the school's Intimate Care procedures and maintain appropriate safeguarding practices at all times.

16. Outdoor Learning

Outdoor learning forms an important part of the EYFS curriculum.

Children have regular opportunities to:

- Explore nature
- Develop physical skills
- Investigate and problem solve
- Engage in imaginative play
- Take appropriate risks

Outdoor provision supports all areas of learning and development.

17. Partnership with Parents and Carers

We recognise parents and carers as children's first and most important educators.

Strong home-school partnerships are essential to children's success and wellbeing.

We work in partnership with families through:

- Tapestry learning journals
- Parent meetings
- Informal discussions
- Written reports
- Workshops and information sessions
- Celebrations of learning

Parents are encouraged to contribute to their child's learning journey and share achievements from home.

18. Equality, Diversity and Inclusion

BST values diversity and promotes an inclusive environment where every child and family feels respected and valued.

We are committed to:

- Equal opportunities for all
- Challenging discrimination and prejudice
- Promoting respect for different cultures, beliefs and backgrounds
- Supporting children to develop understanding, empathy and kindness

Resources and learning experiences reflect diversity positively.

19. Use of Technology and Online Safety

Technology is used in EYFS to support learning appropriately and safely.

Children are taught the foundations of safe and responsible technology use.

Staff ensure that:

- Technology use is age appropriate
- Screen time is balanced with active learning experiences
- Children are supervised appropriately
- Online safety is promoted through teaching and modelling

Please also refer to the Online Safety Policy.

20. Linked Policies

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Review Date:	October 2027		