PORG International School

EYFS Curriculum Policy

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Introduction

This policy outlines the principles, aims, organisation, and implementation of the Early Years Foundation Stage (EYFS) curriculum at PORG International School. The policy reflects the values and educational vision of the school and is informed by:

- the statutory requirements of the Early Years Foundation Stage (EYFS) Framework for group and school-based providers in England
- British Schools Overseas (BSO) inspection expectations
- the educational philosophy and curriculum structure of PORG International School
- international best practice in early childhood education

The policy supports the school's commitment to providing a high-quality, inclusive, safe, and stimulating learning environment where all children are encouraged to develop confidence, independence, curiosity, creativity, and a lifelong love of learning.

The PORG International School EYFS curriculum guide supports this policy by outlining the curriculum structure, learning areas, teaching approaches, and provision offered within the school's Early Years programme.

Aims

At PORG International School, the Early Years Foundation Stage (EYFS) curriculum is designed to provide children with a strong foundation for lifelong learning, personal development, and future success. The curriculum reflects the school's commitment to high-quality international education and supports children in becoming confident, independent, and active learners within a safe and caring environment.

The EYFS curriculum aims to create a nurturing and inclusive learning environment where every child feels safe, respected, valued, and supported. We recognise that children learn best when they feel emotionally secure and develop positive relationships with adults and peers. The school promotes a warm and welcoming atmosphere that encourages children to explore, take risks in learning, and develop confidence in their own abilities.

The curriculum supports the holistic development of every child by recognising that learning and development are interconnected. Children are encouraged to develop socially, emotionally, physically, linguistically, and cognitively through meaningful play-based experiences and carefully planned learning opportunities. Activities are

designed to support the individual pace and needs of each child while encouraging curiosity, independence, resilience, and a positive attitude towards learning.

A key aim of the EYFS curriculum is to promote effective communication and language development. Children are provided with rich opportunities to listen, speak, interact, ask questions, and express their ideas in a variety of contexts. Early literacy and mathematical understanding are developed through engaging, practical experiences that encourage problem-solving, reasoning, and critical thinking skills.

The curriculum also aims to foster creativity, imagination, and curiosity by providing opportunities for exploration, investigation, experimentation, and hands-on learning. Through stories, role play, music, art, outdoor learning, and project-based activities, children are encouraged to think creatively and develop their own ideas and interests.

At PORG International School, children are supported in becoming active, responsible, and respectful members of the school community. The curriculum promotes positive relationships, cooperation, empathy, kindness, and respect for others. Children learn to understand and appreciate diversity, different cultures, and the wider world around them.

The school values international-mindedness and aims to help children develop awareness of sustainability, environmental responsibility, and global citizenship. Learning experiences encourage children to explore the natural world, understand different communities and traditions, and develop respect for people and the environment.

The EYFS curriculum also prepares children effectively for the transition into Year 1 and future stages of education. Through a balance of structured learning and child-initiated play, children gradually develop the independence, concentration, communication skills, self-regulation, and learning behaviours needed for continued success in school.

The school is committed to equality of opportunity and inclusive practice. All children, regardless of their background, language, culture, ability, or additional learning needs, are supported in fully accessing the curriculum and achieving their potential. Teachers adapt learning experiences and provide appropriate support to ensure that every child experiences success and feels included within the learning community.

Principles

The Early Years Foundation Stage (EYFS) curriculum at PORG International School is built upon the four overarching principles of the EYFS statutory framework. These principles guide all aspects of teaching, learning, assessment, safeguarding, and curriculum planning within the Early Years provision. They also reflect the

expectations of British Schools Overseas (BSO) inspections, which emphasise high-quality teaching, inclusive practice, children's well-being, effective safeguarding, and strong educational outcomes.

Every Child is Unique

At PORG International School, we recognise that every child is a unique, capable, and competent learner who develops in individual ways and at their own pace. Children arrive at school with different experiences, interests, cultural backgrounds, languages, abilities, and learning styles, all of which are valued and respected within the learning environment. The school is committed to understanding each child as an individual and supporting their personal, emotional, social, physical, and intellectual development through responsive teaching and meaningful learning opportunities.

Teachers carefully observe children's interests, strengths, and stages of development in order to plan activities that support progress and encourage confidence. Children are encouraged to develop independence, resilience, self-esteem, curiosity, and a positive attitude towards learning. The school promotes inclusive practice and equality of opportunity so that every child feels safe, respected, supported, and able to succeed regardless of their background, language, culture, or ability.

The curriculum encourages children to express themselves, make choices, solve problems, and develop confidence in their own abilities. Through supportive guidance and positive encouragement, children gradually become independent learners who are motivated to explore and engage actively in their learning.

Positive Relationships

Positive and respectful relationships are central to children's emotional well-being, security, and learning. At PORG International School, warm and trusting relationships between children, teachers, parents, and the wider school community form the foundation of the Early Years environment. Children learn best when they feel emotionally secure, valued, listened to, and understood.

Teachers create caring and supportive relationships with children by showing sensitivity, consistency, encouragement, and respect. Adults act as positive role models and support children in developing social skills such as cooperation, empathy, kindness, communication, and respect for others. Children are encouraged to work together, share ideas, solve conflicts peacefully, and build friendships within a supportive learning community.

The school recognises parents and families as children's first and most important educators. Strong partnerships between home and school are encouraged through regular communication, meetings, shared learning experiences, and collaborative support for children's development. Parents are valued as active participants in the learning process, and their knowledge of their child helps teachers provide effective support and continuity between home and school.

Positive relationships also extend to the wider community. Children are encouraged to develop respect for diversity, cultural understanding, and awareness of the wider world through interactions, celebrations, shared experiences, and community-based learning opportunities.

Enabling Environments

At PORG International School, children learn in environments that are safe, stimulating, inclusive, and responsive to their developmental needs. The learning environment plays a vital role in supporting children's confidence, curiosity, independence, creativity, and overall well-being. Classrooms and outdoor spaces are carefully organised to encourage active exploration, investigation, communication, and play-based learning.

The environment is designed to be welcoming, language-rich, and engaging, providing children with opportunities to access a wide variety of materials, resources, and experiences independently. Learning spaces reflect children's interests and achievements and support both adult-guided and child-initiated activities. Children are encouraged to make choices, explore ideas, and develop problem-solving skills through hands-on experiences.

Outdoor learning is recognised as an important part of the curriculum. Children regularly participate in activities that support physical development, creativity, exploration of nature, and understanding of the world around them. The school's facilities, including classrooms, activity rooms, playgrounds, sports areas, library, and outdoor learning spaces, provide opportunities for children to learn through movement, sensory experiences, and practical exploration.

The school also promotes an inclusive environment where all children feel represented and respected. Visual supports, multilingual materials, accessible resources, and differentiated learning opportunities help ensure that children of all abilities and language backgrounds can participate successfully in learning.

Learning and Development

At PORG International School, children develop and learn through play, active exploration, creativity, communication, investigation, and meaningful experiences. The curriculum reflects the understanding that young children learn most effectively when they are actively involved in practical, engaging, and purposeful activities that connect with their interests and experiences.

Teaching and learning are carefully balanced between adult-led activities and child-initiated play. Teachers guide children's learning through modelling, questioning, discussion, encouragement, and planned experiences while also allowing children time and freedom to explore independently. This approach supports the development of critical thinking, imagination, language, problem-solving, and self-confidence.

Play is recognised as a central part of learning and development in the Early Years. Through play, children explore ideas, practise new skills, express emotions, build relationships, and develop an understanding of the world around them. Opportunities for creative play, role play, storytelling, construction, music, movement, and outdoor exploration help children develop across all areas of learning.

The curriculum supports progression through the seven areas of learning identified within the EYFS framework while recognising that children's development is interconnected. Teachers observe and assess children continuously in order to plan appropriate next steps and provide support and challenge that meet individual needs.

The school values a holistic approach to education that promotes children's academic, emotional, social, creative, and physical development equally. Through meaningful

experiences and supportive teaching, children develop the skills, attitudes, and confidence needed for a successful transition into Year 1 and future stages of learning.

Curriculum Structure

The Early Years Foundation Stage (EYFS) curriculum at PORG International School is organised around the seven areas of learning and development identified within the EYFS statutory framework. These areas provide the foundation for children's holistic growth and support the development of knowledge, skills, understanding, confidence, and independence. The curriculum is carefully planned to ensure that learning experiences are broad, balanced, engaging, and appropriate to each child's stage of development.

The seven areas of learning are interconnected and are delivered through a combination of play-based learning, adult-guided activities, child-initiated exploration, practical experiences, creative projects, and daily routines. Teachers provide meaningful opportunities for children to learn both indoors and outdoors while supporting individual interests, strengths, and developmental needs.

Prime Areas

The three prime areas are considered particularly important because they form the foundations for all future learning, behaviour, and relationships. These areas are given strong emphasis throughout the Early Years provision, especially for younger children and for children who are developing English as an Additional Language.

Communication and Language

Communication and language development is central to children's learning and overall development. At PORG International School, children are encouraged to develop listening, attention, understanding, speaking, and conversational skills through meaningful interactions and rich language experiences. Teachers provide a language-rich environment where children are encouraged to express ideas, ask questions, share experiences, and participate in discussions with adults and peers.

Children develop language through stories, songs, rhymes, role play, group discussions, storytelling, drama activities, and everyday conversations. Vocabulary is gradually extended through practical experiences and thematic learning. Teachers model clear and accurate language while supporting children's confidence in speaking and listening in different situations.

Children learning English as an Additional Language are supported through visual materials, repetition, gestures, modelling, and opportunities for communication through play and social interaction. The school values multilingualism and respects children's home languages as an important part of their identity and development.

Physical Development

Physical development supports children's health, movement, coordination, confidence, and independence. The curriculum provides daily opportunities for

children to develop both gross motor and fine motor skills through active play, movement activities, sports, creative tasks, and outdoor learning experiences.
Children develop strength, balance, coordination, and spatial awareness through activities such as running, climbing, balancing, jumping, riding scooters and bicycles, ball games, movement games, and sports activities. Fine motor skills are developed through drawing, painting, cutting, building, threading, manipulating objects, and early writing activities.
The school also promotes healthy lifestyles and self-care skills. Children learn about hygiene, healthy eating, physical exercise, safety, and personal responsibility through daily routines and practical experiences. Teachers support children in becoming increasingly independent in managing personal needs such as dressing, eating, and hygiene.
Outdoor learning forms an important part of physical development. Children regularly use outdoor play areas, sports facilities, and local community spaces to build physical confidence and actively explore their environment.

Personal, Social and Emotional Development
Personal, social, and emotional development is fundamental to children's well-being, confidence, and ability to learn successfully. At PORG International School, children are supported in developing positive relationships, self-confidence, emotional understanding, independence, and social responsibility.
Children learn to recognise and manage their feelings, understand the feelings of others, cooperate with peers, take turns, share resources, and resolve conflicts appropriately. Teachers create a safe and supportive environment where children feel valued, respected, and emotionally secure.
The curriculum encourages children to become confident learners who are willing to try new experiences, make choices, and develop resilience when facing challenges. Through group activities, role play, collaborative learning, and daily interactions, children develop communication skills, empathy, kindness, respect, and responsibility.
Positive relationships between teachers, children, and families help support emotional security and create a strong sense of belonging within the school community.

Specific Areas
The four specific areas build upon the foundations established within the prime areas and provide children with further opportunities to develop knowledge, skills, creativity, and understanding.

Literacy
The literacy curriculum aims to develop children's enjoyment of books, stories, language, reading, and writing. Children are encouraged to develop early literacy skills through meaningful and engaging experiences that support communication, imagination, and self-expression.
Children listen to stories, poems, rhymes, and information texts and learn to discuss characters, events, and ideas. Teachers encourage children to predict outcomes, retell

stories, and connect stories to their own experiences. Shared reading experiences help children develop comprehension, vocabulary, and listening skills.
Phonics teaching, including programmes such as Jolly Phonics, supports children in recognising sounds, letters, and early word reading skills. Children begin blending and segmenting sounds and gradually develop confidence in reading simple words and sentences.
Writing development begins through mark making, drawing, and fine motor activities before progressing to writing letters, words, labels, captions, and simple sentences. Children are encouraged to use writing for meaningful purposes within play and classroom activities.

Mathematics
Mathematics is taught through practical, hands-on experiences that help children develop confidence and enjoyment in using mathematical ideas. The curriculum encourages children to explore numbers, quantities, patterns, shapes, space, measures, and problem-solving through play and real-life situations.
Children develop counting skills, number recognition, understanding of quantities, and awareness of mathematical relationships through games, songs, investigations, and practical activities. Teachers support children in using mathematical language to describe size, shape, position, time, weight, distance, and patterns.
Children also begin to develop reasoning and problem-solving skills by comparing quantities, identifying patterns, sorting objects, and exploring simple calculations through everyday activities and structured learning experiences.
The school promotes active and meaningful learning in mathematics to ensure that children build secure foundations for future mathematical understanding.

Understanding the World
Understanding the World helps children make sense of their environment, communities, cultures, technology, and the natural world. At PORG International School, children are encouraged to explore, investigate, ask questions, and develop curiosity about the world around them.
Children learn about themselves, their families, different cultures, traditions, and communities through discussions, stories, celebrations, and shared experiences. The curriculum promotes international-mindedness and respect for diversity by helping children appreciate similarities and differences between people and cultures.
Children explore nature, plants, animals, materials, weather, seasons, and environmental changes through observation, outdoor learning, gardening, experiments, and investigations. Teachers encourage scientific curiosity and support children in developing observational and problem-solving skills.
Technology is introduced in meaningful and age-appropriate ways to help children understand how technological tools support communication, learning, and everyday life.
Educational visits, local community experiences, and project-based learning further enrich children's understanding of the wider world.

Expressive Arts and Design

Expressive Arts and Design encourage children to explore creativity, imagination, self-expression, and artistic skills. Children are provided with opportunities to communicate ideas and feelings through art, music, movement, dance, role play, storytelling, construction, and imaginative play.

Children experiment with colours, textures, shapes, sounds, materials, and creative techniques using a wide range of resources and tools. Art and craft activities help children develop fine motor skills, creativity, and confidence in expressing their ideas visually.

Music and movement activities encourage children to explore rhythm, sound, singing, instruments, dance, and body movement. Role play and drama activities support imagination, storytelling, language development, emotional expression, and social interaction.

Creative experiences are integrated throughout the curriculum and often linked to thematic projects, stories, cultural celebrations, and children's interests. Teachers encourage originality, exploration, and enjoyment in the creative process while valuing children's individual ideas and expressions.

The curriculum guide further explains how these seven areas of learning are implemented through practical activities, thematic projects, outdoor learning, creative experiences, and play-based exploration that support children's holistic development and readiness for future learning.

Spiritual, Moral, Social and Cultural Development (SMSC)

At PORG International School, Spiritual, Moral, Social and Cultural Development (SMSC) is an important part of the Early Years Foundation Stage (EYFS) curriculum and contributes significantly to children's personal development, well-being, behaviour, and understanding of the world around them. SMSC development is embedded throughout everyday learning experiences, relationships, routines, play, and interactions across the school environment.

The school aims to support children in becoming confident, respectful, thoughtful, and responsible individuals who value themselves and others. Through a nurturing and inclusive environment, children are encouraged to develop positive attitudes, empathy, curiosity, independence, and an appreciation for diversity and different cultures.

Spiritual Development

Spiritual development in the Early Years involves supporting children in developing confidence, self-awareness, curiosity, imagination, and a sense of wonder about the world around them. At PORG International School, children are encouraged to explore their ideas, feelings, interests, and experiences through play, creativity, discussion, storytelling, music, art, nature exploration, and reflective experiences.

Children are given opportunities to express themselves, ask questions, solve problems, and develop curiosity about people, nature, and the environment. Teachers encourage children to appreciate beauty, creativity, relationships, and the natural world through meaningful experiences both indoors and outdoors.
The school promotes emotional well-being and self-confidence by helping children feel safe, valued, listened to, and respected. Children are encouraged to develop resilience, independence, and confidence in their own abilities while learning to understand and express their emotions appropriately.

Moral Development
Moral development supports children in learning the difference between right and wrong and understanding the importance of kindness, fairness, honesty, and responsibility. At PORG International School, children are guided to develop positive behaviour, self-discipline, and respect for others through consistent expectations, supportive relationships, and positive role modelling.
Children learn to understand classroom rules, routines, and expectations and are encouraged to make good choices in their behaviour and interactions. Teachers support children in recognising the consequences of their actions and understanding how their behaviour affects others.
Through stories, discussions, role play, collaborative activities, and daily interactions, children develop empathy, consideration, cooperation, and respect for people, property, and the environment. Children are encouraged to resolve conflicts peacefully, share resources, take turns, and support one another within the learning community.
The school promotes values such as kindness, honesty, tolerance, responsibility, and respect, helping children develop strong moral foundations appropriate to their age and stage of development.

Social Development
Social development is central to the EYFS curriculum and supports children in building positive relationships, communication skills, confidence, and cooperation. At PORG International School, children learn to interact positively with adults and peers through play, group activities, collaborative learning, and shared experiences.
Children are encouraged to work together, listen to others, share ideas, take turns, and participate in group discussions and activities. Teachers support children in developing social confidence, emotional understanding, and communication skills that help them build friendships and become active members of the school community.
The school promotes an inclusive and respectful atmosphere where every child feels a sense of belonging and participation. Children learn to appreciate differences, support others, and develop an understanding of fairness, equality, and mutual respect.
Social development is also supported through opportunities for children to take responsibility, participate in classroom routines, engage in collaborative projects, and contribute positively to the wider school environment.

Cultural Development
Cultural development helps children understand, appreciate, and respect the diversity of cultures, traditions, languages, and beliefs within the school and wider world. As an international school, PORG International School values multiculturalism and promotes international-mindedness throughout the curriculum.
Children learn about different cultures, countries, traditions, celebrations, languages, and communities through stories, music, art, role play, themed projects, cultural events, and family involvement. The curriculum reflects a wide range of cultural perspectives and encourages children to recognise similarities and differences between people in a positive and respectful way.
Children are encouraged to value their own cultural identity while developing understanding and respect for the beliefs, traditions, and experiences of others. Families are welcomed as partners in sharing cultural experiences, languages, stories, and traditions with the school community.
The school promotes equality, inclusion, and respect for diversity and prepares children to become responsible global citizens who appreciate and contribute positively to an increasingly interconnected world.

SMSC development is embedded across all areas of learning and contributes to children's personal growth, emotional well-being, behaviour, relationships, and understanding of society. Through supportive teaching, meaningful experiences, and positive relationships, children develop the values, attitudes, and skills needed for future learning and responsible participation in the wider community.

British values

At PORG International School, British values are promoted throughout the Early Years Foundation Stage (EYFS) in ways that are appropriate to children's age, stage of development, and understanding. The school supports children in developing positive attitudes, respectful relationships, confidence, kindness, and awareness of the world around them through daily experiences, play, routines, and interactions.
British values are embedded naturally within the EYFS curriculum and form part of children's personal, social, and emotional development. Through supportive relationships and meaningful experiences, children begin to understand how to cooperate with others, respect differences, follow rules, make choices, and develop confidence as learners and members of the school community.

Democracy
Children are encouraged to express their ideas, preferences, and opinions during play and classroom activities. Teachers listen to children's voices and provide opportunities for them to make simple choices throughout the day, such as selecting activities, choosing resources, or helping to decide classroom themes and routines.
Children learn to take turns, listen to others, and understand that everyone's ideas and feelings are important. Group discussions, circle time, and collaborative activities help

children develop confidence in speaking and participating within the classroom community.

The Rule of Law

Children learn the importance of simple rules and routines that help everyone feel safe, happy, and respected. Teachers provide clear and consistent expectations and support children in understanding why rules are important within the classroom and wider school environment.

Through stories, role play, games, and daily interactions, children begin to understand the difference between right and wrong and learn how their behaviour affects others. Positive behaviour is encouraged through praise, modelling, guidance, and supportive relationships.

Children are gradually supported in developing self-control, responsibility, and understanding of fairness while learning to share, cooperate, and solve conflicts peacefully.

Individual Liberty

The EYFS curriculum encourages children to become confident, independent learners who are able to make choices and express themselves safely. Children are encouraged to explore, investigate, ask questions, and develop their own interests through play-based learning and practical experiences.

Teachers support children in developing confidence, resilience, and self-awareness by encouraging them to try new activities, solve problems, and make decisions independently. Children are also taught how to keep themselves safe, manage their emotions, and seek help from trusted adults when needed.

The school provides a safe and supportive environment where children feel secure in expressing their ideas, feelings, and individuality.

Mutual Respect

Mutual respect is promoted through positive relationships between children, adults, and families. Children are encouraged to treat others with kindness, care, and consideration and to value the feelings and opinions of others.

Teachers model respectful behaviour and support children in developing friendships, sharing resources, taking turns, and cooperating during activities and play. Children learn to celebrate each other's achievements and understand the importance of helping and supporting others within the school community.

The school promotes an inclusive environment where every child feels welcomed, valued, and respected regardless of background, language, culture, or ability.

Tolerance of Different Cultures and Beliefs

As an international school, PORG International School values diversity and encourages children to develop awareness and appreciation of different cultures, traditions, languages, and ways of life. Children learn about similarities and differences between people through stories, celebrations, music, art, role play, and discussions.

Families are encouraged to share cultural traditions, languages, stories, and experiences with the class, helping children develop curiosity, understanding, and respect for others. The curriculum promotes inclusion and helps children understand that everyone is unique and important.
Through these experiences, children begin to develop positive attitudes towards diversity and learn how to live respectfully within a multicultural community.
The promotion of British values within the EYFS supports children's personal, social, emotional, and moral development and helps prepare them to become kind, respectful, confident, and responsible members of society.

Teaching and Learning

Teaching and learning within the Early Years Foundation Stage (EYFS) at PORG International School are child-centred, play-based, and responsive to children's individual needs, interests, and stages of development. The school provides a safe, stimulating, and inclusive learning environment that supports children's holistic development across all seven areas of learning.

Teachers create engaging learning opportunities by balancing adult-led activities, child-initiated play, structured teaching, and practical exploration. Learning experiences are carefully planned to promote communication, creativity, critical thinking, independence, problem-solving, and positive attitudes towards learning.

Teachers support children's progress through observation, modelling, questioning, scaffolding, and meaningful interaction. Assessment is ongoing and informs planning to ensure that learning opportunities are appropriately differentiated and support individual progress and achievement.

Language development is promoted across all areas of the curriculum through discussion, storytelling, songs, role play, and collaborative activities. Children are encouraged to develop confidence in expressing ideas, communicating with others, and exploring their interests through active learning experiences.

Learning takes place through continuous provision, indoor and outdoor play, creative activities, physical development, investigation, music, drama, and project-based learning. The school recognises play as a central part of effective early learning and provides opportunities for children to explore, investigate, cooperate, and develop independence within a supportive environment.

Teaching and learning practices reflect the expectations of the EYFS statutory framework and British Schools Overseas (BSO) standards by promoting high-quality teaching, inclusive practice, effective assessment, and strong outcomes for children's learning, development, and well-being.

Learning Environment

At PORG International School, the Early Years learning environment is designed to be safe, stimulating, inclusive, and language-rich, supporting children's learning, development, and well-being across all areas of the EYFS curriculum.

The environment encourages independence, curiosity, creativity, and active exploration through a balance of adult-guided and child-initiated learning opportunities. Learning spaces are carefully organised to reflect children's interests, promote communication and language development, and support both collaborative and independent learning.

Children have regular access to well-equipped indoor and outdoor learning areas, including classrooms, activity spaces, playgrounds, sports facilities, the library, and outdoor play environments. The school also values learning beyond the classroom and provides opportunities for children to explore the local community through educational visits and practical experiences.

The learning environment promotes emotional security, positive relationships, safety, and inclusion, ensuring that all children feel respected, supported, and confident in their learning.

English as an Additional Language (EAL)

At PORG International School, multilingualism is valued and recognised as an important part of children's identity, development, and learning. The school provides an inclusive and language-rich environment that supports children learning English as an Additional Language (EAL) while respecting and encouraging the continued development of their home language.

Children are supported in developing English through meaningful communication, play-based learning, daily interaction, and carefully planned teaching strategies. Teachers use visual supports, modelling, repetition, gestures, stories, songs, rhymes, role play, and conversations to help children develop confidence in listening, understanding, and speaking English. Opportunities for language development are integrated throughout all areas of learning and daily routines.

The school recognises the importance of strong partnerships with families in supporting language development. Parents are encouraged to continue using and valuing their home language while working collaboratively with teachers to support children's progress in English.

Early literacy development is further supported by the Jolly Phonics programme. Jolly Phonics provides a systematic and multisensory approach to phonics teaching, helping children develop early reading and writing skills through the learning of letter sounds, blending, segmenting, and correct letter formation. Children engage in active and enjoyable phonics activities using songs, actions, games, stories, and practical experiences that support communication, literacy, and confidence in early reading and writing.

The school ensures that children learning English as an Additional Language are supported appropriately according to their individual stage of language development and are fully included in all aspects of school life and learning.

Special Educational Needs and Disabilities (SEND)

PORG International School is committed to providing an inclusive, supportive, and respectful learning environment where all children are valued and encouraged to achieve their full potential. The Early Years Foundation Stage (EYFS) provision recognises that children develop and learn at different rates and that some children may require additional support to access learning successfully.

Teachers carefully observe children's development, progress, and well-being in order to identify individual learning needs at an early stage. Appropriate support is provided through differentiated teaching, adapted learning opportunities, targeted interventions, and individual guidance tailored to each child's strengths and needs.

The school works closely with parents, caregivers, and external specialists where appropriate to ensure consistent support and effective communication regarding children's development and progress. Individual learning strategies and support plans may be implemented to help children participate fully in all aspects of school life and learning.

The SEND provision promotes inclusion, equality of opportunity, independence, confidence, and positive emotional well-being. Children with SEND are supported within a safe and nurturing environment that encourages participation, achievement, positive relationships, and personal growth.

Safeguarding and Welfare

At PORG International School, safeguarding and promoting children's welfare are fundamental priorities within the Early Years Foundation Stage (EYFS). The school is committed to providing a safe, secure, inclusive, and supportive environment where children feel protected, valued, and emotionally secure.

The school implements effective safeguarding and child protection procedures in accordance with the EYFS statutory framework and relevant safeguarding guidance. All staff understand their responsibility to safeguard children and receive appropriate training in child protection, safeguarding, health and safety, and welfare procedures.

Safer recruitment practices are followed to ensure that all adults working with children are suitable, appropriately qualified, and able to provide safe and professional care and education. Staff supervision and professional development support the maintenance of high standards of safeguarding, teaching, and welfare practice.

Health and safety procedures are implemented throughout the school to ensure that children learn in secure, well-maintained, and carefully supervised environments. Risk assessments, hygiene procedures, first aid arrangements, and safe practices for indoor and outdoor learning are regularly monitored and reviewed.

The school also promotes children's physical and emotional well-being through healthy routines, physical activity, positive relationships, emotional support, and the promotion of healthy lifestyles. Children are encouraged to develop independence, self-care skills, awareness of personal safety, and positive attitudes towards health and well-being.

Safeguarding and welfare are embedded throughout all aspects of school life and form an essential part of children's learning, development, and overall well-being.

Assessment and Progress Tracking

At PORG International School, assessment within the Early Years Foundation Stage (EYFS) is continuous, observation-based, and an integral part of the teaching and learning process. Assessment is used to monitor children's development, celebrate achievements, identify next steps, and ensure that learning experiences meet individual needs and developmental stages.

Teachers regularly observe children during play, daily routines, structured activities, and social interactions in order to gain a clear understanding of their progress across all areas of learning. Assessment focuses on children's strengths, interests, confidence, communication, behaviour, and overall development within a supportive and natural learning environment.

A range of assessment methods is used, including teacher observations, learning portfolios, photographs, samples of children's work, and discussions with parents and caregivers. These records help create a comprehensive picture of each child's development and support effective planning for future learning.

Learning portfolios document children's achievements, experiences, and progress throughout the school year and provide valuable opportunities for shared communication between school and families. Parents are recognised as important partners in the assessment process and are encouraged to contribute information about their child's learning and development outside school.

Assessment information is used to support individual progress, provide appropriate challenge and support, and ensure continuity in learning and development. The school's assessment practices reflect the expectations of the EYFS statutory framework and support children's readiness for transition to the next stage of education.

Partnership with Parents

At PORG International School, parents and families are recognised as children's first and most important educators. The school values strong partnerships between home and school and believes that effective communication and collaboration support children's learning, well-being, and overall development.

The Early Years Foundation Stage (EYFS) provision promotes open, respectful, and positive relationships with parents through regular communication, parent meetings, progress reports, informal discussions, and shared learning experiences. Parents are encouraged to take an active role in their child's education and to share information about their child's interests, achievements, language, culture, and experiences outside school.

Teachers work closely with families to ensure consistency, support individual needs, and promote children's confidence and progress across all areas of learning. Opportunities for parental involvement may include school events, cultural celebrations, classroom activities, educational projects, and discussions about children's development and well-being.

The school values the contribution of families from diverse cultural and linguistic backgrounds and encourages cooperation that supports an inclusive and welcoming

school community. Strong partnerships with parents help create a positive learning environment where children feel secure, supported, and motivated to learn.

Transition to Year 1

At PORG International School, supporting children in making a smooth and successful transition from the Early Years Foundation Stage (EYFS) into Year 1 is an important part of the curriculum and overall learning journey. The school aims to ensure that children feel confident, secure, and well prepared for the next stage of their education.

Throughout the Reception year, children are gradually introduced to routines, expectations, and learning experiences that support the development of independence, concentration, responsibility, and readiness for more structured learning. Teachers provide opportunities for children to develop communication, literacy, mathematical, social, emotional, and self-management skills that support future success in school.

Transition arrangements may include visits to Year 1 classrooms, shared activities with older children, opportunities to meet new teachers, and familiarisation with new learning environments and routines. Teachers work closely together to ensure continuity in learning, assessment, and support for individual children.

Parents are recognised as important partners in the transition process and are kept informed about their child's development and readiness for Year 1 through meetings, reports, and ongoing communication. Assessment information and learning records are shared appropriately to support continuity and ensure that children's individual needs, strengths, and progress are understood.

The school's transition process promotes children's confidence, emotional well-being, independence, and positive attitudes towards learning, helping them move successfully into the next stage of their education.

Equal Opportunities and Inclusion

At PORG International School, the Early Years Foundation Stage (EYFS) provision promotes equality, diversity, respect, and inclusion for all children and families. The school is committed to creating a safe, welcoming, and supportive environment where every child feels valued, respected, and able to participate fully in school life regardless of background, language, culture, religion, gender, ability, or individual needs.

The curriculum reflects inclusive practice and provides opportunities for children to develop understanding, empathy, and respect for others. Children are encouraged to appreciate similarities and differences between people, cultures, traditions, and communities through stories, discussions, celebrations, play, and everyday experiences.

Teachers provide appropriate support and differentiated learning opportunities to ensure that all children can access the curriculum and achieve their potential. Children with English as an Additional Language and children with Special Educational Needs and Disabilities are supported through inclusive teaching strategies, individual guidance, and collaboration with families and external professionals where appropriate.

The school promotes positive relationships, mutual respect, fairness, and equal opportunity throughout all aspects of the learning environment. Discrimination, prejudice, and exclusion are not tolerated, and children are supported in developing confidence, kindness, cooperation, and a sense of belonging within the school community.

PORG International School values the contribution of families from diverse cultural and linguistic backgrounds and works in partnership with parents to support children's well-being, development, and inclusion.

Monitoring and Review

At PORG International School, the implementation and effectiveness of the Early Years Foundation Stage (EYFS) curriculum are regularly monitored and reviewed to ensure high standards of teaching, learning, safeguarding, and children's well-being. Monitoring supports continuous improvement and helps ensure that the EYFS provision remains aligned with the requirements of the EYFS statutory framework, British Schools Overseas (BSO) expectations, and the school's educational aims and values.

The school leadership team monitors the quality of teaching and learning through observations, learning walks, assessment reviews, planning evaluations, and discussions with staff, children, and parents. Assessment information and children's progress are reviewed regularly to ensure that learning opportunities are effective, inclusive, and responsive to individual needs.

The school also evaluates the effectiveness of safeguarding procedures, learning environments, curriculum implementation, and partnership with parents to maintain a safe, supportive, and stimulating environment for all children.

This policy is reviewed annually by the school leadership team or sooner if changes occur in statutory requirements, school procedures, or educational priorities. Regular review ensures that the policy remains current, effective, and reflective of best practice in Early Years education.

Related Policies

This policy should be read alongside other relevant school policies and procedures that support children's learning, safeguarding, welfare, inclusion, and well-being within the Early Years Foundation Stage (EYFS) provision at PORG International School.

These include the:

- Safeguarding and Child Protection Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Behaviour Policy
- Assessment Policy
- Attendance Policy
- Staff Code of Conduct

Together, these policies support the school's commitment to providing a safe, inclusive, supportive, and high-quality learning environment that reflects the requirements of the EYFS statutory framework and British Schools Overseas (BSO) expectations.