



**British School**  
Quito  
an Orbital Education School

All our policies are developed to ensure our values are at the centre of all we do, as we work in the best interests of our pupils to ensure the best outcomes for them. All policies can be updated out with the set review cycle if advice, guidance, or new learning require it.

*Excellence*  
*Excelencia*

*Respect*  
*Respeto*

*Responsibility*  
*Responsabilidad*

*Integrity*  
*Integridad*

*Compassion*  
*Compasión*

We live and learn together:

1. with **respect** and **care** for each other
2. with a **happy** and **welcoming** attitude to everyone
3. with an **active** and **determined** approach to our ambition

## BSQ EYFS Policy

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Policy Lead:

Designated Safeguarding Lead.

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## Aims

This policy aims to ensure:

- That children access a broad and balanced curriculum that gives them a secure foundation for learning, development and good progress through school and life
- Quality and consistency in teaching and learning so that every child makes good progress and no child gets left behind
- A close working partnership between staff and families
- Every child is included and supported through equality of opportunity and anti-discriminatory practice

## UK Legislation referenced as guidance

This policy is guided but not directed by the [statutory framework for the Early Years Foundation Stage \(EYFS\)](#), effective from 1 September 2025.

## Structure of the EYFS

Our EYFS provision consists of:

Nursery Class	Reception Class
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The Head of Early Years will oversee implementation of the curriculum and communication with parents.

The classes may be mixed at times depending on the activities the children are engaged with.

## Curriculum

Our EYFS framework includes 7 areas of learning and development that we must teach. All areas of learning and development are important and interconnected. Three areas, known as the prime areas, are seen as particularly important for building children’s capacity to learn, form relationships and thrive.

The prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

We also support the children in 4 specific areas which help strengthen and develop the 3 prime areas, and ignite the children’s curiosity and enthusiasm:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

### Planning

Our staff are ambitious for all children, and plan activities and experiences for the children that enable them to develop and learn effectively. In order to do this, staff working with the youngest children are expected to focus strongly on the 3 prime areas.

Staff also take into account the individual needs, interests and development of each child in their care, and consider whether the child needs any additional support. They use this information to plan a challenging and enjoyable experience.

Where a child may have a special educational need or disability (SEND), class staff will work with our additional needs team to ensure required support is in place for each individual child

In planning and guiding the children's activities, staff reflect on the different rates at which children are developing and take these into account thus ensuring children will gain maximum benefit from planned learning and free, supported play.

### *Teaching*

Staff make sure that the children experience the 3 key characteristics of effective teaching and learning:

- playing and exploring
- active learning
- creating and thinking critically.

They respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.

As the children grow older, and as their development allows, the balance gradually shifts towards more focus on teaching essential skills and knowledge in the specific areas of learning, to help the children prepare for Key Stage 1.

## Assessment

At the British School Quito on going assessment is an integral part of learning and development processes. Staff observe pupils to identify their progress, development and interests. These observations are used to shape future planning. Staff also take into account observations shared by families and keep them up to date with the child's progress and development. Staff will address any learning and development needs in partnership with families, and any relevant professionals.

When a child is aged between 2 and 3, staff review their progress and provide families with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support may be needed. It also focuses on any areas of possible concern, which may indicate a disability, special educational need or developmental delay. The progress check will describe the activities and strategies that the school intends to adopt to address any issues or concerns, involving parents and/or carers and other professionals as appropriate.

For nursery children in the final term of the academic year, staff complete the EYFS profile for each child. Each child is assessed against the 7 learning and development areas:

### *1. Communication and Language*

Listening, Attention and Understanding

- Children listen attentively and respond to what they hear with relevant questions, comments, and actions.
- They hold conversations and follow instructions with several ideas or actions.

Speaking

- Children express their ideas and feelings using full sentences, with appropriate vocabulary influenced by their experiences and stories.

## *2. Physical Development*

### Gross Motor Skills

- Children show strength, balance, and coordination when playing. They move confidently and safely in different ways.

### Fine Motor Skills

- Children use small tools, including pencils and scissors, effectively, showing control and accuracy.

## *3. Personal, Social and Emotional Development*

### Self-Regulation

- Children show understanding of their feelings and those of others, and regulate their behaviour accordingly.

### Managing Self

- Children manage their personal needs independently (e.g., dressing, hygiene) and show confidence and perseverance.

### Building Relationships

- Children work and play cooperatively, taking turns, forming positive relationships with adults and peers.

## *4. Literacy*

### Comprehension

- Children demonstrate understanding of what has been read to them and retell stories using new vocabulary.

### Word Reading

- Children read aloud simple sentences and books consistent with their phonics knowledge.

### Writing

- Children write simple phrases and sentences that can be read by others, spelling words using known sounds.

## *5. Mathematics*

### Number

- Children have a deep understanding of numbers to 10, including composition and comparison.

### Numerical Patterns

- Children recognize patterns, such as odds and evens, doubles, and counting beyond 20.

## *6. Understanding the World*

### Past and Present

- Children talk about the lives of people around them and know some similarities and differences.

### People, Culture and Communities

- Children understand different cultures, communities, and environments.

### The Natural World

- Children explore the natural world, describing what they see, hear, and feel, understanding seasonal changes.

## 7. Expressive Arts and Design

### Creating with Materials

- Children safely use and explore materials, tools, and techniques to express ideas creatively.

### Being Imaginative and Expressive

- Children invent, adapt, and recount narratives, and sing, dance, and perform with confidence.

We share the EYFS profile with the child's Year 1 teacher. This helps to inform a discussion between Reception and Year 1 teachers about the child's stage of development and learning needs and helps with planning activities in Year 1.

The school shares the results of each child's 'progress check' and EYFS profile with their families.

In exceptional circumstances, after discussion and only in agreement with families a child might stay in EYFS provision beyond the end of the academic year in which they turn 5. In these exceptional cases, we will continue to assess the child throughout their time in EYFS provision and complete their profile at the end of the year before they move into Year 1.

The profile is moderated internally to ensure consistent assessment judgements.

## Working with parents and carers

We recognise that children learn and develop well when there's a strong partnership between our staff and each child's family.

We keep parents and/or carers up to date with their child's progress and development. The progress check and EYFS profile help to provide families with a well-rounded picture of their child's knowledge, understanding and abilities.

Each child is assigned a key person who helps to make sure that their learning and care is tailored to meet their needs. The key person supports families in guiding their child's development at home. The key person also helps families to engage with more specialist support, if appropriate.

We ask parents/carers to provide more than 2 emergency contact numbers for their child (where possible).

## Staff

### Staff training

We will:

- Train all staff in safeguarding procedures in line with the Ecuadorian statutory guidance, training and practice will be informed by [keeping children safe in Education](#) and whilst adhering to the Ecuadorian Safeguarding framework
- Support all staff to feel supported and confident in implementing our safeguarding policy and procedures
- Renew training every year, to help maintain skills; keep up to date with any changes to our safeguarding procedures; or because of any safeguarding concerns

*Our designated safeguarding lead (DSL) will:*

- Provide ongoing support, advice and guidance to all staff
- Liaise as needed with local statutory children's services agencies and our local safeguarding partners

*Safer recruitment*

When recruiting staff, we will follow the procedures set out in our [safer recruitment commitment](#).

*Malicious or vexatious allegations*

If an allegation is made in good faith, but investigation finds no wrongdoing, there will be no disciplinary action against the member of staff who raised the concern.

If, however, an allegation is shown to be deliberately invented or malicious, we will consider whether any disciplinary action is appropriate against the person making the allegation.

## Safeguarding and welfare procedures

We recognise that children learn best when they are healthy, safe and secure; when their individual needs are met; and when they have positive relationships with the adults caring for them. We follow safeguarding and welfare requirements to provide a welcoming, safe and stimulating environment where children can enjoy learning and grow in confidence.

All practitioners are alert to any issues of concern in children's lives at home or elsewhere.

*Responding to allegations or concerns*

If we have concerns about children's safety or welfare, we will immediately review with our safeguarding team and take any action required to ameliorate the situation to ensure the safety of the child.

*Staffing ratios*

We make sure that appropriate qualified staff ratios aligned to UK guidance are maintained in our setting to meet the needs of all children and ensure their safety:

- Children aged under 3: 1:5
- Children aged over 3: 1:13

*First aid*

We have a qualified medical doctor as our appointed person and maintain a team of first aiders across our provision.

*The designated safeguarding lead (DSL)*

In line with the Ecuadorian framework our DECE act in the role of an English DSL. They are also responsible for:

- Liaising with local statutory children's services agencies, and the local district
- Providing support, advice and guidance to all other staff on an ongoing basis, and on any specific safeguarding issue as required

*Absence*

We're required to promptly follow up on absences.

If a child is absent for a prolonged time or if their family haven't told us about the absence, we will attempt to contact the family and if required, alternative emergency contacts if required.

### *Safer eating*

While children are eating, there will always be at least 1 member of staff in the snack area with a valid Paediatric First Aid certificate. All children will be within sight and hearing of a member of staff while eating and seated safely in an appropriate chair or highchair and, where possible, in a designated eating space.

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

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

We will share this information with all staff involved in food preparation and handling. At each mealtime and snack time it will be clear which staff member is responsible for checking that the food meets all the requirements for each child.

We will make sure that all staff are aware of the symptoms and treatments for allergies and anaphylaxis; the differences between allergies and intolerances; and that children can develop allergies at any time, especially during the introduction of solid foods.

We will consult with families to:

- Create allergy action plans for their child – with the help of health professionals, where appropriate
  - We will also work with families to keep this information up to date and share it with all pertinent staff as required
- Discuss their child's progress with solid foods
- Work with them to move on to the next stage at a pace that's right for their child

We will prepare food in a way that:

- Prevents choking
- Meets each child's individual developmental needs
- Is in line with the DfE's [Early Years Foundation Stage nutrition guidance](#)

In the event of a choking incident that requires intervention, we will record details of the incident and make the child's parents/carers aware. We will periodically review the records to identify whether we can change anything in our practice to make eating safer, and then take action as appropriate.

### *Accident or injury*

- We keep a first aid box (which contains appropriate items for children) always accessible.
- We keep a written record of accident or injuries and any first aid treatment.
- We will inform parents or carers the same day as, or as soon as reasonably practicable after, of any:
  - Accident or injury sustained by the child
  - First aid treatment given

We will notify the relevant authority of any serious accident, illness, or injury to, any child while in our care and inform them of the action taken, as soon as reasonably practicable.

### *Safety of premises*

We make sure that our premises, including overall floor space and outdoor space, are fit for purpose and suitable for the age of children we care for and the activities provided on the premises.

We comply with requirements of health and safety legislation, including fire safety and hygiene requirements.

### *Toileting and privacy*

We make sure that there are:

- Enough toilets and hand basins available for the children
- An adequate supply of necessary items such as soap, towels etc
- Separate toilet facilities for adults

During clothing changes and toileting, we will balance children's privacy with their safeguarding and support needs.