

BEST CURRICULUM POLICY



OUR VISION

Small people developing balance through a mix of academic activities, a sporty lifestyle and natural experiences represent the best way to develop happy and healthy big characters.

OUR PROMISE

We offer the most complete local experience a child can encounter in terms of interests and skill development through a vast range of sports approaches mixed with a British educational curriculum and highest standards of teaching. The Tiriac name stands as our main endorser in terms of physical education custom activity selection to determine a balanced and healthy development of children.

The BEST Curriculum programme is the best way to combine intellectual, physical and emotional development children (aged from 18 months to 6 years) can benefit from, through a unique range of custom programmes based on our **three main pillars**:

- British curriculum approach.
- Sports-related activities for early years.
- Forest experience.

BRITISH CURRICULUM

Knowledge, skills, logic, problem-solving, and relationships.

We apply the EYFS - Early Years Foundation Stage framework and requirements, through the seven areas of learning for all children aged between 18 months to 5 years old.

- Communication and language
- Personal, social, and emotional development
- Physical development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

We apply the National Curriculum of England framework requirements for children aged 5 to 6 years old.

Educational stages for **18 months to 6 years old** at BEST Preschool:

- Early Years Nursery – 18 months to 3 years old
- Foundation Stage – 3 to 5 years old
- Primary education – 5 to 6 years old

We accommodate learners aged between **18 months and 6 years old** in our school, providing premium services of nursery, reception stage, and primary education that enable children to transition successfully, with self-confidence regardless of the further path standing in front of them. The groups are organized depending on age and run following the British academic year, from September 1st until June 30th.

SPORTS INITIATION

Physical development, motivation, health, active lifestyle, teamwork, ambition, and self-control.

- Twice a week, outdoor physical education classes customised for each age group, with our PE teacher.
- Sports activities for each age group, enabled through different games and roleplaying related to:
 - ✓ Running
 - ✓ Mini-Tennis
 - ✓ Mini-Football
 - ✓ Mini-Basketball
- Once a week class providing first contact (introduction) with termly selected sports disciplines for groups aged starting from 3 years old, and extended opt-in extracurricular activities based on:
 - ✓ Swimming
 - ✓ Ice Skating
 - ✓ Karate
 - ✓ Gymnastics
 - ✓ Football
 - ✓ Ballet

BEST Preschool partner locations for both fee-included sports activities outside the school and for extended opt-in extracurricular sports activities (sometimes addressed as clubs) are selected based on teaching act quality, premium facility availability, and proximity. Following this, our classes and opt-in extracurricular clubs take place at:

- ✓ Stejarii Country Club – neighbouring BEST Preschool
- ✓ Tiriatic-Allianz Ice Rink Arena – based in Otopeni

FOREST EXPERIENCE

Our location, embraced by the forest, provides shelter for our children to explore the natural world and experience a wholesome interaction and inner motivation.

Our outdoor activities area is an expanded one, organized and equipped with facilities designed to ensure a healthy and clean environment for the time spent outside the school building by our learners.

Through the outdoor program offered, BEST Preschool aims to:

- Nurture children's curiosity, nature awareness, a healthy environment, and environmental consciousness.
- Using the forest as a natural habitat for playing, exploring and discovering the world for all needs children.
- Becoming aware of the importance and benefits nature provides us with, such as shelter, clean air, a point of observance and interaction with flora and fauna in a cohabitation relationship.

EYFS FRAMEWORK

The [EYFS framework](#):

- sets the standards that all early years' provisions must meet to ensure that children learn and develop well.
- ensures children are kept healthy and safe.
- ensures children have the knowledge and skills they need to start school.

BEST Preschool aims to ensure that children's entire early years' experience contributes positively to their brain development and **readiness for Key Stage 1**. The learning and development requirements are informed by the best available evidence on how children learn. They also reflect the broad range of skills, knowledge, and attitudes children need as foundations for life now and in the future.

BEST Preschool's mission in this respect is to guide the development of children's capabilities to help ensure that **they will fully benefit from future opportunities**.

The EYFS learning and development requirements are made up of the seven areas of learning and development, as set out in the educational programmes described below.

In the reception year, teachers and practitioners will also utilise the early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the EYFS and that most children should meet by the end of the EYFS - end of Reception (5 years old). To achieve these, BEST preschool offers **full-time education (around 20 hours of curricular activities per week) throughout the school year of 180 days**. The whole EYFS learning programme at BEST is based on the premise that children are at their peak learning potential between the ages of 1.6 years and 5 years old.

We provide **supervised education in a safe and happy environment** that is stimulating and exciting to young minds, and where a teacher or responsible adult is always available to support pupils as necessary, so as to ensure that every child can reach their potential and become a confident and independent learner.

In the Early Years, we begin to teach the importance of human virtues to create good habits, as we believe in **a balance between academic and personal development**. We encourage children to foster their virtues so that they may grow into young adults who are not only successful and motivated in their professional workplace but also people of character.

This policy has been written following the DfE 'Statutory framework for the Early Years Foundation

Stage September 2021' in conjunction with 'Statutory framework for the Early Years Foundation Stage September 2024'.

The **seven areas of learning in the EYFS** comprise:

- **three prime areas**: communication and language; physical development; personal, social and emotional development.
- **four specific areas** through which the prime areas are strengthened and applied: literacy, mathematics, understanding the world, and expressive arts and design.

The BEST educational programmes are high-level curriculum summaries which set out what should be taught in a setting for each area. They must involve activities and experiences that enable children to learn and develop, as set out under each of the areas of learning.

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment are crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, storytelling and role-play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their abilities, persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently.

Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Physical Development

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, coordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing play opportunities both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision help with hand-eye coordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

Literacy

Children must develop a lifelong love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Mathematics

Developing a strong grounding in numbers is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding, such as using manipulatives, including small pebbles and tens frames for organising counting, children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their

spatial reasoning skills across all areas of mathematics, including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes, and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Expressive Arts and Design

The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.

Early Learning Goals

The level of development children should be expected to have reached by the end of the EYFS is defined by the early learning goals (ELGs) as set out below.

The ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development.

Instead, the ELGs should support practitioners to make a holistic, best-fit judgement about a child's development at the end of the EYFS, and their readiness for Year 1.

Teachers working with children below reception age do not need to use the ELGs, as, for the vast majority of children, the EYFS Profile will be carried out by their school teacher at the end of the reception

year. A group-based provider may need to use the ELGs to complete the EYFS Profile assessment for children aged 4-5 if this is not being done in reception year at school, however, this is very rare.

When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their expert professional judgement. This is enough evidence to assess a child's level of development concerning each of the ELGs. Recorded, written, or photographic evidence is not required.

COMMUNICATION AND LANGUAGE

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole-class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and others' needs.

PHYSICAL DEVELOPMENT**ELG: Gross Motor Skills**

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

LITERACY**ELG: Comprehension**

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate, where appropriate, key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs.

- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

MATHEMATICS**ELG: Number**

Children at the expected level of development will:

- Have a deep understanding of numbers to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, doubles and how quantities can be distributed equally.

UNDERSTANDING THE WORLD**ELG: Past and Present**

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants.

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

EXPRESSIVE ARTS AND DESIGN

ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

- Share their creations, explaining the process they have used.

- Make use of props and materials when role-playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher.

- Sing a range of well-known nursery rhymes and songs.

- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

EQUAL ACCESS AND PROTECTED CHARACTERISTICS

All children in the Early Years have equal access to the opportunities provided, irrespective of their race, gender, religious or cultural beliefs, family background, home language, or learning abilities. The school takes proper account of the needs of all children, in terms of ability, need and aptitude.

Throughout the personal, social, health and economic activities, our school pays particular regard to protected characteristics as listed in section 4 of the Equality Act 2010, to the extent considered age-appropriate, children should be made aware of these. These protected characteristics are:

- Age
- Disability

- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Still, we do not address all the characteristics in every year group because we take account of (amongst other things) the ages of students and their learning abilities when delivering the curriculum.

LEARNING AND DEVELOPMENT CONSIDERATIONS

BEST Preschool is ambitious for all children. We consider the individual needs, interests, and development of each child in our care. We use this information to plan a challenging and enjoyable experience for each child in all areas of learning and development. Teachers working with the youngest children are expected to ensure a **strong foundation for children's development in the three prime areas.** The specific areas of learning provide children with a broad curriculum and with opportunities to strengthen and apply the prime areas of learning. This is particularly important in developing language and extending vocabulary.

ACTING ON CONCERNS

Throughout the early years, if BEST Preschool is worried about a child's progress in any prime area, teachers and the Educational Coordinator must discuss this with the child's parents and/or carers and agree on how to support the child. Teachers must consider whether a child needs any additional support, including whether they may have a special educational need or disability which requires specialist support.

ENGLISH AS AN ADDITIONAL LANGUAGE

For children whose home language is not English, BEST Preschool may take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.

Teachers must ensure that children have sufficient opportunities to learn and reach a good standard in the English language during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin Key Stage 1. When assessing communication, language, and literacy skills, practitioners must assess children's skills in English. If a child does not have a strong grasp of

in the English language, practitioners must explore the child's skills in the home language with parents and/or carers to establish whether there is cause for concern about language delay.

APPROACHES TO TEACHING AND LEARNING

The EYFS framework does not prescribe a particular teaching approach. Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals, and solve problems. Children learn by leading their play and by taking part in play and learning that is guided by adults.

Teachers need to decide what they want children in their setting to learn, and the most effective ways to teach it. Teachers must stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.

As children grow older and move into the reception year, there should be a greater focus on teaching the essential skills and knowledge in the specific areas of learning. This will help children prepare for Key Stage.

In planning and guiding what children learn, teachers must reflect on the different rates at which children are developing and adjust their practice appropriately.

THREE CHARACTERISTICS OF EFFECTIVE TEACHING AND LEARNING

- **Playing and exploring** - children investigate and experience things, and 'have a go'.
- **Active learning** - children concentrate and keep on trying if they encounter difficulties and enjoy achievements.
- **Creating and thinking critically** - children have and develop their ideas, make links between ideas, and develop strategies for doing things.

The [Development Matters](#), government curriculum guidance for the EYFS, can support providers to deliver the EYFS learning and development requirements. It can be used to design an effective early years curriculum.

PLANNING AND TIMETABLES

We deliver this by having a **mix of adult-led and child-initiated activities** and through planned, purposeful play. We plan a balance between children having time and space to engage in their child-initiated activities and those which are planned and taught by adults.

This takes place both **inside and outside** in the Outdoor Learning Area, where carefully planned resources are set out daily to support the children's learning and development.

During children's play, the adults in class interact when appropriate to model play, stretch and challenge them further.

In the EYFS, we build on what children have already learned at home and we lay a solid foundation for their future formal education. The environment that we provide is a secure and caring educational one, where they acquire a grounding in the fundamentals of learning, and **ensure that no child is excluded or disadvantaged.** This is strongly promoted by **developing strong ties with parents and encouraging feedback from both parties.**

All children's choices are carefully monitored and, when necessary, they are guided and redirected. This is to ensure that each child is gaining a balance and breadth of learning development. **Giving all children the opportunities to learn and make progress through guided choices** and to organise their play at an early age will prepare them for the time in later years when they must make important decisions and for the opportunities, responsibilities and experiences of life in British society and life in global society.

Daily routines are adhered to as far as possible. We provide a **structured timetable** which is conducive to effective learning. The children find **security and a sense of order** in this routine practice, and we are aiming to lay a solid foundation for a formula that increases their chances of achieving a successful and fulfilled life as adults.

Physical activity stimulates the brain and encourages learning. We have Physical Development lessons every day in **formal timetabled PE slots**, either in the Blue Room, Swimming Pool, Ice-rink, or playground. All Early Years children have opportunities to develop their physical development throughout the day, inside making use of the different areas such as construction, woodwork, painting and through discrete lessons.

Children have access to the **Outdoor Learning Area** and make use of the bikes, scooters and other resources, which develop Gross Motor Skills. Both Nursery and Reception have regular 'Playdough Disco' sessions to improve children's fine motor control. PE aims to develop the children's physical control and coordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. They will acquire knowledge and understanding of the basic principles of fitness and health through this programme.

Informal **Music and Romanian lessons** are timetabled in both classes. Romanian lessons are taught through song and making use of resources such as puppets. Repetition is key when teaching language. Jolly Phonics is introduced from Nursery.

We use a circle time approach to discuss Personal, Social and Emotional issues and the virtues. Reception also has weekly specialised art lessons where they learn key skills and may choose to apply them in the classroom in the Expressive Arts area.

QUALITY WORKFORCE

BEST Preschool aims to attract, recruit and retain a quality workforce focused on learning and development and health and safety, as we believe all children deserve high-quality early education and

care. A **well-trained, skilled team of teachers** can help every child achieve the best possible educational outcomes. Children need to build an attachment with their **key person** for their confidence and well-being. The key person also promotes children's learning by developing a deep understanding of their individual needs, and children can particularly benefit from their modelling and support.

TEACHING AND LEARNING STYLE

The **HEAD OF PRESCHOOL AND THE EDUCATIONAL COORDINATOR** ensure that at any time **best teaching at the school will:**

- **enable pupils to acquire new knowledge and make good progress** according to their ability so that they increase their understanding and develop their skills in the subjects taught.
- **foster in pupils' self-motivation**, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves.
- involve **well-planned lessons and effective teaching methods**, activities and management of class time.
- show a **good understanding of the aptitudes, needs and prior attainments of the pupils**, and ensure that these are considered in the planning of lessons.
- demonstrate **good knowledge and understanding of the subject** matter being taught.
- **utilise effectively classroom resources** of a good quality, quantity and range.
- demonstrate that **a framework is in place to assess pupils' work** regularly by **marking and feedback procedures for each age range**, thoroughly, and use information from that assessment to plan teaching so that pupils can progress.
- utilise **effective strategies for managing behaviour** and encouraging pupils to act responsibly.
- the **partnership between teachers and parents** helps our children to feel secure at school and to develop a sense of well-being and achievement.
- not undermine the **fundamental British values** of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- not discriminate against pupils because of their **protected characteristics** as set out in Part 6 of the Equality Act 2010.

RESPONSIBILITIES

THE HEAD OF PRESCHOOL is responsible for overseeing the following:

- Ensuring the educational programme contributes to each child's expected progress and development.

- Ensuring a copy of the educational programme is displayed at the preschool and accessible to parents/guardians.
- Designating suitably qualified and experienced Educational Leaders to direct and support the teachers with the development and implementation of BEST preschool programmes.
- Ensuring that the preschool's philosophy guides the educational programme and practice.
- Developing and evaluating the educational programme in collaboration with the Educational Coordinator, educators, children and families.
- Ensuring that parents/guardians are provided with information about the content and implementation of the educational preschool programme, their child's participation in the programme and documentation relating to assessments or evaluations of their child.
- Displaying a copy of the educational programme at the preschool in a location accessible to parents/guardians.

THE EDUCATIONAL COORDINATOR/LEAD is responsible for overseeing the following:

- Ensuring documentation is written in plain language and is easy to understand by both educators and parents/guardians
- Ensuring that the educational programme is stimulating and engaging, enhances children's learning and development, and is based on an approved learning framework.
- Ensuring the developmental needs, interests and experiences, and the individual differences of each child are accommodated in the educational programme.
- Ensuring that assessments of the child's progress against the outcomes of the educational programme are well documented.
- Ensuring that each child's learning and development is assessed as part of an ongoing cycle of planning, documentation and evaluation.
- Ensuring that there is a record of learning and development for each child, and that it is updated and maintained on an ongoing basis.
- Ensuring regular communication is established between the school and parents/guardians concerning their child's learning and development.

TEACHERS ARE RESPONSIBLE FOR:

- Having good subject knowledge and using resources of good quality to deliver an educational preschool programme that is stimulating and engaging, enhances children's learning and

development, and is based on an approved learning framework.

- Having a good understanding of children's needs: developmental needs, interests, and experiences, and the individual differences of each child in the educational preschool programme.
- Assessing and documenting each child's needs, interests, experiences, participation and progress concerning the educational programme in a way that is easy to understand for parents/guardians.
- Making information available to parents/guardians about their child's participation in the educational programme.
- Communicating regularly with parents/guardians concerning their child's learning and development.
- Ensuring all children make good progress and are being actively pushed towards increased achievement by developing and evaluating the educational programme in collaboration with the Head of School, Educational Coordinator, children and families.

PARENTS / GUARDIANS ARE RESPONSIBLE FOR:

- Communicating regularly with the preschool concerning their child's learning and development.
- Providing input to the development of the educational programme in collaboration with the teachers, educators and children.
- As reasonably as possible, do their best to **bring their child to school on time and have at least 75% attendance throughout the year to ensure basic progress** against the performance standards of the EYFS.

Last review: December 2024

Name of signatory: DAN NICULAIE-FARANGA

Role of signatory: permanent representative of the governor ITH MANAGEMENT OFFICE SRL

Name of signatory: ANCA ILIE

Role of signatory: Head of Preschool