



GREEK PRESCHOOL OF LONDON

EYFS POLICY

**Policy owned by: Greek Preschool & Primary School
of London**

Last amendment date: June 2018

Renewal cycle: Every year

Renewal date: June 2019

School Vision

At Greek Preschool, we offer our children the opportunity to succeed, be recognised and be valued. Our pupils grow with the faculties required to tackle the many challenges that life may have to offer. We encourage tolerance and respect for others and the capacity to celebrate diversity, embrace change and understand the importance of contributing to society. Above all, we believe that children need to be nurtured, guided, motivated and inspired to allow them to blossom. We are a school of smiles, laughter and happiness where pupils fulfil their maximum potential.

Early Years Philosophy

At Greek Preschool we believe the early years of a child's life to be critical in a child's development. The pace at which knowledge and skills are acquired is rapid in every way and it is at this stage that the foundations for learning are being laid. Young children are complex human beings who have a real enthusiasm for life. As adults, we have a vital role in their growth. The children need skilled practitioners who can provide the right environment to enable them to achieve their maximum potential. Not only is this a time for aiding children at their present stage of development, but it is also an opportunity to prepare them for continuing education and to equip them for the future. We need to challenge children's thinking, building on what they already know, understand and can do. It is important to recognise that the development and use of communication and language is crucial to young children's learning and we need to ensure that we use this effectively. Since children have a variety of learning styles (for example; visual, auditory, kinaesthetic), it is the practitioners role to provide access to multi-sensory learning opportunities and deliver a differentiating pedagogy. We recognise the importance of collaborative and child-centered learning and encourage children to talk through their ideas with each other, as well as with adults.

Principles of Early Childhood Education

We recognise the Early Years Foundation Stage principles and the 4 themes:

1. *A unique child.* Every child is a competent learner from birth who can be resilient, capable, confident and self-assured
2. *Positive Relationships* Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person
3. *Enabling Environments* The environment plays a key role in supporting and extending children's development and learning
4. *Learning and Development* Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected. Children learn when they are actively involved and interested. We encourage interactive discovery learning whereby the child has an opportunity for making decisions and having responsibility for outcomes. Structured play develops independent, confident learners who are able to explore and experiment without fear of failure. Teachers facilitating children's learning when educate them to:

- talk and listen
- express their feelings
- be given stimulating experiences
- be helped to develop self-esteem and a sense of identity through reflection and self-control
- be helped to develop positive relationships with adults and other children.

Also when recognition is given to their individuals needs - emotional, social, physical and intellectual.

Learning and teaching

Aims and objectives

- To promote individual children's progress towards the Early Learning Goals, through a broad and balanced curriculum.
- To treat every child as an individual and help to reach their full potential.
- To give every child the opportunity to learn through a variety of teaching styles.
- To help every child develop their self-esteem and sense of identity through stimulating experiences, which start from what the child already knows, understands and can do.
- To continually monitor and assess children's learning as an integral part of the learning and teaching process.

Our Early Years curriculum will involve activities and experiences for children, by integrated Greek Preschool Curriculum with the British one. There are **eight areas** of learning and development that shape the teaching and learning in early years. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three **prime** are:

- communication and language;
- physical development; and
- personal, social and emotional development.

We also support children in five **specific** areas. The specific areas are:

- Child and Language (Literacy)
- Child and Mathematics (Mathematics)
- Child and the World (Understanding the world)
- Child and Creative expression (Expressive arts and design)
- Child and ICT-Informatics

We consider the individual needs, interests, and stage of development of each child and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development. Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity:

- **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; and
- **creating and thinking critically** - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. Teaching involves creating opportunities that will encourage children to; **explore, create, investigate, practise, assimilate, repeat and discover.**

The Early Year teacher plan together and have a good understanding of the aims and principles of the two curriculums (Greek Preschool Curriculum and The Foundation Stage and The Early Learning Goals). Planning is guided by the individual child's needs and achievements. They incorporate into their planning opportunities for: learning from one another, cooperation, collaboration, independence, learning through all senses, exploration, investigation, problem-solving, developing creativity and imagination, developing positive attitudes to learning and developing persistence. The level of progress children are expected to have attained by the end of the EYFS is defined by the early learning goals for

example whether the child is 'working towards, achieving or exceeding'. For this judgement we refer to EYFS Statutory Framework.

Roles and Responsibilities

The teacher and teaching assistant are fundamental to children's learning and development; thus it is through effective teaching that children become keen and eager to learn and make progress towards The Early Learning Goals. The success of any team is dependent on members feeling involved and mutually respected, being given recognition, responsibility and the opportunity to share experience and expertise. The Early Years Co-ordinator meets weekly with the Early years team where planning and progress of children is discussed. The Head of Lower School holds half termly supervisory meetings with the class assistants to support them in their roles and identify training needs. The Head of Lower School also appraises teachers and assistants on a formal basis. We encourage contact with schools in our neighbourhood. All staff attend regular borough led training sessions.

The Importance of Play

Play is a powerful medium for learning. It helps children make personal sense of their world through exploration, investigation and representation. For young children play is the central means for access to the curriculum. It can come in many forms such as solitary play or roleplay.

Play is a natural form of expression giving individual opportunities for:

- practising co-operation
- resolving conflicts
- solving problems
- putting themselves in other peoples' places
- appreciating the feelings of others
- enjoyment
- taking the lead when appropriate
- being creative
- investigating ideas collaboratively or independently

The children have access to a wide range of equipment both indoor and outdoor as well as role play and a 'quiet area' for reading books, listening to tapes or simply relaxing. Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child initiated activity.

Behaviour Management

We believe that children's behaviour must be managed effectively and in a manner appropriate for the child's stage of development and particular individual needs. Most behaviour is easily managed within the class by the Reception team, however the Head of Lower School is also available should the need arise and is the named person for behaviour management. Please refer to the Safeguarding Policies.

As a team, we reinforce the need to promote the fundamental **British values**. We plan a curriculum that will enable children to work towards these aims. These values are reinforced regularly in the following ways:

Democracy

We listen and respond to children's voice and parent's voice. We encourage children to know that their views count, value each other's view and talk about their feelings.

The Rule of Law

As part of the focus on managing feelings and behaviours, children understand their own and others behaviour and its consequences, and learn to distinguish right from

wrong. Our children are taught the value and reasons behind our expectation that they are here to protect us, that everyone has a responsibility.

Individual Liberty

Children should develop a positive sense of themselves. We provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities.

Mutual Respect

As a team, we promote diverse attitudes and challenge stereotypes. We provide resources and activities that challenge gender, cultural and racial stereotyping.

Observation and Assessment

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways. Everyone is encouraged to contribute and discussions take place. Significant observations of children's achievements are collated in their own personal learning journey, which are shared with parents.

Inclusion and Integration

At the Greek Preschool we value all our children as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. We plan a curriculum that meet the needs of the individual child and support them at their own pace. We strongly believe that early identification of children with additional needs is crucial in enabling us to give the child the support that they need and in doing so, work closely with parents and outside agencies (Ealing Council, KEDDY).

Safeguarding / Child Protection in EYFS

Please see the school's Safeguarding / Child Protection policy for more information

Use of Mobile Phones

Personal mobile phone cannot be used when in the presence of children on school premises. This includes staff, visitors, parents and volunteers. Personal call may be made in non-contact time but not within the teaching areas. In school trips mobile may be used by the Headteacher to be in contact with the Greek Primary School of London or the Education Office, Embassy of Greece in London in case of an emergency.

Health and Safety

Children in the Foundation Stage will have adequate supervision at all times. In the Foundation Stage, children have opportunities to explore the world around them and although every precaution is taken, accidents still can happen when children interact and play. Cuts and grazes will normally be dealt with by a member of staff and an incident log sent home. If a more serious injury is suspected the parent will be contacted as soon as possible. The indoor and outdoor environment is safe, secure, clean and well maintained. Staff will visually check the outdoor area and the equipment every morning before the children arrive. Any potential hazards will be subject to a risk assessment. For further information please see the school's Health and Safety Policy.

Toileting

Children are expected to have toilet skills and be autonomous. None of the staff members is allowed to clean or change children when incidents of wet are occurring. Children need to have in their bag clean clothes/underwear and if children are wet or soiled they should be able to change on their own. Wet or soiled clothes/underwear

should be wrapped and bagged and placed with the child's possession to be taken home. For children who are experiencing toileting issues, it may be necessary for a care plan to be put in place. This responsibility should be dealt by parents/carers and where possible appropriate other professionals.

Parents as Partners and the Wider context

We strive to create and maintain partnership with parents and carers as we recognise that together, we can have a significant impact on a child's learning. We welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways; termly meeting, open-hours, accompany in school trips or educational visits. Working with other services and organisations is integral to our practice in order to meet the needs of our children. At times we may need to share information with other professionals to provide the best support possible. We draw on our links with the community to enrich children's experience inviting members of the community into our setting. In any case parents will be asked for their consent. School cannot take care of children that their parents not willing to participate in school trips or educational visits. Parents are responsible for those children at the day of school trip or educational visit.

Transitions

Transitions are carefully planned for and time given to ensure continuity of learning. At any transition, we acknowledge the child's needs and establish effective partnerships with those involved with the child and other settings. Children attend introductory sessions to Nursery and Reception, to develop familiarity with the setting and meet the practitioners. The children also complete an 'All about me' booklet. In the autumn term of each year the Preschool teacher is available to hold meetings with the Year 2 (Greek Curriculum) staff and discuss each child's development against the Greek Preschool Curriculum and Early Learning Goals in order to support a smooth transition to Year 2. This discussion helps the Year 2 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

Monitoring and Evaluation

This policy will be reviewed annually in line with the statutory regulations from DfE since there is no Greek educational policy for monitoring and evaluation.

Admissions Procedure

Every year at the spring term the Greek Preschool announces the statutory policy send by the Greek Ministry of Education about admission policy that should be followed. For full details of admissions procedure please refer to the Admissions Policy.

Parents and carers

At Greek Preschool we are committed to the triangular model of pupil, parent and school. We have an open door policy which encourages strong links between parents and teachers. Parents are the child's first teacher and the importance of parents as partners in their child's education should be remembered. There are opportunities to chat informally with the parents at the beginning and end of each day. Teachers are available for private discussions with parents and carers every day, before and after school. We encourage parents to tell the class teacher if there are any problems or changes at home that may be affecting their child. Teachers see parents immediately there is any cause for concern. Staff will always listen to the parents and in this way gain a greater understanding of the children in their care. Fathers as well as mothers are encouraged to participate in their child's education. The first Wednesday of each

month is for parent meeting made by appointment. We believe that where staff, parents and carers work together to support their child's education, the results can have a positive and lasting effect on their child's achievement.

Community involvement

Greek Preschool have good links with the local community and are always looking for new ways to encourage the children to experience the locality and also to invite local organisations and individuals into our school. Also is highly aware of the impact it has on our local community and participates in campaigns such as: 'Walk to school in Ealing' we encourage children to travel to school on foot or by scooters rather than by car or 'Keep Britain Tidy' we encourage children to take care and protect the environment. We arrange visits from the local dentist and doctor and local charities. Parents and relatives of the children are welcome to visit the school and share their professional expertise. As a school we regularly use a number of local premises to enhance our curriculum: Kew Gardens, Museums in South Kensington. We regularly take children over to our local church, St. Nicholas Parish at Shepherds Bush, where we celebrate a number of school events. We support our local church, with fundraising and congregational collections. We have established an Open Christmas Hours where mothers are welcome to spend a day at school, to make crafts and sweets with their kids.

We encourage healthy eating and actively incorporate this into our curriculum by making recipes for different celebrating occasions. Children are bringing the materials and thus learning their production and use.

Complaints Procedure

Should a parent have a serious concern or wish to make a formal complaint they should approach the Head of Lower School or Headmaster and fill in the complaint form. The school will notify complainants of the outcome of any investigation within 38 days of having received the complaint. Copies of complaints are filed with the Headmaster and are available for parents on request. Records are kept for three years.

Please refer to LPS Complaints Procedure.

WRITTEN BY: Head of Lower School, Dr. Anastasia Misirli