



GREEK PRESCHOOL OF LONDON

EYFS POLICY

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

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1. School Vision

At Greek Preschool, we offer our children the opportunity to succeed, be recognised and valued and go on to tackle the many changes of life. 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 in order for them to fulfil their maximum potential. Our school consists of smiles, laughter and happiness where pupils feel safe and secure.

2. Early Years Philosophy

At Greek Preschool we believe that the early years are essential for 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. Children have a real enthusiasm for life. As skilled and competent educators, we provide the right environment for them to achieve their maximum potential. Apart from supporting and guiding children at their present stage of development, we also challenge children's thinking, by building on what they already know, understand and can do. We recognise that the development and use of communication and language is crucial to young children's learning and we use this effectively. Since children have a variety of learning styles (for example; visual, auditory, kinaesthetic), it is the educators' 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.

3. Principles of Early Childhood Education

We recognise the Early Years Foundation Stage principles:

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. All areas of learning and development are equally important and inter-connected. Children learn when they are actively involved and interested in meaningful activities where self-motivation emerges. Also, we take into account children's individual needs such as: emotional, social, physical and intellectual.

We encourage interactive discovery learning as children have the opportunity to make decisions and take 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
- to develop self-esteem and a sense of identity through reflection and self-control
- to develop positive relationships with adults and other children
- to develop 'authentic' outcome.

4. 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, Communication and Language)
- Child and Mathematics (Mathematics)
- Child and the World (Understanding the world)
- Child and Creative expression (Expressive arts and design)
- Child and Computer

Also according to the supplementary Greek curriculum (2011) we support children in the area of Personal and Social Development (Personal, Social & Emotional Development/Physical Development)

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**
- **communication** – children’s interaction and presentation of data in a variety of ways, including construction, dramatization, design, tables, diagrams
- **technology** – children using the tape recorder, camera and computer,

The Early Year’s teachers plan together and have a thorough understanding of the aims and principles of the two curriculums (Greek Preschool Curriculum and The Foundation Stage/The Early Learning Goals). They include into their planning opportunities for: peer learning, cooperation, collaboration, independence, multi-sensory learning, 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 (whether the child is ‘working towards, achieving or exceeding’). For this judgement we refer to EYFS Statutory Framework.

5. Methodology

- Role of the EY educator

The educator *creates the appropriate conditions* for ensuring that in an attractive, secure, stimulating and stimulating environment, incentives and learning conditions are guaranteed for all children. Also, *organizes meaningful learning experiences* that make sense and interest for children themselves in a spirit of cooperation, encouragement, trust, acceptance, love and sharing of work and roles. *Supports the approach of learning through play*, exploration, exploitation of various sources of information, discussion, exchange of views, creation, presentation of ideas. Most importantly, educator makes use of the children's pre-existing knowledge, experiences and experiences as a starting point, while seeking to enlarge and enrich them. Overall, educator acts as helping, collaborating, mediating and facilitating the whole learning process.

- 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.

- **Theme-based learning and project-based learning**

Theme-based learning: are organised by the educator around a 'theme' and place emphasis on cross-curricular (thematic) teaching, the holistic concept of knowledge and the utilization of children's interest and ideas in the learning process. The "theme" chosen is at the centre of a shape, if you can imagine it schematically, it radiates and interacts with the programs of planning and development of activities of the five learning areas. The activities carried out are mainly collective and encourage interaction, communication, use of technology, oral and written language.

Project-based learning: is "research" on subjects chosen by children. The objectives are individual or collective. Children with the support of the teacher plan the course of "research", discuss and make decisions which determine the development of the work plan. These are open actions in terms of procedures, content and time of completion. The activities carried out in the context of this action are experiencing and communicating, linking the program to day-to-day practice and the school to the local community.

6. Promoting the fundamental British Values – Life in Modern Britain

At the Greek Preschool we take very seriously our responsibility to prepare children for life in Modern Britain. We ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of the school. Throughout our curriculum we engage pupils in the fundamental British Values. Children embrace these concepts with enthusiasm and demonstrate a good understanding of them. The school makes considerable efforts to ensure children have exposure to a wide experience beyond their local community during which these concepts are shown.

As a team, **British values** are reinforced regularly and 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.

7. Roles and Responsibilities

Teachers play an essential role to children's learning and development. Therefore, 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. We encourage contact with schools in our neighbourhood. All staff attends regular borough led training sessions.

8. Behaviour Management

We believe that children's behaviour must be managed effectively and in an appropriate manner for the child's stage of development and particular individual needs. Behavioural issues are easily managed within the class by the Early Years team. Please refer to the Behaviour Policy.

9. Inclusion and Integration

At the Greek Preschool children are acknowledged and valued as individuals, irrespective of their ethnicity, culture, religion, home language, background, ability or gender. Moreover, we acknowledge that all children have the right to access a broad and balanced curriculum, allowing them to progress and learn at such a pace and level that reflects their individual abilities. We strongly believe that all children have a rights to gain experience and develop their knowledge and understanding alongside their peers no matter what their individual needs, and we are committed to the inclusion of all children.

10. Observation and Assessment

As part of our daily practice we observe and assess children's development and learning to inform our future plans. Observations are recorded in a variety of ways. Significant observations of children's achievements are collated in their own personal learning journey, which are shared with parents.

11. 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.

12. 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 Reception, to develop familiarity with the setting and meet the educators. In the autumn term of each year the Preschool teacher is available to hold meetings with the Year 1 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 1. This discussion helps the Year 1 teacher to plan an effective, responsive and appropriate curriculum that will meet the needs of all children.

13. Admissions Procedure

At the Greek Preschool of London two (02) age groups are enrolled:

- i. children who reach the age of four (04) on December 31st of the year of enrolment
- ii. children who reach the age of four (05) on December 31st of the year of enrolment (compulsory attendance).

During each year's spring term the Greek Preschool announces the statutory procedure on the admission policy provided by the Greek Ministry of Education. The maximum number of enrolments is currently set at seventeen (17) under the British law. For full details of admissions procedure please refer to the Admission Policy and admission criteria on the website.

14. Daily timetable and EY staff

The Greek Preschool consists of a compulsory Morning programme and an optional, After-School Provision. Both are offered at the Greek Preschool of London by different teachers throughout the day.

The 'themes' for teaching and learning, either for 3 months or yearly, are drawn by the Early Years staff and are sent to the School Counsellor, during the first 10 days of September, in compliance with the abiding provisions.

Based on modern pedagogical criteria, our educational approach is spread throughout both the compulsory and the optional programmes by both teachers. Both Morning programme and After-School Provision share the curriculum. Furthermore, in our daily routine provisions are made to meet the pupils' needs such as lunchtime and relax-time, apart from the educational activities that take place.

The pupils' lunch in the After-School Provision is prepared at home. The role of educator at that time of day is to assist and guide children to acquire the necessary skills related to the meal process in order for them to develop the skills to help themselves.

Regarding the staff, two different educators sharing the daily timetable and are in service under secondment for three (03) years with one (01) year extension.

More in detail for the school year 2019-20 the educators are as follows:

- a) Ms Natalia Kartali, 8.45 am – 1.10 pm (morning shift)
- b) Ms Anastasia Misirli, 1.10 pm – 5.00 pm (afternoon shift).

15. Attendance

- ✓ Both Morning (compulsory) programme and After-School Provision attendance time: 09:15 am - **09:30 am**
- ✓ Before School Provision attendance time: **08:45 am - 09:30 am** (Offered solely to pupils who attend the After-School Provision, according to the number of parents' applications (minimum 5)).
- ✓ The Morning Programme finishes at **2:00 pm**
- ✓ The After-School Provision ends at **5:00 pm** (Offered solely to pupils according to the number of parents' applications (minimum 5)).

The morning shift teacher welcomes children to the school entrance and parents /guardians – chaperones leave.

During reception time no one is allowed to enter the school except the pupils and the teachers. For the safety of the pupils the school entrance and exit doors remain secured during its operation under the responsibility of the Headteacher/Leaders.

Pupils' punctuality - in particular the time they start classes and any other school events (morning prayer, celebrations, study visits, excursions, etc.) is of great importance for both the school's smooth operation and the pupils' needs.

- Absence from classes is justified only when there is a serious reason (illness, extraordinary family events, etc.).
- In any case of absence, on the return to School parents fill in a form for justifying their child's absence.

Should the need arise to pick up their child for a specific reason before the end of the class, parents need to inform the educator prior or on the same day and sign the mandatory solemn declaration.

If a pupil is systematically and unjustifiably absent from school, the teacher communicates with the parents/guardians and informs the Headteacher and the Education Counsellor.

16. Safeguarding / Child Protection in EYFS

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

17. 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. Should 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. A classroom risk assessment is conducted monthly. For further information please refer to the school's Health and Safety Policy.

18. Use of toilet

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 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/careers and where possible appropriate other professionals.

19. Use of Mobile Phones

Please refer to the Safeguarding Policy

20. Medication

Please refer to the Health and Safety Policy

21. Smoking

Please refer to the Safeguarding Policy

22. Parents and guardians as Partners and the Wider context

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. Also, parents are informed at the beginning of each school year about the available days and times for meetings. We encourage parents to tell the class teacher if there are any problems or changes at home that may be affecting their child. Teachers ask for meeting with parents immediately if 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.

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 and sense of worthiness. Therefore, we welcome and actively encourage parents to participate confidently in their child's education and care in numerous ways such as: term meetings, open-hours, act as chaperones at school trips/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. In case parents decide against their child's participation in a school visit, they keep their children at home.

23. Community involvement

At the 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 field experts and pupil's parents and relatives to share their professional expertise. We are highly aware of the impact it has on our local community our participation in campaigns such as: 'Walk to school in Ealing', 'Active Travel Challenge', we encourage children to travel to school on foot or by scooters rather than by car, 'Keep Britain Tidy' we encourage children to take care and protect the environment. We arrange visits to local charities. We regularly engage with several local places to enhance our curriculum, such as: Royal Botanic Gardens-Kew, Museums in South Kensington, Parks. On occasion we visit our local church, St. Nicholas Parish at Shepherds Bush, where we hold a number of school celebrations. We support our local church, with fundraising and congregational collections. We have established an Open Christmas Hours where parents or grandparents 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.

24. Complaints Procedure

Please refer to the Complaint Policy.

WRITTEN BY: EYFS Leader, Dr. Anastasia Misirli