



# The Green Flying High Academy Foundation Stage Policy September 2025

## Aims

In the Early Years Foundation Stage (EYFS) we aim to provide a safe, happy and caring environment where children find learning an enjoyable experience. We ensure that all children feel secure, included and valued and are given opportunities and encouragement to build positive relationships with adults and each other.

## Legal Responsibilities

*'Children develop quickly in the early years, and early years practitioners aim to do all they can to help children have the best possible start in life. Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family background, learning difficulties, disabilities or gender.'*

**Development Matters in the Early Years Foundation Stage (EYFS)**



## **Purpose**

This policy sets the standards for learning, development and care for children up to the age of five.

At The Green Infants Flying High Academy we understand and recognise that every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured. We recognise that children learn to be strong and independent through positive relationships and that children develop and learn in different ways.

### **We ensure that:**

#### **Practitioners**

- understand and observe each child's development and learning, assess progress, plan for next steps
- support children to develop a positive sense of their own identity and culture
- identify any need for additional support
- keep children safe
- value and respect all children and families equally

#### **Positive relationships are**

- warm and loving, and foster a sense of belonging
- sensitive and responsive to the child's needs, feelings and interests
- supportive of the child's own efforts and independence
- consistent in setting clear boundaries
- stimulating
- built on key person relationships in early years settings

#### **Enabling Environments**

- value all people
- value learning

#### **They offer**

- stimulating resources, relevant to all the children's cultures and communities
- rich learning opportunities through play and playful teaching
- support for children to take risks and explore

#### **They foster the characteristics of effective early learning**

- Playing and exploring
- Active learning
- Creating and thinking critically

### **Learning in the Early Years Foundation Stage**

At The Green Flying High Academy we believe that the Early Years Foundation Stage is a distinct stage in children's learning and development, and we strive to meet the individual social, emotional, intellectual and physical needs of each child. All the experiences that we provide for our children are guided and underpinned by the interrelated principles as described in 'The Early Years Foundation Stage' of:



Flying  
High  
Partnership

**The Unique Child**- every child is a competent learner from birth who can be resilient, capable, confident and self assured.

**Positive Relationships**- children learn to be strong and independent from a base of loving and secure relationships with parents and/ or a key person.

**Enabling Environments**- the environment plays a key role in supporting and extending children's learning and development

**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 interconnected.

### **Welfare Requirements**

Children's physical, social and emotional welfare is of paramount importance. We ensure that children are safeguarded, can flourish and develop in a warm, respectful and accepting safe environment, and we promote a healthy lifestyle and awareness of danger with our children. We are committed to the development of sound relationships with parents and gain a good knowledge of children's life in and out of school.

Through our delivery of the statutory framework and practice guidance, we aim to help our young children achieve the five outcomes of ***Every Child Matters***:

1. **Staying Safe**
2. **Being Healthy**
3. **Enjoying and Achieving**
4. **Making Positive Contribution**
5. **Achieving Economic Well Being**

### **Teaching and Learning**

In order to fulfil the Early Learning Goals, children will be taught through the three prime areas of learning:

#### **3 Prime Areas**

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

Building relationships

Self-regulation

Managing self

##### **2. Physical Development**

Gross motor skills

Fine motor skills

##### **3. Communication and Language**

Listening, attention and understanding

Speaking

## **4 Specific areas**

### **1.Literacy**

Reading  
Word writing  
Comprehension

### **2.Mathematics**

Number  
Numerical patterns

### **3.Understanding the World**

People, culture and communities  
The natural world  
Past and present

### **4.Expressive Arts and Design**

Creating with materials  
Being imaginative and expressive

The areas of learning will not be delivered in isolation. Each is equally important in supporting a rounded approach to child development. All areas will be delivered through planned, purposeful play, with an appropriate balance of adult-led and child-initiated activities.

We have a creative curriculum that is led by the interests of the children. This curriculum is flexible, with over-arching themes that run through it. We aim to help the children to become aware of the world around them with lots of first-hand experiences, and encourage them to explore and become independent learners.

Short term planning includes learning objectives and activities designed to stimulate and the promote learning to all individuals. The vehicles for learning in the enhanced provision are planned to deliver learning objectives in a meaningful and stimulating way. There is an appropriate balance of adult and child led activities that are used as a way to promote playing and exploring, active learning and creating and thinking critically.

### **Assessment**

Children are continually assessed in the Foundation Stage. All tasks are assessed to the objectives they cover; these are clearly shown on planning and assessment record sheets. All assessments feed into Arbor data system. We include in books and on class Dojo photographic evidence and observations of the children's physical learning journeys which parents can add achievements of their children.

### **Parental Involvement**

At The Green Flying High Academy we have have a number of parent engagement/stay and play days to share their child's achievements and join in with learning activities.



We also hold two parents evenings a year to discuss children's progress. Throughout transitional periods we offer home visits to all parents to discuss individual needs of children.

### **The Environment**

The organisation of the unit will promote the independence of our children and offer them a range of appropriate challenges, which reflect their individual needs and interests. Activities will be thoughtfully presented with a clear purpose in mind and careful consideration will be given to the resources available within the continuous provisions. Enhancements such as books, writing equipment and number resources etc will be used to provide curricular links to teach basic skills.

The outdoor area will act as an extension of the indoor space. A variety of areas of learning will be represented in both the indoor and outdoor environments. Outdoor play will form part of the daily routine, allowing children to focus their learning around their personal interests and experiences.

### **Supporting Children's Diverse Needs**

If it is considered appropriate, observations may form the basis for the identification of special educational needs and disabilities. If there is a cause for concern, parents are informed immediately. It may be appropriate to refer the child to other agencies. It may also be necessary to set up a specific programme for the child. Parents are kept informed at all times and their participation encouraged. The EYFS works within the school's SEND policy.

### **Equal Opportunities**

Members of staff are aware and are active in ensuring equality of opportunity with regard to race, gender or disability. The staff in EYFS follow the school's Equal Opportunities Policy.

### **Safeguarding**

Safeguarding in the Early Years Foundation Stage is a fundamental priority, ensuring that all children are protected from harm and can thrive in a safe, supportive environment. Practitioners have a duty to safeguard and promote the welfare of every child by remaining vigilant to signs of abuse, neglect, or any concerns about a child's well-being. Settings must follow robust safeguarding policies and procedures in line with statutory guidance, including clear reporting procedures, regular safeguarding training, and effective collaboration with families and external agencies. Staff are carefully deployed to ensure that children are appropriately supervised at all times, with ratios maintained according to EYFS requirements. This thoughtful deployment ensures staff are always present where needed most, reducing risks and creating a secure, nurturing environment where children can feel safe, valued, and supported in their development.

### **Key Person**

At The Green Flying High Academy, every child is assigned a key person to ensure they feel safe, secure, and cared for within the setting, this person is often the child's class



teacher supported by the class teaching assistant. The key person develops a close and supportive relationship with their assigned children, helping them settle into the environment and building strong, trusting bonds. This relationship enables the key person to understand each child's individual needs, interests, and developmental progress, ensuring that learning experiences are tailored to support their growth. The key person also builds positive partnerships with parents and carers, maintaining regular communication and working collaboratively to support the child's well-being and development both at home and in the setting. This approach promotes emotional security and continuity of care, which are essential for young children's healthy development.

### **Privacy while toileting and nappy changing**

In the Early Years Foundation Stage, promoting children's dignity and privacy during toileting and nappy changing is essential. Staff follow clear procedures to ensure these personal care routines are carried out in a respectful, sensitive, and hygienic manner. While maintaining appropriate supervision to safeguard children, practitioners respect each child's right to privacy by using designated changing and toileting areas and explaining each step of the process in a reassuring way. Positive, caring interactions help children feel comfortable and secure, supporting their independence and self-care skills where appropriate. All procedures are carried out in line with safeguarding and health and safety policies, ensuring children's well-being and dignity are always prioritised.

### **Eating**

Mealtimes are seen as important opportunities for both care and learning. Children are always closely supervised while eating to ensure their safety, reduce the risk of choking, and encourage positive eating habits. A paediatric trained member of staff is present with the children during snack and meals to ensure additional safety. Practitioners are attentive to individual dietary needs, allergies, and cultural preferences, following clear procedures to manage these safely. Mealtimes are calm, relaxed, and sociable, supporting children's independence by encouraging them to feed themselves where appropriate.

**Signed:** *J Smith*

**Role: Headteacher**

**Date to be Reviewed: September 2026**