



The Green Flying High Academy Foundation Stage Policy September 2026

Early Years Foundation Stage (EYFS) Policy Aims

At The Green Flying High Academy, 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, as set 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 out the standards for learning, development and care for children up to the age of five.

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

We ensure that:

Practitioners:

- understand and observe each child's development and learning, assess progress and plan 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 nurturing, fostering a sense of belonging.
- sensitive and responsive to children's needs, feelings and interests.
- supportive of children's independence and own efforts.
- consistent in setting clear boundaries.
- stimulating and engaging.
- built on strong key person relationships.

Enabling environments:

- value all people.
 - value learning.
 - provide stimulating resources that reflect children's cultures and communities.
 - offer rich learning opportunities through play and playful teaching.
 - encourage children to take appropriate risks and explore.
 - foster the characteristics of effective learning:
 - Playing and Exploring
 - Active Learning
 - Creating and Thinking Critically
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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. We strive to meet the individual social, emotional, intellectual and physical needs of every child.

All experiences provided are guided by the four principles of the EYFS:

- **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 through secure and loving 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. All areas of learning are equally important and interconnected.

Welfare Requirements

Children's physical, emotional and social welfare is of paramount importance.

We ensure that children are safeguarded and are able to flourish in a warm, respectful and inclusive environment. We promote healthy lifestyles, independence and an awareness of keeping safe. We are committed to developing strong partnerships with parents and gaining a good understanding of children's lives both in and out of school.

Through our delivery of the Statutory Framework for the EYFS, we aim to help children achieve the five outcomes of Every Child Matters:

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

Food Safety

The safety of children during snack and mealtimes is a priority. Staff follow food hygiene and choking prevention guidance to reduce risks.

- Stones and pips are removed from fruit before it is served.
- Small, round foods that may present a choking hazard, such as grapes and cherry tomatoes, are cut **lengthways into quarters** before being offered to children.
- Children are supervised at all times whilst eating and are encouraged to sit while eating, chew food thoroughly and eat safely.
- Food is prepared, stored and served in line with the school's food hygiene procedures and current food safety guidance.

Paediatric First Aid

A member of staff who holds a current **Paediatric First Aid** qualification is present at all times whilst children are eating, in accordance with the requirements of the Early Years Foundation Stage.

Teaching and Learning

To fulfil the Early Learning Goals, children are taught through the three Prime Areas and four Specific Areas of Learning.

Prime Areas

Personal, Social and Emotional Development

- Building Relationships
- Self-Regulation
- Managing Self

Physical Development

- Gross Motor Skills
- Fine Motor Skills

Communication and Language

- Listening, Attention and Understanding
- Speaking

Specific Areas

Literacy

- Reading
- Writing
- Comprehension

- Number
- Numerical Patterns

Understanding the World

- Past and Present
- People, Culture and Communities
- The Natural World

Expressive Arts and Design

- Creating with Materials
- Being Imaginative and Expressive

These areas are not taught in isolation. All areas are equally important in supporting children's holistic development and are delivered through planned, purposeful play with an appropriate balance of adult-led and child-initiated learning.

We provide a creative curriculum that is led by the interests of the children. The curriculum is flexible, with overarching themes that help children become aware of the world around them through first-hand experiences, exploration and independent learning.

High-Quality Adult Interactions

At The Green Flying High Academy, we recognise that high-quality adult interactions have the greatest impact on children's learning. Staff use the **SHREK model of child interactions** to support children's communication, language, thinking and learning through sustained shared thinking, responsive conversations, skilful questioning and purposeful interactions. These high-quality interactions enable adults to extend children's learning, encourage curiosity, promote independence and develop confidence across all areas of the curriculum.

Short-term planning includes learning objectives and activities designed to stimulate and promote learning for all children. Enhanced provision is carefully planned to provide meaningful opportunities for children to develop the Characteristics of Effective Learning through both adult-led and child-initiated experiences.

Assessment

Children are continually assessed throughout the Foundation Stage.

Assessment opportunities are linked to the learning objectives identified within planning. Information gathered informs next steps in learning and is recorded on ScholarPack.

Observations and photographic evidence are also collected within children's individual learning journeys. Parents are encouraged to contribute achievements from home to celebrate children's learning and development.

Parental Involvement

At The Green Flying High Academy, we value strong partnerships with parents and carers.

We provide a range of parent engagement opportunities, including Stay and Play sessions, where parents can share in their child's learning and celebrate achievements.

Two Parents' Evenings are held each year to discuss children's progress. During transition into school, home visits are offered to all families to discuss children's individual needs and support a successful start to school.

The Environment

The learning environment promotes children's independence and provides a wide range of appropriate challenges that reflect their interests and developmental needs.

Activities are thoughtfully planned with a clear learning purpose. Continuous provision is carefully organised and enhanced with high-quality resources, including books, writing materials and mathematical equipment, to support children's learning.

The outdoor environment is viewed as an extension of the indoor classroom. Children have daily opportunities to learn outdoors through a wide variety of experiences that support all areas of learning and encourage exploration, creativity and active learning.

Supporting Children's Diverse Needs

Observations may contribute towards identifying Special Educational Needs and Disabilities (SEND).

Where concerns arise, parents are informed promptly and involved throughout the process. Where appropriate, referrals may be made to outside agencies and individual support programmes developed.

The EYFS works in accordance with the school's SEND Policy.

Equal Opportunities

All members of staff actively promote equality of opportunity regardless of race, religion, culture, gender, disability or family background.

Staff within the EYFS follow the school's Equality Policy and are committed to ensuring every child feels valued, respected and included.

Approved by: Jess Smith

Role: Headteacher

Date: 4th September 2026

Review Date: September 2027