

OUGHTRINGTON  
COMMUNITY  
PRIMARY SCHOOL



## EYFS Policy

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Version	Date	Action
1	December 2010	Updated Policy
2	May 2013	Updated Policy
3	April 2016	
4	April 2018	
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This Policy is available on the Learning Platform, on the office network and in the staff room.



## **EYFS POLICY** **April 2016**

### **Policy Audit**

This quick audit will help all staff and Governors to assess whether the basics of this Policy are in place.

### **Writing and Reviewing this Policy**

The Early Years Foundation Stage policy relates to other policies including;

- All curriculum policies
- E-Safety
- Behaviour and Discipline
- Racial Equality, Cultural Diversity and Equal Opportunities
- Safe Guarding
- Planning, Assessment, Recording and Reporting
- Teaching and Learning
- Inclusion
- Disability Equality Scheme

This Policy has been written by the EYFS team leader, building on the DFE and LA Guidelines. It has been agreed by all teaching staff and approved by Governors.

# **Oughtrington Community Primary School**

## **Early Years Foundation Stage Policy**

### **OVERVIEW**

At Oughtrington, we believe that the first years of a child's education are vital in inspiring them to become confident, enthusiastic life-long learners. Children and their individual abilities, needs and interests are at the heart of everything we do and are the starting point from which we plan our curriculum. Our intention is to develop high quality and consistency in the provision of education and welfare for the children in this school. Our Early Years Foundation Stage (EYFS) team strive to provide a curriculum marked by excellence, enjoyment and fun. Our aim is to ensure that all children will experience excellent provision, reach their full potential and develop a love of learning during their time with us.

### **OBJECTIVES**

1. To set high standards for learning, development, care, welfare and progress to ensure that no child is left behind.
2. To build a foundation for future learning by meeting the individual needs and interests of all children.
3. To establish effective strategies for observation and assessment.
4. To constantly reflect on our practice to ensure we are delivering high quality provision.
5. To provide equality of opportunity, ensuring that there is no discrimination and that there is full inclusion for all.
6. To build a strong and effective partnership with parents and professionals, and the other Early Years settings in our area.
7. To provide quality and consistency by meeting the universal set of standards set out by the revised 'Statutory Framework for the Early Years Foundation Stage' (Sept. 2012).

### **STRATEGIES**

1. The requirements of the 'Statutory Framework for the Early Years Foundation Stage' (Sept. 2012) will be met by the school.
2. We will ensure that we meet the legal requirements for safeguarding and welfare, health and safety by ensuring that we employ suitable people and by ensuring that our premises, environment and equipment are safe, secure and fit for purpose.
3. Staff will not use mobile phones in the presence of children. Photographs will be taken to provide evidence of children's development but images will not be shared or published without written consent from parents/carers.
4. Each year, we will undertake baseline assessments of all children within their first six weeks of attending our setting. This will be done using a child-centred approach which takes account of children's well-being, as well as their academic performance. The results of baseline assessments will be used to inform our planning, thereby enabling us to deliver high quality learning experiences which meet the needs of each individual child.

5. In our teaching, learning and planning we will take account of the four guiding principles set out in the revised EYFS Framework. These are:
  - every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
  - children learn to be strong and independent through **positive relationships**;
  - children learn and develop well in **enabling environments** in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents/carers; and
  - **children develop and learn in different ways and at different rates.**
6. We will meet the learning and development requirements as outlined in the Revised EYFS Statutory Framework by developing our curriculum, teaching and learning for each of the seven areas of learning and development, and by promoting the characteristics of effective learning as a core element of our practice.
7. By making good use of observation, assessment for learning, differentiation and planning from children's needs, we will work hard to ensure that each child is able to reach their full potential during their final year of the EYFS.
8. We will put in place effective arrangements for assessing children's achievement and progress.
9. Children's end of EYFS achievements will be shared with parents at the end of the academic year.
10. Reception and Year One staff will work closely together throughout the summer term in order to ensure continuity and progression upon transition to Key Stage One.

## **CONCLUSION**

Importance will be given to the prime areas of learning, purposeful play and the balance between adult-led and child-initiated activity. We will recognise the individuality of all children and accept that, due to different rates of development and progress that children make, some will achieve, some will exceed and some will be working towards the Early Learning Goals by the end of the Early Years Foundation Stage.