Essentials for the Early Years Foundation Stage

Child Protection

- All Statutory and Welfare requirements (as stated in the EYFS Statutory Framework and Keeping Children Safe In Education) are upheld
- Adults ensure that risk assessments of the whole learning environment are up to date and referred to regularly
- Practice of working with children in the EYFS learning environment reflects whole school policies
- Evidence states that there is good behavior management
- Evidence states that children understand how to stay safe and are able to show how they feel.

Observing learning

- Creating a holistic overview of the child including information from parents/carers
- Making observations which are regular and meaningful
- Including observations of the Characteristics of Effective Learning
- Having time to reflect upon observations of children with the whole EYFS team
- Ensuring the knowledge of the child identifies next steps
- Plan provision which provides opportunities for individual children to achieve next steps
- Create an environment which provides highly challenging activities
Early Years Leadership

- Championing the Early Years Foundation Stage within the School Community
- Leading local and national initiatives (appropriate to the setting)
- Leaders ‘vision for provision’ underpins everything that happens in the Early Years Foundation Stage
- Ensuring carefully planned provision provides depth, support, challenge and builds independence and self-esteem
- Leaders ensure high expectations and standards are maintained year on year
- Leading practice for children’s emotional wellbeing and inclusion for all
- Self-evaluation accurately reflects practice and provision
- Leaders have a high regard for partnership working
- Deep understanding and knowledge of the principles and ethos of the EYFS is imparted across all teams and the school

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- Assessments are accurate and starting points are clearly presented at individual and cohort level
- Progress is tracked effectively on a termly / half termly basis
- Gap analysis informs progress of all groups and areas for focus
- Predicted targets informs provision
- Specific groups of children are tracked from starting points
- Data is regularly used to inform planning and provision
- Assessments provide evidence that children are well prepared for Year One

Early Years Service, Cambridgeshire County Council