

The Early Years Foundation Stage for Governors

Purposes and aims

Every child deserves the best possible start in life and support to fulfil their potential. A child's experience in the early years has a major impact on their future life chances. A secure, safe and happy childhood is important in its own right, and it provides the foundation for children to make the most of their abilities and talents as they grow. Parents want to know that the provision they have chosen will keep their child safe and help them to thrive. The EYFS is the framework that provides that assurance.

What are the EYFS principles?

The EYFS has four themes, which have an overarching Principle -

Theme: A Unique Child

Principle: Every child is a **unique child who is constantly learning and can be resilient, capable, confident and self-assured.**

Theme: Positive Relationships

Principle: Children learn to be strong and independent **through positive relationships**

Theme: Enabling Environments

Principle: **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 and/or carers**

Theme: Learning And Development

Principle: Children develop and learn in different ways and at different rates. **The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.**

Each Principle applies to all children from birth.

The Principles underpin all that practitioners are required to do.

What are the responsibilities of governors?

The statutory responsibilities have not changed in many areas. However school governors need to be aware of the full range of statutory requirements in the EYFS statutory framework booklet (copy in all schools). These are the non-negotiables of the EYFS. The Leadership Teams and Governors should also ensure that practitioners are ready and able to implement the EYFS.

Leaders in schools should:

Set the standards for care, learning and development, ensuring that every child makes progress and no child gets left behind

Do practitioners:

- ✓ deliver learning and care that enhances development and gives children the best possible start?
- ✓ support each child to make progress at their own pace, and provide extra support as needed?

Provide for equality of opportunity and anti-discriminatory practice, ensuring that every child is included and not disadvantaged

Do practitioners:

- ✓ promote a positive attitude towards diversity and differences, being alert to early signs of need, which may involve support from other agencies?
- ✓ help to overcome barriers for children where these already exist?
- ✓ ensure that all children experience a challenging and enjoyable programme of learning and development?

Create a framework for partnership working between parents and professionals

Do practitioners:

- ✓ ensure continuity and coherence by sharing relevant information with each other, parents and other agencies?
- ✓ work closely with other early years practitioners and parents in the identification of children's learning needs, ensuring quick responses to any difficulties?
- ✓ work effectively with other agencies, sharing knowledge and expertise to provide the best learning opportunities and environments for all children?

Improve quality and consistency through a universal set of standards, which now apply to all settings and schools, ending the distinction between care and learning and providing the basis for inspections

- ✓ The EYFS brings together and simplifies the learning and development and welfare requirements. Parents should be assured that essential standards of provision are in place in all settings and schools.

Lay down secure foundations for future learning through planned learning and development, which focuses on the individual needs and interests of every child and is informed by the use of observational assessment

Do practitioners:

- ✓ show sensitivity to the individual development of each child to ensure that the activities they undertake are suitable for the stage that they have reached?
- ✓ ensure that all children enjoy learning?
- ✓ use observational assessment to inform planning for each child's continuing development through play-based activities?
- ✓ employ a flexible approach that responds quickly to children's learning and development needs?
- ✓ promote close links with parents and the child's experiences at home?

How will practice have to change?

EYFS builds on existing documents and effective practice. Therefore good practitioners will not have to do anything different with the children. However it is an opportunity to review the practice in your own school and your links with other providers in your area to ensure increased continuity for children and families.

For more information contact Angela Jones, Foundation Stage Manager on 01482 392467.