**Early Years Governor Prompts for the Monitoring of the**

**Early Years Foundation Stage**

**Important documents –** *have you seen these*?

* The ‘[Statutory framework for the early Years foundation stage’](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf)  2021
* [Development Matters 2021](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007446/6.7534_DfE_Development_Matters_Report_and_illustrations_web__2_.pdf) (your school may also be using Birth to 5 Matters) non statutory guidance for the early years foundation stage
* EYFS Action Plan or EYFS section of School Improvement Plan (SIP)

 **Autumn term:**

1. What were the early years data outcomes for the previous year and what are the resulting actions?
2. Have you read the EYFS Action Plan or the relevant section in the School Improvement Plan?
3. Does the EYFS curriculum and provision in school cover the seven areas learning and meet the needs of the cohort, particularly the most disadvantaged? Is the curriculum ambitious for every child? Is there an emphasis on communication and developing children’s language? What is the systematic approach to teaching early reading?
4. Do staffing arrangements meet the needs of all children and ensure their safety by complying with staff: child ratios?
5. Are there any specific health and safety requirements for EYFS provision and, if so, how does school ensure compliance with these? (for example; risk assessments for outdoor provision). Is there a policy and procedure for administering medicines to children?
6. How do you promote healthy lifestyles in the setting? Is oral health actively promoted?
7. What is the approach to assessment? (All children should be assessed on entry using the Reception Baseline Assessment, but this is a school accountability assessment rather than a comprehensive assessment for use in class). The revised EYFS urges practitioners to move away from excessive collection of ‘assessment data’ but staff should be aware of what children already know and what they need to learn next. How do they do this? Accurate assessment depends on observing what a child demonstrates consistently and independently, in a range of situations. Is assessment information also gathered from transition discussions with feeder settings as well as from families e.g., home visits, informal meetings and ‘All about me’ documents?
8. How are all staff informed of the above?
9. Staff profile - Are all staff suitably qualified? What are the arrangements for the induction and training of new staff? What are the strengths of the EYFS team and how are you planning for their continuing professional development (CPD)?
10. Has each child been assigned a key person to help ensure their learning and care is tailored to meet their individual needs (also a safeguarding and welfare requirement) and is there evidence that parents and/or carers have been informed of the name of the key person and their role, when starting the setting? How are ‘Key Person’ principles applied in the Reception Class?
11. Safeguarding - What procedures and policy are in place to safeguard children? Does school comply with DBS requirements and statutory guidance and is a single central register of vetting checks in place and up to date?
12. How are pupils eligible for pupil premium supported and is this support effective? Are parents supported to access this funding?
13. How is home learning promoted?

**Spring term:**

**checking in on the above and….**

1. Are there any concerns about progress, or children with an identified special educational need or disability? Are there targeted plans in place to support their future learning and development? What involvement is there with parents and/or carers and other professionals (for example, the school’s Special Educational Needs Co-ordinator or a health professional)?
2. What are the arrangements for reporting to parents/carers and involving them in the child’s development and learning?
3. Are planned interventions impacting on progress for targeted children?

**Summer term:**

**checking in on the above and….**

1. Hold discussions with key staff to understand:
* Key themes from end of year statutory data and how these will be addressed
* Are early years outcomes improving?
* How statutory data compares to national results?
* What is the attendance of pupils, and are there plans to improve this?
1. What dialogue is there between Reception and Year 1 teachers in relation to the EYFS profile assessments (EYFSP)? How are children being prepared for transition and learning in Year 1 and are they ready for this? Have staff planned effectively for this transition to provide support for children so that there is no halt in learning.
2. In Nursery, have children entering in September, who may be eligible for Early Years Funding for Inclusion (EYFFI), been identified and have applications been submitted?
3. Does school benefit from learning opportunities with other (local) early years settings, networks, academies and schools? Could more of these be explored next academic year?