

References:

Development Matters in the Early Years Foundation Stage (EYFS) - Early Education 2012 Early years foundation stage profile 2019 handbook – Standards and Testing Agency 2018 School inspection handbook - Ofsted November 2019

Statutory framework for the early years foundation stage – DfE April

Assessment
and Planning
is based on
Development
Matters 2021

Key Principles

Characteristics of Effective Teaching and Learning: Playing and exploring – engagement, Active learning – motivation, Creating and thinking critically – thinking

Unique Child

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

Effective Practice

- A high quality transition programme helps staff to get to know the child and their family
- Staff consider the individual needs, interests, and stage of development of each child when planning the curriculum
- Every child and family is valued and respected
- Staff engage in high quality adult interactions, which are sensitive and adaptive to the needs of individual children
- Staff support children to develop a positive sense of their own identity and culture
- Staff identify any need for additional support and promptly give extra help, so that these children progress well in their learning
- Staff keep children safe
- Staff promote children's good health including oral health, and well-being

Positive Relationships

Children learn to be strong and independent through positive relationships.

Effective Practice

- Positive relationships are built on key person relationships in the early years
- Staff establish warm, caring relationships that foster a sense of belonging
- Staff listen regularly to parents and give them clear information about their children's progress
- Parents have the opportunity contribute to assessments
- Staff seek to engage parents to support their child's learning and development at home
- By knowing and understanding all the children and their families, settings can offer extra help to those who need it most
- Staff encourage all parents to chat, play and read with their children
- Positive relationships across the EYFS are consistent in setting clear boundaries
- Staff support children to self-regulate both emotionally and cognitively

Enabling Environments

Children learn and develop well in enabling environments with teaching and support from responsive adults.

Effective Practice

- Learning Environments both inside and out enable successful learning by all children
- The learning environment offers stimulating resources that are relevant to all the children's cultures and communities
- The learning environment offers rich learning opportunities through play and playful teaching
- Learning environments are well planned and organised to promote children's independent learning
- The environment supports children to take risks and explore
- The environment provides challenge and evolves to address children's next steps
- Children are involved in planning and maintaining the environment
- Children have opportunities to access outdoor learning everyday.

Learning and Development

Children develop and learn in different ways and at different rates.

Effective Practice

- Staff listen to the child, parents and other relevant adults then plan, design and implement a curriculum that meets the needs of the children, providing challenging and enjoyable experiences across all areas of learning
- Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity
- The content of the EYFS curriculum is taught systematically so that children are ready for the next stage of their education
- Children demonstrate their attitudes and behaviours through the key characteristics of effective learning: playing and exploring, active learning and creative thinking and thinking critically
- Children demonstrate their positive attitudes to learning through high levels of engagement and well being