

Statutory Framework for the Early Years Foundation Stage

Introduction:

The Framework document consists of three main sections. Section one refers to learning and development requirements, section two deals with assessment and section three sets out requirements for safeguarding and welfare.

Learning and Development Requirements

The early learning goals are based on seven areas of learning and development which are interconnected; these consist of three prime and four specific areas. They set out the level of progress which children are expected to have attained by the end of the EYFS. The three prime areas are as follows:

Communication and language

Listening and attention: children listen attentively in a range of situations. They listen to stories and respond appropriately. They give their attention to what others say.

Understanding: children follow instructions involving several ideas and actions. They can answer "how" and "why" questions about their experiences.

Speaking: children express themselves and are able to use past, present and future forms accurately.

Physical development

Moving and handling: children show good control and co-ordination in large and small movements. They can safely negotiate space and they can handle equipment and tools, including pencils for writing.

Health and self-care: children know the importance of physical exercise and a healthy diet. They manage their own hygiene, including dressing and going to the toilet independently.

Personal, social and emotional development

Self-confidence and self-awareness: children are confident in trying new activities and express preferences regarding activities with reasons. They can speak in a familiar group and can choose the resources they need for their chosen activities. They can say when they do or do not need help.

Managing feelings and behaviour: children talk about how they and others show feelings. They are aware of the consequences of their behaviour and they know that some behaviour is unacceptable. They can understand and follow rules within a group.

Making relationships: children can play co-operatively and can take turns. They show sensitivity to others' needs and feelings and can form positive relationships with adults and other children.

The four specific areas are as follows:

Literacy: children read and understand simple sentences and can use phonic knowledge to decode regular words. They can read some common irregular words. They can use their phonic knowledge to write words in ways which match their spoken sounds. They can write simple sentences which can be read by themselves and others. Some words are spelt correctly and some are phonetically plausible.

Mathematics: children can count reliably with numbers from 1-20, can place them in order and can say which number is one more or one less than a given number. They can add and subtract two single-digit numbers. They can solve problems involving doubling, halving and sharing.

Shape, space and measures: children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects. They recognise patterns.

Understanding the world: children talk about past and present events in their own lives and in the lives of family members. They are aware of similarities and differences between themselves and others and they

recognise that other children do not always enjoy the same things. Children can talk about the features of their own immediate environment and how environments differ. Children also recognise that a range of technology is used in places such as homes and schools.

Expressive arts and design: children sing songs, make music and dance and experiment with ways of changing them. They use a variety of materials and experiment with colour, design, texture form and function. They represent their own ideas, thoughts and feelings through a range of media including dance, role-play and stories.

ASSESSMENT

Progress check at age two

When a child is between two and three, practitioners must provide parents and/or carers with a short written summary of the child's progress. Practitioners must agree with parents/carers about the most appropriate time to provide the summary. If there are emerging concerns, practitioners should develop a targeted plan to support future learning, identifying strategies which they will adopt. The report should be based on the prime areas, although it may include other details about the development level and needs of the child. Practitioners should encourage parents and/or carers to share information from the progress check with other relevant professionals.

Assessment at the end of the EYPS

In the final term of the year in which the child reaches age five, and no later than 30th June in that term, the EYFS profile must be completed. The profile must be completed for all children including those with special needs or disabilities. The child's level of development will be assessed against the early learning goals as outlined in section one. Practitioners must indicate whether children are meeting, not meeting, or exceeding expected levels of development. Year 1 teachers must be given a copy of the Profile report, together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning (playing and exploring, active learning and creating and thinking critically). Schools must share the results of the Profile with parents and/or carers.

SECTION3 – SAFEGUARDING AND WELFARE: KEY CHANGES

- ❖ Wording has been changed in several sections to incorporate Childminder Agencies.
- ❖ The requirement for childminder training to be local authority approved has been removed.
- ❖ The requirement to have a behaviour management policy and a named practitioner responsible for behaviour management has been removed.
- ❖ The requirement to have an Equal Opportunities policy has been removed.
- ❖ Changes to SENCO arrangements: maintained nursery staff must identify a member of staff to act as SENCO.
- ❖ Removal of the requirement to have a risk assessment policy and a no smoking policy.