



Ridgeway Primary School and Nursery

EYFS policy

(Early Years Foundation Stage)

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Aims and Objectives

The aim of this policy is to support our vision for our Early Years Foundation Stage (EYFS):

"To provide a rich and generous environment where children feel nurtured and supported to develop as unique individuals, learning through exploration and first hand experiences that lay the foundations for a positive, dynamic and passionate attitude towards life long learning."

The objective of this policy is to establish a consistent approach to high quality teaching and learning in the EYFS which inspires all children and enables them to be confident, capable and engaged learners. Our Foundation Stage is child-centered, welcoming and rich with opportunities and resources. The children are at the heart of everything we do and every decision we make.

The Early Years Foundation Stage at Ridgeway

At Ridgeway, we aspire for all children to have access to a rich, meaningful and inspiring education. Our aim for all children at Ridgeway is that they:

- Develop strong subject knowledge and a broad set of subject-specific skills;
- Develop Lifelong Learning Skills that enable them to succeed at school and throughout their lives;
- Develop a lifelong passion and interest in learning, so they maintain a desire to learn;
- Develop a broad range of interests, that are stimulated by our ambitious, broad and balanced curriculum;
- Understand the connections within and between subjects, so they appreciate the interconnected nature of the world and can apply their knowledge and skills in a broad range of situations.

We recognise that the Early Years Foundation Stage (EYFS) holds significant importance in shaping children's early experiences and provides the foundations for all future learning at Ridgeway. In our EYFS, children are nurtured and supported to:

- Develop as unique individuals, learning to be independent, creative thinking, problem solvers who know how to take risks and learn from their mistakes;
- Develop and sequence the knowledge they need across all areas of learning and development in the EYFS;
- Develop lifelong learning skills and the characteristics of effective learning;
- Develop the foundation for lifelong passion and interest in learning;
- Build the foundational knowledge they need to support their learning and development beyond the EYFS;
- Understand the connections within and between areas of learning, applying their knowledge and skills in a broad range of situations.

We are ambitious for all children, ensuring equality and equity of opportunity. There is the highest expectation of all children including those who have SEND, are disadvantaged or school vulnerable; there are no limits or barriers to children's achievements, regardless of background, circumstance or need.

Our EYFS enhances the experiences and opportunities available to children, particularly the most disadvantaged, ensuring children develop cultural capital. Through the provision, learning and

interactions, children acquire the knowledge and experience they need to pave the way for future success.

The Ridgeway Early Years Foundation Stage Curriculum

Our EYFS curriculum is ambitious, following the needs of each individual child, whilst also providing rich and inspiring learning opportunities planned by our skilled practitioners based on children's own fascinations and interests.

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high-quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up." EYFS Framework, 2021

At Ridgeway, our EYFS curriculum design is shaped by:

- our understanding of young children's learning and development;
- our deep understanding of the children in our care and their next steps;
- a sound understanding of the learning and development requirements outlined in [The Statutory Framework for the Early Years Foundation Stage, 2021](#) including the Educational Programmes for the seven areas of learning;
- the non-statutory curriculum guidance for the EYFS [Development Matters 2021](#) and practitioner led guidance [Birth to 5 Matters 2021](#)
- the foundational knowledge children need to support their learning beyond the EYFS

In order to support children's learning and development across all areas of the EYFS curriculum, we pay careful attention to the overarching principles of the EYFS: Unique Child; Positive Relationships; Enabling Environments; Learning and Development.

Unique Child

We recognise that every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured. We value and respect each child as an individual and understand that children develop in different ways and at different rates. Each child's unique history and experiences, including their experiences and opportunities, are their starting point for supporting their learning and development. We understand that every child is different, bringing with them their own unique qualities and experiences. We believe in the capacity of each child to learn and consider the whole child at the centre of this process.

At Ridgeway Primary School we:

- Understand that development is a continuous process influenced by many factors;
- Know that development involves cognition, memory, attention, language and communication as well as feelings, relationships and sensory-motor skills;
- Understand that children need a positive sense of physical health and wellbeing to support their development;
- Focus on enhancing children's sense of self, focussing on what they can do and not on what they cannot yet do;
- Offer opportunities for children to build on their prior experiences; the wider and deeper their exposure, the greater potential for development;

- Understand that children have varying experiences and ensure children are supported to access opportunities they might not otherwise have;
- Ensure all families feel welcome and all children feel valued and secure;
- Respond positively to children's family experiences and model respect for different family experiences and traditions;
- Give children the opportunity to appreciate differing cultures and lifestyles

Positive Relationships

It is through the positive relationships we establish with children and their families that children learn to be strong and independent. Establishing high quality relationships is at the heart of what we do. We know that early relationships are critical to future success and it is imperative to take the time to ensure children feel safe, secure, comfortable and confident in the setting and with key adults. By tuning into children's signals and getting to know them as individuals, children understand that their needs will be met; they feel safe, relaxed, secure and confident. The home-school partnership is key; a strong relationship with parents and carers has a huge impact on children's learning and development.

At Ridgeway Primary School we:

- Build strong and supportive relationships with families in order to provide holistic support for each child;
- Recognise parents and carers as children's first educators and that the fostering of a close working relationship is essential for effective early learning and the wellbeing of the child;
- Utilise the expertise of parents and acknowledge the contribution they make to their child's learning, provide regular opportunities for communication and support parents in becoming involved in their child's learning.
- Assign a key person to each child. In Nursery, this may be the class teacher or another member of the Nursery team. In Reception, the class teacher is the key person for all children;
- Prioritise relationships with children, ensuring we get to know them as unique individuals;
- Support children to build positive relationships with each other so that they can learn and play cooperatively;
- Actively involve children in making choices about their behaviour and support children to understand which behaviours are acceptable and which are not (See Behaviour Policy)

Enabling Environment

We understand that children learn and develop best in enabling environments with teaching and support from adults who respond to their individual interests and needs, and help them to build their learning over time. We know that children benefit from a strong partnership between practitioners and parents and/or carers.

Creating the right environment for young children is vital in supporting their development and learning. During the early years, children learn through play, through interacting with each other, with adults, and with their environment. Our enabling environment offers rich learning opportunities through play and sensitive adult interactions; high quality, open-ended resources stimulate children's thinking and curiosity and we ensure children are given the time and freedom to explore, take risks and learn from their mistakes. The environment is seen as the 3rd educator; ensuring a rich, well-considered learning with intelligent resources is integral to children's learning.

We are also critically aware that young children need to feel safe and secure in order to thrive, develop and learn. We understand that children with high self-esteem who feel confident in

themselves and in their environment have a head start in learning. They will be more likely to be settled, happy individuals who take risks in their learning and solve problems for themselves, learning positively and confidently by mistakes.

At Ridgeway Primary School we:

- Recognise the need for a stimulating and engaging learning environment as a key element for children's wellbeing and development;
- Offer an environment resourced with open-ended, intelligent materials that stimulate curiosity and investigation;
- Provide a variety of carefully selected resources and materials that children can freely access to support their learning and development;
- Organise resources carefully so that children can select and find what they need;
- Ensure planned and purposeful activity both indoors and outdoors;
- Ensure children have the opportunity to plan and initiate learning for themselves;
- Ensure the environment allows children to explore, experiment, plan, make decisions for themselves, self-organise, self-manage and self-motivate;
- Encourage children to take risks in their learning but consistently educate children about being safe, and recognising and avoiding hazardous situations;
- Undertake frequent Risk Assessments for both indoor and outdoor learning areas to ensure children are safe.

Learning and Development

We recognise the importance of learning and development and our role in ensuring all children, regardless of need or background, have the opportunities they need to flourish and progress in all areas of learning and development. Our curriculum is responsive to all children and recognises that children learn and develop at different rates.

We understand that children learn and develop in different ways, and that each child will be at a unique stage in their learning journey. Our skilled practitioners support each child to develop through thoughtful planning, high quality provision and sensitive interactions. We support all children to make progress towards their next steps and are fully inclusive.

At Ridgeway Primary School we:

- Recognise that children come to us with a range of experiences and knowledge;
- Offer opportunities to build on what they already know, while providing rich opportunities to discover and learn new things;
- Offer children opportunities to practise what they know, to consolidate and apply learning from one context to another
- Ensure a well-planned, developmentally appropriate curriculum based on children's prior experiences and our assessment of their next steps;
- Ensure the needs of all children are met by planning thoughtfully and carefully to scaffold and deepen learning;
- Provide engaging and motivating learning experiences that are matched closely to the interests and fascinations of the children;
- Ensure that all children have access to the knowledge, experiences and opportunities they need to be successful in life (they build cultural capital);
- Personalise learning and support to effectively meet the needs of children with SEND and those who are disadvantaged.

The Statutory Framework for the EYFS

Seven areas of learning and development shape educational provision in early years settings. All areas of learning and development are important and inter-connected.

Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

The three prime areas are:

- **Personal, social and emotional development**
- **Communication and language**
- **Physical development**

Practitioners will also support children in the four *specific* areas, through which the three *prime* areas are strengthened and applied.

The specific areas are:

- **Literacy**
- **Mathematics**
- **Knowledge of the world**
- **Expressive arts and design**

At Ridgeway, we scaffold learning for all of the areas through well-planned, purposeful play and learning experiences, with a balance of adult-led and child-initiated activities.

Characteristics of Effective Learning

At Ridgeway, our curriculum supports children to develop the characteristics that learners need to be successful. We are passionate about children developing a love for learning and believe that even our youngest children can develop the skills and attributes to become successful lifelong learners. In the EYFS, we refer to these skills as the 'characteristics of effective learning' and they are embedded through our practice. The characteristics of effective learning also support our whole school values. We develop learners who are: **Creative, Collaborative, Responsible, Resilient, and Reflective.**

The EYFS Framework places high importance on the characteristics of effective learning, which reaffirm the need for a play-based, exploratory curriculum where children are active participants in their own learning journey. The focus on children creating and thinking critically is key, allowing children to have their own ideas, make links and choose how to do things.

The EYFS framework sets out the following characteristics of effective teaching and learning:

- *playing and exploring* ~ children investigate and experience things, and 'have a go';
- *active learning* ~ children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- *creating and thinking critically* ~ children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Through observations of children's characteristics of learning we become aware of their schemes of thought and of behaviours which indicate a deep interest in something and a high level of involvement.

We understand that high levels of involvement indicate deep and meaningful learning. Signals of involvement include:

- concentration
- energy
- persistence
- facial expression / posture
- precision
- language
- satisfaction

Effective Teaching and Learning in the Early Years Foundation Stage (Implementation)

A number of key features ensure the effectiveness of our approach to teaching and learning in the EYFS. We employ a variety of methods through which we ensure effective delivery of our curriculum, building the conditions that enable children to flourish and learn. Our pedagogic approach is founded on research about how young children learn best. We continually reflect on our approach to best meet the needs of the children within the setting.

The principles of Reggio Emilia underpin our practice; children are seen as strong, capable and resilient; rich with wonder and knowledge, potential and deep curiosity. We believe children are capable of constructing their own learning and that they are intrinsically motivated to understand and know more.

Children feel safe and secure; they know that they are valued. This gives them the confidence to express their thoughts, feelings and worries and they know they will be listened to and their voices heard. This forms the foundations for our learning culture: learning only takes place when young children have positive relationships with those with whom they are interacting.

The Importance of Play (Links to Unique Child)

“Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults.” Statutory Framework for the EYFS, EYFS Reforms Early Adopter Version 2020

Play is integral in our approach and underpins all aspects of learning in our EYFS; it is a fundamental right of all children in to play. We offer generous opportunity for play-based exploration and first-hand experiences that excite, motivate and engage children, enabling them to explore their deep fascinations and learn at the highest level. Through their play, children demonstrate what they have learnt, know and understand.

Play, both indoors and outdoors, makes a powerful contribution to children’s wellbeing, development and learning. In play, children can become deeply involved as they take things they already know and combine them in new ways so their understanding deepens. It is important that children choose to play, and know they are in charge of their play.

Through play, children develop language skills, their emotions and creativity, social and intellectual skills. For most children their play is natural and spontaneous, although some children may need some extra help from adults. Adults in our setting have a deep understanding of how play supports children to develop and learn, and are skilled at observing and reflecting on children's play to gain an insight into the child's purposes and how best to support them.

Play takes place indoors and outdoors and it is in these different environments that children explore and discover their immediate world. It is here they practice new ideas and skills; they take risks, show imagination and solve problems either on their own or with others. To ensure children can immerse themselves in play and become deeply involved, we aim to minimise interruptions to the day to allow for extended periods of play. Children are given time and space to play and explore, so they can become deeply involved and engaged in learning without interruption.

It is important to note that play, while central, is not the only way in which children develop and learn in the early years. Children also have opportunities to learn through first-hand experiences of all sorts, alongside being shown how to do things, having conversations, and taking part in activities which are planned by adults to introduce or practise particular skills. Such adult-led activities are not play but they are most effective when they use some of the features of play to engage and motivate children, by ensuring that they are **playful** – with elements of choice, hands-on experience, connections to children's interests, and enjoyment.

The Learning Environment and Provision (Links to Enabling Environment)

High quality indoor and outdoor provision is crucial to ensuring the implementation of a high quality curriculum. Our stimulating and challenging learning environments offer a wealth of possibilities to explore, create and imagine. They are planned to inspire, recognising children's interests and curiosities, encouraging questioning, awe and wonder, and sustained shared thinking. Adults consider the environment from a child's perspective, understand that facilitating an enabling environment is integral and consider all spaces as equally important in facilitating children's learning.

Our outdoor spaces provide unique possibilities for children to immerse themselves in the natural world. We ensure children have free-flow access to the outdoor spaces for the majority of the day to facilitate independent exploration and enquiry of the natural world. The outdoors also provide an essential opportunity to play and move on a large scale, offering freedom of movement and developing children's motor skills, risk taking and ability to connect with other children, within a framework of supportive adult guidance.

At Ridgeway, our provision supports:

- diverse forms of active play, both indoors and outdoors;
- scope to experience the real physical and natural world;
- space and time to fully discover, test and revisit their ideas and theories;
- cosy and quiet spaces for talking, reading, sharing stories and connecting;
- routines and adult involvement which offer support for development and learning (planned or arising);
- opportunities for children to explore and combine resources;
- exposure to activities where specific skills are taught and applied e.g. woodwork, cooking and sewing.

To this end, we ensure that the children always have access to:

- open-ended resources that are freely accessible and develop flexible thinking;
- a Book Nook area in every classroom with carefully selected books for children to read, share and enjoy;
- a role play area and opportunities for imaginary play, both indoors and outdoors;
- tools, implements and materials for mark-making and graphics;

- a light box and intelligent materials for designing and the creation of visual imagery;
- objects and manipulatives which inspire mathematical thinking, pattern making, problem solving and reasoning;
- a variety of objects and kits for small and large scale building and construction;
- a digging patch, mud kitchen and sand pit;
- bespoke climbing frames for climbing, travelling and balancing;
- crates, tyres and planks for large scale construction;
- small world animals, people, trains and vehicles to inspire imaginary play;
- interactive digital technology such as Smart Boards, iPads and digital cameras.

Our inclusive learning environment and provision nurtures and supports all children. Spaces and provision are adapted and shaped to meet the needs of the children.

The Role of the Adults (Links to positive Relationships)

The role of the adult is key. Adults notice, engage, question and respond; they have genuine interest children's thoughts and ideas. Adults know when to stand back and observe, and when to interact sensitively. They 'wonder' and ask key questions to develop and challenge children's thinking, deepening the learning process and supporting children to make connections. They model or enhance play opportunities where appropriate to stimulate and extend children's development. Adults ensure that appropriate resources are carefully selected to support children's learning through play. They skilfully observe play and join in when invited, watching and listening before intervening. Adults at Ridgeway value play and provide safe but challenging environments that support and extend learning and development.

The effectiveness of adults in promoting high-quality learning depends upon them having a clear understanding of child development and high expectations of what young children can achieve. At Ridgeway, we place high priority on recruiting and retaining high quality early years teachers and teaching assistants. Our practitioners have an in-depth understanding of child development and use this knowledge to support every child to take the next steps in their learning journey. We ensure that all practitioners have access to training and development opportunities and are supported to develop a deep understanding of young children's learning and development.

At Ridgeway:

- Adults engage in the learning process sensitively, helping children to make progress in their learning;
- Adults take time to notice and observe children in their play so that they understand what they can do and what will support their development;
- Adults are seen as lead researchers alongside children;
- Adults use skilled conversation and questioning techniques to promote positive responses from the children, enabling them to bring their level of understanding to the activity;
- Adults model and demonstrate skills, activities and ideas in an explicit ways when teaching groups of children;
- Adults encourage children to 'have a go' and to take risks in their learning, inviting children to challenge themselves and delight in new experiences;
- Adults model the behaviour expected of the children: they interact sensitively with other adults and children; listen; show respect and courtesy towards others.

Planning for a Rich and Generous Learning Environment (Links to Unique Child and Learning and Development)

At Ridgeway, we believe that planning for children's learning needs to be relevant, purposeful and directly linked to our observations of children's interests and their next steps, as well as our

knowledge of learning and development. We plan for a rich and inspiring curriculum where all areas of learning are valued equally and are seen as interconnected.

Our planning takes the form of:

- Possible Lines of Development (PLODs)
- Weekly Planning sheets (filled in daily)

Possible Lines of Development (PLODs) provide the vehicle through which the richness of individual areas of learning are planned, whilst supporting children to make links and connections across all areas of the curriculum. Using PLODs hands learning over to the children and starts with what interests them.

We observe, listen and talk to children, support their ideas and thinking, providing an environment which has open-ended resources. PLODs make the children's thinking and learning visible: they can be individual, for a group of children or for a class. They highlight areas of possible enquiry, but are not exhaustive, nor are they a list of things that should be done. They grow and change with the interests and ideas of the children.

Daily planning for areas of provision is often derived from the PLOD, or otherwise from observations of the children. Practitioners discuss future learning and children are often partners in the planning. The plan is updated daily to ensure it is relevant and responds immediately to the needs of the children. Planning is a handwritten, working document.

In Nursery and Reception, areas of provision are planned thoughtfully to enhance learning experiences both indoors and in the garden. Areas of learning which may be explored through the provision are noted on the plan. Practitioners plan for open-ended 'Learning Challenges' that stimulate questioning, exploration and high levels of engagement. There is a balance of child-led learning and adult planned activities, ensuring appropriate challenge for the children. Learning provocations may be facilitated for the children to explore independently through play, with the adults role being to notice, wonder and extend play; or they may be focussed learning opportunities led by the adult through which the adult can teach key knowledge and skills. Planned learning opportunities in Nursery and Reception continue throughout the day, although they may develop and change as they are shaped by the children. Children are supported to challenge themselves and take risks in their play and learning; mistakes are seen as a valuable part of the learning process with adults modelling learning alongside children.

A variety of creative approaches are used to scaffold learning, for example:

- Supporting children's child-initiated play;
- Focus teaching in small groups;
- Together time or carpet sessions to share learning;
- Circle time;
- Phonics sessions;
- Mental maths sessions;
- Learning stories
- Helicopter stories.

Children's early reading is supported through the Little Wandle Letters and Sounds Revised phonics programme. All of our staff are fully trained and ensure fidelity to the approach. Daily phonics teaching in Reception ensures children make rapid progress in their ability to apply phonics. Where children find phonics challenging, our practitioners support through daily 1:1 keep-up sessions to give children the personalised support they need. Big Cat Collins books support children to decode

using their phonic knowledge. Books are matched to children's phonic knowledge. Alongside the acquisition of reading skills through phonics, children's love of reading and their comprehension skills are nurtured through real books and apprenticeship approach supports children to be co-readers of more challenging texts.

Our personalised approach ensures that we identify children needing additional support quickly and respond to their next steps. Adults will plan for additional opportunities for children where needed and these will be built into the day. Effective home-school communication ensures that parents and carers work with practitioners to best support the child.

Observations and Assessment (Links to Learning and Development)

At Ridgeway, we take a multi-layered approach to observing and assessing children in the Foundation Stage. Practitioners continually observe, listen, talk to and engage with children. These observations inform planning, next steps and assessment. We celebrate and value the significance of children's independent learning, and believe it is critically important to record moments of 'significant' learning for each child.

Observation and Assessments are derived from the following:

- Observing, talking to and interacting with children
- Short and long observations of significant moments for the child
- Child engagement and involvement observations
- Photographs
- Learning stories
- Child-initiated learning
- Focus group learning
- Parental contributions

Each child has their own learning folder which contains their learning from across the year. Children play an intrinsic role in adding to their learning folder, and can access their folders at all times. They are also accessible to parents who are actively encouraged to share them with their children and contribute significant learning experiences from home. Learning folders are for the children; the children own them. Adults do not write over children's learning, they do not need to write down areas of learning demonstrated through a photograph or a piece of learning. Instead, the children own this journey. Everything in the folder is significant to the child, and in many cases they have added it to their folder independently. Learning is filed chronologically, so children are able to tell the story of the journey in Nursery and Reception.

Children in Nursery and Reception own their classroom, with each child having their own 'gallery' space on the wall. Children share the learning that is significant and important to them, and in doing so understand that their contributions are valued and inspire others.

How do we ensure our Early Years Foundation Stage is Effective? (Impact)

Our ongoing observations and assessments not only inform our planning, provision and support for the children, they also form a significant part of our assessment of children's learning and development. Our ongoing formative assessments provide one of the most important indicators of the effectiveness of our curriculum.

The impact of our EYFS is evidenced through:

- Children being excited, motivated and happy to come to school;
- Children developing a love learning and are curious.
- High expectations for **all** children and an unrelenting belief that all children can succeed;
- Strong development of the Characteristics of Effective Learning;
- Displaying the qualities embodied in our core values: Creative, Collaborative, Resilient, Responsible, Reflective;
- High levels of child engagement and involvement;
- Development of a strong sense of self and personal identity;
- The ability to self-regulate and their ability talk about their feelings and emotions;
- High levels of independence and creativity;
- High levels of talk and communication with children able to interact and communicate successfully with peers and adults;
- Strong early reading skills and a love of books and reading for pleasure;
- Broad foundational knowledge across all areas of learning and development in the EYFS Statutory Framework;
- Broad foundational knowledge in areas of learning beyond those specifically referenced in the EYFS Statutory Framework, for example in Computing and Shape, Space and Measure;
- Enriching experiences both in the provision and beyond to ensure all children have the best start and develop cultural capital;
- Effective and personalised support for children with additional needs and those who need help to make the progress of which they are capable, in a way that is sensitive to their individual learning journey and stage of development.

At the end of Reception, children are assessed against the Early Years Foundation Stage Profile (EYFSP) in all of the areas of learning. Children are either assessed as meeting the expected level of development or as 'emerging', meaning they are still working towards the requirements of the Early Learning Goal in that area of learning. By ensuring our curriculum is broad and balanced, children are supported to achieve well across all areas of learning. Where children are still working towards particular goals, clear strategies to support the child are in place and are communicated with Year 1 teachers to ensure effective transition which builds on children's existing skills and knowledge.

Early Years Profile assessments are a significant indicator of our impact on children's progress and learning, but only represent a sample of what children have learned. These outcomes are used in conjunction with our own assessments when evaluating the impact of our Foundation Stage on the whole child.

To ensure our EYFS provision remains effective, we continually evaluate our practices and take steps to develop and improve. There are a variety of ways through which we ensure effective practice:

- Practitioners closely monitor children's progress and outcomes in the short and long term, adjusting teaching and planning to meet needs for individual children and cohorts, as they arise;
- Practitioners moderate within the setting, across the school and with other settings;
- Parent and carer feedback is actively sought and feeds into improvements;
- The early years Leading Practitioner drives progress within the phase. They monitor, guide, mentor and coach staff within the Foundation Stage to ensure high quality provision for children. They support the Headship Team with monitoring the quality of teaching and learning;

- The Senior Leadership Team monitor the quality of provision across the Foundation Stage and ensure practice is effective and aligned with the schools ethos and values;
- Subject Team Leaders monitor the quality of provision and outcomes for their subject. They analyse outcomes and provide feedback and support to teachers and year groups as necessary, as well as lead whole school professional development;
- Ongoing professional development for all EYFS staff ensures they are given the opportunity to hone and refine their skills and knowledge;

Monitoring may take the following forms (although this list is not exhaustive):

- Learning walks and class visits;
- Conversations with children and staff;
- Looking at children's observations and learning outcomes;
- Analysing children's learning and development outcomes;
- Analysing behaviour and attendance;
- Reviewing individualised plans for specific children.