

BEd (Hons) Primary

PGCE Primary & Early Years  
Including School Direct and SCITT

## **Notes of Guidance - EARLY YEARS**

For Student Teachers, School Based Tutors, University  
Visiting Tutors and Mentors working with Young Children in  
the EYFS and KS1

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## Introduction

The Early Years Foundation Stage (EYFS) statutory framework (Department for Education, 2017) sets the **standards for the learning, development and care** of children from birth to five years of age. Early Years settings and an increasing number of primary schools provide care and education for children under five until the age of statutory schooling; the term before they turn five years of age. All student teachers (regardless of their subject specialism) should expect to work with children in the EYFS at some point during their placement experiences as many schools in the Primary Partnership have mixed age KS1 classes which often include Reception children.

These Notes of Guidance introduce **key elements of the EYFS** as well as identifying the **principles which underpin high quality work** with young children and their families. The document also explores some of the **essential terminology** within the EYFS to make working with young children and assessing their progress more accessible for those not so familiar with this age group. However, the document is no more than an introduction and so student teachers working with children within the EYFS will need **to seek additional guidance from school based colleagues** to take account of relevant school policies and procedures.

## EYFS Principles

The EYFS has four overarching principles that shape practice in early years settings:

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through **positive relationships**;
- 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; and

- **Children develop and learn in different ways and at different rates.** The EYFS framework covers the care and education of all children in early years provision, including children with EAL and SEND.

## Characteristics of Effective Learning (CoEL)

In addition to reflecting the principles underpinning the EYFS, student teachers should recognise that **very young children learn in different ways**, so it is important to be aware of the CoEL:

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

Suitable learning environments and activities need to be planned to foster these **positive dispositions and attitudes** in young children so that effective learning can be observed taking place and assessed appropriately. See [Appendix 5](#) for examples of what to look for when children are evidencing the Characteristics of Effective Learning.

## Areas of Learning and Development

Within the EYFS there are 7 **Areas of Learning and Development**; three Prime Areas and four Specific Areas as follows:

| Area of Learning and Development           |                                    |
|--|------------------------------------|
| Prime Areas                                | Aspect                             |
| Personal, Social and Emotional Development | Making relationships               |
|  | Self-confidence and self-awareness |
|  | Managing feelings and behaviour    |
| Physical Development                       | Moving and handling                |
|  | Health and self-care               |

|                            |   |
|----------------------------|---|
| Communication and Language | Listening and attention                 |
|                            | Understanding                           |
|                            | Speaking                                |
| <b>Specific Areas</b>      | <b>Aspect</b>                           |
| Literacy                   | Reading                                 |
|                            | Writing                                 |
| Mathematics                | Numbers                                 |
|                            | Shape, space and measures               |
| Understanding the World    | People and communities                  |
|                            | The world                               |
|                            | Technology                              |
| Expressive Arts and Design | Exploring and using media and materials |
|                            | Being imaginative                       |

The **Prime Areas** are the ‘bedrock’ for the Specific Areas of Learning and Development to build upon. Until young children have grown and developed in the Prime Areas it will be difficult for them to learn the skills and knowledge attributed to the **Specific Areas**.

The Areas of Learning and Development consist of 17 **Aspects** which begin to make links between the EYFS and KS1 of the National Curriculum. These Aspects show ‘**what**’ skills and knowledge children are learning.

**Reminder:** The CoEL illuminate ‘**how**’ children are learning and the Areas of Learning and Development show ‘**what**’ children are learning.

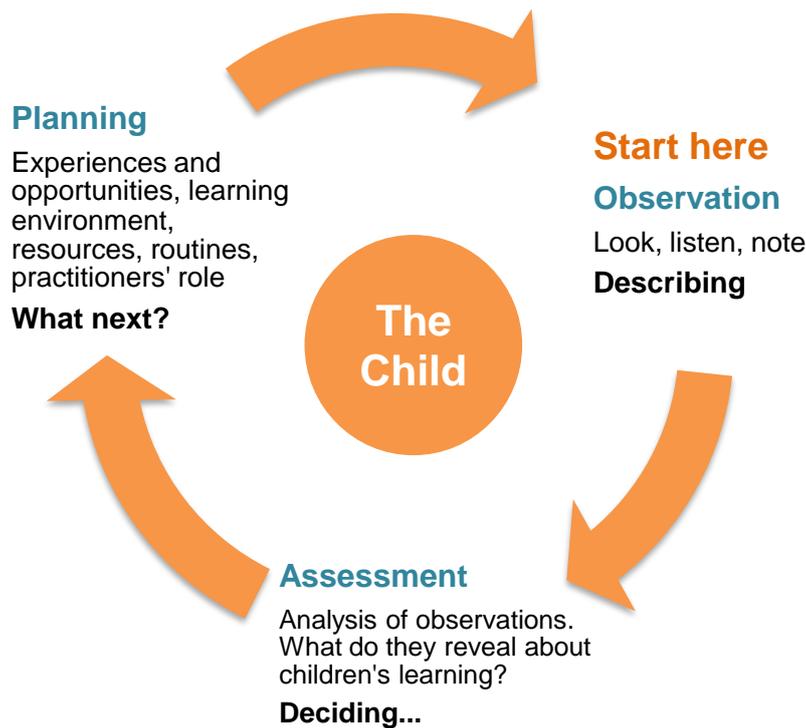
## Principles of Planning

Planning for children’s learning in the EYFS is based upon the principle of Assessment for Learning so it is important to start the process with **child observations**.

*‘Practitioners must consider the individual needs, interests, and stage of development of each child in their care, and must use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development’*

(Department for Education, 2017, p. 9)

This cycle of planning from observations in the EYFS is portrayed in the image below:



(Early Education, 2012, p. 3)

Observing, listening and establishing positive relationships with the children will support the planning of meaningful learning experiences, activities and environments. In addition to regular **narrative observations** (written records of what children say and / or do over a short period) there are a variety of other observational methods including:

- Target child observation – focusing on a particular child and who they socialise with providing a detailed record of their activity over a short period;
- Photographs and copies of children's work – these are useful forms of capturing a child's activity but need supporting with a statement describing the moment;
- Tracking – following the child's movements between activities and how long they spend at each;
- Event sampling – recording information surrounding a particular behaviour, action or response;
- Time sampling – recording what the child does over a period such as every 5mins for one hour;
- Sociogram – asking children who they play with shows reciprocal friendships useful for transitions or those struggling with friendships.

Planning should be largely based on observations of what **children already know and can do** as well as what might be appropriate for them to develop further.

**Reminder:** Planning for learning in the EYFS **begins with observing the child** and this is different to planning for learning in KS1 and KS2 when the curriculum is often the starting point.

## Learning through Play

Play is an extremely important ‘vehicle’ for young children’s learning. Nevertheless, a tension exists between policy recommendations which advocate the importance of **achieving specific learning outcomes** at the same time **as choice, freedom and autonomy for young children in play**. When working with young children student teachers need to respond creatively to such demands and **achieve an appropriate balance** between more open-ended activities and those with a specific outcome in mind.

Play-based experiences which take account of the four **EYFS Principles** will provide evidence of the **Characteristics of Effective Learning** and promote progress within one or more of the **Areas of Learning and Development**. Such experiences need to be based upon a sensitive balance of:

- Child-initiated activities
- Adult-initiated activities
- Indoor and outdoor play
- Open ended resources
- A mix of sensory, malleable, physical, and imaginative resources, blocks, role play and small world resources, construction materials, books, art, design and technological resources

*‘Play is essential for children’s development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults’*

(Department for Education, 2017, p. 9)

## Child-initiated activities

Young children benefit from being offered a wide range of resources and opportunities to **initiate and pursue their own learning**. It is not always possible to plan learning outcomes for these however, it is important to show an awareness of ‘what’ and ‘how’ the child could be learning when creating opportunities for child-initiated activities. Adults will need to demonstrate skilful, sensitive and appropriately timed interventions in a child-initiated activity in order to enrich and develop children’s play and to **support and extend learning** in a challenging way.

## Adult-initiated activities

Having the freedom to play and initiate learning does not necessarily meet all the learning needs of all young children. In order that children may reach their full potential **adults will need to teach certain skills and knowledge** by organising carefully chosen adult-initiated learning activities.

Adults need to carefully consider an **appropriate balance** of child-initiated and adult-initiated activities and they will need to plan where their time is going to be spent and what role they will play. The provision of a **rich, flexible, safe and playful learning environment** (both outside as well as inside) will be based on a good understanding of the next steps in children’s learning.

**Reminder:** Observing and **engaging with young children** (through talk, questioning, active participation, etc.) within a child or adult-initiated activity is an essential part of teaching and learning in the early years.

## Assessment

### Formative Assessment

The EYFS aims to identify young children’s progress primarily through the gathering of different observations over a period of time. Where possible, these should be

linked to Aspect(s) within the Areas of Learning and Development and refer to the **child's developmental stage** (eg. 30-50 months). In addition, the relevant Characteristics of Effective Learning need to be considered before planning possible next steps for learning and development.

Formative assessment of children might also focus upon:

- Use of the Leuven Scale for Well-being (Laevers, 1999) see [Appendix 7](#);
- Use of the Leuven Scale for Involvement (Laevers, 2005) see [Appendix 8](#);
- Children's patterns of behaviour or 'schemas' see [Nutbrown, C](#), (2011) p.16.

[Appendix 4](#) contains an example of an **EYFS Individual Child Observation Sheet** which could be used to record written observations of young children's learning in the early stages of a placement and are **important evidence** for individual Child Profiles. Within the EYFS it is recommended that **80%** of the information in a child's records should come from child-initiated activities and **20%** from adult-initiated activities.

### Summative Assessment

The EYFS requires 'best-fit judgements' to be made about whether or not a child has met the age-appropriate level of development expected for each of the 17 individual **Early Learning Goals** (ELGs). The suggested developmental stages within the EYFS are found in **Early Years Outcomes** (EYOs) (Department for Education, 2013) and show what children **might typically be doing** to evidence their learning within a particular age band.

Early Years Outcomes is a **non-statutory guide** to support all those working with young children when assessing and reporting on progress. Below is an extract from the document showing the typical behaviours young children might exhibit in the Aspect of **Speaking** within the Prime Area of Communication and Language between the ages of 22 to 60+ months.

| COMMUNICATION AND LANGUAGE - Speaking |  |
|---------------------------------------|--|
| Age                                   | Typical behaviour  |
| 22 to 36 months                       | <ul style="list-style-type: none"> <li>• Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</li> <li>• Holds a conversation, jumping from topic to topic.</li> <li>• Learns new words very rapidly and is able to use them in communicating.</li> <li>• Uses gestures, sometimes with limited talk, e.g. reaches towards toy, saying 'I have it'.</li> <li>• Uses a variety of questions (e.g. what, where, who).</li> <li>• Uses simple sentences (e.g. 'Mummy gonna work.')</li> <li>• Beginning to use word endings (e.g. going, cats).</li> </ul>   |
| 30 to 50 months                       | <ul style="list-style-type: none"> <li>• Beginning to use more complex sentences to link thoughts (e.g. using and, because).</li> <li>• Can retell a simple past event in correct order (e.g. went down slide, hurt finger).</li> <li>• Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> <li>• Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</li> <li>• Uses a range of tenses (e.g. play, playing, will play, played).</li> <li>• Uses intonation, rhythm and phrasing to make the meaning clear to others.</li> <li>• Uses vocabulary focused on objects and people that are of particular importance to them.</li> <li>• Builds up vocabulary that reflects the breadth of their experiences.</li> <li>• Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</li> </ul> |
| 40 to 60+ months                      | <ul style="list-style-type: none"> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</li> <li>• Uses language to imagine and recreate roles and experiences in play situations.</li> <li>• Links statements and sticks to a main theme or intention.</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.</li> <li>• Introduces a storyline or narrative into their play.</li> </ul>   |

(Department for Education, 2013, p. 8)

At the end of the EYFS children's attainment is recorded in the EYFS Profile (EYFSP) as **emerging** (not yet achieved), **expected** or **exceeding** if they have moved beyond age-related expectations (ARE) for each of the Early Learning Goals set out in [Appendix 6](#). Evidence used will be the result of observations, knowledge of the child or information from additional sources (eg. parents/carers) that inform the overall picture of a child's

development. A link to the EYFS Profile Handbook is available in [References and Useful Resources](#) on p.15.

Student teachers may also find the Department for Education's EYFS 'exemplification materials' helpful as these illustrate the typical outcomes for each ELG at the end of the Reception year. A link to the **EYFS exemplification materials** is available in [References and Useful Resources](#) on p.15

Whatever the focus of the observation for assessment purposes it should be noted that:

*'Children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development'*

(Early Education, 2012, p. 6)

**Reminder:** All adults working with children in the Early Years are advised to keep **paperwork to the minimum** needed to illustrate their knowledge of children's progress and attainment.

## Aligning the EYFS with KS1

The 17 separate Aspects within the Areas of Learning and Development show 'what' skills and knowledge young children are learning. Therefore when School Experience documentation refers to the National Curriculum (NC) those working with young children should consider the relationship between the NC Core and Foundation subjects and the EYFS Prime and Specific Areas of Learning and Development.

However, it is essential to bear in mind **the holistic nature of young children's learning** and this requires the skilful and sensitive provision of appropriate learning opportunities to lay **strong foundations for later learning** within KS1. For example, there may be children who are at an earlier stage of development than others while some may appear at a later

stage of development (eg. those with summer birthdays). In addition, some young children may be highly active and more likely to demonstrate what they know, understand and can do in situations they particularly enjoy (eg. in the outdoors).

It is important that student teachers reflect on their observations and ensure that the learning environment and opportunities for learning enable all young children to demonstrate their attainment at their highest level. Without a **wide range of play based learning experiences** where young children can demonstrate the Characteristics of Effective Learning in the EYFS they will not be in a position to move on to some of the demands of learning within the National Curriculum. High quality teaching and learning in the Early Years supports good transitions for young children and should inform high quality teaching and learning in KS1.

**Reminder:** Young children making the transition from learning in Reception to learning in Yr1 are likely to require careful and sensitive support from adults and this is particularly important for children with EAL and / or SEND.

## **Evidencing the Teachers' Standards (QTS) when working in the EYFS**

Student teachers should use the Primary Partnership's **Evidence towards the Teachers' Standards (2012)** document to evidence their progress towards achieving QTS.

In addition, the **following examples also provide suitable evidence** towards the Teachers' Standards (QTS) when working with young children in schools and early years settings. This list is not exhaustive and student teachers should identify their own examples based upon working with young children and colleagues in their individual placement context.

**Possible sources of evidence to demonstrate progress towards the Teachers' Standards PART ONE (Teaching) when working with children within the EYFS.**

**1. Set high expectations which inspire, motivate and challenge pupils**

|  |  |
|--|--|
| a. establish a safe and stimulating environment for pupils, rooted in mutual respect                   | <ul style="list-style-type: none"> <li>• <i>The learning environment is set up to maximise young children's curiosity and motivation to learn</i></li> <li>• <i>Planning and Weekly Evaluations make reference to Safeguarding and Health &amp; Safety policies</i></li> </ul> |
| b. set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions          | <ul style="list-style-type: none"> <li>• <i>Observations and comments from young children are used plan stimulating activities</i></li> <li>• <i>School / setting data is used to inform planning for young children's learning</i></li> </ul>                                 |
| c. demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. | <ul style="list-style-type: none"> <li>• <i>Positive reinforcement strategies are used to promote learning for individual children</i></li> <li>• <i>Sharing and caring behaviours are modelled consistently by adults and children</i></li> </ul>                             |

**2. Promote good progress and outcomes by pupils**

|  |  |
|--|--|
| a. be accountable for pupils' attainment, progress and outcomes                                    | <ul style="list-style-type: none"> <li>• <i>Clear reference to the ELGs and CoEL is made on planning and assessment records</i></li> <li>• <i>School / setting data is used to inform planning for young children's learning</i></li> </ul>                                      |
| b. be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these | <ul style="list-style-type: none"> <li>• <i>Conversations with parents as well as children take place about learning and are used to inform planning</i></li> <li>• <i>Young children's Levels of Well-being and Involvement are used for assessment and planning</i></li> </ul> |
| c. guide pupils to reflect on the progress they have made and their emerging needs                 | <ul style="list-style-type: none"> <li>• <i>Adults work collaboratively with young children and encourage them to talk about their learning</i></li> <li>• <i>Adults model strategies to develop children's learning (eg. questioning, sustained shared thinking)</i></li> </ul> |
| d. demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching    | <ul style="list-style-type: none"> <li>• <i>Planning and Assessment records show reflection on a balance of child and adult-initiated activities</i></li> <li>• <i>Observations, Child Profiles and Weekly Evaluations make appropriate reference to the CoEL</i></li> </ul>     |
| e. encourage pupils to take a responsible and conscientious attitude to their own work and study.  | <ul style="list-style-type: none"> <li>• <i>Time and space is provided for young children to peer-review their learning</i></li> <li>• <i>High quality learning outcomes are celebrated regularly with all children</i></li> </ul>   |

**3. Demonstrate good subject and curriculum knowledge**

|  |  |
|--|--|
| a. have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings | <ul style="list-style-type: none"> <li>• <i>Learning through play is promoted to enhance children's learning in the Prime and Specific Areas</i></li> <li>• <i>Opportunities for child and adult-initiated activities support young children's CoEL</i></li> </ul> |
|--|--|

|  |   |
|--|---|
| b. demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship  | <ul style="list-style-type: none"> <li>• <i>Planning and teaching demonstrates a commitment to the Unique Child, Positive Relationships and an Enabling Environment</i></li> <li>• <i>New initiatives (eg. technology) are tried when working with young children and reviewed in Weekly Evaluations</i></li> </ul> |
| c. demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject | <ul style="list-style-type: none"> <li>• <i>Adults model high standards of English when speaking to young children</i></li> <li>• <i>Adults model accurate early literacy skills within the learning environment (eg. writing on the IWB)</i></li> </ul>  |
| d. if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics  | <ul style="list-style-type: none"> <li>• <i>Planning demonstrates a clear use of systematic synthetic phonics to develop early reading</i></li> <li>• <i>Young children are regularly heard read and notes are made on their early progress</i></li> </ul>  |
| e. if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.  | <ul style="list-style-type: none"> <li>• <i>Adults model accurate early mathematics skills within the learning environment (eg. writing on the IWB)</i></li> <li>• <i>Early misconceptions are identified and addressed with young children in small groups and one to one</i></li> </ul>                           |
| <b>4. Plan and teach well-structured lessons</b>   |   |
| a. impart knowledge and develop understanding through effective use of lesson time   | <ul style="list-style-type: none"> <li>• <i>Adult-initiated activities promote progress and allow time for children's questions</i></li> <li>• <i>Adult-initiated activities start and end effectively</i></li> </ul>   |
| b. promote a love of learning and children's intellectual curiosity  | <ul style="list-style-type: none"> <li>• <i>The learning environment is set up to maximise young children's curiosity and motivation to learn</i></li> <li>• <i>Young children question and develop their curiosity based upon their own interests</i></li> </ul>   |
| c. set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired  | <ul style="list-style-type: none"> <li>• <i>Information provided by parents/carers is used to plan young children's learning in the school / setting</i></li> <li>• <i>Parents/carers are involved to extend young children's interest in learning at home</i></li> </ul>   |
| d. reflect systematically on the effectiveness of lessons and approaches to teaching   | <ul style="list-style-type: none"> <li>• <i>Reflective annotations on activity plans and observations make reference to the EYOs and ELGs</i></li> <li>• <i>Weekly Evaluations make reference to the CoEL and individual children's progress</i></li> </ul>   |
| e. contribute to the design and provision of an engaging curriculum within the relevant subject area(s).   | <ul style="list-style-type: none"> <li>• <i>Resources and ideas are contributed to placement school / setting's planning for the Foundation Stage</i></li> <li>• <i>Observations are used to plan for young children's learning in the Prime and Specific Areas</i></li> </ul>                                      |
| <b>5. Adapt teaching to respond to the strengths and needs of all pupils</b>   |   |
| a. know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively   | <ul style="list-style-type: none"> <li>• <i>Questioning is appropriately differentiated and challenging for individual children</i></li> <li>• <i>Adult-initiated activities make appropriate reference to the EYOs and ELGs</i></li> </ul>   |
| b. have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these  | <ul style="list-style-type: none"> <li>• <i>Planning for the learning environment makes provision for young children with EAL and SEND</i></li> <li>• <i>Adult-initiated activities reduce barriers to learning for young children with EAL and SEND</i></li> </ul>   |

|  |   |
|--|---|
| <p>c. demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development</p>  | <ul style="list-style-type: none"> <li>• <i>Observations inform assessment and planning for next steps in children's learning</i></li> <li>• <i>Planning demonstrates a commitment to the Unique Child, Positive Relationships and an Enabling Environment</i></li> </ul>   |
| <p>d. have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.</p> | <ul style="list-style-type: none"> <li>• <i>Information provided by parents/carers is used to plan children's learning in the school / setting</i></li> <li>• <i>Observations inform assessment and planning for next steps in children's learning</i></li> <li>• <i>Adult-initiated activities make provision for children with EAL and SEND</i></li> <li>• <i>Planning for the learning environment makes provision for children with EAL and SEND</i></li> <li>• <i>Pupil Premium data is used to inform assessment</i></li> </ul> |
| <p><b>6. Make accurate and productive use of assessment</b></p>  |   |
| <p>a. know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements</p>   | <ul style="list-style-type: none"> <li>• <i>Knowledge of the EYOs, ELGs and CoEL is used when assessing children's progress and attainment in the Prime and Specific Areas</i></li> <li>• <i>School / setting data is used to inform planning for young children's learning</i></li> </ul>  |
| <p>b. make use of formative and summative assessment to secure pupils' progress</p>  | <ul style="list-style-type: none"> <li>• <i>Observations and the CoEL identify young children's interests and plan next steps in their learning</i></li> <li>• <i>Assessment makes clear reference to the EYOs and ELGs when reporting on young children's progress</i></li> </ul>  |
| <p>c. use relevant data to monitor progress, set targets, and plan subsequent lessons</p>  | <ul style="list-style-type: none"> <li>• <i>School / setting data is used to inform planning for young children's learning</i></li> <li>• <i>Observations and the CoEL identify young children's interests and plan next steps in their learning</i></li> </ul>   |
| <p>d. give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.</p>   | <ul style="list-style-type: none"> <li>• <i>Appropriate level of praise is given in response to individual children's learning</i></li> <li>• <i>High quality learning is discussed and celebrated regularly with all children</i></li> </ul>   |
| <p><b>7. Manage behaviour effectively to ensure a good and safe learning environment</b></p>   |   |
| <p>a. have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy</p>   | <ul style="list-style-type: none"> <li>• <i>Clear expectations and regular routines are modelled consistently by adults in the learning environment.</i></li> <li>• <i>Reference is made to the school / setting's behaviour policy in Weekly Evaluations</i></li> <li>• <i>Parents/carers are appropriately involved to establish and maintain consistent behaviour expectations</i></li> </ul>  |
| <p>b. have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly</p>  | <ul style="list-style-type: none"> <li>• <i>Consistent and appropriate forms of reward are given or withdrawn in response to individual children's behaviour</i></li> <li>• <i>Appropriate behaviour expectations are consistently applied and rewarded at transition times (beginning and end of day routines, etc.)</i></li> </ul>  |

|   |   |
|---|---|
| c. manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them                  | <ul style="list-style-type: none"> <li>• <i>Adults are effectively deployed in the learning environment and noted on planning</i></li> <li>• <i>Evidence of the CoEL are celebrated regularly with all children</i></li> </ul>  |
| d. maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary                                 | <ul style="list-style-type: none"> <li>• <i>Commitment to the Unique Child is demonstrated when feeding back to young children on learning</i></li> <li>• <i>Parents/carers are appropriately involved to establish and maintain positive behaviour expectations</i></li> </ul>   |
| <b>8. Fulfil wider professional responsibilities</b>  |   |
| a. make a positive contribution to the wider life and ethos of the school   | <ul style="list-style-type: none"> <li>• <i>Attend and contribute to staff meetings and parents' meetings as appropriate</i></li> <li>• <i>Actively engage in play time supervision as appropriate</i></li> </ul>   |
| b. develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support                | <ul style="list-style-type: none"> <li>• <i>Meet external agencies responsible for supporting young children's learning (eg. Speech Therapist)</i></li> <li>• <i>Meet the governor responsible for Early Years as appropriate</i></li> </ul>  |
| c. deploy support staff effectively   | <ul style="list-style-type: none"> <li>• <i>Adults are effectively deployed in the learning environment and noted on planning</i></li> <li>• <i>Use feedback from support staff to develop young children's learning</i></li> </ul>   |
| d. take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues | <ul style="list-style-type: none"> <li>• <i>Incorporate feedback from colleagues into planning</i></li> <li>• <i>Demonstrate a pro-active approach to developing knowledge, skills and understanding when working within KS1</i></li> <li>• <i>Seek opportunities to further understand EYFS/KS1 transition and progression within the school / setting as appropriate</i></li> </ul> |
| e. communicate effectively with parents with regard to pupils' achievements and well-being.   | <ul style="list-style-type: none"> <li>• <i>Establish and maintain contact with parents as necessary</i></li> <li>• <i>Actively promote regular home-school partnership working</i></li> </ul>  |

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## Useful Organisations

**Early Education** - national charity supporting early years practitioners with training, resources and professional networks.

[www.early-education.org.uk](http://www.early-education.org.uk)

@earlyed\_uk

**Foundation Years** - information and support for those working in early years and childcare delivering services for children and families.

[www.foundationyears.org.uk](http://www.foundationyears.org.uk)

@FoundationYears

## Appendices for use when working with children within the EYFS

|            |   |   |        |
|------------|---|---|--------|
| Appendix 1 | - | EYFS Activity Plan                        | Pg. 17 |
| Appendix 2 | - | Weekly Plan for the Learning Environment  | Pg. 19 |
| Appendix 3 | - | Weekly Plan for Adult-Directed Activities | Pg. 20 |
| Appendix 4 | - | EYFS Individual Child Observation Sheet   | Pg. 21 |
| Appendix 5 | - | The Characteristics of Effective Learning | Pg. 22 |
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| Appendix 8 | - | The Leuven Scale for Involvement          | Pg. 26 |

|  |  |      |                 |                |
|--|--|------|-----------------|----------------|
| Area of Learning and Development   | Age Group                                    | Date | Time            | No of children |
| What has been already covered in the Area of Learning and Development?                                       |  |      |                 | Vocabulary?    |
| What will be developed further in the Area of Learning and Development?                                      |  |      |                 |                |
| Early Years Outcome(s)   | Early Learning Goal(s) <i>If appropriate</i> |      | EAL/SEND?       |                |
| <p>Introduction <i>Consider grouping/role of adults</i></p>  |  |      |                 |                |
| <p>Development <i>Consider explanations, demonstrations, key questions, grouping and differentiation</i></p> |  |      | TA Involvement? |                |

|  |  |
|--|--|
| Possible Plenary - discussion and review?  |  |
| Risk Assessment? <i>Only note anything over and above standard indoor practice (unless PE)</i>   |  |
| Parental Involvement?  |  |
| Opportunities for observation and assessment? <i>Who and what is to be observed in relation to adult-directed and adult-initiated activities</i> |  |
| Evaluation of the children's learning:<br><i>(including the outcomes of assessment)</i>  | Evaluation of my teaching: <i>(and any other adults)</i> |
| Next steps for the children's learning:  | Next steps for my teaching:                              |

## APPENDIX 2

Note: This is an EXAMPLE to support consideration for a **wide range** of **Outdoor and Indoor** learning opportunities on a short-term basis

| Weekly Plan for the Learning Environment                      |  |                        |                  |  |                        |
|---|--|------------------------|------------------|--|------------------------|
| Outside Resources   |  | Key Learning Intention | Indoor Resources |  | Key Learning Intention |
| Role play   |  |                        | Role play        |  |                        |
| Small World   |  |                        | Small World      |  |                        |
| Sand  |  |                        | Sand             |  |                        |
| Water   |  |                        | Water            |  |                        |
| Mark making   |  |                        | Mark making      |  |                        |
| Construction  |  |                        | Construction     |  |                        |
| Large Physical  |  |                        | Malleable        |  |                        |
| Technology  |  |                        | Technology       |  |                        |
| Reading   |  |                        | Book Area        |  |                        |
| Art & Design  |  |                        | Art & Design     |  |                        |
| Significant Achievements/Difficulties. Assessments/What Next? |  |                        |                  |  |                        |
|   |  |                        |                  |  |                        |

## APPENDIX 3

Note: This is an EXAMPLE to support consideration for appropriate coverage of the **EYFS Areas of Learning** on a short-term basis

| Weekly Plan for Adult-Directed Activities  |                        |        |         |           |          |        |
|--|------------------------|--------|---------|-----------|----------|--------|
| Area of Learning                           | Key Learning Intention | Monday | Tuesday | Wednesday | Thursday | Friday |
| Personal, Social and Emotional Development |                        |        |         |           |          |        |
| Communication & Language                   |                        |        |         |           |          |        |
| Physical Development                       |                        |        |         |           |          |        |
| Literacy                                   |                        |        |         |           |          |        |
| Mathematics                                |                        |        |         |           |          |        |
| Understanding of the World                 |                        |        |         |           |          |        |
| Expressive Arts and Media                  |                        |        |         |           |          |        |

|  |         |                        |                                  |       |                               |   |
|--|---------|------------------------|----------------------------------|-------|-------------------------------|---|
| CHILD'S NAME:  |         | ENVIRONMENT:           |                                  |       |                               |   |
| Age:   | Yrs and | Mths                   | Gender:                          | Date: | Start Time:                   |   |
| CONTEXT: <i>Was the activity child-initiated, adult-initiated, within a group or alone, etc?</i>     |         |                        |                                  |       |                               |   |
| NARRATIVE RECORD: <i>What was observed with reference to the CoEL, any children's comments, etc?</i> |         |                        |                                  |       |                               |   |
| EVALUATION: <i>What learning took place in relation to the EYFS Prime Areas and Specific Areas?</i>  |         |                        |                                  |       |                               |   |
| <i>EYO Aspect(s) of Learning</i>   |         | <i>EYO Age Band(s)</i> |                                  |       | <i>EYO Typical Behaviours</i> |   |
| <i>Leuven Well-being Level</i>   |         | 1                      | 2                                | 3     | 4                             | 5 |
| <i>Leuven Involvement Level</i>  |         | 1                      | 2                                | 3     | 4                             | 5 |
| NEXT STEPS: <i>What can be carried forward to support planning?</i>                                  |         |                        |                                  |       |                               |   |
| <i>Finish Time:</i>  |         |                        | <i>Observation completed by:</i> |       |                               |   |

## The Characteristics of Effective Learning

|   |
|---|
| <b>Playing &amp; exploring – engagement</b>   |
| <p><b>Finding out &amp; exploring</b></p> <ul style="list-style-type: none"> <li>▪ Showing curiosity about objects, events &amp; people</li> <li>▪ Using senses to explore the world around them</li> <li>▪ Engaging in open-ended activity</li> <li>▪ Showing particular interests</li> </ul>  |
| <p><b>Playing with what they know</b></p> <ul style="list-style-type: none"> <li>▪ Pretending objects are things from their experience</li> <li>▪ Representing their experiences in play</li> <li>▪ Taking on a role in their play</li> <li>▪ Acting out experiences with other people</li> </ul>   |
| <p><b>Being willing to ‘have a go’</b></p> <ul style="list-style-type: none"> <li>▪ Initiating activities</li> <li>▪ Seeking challenge</li> <li>▪ Showing a ‘can do’ attitude</li> <li>▪ Taking a risk, engaging in new experiences, &amp; learning from failures</li> </ul>  |
| <b>Active learning - motivation</b>   |
| <p><b>Being involved &amp; concentrating</b></p> <ul style="list-style-type: none"> <li>▪ Maintaining focus on their activity for a period of time</li> <li>▪ Showing high levels of energy, fascination</li> <li>▪ Not easily distracted</li> <li>▪ Paying attention to details</li> </ul>   |
| <p><b>Enjoying achieving what they set out to do</b></p> <ul style="list-style-type: none"> <li>▪ Showing satisfaction in meeting their goals</li> <li>▪ Being proud of how they accomplished something – not just the end result</li> <li>▪ Enjoying meeting challenges for their own sake rather than external rewards or praise</li> </ul> |
| <p><b>Keeping on trying</b></p> <ul style="list-style-type: none"> <li>▪ Persisting with activity when difficulties occur</li> <li>▪ Showing a belief that more effort or a different approach will pay off</li> <li>▪ Trying hard</li> </ul>   |
| <b>Creating &amp; thinking critically - thinking</b>  |
| <p><b>Having their own ideas</b></p> <ul style="list-style-type: none"> <li>▪ Thinking of ideas</li> <li>▪ Finding ways to solve problems</li> <li>▪ Finding new ways to do things</li> </ul>   |
| <p><b>Making links</b></p> <ul style="list-style-type: none"> <li>▪ Making links &amp; noticing patterns in their experience</li> <li>▪ Making predictions</li> <li>▪ Testing their ideas</li> <li>▪ Developing ideas of grouping, sequences, cause &amp; effect</li> </ul>   |
| <p><b>Choosing ways to do things</b></p> <ul style="list-style-type: none"> <li>▪ Planning, making decisions about how to approach a task &amp; reach a goal</li> <li>▪ Monitoring how effectively things are going</li> <li>▪ Changing strategy as needed</li> <li>▪ Reviewing how well the approach worked</li> </ul>                       |

## The Early Learning Goals

| <b>PRIME AREAS</b>                        |  |
|---|--|
| <b>ELG</b>                                | <b>Typical behaviour at the end of Reception</b>   |
| <b>Making relationships</b>               | Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.  |
| <b>Self-confidence and self-awareness</b> | Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.   |
| <b>Managing feelings and behaviour</b>    | Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride. |
| <b>Moving and handling</b>                | Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.   |
| <b>Health and self-care</b>               | Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.  |
| <b>Listening and attention</b>            | Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity   |
| <b>Understanding</b>                      | Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.   |
| <b>Speaking</b>                           | Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.<br><br>They develop their own narratives and explanations by connecting ideas or events.   |

## The Early Learning Goals

| <b>SPECIFIC AREAS</b>                          |   |
|--|---|
| <b>ELG</b>                                     | <b>Typical behaviour at the end of Reception</b>  |
| <b>Reading</b>                                 | Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.   |
| <b>Writing</b>                                 | Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.  |
| <b>Numbers</b>                                 | Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.          |
| <b>Shape, space and measures</b>               | Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.              |
| <b>People and communities</b>                  | Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.             |
| <b>The world</b>                               | Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. |
| <b>Technology</b>                              | Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.  |
| <b>Exploring and using media and materials</b> | Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.  |
| <b>Being imaginative</b>                       | Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.   |

### The Leuven Scale for Well-being

Well-being is associated with feeling at ease, being able to be spontaneous and free of emotional tensions. Well-being is also linked to self-confidence, a good level of self-esteem as well as resilience and is essential for 'mental health'.

| Level | Well-being            | Signals   |
|-------|-----------------------|---|
| 1     | <b>Extremely low</b>  | The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/herself or others.  |
| 2     | <b>Low</b>            | The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.   |
| 3     | <b>Moderate</b>       | The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.   |
| 4     | <b>High</b>           | The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.   |
| 5     | <b>Extremely high</b> | The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He /she is open and accessible to the environment. The child expresses self-confidence and self-assurance. |

### The Leuven Scale for Involvement

Involvement refers to the intensity with which a child is engaged in activities and is considered to be a necessary condition for deep level learning and development.

| Level | Well-being            | Signals  |
|-------|-----------------------|--|
| 1     | <b>Extremely low</b>  | Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.  |
| 2     | <b>Low</b>            | Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around.                             |
| 3     | <b>Moderate</b>       | Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted. |
| 4     | <b>High</b>           | Continuous activity with intense moments. The child's activity has intense moments and at all times they seem involved. They are not easily distracted.  |
| 5     | <b>Extremely high</b> | The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period.   |

Unless a child is observed as operating at levels 4 or 5, it is considered that learning will be limited. However, levels will fluctuate as it is unlikely that young children will consistently maintain such high levels of well-being and involvement throughout the day.