

# Statutory Framework for the EYFS

## Musts Audit

An Audit to identify the specific EYFS requirements providers **must** implement regarding:

Section 1 – The Learning and Development requirements

Section 2 – Assessment



## **The Statutory Framework for the EYFS:**

- sets the standards that all early years providers must meet to ensure that children learn and develop well
- ensures children are kept healthy and safe
- ensures that children have the knowledge and skills they need to start school

## **The Statutory Framework for the EYFS is for:**

- school leaders •school staff •childcare providers •child-minders

It relates to:

- local authority-maintained schools •non-maintained schools (schools not maintained by a local authority) •independent schools
- academies and free schools •nurseries •private nursery schools •pre-schools/playgroups •child-minding

## **Learning and Development and Assessment Musts Audit Contents:**

**Section 1 – The Learning and Development requirements**

**Section 2 – Assessment**

## Section 1 – The Learning and Development Requirements

MUSTs AUDIT Statutory Framework for EYFS 2014		Date Completed	Evidence	Action
1.1	Early years providers must guide the development of children’s capabilities with a view to ensuring that children in their care complete the EYFS ready to benefit fully from the opportunities ahead of them.			
	<b>Areas of Learning and Development</b>			
1.3	There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected. Three areas are <i>particularly crucial</i> for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the prime areas are: <ul style="list-style-type: none"> <li>• Communication and Language;</li> <li>• Physical Development; and</li> <li>• Personal, Social and Emotional Development.</li> </ul>			
1.4	Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are: <ul style="list-style-type: none"> <li>• Literacy;</li> <li>• Mathematics;</li> <li>• Understanding the World; and</li> <li>• Expressive Arts and Design.</li> </ul>			
1.5	Educational programmes must involve activities and experiences for children, as follows. <b>Communication and language</b> development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.			
	<b>Physical development</b> involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand			

	the importance of physical activity, and to make healthy choices in relation to food.			
	<b>Personal, social and emotional development</b> involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities			
	<b>Literacy</b> development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.			
	<b>Mathematics</b> involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.			
	<b>Understanding the world</b> involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.			
	<b>Expressive arts and design</b> involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.			
1.6	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.			
	Practitioners working with the youngest children are expected to focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas.			
	Throughout the early years, if a child's progress in any prime area gives cause for concern, practitioners must discuss this with the child's parents and/or carers and agree how to support the child.			
	Practitioners must consider whether a child may have a special educational need or disability which requires specialist support.			

	They should link with, and help families to access, relevant services from other agencies as appropriate.			
1.7	For children whose home language is not English, providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home.			
	Providers must also ensure that children have sufficient opportunities to learn and reach a good standard in English language during the EYFS.			
	When assessing communication, language and literacy skills, practitioners must assess children's skills in English.			
	If a child does not have a strong grasp of English language, practitioners must explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.			
1.8	Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.			
	Practitioners must respond to each child's emerging needs and interests, guiding their development through warm, positive interaction.			
1.9	In planning and guiding children's activities, practitioners must reflect on the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are: <ul style="list-style-type: none"> <li>• <b>Playing and Exploring</b> - children investigate and experience things, and 'have a go';</li> <li>• <b>Active Learning</b> - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and</li> <li>• <b>Creating and Thinking Critically</b> - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.</li> </ul>			
1.10	Each child must be assigned a key person			

	Providers must inform parents and/or carers of the name of the key person, and explain their role, when a child starts attending a setting.			
	The key person must help ensure that every child's learning and care is tailored to meet their individual needs.			
	The key person must seek to engage and support parents and/or carers in guiding their child's development at home.			
	They should also help families engage with more specialist support if appropriate.			
1.12	The level of progress children are expected to have attained by the end of the EYFS is defined by the <b>Early Learning Goals</b> (see pg 10 – 12)			

## Section 2 – Assessment

MUSTs AUDIT- Statutory Framework for EYFS 2014		Date completed	Evidence	Action
2.1	In their interactions with children, practitioners should respond to their own day-to-day observations about children’s progress and observations that parents and carers share.			
2.2	Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. Paperwork should be limited to that which is absolutely necessary to promote children’s successful learning and development. Parents and/or carers should be kept up-to-date with their child’s progress and development. Practitioners should address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.			
	<b>Progress check at age 2</b>			
2.3	When a child is aged between two and three practitioners must review their progress, and provide parents and/or carers with a short written summary of their child’s development in the prime areas.			
	This progress check must identify the child’s strengths, and any areas where the child’s progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child’s future learning and development involving parents and/or carers and other professionals as appropriate.			
2.4	The summary must highlight:  Areas in which a child is progressing well; areas in which some additional support might be needed; and focus particularly on any areas where there is a concern that a child may have a developmental delay (which may indicate a special educational need or disability).			
	It must describe the activities and strategies the provider intends to adopt to address any issues or concerns.			

	Practitioners must discuss with parents and/or carers how the summary of development can be used to support learning at home.			
2.5	Practitioners should encourage parents and/or carers to share information from the progress check with other relevant professionals, including their health visitor and the staff of any new provision the child may transfer to.			
	Practitioners must agree with parents and/or carers when will be the most useful point to provide a summary. Where possible, the progress check and the Healthy Child Programme health and development review at age two should inform each other and support integrated working.			
	Providers must have the consent of parents and/or carers to share information directly with other relevant professionals.			
<b>Assessment at the end of the EYFS – the Early Years Foundation Stage Profile (EYFSP)</b>				
2.6	In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child.			
	The Profile must reflect: on-going observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.			
2.7	Each child's level of development must be assessed against the early learning goals.			
	Practitioners must indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). This is the EYFS Profile.			
2.8	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.			
	These should inform a dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Year 1.			



2.9	Schools <sup>7</sup> must share the results of the Profile with parents and/or carers, and explain to them when and how they can discuss the Profile with the teacher <sup>8</sup> who completed it.			
	For children attending more than one setting, the Profile must be completed by the school where the child spends most time.			
	If a child moves to a new school during the academic year, the original school must send their assessment of the child's level of development against the early learning goals to the relevant school within 15 days of receiving a request. If a child moves during the summer term, relevant providers must agree which of them will complete the Profile.			
2.10	The Profile must be completed for all children, including those with special educational needs or disabilities.			
	Reasonable adjustments to the assessment process for children with special educational needs and disabilities must be made as appropriate. Providers should consider whether they may need to seek specialist assistance to help with this.			
	<b>Information to be provided to the Local Authority</b>			
2.11	Early years providers must report EYFS Profile results to local authorities, upon request. Local authorities are under a duty to return this data to the relevant Government department.			
	Providers must permit the relevant local authority to enter their premises to observe the completion of the EYFS Profile, and permit the relevant local authority to examine and take copies of documents and other articles relating to the Profile and assessments.			
	Providers must take part in all reasonable moderation activities specified by their local authority and provide the local authority with such information relating to the EYFS Profile and assessment as they may reasonably request.			