



EYFS Governor

The Role of the EYFS Governor

- To be knowledgeable about the school's EYFS provision and the impact of this, including how funding, equipment and personnel resources are deployed.
- To be familiar with the Department of Education EYFS Framework.
- Be aware of the policies and procedures in place covering learning and development, safeguarding and welfare.
- Be satisfied that EYFS provision is an integral part of the school development plan
- Ensure the quality of provision is continually monitored via school visits.
- Hold Leaders to account for the provision and progress of children within the EYFS.
- Attend specific training and/or conferences.
- Have a regular agenda item at Governing Board meetings to report back on the EYFS provision.

Possible questions for the EYFS governor to consider;

How is your early years curriculum designed?

1. The early years curriculum should be designed around the early learning goals (ELGs). The ELGs are described in more detail in the EYFS statutory framework noted above.
2. There might be reference to local learning – for example, going on visits to local places and developing links with home experiences

What principles guide the pedagogy in the EYFS?

3. Play, exploratory learning and working on independence and collaboration in learning in the EYFS years
4. Interaction between learning at home and school is important – for example, encouraging and supporting parents to read with their children, help them learn letters or numbers, or support emerging reading and writing

How is progress monitored, recorded and reported in the EYFS?

5. Progress is usually monitored qualitatively via written comments and judgements, rather than data
6. Expect to see portfolios of photographs that include comments from early years practitioners
7. The ELGs direct the types of activity that are being monitored and guide the focus for each individual child's improvement
8. Pupils' individual profiles should be recorded regularly, with reference to the development of each of the ELGs



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9. Profiles should be recorded in a way that makes progress very visible and accessible for parents or carers – who might also be encouraged to share photos or comments about their child's learning at home

How is transition from the home or nursery environment dealt with?

10. Understand how the co-ordinator manages parents in the school building
11. Know how much time children spend at school across the course of the EYFS
12. What happens when children find it difficult to cope in the school environment
13. How any pre-school home visits carried out by EYFS staff are organised, how effective they are and whether they could be improved in any way

How is the transition to Key Stage 1 managed?

14. They might have visits or help from children further up the school
15. Ensure there's a process for communicating the learning profiles of each child to the Key Stage (KS) 1 teachers

How are members of staff in the EYFS deployed? What is the ratio of adults to children in the classroom?

16. Remember that the ratio of staff to pupils needs to be smaller in the EYFS. There's often more opportunity for small-group or one-to-one work on particular skills or activities.
17. Understand how the staff are organised
18. Check that staff are given the right support and resources to ensure that children are well supported in their learning

How is your classroom and outdoor space organised?

19. Areas should be designated for the development of different skills, for example:
 - a. Sandpit spaces
 - b. Water spaces
 - c. Dressing-up areas
 - d. Quiet spaces