



## Role of the Early Years Foundation Stage (EYFS) governor

| Main responsibilities                                                                                                                                                                                                                                                                                                    |
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| General                                                                                                                                                                                                                                                                                                                  |
| Be familiar with EYFS provision in the school and how resources are allocated.                                                                                                                                                                                                                                           |
| Be familiar with the EYFS statutory framework.                                                                                                                                                                                                                                                                           |
| Ensure that EYFS provision remains high on the school agenda and reporting on EYFS provision is equitable and consistent with other Key Stage provision.                                                                                                                                                                 |
| Ensure the school has an Early Years Policy in place, ensuring it is accessible to, and understood by, all members of staff.                                                                                                                                                                                             |
| Ensure there is a Child Protection and Safeguarding Policy and an Administering Medication Policy in place.                                                                                                                                                                                                              |
| Contribute to the development of a review schedule for all EYFS policies and ensure reviews are in line with statutory requirements.                                                                                                                                                                                     |
| Ensure that a designated safeguarding lead (DSL) is identified for the EYFS and that a role description is in place.                                                                                                                                                                                                     |
| Reading, understanding, and ensuring all staff read and understand, the following statutory safeguarding guidance: <ul style="list-style-type: none"> <li>• 'Working Together to Safeguard Children'</li> <li>• 'Keeping Children Safe in Education'</li> <li>• 'Prevent duty guidance for England and Wales'</li> </ul> |
| Monitor the implementation of the assessment of early learning goals and target setting procedures to ensure that all groups of children within the EYFS, including the most vulnerable, make good and expected progress.                                                                                                |
| Ensure that a special educational needs co-ordinator (SENCO) is identified for the EYFS provision.                                                                                                                                                                                                                       |
| Commit to furthering knowledge, understanding and expertise in relation to EYFS provision, taking up training opportunities where available.                                                                                                                                                                             |
| Effectively interpret and analyse performance data and seek solutions from the EYFS lead to address any patterns or issues of concern that are identified.                                                                                                                                                               |

Be familiar with and monitor the learning and development opportunities for children in the EYFS, to include:

- Communication and language.
- Physical development.
- Personal, social and emotional development.
- Literacy.
- Mathematics.
- Understanding the world.
- Expressive art and design.

Monitor how the school keeps parents up-to-date with their child's progress, including through the use of a key person assigned to each child.

Ensure that effective partnerships, working with parents and other practitioners, are established and that the impact of these partnerships is monitored.

Monitor if provision has been made for those children with English as an additional language (EAL) to use their home language in play and learning.

### **Monitoring**

Monitor compliance with the statutory requirement that each child has an EYFS Profile (EYFSP) completed in the final term of the year which the child turns age 5, and no later than 30 June in that term.

Ensure that completed EYFSPs are shared with the LA, the Year 1 teacher receiving that child into their class, and parents.

Monitor the school's performance by comparing the school's data against DfE benchmarking data for EYFSPs.

Monitor the way in which EYFS resources are deployed, ensuring there is an appropriate and proportionate allocation to different target pupil groups.

Monitor staff training and in-house CPD regarding EYFS provision, to include induction for staff members and volunteers.

Ensure that supervision is provided for all staff and that this facilitates a culture that supports individuals to progress and the provision to continue to develop and improve.

Monitor the provision of safeguarding training, ensuring it is provided to all staff and volunteers, including governors.

Ensure statutory and good practice guidance is understood and followed across the school.

Monitor outcomes of interventions and targets on a termly basis.

Ensure that recruitment procedures are in place, that procedures adhere to safer recruitment guidance and make certain that suitable people are recruited.

Ensure that staff:child ratios meet the EYFS Statutory Framework.

### **Communication and liaison**

Meet with the EYFS lead practitioner on a regular basis to monitor and review the EYFS progress plan and the impact of provision and interventions.

Meet with the EYFS lead practitioner and teaching staff to understand how teachers and support staff are held accountable for the progress of children in the EYFS.

Meet with the EYFS lead practitioner to monitor transition arrangements for children joining the EYFS and those children moving from the EYFS to Year 1.

Hold discussions with key staff (e.g. the SENCO) and the DSL about the impact of their work with children in the EYFS.

Provide governors, using evidence from monitoring visits, with assurance that key responsibilities are being met, as well as a means of sharing knowledge across the governing board. Alternatively, present a case with evidence from monitoring visits that key responsibilities are not being met and that action is required to address certain issues.

Conduct surveys with staff/parents/pupils about the impact of EYFS provision.

Ensure governors are involved in decisions about EYFS provision and the resources required to maintain and develop this provision.

Visit other schools to find out about and share EYFS strategies, best practice and actions.

Liaise with the safeguarding governor to ensure that every member of staff and volunteer, aged over 16 years has an enhanced DBS check in place.

Liaise with the health and safety governor or premises committee to monitor the suitability and safety of the premises, environment and equipment.

Liaise with the EYFS lead practitioner to monitor risk assessments, including for outings.

### Example questions for the EYFS governor to ask during monitoring activity

| Question                                                                                                                                                                                      | Comments | Action required? |
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| What processes are in place for pupils transitioning into the EYFS and those leaving the EYFS to join Year 1?                                                                                 |          |                  |
| How are pupils assessed on entry to the EYFS?<br>How are parents involved in this initial assessment?                                                                                         |          |                  |
| How is pupils' progress monitored and tracked?                                                                                                                                                |          |                  |
| How does the school know that progress and outcomes tracking processes are accurate?                                                                                                          |          |                  |
| Which pupils are not making expected progress? Is there a common pattern?                                                                                                                     |          |                  |
| How can the school demonstrate it is narrowing gaps and making a difference within EYFS provision?                                                                                            |          |                  |
| How are lessons differentiated for different needs in an inclusive way?                                                                                                                       |          |                  |
| Are there any additional interventions or support procedures that can be implemented to better support pupils below expected progress to improve rates of progress in line with other pupils? |          |                  |

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| How does progress and outcomes data compare with national data?                                                                                               |  |  |
| How does the school's performance compare against national data for EYFSPs?                                                                                   |  |  |
| Have leaders and governors considered research and reports about what works to inform their decisions about EYFS provision?                                   |  |  |
| How are parent's views collected?                                                                                                                             |  |  |
| How much money is allocated by the school for EYFS provision? Is this identified in the school's budget planning?                                             |  |  |
| How does the school spend this money? What improvements has the allocation brought about? How will this be measured and reported to governors?                |  |  |
| How are school leaders checking that the actions are working and are of suitable quality?                                                                     |  |  |
| How will school leaders be able to intervene quickly if outcomes are not improving in the way that they want them to? How will this be reported to governors? |  |  |
| Are teachers undertaking intervention work as well as TAs?                                                                                                    |  |  |

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| Are TAs given appropriate CPD to effectively support intervention work? |  |  |
| How is play incorporated into learning and development opportunities?   |  |  |