



Parent/carer Guide to the
Revised Early Years Foundation Stage
Framework

2023

What is the Early Years Foundation Stage (EYFS)?

You may have heard the term **EYFS** and wondered what it is. This booklet is designed to not only help you to understand such terms but to inform you of the revised changes in the EYFS and the fundamental role you play in continuing the learning journey at home.

The Early Years Foundation Stage (EYFS) outlines the standards which adults at Holmleigh must do to help children learn and develop and to be healthy and safe. It was introduced as part of the 2006 childcare Act and must be followed by all Ofsted registered settings and childminders.

The EYFS consists of **17 early learning goals (ELG)**.

The ELGs summarise the knowledge skills and understanding that all young children should have gained at the end of the academic year in which they turn 5 (The reception class)

The early years are the first stage of your child's education. The key focus of the EYFS is to teach children routines and ease them into the idea of learning in a structured environment, preparing them for moving into key stage 1.

What happens at the beginning and end of the Reception year?

As of September 2021, all primary schools are required to complete a compulsory **reception baseline assessment (RBA)** this is completed within the first 6 weeks of your child starting the reception class. It is an online test which is carried out by the class teacher or education support assistant ESA.

At the end of the EYFS – in the summer term of the reception year in school, teachers complete the **EYFS Profile**. This assessment is carried out by the reception team and is based on what they, and other staff caring for your child, have observed over a period of time.

Another important part of the **EYFS Profile** is your knowledge about your child's learning and development, so do let your child's class teacher know about what your child does with you: such as how confident your child is in writing their name, reading and talking about a favourite book, speaking to people your child is not so familiar with or their understanding of numbers.

All of the information collected is used to judge how your child is doing in the 7 areas of learning and development and their development in Characteristics of Effective Learning. Finding out at this stage how your child is doing will mean that the teacher your child has in their next school year – Year 1 – will know what your child really enjoys doing and does well, as well as helping them decide if your child needs a bit of extra support, what that support should be and if they are already getting it. The school will give you an end of year report of your child's progress, including information from his or her **EYPS Profile**.

What is The Early Years Foundation Stage Framework?

The **EYFS framework** is a working document which outlines the learning and developmental needs for children aged from **0-5 years old**.

The EYFS continues to include **7 areas of learning and development** which are separated into **prime** areas and specific areas:

- **Communication and language**
- **Physical development**
- **Personal, Social and Emotional development**
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

In planning and guiding what children learn we recognise that children develop at different rates so adjust our practise appropriately.

Three characteristics of effective teaching and learning (COEL) are:

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

Creating and Thinking Critically- children have and develop their own ideas, make links between ideas and develop strategies for doing things

How can I help my child to develop the Characteristics of an Effective Learner (COEL)?

The EYFS is about how children learn, as well as what they learn. Children need opportunities to develop their own play through exploration. They also need adults to scaffold their learning by giving a child just enough help to achieve something they could not do independently.

Helping your child to think, discuss and plan ahead is important. These are the ways to develop the characteristics of effective learning. The fun activities that you do with your child at home are important in supporting their learning and development, and have a really long lasting effect on your child's learning as they progress through school.

Even when your child is very young and is not yet able to talk, talking to them helps them to learn and understand new words and ideas. If you make the time every day to do some of the following things with your child it will make a real difference to your child's confidence as a young learner.

You can support by:

- Providing interesting things for your child to freely explore and investigate such as open ended resources- shells, pebbles, blocks, fabrics etc
- Encouraging your child to persevere when challenges occur by allowing them to repeat something hard on their own, watching an older sibling or friend, model what to do.
- Talk to your child about how they are feeling and ways to calm down
- Providing real problems for your child to solve and encourage them to talk about how they got their answer

What are the 7 key Features of Effective Practice?

Alongside the 7 areas of learning and development and the 3 characteristics of effective learning above there are **7 key features of effective practice.**

At Holmleigh we aim to:

- Provide the best for every child
- Provide consistent high quality care with adults who enjoy spending time with young children.
- Deliver an ambitious but flexible curriculum which is carefully sequenced to show progression over time
- Provide a well-planned learning environment which considers how children learn and the importance of an enabling environment
- Support practitioners to carry out accurate meaningful assessments
- Provide a safe place for children to self-regulate and practise executive function.
- Build strong and respectful partnerships with parents and understanding individual family needs

When was the Curriculum Revised?

The government introduced a revised **EYFS framework** which came into effect after a long period of consultation in 2019 to commence from September 2021. It was revised for the following reasons:

1. To improve outcomes at age 5 for all children.
2. To strengthen the language development of all children, particularly for children from disadvantaged backgrounds.
3. To reduce workloads, thus enabling early years' practitioners to be free to spend more time with children and support their learning.
4. To strengthen the characteristics of learning– How children learn not just what they learn.
5. To highlight partnerships with parent/carers.

What does it mean for me as a parent at Holmleigh?

Research shows that involving parent/carers in their child's learning is the most important factor in enabling some children to do well regardless of their background.

The adults who work with your child at Holmleigh know a lot about children – but not as much about your child as you!

All the children in the early years at Holmleigh are allocated a key person as they settle, who will play a role in their child's development alongside a team of other practitioners.

It is important that you tell your child's key person what they need to know about your child. At Holmleigh we value contributions from parent/carers about significant learning and development at home. We acknowledge that without strong trusting parent/carer partnerships and a two way communication, the potential for maximum learning is hindered

What are the changes to the Early Years Foundation Stage Framework?

Below are some of the key points from the new EYFS reforms that include relevant changes which parents, carers and children may notice or experience.

1. Staff will be spending less time on large amounts of written observations and assessments for evidence collection. This means they can spend more time supporting and engaging with the children and their learning and development needs.
2. Children will not be assessed solely against statements from an age band category. Instead, staff will use their experience and knowledge to monitor if a child's learning and development is on track for their age.
3. The early learning goals at the end of reception have been changed to become more clear and easier to understand. Staff will use their judgements to assess if the children have met these goals at the end of the EYFS and inform parents and carers.
4. There is an emphasis on improving children's language and vocabulary through increasing opportunities for conversations, reading of a wide range of books and holding discussions around activities in other areas of learning.
5. Literacy and Numeracy skills focused on in the EYFS have been adapted to better match up with the national curriculum that starts in year 1.
6. There is no longer an exceeding judgement at the end of reception.

Children will be challenged to have a greater depth and understanding of ideas.

7. Safeguarding and welfare of children is still a priority, with the added mention of teaching children about the importance of good oral health and how to keep teeth clean and healthy.

How can parent/carers help learning and development at home to support the new EYFS reforms?

Read stories daily to your child and use them as an opportunity to talk about the characters and events in the story. You could also discuss some of the details children have spotted in the pictures, such as the character's facial expressions.

Have many conversations with your child throughout the day. Try to increase their vocabulary by using a wide range of vocabulary.

Practise counting with your child and looking at small groups of items. Explore what happens to numbers when you put these small groups of items together, or split a larger group into two smaller groups.

Support your child's early reading development by practising phonic skills, such as recognising letter sounds and blending them together to read words. Also, support your child with their writing by checking they are forming their letters in the correct way and holding a pencil properly.

Encourage your child to make healthy food and drink choices, especially related to sugar content and how this can affect teeth. Also, support your child to properly brush their teeth at least twice a day at home. Plan activities that allow your child to be active and develop their strength through large body movements as well as smaller, more precise movements.

How can I find out about my child's progress?

It is important that you and the adults caring for your child at Holmleigh work together. You need to feel comfortable about exchanging information and discussing things that will benefit your child. These conversations will either need to be with your child's "key person" or a member of the early year's team.

You should be able to get information about your child's development at any time and there are different ways that this is done at Holmleigh:

Parent consultations

This is a planned meeting which happens 2x a year with your child's class teacher and key person. It is an opportunity to talk about your child's progress and to set new learning priorities.

Focus Observation

Throughout a term, practitioners will observe your child to identify which **characteristics of effective learning** they are demonstrating, alongside their current interests and learning priorities. A copy of your child's new learning priorities are then shared and a copy sent home during parent consultations.

Informal talks in person

There is always an opportunity to talk to either your child's key person or a member of the early year's team about your child's learning and development.

Email communication

Parent/carers are also encouraged to email the class teacher for further information about their child's development or any concerns they may have.

[Birth-5 Hackney](#)

<https://education.hackney.gov.uk/content/your-childs-journey-birth-five>

[Family](#)

<https://www.family.co/blog/parents-eyfs-home>

You can find out more information about the **Early Years Foundation Stage Framework** which includes the early learning goals at www.foundationyears.org.uk. The foundation years website also includes a range of resources and contacts.