

# Teaching and Learning in the Early Years Foundation Stage

## Mentor Support Booklet



## **Introduction**

Practice in the EYFS will by nature, differ greatly from that of other phases of primary teaching. In order to make accurate judgements of trainees who are undertaking school experience in EYFS, we have developed this booklet to pinpoint good to outstanding practice across each of the teacher standards. This can be used with trainees during weekly meetings, as a starting point for discussion. It should be viewed as additional to advice on meeting the standards for key stages one and two and should not be used in isolation in order to make judgements.

## Key Themes to Consider in the Foundation Stage

### The Child

- **Recognition** that children are competent learners from birth, who can be resilient, capable and confident, and encourage them to play, explore, persist, create and think **critically**
- **Encouragement and valuing** of the different ways in which children may represent their experiences
- **Identifying children's genuine interests and preoccupations** – including those of quieter and less assertive children – and plan to support these creatively
- **Knowledge of the children** – make a point of getting to know the individuals well and respond accordingly to their needs. This may mean some one-to-one time
- **Developing good communication** – follow good practice guidance to ensure effective communication with all children, especially those with Speech Language & Communication Needs (SLCN)
- **Sustained shared thinking** – always be alert to opportunities to develop individual children's thinking through sustained interaction focusing on the child's own activities and interests
- **Awareness** of all children in class time and accessing provision areas
- **Safeguarding responsibilities** – be mindful of safeguarding issues in relation to behaviour
- **Consistency** - clear and consistent expectations for excellent behaviour appropriate to Early Years practice. Proactively use a range of positive behaviour management strategies, which promote emotional well-being and are developmentally appropriate. Emphasise positive behaviour management in all situations and communication with the children, with good practice modelled.

### The Environment

- **an environment** that is supportive and stimulating and which builds upon their prior learning
- **opportunities** for children to explore and challenge their learning
- **Enabling environments:** always provide a calm physical environment which avoids excessive visual stimulation but engages children with open-ended resources and 'provocations' which provide new interests and areas of enquiry
- A range of teacher-led activities that build upon children's prior learning
- **Observation** - Consistently make use of careful observation and thoughtful analysis of the evidence gathered to identify individual needs and then use to plan both enhancements to areas of provision and teacher led activities
- **Record keeping** – consistently use the school's systems (or develop your own) to

record observations and track progress

- **Evidence** of pupil progress across all seven areas of learning and development.
- **Regularly review** of children's engagement in provision areas
- **Exceeding expectations:** where children are working beyond the expectations for the EYFS, consistently support them by deepening and broadening their learning rather than by moving on to a more formal curriculum

### **Relationships with others**

- **Teamwork** - be part of a strong team. Offer suggestions in team meetings as well as responding to other people's ideas. Involve all adults in planning/ assessment/ behaviour management strategies for consistency
- **Effective use of the school/ setting's strategies** in order to work within a team situation and maintain standards
- **Planning for adults** – plan strategically for adults to promote very secure learning for all pupils
- **Adult interventions** - plan to effectively support and develop thinking and learning
- **Communication** – ensure clear communication with colleagues, outside agencies, parents and carers
- **Working with families** – actively seek out the views of parents and carers in order to meet children's learning needs more effectively.