



## Explaining the Early Years Foundation Stage and your Child's Learning Journey

The EYFS Framework exists to support all professionals working in the EYFS to help your child, and was developed with a number of early years experts and parents.

It sets out:

- The legal welfare requirements that everyone registered to look after children must follow to keep your child safe and promote their welfare.
- The 7 areas of learning and development which guide professionals' engagement with your child's play and activities as they learn new skills and knowledge
- Assessments that will tell you about your child's progress through the EYFS
- Expected levels that your child should reach at age 5, usually the end of the reception year; these expectations are called "**Early Learning Goals (ELGS)**"

The EYFS is broken down into seven specific areas of learning, children should mostly develop the three prime areas first, these are:

- **Personal, Social and Emotional development (PSE)**
- **Communication and Language (CL)**
- **Physical development (PD)**

These prime areas are those most essential for your child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in four specific areas, these are:

- Literacy (L)
- Mathematics (M)
- Understanding of the world (UTW)
- Expressive Arts and Design (EAD)

These 7 areas are used to plan for child's learning and activities. Within the Snowdrop and Buttercup rooms the children will concentrate on developing within the 3 prime areas and when they move to the Bluebell room they will develop in all 7 areas.

# Putnoe Woods Preschool



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Within each of the areas, there are specific Early Learning Goals.

The EYFS is broken down into age bands, these are: Birth - 11months, 8-20months, 16-26months, 22-36months, 30-50months and 40-60months. For each age band, and each area of learning, there is a series of statements relating to a child's development: for example, 'notices simple shapes and patterns in pictures'.

Assessment is ongoing throughout the EYFS, and each child will continue on the EYFS learning journey through to the end of reception at their chosen school. The assessment takes place through keyperson observation of children's learning and development as they take part in everyday activities, planned activities and observations, where the keyperson will spend time on a specific activity with an individual child or small group. Activities that are planned use the children's interests and help to plan for the child's next steps.

At Putnoe Woods when observing a child, we use an electronic system called Iconnect and parents will receive a link to log on to Parentzone, when logged in parents will be able to view their child's learning journey, this will include links to the EYFS, when linking to the EYFS you will see the following:

- Beginning - your child is at the start of this age band
- Within - your child is within the specified age band
- Secure - your child is secure within the specified age band

Your child's progress is recorded in order to support and encourage them throughout their journey in the EYFS, so for example you may see 'PD 30-50 months', this tells us that the child is currently demonstrating an activity or skill that relates to Physical development within the age band 30-50 months, this will be followed by either beginning, within or secure.

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## The Learning Journey

Your child's learning journey celebrates his/her experiences. Over time it will tell a story about your child - his/her learning, friends, and the experiences he/she enjoys sharing with others.

Staff watch and notice each child at play because it helps us to understand and support their individual wellbeing and development. We really get to know the children as unique people with special skills, interests and ideas. The more we understand about your special child, the better we can support them in the way that is right for them.

Your child's keyperson and family work together to build this learning journey as a record of your child's Early Years. We value parents and carers sending pictures and observations that contribute towards their child's learning journey and sharing in their child's learning. We also encourage you to talk with your child about their learning journey, at this age so much happens so quickly and we would love to hear about events, activities or achievements which can be put into your child's learning journey. Feel free to send us notes, pictures to share with us. When you tell us about your child a clearer picture unfolds and together we can plan more effectively to help your child's learning and development.

The Learning Journal will include the following:

**Photographs** - These capture moments and sequences of your child's experiences, their interests and explorations. Sometimes, we will write down exactly what your child says, so we know your child's point of view. This is also an accurate record of language development. Please feel free to send photos through to us on Iconnect. Pictures of important people and things from home will help your child to feel secure when making the link between home and their educational setting. You could also add name of family members or friends pictured in the photos and we will then be able to talk with your child about things that are important to them.

**Observations** - These are quick snapshots of significant moments we notice in your child's learning.



Your child's creations - These could be photos of models, photos of their role-play, marks they have made, or art-making - with an observation to explain what your child did or said.

Detailed observations - These detailed observations of learning that your child has initiated themselves. Staff then think about what and how your child is learning, their development and how best to support them further.

The EYFS is based on four main themes:

A Unique Child	Positive Relationships	Enabling Environments	Learning & Development
Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.	Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.	The environment plays a key role in supporting and extending children's development and learning.	Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and inter-connected.

Alongside the 7 areas of learning there are also the Characteristics of Effective Learning which describes how your child learns best.

The 3 Characteristics of Effective Learning are:

1. **Playing and Exploring** - Engagement - Finding out and exploring, playing with what they know and being willing to 'have a go'
2. **Active Learning** - Motivation - Being involved and concentrating, keep trying, enjoying achieving what they set out to do.
3. **Creating and Thinking Critically** - Thinking - Having their own ideas, making links, choosing ways to do things.

Staff will refer to these areas of learning and characteristics when planning and preparing activities and also when assessing and observing your child. Adults will



consider the Characteristics of Effective Learning within the observation, assessment and planning cycle of the EYFS.

You will also see reference to The Leuven Scales for Well-Being and Involvement, as below:

## The Leuven Scales for Well-Being and Involvement

Well-Being focuses on the extent to which pupils feel at ease, act spontaneously, show vitality and self-confidence. It is a crucial component of emotional intelligence and good mental health.

Level

1



Extremely low

The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/herself or others.

2



Low

The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.

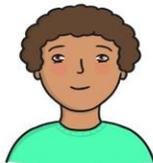
3



Moderate

The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.

4



High

The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.

5



Extremely high

The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He /she is open and accessible to the environment. The child expresses self-confidence and self-assurance.



Involvement focuses on the extent to which pupils are operating to their full capabilities. In particular it refers to whether the child is focused, engaged and interested in various activities.

## Level

- 

Extremely low

Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.
- 

low

Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around.
- 

Moderate

Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted.
- 

High

Continuous activity with intense moments. The child's activity has intense moments and at all times they seem involved. They are not easily distracted.
- 

Extremely high

The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period.

We hope you enjoy contributing to and looking through your child's Learning Journal. If you have any questions please ask a member of staff.