**LGB Essentials**
***The Role of the Early Years Governor***

|  |
| --- |
| **Role Overview**  |
| Ensuring the quality of education and provision for all children, including within the Early Years, is a corporate responsibility across all adults in our Trust, however as nominated governor for Early Years you pay particular interest in this aspect of school life.You will have time in school to carry out your role with confidence and be expected to have access to additional information in order to elevate your knowledge and experience above the rest of the LGB members.  |

|  |
| --- |
| **Role Responsibilities and Activities**  |
| * **Support leaders to ensure that the school is compliant against the requirements of the revised EYFS Framework.** Leaders should have completed a Trust audit against the requirements that they should share with you. The EYFS Framework is detailed here: <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>
* **Ensure that the Early Years Policy reflects the school and its practices.** Review the policy – does it ‘feel’ like the school that you see?
* **Understand the context of the school.** What does on entry assessments tell the school and you about the children’s emerging needs as they join the school. How does the school plan to adapt the curriculum to address these?
* **Ensure that the school website reflects the school and its practices in relation to Early Years**
* **Be a champion for the children within Early Years across the school.** When looking at issues as an LGB, always consider, ‘How does this impact on or apply to children within Early Years?’
* **Know the top level details in relation to Early Years outcomes included in the school’s Inspection Data Summary Report (IDSR).** Are there any significant strengths or weaknesses identified for this group of children identified in the IDSR? What is the context around this? Does current data reflect these issues or has there been improvement / decline?
* **Talk to children within Early Years.** What do they think of school, their learning and ‘offer’?
* **Understand the school’s approach to delivering the Early Years Curriculum – how is the provison, environment, day and staff organised?**
* **When attending school to discuss Early Years, compile a brief report in relation to your work and findings, to share at the next LGB meeting.** Please forward to the clerk and Headteacher prior to the meeting.
 |

|  |
| --- |
| **Key Assurance Questions to ask school leaders** |
| * Are there any significance statements included in the schools ‘Inspection Data Summary Report (IDSR) in relation to Early Years attainment? What are you doing about any weaknesses? Were there specific Early Learning Goals that lowered the overall Good Level of Development Measure? What is this looking like this year?
* How is the Early Years Lead supported by the Trust? How do they receive ongoing training and support?
* How do you know that all of the relevant requirements are met in the school, as detailed in the EYFS Framework?
* How are you meeting the demands of the oral health requirements of the EYFS framework?
* How has the revised framework impacted on how you do things?
* When looking at the cohorts across Early Years – does the CPD that staff have received reflect these needs? In want way?
* Which agencies or professionals do you liaise with in order to secure best advice for children that you are concerned about? How do you ensure their advice is acted upon?
* How is the curriculum adapted or delivered to ensure that all children, including SEND access the full and broad curriculum?
* How is the setting made safe for children each day? How and when are risk assessments undertaken?
* What is the impact of the school’s chosen approach to Early Reading?
* How do you implement the ‘Trust Ready’ documentation? (The Trust Early Years Guidance)
* How has the EYFS policy been created? How is it shared with all staff?
* Is Early Years a part of the school wide School Improvement Plan? (It may or may not be, according to school priorities). If it is not, what are the Early Years Lead’s priorities for the setting? Where have these come from?
* How are parents ‘partners’ at this school? How are they involved in the life of the journey of their child across Early Years?
* How is transition between reception and year 1 managed? What actually ‘happens’?
* How do you work with settings that children have been to previously?
* When talking with children, ask:
	+ Do you enjoy school? Why? Why not? What is the best part?
	+ Is there anything about school that you would change?
	+ Is there anything that you can’t do at school that you would like to?
	+ Do you like learning to read? Why? Why not?
 |