

The Oak Partnership
The Role of Local Governance Committee Early Years Foundation Stage (EYFS) Link Governors

Role of the PP link
<p>The link person will: -</p> <ul style="list-style-type: none"> • become familiar with the EYFS policy. • meet termly the school lead for EYFS • make sure that EYFS funding is used effectively and efficiently to support pupils and that there is a clear audit trail evidencing appropriate use of resources. For pre-school settings this may include Early Years Pupil Premium (EYPP) and Disability Access Fund (DAP).
<p>To monitor: -</p> <ul style="list-style-type: none"> • That provision covers the 7 Areas of Learning and the 17 Associated Strands. • How staff are made aware of the early learning goals that children are working towards and the level they are working at • That all staff are suitably qualified. Arrangements for induction and training of new staff. The strengths of the EYFS team and plans for continuing professional development. • That staffing arrangements meet the needs of all children and ensure their safety by complying with staff:child ratios. • The school's approach to measuring progress and formal assessment. How governors know that assessments are accurate and what moderation activities take place. • The arrangements for reporting to parents/carers and involving them in their child's development and learning? • Arrangements to support children eligible for pupil premium grant. • Any specific H&S requirements for EYFS provision and if so, how the school ensures compliance with these. • How the school promotes good health in EYFS, and any policies/procedures for the administration of medicines to children. • How the school benefits from partnership/learning opportunities with other EYFS settings within the Oak Partnership Trust.
<p>To report to the Local Governance Committee (LGC)</p> <ul style="list-style-type: none"> • By championing EYFS at meetings • By taking an active part in discussions when allocation and monitoring of EYFS funds are discussed and decisions taken. • By taking the lead in discussions about EYFS and phonics progress. • By reporting to the LGC on EYFS specific topics within the SDP, based on visits to classrooms and discussions with the EYFS lead professional (see below).

Over the course of an academic year, the EYFS Link Governor should raise these issues in discussion with the EYFS lead professional and report back termly to the Local Governance Committee on the outcomes

Questions	Evidence – as provided by the school e.g. HT. DSL, reports and pupils	How does the board monitor this and how do you know (Corroboration sought through triangulation)
Autumn Term:		
What were the EYFS data outcomes for the previous year and what are the resulting actions?		

Questions	Evidence – as provided by the school e.g. HT. DSL, reports and pupils	How does the board monitor this and how do you know (Corroboration sought through triangulation)
Has each child been assigned a key person to help ensure their learning and care is tailored to meet their individual needs? Is there evidence that parents/carers have been informed of the name of the key person, and their role, when starting at the school?		
What were the data findings at the end of autumn half term, and has planning and provision been modified as a result?		
Spring Term:		
Are there any concerns about progress, or children with identified SEND? Are there targeted plans in place to support their future learning and development? What involvement is there with parents/carers and other professionals?		
Are planned interventions impacting on the progress of targeted children? How is the impact being measured?		
Summer Term:		
What are the key themes from end of year data, how these will be addressed and are EYFS outcomes improving?		
How does the school's data compare to national results?		
What is the attendance of pupils? If there concerns what is the school's strategy to address this issue?		
What dialogue is there between YR and Y1 staff in relation to the EYFS profile assessments? How are children prepared for transition and learning in Y1 and are they ready for this? Have staff planned effectively for this transition to provide support for children so that there is no delay in their continued learning?		

