



Governor link visit record

Governor link area	Early Years
Governor/s	Samantha Bainbridge
Staff	Faye Ingleson
Date	28/01/26

As the new Early Years link governor, I met with the Early Years Lead, Faye, to discuss how the Early Years is ran.

Questions asked:

1. How do you support SEND and disadvantaged pupils in EYFS?

To support all children within the classroom, Faye and the Early Years team have embedded a range of daily strategies, including parachute games to develop gross motor skills and bubble time to support emotional regulation. These activities are inclusive and accessible to all children, with particular benefits for those with SEND. Lessons are frequently delivered in small groups, enabling improved focus and attention while allowing staff to respond effectively to individual needs. Consistent use of visual supports and a visual timetable helps to establish clear expectations and routines. Targeted interventions such as sensory circuits and bucket time are also in place. A small number of children with higher SEND needs access provision through the Launchpad. Disadvantaged pupils are particularly supported through a strong focus on oracy, and all children in Early Years are thriving from learning through play.

2. How do you assess the progress of children in EYFS?

Staff complete a baseline assessment when the children start school. Children are assessed on the Development Matters document and the school use their own termly milestones that focus on foundational skills, as well as academic targets. All Early Years staff are aware of which foundational skills are being taught to ensure a consistent approach, with lots of repetition and opportunities for children to achieve these targets. Phonics assessments are completed regularly to highlight where the gaps are, which inform teacher's planning and interventions. Teachers are careful in maths assessments to ensure the majority of children have understood a concept before they move on to the next step.

3. How do you develop communication and language in EYFS?

Oracy is a whole school priority so staff have received high quality training on how to improve speech and language across the whole school. Reception have 4 oracy lessons a week which helps improve their communication and listening skills. Staff are clear with discussion guidelines and model language correctly. To support children, sentence stems and widget talking mats are used. Staff follow Blank's Levels of Questioning to support communication and understanding.

4. How do you promote positive behaviour in EYFS?

Building positive relationships with the children has been a priority and staff have set high expectations. Faye stated that the behaviour at the school is generally good and the children respond well to the whole school Trackit point system.

5. How do you ensure high quality teaching in EYFS?



SLT monitor teaching and provide support where needed. Faye coaches phonics weekly to ensure teachers are consistent in their approach and this ensures fidelity to the ELS phonics scheme.

6. How do you involve parents and carers in supporting learning at home?

Children have online learning journals where home learning challenges are set and parents and staff can share photos of different activities that their child has done, at home and at school. Parents are invited into school for stay and play sessions in Nursery, as well as informative workshops on reading and phonics for Reception and Year 1. Parents are invited into celebration assemblies and some parents have given talks to the children about their jobs and/or their religious celebrations.

7. How does the EYFS curriculum prepare children for Year 1?

The children continue to learn through play all the way into Year 1 as they do continuous provision up until Christmas, which helps with the transition from the Early Years curriculum to the National Curriculum. The children are used to moving around school at dinner times and they use the hall for PE, so are familiar with other areas within the school, which also supports the transition. During the summer term, the Y1 teachers will do story times and have regular visits to the children so they can start building positive relationships as soon as possible. The implementation of the progression of skills document that some of the team are in the progress of creating will support children in developing foundational skills to prepare them for Year 1 and throughout school.

8. What CPD opportunities have staff accessed to improve pedagogy?

Faye and Alana have completed a NPQ in Early Years Leadership and Faye has completed an Early writing course. Staff can access online training and CPD through the National College. Recent whole school training days have focused on oracy, speech and language and SEND. Faye reports that there are lots of opportunities for CPD to take place and SLT are supportive of this taking place.

Staff signature	
Governor signature	S.Bainbridge