

## EYFS Principles



Although academies will take an individual approach to Early Years, teaching in the EYFS in each setting is delivered in accordance with the government's statutory document 'The Statutory Framework for the Early Years Foundation Stage' (September 2021). This document is a principled approach to Early Years education, bringing together children's welfare, learning and development requirements through four guiding principles: 'A Unique Child', 'Positive Relationships', 'Enabling Environments' and 'Children Learn in Different Ways and at Different Rates'.

The EYFS seeks to provide:

- quality and consistency in all early year's settings, so that every child makes good progress and no child gets left behind
- a secure foundation through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly
- partnership working between practitioners and with parents and/or carers
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported

Three characteristics of effective teaching and learning are:

- playing and exploring - children investigate and experience things, and 'have a go';
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements;
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.