**Implementing the EYFS Reforms Reflective Questions for Pre-Reception** 

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| Statutory Framework |  |
| How will we ensure all staff, including leaders, have time to read, understand and discuss the new statutory requirements, and the non-statutory documents? |  |
| How do we ensure that the overarching principles, the Unique Child, Positive Relationships and Enabling Environments are reflected in our provision for learning and development? |  |
| How confident is our team in developing learning environments in response to children’s needs and interests? |  |
| How might we develop skilled adult/child interactions as part of everyday practice? |  |
| How are the requirements of the educational programmes reflected in our provision? |  |
| What are the implications for staff CPD of the revised educational programmes? |  |
| Changes to Educational Programmes |  |
| How do we ensure our provision and practice is inclusive for all children to make excellent progress and achieve well? |  |
| How confident are we about our team's understanding of developing self-regulation in young children? |  |
| How confident is our team about supporting the building blocks of early mathematics in order for children to excel? |  |
| How do we ensure that we are providing stretch and challenge for children who need it? |  |
| Assessment |  |
| How will we know if a child is at the expected level of development and what will support making best-fit judgements? |  |
| How does our formative assessment reflect and support responding to children’s interests and achievements? |  |
| How does observation and documentation of children’s learning support formative assessment? |  |
| How can we ensure that moderation between practitioners and settings still takes place? |  |
| How well do our assessment tools support children’s learning? |  |