**Table 5.1**

Evaluating the quality of education form

|  |  |
| --- | --- |
| Curriculum intent: You have clearly set out what you intend children to learn in your setting. Your curriculum intent is consistent with the requirements of the EYFS. Your staff team and your parents know what you intend children to learn. |  |
| Curriculum implementation: You have clearly set out how you are implementing the curriculum. Members of your staff show through their practice that they understand this, and they work as a team in a consistent way. This includes their approach to teaching (pedagogy) and to assessment:* Formative assessment, which they use every day to help them guide the next steps in children’s learning
* Summative assessment, e.g. reports on children’s attainment for the two-year development check and for the Early Years Foundation Stage Profile).

Parents understand how you are implementing the curriculum, and how they can help their children to learn at home. |  |
| Curriculum impact: You regularly evaluate the impact of the curriculum by checking what children know and can do. As a result, you make adaptations to your curriculum if you find it is not working as well as you expect it to. You use assessment information to make sure you provide more help to the children who need it most, including those who are disadvantaged and have SEND. You ensure that assessment does not put excessive demands on practitioner workload. |  |
| Your curriculum meets the needs of the children on roll, and it is suitably ambitious |  |
| You make good use of any additional funding e.g. the Early Years Pupil Premium or additional funds for children with SEND. You measure the impact of the funding on the outcomes of the relevant children. |  |
| You ensure that content, sequencing and progression is mapped for each curriculum area in the EYFS. You may need to prioritise the Prime Areas, depending on your context, and begin to broaden your curriculum as children start to become secure in those Prime Areas. |  |
| You check that children’s knowledge, skills and physical development are secure at each milestone in your curriculum before you introduce new content, teaching or elements in your learning environment. You especially focus on children who might get left behind, and give them the extra help they need to keep up with the other children. |  |
| You allow plenty of time and plenty of opportunities for children to practise, repeat and play, based on what they know and what they can do. You ensure that children develop, consolidate and deepen their knowledge, understanding and skills across the areas of learning. |  |
| Registered early years provision* You link with local schools and hold discussions with parents to ensure that your curriculum prepares children for their next stage
* You use the curriculum to enhance the experience and opportunities available to children, particularly the most disadvantaged
* You help children to experience the awe and wonder of the world in which they live, through the seven areas of learning.
 |  |
| Schools* You can confidently ‘go beyond’ your data about how many children achieve a Good Level of Development. You can explain how you know that the curriculum is meeting children’s needs, in terms of how well children know more and remember more
* You can confidently explain how your EYFS curriculum is taught in a logical progression, systematically, so that it links coherently to the curriculum in key stages 1 and 2 and provides children with the foundations they need for their future schooling.
 |  |