

Implementing the proposed revised Early Years Foundation Stage

A plain English guide for staff working in schools, nurseries or other early years settings

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Cordis Bright 020 7330 9170



1. Introduction

- The government is making complex changes to every aspect of early years. There is little information about how the changes will work. All of them appear to be on a very short timescale.
- This plain English guide attempts to bring together the information you need for planning, both at management and classroom level.

2. At management level – charting a course through the materials

- There is a great deal of information about the government's intentions.
- The following slides summarise this information to provide a backdrop and a description of the new landscape to help you plan a route through it. The key areas are:
 - The proposed revised EYFS
 - The Foundation Years
 - The reports
 - The evidence base

The proposed revised Early Years Foundation Stage

- The proposed revised Early Years Foundation Stage (EYFS) Framework comes into effect in September 2012.
- It will have significant implications for how we plan for children's learning, how we organise and deliver the curriculum and how we, with parents and other partners, undertake assessment.
- The DFE published a package in early 2011 setting out the Government's vision for the foundation years – the new name for early years.
- The foundation years are critically important for children and their families. The publications listed on the next page describe the Government's vision for the system of services that will support children and families in the foundation years.

Where can I find out more about the foundation years?

- The documents that describe the foundation years are:
 - *Families in the Foundation Years* – setting out the government’s vision for our offer to parents, from pregnancy to age 5;
 - *Supporting Families in the Foundation Years* – setting out for commissioners and the workforce how they can deliver on the government’s vision for foundation years services;
 - *Foundation Years Evidence Pack* – setting out the evidence underpinning the government’s vision.
- They can be found here:
www.education.gov.uk/familiesinthefoundationyears
- A parent friendly translation with resources and links to help mothers and fathers who care for babies and young children on 4Children’s website (www.foundationyears.org.uk).

Why are we having all this change again?

- The foundation years' documents constitute the government's response to four major reports.
- Graham Allen MP, Frank Field MP, Professor Eileen Munro and Dame Clare Tickell were asked to make recommendations on different aspects of disadvantage and how to support parents and children better.
- Their reports emphasize the vital role that effective professionals and strong leaders play across the foundation years.
- The reports also recognize that this requires a framework of qualifications that meet the needs of employers, and equip early education professionals to support young children's development.
- More information on these reports can be found in the appendices.



What does HMG say about the research in the Evidence Pack??

“The Government is responsible for helping each and every child achieve their full potential, whatever their background or circumstances. We believe in trusting professionals to do their jobs, free from the central targets and bureaucracy of recent years. Most fundamentally, we believe that the Government should take action to support the disadvantaged and that this support, whether through free early education, the network of Sure Start children's centres, or intervening early with other services that make a difference, is crucial in helping children fulfil their potential. Research clearly shows that good-quality early education does benefit children in the long term, particularly the most disadvantaged. The Effective Provision of Pre-School Education (EPPE) project, for instance, has shown that high-quality, pre-school provision enhances children's all round cognitive, language and social development. Leon Feinstein's research on the correlation between social-economic status and the attainment of children gives us a clear basis for intervening early to tackle disadvantage through good Early Years support.”

3. In the classroom

- Thinking about planning, developing the curriculum and undertaking assessment in line with the new EYFS Statutory Framework generates a range of questions:
 - The seven areas of learning – what will planning look like?
 - Does my school have an attainment on entry document? Can we use the 24-36 month summary?
 - How does the replacement profile (and the new 17 ELGs) work?
 - Can we use the three characteristics for learning this year?
 - There are big changes around paperwork, parents, the underpinning explanations for the EYFS and the early learning goals.

Paperwork

- At the minimum to promote children's successful learning and development

Parents

- Become partners in children's learning

Redraft EYFS

- Slim down *Development Matters*

ELGs

- Reduced from 69 to 17

4. Planning

To plan effectively you need to know:

- What the child, the group and the class already know
- What progress they are making
- Where you intend to take them in their learning
- What research tells you is most effective
- The requirements of the current curriculum.

What is planning?

The word “planning” covers a range of different systems and processes:

- Timetables that show when learning and teaching can happen
- Collections of ideas about what learning needs to happen in the long term
- And medium term planning
- And short term planning
- Guidance from the LA covering formats and approaches
- Bought-in systems
- Statutory requirements

Planning (however detailed) cannot on its own improve progress. Staff should know where the children are starting from and have a view about the end point of their learning, each half term, each term and each academic year.

Finding out what the child, the group and the class already know

- Ideally baseline information, preferably the new 24-36 month report, should come from the previous setting or class.
- When it doesn't, staff need to establish as quickly as possible where the children are in terms of what they know and can do.
- This enables all adults to have clear and manageable intentions for what the children should learn next. After that, in order to know what the next step in learning is, the teacher should be using formative assessment information to plan the work for both the children and the other adults in the setting. If there is more than one class, staff should plan together – but after the end of the school day.
- Young children need the familiarity of their known adults. Taking PPA time as a group will be upsetting for the children – they need the reassurance of as many familiar adults as possible especially in free-flow.

Finding out what progress children are making

- The early years is about the individual child and about making progress.
- The curriculum should respond to each child's individual needs, and help all children to find their special talents and aptitudes.
- The curriculum should help children improve their knowledge, skills and understanding, enable them to make choices, help them begin to plan and evaluate their own learning.
- Planning and formative assessment are closely allied in the early years, sometimes indissolubly linked. You will need to develop strategies, structures and activities to fully understand what is happening in a child's learning and to effectively hear their voice. This may be directly or indirectly, via their parents and carers.

Deciding where you intend to take children in their learning

- You should plan effectively in the short, medium and long term., so that you have a clear progression in learning. On the way. You may find yourself finding a different way of reaching your goals for the children, especially if you engage them in your planning.
- You are likely to have much more freedom under the new system. Make sure you can take advantage of this.
- Be creative in your planning.

Reading the appropriate research and incorporating what tells you is most effective into your teaching



The foundation years evidence pack contains information on:

Effective Pre-school, Primary and Secondary Education (EPPSE)

A major longitudinal study of a national sample of young children's development.

National Evaluation of Sure Start (NESS)

The evaluation studies the effectiveness of Sure Start Programmes in England.

Evaluation of 2-year-olds

An evaluation to assess the impact of the early education pilot for disadvantaged two year old children

Avon Longitudinal Study of Parents and Children (ALSPAC)

A long-term health research project following the health of more than 14,000 mothers who enrolled during pregnancy in 1991 and 1992, and development of their children.

Millennium Cohort Study (MCS)

A longitudinal research project following the lives of around 19,000 children born in the UK in 2000/1, through their early childhood years and plans to follow them into adulthood.

Childcare and Early Years Survey of Parents

A regular survey of parents providing information on parents' childcare arrangements and their views of particular childcare providers and childcare provision in general.

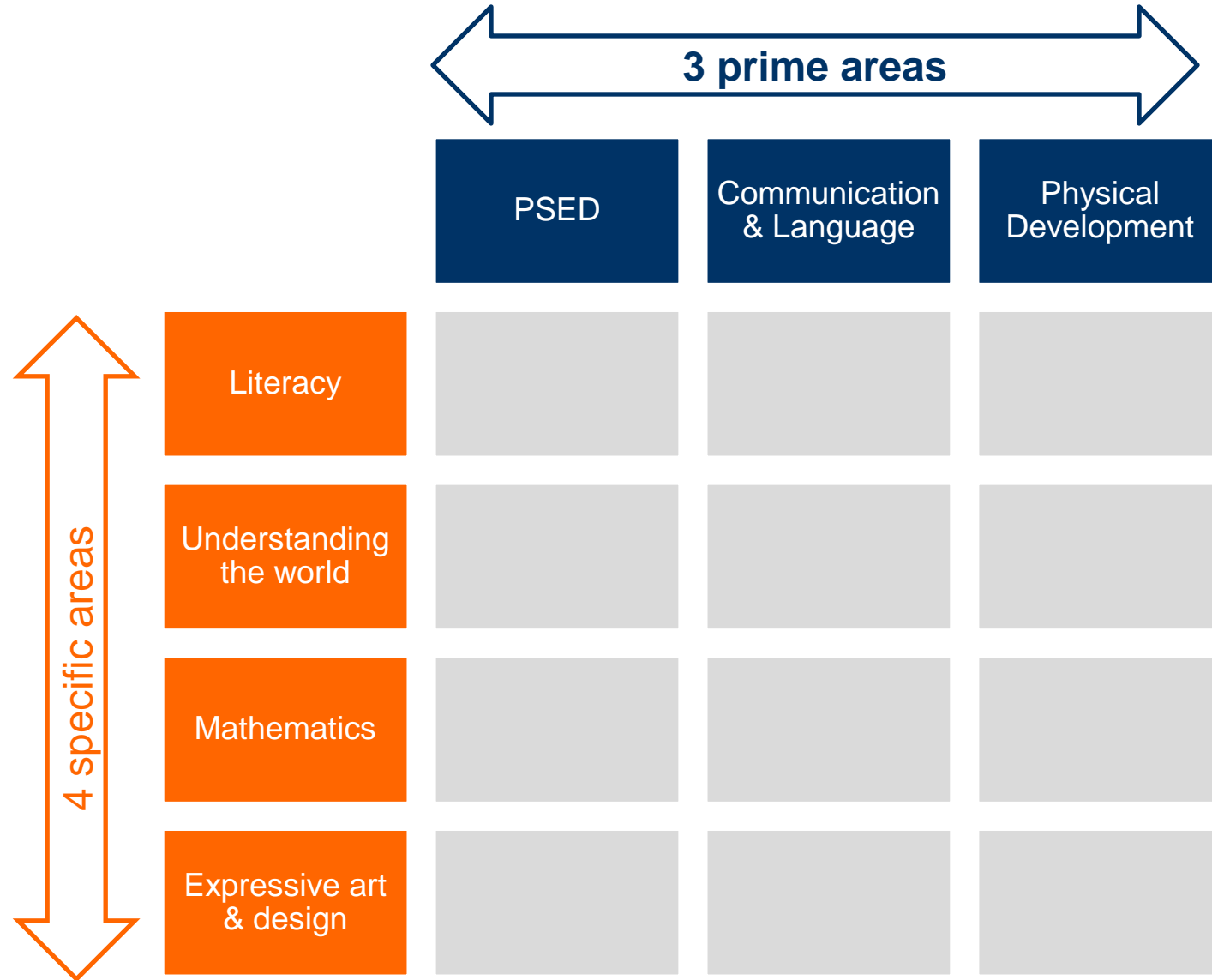
Key research messages in the evidence review

- A child's health is strongly influenced by parents', especially mothers', health and their behaviours. Smoking and nutrition in pregnancy, breastfeeding and immunisations are key predictors of children's health in later life.
- Mothers' mental health is significantly associated with child development outcomes, particularly social, behavioural and emotional development.
- Children do better when they have a close and positive relationship with their parents, and mothers and fathers work together to provide warm, authoritative, responsive, positive, and sensitive parenting.
- The things that parents help children to do at home are key predictors of future development and readiness for school.
- Making a difference to children's achievement in the early years is crucial.

Knowing the requirements of the current curriculum – limitations and freedoms

- There has always been a great deal of freedom in early years. The main intention of the current changes appears to be a reduction in paperwork, rather than to pose any threat to previous freedoms.
- You need to take advantage of these freedoms as an autonomous practitioner, confident in your own skills, knowledge and understanding – to put this very simply “You’re on your own.”
- You need to be aware of the vast range of information currently out there, translate it into a coherent model for your situation and make sure that management share your view.
- The first prerequisite of success is a coherent approach to the curriculum. Think about the 7 areas of learning and how you might develop these. There’s an example on the next page.

The areas of learning: A matrix approach



Clear thinking and evaluation

- Be very clear about the approach you intend to take, the underpinning principles and the research base. Make sure that every stakeholder is fully informed: your colleagues in the EYFS team, the wider setting, the parents and governors.
- It is imperative that all these groups know why you are doing what you plan to do. There has to be a shared vision of what you hope to achieve.
- Clarity of thought and clear principles will yield simple criteria for success. It also helps other people engage with your ideas.
- Make sure you encourage discussion and be open new ways of thinking. This can enrich what you do.

Long term planning

- Long term planning – do this as a group if you can...it's very difficult on your own.
- If you use questions, it's easier to plan for maths and science – and mathematics too.
- Don't just use this amongst staff, try it with the children. Once they're settled and confident they will amaze you in their responses to “What do you know about...?” and even more when you then ask “And what do you want to find out about....?”

Mind mapping – a way of planning for the long term

<p>Myself (N) or Ourselves (R)</p>			Children
Theme			
Driver 1: Identity	Driver 2: Communication	Driver 3: Healthy eating	

An example of a timetable/medium term plan



Timetable/outline of AoLs

Week beginning	31 st October 2011	7 th November 2011	14 th November 2011	21 st November 2011	28 th November 2011	5 th December 2011	12 th December 2011
Special events, festivals, trips, visitors, etc.	Our world – Autumn festivals – Bonfire Night	Diwali (Oct 26)	Winter, light and dark, shadows	Eid Al-Addha (Nov 6)	Hannukkah (Dec 21)	Christingle St Lucia	Christmas story Christmas parties
PSED							
PD							
CL							
L							
M							
UW							
EAD							

An example of learning intentions in a medium term plan

Learning intentions (development matters) PSED	Spontaneous learning opportunities and ongoing activities	Planned activities	Resources, events, outings and visitors						
<p>Begin to develop self-confidence and a belief in themselves.</p> <p>Seek out others to share experiences.</p> <p>Learn social skills.</p> <p>Enjoy being with and talking to others – adults and children.</p> <p>Seek to do things for themselves, knowing that an adult is close by, ready to support and help if needed.</p> <p>Show a strong sense of self as a member of different communities, such as their family or setting.</p>	<p>Display photos of children and families.</p> <p>Use the Special Books together.</p> <p>Parents attend the book-sharing on Thursday morning and start to look at the Special Books too.</p> <p>Role play</p> <p>Home corner area.</p> <p>Daily routines.</p> <p>Encouraging children to do better than their previous best.</p> <p>Encouraging children to work together.</p> <p>Behaviour – name any unacceptable behaviour.</p>	<p>Mark making using a stimulus, a photo or a role play activity.</p> <p>Reading and telling stories about emotions.</p> <p>A feelings table – different textures, materials</p> <p>Likes/dislikes (small groups)</p> <p>Circle Time – friendships, looking out for each other.</p> <p>Class book – shared events and shared learning.</p> <p>Parachute games.</p> <p>Treasure boxes</p> <p>Box full of feelings (SEAL).</p>	<p>Home visits</p>						
<p>Trips, visitors, partnership, parental engagement: Home visits, share-a-book morning, share Special Books, myself – treasure boxes-parents.</p>		<p>Key texts:</p> <table border="0"> <tr> <td>I want a cuddle</td> <td>So much</td> </tr> <tr> <td>Can't sleep little bear</td> <td>Brave lion, scared lion</td> </tr> <tr> <td>Peace at last</td> <td>Where the wild things are etc etc</td> </tr> </table>		I want a cuddle	So much	Can't sleep little bear	Brave lion, scared lion	Peace at last	Where the wild things are etc etc
I want a cuddle	So much								
Can't sleep little bear	Brave lion, scared lion								
Peace at last	Where the wild things are etc etc								

Grid for a daily plan (one area of learning)

Adult directed activity plan	Date/session	Adult:	
Areas of learning	Learning objectives		
Stages of development			
Activities to achieve learning objectives			
HA	MA	LA	
Differentiation for in depth support/extension		Resources	Key vocabulary
Assessment			
Key children			

5. Developing the curriculum in line with the new EYFS Statutory Framework

- You will need to take into account the major structural changes in planning and in assessment:
- There are now 7 areas of learning:
 - Three prime areas: communication and language; personal, social and emotional development; physical development
 - Four specific areas: literacy, mathematics, expressive arts and design, understanding the world
- You must plan with the three characteristics of learning in mind: exploring, active learning, creating and thinking critically
- The new EYFS Profile includes a simple scale to measure whether children's learning and development at the age of five is emerging, expected or exceeding the Early Learning Goals
- There are 17 early learning goals instead of 69
- There is a new report required at 24-36 months
- The Early Years Foundation Stage Profile will be replaced from Summer 2013 by the new EYFSP

6. Undertaking assessment in line with the new EYFS Statutory Framework

- There is an entirely new assessment the 24-36 month report. This is to be completed in settings by early years staff.
- Observational assessment remains unaltered, although infused by the three characteristics of learning.
- There's a model of this on the following page.
- The materials published so far (the reports and the proposed framework) indicate a refreshing trust in practitioner judgement so far as observations and formative assessment are concerned.
- There are 17 instead of 69 learning goals. The new profile is on the page after the learning characteristics.

Learning characteristics

Playing
and
exploring

Active
learning

Creating
and
thinking
critically

Observation

Illustrate
embedded
learning

80/20
abolished

2 point summatives

24-36 months

Replacement
Profile

The replacement profile



Name..... Age in Months.....

Area of learning	Aspect	Emerging	Expected	Exceeding
Personal, Social and Emotional Development	Self-confidence and self-awareness			
	Managing feelings and behaviour			
	Making relationships			
Physical Development	Moving and handling			
	Health and self-care			
Communication and Language	Listening and attention			
	Understanding			
	Speaking			
Literacy	Reading			
	Writing			
Mathematics	Numbers			
	Shape, space and measures			
Understanding the World	People and communities			
	The world			
	Technology			
Expressive Arts and Design	Exploring and using media and materials			
	Being imaginative			

The replacement profile continued

Learning characteristics	How [name of child] learns
<p>By playing and exploring</p> <ul style="list-style-type: none"> ● finding out and exploring ● using what they know in their play ● being willing to have a go 	
<p>Through active learning</p> <ul style="list-style-type: none"> ● being involved and concentrating ● keeping on trying ● enjoying achieving what they set out to do 	
<p>By creating and thinking critically</p> <ul style="list-style-type: none"> ● having their own ideas ● using what they already know to learn new things ● choosing ways to do things and finding new ways 	

Starting points (baseline or attainment on entry)

- The staff need to know starting points as soon as the children enter the nursery or the reception class. Information will be gathered during the home visit, or the initial interview, using the school's existing policies and procedures. No additional assessment information is required.
- The big change is that you should receive a 24-36 month report from the previous setting. This is one of the new requirements.
- The practitioner should use their professional judgement to decide where the child is currently working on the early years age bands in EYFS – there may be replacements for these, equally, there may not be. The school may decide to use all 6 (or 7) areas of learning for this attainment on entry record, or it may decide to focus on one or two areas of learning which are significant for the catchment area – often PSED and CL. Different schools have different needs, so there will be variation – but within one school, there needs to be continuity and cohesion to provide stability and equity for the children.

Formative assessment (1)

- The purpose of formative assessment is to drive progress and inform planning. In EYFS the law requires an environment and teaching based on the themes and principles of EYFS. The formative assessment process should function within those themes and principles.
- However, the children in a setting may belong to families living in disadvantage. Often their home lives are chaotic. Feinstein's research shows that these children will fall behind even when they are brighter than their more advantaged peers. The falling behind starts at 22 months.

Continued...

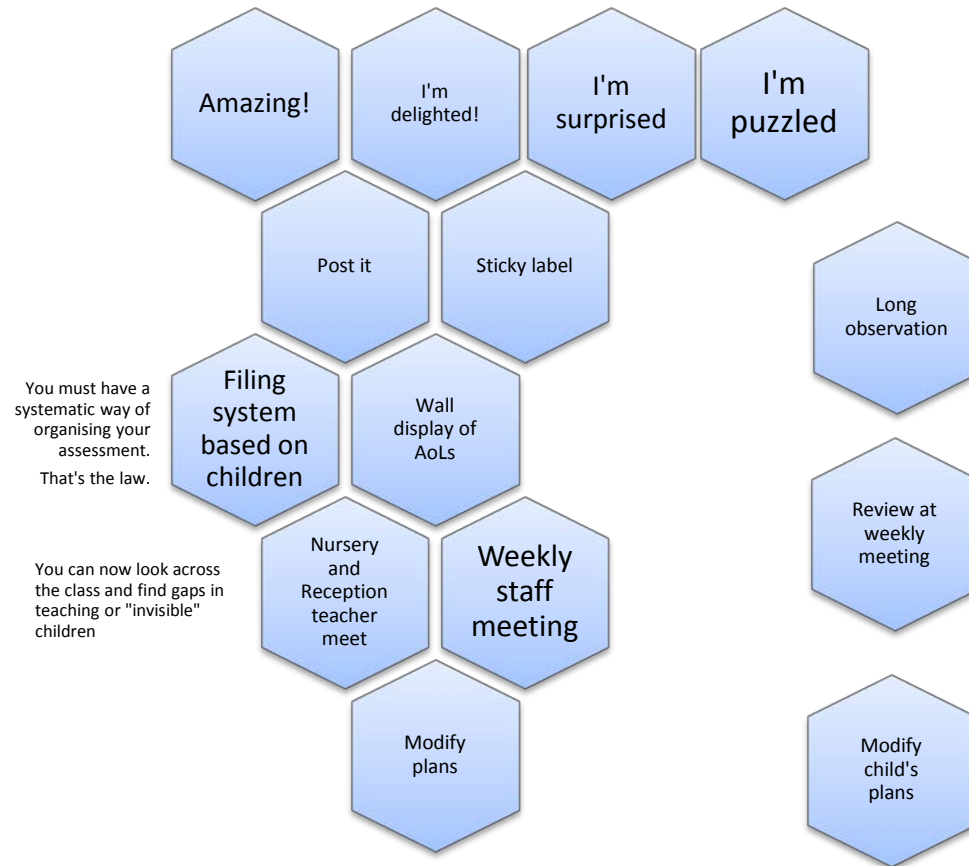
Formative assessment (2)

- The EPPE research shows that we can help children living in disadvantage overcome this risk factor. A trained teacher and nursery nurse can help children living in disadvantage progress at four times the usual rate. Two significant protective resilience factors are identified in the research: good teaching from qualified teachers in an appropriate early years setting, and the level of maternal education.
- To be very blunt: children need teaching. The adults should be teaching constantly. The children's timetable is different – they will be mainly engaged in free-flow. The most effective way to improve progress is to find out what the children need to learn next and then teach it. The planning stands or falls on the way it is linked to formative assessment.

Observations

- Don't go mad on these. They are extremely useful but have been over-emphasised in some LAs because they received some rather weird advice from some now defunct national organisations. Collecting 3 pieces of written evidence for every profile point for every child was crazy. Just as crazy was the 80/20 rule, where observations had to be carried out during “child-initiated” activity.
- Use observations for a purpose, not as a way of avoiding engagement with the children. Talk to each other every day about the things that surprise, amaze, delight and puzzle you. Write things down if you think you will forget them...have something in your pocket to make a note. Don't for one second imagine that anyone anywhere expects you to evidence summative assessment with notes, observations, photos or recordings. You might use any of these recording methods – in celebratory or enquiry mode.
- The puzzling observations might need some exploration via a long observation – there are many types, of which narrative is one.

Stepping stones for observations – when do I make a long observation?



Special books

- Special books can be your most important recording tool. Any knowledgeable early years visitor will make a bee-line for these, and ask him/herself: “Is this a scrapbook? Or is it a celebration of progress?”
- They are scrapbooks, often covered in attractive paper.
- They contains work done by the child – every child has one.
- The work could be a picture, mathematical mark making, a photograph – anything that can be fitted in to the book.
- Every item is dated and has a commentary, either the child’s words scribed by an adult or the adult’s comment.
- The books go home regularly and parents often add photos or pieces of work.
- The child often has the opportunity to reflect on past work, with a sympathetic adult.

Learning journeys

- These can form part of the special books.
- They may also be the long observations of things that surprised or puzzled you that are mentioned earlier.
- Make sure there is a line for “Significance” and “Next steps (to be taken by staff to support learning as a result of this observation).”
- And make sure those actions happen today or at the latest tomorrow.
- Find out about the Leuven scales for involvement and engagement

What are the opportunities, what are the barriers?

- The new systems could be simpler to manage.
- They could support children's needs more effectively.
- Relationships with parents could be strengthened.
- New opportunities to narrow the gap may be possible.
- Staff may retreat from the unusual opportunity offered – to become autonomous professionals, respected for their professional, skills and understanding.
- Local authorities may start producing lengthy guidance documents that de-skill staff.
- Ofsted inspectors may require unreasonable amounts of evidence.
- Management may fail to understand the implications of the new systems.

In conclusion - Some encouraging words

The earliest years in a child's life are absolutely critical. A child's future choices, attainment, well-being, happiness and resilience are profoundly affected by the quality of the guidance, love and care they receive during these first years.

Dame Clare Tickell

7. Appendices

- Brief information about the reports
- A summary of each report

Appendix 1: The Allen, Field, Munro and Tickell Reports

- You can find all the reports and some associated documents on our website: www.cordisbright.co.uk
- 1. The Allen Report: *Early Intervention: The Next Steps* - An Independent Report to Her Majesty's Government by Graham Allen MP
- 2. The Field Report: *The Foundation Years: preventing poor children becoming poor adults* - The report of the Independent Review on Poverty and Life Chances by Frank Field MP
- 3. The Munro Review of Child Protection: Final Report - *A child-centred system*
- 4. The Tickell Report: *The Early Years: Foundations for life, health and learning* An Independent Report on the Early Years Foundation Stage to Her Majesty's Government
- 5. The Tickell *Report on the Evidence*

The Allen Report

In particular, this report addresses the following issues:

- increasing awareness of what Early Intervention can achieve within central government and local areas and among parents;
- increasing the effectiveness of staff such as teachers, social workers, nurses and doctors, and of existing policies and infrastructure;
- providing parents with the information and support they need to help their children;
- providing the data and measurement tools that we need to help identify those in need and to track progress; and
- creating the right financial freedoms for local areas to pool budgets and work across agencies to tackle shared problems.

The Field Report

Frank Field says:

“My report sets out for the Government a new strategy for abolishing child poverty. It is simultaneously a policy for social mobility, in that it should result in today’s poor children gaining the skills to acquire highly paid jobs. The strategy over time will therefore change the shape of the distribution of income in this country by eliminating the larger numbers of people who currently leave school to face at best a life time of low pay or at worse unemployment.”

- He has some other interesting things to say – at some length, so these are also on our website: www.cordisbright.co.uk

The Munro Report

- When the Secretary of State for Education commissioned this review of child protection in June 2010, a central question was ‘what helps professionals make the best judgements they can to protect a vulnerable child?’.
- The final report sets out proposals for reform which, taken together, are intended to create the conditions that enable professionals to make the best judgments about the help to give children, young people and families. This involves moving from a system that has become over-bureaucratised and focused on compliance to one that values and develops professional expertise and is focused on the safety and welfare of children and young people.
- The review’s first report in October 2010 described the child protection system in recent times. The review’s second report, in February 2011 covered the child’s journey through the child protection system – from needing to receiving help – to show how the system could be improved.

The Tickell Report and the review of evidence

The best description comes from Dame Clare herself:

- “The earliest years in a child’s life are absolutely critical, providing the essential foundations for healthy development. If these foundations are not secure, children can experience long-term problems which often present wider social consequences.
- Children’s attainment, wellbeing, happiness and resilience are profoundly affected by the quality of the guidance, love and care they receive during the first years of their lives. While parents and other carers at home are the main source of support, it is also imperative that the support and education provided in pre-school settings is of a high quality.
- In 2008 the EYFS was introduced with the intention of providing a framework to deliver consistent and high quality environments for all children in pre-school settings, recognising the importance of this period in a child’s life. A review was promised at the time of the introduction of the EYFS and it became clear during the review that the EYFS is popular across the sector, and that outcomes for young children are improving.
- However, it is not perfect and I have identified areas where it can be improved. My recommendations are designed to build on and improve the current statutory framework. Taken together, my recommendations aim to create a revised EYFS which is more flexible and more accessible, and which provides a strong foundation for all children and families.”



CordisBright Limited

Epworth House
25/35 City Road
London EC1Y 1AA

T 020 7330 9170

F 020 7330 9171

E info@cordisbright.co.uk

www.cordisbright.co.uk