

Effective Practice in the Early Years Foundation Stage



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The holistic curriculum

Being a
Vet



What are the key ways in which young children learn?

- Discuss in twos or threes
- Make a list of the key ways you think 2-5 year olds learn. Which are the most important? Why?



Current EYFS Framework

- **2017 EYFS Framework:** this is the key document because it sets out the legal requirements and is the only statutory guidance. It has three sections:
 - ✓ Learning and Development Requirements;
 - ✓ Assessment;
 - ✓ Safeguarding and Welfare requirements

NB: The current Framework was first implemented in 2012 and has been revised twice. The Tickell Report Spring 2011 explains the research and rationale behind it. Also refer to 'Supporting Families in the foundation years' 2011



Statutory framework for the early years foundation stage

Setting the standards for learning,
development and care for children from
birth to five

Published: 3 March 2017

Effective: 3 April 2017



Current **EYFS framework** : key principles

- Reduced bureaucracy for professionals, simplified the statutory assessment of children's development at age five.
- Simplified the learning and development requirements by reducing the number of early learning goals from 69 to 17.
- **Stronger emphasis on the three prime areas** which are most essential for children's healthy development: communication and language; physical; and personal, social and emotional development.
- A progress check at age two ...so that children get any additional support they need *before they start school*.
- Focus on strengthening partnerships between professionals and parents, ensuring that the new framework uses clear language.

DfE March 2012



Statutory Framework for EYFS

- School readiness 1.1 (also see 100 review)
- Play based curriculum based on children's interests and needs (unique child) 1.8
- Working in partnership with parents 1.1
- Multi-agency working (eg 1.6, 2.5)
- Seven areas of learning 1.3 & 1.4
- Outdoor play 3.58 and Paediatric First Aid 3.25



School Readiness

We do children no favours if they are not properly prepared for the transition into school and beyond reception to Year 1. By the age of five children should be ready to make the most of the wealth of opportunities available to them at their next stage of learning and development.'

Supporting Families in the Foundation Years p. 18



School Readiness

‘No nationally agreed definition’ of the term *school readiness* (Ofsted 2014) and the 100 review (2017) revisits this. In its response to the 2012 EYFS consultation the Government:

- Said there were concerns about ‘too strong a focus on formal education too soon’ and considered this anxiety to be ‘unwarranted’
- Clarified school readiness is learning ‘through exploration and play’ to ‘walk and run, to talk and understand, and learn to relate to others as well as beginning to read and write and use numbers’.



Definition by Frank Field in his 2010 report, 'The Foundation Years'.

1. To sit still and listen
2. To be aware of other children
3. To understand the word 'no' and the boundaries it sets for behaviour
4. To understand the word 'stop' and that such a phrase might be used to prevent danger
5. To be toilet-trained and be able to go to the loo
6. To recognise their own name
7. To speak to an adult to ask for help
8. To be able to take off their coat and put on shoes
9. To talk in sentences
10. To open and enjoy a book



School readiness

- Ofsted document 'Are you ready?' (2014) will support planning to close the gap
- School readiness
 - is a process, not a point in time
 - relies on children accessing a broad and balanced curriculum!
 - is also supported by good continuity and 'smooth transitions'
 - addresses disadvantage



Are you ready? Best settings:

- Have clear view of school readiness
- Assess early, drawing on close partnerships with other providers/agencies and knowledge of locality
- Engage parents and carers
- Address developmental delays promptly using planned interventions eg Sp&L programmes; discrete adult-led sessions (use of PP funding)
- Staff encourage children to communicate, to speak in sentences and to initiate questions; and they engage with children in imaginative role play



Seven areas of learning

The three prime areas are:

- Personal social and emotional development (PSED)
- Communication and Language (CAL)
- Physical Development (PD)

These three areas are fundamental – they underpin learning

The splitting of Communication and Language from Literacy was very significant



Maslow's hierarchy of needs

- Maslow's hierarchy of needs is a theory in psychology proposed by Abraham Maslow in his 1943 paper "A Theory of Human Motivation"





Seven areas of learning

The four specific areas are:

- Literacy (reading and writing)
- Mathematics
- Understanding the world
- Expressive arts and design

The prime areas are strengthened through the specific areas - they provide the context for learning and applying knowledge and skills



Development Matters

Early Education
The British Association for Early Childhood Education
www.early-education.org.uk

Development Matters in the Early Years Foundation Stage (EYFS)

This non-statutory guidance material supports practitioners in implementing the statutory requirements of the EYFS.

Children develop quickly in the early years, and early years practitioners aim to do all they can to help children have the best possible start in life. Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family

background, learning difficulties, disabilities or gender. This guidance helps adults to understand and support each individual child's development pathway. Other guidance is provided at www.foundationyears.org.uk. The EYFS statutory framework is available on the Foundation Years website as well as the Department for Education website: www.education.gov.uk/publications






Development Matters Document

This is non-statutory guidance which was DfE approved – however they replaced this with ‘Early Years Outcomes’ in Summer 2013.

Development Matters looks in more detail at how to implement the learning and development requirements and was designed to support the statutory framework.

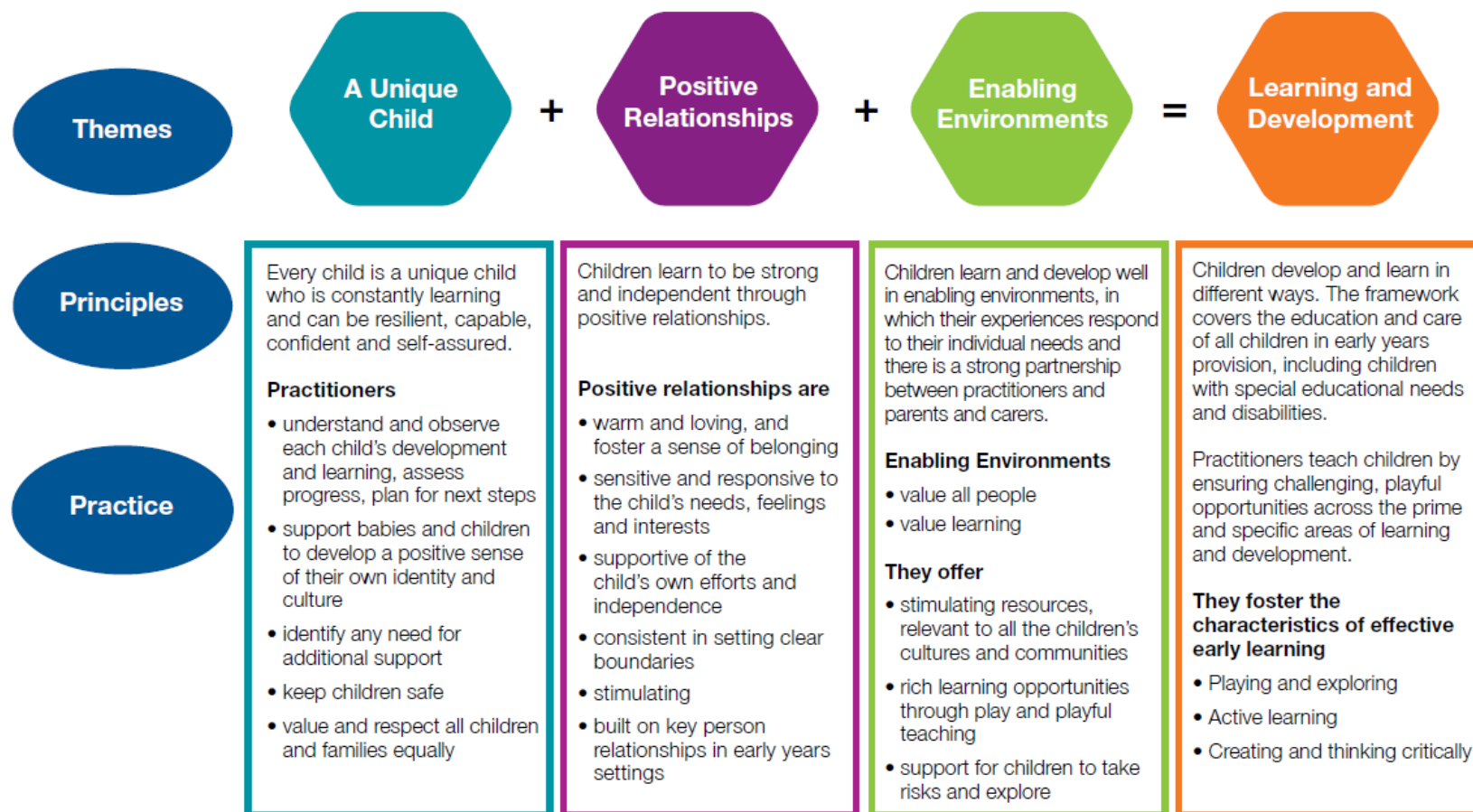
It provides information about how to put the principles into practice and is divided into sections containing much of what you need to know in order to successfully meet the requirements of the EYFS.



'Children are born ready, able and eager to learn'

Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments.

The four themes of the EYFS underpin all the guidance. This document - Development Matters - shows how these themes, and the principles that inform them, work together for children in the EYFS.



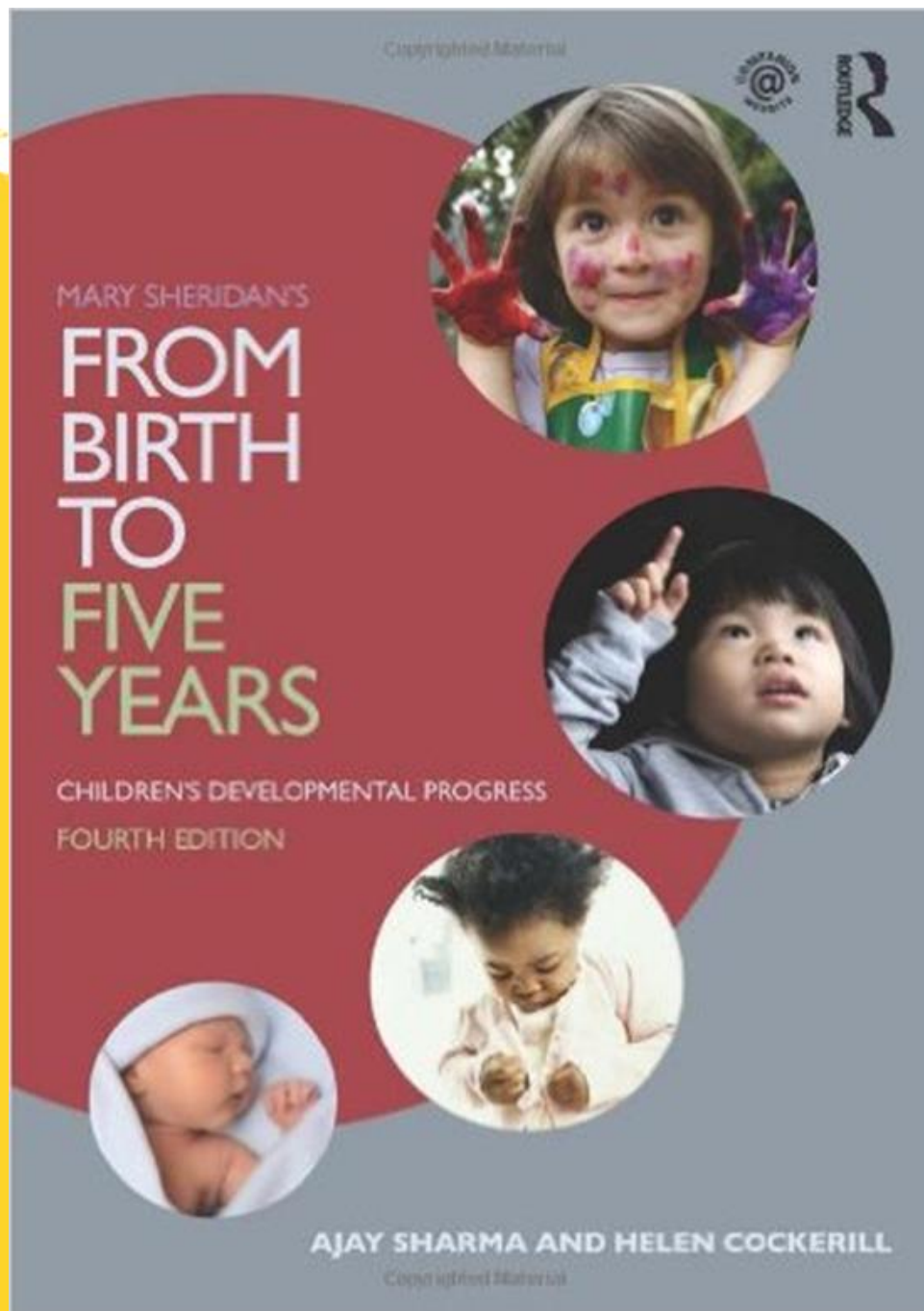


Understanding Development

- Young children develop in individual ways and at varying rates
- Stages are more important than ages
- Why is important to understand children's developmental stages?
- Read section 49 -51 (p.27-28) of *Teaching and Play in the Early Years*. What are the implications for your practice?



Amazon approx £15.50!





Unique child



Observing what a child is learning – examples within that age band

Positive relationships



What adults could do – getting it right for each child

Enabling environments



What adults could provide to achieve this

Assessment- informed decisions lead to accurate planning for groups and individuals.



Prime areas - Language and Communication

1. Building Blocks of Language

- Play and Interaction
- Reading and Writing
- Attention and Listening
- Understanding of Language
- Speech Sounds and Talk

Can you put these in developmental order?



Prime areas - Language and Communication

Language throughout the ELGs

Read through the ELGs and note the references to language and communication

(Statutory Framework pages 10-12)



Prime Areas – Personal, Social and Emotional Development

- Read through every stage of one of the Unique Child columns (developmental steps) for PSED – start at 0-11 months!
- Discuss at your table how these steps relate to children in your class
- How do you ensure that there is appropriate provision for the range of development needs?



Prime Areas – Physical Development

- Using Development Matters identify the progression of either toilet training (Health and Self-Care p 25-27) or writing (Moving and Handling p 22-24); ensure you look at every age band.
- Note the language
- Any comments or observations?



Characteristics of Effective Learning

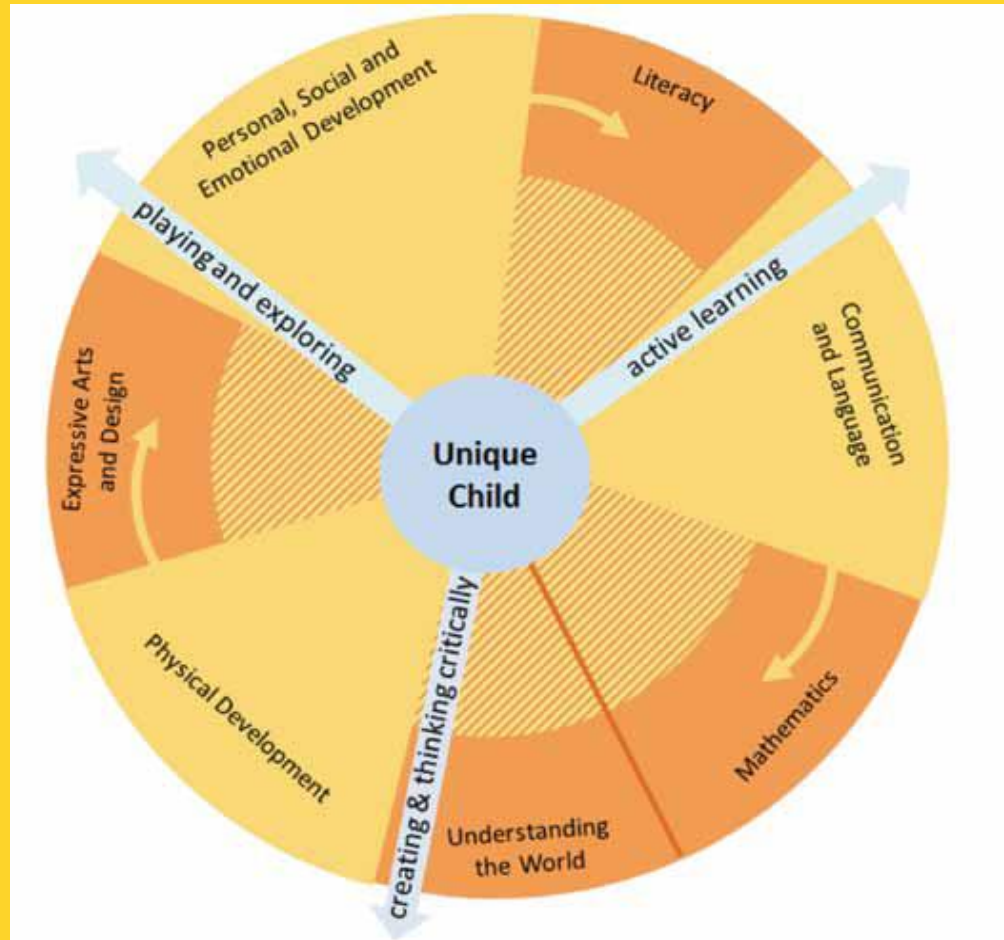
Activity 1

Match the statements to the headings

What are the implications for your practice?



Characteristics of Effective Learning





Characteristics of Effective Learning

Activity 2

- Read through the Enabling Environment column
- What are the main themes/key concepts?
- Do you provide for these in your school/setting?
- Reflect upon your environment and what you may need to change.



Characteristics for Effective Learning

Activity 3

- Look at the photographs and discuss the adult role
- Look through the Positive Relationships column
- What are the implications for your practice?



Learning, Playing and Interacting



The **National Strategies**
Early Years

Learning, Playing and Interacting

Good practice in the Early Years
Foundation Stage



department for
children, schools and families



Qualifications
and Curriculum
Development
Agency



What are the key ways in which young children learn?

- Return to your list
- Compare to the list on page 9 of LP&I
- Which ones did you miss and why?
How can you ensure that you provide for all these key features of EYFS learning?

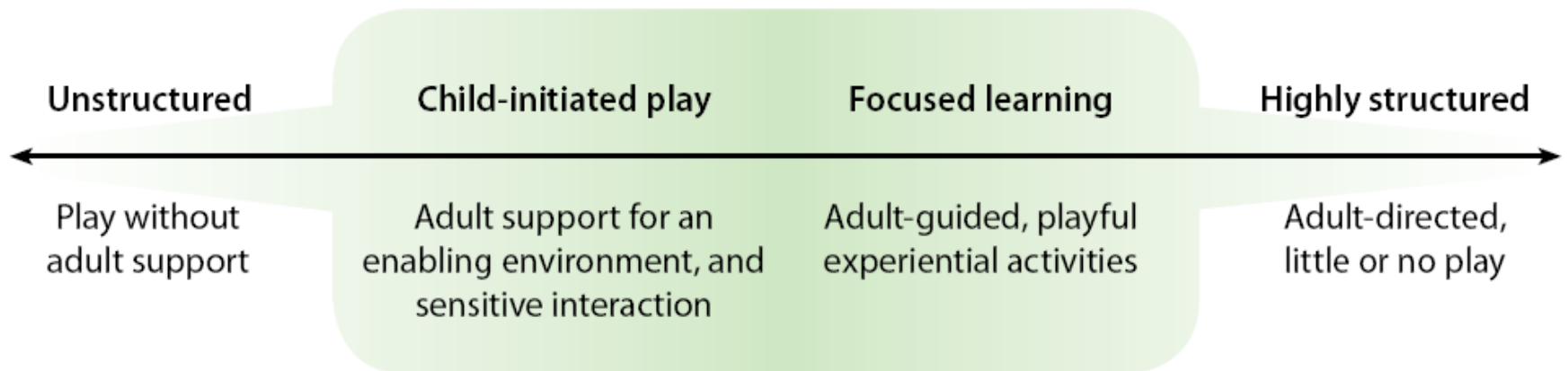


Learning, Playing and Interacting

Research on successful outcomes of Early Years provision – both in the short term and for later success in school and as adults – has pointed to some general guidelines. The best outcomes for children's learning occur where most of the activity within a child's day is a mixture of:

- child-initiated play, actively supported by adults
- focused learning, with adults guiding the learning through playful, rich experiential activities.

This can be illustrated as a continuum of approaches as seen below.





Teaching and play in the early years

- Published July 2015
- Adds more clarity to definition of school readiness and how to achieve it
- Particular reference to funded two year olds and the rationale behind encouraging schools to take them



Teaching and Play

- Watch the video [clip](#)
- How are the adults teaching?
- What about other learning opportunities – what is the adult's role in helping children to learn in different ways?
- How can adult-led activities involve playful teaching and playful learning?



- The Statutory Framework and supporting publications place high emphasis on the importance of effective planned interventions in children's learning, within the context of a play-based curriculum
- It is important to plan a good balance of child-initiated, adult-led and adult-directed learning



Assessment and tracking:

Where to start?

- Baseline all children as soon as possible (as soon as they are settled); at the latest by October half term (F2/ Reception) or within 6 weeks of entry (F1/nursery), including all stakeholders views
- Set a trajectory for at least expected progress using in-school system
- Set up a manageable system for checking on learning, collecting evidence and keeping track
- Determine points at which progress is checked and ensure tracker is updated in line with school requirements (normally termly or sometimes half-termly)



Optional Reception Baseline assessment

- Introduced by the government to set a baseline for measuring progress across the primary school
- Four now approved for use: CEM (Durham) Early Excellence NfER and GL
- Must be completed within the first 6 weeks
- No longer being used by the government to set progress baseline
- Only use if your school requires it or if you consider it useful to feed into overall baseline

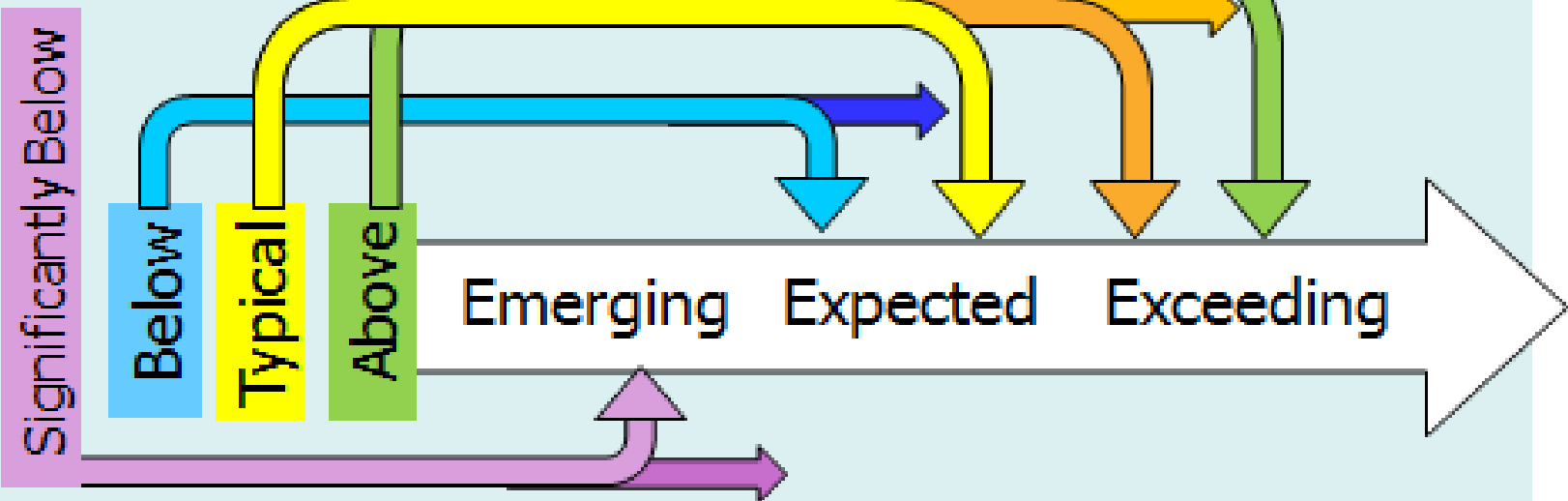


Setting a trajectory

Judging progress in the Early Years Foundation Stage



"From their different starting points..."



- Schools and inspectors should expect that children who start school at a level below, but not significantly below, that which is typical for their age **catch up quickly**.
- Consider the **proportions** that have made **typical** or **better** progress



Ongoing assessment

On-going Assessment
Autumn/Spring/Summer

Completion EYFS
Profile (Summer Term)

Baseline
(September)



Setting a baseline and tracking

- When a child enters your setting, assess using **the EYFS Age Bands** and, if appropriate, the ELGs. Use a 'best fit' approach, do not attempt to 'tick' every statement.
- Assess the child's skills and attitudes to learning (C of EL)
- To support judgments use information which has come from the previous setting/ parents (eg 'All about Me') and the optional Baseline assessment
- Moderate with colleagues



Setting a baseline and tracking

- Decide if the child is broadly entering (low) developing (middle) or secure (high) within a band and use this as your starting point
- Track development within each of the 17 strands (within the 7 areas of learning and development) using any commercial electronic tracker (these come with a warning!) or paper versions. Identify and address gaps.
- Prime Areas monitoring tool [example](#)
- Individual records/learning journeys ([example](#))
- Development Matters cohort tracker ([example](#))
- Example annual tracker ([example](#))
- Phonic tracker from scheme used



Assessment: Statutory Requirements

- Ongoing assessment as an integral part of the learning: involving all adults (teacher, TA, parent/carer)
- Used to inform planning
- Matched to descriptors eg Early Years Outcomes, ELGs
- EYFS Profile is to 'sum up' a child's achievement at the end of the EYFS
- The Profile must be completed and outcomes submitted in the summer term of F2



Observation and Assessment

- Effective assessment takes equal account of all aspects of the child's development and learning.
- Observation and interaction are fundamental to understanding what children know and can do
- Accurate assessments are reliant upon taking contributions from a range of perspectives, including actively seeking view of parents/carers and children themselves, across a range of situations.
- Judgments should be 'best fit' and not 'ticking off' statements.
- Avoid tick lists and one-off tests as reliable demonstrations of progress. These do not create a well rounded picture of a child's attainment.
- The EYFS Profile (ie judgment of emerging, expected or exceeding the ELG) is for summative assessment at the end of F2



Thinking about your tracking system

- Is it manageable and easy to use?
- Does it cover all areas of development (not just Literacy and Maths!)
- Does it rely on tests/tasks, or does it mainly rely on ongoing formative assessment?
- Are judgments 'best fit' based on EYFS requirements?
- Do judgments draw on information from a range of perspectives?



Gap tasks!

1. Using the communication [audit](#), find the 'hotspots' in your environment. Note the features which encourage children to talk. Come prepared to discuss how this audit has informed your enabling environment
2. Bring examples of your planning and any assessment evidence (eg learning journeys) to share next time
3. Bring Exemplification of ELGs (EYFS Profile) for reference

<https://www.gov.uk/government/publications/eyfs-profile-exemplification-materials>



Contacts

- <http://www.nottinghamshire.gov.uk/schoolsportal>
(username and password from school office)

liz.kitts@nottscc.gov.uk

- List of EYST and SaLT contacts provided
- <http://www.thecommunicationtrust.org.uk/projects/no-pens-day-wednesday/> October 4th
- <http://www.foundationyears.org.uk/>
- <http://nottslanguageforlife.co.uk>

[Home](#)[About Us](#)[Our Services](#)[Contact Us](#)[Practitioners Zone](#)

Look what I can do...

Speech and language develops gradually as children grow. Click on one of these ages to find out what children can achieve at that developmental stage.



Welcome

Good speaking and listening skills are crucial; children need them to do well at school and to make friendships. Much later on, good communication skills are vital for their careers, as well as their all-round well being.

Explore our website and discover what we can all do to help our children's language skills grow and how you can get further help, information and support, if you need it. To make things easier for you we have added some quick links shown in **pink** throughout the site- hope they help!

Come on - let's get Nottinghamshire talking together!

Talking Leads to Learning

click on any image to find out more



1 2 3 4 5 6 7 8



Limit the use of Dummies

News & Events

[View Page](#)

FREE Level 1 courses for parents or children's centres volunteers

[More](#)

FREE app launched for parents to be and new parents!

How you can help...

8 simple things you can do to give your child's speech and language development a helping hand!

Useful Links



Songs & Rhymes

Speech and language develops gradually as children grow. Click on one of these ages to find out what children can achieve at that developmental stage.



About Us

Nottinghamshire Language for Life is a support structure for everyone in Nottinghamshire, so we can all help our children learn to talk and communicate to the best of their ability. We know that if our children can develop key communication skills at the right time, they will go on to do better at school, make friends and get a good job when they grow up.

This network of support is driven by Nottinghamshire County Council's **Language for Life strategy**. It aims to ensure that developing children's communication is everyone's business - families and professionals alike. Other partners include Nottinghamshire Children and Families Partnership (see below) and County Health Partnerships (part of Nottinghamshire Healthcare) amongst many others, all working together across Nottinghamshire.

Support is available for families and practitioners, so we all know what we can do to encourage the development of children's speech, language and communication skills - simply by talking together with our children in the best way.

Click on the pink links on the right and visit the **Our Services** section of this website to find out more about us and how you can get involved in developing the speech, language and communication skills of the children you

For Families

A range of support, advice and resources are available:

Ante-natal

- **'Your baby's first steps to talking'** and 'Ages and Stages' leaflets available from midwives, **health visitors** and **Children's Centres**. You can also click on the speech bubbles above.
- Information about attachment and early language development at ante-natal sessions.

Neo-natal Hearing Screen

- Nursery rhymes booklet and "Your baby's first steps to talking" (Kings Mill only)

Parent Advice, Play & Training Sessions

- **Health visitor** - Talking Together leaflets
- Midwife advice - attachment
- **Children's Centres** groups - e.g. Say and Sign, Toddler Talk.
- **Library Groups** e.g. **Rattle Rhyme and Roll**, **Storyhullabalo**
- Elklan Let's Talk (Level 1 qualification for parents) at some **Children's Centres**.

For Practitioners

We offer training and development opportunities for those working in Early Years Settings (such as childminders, day nurseries, nursery school, children's centres and playgroups) and for professionals working in schools with older children. More details can be found in our **Practitioner Zone**.



Look what I can do...

Speech and language develops gradually as children grow. Click on one of these ages to find out what children can achieve at that developmental stage.



How you Can Help

There are ways in which you can help your child's development at home.

- Limit the use of Dummies
- Switch Off and Talk
- Play Face to Face
- Listen to me
- Talk with me
- Sing with Me
- Look at books together
- Maintain your Child's First Language

Look at books together

- Babies enjoy books from a very young age and sharing books together helps language development.
- In the early stages adults don't need to read the whole story or turn every page, just talk about the pictures that your baby is interested in.
- If you can, be face-to-face with your child so you can see what they are interested in and they can see your face when you are talking about the story.
- Babies enjoy bright coloured books with different shapes and textures, photographs or lifelike illustrations with simple, repetitive text.
- Sharing books is an ideal opportunity to have some quiet, one-to-one time with different family members. Turn off TV, music, radio, video games, phones and other background distractions to help your child listen and pay attention.
- Make books part of your everyday routine.
- In familiar stories leave a gap in the sentence so your child can fill it. e.g. "I'll huff and I'll..."
- As your child gets older, encourage turn-taking by taking turns to turn the pages or retell the story.
- Use a book in different ways: draw pictures, make a collage, act it out, talk about the feelings of the characters etc.
- Be slow and clear when you are talking, don't be afraid to use a sing-song or funny voice when acting out the voices of the characters in the story.
- Remember, by reading together you are not just teaching your child to read, you learn to talk a long time before you learn to read. So, book sharing is a great way to help your child's talking.
- Why not visit **your local library** to change books regularly? Speak to your Health Visitor about free books you are entitled to.