

Waltham Forest Early Years Training

The EYFS Reforms

February 2021

Delivered in partnership with
Penny Cartwright
EYFS Consultant and Trainer
penny@pennycartwright.com

Aims of the webinar

- Key changes to the EYFS Reforms
- Background and rationale for the EYFS Reforms
- What has stayed the same
- Consider what this means for your school, teachers and practitioners working in the early years (reception/nursery) and the everyday practice
- Use the information to identify the priorities for your school, teachers and practitioners, in order to implement the new framework and to continue to meet the needs of all children



Historical Background

- Lot of changes over the years.....
- Research – importance of early years
- Local authority guidance
- Desirable outcomes / National standards
- Curriculum guidance for foundation stage
- Birth to three
- SEND Code of practice
- Early years foundation stage (2008)
- EYFS Revised 2012, 2014, 2017
- Development Matters guidance (2012)
- Ofsted inspection framework.....



Rationale behind reforms

- ‘**Word gap**’ - these gaps are particularly pronounced in early language and literacy. By the age of three, more disadvantaged children are on average, already almost a full year and a half behind their more affluent peers in their early language development.’ (Unlocking Talent, Fulfilling Potential DfE 2017)
- 1 in 4 children who struggled with language at the age of five did not reach the expected standard in English at the end of primary school.



Rationale behind reforms

- EYFS Profile results for 2019: 27.4% of children did not achieve at least the expected level for communication and language and literacy.
- Children with vocabulary difficulties at age 5 are three times more likely to have mental health problems in adult hood and twice as likely to be unemployed.
- 60% of young offenders have low language skills.
- Importance of maths (numeracy) for everyday life, school and employment opportunities

Rationale behind reforms

- Two key objectives
 - improve outcomes for all children
(particularly in language and literacy, disadvantaged children)
 - reduce teacher/practitioner workload
(more time interacting with children)
- Focus on strengthening language and vocabulary development to particularly support disadvantaged children
- Strengthen literacy and numeracy outcomes in preparation for year 1
- ELGs to be clearer, more specific, easier to make accurate judgements
- ELGs to reflect strongest predictors of future attainment



What is changing and when?

- Revised Statutory framework for the EYFS - EYFS reforms early adopter version - published July 2020
- <https://www.gov.uk/government/publications/early-adopter-schools-eyfs-framework#history>
- **To be implemented from September 2021 for all schools, settings and childminders**



Statutory framework for the early years foundation stage

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

EYFS reforms early adopter version
July 2020

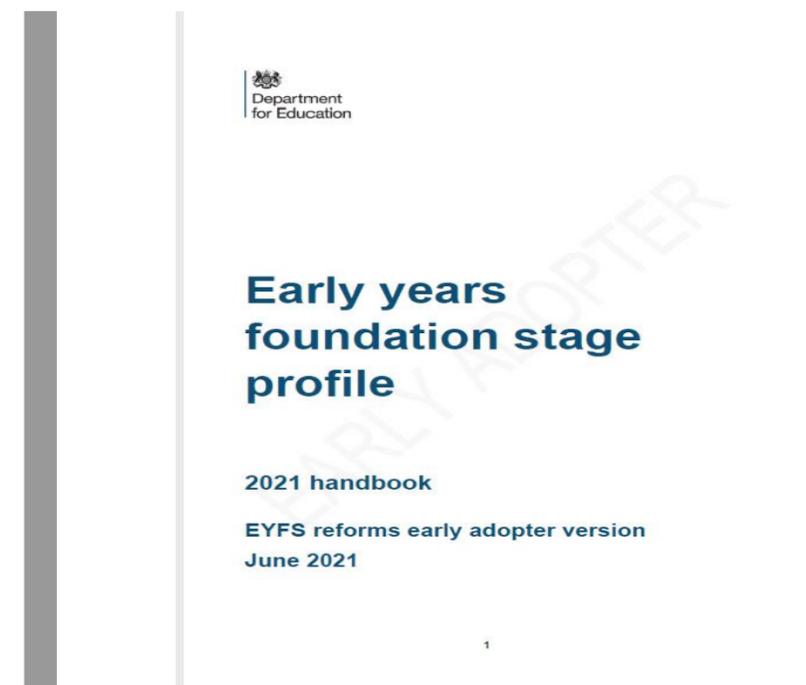


Waltham Forest

What is changing and when?

FOR EARLY ADOPTER SCHOOLS ONLY

- Statutory framework for the EYFS - EYFS reforms early adopter version - can be used by **early adopter schools only** from September 2020-2021
- Early Years Foundation Stage Profile 2021 handbook EYFS reforms early adopter version June 2021 - **used by early adopter schools only**



To be used to help meet the requirements of the EYFS from September 2021

- New Development Matters
- Non-statutory curriculum guidance for the EYFS - published September 2020

 Department
for Education

Development Matters

Non-statutory curriculum guidance for
the early years foundation stage

September 2020



Waltham Forest

What has stayed the same?

- Overarching principles of EYFS - unique child, positive relationships, enabling environment, learning and development
- Quality and consistency
- Planning for each individual child
- Partnership working
- Equality of opportunity
- The Safeguarding and Welfare requirements



What has stayed the same?

- How young children learn
- Importance of play
- Child initiated/adult led
- Names of the seven areas of learning (Prime and Specific)
- Characteristics of effective teaching and learning
- Progress check at age two



Key changes

Learning and Development requirements

- Educational programmes for the seven areas of learning (the curriculum)
- Assessment requirements



Revised Educational Programmes

- *‘Educational programmes **must** involve activities and experiences for children as set out under each of the areas of learning.*
- *The expectations for children’s development **must** ensure that cognitive development proceeds hand-in hand with their social and personal development.’*

(Statutory framework for the EYFS - EYFS reforms early adopter version page 8)



Communication and Language

CURRENT Educational Programme

- *‘Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.’*



Communication and Language

- *‘The development of children’s spoken language underpins all seven areas of learning and development. Children’s back-and-forth interactions from an early age form the foundations for language and cognitive development.*
- *The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial.*
- *By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children’s language effectively.’*



Communication and Language

- *‘Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.*
- *Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.’*



Personal, Social and Emotional Development

- *‘Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world.*
- *Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.’*



Personal, Social and Emotional Development

- *‘Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently.*
- *Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably.*
- *These attributes will provide a secure platform from which children can achieve at school and in later life.’*



Physical Development

- *‘Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives.*
- *Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults.*
- *By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility.’*



Physical Development

- *‘Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.*
- *Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy.*
- *Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practise of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.’*



Literacy

- *'It is crucial for children to develop a life-long love of reading.'*
- *Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth.*
- *It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together.'*



Literacy

- *‘Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words.’*
- *Writing involves transcription (spelling and handwriting) and composition (**articulating** ideas and structuring them in **speech**, before writing).’*



Mathematics

- *‘Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically.’*
- *Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.*
- *By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built.’*



Mathematics

- *‘In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures.*
- *It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, ‘have a go’, **talk** to adults and peers about what they notice and not be afraid to make mistakes.’*



Understanding the World

- *‘Understanding the world involves guiding children to make sense of their physical world and their community.’*
- *The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.’*



Understanding the World

- *‘In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.*
- *As well as building important knowledge, this extends their familiarity with **words** that support understanding across domains.*
- *Enriching and **widening** children’s **vocabulary** will support later reading comprehension.’*



Expressive Arts and Design

- *'The development of children's artistic and cultural awareness supports their imagination and creativity.'*
- *It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials.*
- *The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.*
- *The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.'*



Reflect

What do these changes to the Educational Programme mean for your school and the everyday practice?



Key changes

Learning and Development requirements

- Educational programmes for the seven areas of learning (the curriculum)
- Assessment requirements



Assessment Requirements

Schools:

- EYFS Profile (changes to assessment at **end** of reception June 2022)
- 17 new early learning goals
- Separated into statements (3)
- Clearer descriptors (accurate judgements)
- 2 judgements - Expected level/Emerging
- Best fit judgements
- Exemplification materials (Spring 2021)
- GLD (Prime areas, Literacy, Maths)
- Purpose of EYFS Profile - Transition to year 1 and to inform parents
- Characteristics of effective teaching and learning



EYFS Profile

- Profile NOT an accountability measure for schools
- Moderation
 - Removal of LA statutory moderation
 - Reliability of EYFS profile outcomes - responsibility of headteachers/managers
 - School/s moderation - collaborative process
 - Not require collecting/recording unnecessary evidence
- EYFS Profile 2021 handbook (June 2021)
- EYFS Reforms – DfE FAQ (August 2020)



EYFS Profile

‘Teachers are expected to articulate how they have arrived at their judgements. However, they are not expected to provide proof of the child’s level of attainment using physical evidence. Teachers should not record unnecessary evidence.’

Teachers may find it helpful to record, in a simple way, particularly noteworthy achievements.....Some physical evidence (such as examples of the child’s writing) that naturally accumulates during the course of the year may support practitioners in articulating their judgements. However, multiple sources of written or photographic evidence are not required and practitioners should not record unnecessary evidence.’

EYFS Profile 2021 handbook

‘Teachers will be expected to continue to identify and to stretch more able children, support them to excel and provide information to parents and the year 1 teacher, but they will not be required to record exceeding judgements for national data collection purposes.’

EYFS Reforms DfE - FAQ (August 2020)



Key changes

Learning and Development requirements

- Educational programmes
- Assessment requirements

Schools:

- Assessment at end of reception (June 2022)
- EYFS Profile
- 17 new early learning goals
- Information and training



Key changes – Schools (end of reception)

- The early learning goals (ELGs) are the **end point** measure of what a child should be demonstrating by the end of the EYFS
- The ELGs should not be used as a curriculum or in any way limit the wide variety of rich experiences.....

*(Statutory framework for the EYFS - EYFS reforms
early adopter version July 2020, page 11)*



Key changes – Schools (ELGs - end of reception)

- 17 new early learning goals
- More emphasis on Communication and language across the early learning goals

Prime areas

- Communication and language - focus on oral language and vocabulary acquisition
- Personal, social and emotional - new ELG on self-regulation and self-care
- Physical - focus on gross /fine motor skills



Key changes – Schools (ELGs - end of reception)

Specific areas

- Literacy - stronger focus on vocabulary and comprehension and links with reading and writing
- Mathematics - focus on depth of number and understanding quantities, removal of shape, space and measures
- Understanding the world - removal of technology, linked to science, history, geography
- Expressive arts and design - focus on communication and language, variety of tools and materials



Aspect/ELG Current	Early Learning Goals Reforms
<p>Communication and Language</p> <ul style="list-style-type: none"> • Listening and Attention • Understanding • Speaking 	<ul style="list-style-type: none"> • Listening, Attention and Understanding • Speaking
<p>Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> • Making Relationships • Self-Confidence and Self-Awareness • Managing Feelings and Behaviour 	<ul style="list-style-type: none"> • Self-Regulation • Managing Self • Building Relationships
<p>Physical Development</p> <ul style="list-style-type: none"> • Moving and Handling • Health and Self-Care 	<ul style="list-style-type: none"> • Gross Motor Skills • Fine Motor Skills



Aspect/ELG Current	Early Learning Goals Reforms
<p style="text-align: center;">Literacy</p> <ul style="list-style-type: none"> • Reading • Writing 	<ul style="list-style-type: none"> • Comprehension • Word Reading • Writing
<p style="text-align: center;">Mathematics</p> <ul style="list-style-type: none"> • Numbers • Shape, space and measures 	<ul style="list-style-type: none"> • Number • Numerical Patterns
<p style="text-align: center;">Understanding the World</p> <ul style="list-style-type: none"> • People and Communities • The World • Technology 	<ul style="list-style-type: none"> • Past and Present • People, Culture and Communities • The Natural World
<p style="text-align: center;">Expressive Arts and Design</p> <ul style="list-style-type: none"> • Exploring and Using Media • Being Imaginative 	<ul style="list-style-type: none"> • Creating with Materials • Being Imaginative and Expressive



Rationale behind reforms

- Two key objectives
 - improve outcomes for all children
 - reduce teacher/practitioner workload
(more time interacting with children)
- Revised assessment requirements – streamlined
- What does this mean in practice?
- Focus on what's important to children – what will make the most difference?
- Encourage teachers/practitioners to use their professional judgement and reduce reliance on unnecessary evidence and paperwork



Reflect

Why do you think this was one of the objectives?

What does the current EYFS say about excessive paperwork?



Assessment

- *‘Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork.’*
- *Paperwork should be limited to that which is absolutely necessary to promote children’s successful learning and development.’*

(EYFS Statutory Framework 2017 page 13)



Communication and Language: Listening and attention			
	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 30-50 months	<ul style="list-style-type: none"> Listens to others one to one or in small groups, when conversation interests them. Listens to stories with increasing attention and recall. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Focusing attention – still listen or do, but can shift own attention. Is able to follow directions (if not intently focused on own choice of activity). 	<ul style="list-style-type: none"> Model being a listener by listening to children and taking account of what they say in your responses to them. Cue children, particularly those with communication difficulties, into a change of conversation, e.g. 'Now we are going to talk about...' For those children who find it difficult to 'listen and do', say their name before giving an instruction or asking a question. Share rhymes, books and stories from many cultures, sometimes using languages other than English, particularly where children are learning English as an additional language. Children then all hear a range of languages and recognise the skill needed to speak more than one. Introduce 'rhyme time' bags containing books to take home and involve parents in rhymes and singing games. Ask parents to record regional variations of songs and rhymes. 	<ul style="list-style-type: none"> When making up alliterative jingles, draw attention to the similarities in sounds at the beginning of words and emphasise the initial sound, e.g. "mmmmummy", "shshshshadow", "K-K-K-KKaty". Plan activities listening carefully to different speech sounds, e.g. a sound chain copying the voice sound around the circle, or identifying other children's voices on tape. Help children be aware of different voice sounds by using a mirror to see what their mouth and tongue do as they make different sounds. When singing or saying rhymes, talk about the similarities in the rhyming words. Make up alternative endings and encourage children to supply the last word of the second line, e.g. 'Hickory Dickory boot, The mouse ran down the...' Set up a listening area where children can enjoy rhymes and stories.
 40-60+ months	<ul style="list-style-type: none"> Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. <p>Early Learning Goal</p> <p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p>	<ul style="list-style-type: none"> Play games which involve listening for a signal, such as 'Simon Says', and use 'ready, steady...go!' Use opportunities to stop and listen carefully for environmental sounds, and talk about sounds you can hear such as long, short, high, low. Explain why it is important to pay attention when others are speaking. Give children opportunities both to speak and to listen, ensuring that the needs of children learning English as an additional language are met, so that they can participate fully. 	<ul style="list-style-type: none"> Choose stories with repeated refrains, dances and action songs involving looking and pointing, and songs that require replies and turn-taking such as 'Tommy Thumb'. Plan regular short periods when individuals listen to others, such as singing a short song, sharing an experience or describing something they have seen or done. Use sand timers to help extend concentration for children who find it difficult to focus their attention on a task.

Children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development.



Assessment - Reforms

- *‘Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork.’*
- *When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence.’*

(EYFS Statutory framework for the EYFS

- EYFS reforms early adopter version July 2020, page 18)





Department
for Education

Statutory framework for the early years foundation stage

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

EYFS reforms early adopter version
July 2020



Department
for Education

Development Matters

Non-statutory curriculum guidance for
the early years foundation stage

September 2020



Waltham Forest

Development Matters (2020)

- Similar 'look' as EYFS Framework
- Non statutory guidance
- Not to be used as a tick list
- Introduction
- Seven features of effective practice
- Characteristics of effective teaching and learning
- Seven areas of learning and development
- Not separated into aspects (ELGs) under each area
- Additional information on EAL
- 3 broad age bands
- Statements of what children will be learning
- Examples of how to support this



Development Matters (2020)

Introduction

- *'The document is not a tick list for generating lots of data.'*
- *You can use your professional knowledge to help children make progress without needing to record lots of next steps.*
- *Settings can help children to make progress without generating unnecessary paperwork.*
- *The guidance can help you check that children are secure in all the earlier steps of learning before you look at their 'age band'.*
- *Depth in learning matters much more than moving from one band to the next or trying to cover everything.'*



Development Matters (2020)

- Seven features of effective practice

- The best for every child
- High-quality care
- The curriculum: what we want children to learn
- Pedagogy: helping children to learn
- Assessment: checking what children have learnt
- Self-regulation and executive function
- Partnership with parents



Development Matters (2020)

Assessment: checking what children have learnt

- *‘Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence.*
- *Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do.*
- *Accurate assessment can highlight whether a child has a special educational need and needs extra help.*
- *Before assessing children, it is a good idea to think about whether the assessments will be useful.*
- *Assessment should not take practitioners away from the children for long periods of time.’*



Development Matters (2020)

- The characteristics of effective teaching and learning
- Same headings:
 - Playing and exploring
 - Active learning
 - Creating and thinking critically
- Different content
- Children will be learning to:
- Examples of how to support this:



The characteristics of effective teaching and learning

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. 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

[Statutory framework for the early years foundation stage: early adopter version](#)

Playing and exploring

Children will be learning to:	Examples of how to support this:
Realise that their actions have an effect on the world, so they want to keep repeating them.	Encourage babies' exploration of the world around them. Suggestions: investigating the feel of their key person's hair or reaching for a blanket in their cot. Play games like 'Peepo'. As they get more familiar, the baby or toddler will increasingly lead the play and want the adult to respond.
Reach for and accept objects. Make choices and explore different resources and materials.	Show and give babies interesting things, such as a rattle or a soft toy. Arrange for babies to take part in Treasure Basket play. Offer open-ended resources for babies and toddlers to play freely with, outdoors and inside.
Plan and think ahead about how they will explore or play with objects.	Provide different pebbles, shells and other natural materials for children to explore and arrange freely.
Guide their own thinking and actions by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the	Help children to develop more control over their actions by giving them many opportunities to play freely and find their own ways of solving problems. When appropriate, sensitively provide a helpful commentary. You might suggest: "Why don't you look for the biggest piece first?"



Development Matters

The Areas of Learning and Development (2020)

- Section for each of the seven areas of learning and development
- Educational programme for each area of learning (curriculum)
- 3 broad age bands:
 - Birth to three - babies, toddlers and young children will be learning to: 
 - 3 & 4 year olds will be learning to: 
 - Children in reception will be learning to: 
- *Examples* of how to support this:
- Observation checkpoint - questions for under threes, 3 & 4 years for Prime areas only
- Does NOT include the ELGs



Development Matters

Current Development Matters

- Birth to 11 months
- 8 - 20 months
- 16 - 26 months
- 22 - 36 months
- 30 - 50 months
- 40 - 60+ months
- Early Learning Goal

New Development Matters

- Birth to three – babies, toddlers and young children will be learning to
- 3 & 4 year olds will be learning to:
- Children in reception will be learning to:



Birth to three - babies, toddlers and young children will be learning to:	Examples of how to support this:
---	----------------------------------

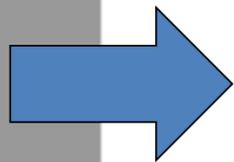
<p>Watch someone's face as they talk.</p> <p>Copy what adults do, taking 'turns' in conversations (through babbling) and activities. Try to copy adult speech and lip movements.</p> <p>Enjoy singing, music and toys that make sounds.</p> <p>Recognise and are calmed by a familiar and friendly voice.</p> <p>Listen and respond to a simple instruction.</p>	<p>Babies love singing and music. Sing a range of songs and play a wide range of different types of music. Move with babies to music.</p> <p>Babies and toddlers love action rhymes and games like 'Peepo'. As they begin to join in with the words and the actions, they are developing their attention and listening. Allow babies time to anticipate words and actions in favourite songs.</p>
--	---



3 & 4-year-olds will be learning to:	Examples of how to support this:
<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Can find it difficult to pay attention to more than one thing at a time.</p>	<p>Offer children at least a daily story time as well as sharing books throughout the session.</p> <p>If they are busy in their play, children may not be able to switch their attention and listen to what you say. When you need to, help young children to switch their attention from what they are doing to what you</p>

3 & 4-year-olds will be learning to:	Examples of how to support this:
	<p>are saying. Give them a clear prompt. Suggestion: say the child's name and then: "Please stop and listen".</p>
<p>Use a wider range of vocabulary.</p> <p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p>	<p>Extend children's vocabulary, explaining unfamiliar words and concepts and making sure children have understood what they mean through stories and other activities. These should include words and concepts which occur frequently in books and other contexts, but are not used every day by many young children. Suggestion: use scientific vocabulary when talking about the parts of a flower or an insect, or different types of rocks. Examples from 'The Gruffalo' include: 'stroll', 'roasted', 'knobbly', 'wart' and 'feast'.</p> <p>Provide children with a rich language environment by sharing books and activities with them. Encourage children to talk about what is happening and give their own ideas. High-quality picture books are a rich source for learning new vocabulary and more complex forms of language: "Excuse me, I'm very hungry. Do you think I could have tea with you?"</p>





3 & 4-year-olds will be learning to:	Examples of how to support this:
Observation checkpoint	<p>Around the age of 3, can the child shift from one task to another if you fully obtain their attention, for example, by using their name?</p> <p>Around the age of 4, is the child using sentences of four to six words – “I want to play with cars” or “What’s that thing called?”?</p> <p>Can the child use sentences joined up with words like ‘because’, ‘or’, ‘and’? For example: “I like ice cream because it makes my tongue shiver”.</p> <p>Is the child using the future and past tense: “I am going to the park” and “I went to the shop”?</p> <p>Can the child answer simple ‘why’ questions?</p>

Children in reception will be learning to:	Examples of how to support this:
Understand how to listen carefully and why listening is important.	<p>Promote and model active listening skills: “Wait a minute, I need to get into a good position for listening, I can’t see you. Let’s be quiet so I can concentrate on what you’re saying.”</p> <p>Signal when you want children to listen: “Listen carefully now for how many animals are on the broom.”</p>



Children in reception will be learning to:	Examples of how to support this:
Understand how to listen carefully and why listening is important.	<p>Promote and model active listening skills: "Wait a minute, I need to get into a good position for listening, I can't see you. Let's be quiet so I can concentrate on what you're saying."</p> <p>Signal when you want children to listen: "Listen carefully now for how many animals are on the broom."</p> <p>Link listening with learning: "I could tell you were going to say the right answer, you were listening so carefully."</p>
Learn new vocabulary.	<p>Identify new vocabulary before planning activities, for example, changes in materials: 'dissolving', 'drying', 'evaporating'; in music: 'percussion', 'tambourine'.</p> <p>Bring in objects, pictures and photographs to talk about, for example vegetables to taste, smell and feel.</p>

Children in reception will be learning to:	Examples of how to support this:
	<p>Discuss which category the word is in, for example: "A cabbage is a kind of vegetable. It's a bit like a sprout but much bigger".</p> <p>Have fun saying the word in an exaggerated manner.</p> <p>Use picture cue cards to talk about an object: "What colour is it? Where would you find it? What shape is</p>



Reflect and consider

The changes to the assessment requirements and the new Development Matters (2020)

What will this mean for your school, your teachers/practitioners and your everyday practice?



A conversation on the new Development Matters

(Dr Julian Grenier, Ofsted)

<https://www.youtube.com/watch?v=rshr-l66jQA>

☰ YouTube



Birth to five matters publication - coming soon

<https://early-education.org.uk>

- Coalition of Early Years Sector Organisations' working with the sector to develop guidance **for the sector, by the sector: Birth to Five Matters**. To revise existing guidance to develop an evidence-informed document.
- **Stakeholders** (practitioners, parents, the public, policy makers and others) are invited to engage **in producing guidance for the sector, by the sector**, through a public process of consultation.
- [Birth To 5 Matters – Guidance by the sector, for the sector](https://www.birthto5matters.org.uk)
<https://www.birthto5matters.org.uk>



Reflect

What are the priorities for your school, for your teachers and practitioners in order to implement the new framework and to meet the needs of all children?



Implementing the new framework - what next?

- What are the priorities now/next few months?
- What are the key messages/changes?
- What needs to be done?
- Action plan/timescale
- School, early years team, teachers, practitioners
- Leadership team
- Parents
- Changes to assessment
- Planning – everyday practice
- What's important for children?



Reminder

- New EYFS Framework is Statutory from September 2021
- Revised Development Matters from September 2021
- Schools, settings, childminders **MUST** continue to implement the current EYFS until September 2021 (unless an early adopter school)
- EYFS requirements – what you ‘must’ do
- ‘Should’ – good practice
- New early learning goals to be assessed (June 2022)
- EYFS profile handbook
- Schools – Reception - early learning goals should **NOT** be used as the curriculum but assessment at end of reception
- Training and support

Reminder

- How young children learn hasn't changed
- Start with the child (individual needs/interests)
- EYFS Framework, play based curriculum
- Focus may be communication and language, literacy and mathematics
- Importance of personal, social and emotional
 - for children and practitioners!
- Celebrate changes - review assessment systems (reduced workload!)
- Do what matters to children/makes the most difference
- Keep on doing what you know is right for your children



Waltham Forest Early Years Training

The EYFS Reforms

February 2021

Delivered in partnership with
Penny Cartwright
EYFS Consultant and Trainer
penny@pennycartwright.com