

Waltham Forest Early Years Training

The EYFS Reforms

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Delivered in partnership with
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Aims of the session

- Understand the rationale for the EYFS Reforms
- Hear about the key changes
- Consider what this means for you, your school/setting/childminder and your everyday practice
- Consider the priorities for you, your school/setting/childminder in order to implement the new framework and 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

- 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.
- Children with vocabulary difficulties at age 5 are 3 times more likely to have mental health problems in adult hood and twice as likely to be unemployed when they reach adult hood.
- 60% of young offenders have low language skills.
- 28% of children finish their reception year still without the early communication and reading skills they need to thrive. (July 2018)



The 'word gap'

- '**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.
- Around two fifths of disadvantaged five-year-olds are not meeting the expected literacy standard for their age.'

(Unlocking Talent, Fulfilling Potential DfE 2017)



'We all need Maths, not just for school, but for everyday life, work and opportunities. Good numeracy is the best protection against unemployment, low wages and poor health.'

(Organisation for Economic Cooperation and
Development Andreas Schleicher OECD 2013)



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Rationale behind reforms

- Two key objectives
 - reduce teacher/practitioner workload
(more time interacting with children)
 - improve outcomes for all children
(particularly in language and literacy)
- Focus on strengthening language and vocabulary development to help close the 'word gap'
- Strengthen literacy and numeracy outcomes by end of reception
- Better prepare children for Key Stage 1 – better aligning with year 1
- Based on the latest evidence in childhood development and 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

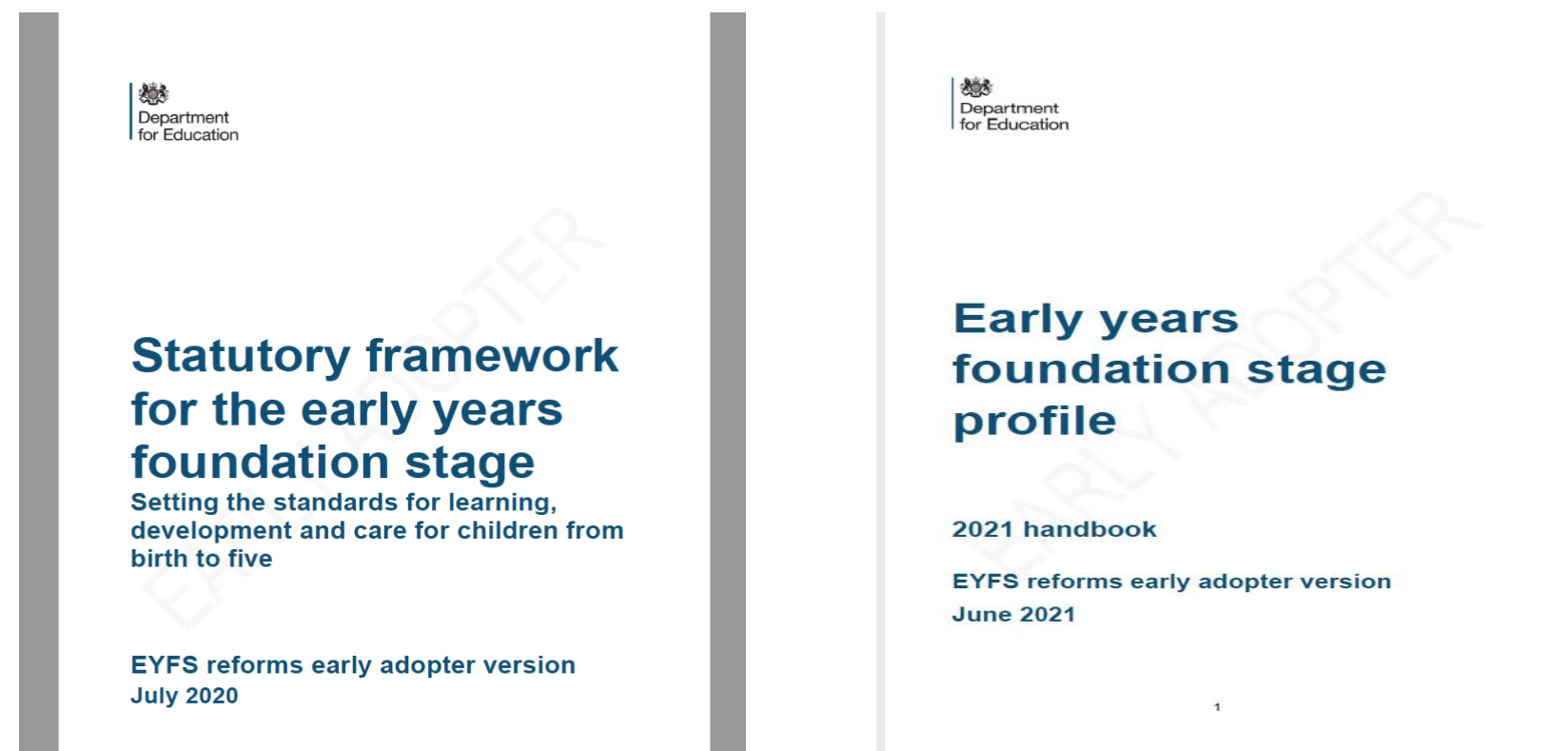


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What is changing and when?

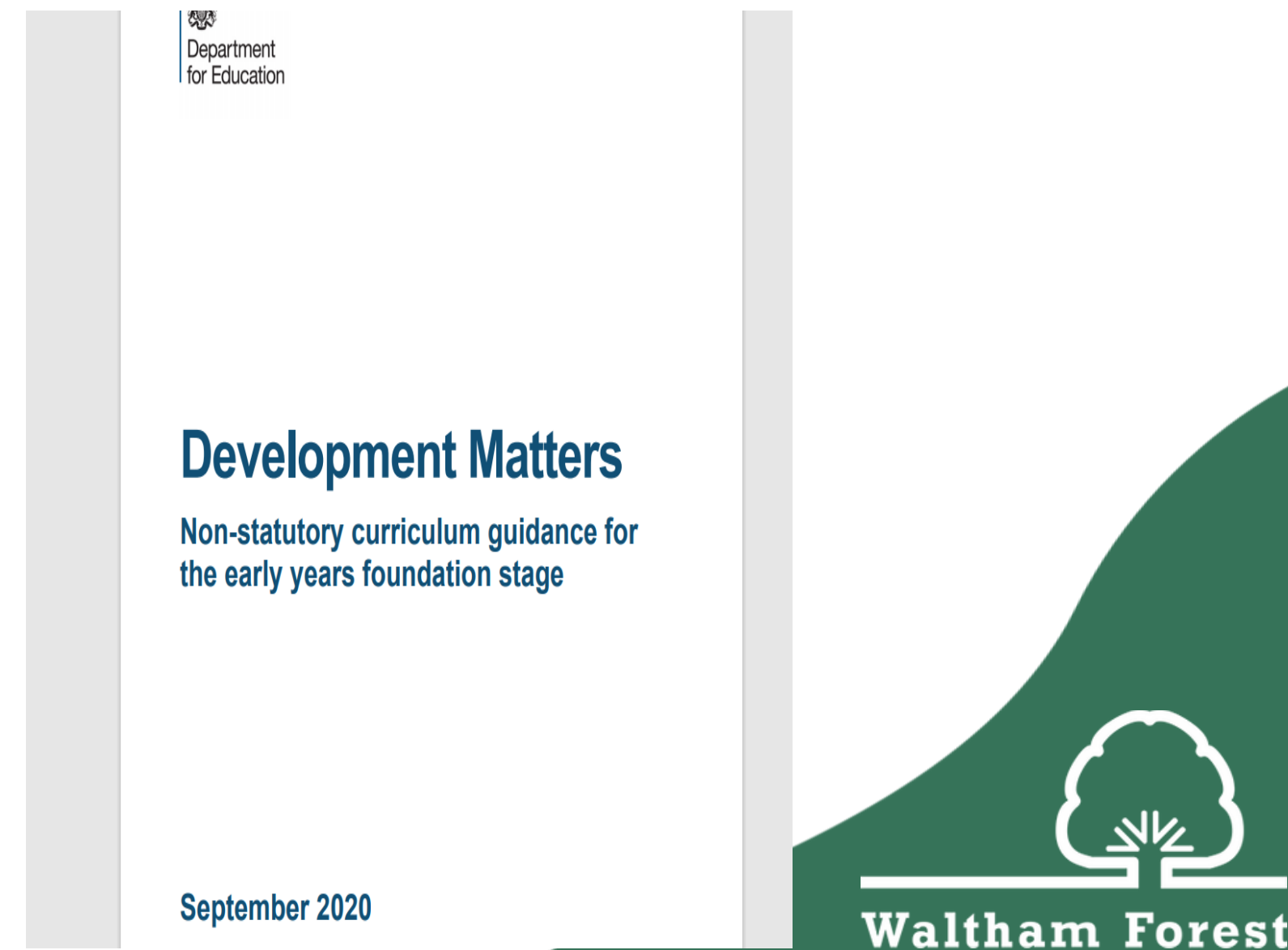
FOR EARLY ADOPTER SCHOOLS ONLY

- 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



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
- Names of the seven areas of learning (Prime and Specific)
- Characteristics of effective teaching and learning
- Progress check at age two
- Dedication, professionalism, passion, commitment of practitioners



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

- *‘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/Discuss

What do these changes to the Educational Programme mean for you, your school/setting, as a childminder and your everyday practice?

Key changes

- Learning and Development requirements
- Educational programmes
- Assessment requirements

Schools:

- Assessment at end of reception (June 2022)
- EYFS Foundation Stage Profile
- 17 new early learning goals
- Expected level/Emerging
- Moderation



Aspect/ELG Current	Early Learning Goals Reforms
Communication and Language Listening and Attention Understanding Speaking	Listening, Attention and Understanding Speaking
Personal, Social and Emotional Development Making Relationships Self-Confidence and Self-Awareness Managing Feelings and Behaviour	Self-Regulation Managing Self Building Relationships
Physical Development Moving and Handling Health and Self-Care	Gross Motor Skills Fine Motor Skills



Aspect/ELG Current	Early Learning Goals Reforms
Literacy Reading Writing	Comprehension Word Reading Writing
Mathematics Numbers Shape, space and measures	Number Numerical Patterns
Understanding the World People and Communities The World Technology	Past and Present People, Culture and Communities The Natural World
Expressive Arts and Design Exploring and Using Media Being Imaginative	Creating with Materials Being Imaginative and Expressive



Area of Learning – Prime	17 Early Learning Goals Reforms
Communication and Language	Listening, Attention and Understanding
	Speaking
Personal, Social and Emotional Development	Self-Regulation
	Managing Self
	Building Relationships
Physical Development	Gross Motor Skills
	Fine Motor Skills



Area of Learning - Specific	17 Early Learning Goals Reforms
Literacy	Comprehension
	Word Reading
	Writing
Mathematics	Number
	Numerical Patterns
Understanding the World	Past and Present
	People, Culture and Communities
	The Natural World
Expressive Arts and Design	Creating with Materials
	Being Imaginative and Expressive



Key changes – Schools (end of reception)

- 17 new early learning goals
- The 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.....



Key changes – Schools (ELGs - end of reception)

- 17 new Early learning goals
 - Separated into statements (3)
 - More emphasis on Communication and language across ELGs
- 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)

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



Rationale behind reforms

- Two key objectives
 - reduce teacher/practitioner workload
(more time interacting with children)
 - improve outcomes for all 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?



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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)



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)



New Development Matters

Non-statutory curriculum guidance

- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/914443/Development_Matters_-_Nonstatutory_curriculum_guidance_for_the_early_years_foundation_stage_1.pdf
- The non statutory curriculum guidance supports the delivery of the revised early years foundation stage statutory framework. It offers a top-level view of how children develop and learn, and guides, but does not replace, professional judgement.



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 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)

- *‘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 Introduction)



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



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:



Development Matters

- The Areas of Learning and Development (2020)

- 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:



Reflect/Discuss the changes to the assessment requirements and the new Development Matters

What will this mean for you, your school/setting, as a childminder and your everyday practice?



A conversation on the new Development Matters

(Dr Julian Grenier, Ofsted)

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



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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 with us in producing guidance for the sector, by the sector**, through a public process of consultation over the coming months
- [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 you,
your school/setting, as a
childminder
in order to implement the new
framework and to meet the
needs of all children?



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Implementing the new framework - what next?

- What are your priorities now/next few months?
- What do you need to do?
- Action plan/timescale
- You, your team, your school/setting
- Leadership team
- Parents
- Training and support
- Changes to assessment
- Planning – everyday practice
- What's important for children?



Reflect

Next Steps

- For yourself
- For your team
- For your school/setting
- Anyone else

Remember:

- 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
- EYFS requirements – what you ‘must’ do
- ‘Should’ – good practice
- Development Matters – Guidance
- Schools – Reception - Early learning goals should NOT be used as the curriculum but assessment at end of reception



Remember

- How young children learn hasn't changed
- Start with the child (needs/interests)
- Play and meaningful experiences
- Focus may be Language, Literacy and Maths
- 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



Evaluations

Questions

Contact:

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