

EYFS KILDWICK CE SCHOOL

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EYFS REFORMS 2021

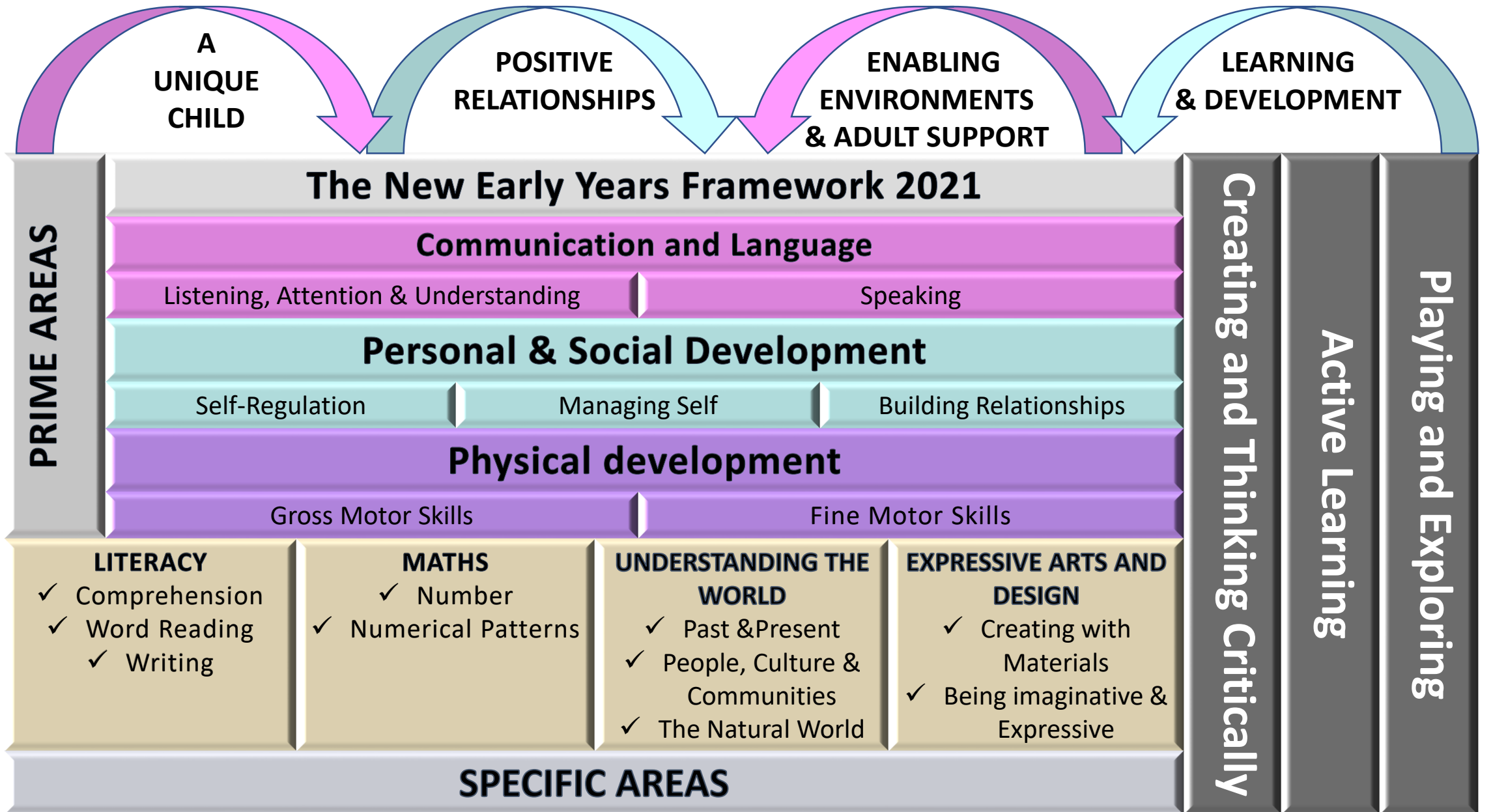


REFORMED EYFS

DISCUSSION POINTS

In September 21' there will be some changes to EYFS. The changes are not about 'throwing the baby out with the bathwater' but it is a chance to tweak and adapt accordingly with reference to the NEW STATUTORY FRAMEWORK.

This presentation will cover the actual changes and how they compare to the old framework, provide links to the Ofsted Handbook including some correlations, suggestions of non-statutory guidance that can support our settings, assessment ideas including baseline and observations.



ACTUAL CHANGES

QUALITY NOT QUANTITY

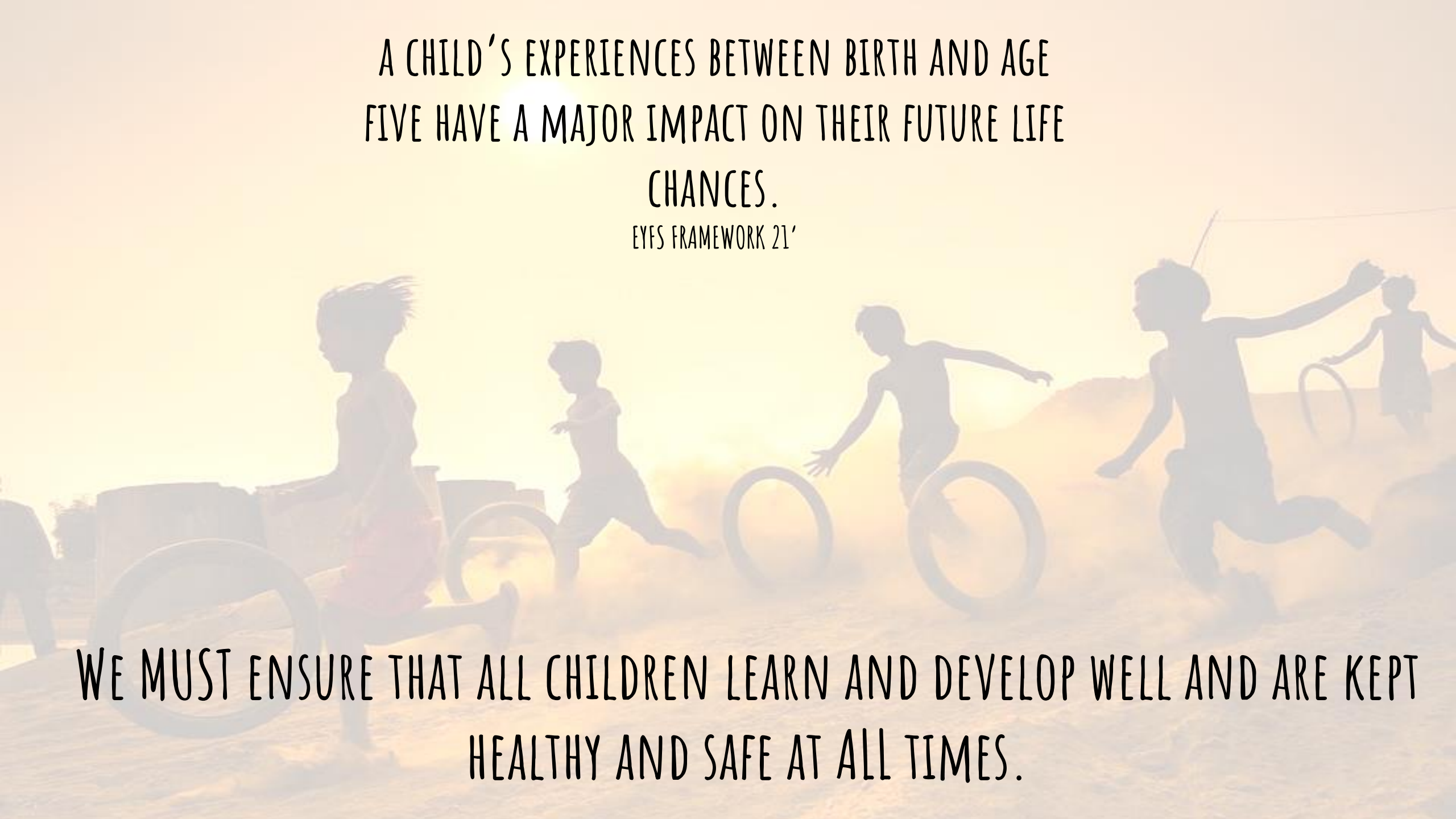
Play is still integral to the EYFS framework. There is still a focus on COEL (characteristics of effective learning).

Children are at the heart of it ALL. A BIG shift to focus on LANGUAGE DEVELOPMENT - and to 'close the gap for disadvantaged children'. Positive relationships with adults in the setting is a priority.

For staff there is the promise of LESS PAPER WORK and MORE CHILD INTERACTION. There is also more encouragement to have a NON-TICK LIST approach!

A CHILD'S EXPERIENCES BETWEEN BIRTH AND AGE
FIVE HAVE A MAJOR IMPACT ON THEIR FUTURE LIFE
CHANCES.

EYFS FRAMEWORK 21'

The background of the entire image is a soft, golden-hued sunset or sunrise. In the foreground, several children are silhouetted against the bright light. They are engaged in a playful activity, each with a hula hoop. The children are in various stages of motion, some with their arms raised, others with their legs bent as if jumping or spinning. The overall atmosphere is warm and joyful, capturing a moment of childhood play.

WE MUST ENSURE THAT ALL CHILDREN LEARN AND DEVELOP WELL AND ARE KEPT
HEALTHY AND SAFE AT ALL TIMES.

QUALITY AND CONSISTENCY



Every child **MUST** make good progress from their starting point and as committed practitioners, we will ensure that no child gets left behind. That's what we already do at Kildwick CE. Every child has the right to thrive in our care by accessing a unique curriculum. We have a strong team with a good understanding of where the children are and need to go in order to achieve.

PARTNERSHIP

"A QUALITY LEARNING EXPERIENCE FOR CHILDREN REQUIRES A QUALITY WORKFORCE." EYFS FRAMEWORK 21'



Everyone will work in PARTNERSHIP to promote the learning and development of all children. All adults - staff, parents and outside agencies, will ensure that each child is as ready for year 1 as possible. All Practitioners are integral in this progress and communication is KEY!

SAFEGUARDING

This area has not changed too significantly and remains a high priority at all times. All EYFS providers must take the necessary actions and precautions in order to keep children safe and promote their welfare at every step of the way. It is true that children learn best when they are healthy, safe & secure alongside happy and dedicated adults and when their individual needs are met. We must safeguard children, ensure the suitability of adults who have contact with children, promote good health and well being, manage behaviour and maintain records, policies and procedures.

NEW

New requirement to promote the good oral health of children.



EQUALITY OF OPPORTUNITY

SOME CHILDREN WILL NEED A LOT MORE HELP AND SCAFFOLDING TO ACCESS THEIR CURRICULUM....



Anti-discriminatory practice at all times. Every child will be included and supported. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND). We need to constantly think about what skills and attributes children arrive at our school with and build on this.

CHANGES

The DfE state that the aims of the EYFS reforms are to **IMPROVE OUTCOMES** for children; To strengthen their language development, particularly for children from disadvantaged backgrounds **AND** to reduce workloads so that practitioners can spend more time with the children, supporting their learning. Change was also necessary as some elements of the document were so out of date.

The New Framework promotes teaching and learning to ensure children's '**school readiness**' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Present Curriculum	New Curriculum September 2021
Listening and Attention , Understanding and Speaking	Listening and Speaking
Moving and Handling	Fine and Gross motor development
Managing Feelings and Behaviour	Self-regulation
PD- Health and Self-Care	Managing self
Personal, Social and Emotional Development - Making relationships	Building relationships
Literacy- Reading	Reading - Comprehension and word reading
Literacy- Writing	Writing - more focus on handwriting simple phrases not just sentences
Mathematics - Number and Shape, Space and Measure	Mathematics -Number and Numerical Patterns
Understanding the world - People and communities, Technology and The world	Understanding the world - Past and Present, People, Culture and Communities, The Natural World
Expressive Arts and Design - Exploring and using media and materials, Being imaginative	Expressive Arts and Design- creating with materials, Performing

KEY CHANGES: 7 AREAS

Communication and language: The development of spoken language underpins all seven areas and high-quality back-and-forth interactions and conversations in a language rich environment are key to success in this area. It explains the many ways that children acquire new vocabulary, including adult modelling and commenting, conversation, storytelling and role play. Focus now on general conversation and oral reasoning specifics (eg accuracy with tenses has been removed) Big focus on new ideas and developing vocabulary.

Personal, social and emotional development: Now refers to the importance of attachments, within strong, warm, supportive relationships, and the role of self-regulation. Self-care has moved to this area from Physical Development which reflects the vast shift in focus to good mental health awareness for all children. Although not mentioned in the ELGs or Educational Programme, teaching about 'Oral health' has been included.

Physical development: Focus on the development of gross and fine motor skills and talks about the importance of physical development to children's all-round health and development. This includes social and emotional well-being, health and self-care has been put into PSED. Much more detail on expectations for gross and fine motor skills (eg pencil grip / letter formation). Strength and balance specifically mentioned now. Use of tripod grip added but with exceptions allowed & 'accuracy when drawing' now a clear focus.

Literacy: Some may say that they have honed in on this area and it is now 'harder' / more complex. Developing a lifelong love of reading is crucial. Reading is broken down into comprehension & word reading. Writing is divided into transcription and composition. Reading standards seem to be higher than writing. Both goals are more specific now (eg single sounds and at least 10 digraphs). Big focus on recently introduced vocab and emphasis placed on handwriting in this area rather than fine motor. No mention of common exception words or accuracy of representing sounds.

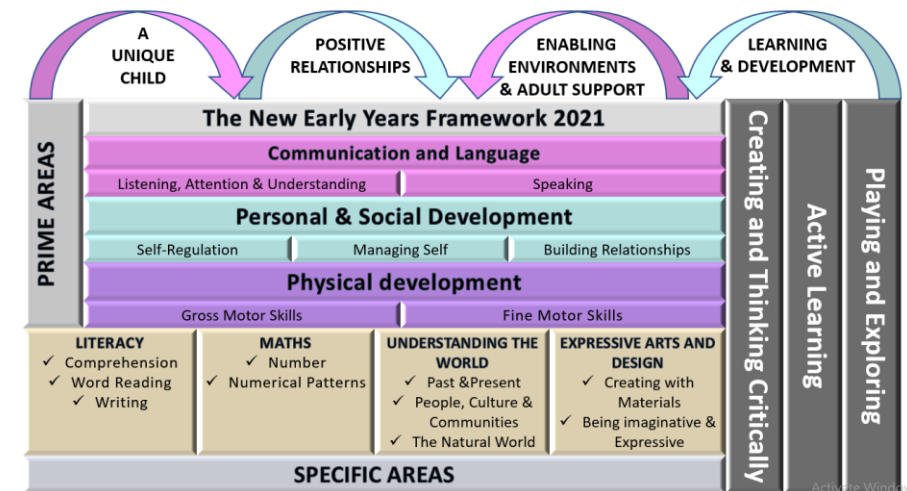
Mathematics: Focus on the importance of embedding a deeper understanding of numbers to 10, including the connections, patterns and relationships between numbers. There is specific mention of number bonds, subtraction facts to 5 & doubling too. Children must have opportunities to develop spatial reasoning skills and should be encouraged to foster a positive attitude and interest for maths. Shape, space and measure goal totally removed but must still be included in the 'Educational Programme' / Curriculum.

Understanding the world: predominant focus on cultural understanding / aspects of 'The past'. Children must make sense of their physical world and their community e.g. by visiting parks, libraries and museums and meeting important people around us such as police officers, nurses and firefighters. Children must have opportunities to read / listen to a broad selection of stories, anecdotes and rhymes to foster the understanding of 'our culturally, socially, technologically and ecologically diverse world'. Technology is removed. There is a focus on cultural understanding and more on 'the past'.

Expressive arts and design: Children must have many opportunities to engage with 'the arts' and develop a cultural awareness. There must also be daily 'hands on' creative experiences. This area seems less detailed in order to promote greater 'creativity'.

THE THREE PRIME AREAS ARE IMPORTANT FOR BUILDING A FOUNDATION FOR EVERY LEARNER AND TO IGNITE CHILDREN'S CURIOSITY AND ENTHUSIASM FOR LEARNING, FORMING RELATIONSHIPS AND THRIVING.

The Early Learning Goals are NOT the curriculum for the reception year. They are simply 17 checkpoints to help us summarise what a child knows and can do, and where they might need more help. If the whole effort of the reception year is focussed on the goals alone, then children will experience a very constricted curriculum. If vulnerable children miss out on a rich early years curriculum in reception, who else will provide it?



EYFS CURRICULUM

“The term Curriculum is used to describe everything children do, see, hear or feel in their setting – both planned & unplanned” Curriculum Guidance for the EFYS 2000

The bespoke curriculum that our EYFS provides for all children must be carefully planned, implemented and regularly reviewed. The different areas of learning across all areas must be catered for and activities and experiences or educational programmes, must be accessible to all. The EYFS Framework does not prescribe any particular method of delivery or teaching and learning approach as such. However, it does insist that play is integral and is quite rightly deemed 'essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems'. Children will benefit from a personalised curriculum which encourages them to follow their own interests and fascinations. Alongside this, children will benefit from a carefully designed and contextualised curriculum which considers culture and demographic. ALL children will have access to many varied opportunities which enhance their learning and development across all areas. It is their right to have access to quality first teaching that supports each and every child to achieve their best within an inclusive and supportive environment.

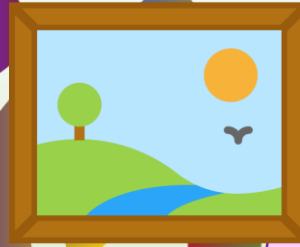
As practitioners, we need to decide WHAT we want children in our setting to learn and the most effective ways to deliver this. It is essential that we acknowledge children's passions and also recognise and understands their many needs. It is our ultimate aim to encourage a PASSION FOR LEARNING for all children and we will continue to encourage children's enthusiasm and growing confidence at every opportunity.

7 AREAS OF LEARNING

UNDERSTANDING THE WORLD



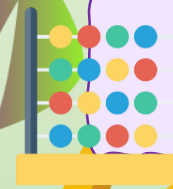
EXPRESSIVE ARTS AND DESIGN



LITERACY



MATHEMATICS



EYES

PERSONAL, SOCIAL & EMOTIONAL
DEVELOPMENT



PHYSICAL DEVELOPMENT



COMMUNICATION AND LANGUAGE



THE IMPORTANCE OF PLAY

“Children learn by leading their own play, and by taking part in play which is guided by adults.” EYFS FRAMEWORK 21’

Play acts as a catalyst for active learning! If you have ever been lucky enough to have watched children play and become totally engrossed in what they are doing, you will know the great value of them being deeply immersed within their own spontaneous activities, how much of their own precious understanding they bring to each session and how they exude enjoyment and genuine pleasure alongside like-minded peers. We can steer this play down new and exciting avenues by tactfully placing new resources and stimuli around the setting, by asking timely questions or making exciting suggestions of how to take their ideas further. As practitioners, we must also model the learning and rejoice and smile as the children become our mimics (we all know how children love to copy us). Play leads to learning 100% of the time. By changing the contexts and resources and allowing them the freedom to explore and discover, imaginations will thrive.

MEASURE PROGRESS

**“Assessment plays an important part in helping parents, carers and practitioners to recognise children’s progress, understand their needs, and to plan activities and support.”
EYFS FRAMEWORK 21’**

So how do we measure progress along the way? Again, it is all about those lightbulb moments! It is about the crucial dialogue between staff and the parents too.

Next steps can be set and met ‘In the moment’ - as they occur, naturally and intrinsically. They don’t have to be written down - instead they should just be encouraged with questioning, carefully timed interactions and quality discussions with children. I like to ensure that we think holistically when it comes to progress and measures: Holistic development focuses on developing the **whole child** - socially, emotionally, physically and intellectually. We must support children to manage appropriate risk and to **ALWAYS** believe they **CAN** achieve.

“THROUGHOUT THE YEAR, IF A CHILD’S PROGRESS IN ANY PRIME AREA GIVES CAUSE FOR CONCERN, PRACTITIONERS MUST DISCUSS THIS WITH THE CHILD’S PARENTS AND/OR CARERS AND AGREE HOW TO SUPPORT THE CHILD.” EYF FRAMEWORK 21’

THE 17 EARLY LEARNING GOALS

The 17 Early Learning Goals are now more focused, succinct, clearer, more specific and easier to help teachers to make accurate 'best fit' judgements in Summer 2.

Practitioners must guide and support children's learning so that they are as ready as they can be for KS1. The goals have been re-established in order to obtain a clearer picture of the progress that children have made over their Reception year. These 17 Goals are not to be used as a stand alone Curriculum. Children's learning **MUST NOT** be limited. Instead, they are there to support teachers EOY assessments - Are they expected or not? Are they ready for Year 1? It is this information that EYFS staff & parents can then discuss which can then lead towards the end of year professional judgements. Reams and reams of paperwork are **NOT** required. Settings can still record the children's achievement and milestones and that is something we want to continue to do at Kildwick.

**There are now NO exceeding descriptors.
Children have either Met or Not met the Goal
- it is a best fit judgement.**

"IT HAS BEEN VERY TIME-CONSUMING, AND AS A RESULT ALL THIS WORK AROUND ASSESSMENT HAS TAKEN PRACTITIONERS AWAY FROM WHAT WE DO BEST: PLAYING WITH CHILDREN, HAVING CONVERSATIONS, AND HELPING THEM TO LEARN NEW THINGS." JULIAN GRENIER

OVER ARCHING PRINCIPLES

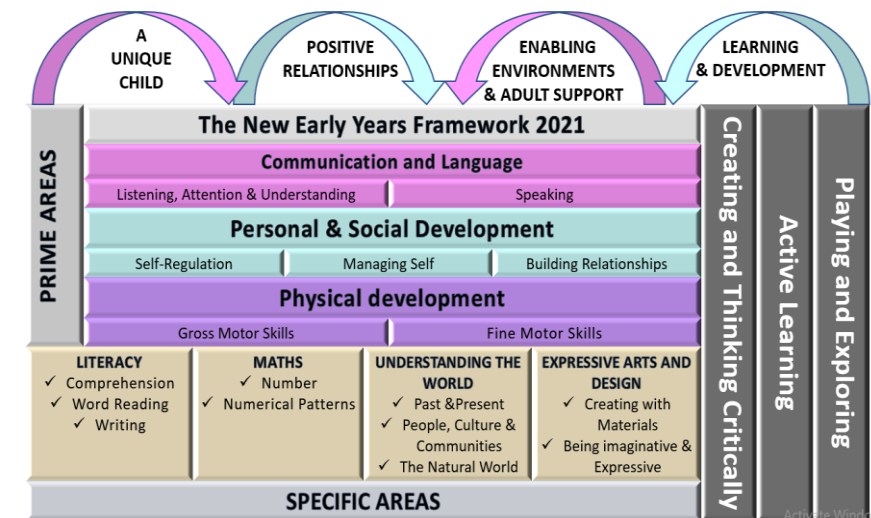
Unique Child: Every child is unique and has the potential to be resilient, capable, confident and self-assured.

Positive Relationships: Children flourish with warm, strong & positive partnerships between all staff and parents/carers. This promotes independence across the EYFS curriculum. Children and practitioners are NOT alone - embrace each community.

Enabling environments: Children learn and develop well in safe and secure environments where routines are established and where adults respond to their individual needs and passions and help them to build upon their learning over time.

Learning and Development: Children develop and learn at different rates (not in different ways as it stated 2017). We must be aware of children who need greater support than others.

ATTENTION: RIGOROUS BASELINES, ALIGNED ELGS & PRACTITIONERS' INTERPRETATIONS OF THE CURRICULUM MUST NOT SHIFT OUR PRINCIPLED PEDAGOGY!



CHARACTERISTICS OF EFFECTIVE LEARNING

Playing and exploring - children investigate and experience things, and 'have a go'. Children who actively participate in their own play develop a larger store of information and experiences to draw on which positively supports their learning

Active learning - children concentrate and keep on trying if they encounter difficulties. They are proud of their own achievements. For children to develop into self-regulating, lifelong learners they are required to take ownership, accept challenges and learn persistence.

Creating and thinking critically - children develop their own ideas and make links between these ideas. They think flexibly and rationally, drawing on previous experiences which help them to solve problems and reach conclusions.

THE HOLISTIC NATURE OF LEARNING DEVELOPMENT IN THE EYES (AND BEYOND) SHOULD ALWAYS BE ACKNOWLEDGED AND CELEBRATED. HOW CHILDREN LEARN AS WELL AS WHAT THEY LEARN. ALSO, DO NOT CONSIDER SOME AREAS OF LEARNING MORE WEIGHTED THAN OTHERS I.E. LITERACY & MATHS.

BASELINE STARTING POINTS

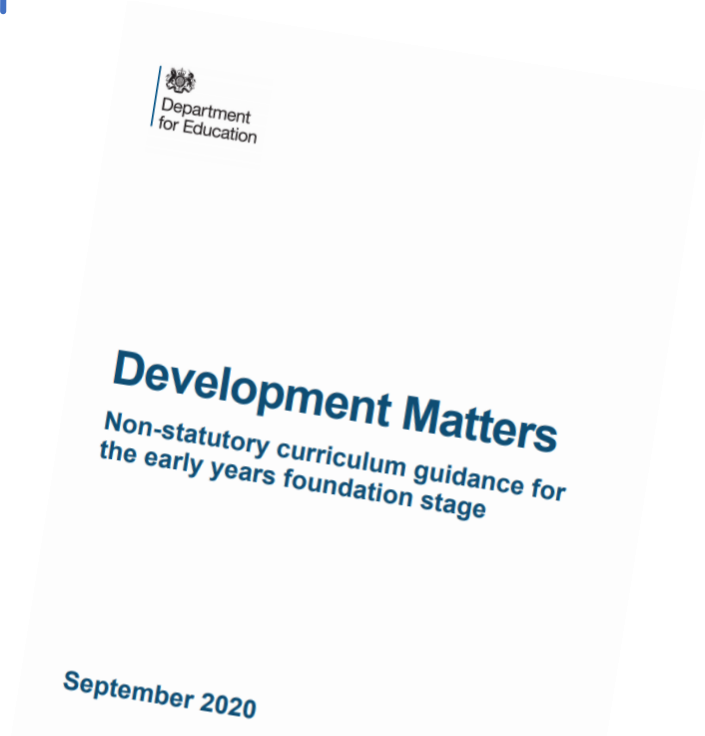
The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception.

The purpose of the reception baseline assessment is to provide an on-entry assessment of pupil attainment to be used as a starting point from which a cohort-level progress measure to the end of key stage 2 (KS2) can be created. (DfE February 20')

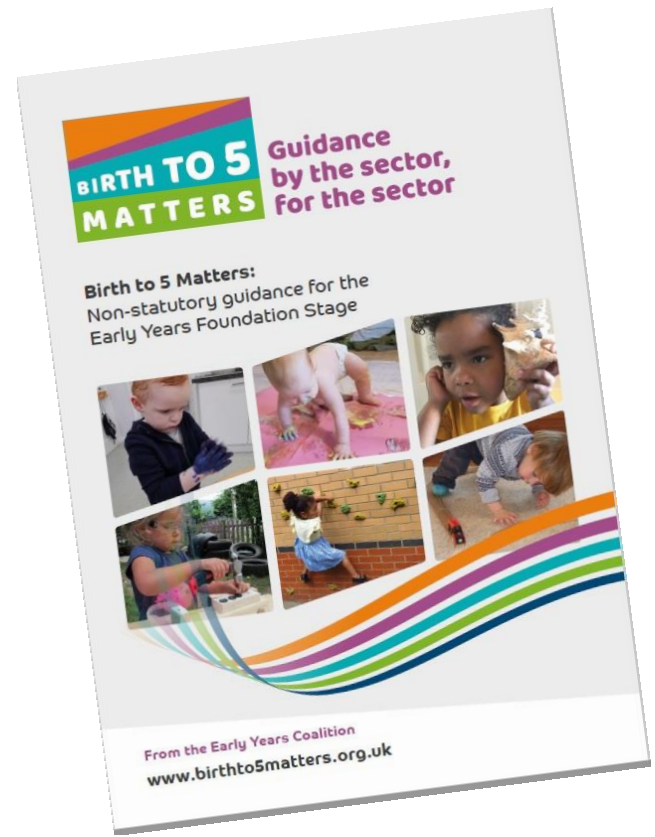
We will also have our own on entry assessment (within the first 2 weeks) which gives us an indication of children's strengths and starting points at that moment in time. These informal assessments will also tell us the children's passions and interests. This will be done through general observations that we make as a professionals while the child is accessing different areas of the provision.

NON STATUTORY GUIDANCE

Development Matters 21, Birth to 5 Matters and OPaL are three examples of Non-Statutory guidance that will support our curriculum design and implementation process.



Development Matters offers a top-level view of how children develop and learn for all early years practitioners...



Observation of Play and Learning

BEYA

Barnet Early Years Alliance

OFSTED



When thinking about INTENT, one of the '3 Is' under the new Ofsted 'Quality of Education' criteria, inspectors will want to see us using curriculums that lay out clear pathways for growth for all children. Using the EYFS Framework as a 'basis', we can start to build up a curriculum which supports children on their early years journey at every step of the way.

Inspectors will want to have rich conversations with all EY staff to discover their true knowledge of individual children.

If what you are doing DOES NOT benefit the children, then don't do it for Ofsted's sake alone. I hope the framework will encourage the feeling that inspection is something done 'with you', rather than 'to you'. Gill Jones HMI, Nursery World 19'

INSPECTORS MUST DISCUSS WITH LEADERS AND PRACTITIONERS WHAT THEY INTEND CHILDREN TO LEARN, KNOW AND DO AS A RESULT OF THE EYFS CURRICULUM THEY OFFER. THEY MUST FOLLOW THIS DISCUSSION THROUGH IN THEIR OBSERVATIONS AND DISCUSSIONS WITH CHILDREN AT PLAY AND STAFF INTERACTIONS. PARA: 84 APRIL 21'

FRAMEWORK THINKING

In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. **Development matters 20'**

COMMUNICATION IS KEY

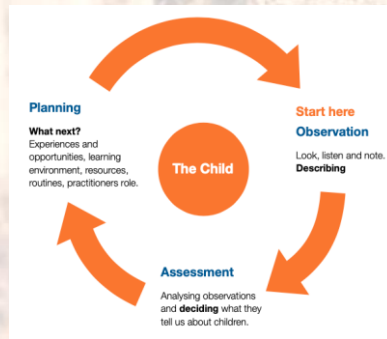
Quite simply, it's all about understanding the children in your setting, including how they're developing, what they have been up to, and what they have been learning through their play.

LET THEM LEARN!

Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. **EYFS 21'**

EMBED THE LEARNING

We must ensure that children have secure understanding, before we start introducing them to new activities or ideas. Lay those foundations, dig deep, model, scaffold and allow children repeated opportunities to tackle the same activities...



DEVELOPMENT MATTERS 17'



"We have often put a lot of focus on making sure they are progressing up through the age-bands, or covering bullet points in *Development Matters*. We have wanted 'evidence' that children's play or activity exemplifies a particular bullet point in a particular age-band.

That's taken over from a more important aim: ensuring that children have secure understanding, before we start introducing them to new activities or ideas. I think it's well understood that a big part of our role is to make sure that children have strong foundations in their early learning and development. But we've been taken away from that by the focus on age-bands, levels and data." **Julian Grenier: Inside the Secret Garden, 20'**

OBSERVATION DOS AND DON'TS!

Each observation should help practitioners to plan more accurately for the individual child and for groups of children.' (Solly, 2015)

DOS

USE EXACT DIALOGUE / FOCUS ON COMMUNICATION / HOW THEY HAVE UNDERSTOOD SOMETHING

KEEP IT SHORT / TO THE POINT

NEW SKILLS – WOW MOMENTS/INTERESTS/PHYSICAL COMPETENCIES/PERSEVERANCE / 7 AREAS

USE COEL – LEARNING APPROACHES / CONFIDENCE LEVELS

CONSIDER YOUR VOCABULARY CHOICE. KEEP IT RICH!

USE PHOTOS TO PROMPT YOUR DIALOGUE – A PICTURE SPEAKS A THOUSAND WORDS

MRS UNDERWOOD

Don'ts

INTERRUPT PLAY

CREATE DM TICK LIST / NO LONG AND CUMBERSOME WRITE UPS NEEDED

STAGE A PHOTO OR ASK TO REPEAT

RECREATE / COPY DM TICK LIST

RECORD AS AN AFTER THOUGHT A WEEK LATER

CONSIDER IF WHAT YOU ARE RECORDING IS USEFUL. DOES IT SUPPORT THE EFFECTIVE CARE AND LEARNING OF THE CHILD?
DOES IT SUPPORT YOUR PARTNERSHIP WITH PARENTS?

WONDER!

Quality observations: succinct, focused & real. No Novels Needed!

- **Wow** - What was that WOW moment? Briefly describe!
- **Over Hear!**-What was actually said? This can be SO powerful!
- **New Skills**- What NEW skills were displayed that you have not seen previously?
- **Dig Deeper** - HOW did the child behave/learn? Consider COEL here!
- **Engagement**- Did you interact in order to move the learning on?
- **Result** - What happened after this? How did the wow moment end?

SUMMARY

Each and every child has only **ONE CHANCE** at their early education and it is **CRUCIAL** that everything that we intend for them adheres to the core EYFS principals at every opportunity. At Kildwick CE School we are aiming for an EYFS framework can develop into a strong and holistic curriculum with early language development at its heart. We then need to focus our assessments on the key milestones within that curriculum. We need to be sure that children are secure in what they know and can do, before introducing them to something new.

It has been far from a normal year in education. We want to use **COVID 19** as a catalyst for change. We want to make sure that the children at Kildwick School get the best early childhood experiences possible.

CHILDREN, UNIQUE AS THEY ARE, HAVEN'T CHANGED. THEY ARE AT THE CENTRE OF ALL WE DO, AND ALWAYS WILL BE...