

The Early Years Foundation Stage

EYFS



HILLINGDON
LONDON

Sue Hynds – Early Years
Quality Improvement Team

The rationale for the EYFS reforms 2021.



The two key aims of the changes are to improve outcomes at age 5, particularly in Language and Literacy and to reduce workload, so that Teachers can spend more time interacting with the children in their care

- Make all 17 ELG's clearer, more specific and easier for teachers to make accurate judgements
- Focus on strengthening language and vocabulary development to particularly support disadvantaged children
- Strengthen Literacy and Numeracy outcomes to ensure all children have a good grasp of these areas of learning in preparation for Y1
- Ensure the ELG's are based on the latest evidence in childhood development; and
- Ensure they reflect the strongest predictions of future attainment

EYFS reforms

What was new

Educational Programmes - across the 7 areas of learning, they are more detailed and with a clear focus on developing communication and language.

Early Learning Goals - all 17 ELG's have been revised to make them more specific and clearer and easier to assess.

EYFSP Moderation –removal of the statutory element to empower teachers to use their professional judgements and reduce paperwork.

Exceeded judgement - this has been removed to allow teachers to focus on supporting all children to achieve 'expected' levels of development

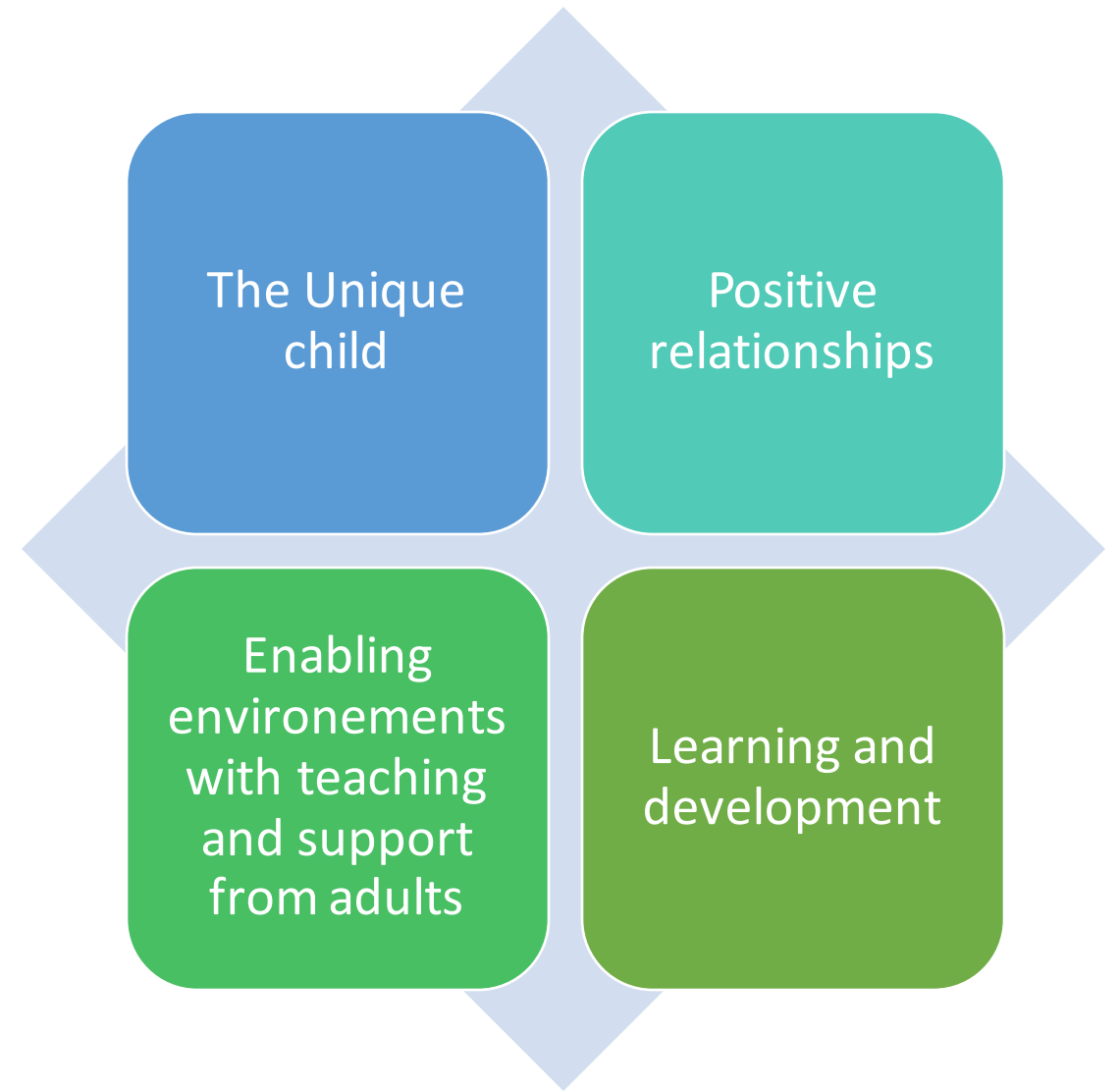
Promotion of Oral health – as a part of the wider safeguarding and welfare regulations

What didn't changed

- Prime and specific areas of learning - these terms remained, as with the area of learning sitting underneath. All areas of learning are inter-connected and compliment one another
- Characteristics of Effective Teaching and Learning – remains central to the EYFS, in supporting the workforce to deliver effective practice
- Good level of development (GLD) metric – All children will continue to be assessed as having reached a good level of development by the end of the reception year if they have attained 'expected' level of development across the ELG's under the prime areas of learning and the ELG's within both Literacy and Mathematics.

The Reception Baseline assessment was not a part of the reforms, but was also introduced as statutory in September 2021

Four guiding principles



3

Characteristics of Effective Learning

Playing and Exploring - observing how children engage with their learning.



Active Learning - observing how children are motivated to learn.

Creating and thinking critically - observing how children are thinking.



7 AREAS OF LEARNING

PRIME

- communication and language
- physical development
- personal, social and emotional development

SPECIFIC

- literacy
- mathematics
- understanding the world
- expressive arts and design



The EYFS Learning and development requirements cover:



- The areas of learning and development and the educational programmes, which must shape activities and experiences for children in all early years settings
- The Early Learning goals that providers must help children **work towards** (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)

EYFS statutory Framework page 5

The Educational Programmes



- It is important for schools not to focus solely on the ELG's
- The goals are the expected outcomes at the end of the EYFS
- The educational programmes set out what MUST be covered during each stage of the EYFS
- There is no requirement to evidence any of these outcomes
- It is up to schools to decide how much children and teachers record
- The only statutory assessment requirements are the 2YO progress report, the EYFSP and YR Baseline assessment.

This framework does not prescribe a particular teaching approach. Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems.

Children learn by leading their own play, and by taking part in play which is guided by adults. Practitioners need to decide what they want children in their setting to learn, and the most effective ways to teach it. Practitioners must stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning. As children grow older and move into the reception year, there should be a greater focus on teaching the essential skills and knowledge in the specific areas of learning.

This will help children to prepare for year 1.



What does Teaching and Learning look like in the EYFS

- Teaching should not be taken to imply a 'top down' or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities, including:
 - Communicating & modelling language
 - Showing
 - Explaining
 - Demonstrating
 - Exploring ideas
 - Encouraging
 - Questioning
 - Recalling
 - Providing a narrative for what they are doing
 - Facilitating and setting challenges
- It takes account of the equipment adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations.





What does the Learning environment look like in the EYFS? **Play**

Through meaningful/purposeful play opportunities children :

- Communicate ideas, thinking, reasoning skills
- Share lines of enquiry
- Thus promoting language development/understanding and speaking skills /extending children's vocabulary
- Feeling 'good', engaged, purposeful, excited, and secure; taking ownership of learning that is led by interests and needs is wrapped up in children's self esteem
- the development of learning behaviours and dispositions and attitudes (PSED) and the characteristics of effective learning.
- This should be differentiated through adult interaction/scaffolding to cater for all individual needs (Summer Birthdays, SEND, EAL).
- Catering for different ages and stages of development, setting individual targets based on teacher observations.

What you see in a quality EYFS learning Environment

- Continuous provision – planned opportunities that are always available to the children – needs to be constantly reviewed to monitor children’s interest and engagement levels in each area, and refreshed in response to these observations.
- Although children need the emotional security that a predictable and familiar environment brings, they will also need new provocations to spark their thinking and generate new connections in their learning.
- While the basic structure will remain the same, some of the resources will need to change to reflect children’s developing knowledge, skills and understanding, if the provision is to maintain their deep interest.



Key questions for Governors to be asking:

The big picture (Intent)

- What are the overall aims, values and approach of the setting or school to the EYFS?
- How will the curriculum be suitable for the children, their families, and the local community?
- How will the curriculum be ambitious for every child?

Content (Intent)

- What do the school want the children to learn?
- Is this consistent with the educational programmes set out in the EYFS Statutory Framework?
- What are the curricular aims for children as the move from nursery to YR and when they move into KS1? Are these aligned and do all staff buy into these - how will the school track children's progress towards these goals

Approach (Implementation) short term planning

- How will the team be helping all children to learn (pedagogy)?
- How will the team ensure all children are healthy and developing personally, socially and emotionally?
- What routines will provide the right type of care, reassurance and atmosphere for learning?
- How will the school arrange resources and manage the learning environment to ensure that all children can access and benefit from what is offered?
- How will the school make best use of the Early Years Pupil Premium to support the learning of disadvantaged children?
- How will the EY team make sure any plans they make are flexible and open to individual children's interests? Will they be able to make the most of unexpected opportunities which may arise?
- What information are they bringing to planning meetings to ensure that all children's needs are being met?

Assessment (Impact)

- How are they checking that children are learning what they want them to?
- How are they ensuring they notice learning that they were not necessarily expecting?
- How will they prioritise assessment in the here-and-now (formative assessment)?
- How are they making sure they act quickly on formative assessment, to help children's learning?
- How are they managing assessment at key points (summative assessment)?
- How are the school ensuring that assessment procedures don't take practitioners away from the children for extended periods of time? How are they supporting the reduction workload/paperwork?

Any Questions?



HILLINGDON
LONDON

“Tell me
and I forget.
Teach me
and I remember.
Involve me
and I learn.”

BENJAMIN FRANKLIN

