



Understanding the revised Development Matters

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Today's session

- 30-minute presentation about the updated *Development Matters*
 - 15-minute Q&A session
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Development Matters 2021— what's new?

Objectives:

- More support for early communication
- Reducing workload
- Specific guidance for reception year
- Narrowing the gap



The challenge

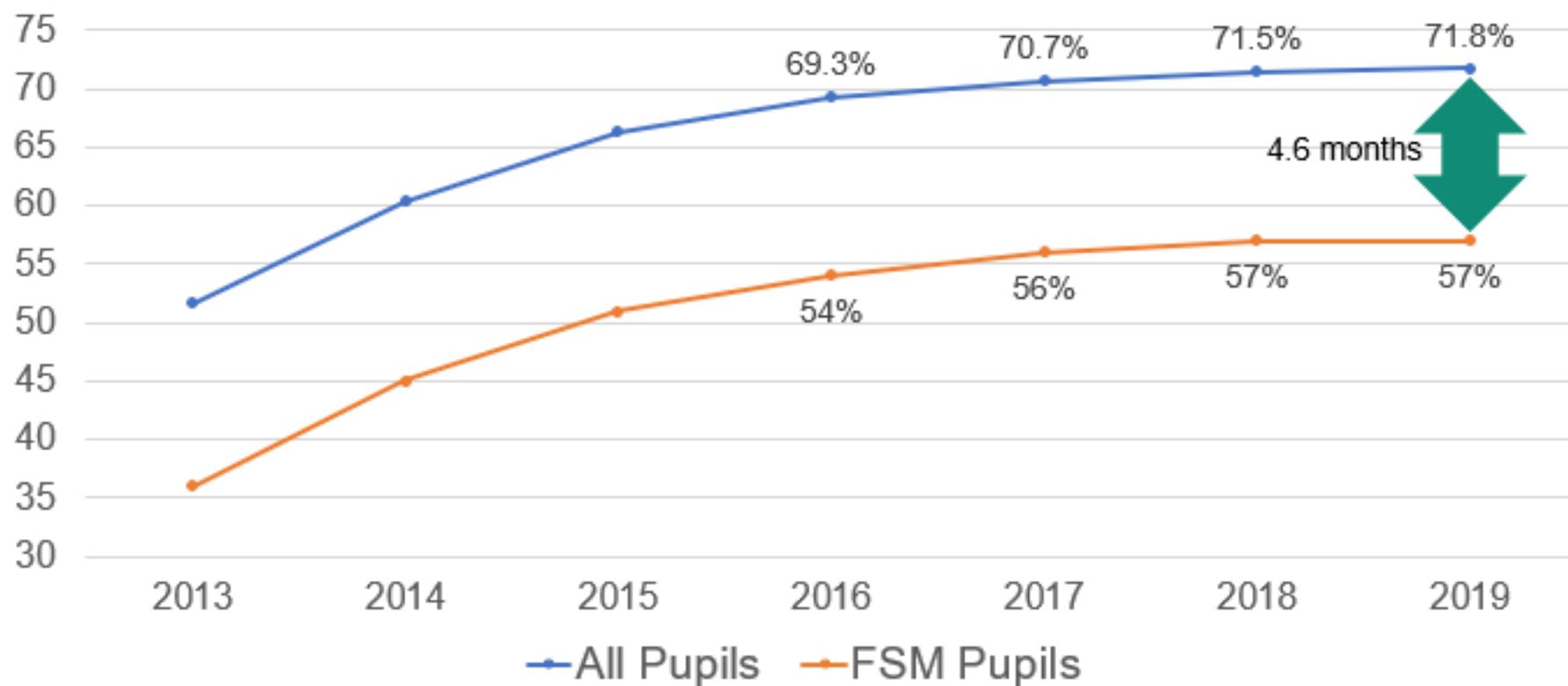
‘Once children fall behind, it is hard for them to catch up and they are likely to fall further behind throughout school.’

Becky Francis, CEO, Education Endowment Foundation



Educational Outcomes Pre-Pandemic

Early Years Foundation Stage Profile: % of Children Gaining a Good Level of Development



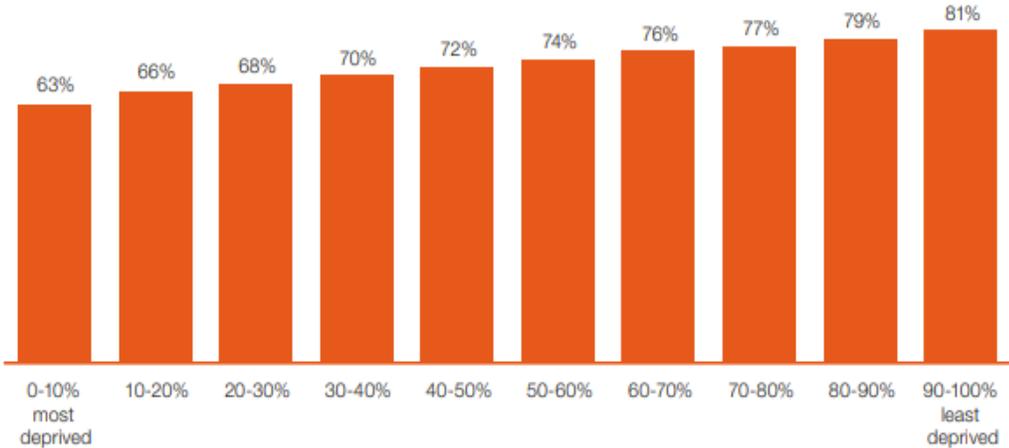
2019 EYs Disadvantage gap = 4.6 month

It was the first year the disadvantage gap grew

(EPI, 2020)

Educational Outcomes Pre-Pandemic

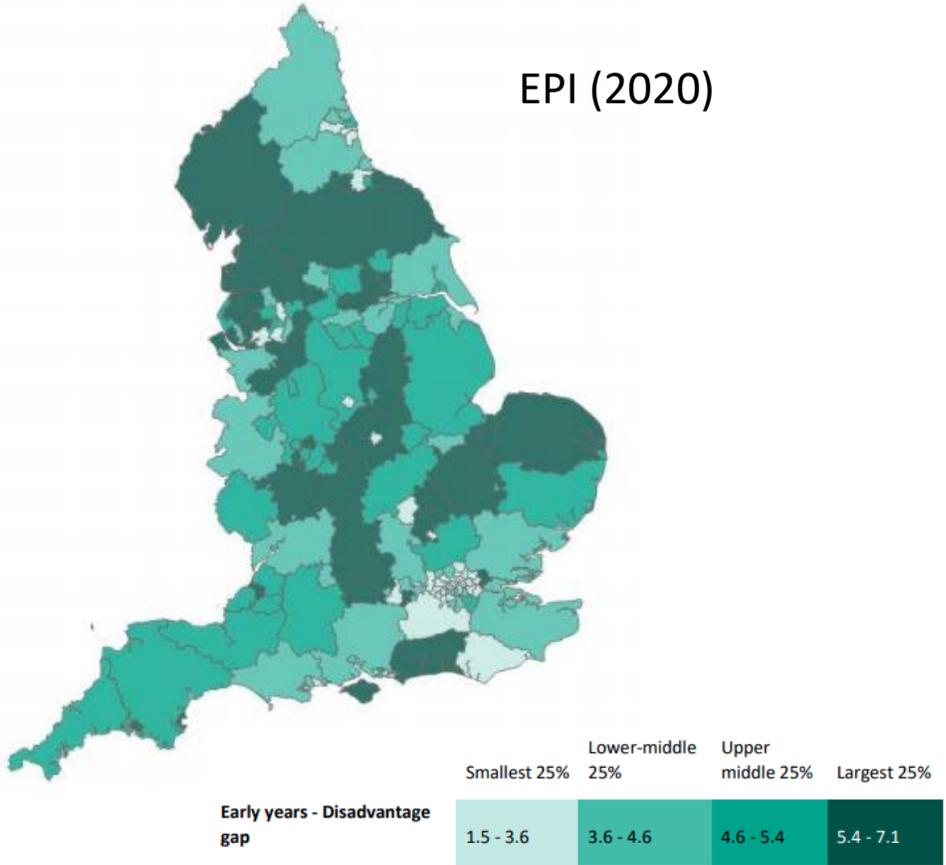
Figure 2.3: Percentage of children achieving a good level of development at age 5 by decile of deprivation



Source: DfE, *Early years foundation stage profile results*, 2018. <https://www.gov.uk/government/collections/statistics-early-years-foundation-stage-profile>

Social Mobility Commission (2019)

Figure A1. Disadvantage gap for early years in England in 2019



Educational Outcomes Pre-Pandemic

Ethnicity	Early years
Late arriving EAL	n/a
Gypsy / Roma	8.1
Traveller of Irish Heritage	6.7
Black Caribbean	2.0
White and Black Caribbean	1.1
Any Other Black Background	2.3
Pakistani	2.9
Any Other White Background	2.2
Any Other Ethnic Group	3.1
Black - African	1.8
White - British	0.0
White and Black African	0.5
Any Other Mixed Background	0.1
Bangladeshi	2.2
White - Irish	-1.2
White and Asian	-0.9
Any Other Asian Background	1.6
Indian	-0.6
Chinese	-1.0



EPI (2020)

Pedagogy

- What we provide: the enabling environment
- What we do: minute-by-minute interactions
- Listening to children and having conversations with them
- Flexible
- Repertoire of different approaches
- Play
- Characteristics of effective teaching and learning
- Balance: child-led and adult-guided



Curriculum: a progress model

- Top level view
- Secure learning, not filling in gaps or setting out next steps
- Balance
- Reduced length of *DM*
- Tackling un-necessary workload
- Inclusion
- Every child can thrive



Tracking and checklists

- Tracking can be problematic
- LA collection of tracking data
- Focus on what's useful
- Checkpoints, not checklists
- Establishing starting points
- Right tools for the job
- Children's voices and reflections
- Parents
- Inclusion – every child can thrive





Effective use
of
assessment



Valuing Young Children's Signs of Learning: Observation and Digital Documentation of Play in Early Years Classrooms

Missing in action?

2. Practitioners found it harder to observe and document children who did not communicate confidently in English, who spent extended periods playing outside/in physical play, and who did not seek out adult interaction or produce things that acted as traces of their learning (e.g drawings, paintings). This highlighted characteristics of children whose 'signs of learning' are more likely to go unnoticed;

Bilingual children

- It is assumed that young children will “pick up” English naturally and very quickly’. In fact, learning a second language is hard, and children need skilful support from us. We also need to value and support their first language.

naldic *the national subject association for EAL*



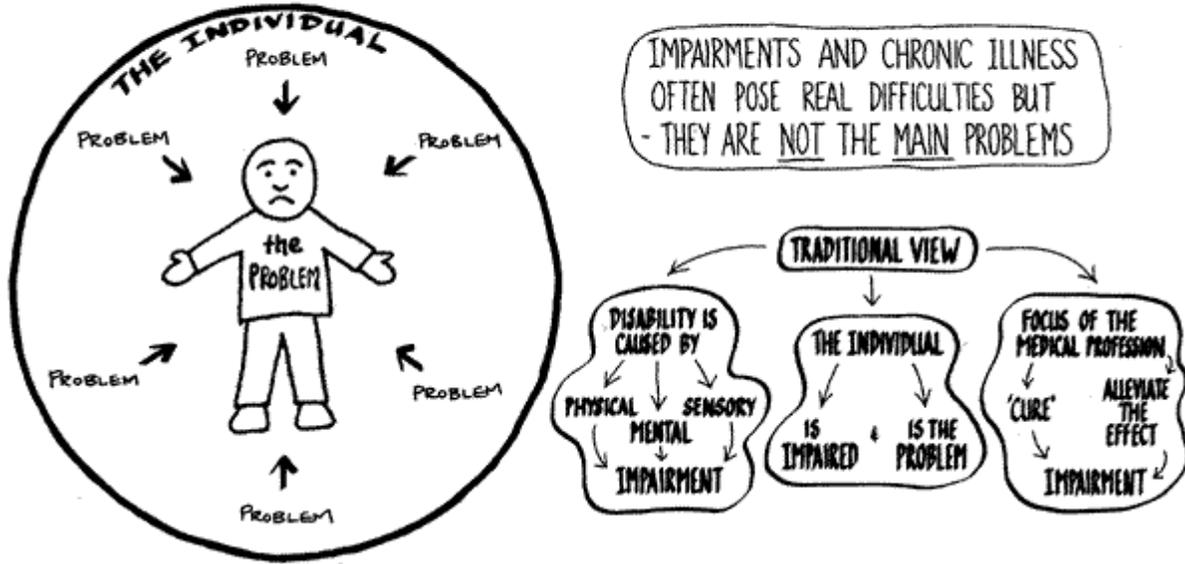
Inclusive practice

- Getting to know children
- Precision: what barriers to learning might the child have?
- Most needs are temporary: children can overcome them with the right support
- Whether needs are short-term or longer-term, early identification is key
- ‘Levels’ or ‘overcoming barriers’?
- Continuous improvement e.g. using the Inclusive Classroom Profile



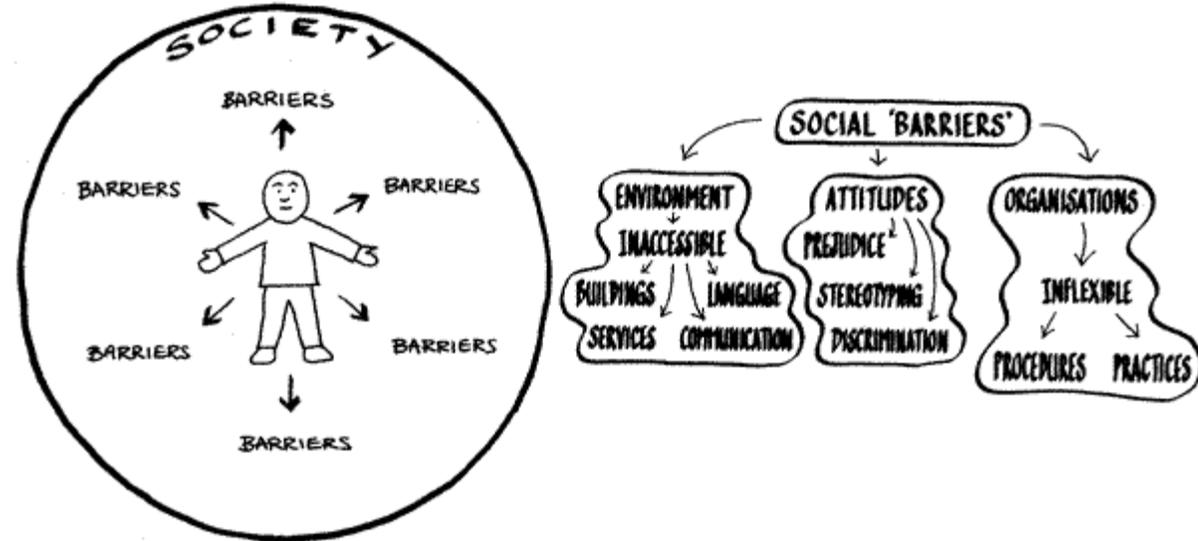
Models of disability

THE MEDICAL MODEL OF DISABILITY



Vs.

THE SOCIAL MODEL OF DISABILITY



Children with SEND

Children with SEND are [10 to 15 months behind other children](#) by the end of the Early Years Foundation Stage, according to the Education Policy Institute's annual report.

The logo for the Education Policy Institute, featuring the words "EDUCATION", "POLICY", and "INSTITUTE" stacked vertically in a white, serif font on a teal rectangular background.

EDUCATION
POLICY
INSTITUTE

Key points for reflection

- We need to target our efforts on helping those children who are struggling to access the curriculum
- The curriculum must be inclusive and enable every child to make progress



Further pathways: improving children's life chances

- Supporting children's self-regulation
- Working in a mutually respectful partnership with parents



Early numeracy approaches

High impact for very low cost, based on extensive evidence.



+6

Communication and language approaches

High impact for very low cost, based on extensive evidence.



+6

Earlier starting age

High impact for very high cost, based on moderate evidence.



+6

Play-based learning

Moderate impact for very low cost, based on very limited evidence.



+5

Self-regulation strategies

Moderate impact for very low cost, based on limited evidence.



+5

Digital technology

Moderate impact for moderate cost, based on limited evidence.



+4

Early literacy approaches

Moderate impact for very low cost, based on moderate evidence.



+4

Extra hours

Moderate impact for very high cost, based on limited evidence.



+3

Parental engagement

Moderate impact for moderate cost, based on moderate evidence.



+4

Physical development approaches

Moderate impact for very low cost, based on limited evidence.



+3

Social and emotional learning strategies

Moderate impact for moderate cost, based on very limited evidence.



+3

Built environment

Very low or no impact for low cost, based on very limited evidence.



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The Early Years Toolkit



Presents 12 approaches for **improving** teaching and learning summarising:

- its average **impact** on attainment;
- its **cost**;
- the **strength** of the evidence supporting it.

Good starting point for professional conversations

Key points

- It's what we do that makes the difference
- The large majority of the evidence relates to play-based and playful approaches to learning
- High quality childcare is essential
- Professional development





Building on strengths

Making changes

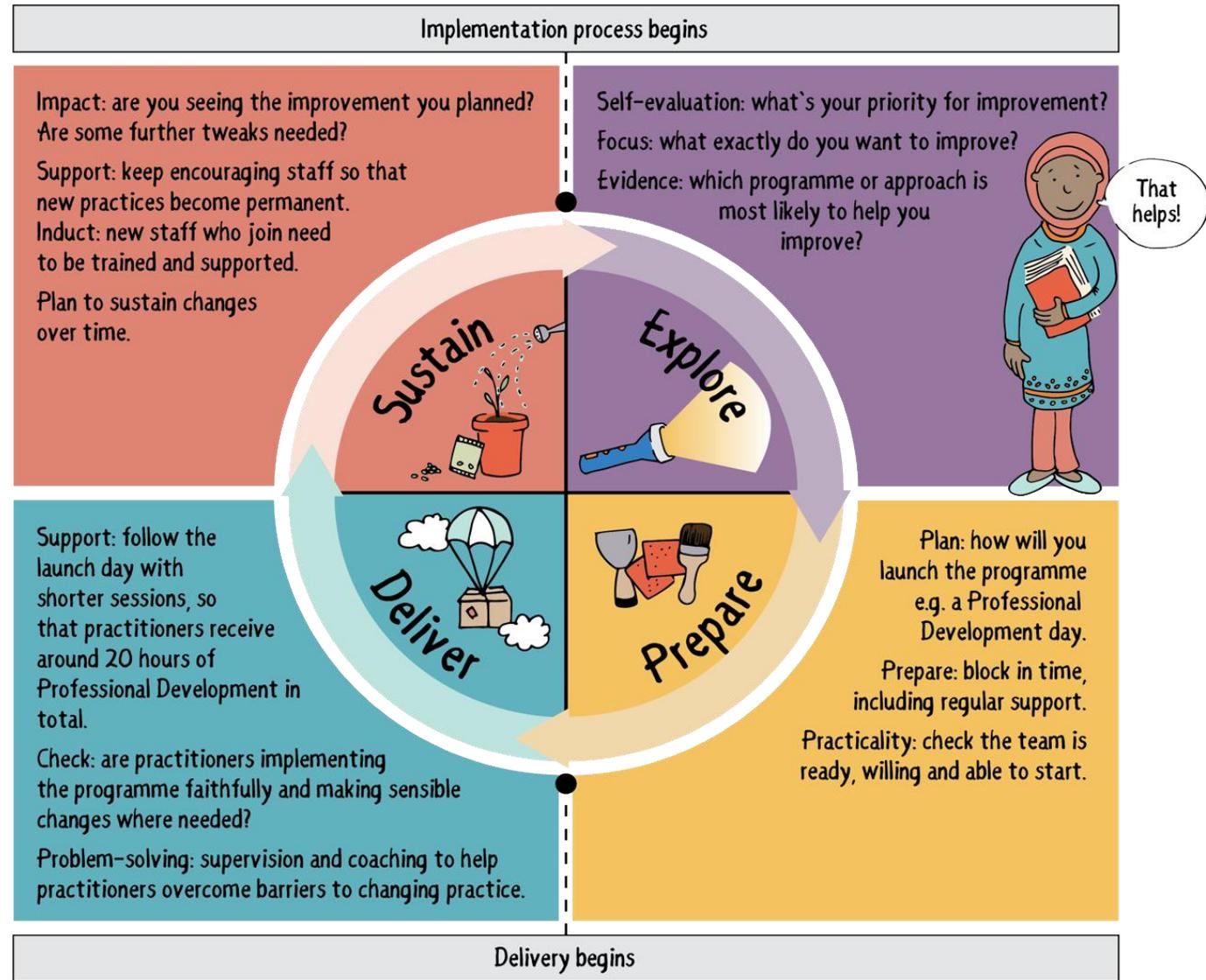


Figure 1: Implementing change (adapted from **Putting Evidence to Work: A School's Guide to Implementation**, Education Endowment Foundation, 2019)

Find out more

- Independently written guide to download as a PDF and links to other free resources:
- www.development-matters.org.uk

Working with the revised Early Years Foundation Stage Principles into Practice

Julian Grenier





A call to action: trust and professionalism



Time for
questions

