

The Revised Early Years Foundation Stage

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Four themes

- A Unique Child
- Positive Relationships
- Enabling Environments which all equal.....

Learning and Development

The commitments remain and are interwoven into the new EYFS.

The Early Years Foundation Stage: Themes and Commitments			
A Unique Child	Positive Relationships	Enabling Environments	Learning and Development
<p>1.1 Child Development</p> <p>Babies and children develop in individual ways and at varying rates. Every area of development – physical, cognitive, linguistic, spiritual, social and emotional – is equally important.</p>	<p>2.1 Respecting Each Other</p> <p>Every interaction is based on caring professional relationships and respectful acknowledgement of the feelings of children and their families.</p>	<p>3.1 Observation, Assessment and Planning</p> <p>Babies and young children are individuals first, each with a unique profile of abilities. Schedules and routines should flow with the child's needs. All planning starts with observing children in order to understand and consider their current interests, development and learning.</p>	<p>4.1 Play and Exploration</p> <p>Children's play reflects their wide ranging and varied interests and preoccupations. In their play children learn at their highest level. Play with peers is important for children's development.</p>
<p>1.2 Inclusive Practice</p> <p>The diversity of individuals and communities is valued and respected. No child or family is discriminated against.</p>	<p>2.2 Parents as Partners</p> <p>Parents are children's first and most enduring educators. When parents and practitioners work together in early years settings, the results have a positive impact on children's development and learning.</p>	<p>3.2 Supporting Every Child</p> <p>The environment supports every child's learning through planned experiences and activities that are challenging but achievable.</p>	<p>4.2 Active Learning</p> <p>Children learn best through physical and mental challenges. Active learning involves other people, objects, ideas and events that engage and involve children for sustained periods.</p>
<p>1.3 Keeping Safe</p> <p>Young children are vulnerable. They develop resilience when their physical and psychological well-being is protected by adults.</p>	<p>2.3 Supporting Learning</p> <p>Warm, trusting relationships with knowledgeable adults support children's learning more effectively than any amount of resources.</p>	<p>3.3 The Learning Environment</p> <p>A rich and varied environment supports children's learning and development. It gives them the confidence to explore and learn in secure and safe, yet challenging, indoor and outdoor spaces.</p>	<p>4.3 Creativity and Critical Thinking</p> <p>When children have opportunities to play with ideas in different situations and with a variety of resources, they discover connections and come to new and better understandings and ways of doing things. Adult support in this process enhances their ability to think critically and ask questions.</p>
<p>1.4 Health and Well-being</p> <p>Children's health is an integral part of their emotional, mental, social, environmental and spiritual well-being and is supported by attention to these aspects.</p>	<p>2.4 Key Person</p> <p>A key person has special responsibilities for working with a small number of children, giving them the reassurance to feel safe and cared for and building relationships with their parents.</p>	<p>3.4 The Wider Context</p> <p>Working in partnership with other settings, other professionals and with individuals and groups in the community supports children's development and progress towards the outcomes of <i>Every Child Matters</i>: being healthy, staying safe, enjoying and achieving, making a positive contribution and economic well-being.</p>	<p>4.4 Areas of Learning and Development</p> <p>The Early Years Foundation Stage (EYFS) is made up of six areas of Learning and Development. All areas of Learning and Development are connected to one another and are equally important. All areas of Learning and Development are underpinned by the Principles of the EYFS.</p>

Seven areas of learning

- Communication and language
- Physical development
- Personal, social and emotional development.
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Characteristics of effective early learning

- Playing and exploring
- Active Learning
- Creating and thinking critically

Early Learning Goals

- There are **69** goals after September 2012 there will be **17** goals.

Revised EYFS



New Ofsted framework – January 2012



Context

- The Government's intention is to raise the importance of basic literacy skills at the end of primary school and throughout secondary education.
- Expectation that young people leaving the education system at 16 - 19 will have the requisite literacy and communication skills to be employable and to be effective in that employment.
- Literacy within the primary curriculum and across the secondary curriculum will once again have enhanced status
- There is an expectation that schools should ensure that all pupils communicate effectively including applying reading and writing skills successfully and speaking articulately in a range of contexts and for different purposes.
- New Teaching Standards enshrine the expectation that all teachers will promote 'high standards of literacy and the correct use of standard English, whatever the teacher's specialist subject'.
- White Paper, The importance of Teaching (November 2010) indicates new school inspection framework will concentrate on the teaching of reading and on pupils' literacy skills by the time they leave primary and secondary education.

New framework January 2012

- Achievement of pupils at the school
- The quality of teaching
- *Behaviour and safety of pupils*
- The quality of leadership and management of the school
- Overall effectiveness

Achievement of pupils at the school

- There is no separate judgement on attainment. There is a greater focus on how schools are narrowing the gaps in attainment and progress between different groups of pupils and all pupils nationally.

“When evaluating the achievement of pupils, inspectors consider:
the standards attained by pupils by the time they leave the school, including their standards in reading, writing and mathematics and, in primary schools, pupils’ attainment in reading by the end of Key Stage 1 and by the time they leave the school

how well pupils learn, the quality of their work in a range of subjects and the progress they have made since joining the school

how well pupils develop a range of skills, including reading, writing, communication and mathematical skills, and how well they apply these across the curriculum

how well disabled pupils and those who have special educational needs have achieved since joining the school

how well gaps are narrowing between the performance of different groups of pupils in the school and compared to all pupils nationally

how well pupils make progress relative to their starting points.”

Quality of teaching:

Key differences:

- A greater focus on:
 - teaching of reading and developing literacy skills
 - formative assessment in supporting learning
- Gathering evidence alongside lesson observations to provide information about **what impact teaching has on learning over time**

Leadership and management:

- There is no separate judgment for capacity to improve; this is incorporated in the single judgement on leadership and management
- A focus on:
 - the key behaviours of leaders and managers in working with staff to promote improvement
 - the key strategies, structures and approaches which are bringing about improvements
 - key approaches to overcoming barriers to learning

A good education for all.....



Any questions?