

# Early Years and Childcare Support



# Early Years Foundation Stage Reforms

## Background

- Proposals to reform the EYFS developed following the primary assessment consultation (published September 2017).
- Draft revised EYFS framework and EYFSP handbook were piloted during the academic year 2018/2019 and independently evaluated.
- The two key aims of the proposed changes were to:
  - Improve outcomes at age 5, particularly in language and literacy; and
  - To reduce workload so teachers can spend more time interacting with children in their care.
- The new EYFS framework will apply for early adopter schools in 2020/2021 and for all providers from September 2021.

# The new EYFS: Educational Programmes

The Educational Programmes are the areas of learning and development which must shape activities and experiences in all early years settings.

## **What has changed?**

- More depth has been added to all Educational programmes
- There is a focus on early language and extending vocabulary throughout

Detailed curriculum guidance on early years education from birth to end of reception is being developed separately through a revision of Development Matters. The new curriculum guidance will remain non-statutory, but it is recommended that it is used to complement the new Educational Programmes.

# The new EYFS: Early Learning Goals

The ELGs summarise the knowledge, skills and understanding that all young children should have gained by the end of the reception year.

## What has changed?

- The ELGs are clearer and more specific
- There is a focus on early language and extending vocabulary throughout
- Some of the key specific changes include:
  - **Communication and Language:** provides more focus on extending vocabulary
  - **PSED:** Self regulation has been included and self-care moved to PSED
  - **Physical Development:** The separation of gross and fine motor skills
  - **Literacy:** Comprehension has been included
  - **Mathematics:** There is a greater focus on having a deep understanding of number to 10 and a new ELG on number patterns in Mathematics. Shape, space and measure has been removed as an ELG, although it remains in the Educational Programmes.
  - **Understanding the World:** Technology has been removed as an ELG and the three remaining goals now link directly with science, history and geography.
  - **Expressive Arts and Design:** more focus on developing language through this area of learning

# The new EYFS: Early Learning Goals

## Important messages to cascade:

Evidence  
Collection

Teachers are NOT required to collect or record unnecessary evidence to prove accuracy of judgement, rather they should rely on their own professional judgement of the child.

Assessment  
not  
Curriculum

The ELGs are a specific end point assessment and should NOT be used as a curriculum.

# The new EYFS: Assessments

## What has changed?

- The statutory duty for LAs to externally moderate the EYFSP in 25% of schools each year has been removed.
- The 'exceeding' criteria for the EYFSP assessment will be removed. Children will either be expected or emerging.

# The new EYFS: Assessment

## Important messages to cascade:

Stretch  
more able  
children

Teachers will be expected to continue to identify and stretch more able children, to support them to excel but not be required to record exceeding judgements for national data collection purposes.

Best Fit

Best fit does not mean that the child has an equal mastery of all aspects of the ELG. Each ELG descriptor is written in bullet point form but this is for presentational purposes only to aid clarity. Teachers should not tick off these bullet points one by one, but use their professional development to determine whether each ELG in its totality best fits the child's learning and development.

# The new EYFS: Removal of LA moderation

## Important messages to cascade:

### EYFSP Moderation

The EYFSP assessment at the end of the reception year will still be required. The purpose of the profile will remain to form a professional dialogue with the Year 1 teacher and inform parents of their child's development. It should not be used as an accountability measure.

### Data

There will still be a duty of LAs to collect EYFSP profile data, quality assure this and submit it to the DfE. There will still be a published national and local data set published annually.

### Other Moderation

School may still wish to moderate internally and with other schools to ensure consistency in judgements and form part of teacher's continuing professional development.

# The new EYFS: Safeguarding

**This only applies for national roll out – Early Adopters will not have this change**

- The requirement within the EYFS framework to ‘promote the good health of children’ will explicitly include oral health
- All other areas of safeguarding requirements remain unchanged
- In terms of the new oral health requirement
  - It will be for individual schools and settings to determine how this requirement is met and this does not mean that settings must carry out supervised toothbrushing
  - Practitioners and teachers will not be required to assess this

# Role of Local Authorities

LAs must offer training in EYFS assessment and the completion of the EYFS profile summaries to all providers who need it.

LAs must ensure that EYFS providers understand and follow the requirements set out in the EYFSP Handbook by providing:

- advice on all aspects of assessment at EYFS
- training, including on ‘agreement trialling’

‘Agreement trialling’ is the process of discussing assessment judgements in a group so that all practitioners understand the national exemplification of standards and apply them consistently.

# Role of Local Authorities

In terms of data, LAs must:

- ensure schools have a secure electronic system to submit EYFS profile data
- ensure all other EYFS providers have an appropriate means for accurately recording profile results, and submitting data to their LA if requested (see section 4.1)
- collect EYFS profile data, and quality assure and submit it to DfE in the required format

## **Early Adopters – From September 2020**

The early adopter year is still going ahead from September 2020. In Lincolnshire, 40 schools have volunteered to be early adopter schools.

Early adopter schools will be required to follow the new EYFS for all the early years provision within their schools. This includes the assessment element and therefore there is no requirement for LAs to moderate early adopter schools in 2020-2021.

Early adopter schools will be required to submit their data to their LA as usual and details on how to do this will be sent to schools in due course.

# Early Adopters – From September 2020

## Support for Early Adopter Schools

Early adopter schools will have access to the following support materials:

- New EYFS statutory framework [EYFS Statutory Framework](#)
- New EYFSP Handbook [EYFSP Handbook](#)
- Updated Development Matters curriculum guidance – published September 2020 [Development Matters 2020](#)
- Revised exemplification materials to support EYFS Profile assessments – due Spring 2021

Early adopters will also be able to access a series of webinars throughout the year.

# National Roll Out – From September 2021

The new EYFS framework will be statutory for all early years settings and schools from September 2021.

All schools and settings will need:

- New EYFS Statutory Framework
- The updated Development Matters curriculum guidance

Additionally, schools will need:

- New EYFS Profile Handbook
- New exemplification materials

# Timeline

## **2020/2021 – Early Adopter Year**

- Early adopter schools will follow the new EYFS framework and so will NOT be required to be moderated.
- All other schools will continue to follow the existing framework and so WILL be required to be moderated.

## **2021/2022 – National Roll Out**

- All providers will follow the new EYFS framework so schools will NOT need to be moderated.

# Important reminders:

- Please don't let your teacher complete the existing and new EYFSP. This is just additional workload and the DfE are not doing any comparable study.
- If you have early years provision in your school and you are an early adopter, they must also be following the new EYFS framework. Ofsted have been notified that you are an early adopter school so if you are inspected, this is the framework that you will be inspected against.
- New Development Matters – only use if an early adopter as does not align with the existing EYFS statutory framework.

Further questions can be emailed to [EYCC@lincolnshire.gov.uk](mailto:EYCC@lincolnshire.gov.uk)

# Reception Baseline Assessment

- Schools were invited to be early adopters of the Reception baseline Assessment (RBA).
- Resources and instructions on how to complete the assessment are due to be sent directly to schools towards the end of this half term.
- The expectation is that the RBA will be completed early in the second half term. This timescale has been delayed by half a term in response to Covid-19.
- National Roll out of the RBA will be in September 2021.
- This is separate to the EYFS reforms and will be used as an accountability measure only.

# Questions?

