

EYFS Leaders Briefing

10th November 2020

Welcome & Aims

- Wellbeing as leaders
- EYFS Reforms Updates
- EYFSP 2020-21 Moderation
- Speech & Language & Inclusive classrooms
- Network & Teaching School CPD
- Project R updates
- Bristol Standard Updates
- Additional Reminders

What are your priorities as a leader?

What is helping to support your wellbeing?





- Unique Transitions
- Characteristics of Effective Learning – wellbeing strand
- Staff Meeting for Wellbeing – staff & children
- Staff meeting for supporting Child Wellbeing (Term 2)

EYFS Reforms

Early Years Foundation Stage Profile	Revised Development Matters
<p style="text-align: center;">Reception Baseline 2021</p>	<p style="text-align: center;">Non statutory guidance Birth to end of YR 2021</p> <ul style="list-style-type: none"> • Revised age bands • Revised education programmes • Revised Learning Areas • Revised Learning outcomes • Curriculum for progress
<p>Statutory EYFSP assessment at end of YR</p> <ul style="list-style-type: none"> • Revised education programmes • Revised Learning Areas • Revised ELGs • ELGs are not the curriculum • No focus on tracking or data 	
<p style="text-align: center;">Early Adopter Schools 2020 - 21</p>	<p style="text-align: center;">Early Adopter Schools can use this from September 2020 if they wish</p>
<p style="text-align: center;">All other schools will use the current EYFSP 2020 - 21 & use revised EYFS 2021 - 22</p>	<p style="text-align: center;">Implementation only from September 2021</p>

Reception Baseline Assessment



The Purpose of the RBA Assessment

- 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 KS2 can be created
- It is NOT intended to
 1. Provide on-going formative information for practitioners
 2. Be used in any way to measure performance in the EY, evaluate pre school settings or hold EY practitioners to account

What will be assessed?

Mathematics

Early literacy, communication and language

The tasks

- Each of the tasks is made up of a small number of activities or items and requires a single objective yes/no decision to be made by the practitioner
- Timing
- Administration
- Completion of assessment

Diversity and inclusion

- Equality Act 2010
- Modified resources

Response formats

- Oral response (30 –40%)
- Pointing (25-35%)
- Ordering or moving objects (25-35%)

EYFS Statutory Framework

As a result of the Gov's consultation on reforms to the EYFS last Oct, the new Framework has been published and becomes statutory from Sept 2021

The Government stated their 2 key aims of the changes to the Framework were to :

- Improve outcomes at age 5 particularly in language and literacy
- Reduce workload so that teachers can spend more time interacting with children

Proposals that were put forward

- Revise the educational programmes
- Revise the ELGs
- Change the assessment and moderation process for the EYFS Profile
- Make a change to the safeguarding and welfare requirements to promote good oral health

Changes to the ELGs

- Communication and language
- PSED
- Physical Development

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Assessment - ELGs

- ELG descriptors
- How will ELG be achieved?
- GLD
- Removal of Exceeding descriptor

Reporting and the EYFSP assessment

There will no longer be an expectation that the teacher will provide a commentary on the Characteristics of Effective Learning at the end of the academic year

Early Adopter Schools

- Schools are exempt from the current EYFS Framework
- 22 schools in Bristol have signed up
- Additional training
- New exemplification materials
- EYFS Profile
- Exemption letters

EA Schools in Bristol

Waycroft Academy

Christ Church Cof E

Ashley Down Primary

Cotham Gardens

Headley Pk Primary

Bridge Learning Campus

West Town Lane Academy

Fonthill Primary

Little Mead Primary

Henbury Court Primary

Summerhill Infants

Torwood House

Oasis Academy New Oak

St Patricks Catholic Primary

Cathedral Primary

St Anne's Infants

Luckwell Primary

Brunel Field Primary

Victoria Pk Primary

Woodlands Academy

Shirehampton Primary

May Park Primary

EYFSP Moderation for this academic year

- Supporting documents
- Schools for moderation
- Cluster meetings
- Data submission
- Early Adopter schools

Useful documents available on DfE website

- EYFS PROFILE 2021 Handbook for Early Adopter schools ref : [DfE -00106-2020](#)
- Statutory Framework for Early Adopter schools ref: [DfE-00105-2020](#)
- New Development Matters ref: [DfE 00150-2020](#)
- Reception Baseline Assessment ref: [978-1-78957-515-6](#)
- Reception Baseline Assessment supporting document ref: [978-1-78957-248-3](#)

Development Matters 2020

- Non statutory guidance for Birth to end of YR
- Revised age bands
- Revised education programmes
- Revised Learning Areas
- Revised Learning Outcomes
- “Progress Curriculum”
- ***Implementation from September 2021***

Development Matters 2020

Seven Key Features of High Quality Provision

The best for every child

High quality care

**The curriculum. What we want children to
Learn**

Pedagogy. Helping children to learn

**Assessment. Checking what children have
learnt**

Self regulation & executive function

Partnership with parents


Department
for Education

Development Matters

Non-statutory curriculum guidance for
the early years foundation stage

September 2020



Learning & Development

Characteristics of Effective Learning – revised

7 learning Areas (no sub areas)

3 Prime Areas

**Communication &
Language
PSED
Physical
Development**

4 Specific Areas

**Literacy
Mathematics
Understanding the
World
Expressive Arts**

Assessment in the New DM

- Checkpoints NOT Checklists
- Use checkpoints to check if a child is falling behind
- Is NOT intended to be used for data, secure or emerging in any band
- Create short narratives about children
- Use professional knowledge to help children make progress

Reflection



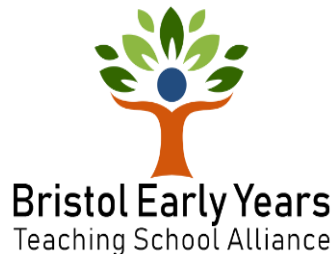
- What might be some of the implications of the EYFS Reforms for us as leaders?
- What support might you need?



Communication & Language



- NELI - DfE funded early language intervention for reception classes only in schools
- Remember that interactions build language & we also have QI checklist in our language toolkit



Adult – Child Interaction Observation Checklist

Context _____ Practitioner _____

Use the boxes to record which features of quality interactions that the practitioner did well, some of or not at this time.

Did the practitioner...?	Comments
Get in a good position for the child to see him / her e.g. close, on same level, face to face.	
Take time to observe, wait and listen before responding.	
Allow the child to lead the play and choose what to do.	
Really listen to the child: making eye contact and giving full attention, using responsive facial expressions and repeating back what the child says.	
Copy what the child does and says and take turns.	
Give the child enough time to respond.	
Use language appropriate to the child's level e.g. Using words and phrases the child can understand, just ahead of the child's level but also introducing new ideas and words with support to understand these.	
Repeat back what the child says.	
Expand on what the child says by adding a few words when repeating back.	
Comment, talk in short, simple sentences about what the child is doing or looking at.	
Use an animated face and interesting voice when talking to the child.	
Ask very occasional questions that keep a conversation going and show a real interest in the child's ideas and thoughts.	
Respond positively to and acknowledge all the child's attempts to communicate.	

NB: These are all examples of effective practice
Practitioner Action Plan based on Observation Checklist

Things I did well:



Speech & Language Therapy Team

- There are a number of courses run by the SALT team for all staff available online
- <https://cchp.nhs.uk/cchp/explore-cchp/childrens-speech-language-therapy/services-bristol-south-gloucestershire/trainin-0>
- And also a YouTube Channel of videos that are great for CPD
- <https://youtu.be/K3FoYftgGp4>

Inclusion CPD

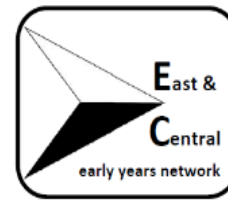
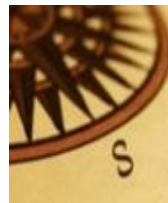
18th November	1.00pm to 3.00pm	Makaton Taster
20th November	9.30am to 11.30am	Using Workstations Workshop
November 24th November 25th November 26th	9.30am to 11.30am 2.00pm to 4.00pm 5.00pm to 7.00pm	SENCO Cluster Meetings
2nd December	2.00pm – 4.00pm	Supporting Behaviour Workshop
7th December	2.00pm – 3.30pm	Motor Skills Workshop
15th December	1.00pm to 3.00pm	Makaton Taster

To book a place, please email askcyps@bristol.gov.uk with your name and setting, and the sessions you want to attend.



Network & Teaching School CPD

- <https://www.bristolearlyyears.org.uk/networks/area-networks/>



- <https://beytc.co.uk/our-courses/>





Response and Recovery	Effective Practice in the EYFS
Characteristics of Effective Learning (particular focus on wellbeing strand)	New to EYFS
Emotion Coaching	Exploring the EYFS Reforms
Conflict Resolution to Support Self-Regulation	Executive Functioning in the EYFS
Emotional Curriculum and the Environment	Quality Interactions
Foundations for Early Literacy	The Power of Sustained Shared Thinking
Children as Readers	Talking to Babies
Children as Writers	Physical Development- more important than ever?
Children as Story tellers	Equalities in the Early Years
Leadership and Staff Development	Black Lives Matter
Introduction to Staff Supervision	Gender and 'the gap'
Leading with Authenticity and Ambition	Understanding more about EAL learners
Visiting National Trainers	
In the Moment Planning with Anna Ephgrave (YR and Y1)	
Introducing Woodwork in Early Years Education with Pete Moorhouse	

CPD this year has been planned in response to Bristol publications:

- Unique Transitions Guidance
- Bristol's C of EL Toolkit
- Unique foundations for reading and Writing (coming soon)
- All CPD links to Bristol Standard

Also planned in response to EYFS reforms (EYFS Goals) and new Development Matters

Most courses offered 3 times over the year.

2 courses will be online (zoom) and the 3rd will be face to face in the training room (after April 2021)

2 hour courses 4.00-6.00 pm £20

4 hour courses 1.00-5.00 pm £40



Book online: www.beytc.co.uk

Project Reception Updates



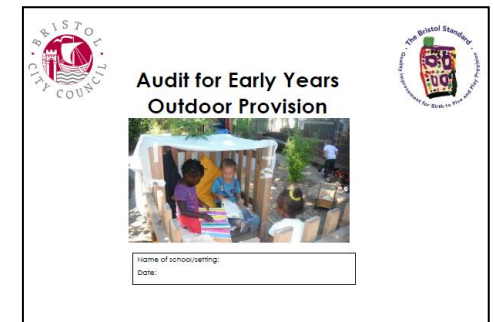
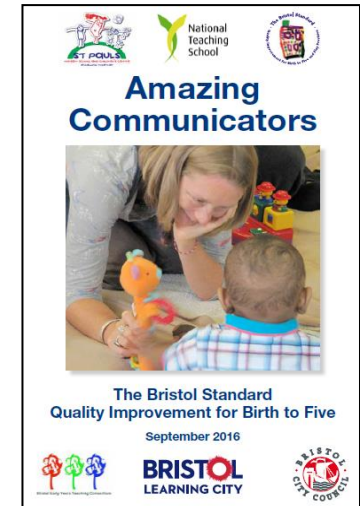
Look out for details of next programme starting in 2021
Contact course leader:
ali.carrington@Bristol-schools.uk

- A funded leadership programme for EYFS Leaders in Schools
- Over 40 Leaders involved this year
- Leaders carrying out their own research in school
- Reflecting on EYFS best practice with most current research evidence over 10 sessions
- Being part of a leadership learning community in Bristol and championing effective early years practice

Bristol Standard online



Bristol Standard Frameworks and Resources



The Bristol Early Years Website



**An innovative partnership between the City Council
and the Early Years Teaching School Alliance**

<https://www.bristolearlyyears.org.uk/>



Social Media



@BristolEarly



@bristol_ey



@BristolEarly



Early Education
The British Association for Early Childhood Education



Saturday 21st November 10.30am – 11.30am
**Recognising their wisdom, agency and need for
companionship in a time of crisis.**

Bristol & Bath ECHO and Early Education welcome back Professor Christine Pascal, OBE, PhD, MSocSc and Professor Tony Bertram, PhD, MEd, Bed to share their research & findings documenting young children's Covid experiences.

Please Book via <https://www.early-education.org.uk/bristol-echo-what-do-young-children-have-to-say>



THANK
YOU