

Consultation on a Revised Early Years Foundation Stage (EYFS) (Learning and Development Requirements) (Amendment) Order 2012

Consultation Response Form

The closing date is: 19 January 2012

Your comments must reach us by that date.

THIS FORM IS NOT INTERACTIVE. If you wish to respond electronically please use the online response facility available on the Department for Education e-consultation website www.education.gov.uk/consultations

Information provided in response to this consultation, including personal information, may be subject to publication or disclosure in accordance with the access to information regimes, primarily the Freedom of Information Act 2000 and the Data Protection Act 1998.

If you want all, or any part, of your response to be treated as confidential, please explain why you consider it to be confidential.

If a request for disclosure of the information you have provided is received, your explanation about why you consider it to be confidential will be taken into account, but no assurance can be given that confidentiality can be maintained. An automatic confidentiality disclaimer generated by your IT system will not, of itself, be regarded as binding on the Department.

The Department will process your personal data (name and address and any other identifying material) in accordance with the Data Protection Act 1998, and in the majority of circumstances, this will mean that your personal data will not be disclosed to third parties.

Please tick if you want us to keep your response confidential.

Reason for confidentiality:

| | |
|------------------------------|--------------------------------------------------|
| Name | Melian Mansfield |
| Organisation (if applicable) | Early Childhood Forum (ECF) |
| Address: | c/o NCB 8 Wakely Street London EC1V 7QE |

If your enquiry is related to the policy content of the consultation you can contact the Department on 0370 000 2288.

If you have a query relating to the consultation process you can contact the Consultation Unit by telephone: 0370 000 2288 or via the Department's ['Contact Us'](#) page.

The consultation questions are in three sections:

1. The **areas of learning** which shape the educational programmes
2. The **early learning goals** which describe the level of progress children should normally have attained by the end of the EYFS
3. The **draft statutory instrument** - the EYFS (Learning and Development Requirements) Order 2012

Please tick one category that best describes you as a respondent.

| | | |
|-----------------------------------------------|------------------------------------------------------|------------------------------------------------------------|
| <input type="checkbox"/> Parent/Carer | <input type="checkbox"/> Childminder | <input type="checkbox"/> Early Years Sector Representative |
| <input type="checkbox"/> Pre-School/Playgroup | <input type="checkbox"/> Maintained School | <input type="checkbox"/> Nursery |
| <input type="checkbox"/> Play Sector | <input type="checkbox"/> SEN Provision | <input type="checkbox"/> Independent School |
| <input type="checkbox"/> Local Authority | <input type="checkbox"/> Breakfast/After-school Club | X Other |

Please Specify:
National organisation

Areas of learning and educational programmes

There are seven proposed areas of learning and educational programmes: personal, social and emotional development; physical development; communication and language; literacy; mathematics; understanding the world; and expressive art and design. The revised EYFS describes the broad areas of focus for educational programmes in each area of learning. The consultation document includes the relevant text for each area of learning.

Q1) Do you agree that the description of educational programmes and areas of learning summarises clearly what is involved?

Yes

X No

Partly

Not Sure

Comments:

Mathematics is more than practising and improving skills.

It is about developing concepts and acquiring mathematical language.

Early learning goals

The *early learning goals* describe what most children should be able to do by the end of the year in which they turn 5. The revised EYFS reduced the number of early learning goals from 69 to 17. The responses to the consultation on the revised draft EYFS, between July and September 2011, indicated broad support for most of the goals. We are proposing to make minor revisions to some of the goals on which we consulted over the summer. These are in the areas of: Communication and Language, Understanding the World, and Expressive Arts and Design. We are proposing more substantive changes to the goals relating to Literacy and Mathematics reflecting consultation feedback and further discussion with subject experts teachers and parents. In reworking the text of the goals, we have sought as far as possible to clarify requirements and simplify language. In particular, for literacy we have sought to address comments that the goals were potentially too

stretching - for example, the requirement to be able to write simple stories. In mathematics, there were calls for inclusion of more on problem solving and applying numbers in practical situations.

For all the early learning goals, we have sought to ensure they are clear and are set at a level of development which the majority of children would be expected to achieve by the summer term in their reception year at school. The consultation document includes the relevant text for each goal.

Q2) Are there any early learning goals where you think the wording is **not** clear, or where you think the level of development described is not pitched correctly? Please tick the goals to which you think these apply.

| | | |
|------------------------------------------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------|
| <input checked="" type="checkbox"/> Self-confidence and self-awareness | <input checked="" type="checkbox"/> Managing feelings and behaviour | <input type="checkbox"/> Making relationships |
| <input type="checkbox"/> Moving and handling | <input type="checkbox"/> Health and self-care | <input checked="" type="checkbox"/> Listening and attention |
| <input type="checkbox"/> Understanding | <input type="checkbox"/> Speaking | <input type="checkbox"/> Reading |
| <input type="checkbox"/> Writing | <input checked="" type="checkbox"/> Numbers | <input type="checkbox"/> Shape, space and measures |
| <input type="checkbox"/> People and communities | <input checked="" type="checkbox"/> The world | <input type="checkbox"/> Technology |
| <input type="checkbox"/> Exploring and using media and materials | <input type="checkbox"/> Being imaginative | |

Comments:

Listening and attention

The final sentence should finish at appropriately. Giving attention is the key area and should not be assessed while engaged in another activity

Self-confidence and self-awareness

The item about choosing resources needs to be a separate sentence – it is not related to the first part of the sentence

Managing feelings and behaviour

Children should be able to talk about how they and others feel - not to talk about how they show feelings

Numbers

The final sentence re doubling, halving and sharing should be expected at the end of Year 1

The World

how environments might vary from one another is too difficult. It should be that some environments are different

The *Early Years Foundation Stage (Learning and Development Requirements) (Amendment) Order 2012* will give legal effect to the EYFS and specifies the learning and development requirements that early years providers must meet in providing early years provision

Q3) If you have any comments on the draft Order please note these below.

Yes

No

Not sure

Comments:

Thank you for taking the time to let us have your views. We do not intend to acknowledge individual responses unless you place an 'X' in the box below.

Please acknowledge this reply

Here at the Department for Education we carry out our research on many different topics and consultations. As your views are valuable to us, would it be alright if we were to contact you again from time to time either for research or to send through consultation documents?

XYes No

All DfE public consultations are required to conform to the following criteria within the Government Code of Practice on Consultation:

Criterion 1: Formal consultation should take place at a stage when there is scope to influence the policy outcome.

Criterion 2: Consultations should normally last for at least 12 weeks with consideration given to longer timescales where feasible and sensible.

Criterion 3: Consultation documents should be clear about the consultation process, what is being proposed, the scope to influence and the expected costs and benefits of the proposals.

Criterion 4: Consultation exercises should be designed to be accessible to, and clearly targeted at, those people the exercise is intended to reach.

Criterion 5: Keeping the burden of consultation to a minimum is essential if consultations are to be effective and if consultees' buy-in to the process is to be obtained.

Criterion 6: Consultation responses should be analysed carefully and clear feedback should be provided to participants following the consultation.

Criterion 7: Officials running consultations should seek guidance in how to run an effective consultation exercise and share what they have learned from the experience.

If you have any comments on how DfE consultations are conducted, please contact Carole Edge, DfE Consultation Co-ordinator, tel: 01928 738060 / email: carole.edge@education.gsi.gov.uk

Thank you for taking time to respond to this consultation.

Completed questionnaires and other responses should be sent to the address shown below by 19 January 2012

Send by post to: EYFS Team, Department for Education, Level 1, Sanctuary Buildings, Great Smith Street, London SW1 3BT.

Send by e-mail to:

EYFSLearningandDevelopment.CONULTATION@education.gsi.gov.uk