

Reforms?

def: to make changes to something in order to improve it



Nancy Stewart

Have a look at the changes ahead

- 'Reformed' Early Learning Goals and Educational Programmes
- New EYFS Profile Handbook
- New non-statutory curriculum guidance



EYFS: A principled, play-based approach



A Unique
Child

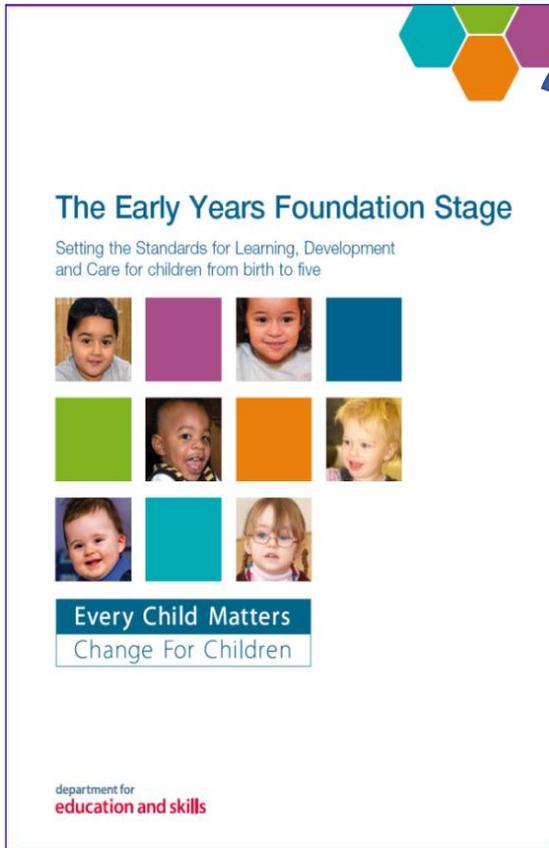
Positive
Relationships

Enabling
Environments

Learning and
Development

Building on strong foundations

Tickell Review and 2012 Revision



The Early Years Foundation Stage
Setting the Standards for Learning, Development and Care for children from birth to five

Every Child Matters
Change For Children

department for
education and skills



Statutory Framework for the Early Years Foundation Stage

Practice Guidance for the Early Years Foundation Stage

Early Years Learning Stage

Early Years Foundation Stage Principles

Enabling Environments

Learning and Development

Supporting Every Child

Personal, Social and Emotional Development

Physical, Sensory and Environmental Development

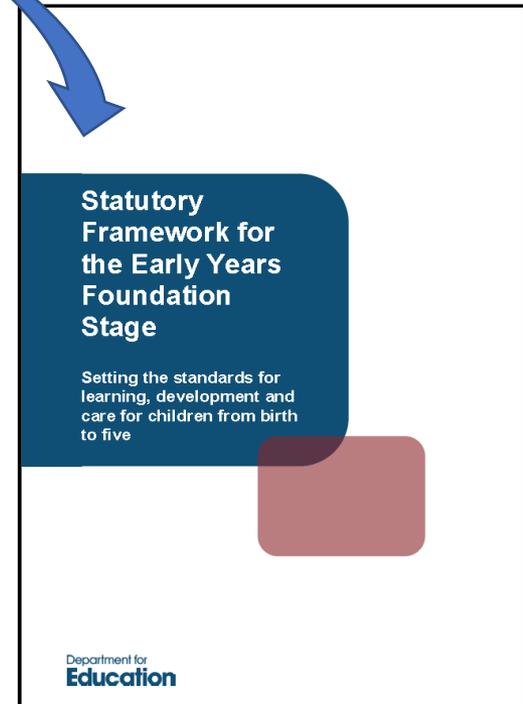
Communication and Language

Mathematical Development

Understanding the World

Physical Development

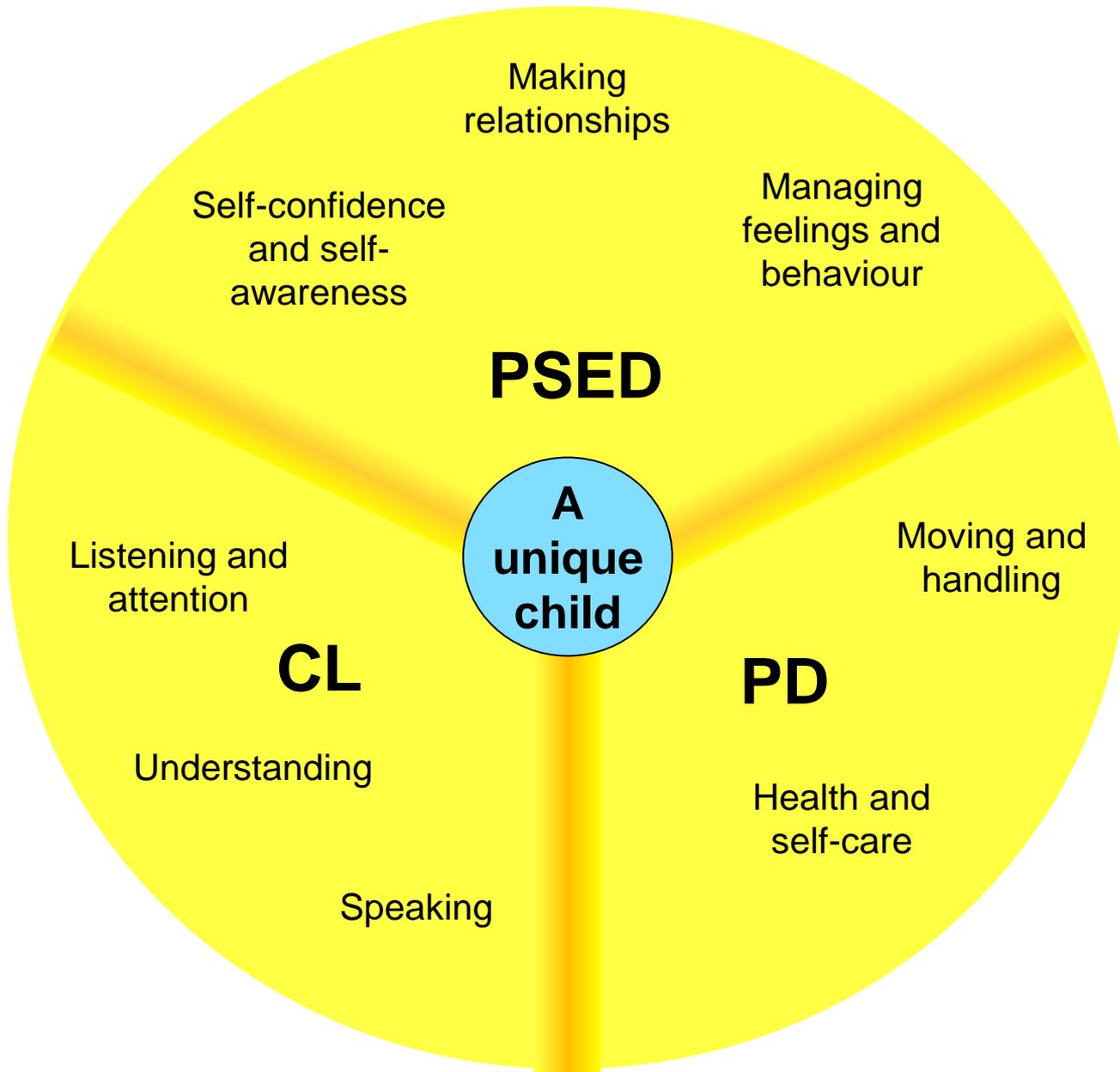
Creative Development



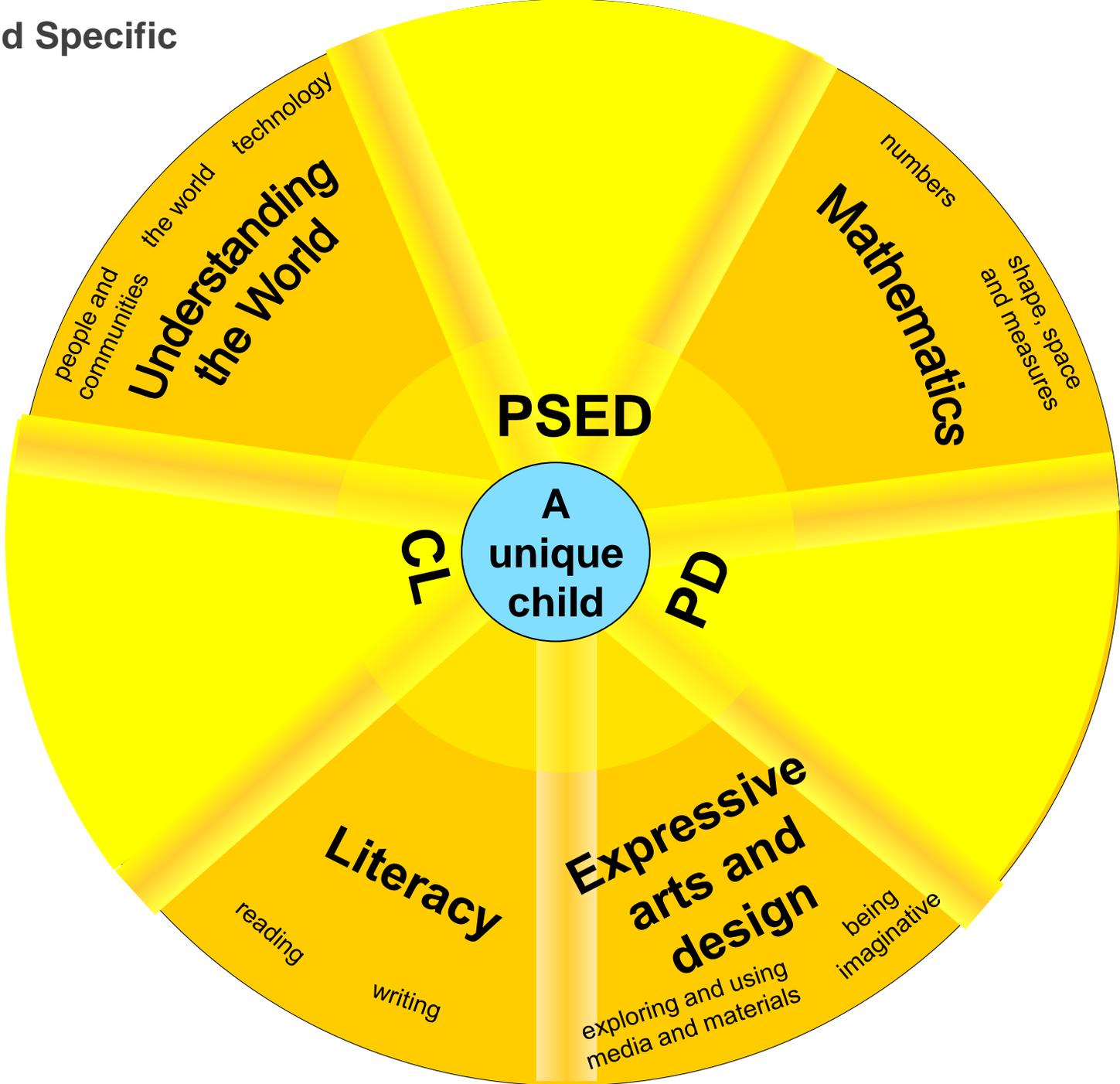
Statutory Framework for the Early Years Foundation Stage

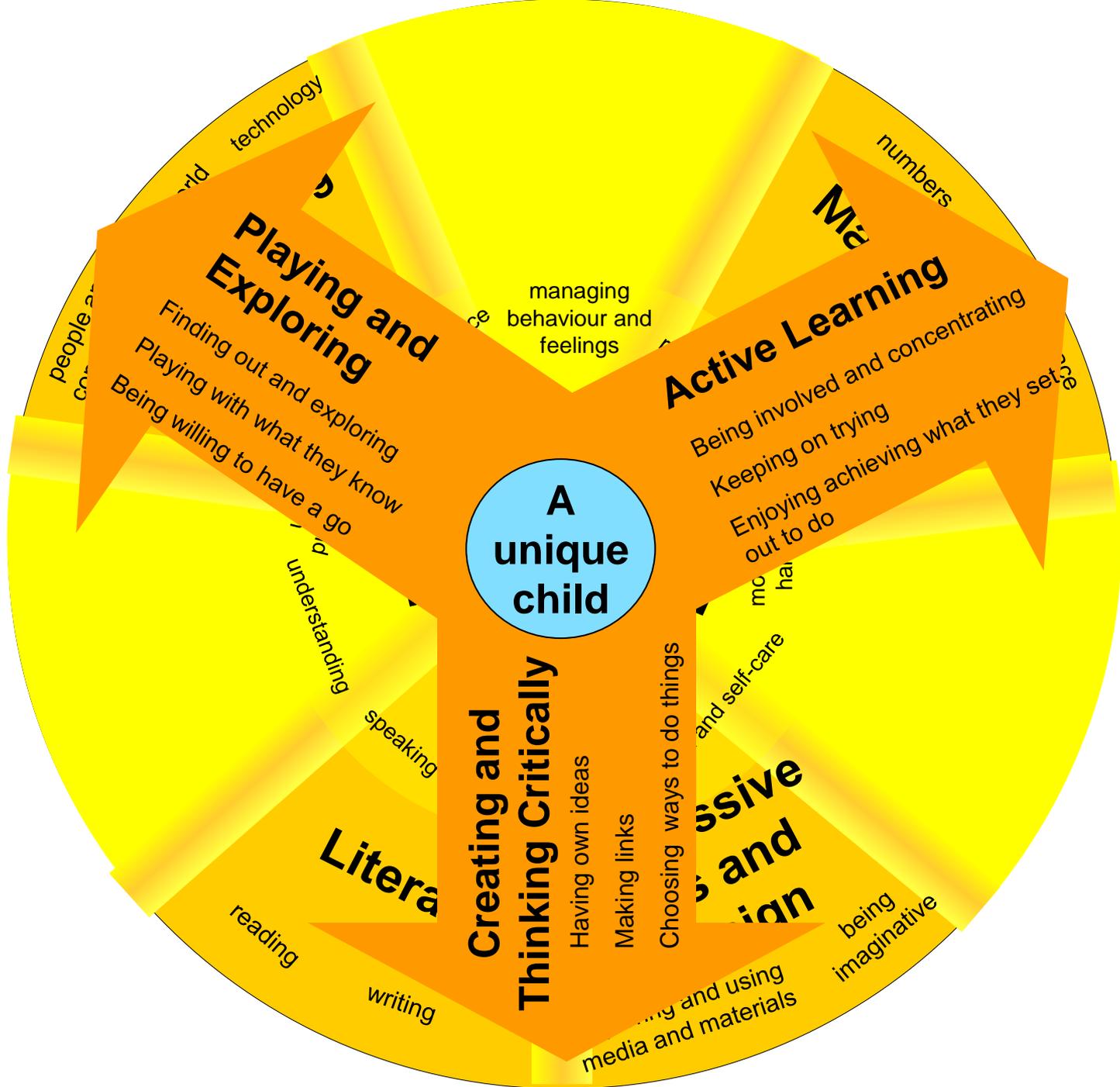
Setting the standards for learning, development and care for children from birth to five

Department for
Education



Prime and Specific areas





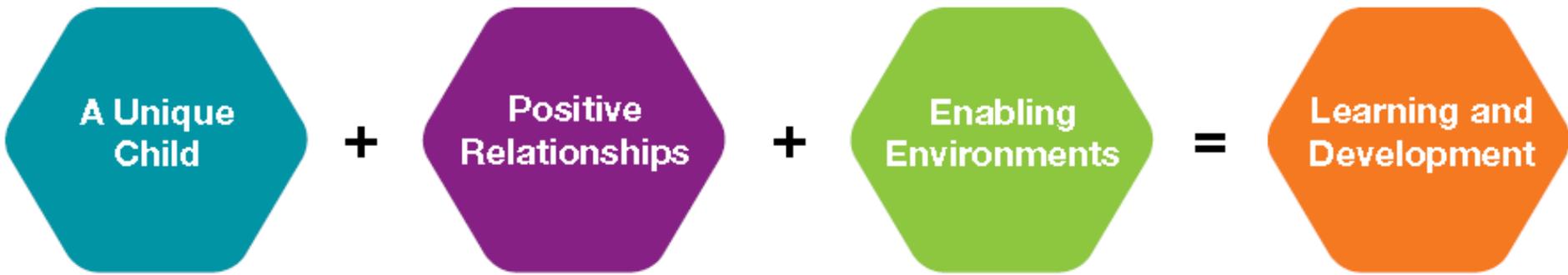
Self-regulating learners

<i>Emotional self-regulation</i>	<i>Cognitive self-regulation</i>
Social and emotional development Well-being	Playing and exploring <i>engagement</i>
	Active learning <i>motivation</i>
	Creating and thinking critically <i>thinking</i>

ready

willing

able



Children are born ready, able and eager to learn.

They actively reach out to interact with other people, and in the world around them.

Development is not an automatic process, however.

It depends on each unique child having opportunities to interact in positive relationships and enabling environments.

Development Matters in the Early Years Foundation Stage

Reviewing the EYFS – on what basis?

DfE Consultation on Primary School Accountability

March 2017

1100 headteachers

1600 KS1/2 teachers

400 Reception teachers

126 EY professionals

16%

EYFS

respondents

None of the questions was 'We are thinking of reviewing and rewriting the EYFS. How do you feel about it?' Nonetheless, this appears to be happening.

Stewart and Moylett, Nursery World 5.8.18

- **New Early Learning Goals**
- **New Educational Programmes**
- **Removing and rearranging aspects of development**

DfE's rationale

- ELGs should be clarified and refined
 - Reduce assessment burden on teachers
-
- Reduce workload
 - Improve attainment, especially language and literacy for disadvantaged children

EYFS Coalition

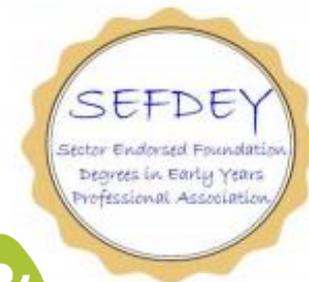
Early Education
The British Association for Early Childhood Education



ecsdn
Early Childhood Studies Degrees Network

NDNA
National Day Nurseries Association

pacey
professional association for
childcare and early years



TACTYC
Association for Professional
Development in Early Years



National Children's
Bureau

FROEBEL TRUST

- Survey of practitioners and parents
- Effective practice examples
- Research literature review

Problems with process

- Starting at the wrong point – assessment of ‘ready for Yr1’, rather than child development informing curriculum
- Changes not driven by research nor feedback from the sector
- Practice from birth affected, in Educational Programmes and working toward ELGs
 - Disregard of babies, toddlers and younger children in Educational Programmes
 - Pilots inadequate – 24 school reception classes, no PVI

Problems with outcome

- **Inappropriate ELGs**

- rote learning, knowledge from books
- beyond development of many children – labelling as failures
- further disadvantage some groups of children

- **Diminished role for play, observation, children as strong, creative learners**

- **Missed opportunity to support professional understanding and focus on attachment and self-regulation**

Evolution of familiar framework?

- **Overarching principles**



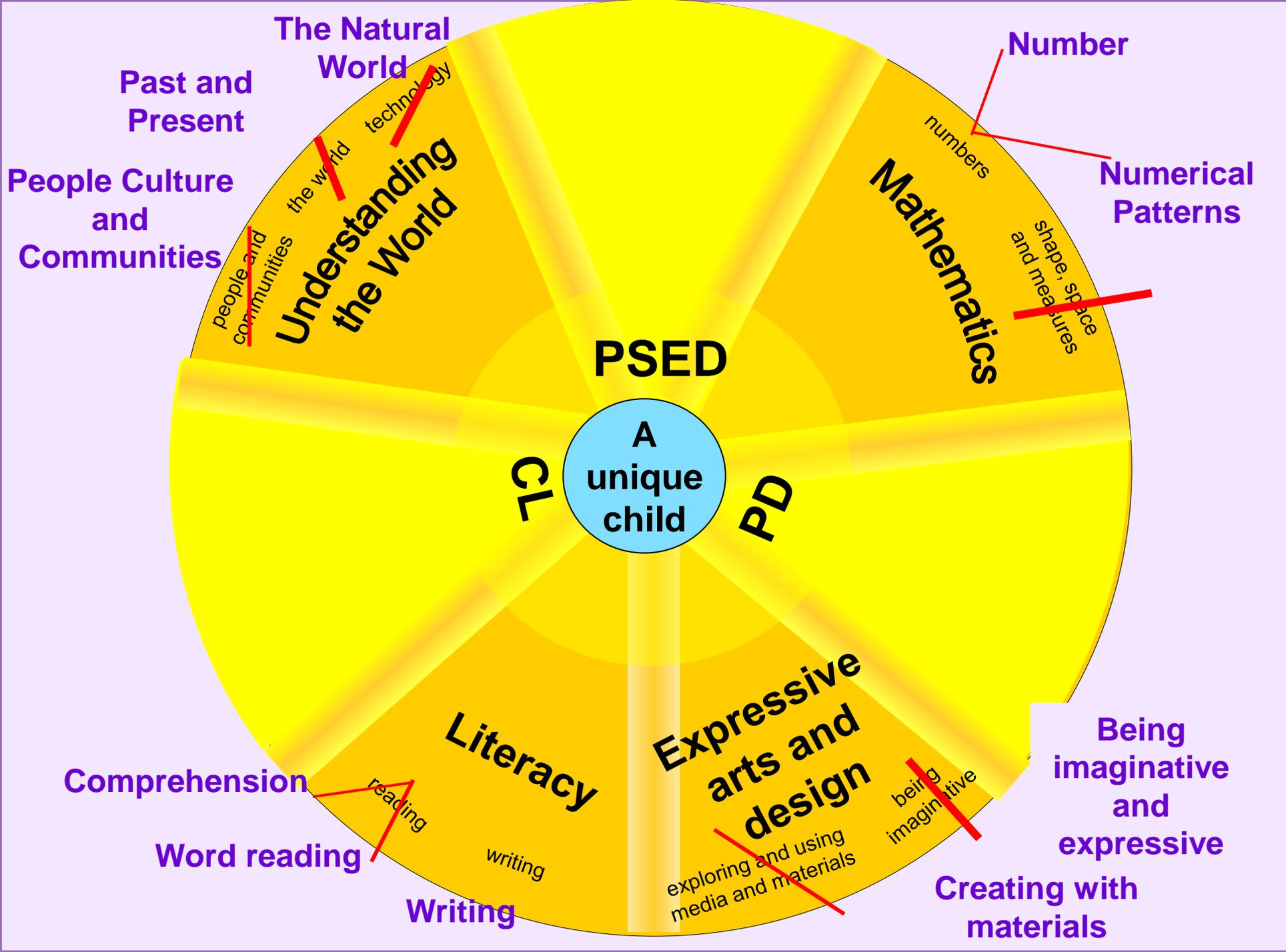
- **Seven areas of learning and development**

But – all aspects and content have been changed

- **Prime and specific areas**

But – Leaves out ‘crucial for building their capacity to learn’, and ‘are the basis for successful learning in the other four specific areas’





Characteristics of effective learning



In **planning and guiding children's activities**, practitioners **must** reflect on **the different ways that children learn and reflect these in their practice**.

Three characteristics of effective teaching and learning are:

Statutory Framework for the EYFS (1.10)

In **planning and guiding children's activities**, practitioners **must** reflect on **the different rates at which children are developing and adjust their practice appropriately**.

Three characteristics of effective teaching and learning are:

EYFS Reforms early adopter version (1.15)

EYFSP: 'must' becomes 'may choose to' provide a commentary for each child in relation to the CoEL

Teaching and learning

- New link to Ofsted's definition of teaching
- Keeps 'Play is essential for children's development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems.'

But:

- Removes '*All areas of learning and development **must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity.***

Practitioners must **'stimulate'** children's interests, *rather than 'respond to'*

'As children grow older, and as their development allows' there should be a gradual shift to more adult-led activities

becomes

'As children grow older and move into the reception year...greater focus on teaching the essential skills and knowledge in the specific areas of learning.'

BASELINE = ~~BOLD~~ BEGINNINGS
BLEAK



Cartoon by Polly Donnison

Reducing assessment workload?

More explicit:

‘practitioners should draw on their own knowledge of the child and their own expert professional judgement and should not be required to prove this through the collection of physical evidence’

(**Already had:** ‘Paperwork should be limited to that which is absolutely necessary to promote children’s learning and development.’)

- **Change of culture not linked to content of ELGs**
- **Workload increased by new framework**

Development Matters in the Early Years Foundation Stage (EYFS)

**This non-statutory guidance material supports practitioners
in implementing the statutory requirements of the EYFS.**

Children develop quickly in the early years, and early years practitioners aim to do all they can to help children have the best possible start in life. Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family

background, learning difficulties, disabilities or gender. This guidance helps adults to understand and support each individual child's development pathway. Other guidance is provided at www.foundationyears.org.uk. The EYFS statutory framework is available on the Foundation Years website as well as the Department for Education website: www.education.gov.uk/publications



Where are we heading?

**Early adopters
2020-21**

Statutory 2021-22

**New non-statutory guidance expected in
September**

New EYFSP exemplification materials at some point



Revoke the high pressure EYFS reforms. Young children need real learning not rote learning



3,496 have signed. Let's get to 5,000!



-  **Josie Tait** signed 18 minutes ago
-  **Vivien McGill** signed 19 minutes ago

First name

Last name

Email

Shrewsbury, SY3
United Kingdom 

 **Kym Scott** started this petition to [Department for Education](#)