

Early Years Newsletter



The EYFS Reforms Briefing 2021 ~ FAQs ~

Following the EYFS Briefing session, we have compiled a list of frequently asked questions and a set of useful links for further guidance to support you in implementing the new EYFS Statutory Framework in September.

Useful Links

[NEW EYFS Statutory Framework 2021](#)

[NEW Development Matters 2020](#)

[Birth to 5 Matters](#)

[Principles into Practice by Julian Grenier \(Free download\)](#)

[Early Years Inspection Handbook 2021](#)

[EYFS Profile Handbook 2021](#)

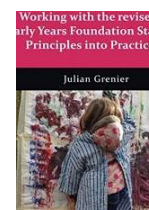
[Reception Baseline Assessment information](#)



**Statutory framework
for the early years
foundation stage**
Setting the standards for learning,
development and care for children from
birth to five

Published: 31 March 2021
Effective: 1 September 2021

Development Matters
Non-statutory curriculum guidance for
the early years foundation stage



Frequently Asked Questions (FAQs)

1. Is there a recommendation in regard to how often to track children's development?

There is no requirement to undertake cohort tracking, it is the school / settings decision based on understanding why this would support assessment or enhance the quality of teaching. For example, you may wish to 'track' certain groups within a cohort.

2. How do we sign up for the 2021/22 pilot of Coventry's new summative assessment system?

We will be in touch in September 2021 for volunteer providers to take part in the pilot year.

3. What should the multilingualism aspect of the EYFS look like for settings with multiple languages? Are we expected to learn words in lots of languages?

It is recognised that children will learn English from a strong foundation in their home language or languages. As such, it is important that we encourage families to use their home languages for linguistic as well as cultural reasons.

Development Matters suggests: *Talk to parents about what language they speak at home, try and learn a few key words and celebrate multilingualism in your setting.*

4. Can providers use the old non-statutory framework alongside the new?

Providers **must** use the new statutory framework only.

For non-statutory guidance, it is advised to use the latest versions, though the previous versions may still be useful.

5. Will GLD still stand even though we are using a 'best fit' judgement?

Yes. Children do not need to have mastered every part of the Early Learning Goal, rather a best fit judgement should be used.

6. How many observations would you recommend for children?

There is no numerical answer here. The new EYFS reminds us to spend more time interacting with children and moving their learning on, rather than making cumbersome observations – practitioner judgement should be used. Some observations should still be used, particularly where children may require additional support or where adults may need to recall specific elements of learning.

7. What happens to the Reception Baseline Assessment data in infant school settings?

https://www.nfer.ac.uk/media/4554/rba_pupil_data_privacy_notice.pdf

The data will be kept by NFER for a maximum of three months after the end of the academic year in which a pupil was assessed. The child's data will be stored and safeguarded in the DfE's National Pupil Database (NPD) for 7 years. During this period it will be ring-fenced so that it is not used for purposes other than the RBA. Afterwards, the data will be anonymised and will no longer be attributable to the child.

8. Will the Reception Baseline Assessment give us anything to use?

No. The RBA is purely a progress measure for use at the end of Key Stage 2.

9. Where a child attends multiple settings, who is responsible for the implementation of the EYFS learning & development and assessment requirements?

All settings involved with the child as it is a legal requirement to follow the EYFS. Information sharing is important between settings providing parental consent is given.

The EYFS states: *The framework is for all early years providers in England (from 1 September 2021): maintained schools; non-maintained schools; independent schools (including free schools and academies); all providers on the Early Years Register; and all providers registered with an early years childminder agency (CMA).*

10. Is it a statutory requirement for the progress check at age two years to be completed with the health visitor, (Integrated Review) or is it good practice ?

It's not a statutory requirement. It is good practice but hard to achieve with the Health Visiting resources available.

11. For children where there is 'delayed entry', does the nursery provider have to complete the early years foundation stage profile ?

Where a child 'delays' starting school and enters into Reception a year later, the early years foundation stage profile will be completed by the school at the end of the summer term prior to the child moving into Year 1.

12. What should we be considering in terms of curriculum content and assessment for more able children in a context where 'exceeding' is no longer required ?

The 'exceeding' criteria for the EYFSP assessment will be removed and children will be 'expected' or 'emerging' for data collections purposes. The Statutory Framework makes clear that children's individual needs must be met through the provision:

1.15 In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately

and

1.8 The ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development

Depth in learning is important and this should be reflected in curriculum planning.

Equally, a child's learning is secure if they show it consistently and in a range of different contexts

In the transition process at the end of the EYFS, as well as receiving a copy of the EYFS Profile Report, Reception teachers may wish to provide a short commentary on each child's skills and abilities, so giving the opportunity to indicate where a child is working at a deeper level, if this is the case.

13. Further information about OPAL from Barnet Early Years

The website link is <https://beya.org.uk/professional-development/opal/about-opal/>

14. What are educational programmes?

Educational programmes involve activities and experiences for children, as set out under each of the areas of learning. This is a top line view of what must be taught. Settings will develop their curriculum to meet the requirements of the educational programmes.

15. Do you feel we need a written programme beyond what is provided in Birth to 5 matters, which in itself, is a very detailed document?

You will need to design a curriculum which meets the needs of the children in your group or class. Birth to 5 Matters is guidance not a curriculum in itself.

16. Do we still need to do on entry and progress summaries?

You will still need to 'capture' the child and share information with parents and carers on an ongoing basis. There is no requirement for this to be written down or for extensive recording or reporting – the emphasis should be on interactions between practitioner and child.

17. How does this fit in with 'In the moment planning'? Do we need to produce additional planning documents?

The new EYFS fits well with this approach – you will be focusing on children's needs and helping them to make progress. There is no need to produce additional planning documents.

18. What are your thoughts on moving away from individual books to whole class floor books?

You would need to consider the purpose of each and whether either approach fits with your pedagogy.

19. Will we be told if we need to submit our EYFSP data or is it statutory for everyone?

You will be required to submit data to the LA and will be advised of dates ahead of time. See the EYFSP Handbook for further details.

20. Have they got rid of all the age groups? Such as 16-26months?

The age bands in Development Matters have changed to make them broader and easier to understand. There are now three age bands in Development Matters. Birth to 5 matters looks slightly different.

21. Can we work with both the Development Matters and Birth to 5 Matters if we're referring to them to support our professional judgement?

You are free to use both documents or any other materials and resources that are useful. Neither of these documents is statutory.

22. What transition information will schools expect?

Schools will expect to receive information that tells them about the child as a unique child and as a learner. Coventry LA will be sharing further guidance around Transition in the upcoming academic year following a pilot programme.

23. How would you go about approaching an inspection with staff who have limited knowledge of child development, and maybe lack the confidence to know where the children are?

Invest in some training and development and have frequent whole staff discussions about children so that staff get used to describing children's learning and progress. An Ofsted inspection will focus on the intention, the implementation, and the impact of teaching (the three Is). Staff need to know why they are doing what they are doing and what difference it is making to children.

24. Can we still plan next steps for children?

There is no requirement to plan next steps. When planning the curriculum adults should be considering what 'progress' will look like from the start of a child's time in the setting to when they leave.

25. Have headteachers been informed of these changes in assessment as we are often asked to show assessments etc and they don't know it has changed so significantly.

EYFS reform briefings have been provided for Headteachers.

26. Can we still send photos, observations and achievements to parents?

Absolutely. The key is not to make this an onerous task and to do it for those significant moments and achievements in the child's 'learning journey'.

27. What should Governors see when there is effective practice in the EYFS?

- A welcoming ethos with nurturing, warm, positive relationships
 - A range of approaches are used to engage effectively with parents' and this is a key priority
 - Creative approaches to engage parents from: e-learning journals, question of the month, parent board, parent focus groups
 - Regular sessions with families to promote and support home learning environment e.g. Home to play and schema bags
 - Transition is given status and value
 - Self-evaluation that identifies areas to develop, with actions that are implemented and sustained
 - Leadership roles for staff are linked to their skills/talents/interests
 - Opportunities for staff to reflect and share practice, developing a team of confident, skilful practitioners
 - Monitoring which focuses on the impact of the approach to teaching and the learning environment on the progress children make
 - Opportunities for development are available to all team members.
- Monitoring includes all team members
- Peer observation and reflection
 - Effective appraisal and supervision
 - Practitioners who can articulate what they are doing and why and the difference that this makes
 - Welcoming environments with a combination of quality spaces to relax and refuel alongside well-defined spaces which are stimulating and provide motivating opportunities to learn.
 - Children can apply and practise skills in a range of different and meaningful contexts
 - Practitioners play, explore and discover alongside children and most of their time is spent doing this.
 - A sense of community and democracy is developed with children's rights a central feature
 - Free flow play is embraced, and children have plentiful outdoor experiences and opportunities.
 - Opportunities for children's voice to be captured and influence learning experiences
 - A visual display sharing aspirational vision, values and aims linking to current national guidance and real and relevant to the setting
 - Oracy and communication is given the necessary value
 - The learning environment enables children to develop their personal, social and emotional skills by working cooperatively, taking turns, sharing and problem solving collaboratively?
 - Displays used to both share and stimulate and support children's learning?
- Low level / interactive / environmental print / community images / positive images
- indoor and outdoor spaces well ordered, clearly and consistently labeled, and visually calm to support concentration - more is not always better – resource provision should reflect real life
 - The environment is reflective of the community of children it serves and their culture