

Early Years Leaders in Schools

June 15th 2021



Transition to Reception for children with SEND works well when:

- **EYs settings and schools are committed to transition support throughout the year as part of an annual cycle.**
- **Well organised and up to date information is shared with school SENCOs and Year R teachers through transition meetings and is used to inform school planning.** (Universal transfer forms for all children, SEND transfer plans, support plans, DEYO assessments, Pen portraits, Transition 'speed dating events')
- **Information is shared in a timely manner and in partnership with parents and other agencies** (eg SALT, HV, School nurse, Hope Virtual school).
- **Parents are valued, informed, and included and are supported to navigate the transition process.**
- **There is early identification of need; and support plans and funding are in place prior to a child starting school for those that need it.**
- **School places (mainstream and specialist) are confirmed early enough to allow for necessary planning and preparation.**
- **There are strong working relationships between EYs settings and schools.** (eg Joint projects, moderating together, ongoing contact between EYs settings and schools once child has started)

Transition to Reception for children with SEND works well when:

- **Head teachers and SLT have a good understanding of EYs and a commitment to supporting transition planning.**
- **Visits take place both ways.** (Year R staff see children in their EYs setting where they are settled and feel secure, children visit schools with EYs key person and parents, visits to empty classrooms initially, additional visits for SEND children)
- **Resources are used to support transition and are shared between EYs settings and schools.** (Pen portraits, transition photo booklets provided by schools, videos for children and families produced by schools, social stories, visuals, school websites sharing EYFS provision)
- **Provision and practice in schools is inclusive and builds on children's experiences in EYs settings.** (eg Makaton, visuals, environments and routines that support well-being)
- **EYs settings know in good time which school children are going to and schools know which EYs setting children are coming from to enable liaison.**
- **EYs settings and schools engage in CPD to support transition or specific needs.** (eg through SENCo and school clusters, SENCo Award and Network CPD; and utilise support from the Early Years Portage and Inclusion team and Lead Teachers.)
- **Timely support is available from specialist teams and there is continuity of support and strong liaison between EYs and school age teams.** (eg Early Years Portage and Inclusion, Speech and Language Therapy Team, Family support, Bristol Autism Team, Educational Psychologists)

A shiny new EYFS Statutory Framework...

Treat implementation as a process, not an event; plan and execute it in stages.

Allow enough time for effective implementation, particularly in the preparation stage; prioritise appropriately.



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



Implementing the new EYFS

What might we need to think about as a team?



Statutory Framework

How might we ensure that:

- the team have time to read and understand the new framework and guidance?
- EYFS principles are reflected in provision?
- our learning environment is planned in response to children's needs and interests?
- we are developing skilled adult/child interactions across the whole team?
- The requirements of the new educational programmes are reflected in our provision?
- we audit the team's CPD needs in light of all the changes to the educational programmes are planned for?

Changes to Educational Programmes and ELGs

How might we ensure that:

- inclusive provision and practice supports all children to make excellent progress?
- practitioners understand and are confident about how to develop self-regulation in young children?
- we are confident in supporting the building blocks of early mathematics in order for children to excel?
- we are providing stretch and challenge for children who need it?

Assessment

- How will we know if a child is at the expected level of development and what will support making best-fit judgements of each ELG?
- How does our formative assessment reflect and support responding to children's interests and achievements?
- How does observation and documentation of children's learning support formative assessment?
- How can we ensure that robust moderation between schools/settings still takes place?
- How well do our assessment tools support children's learning?

Keep checking the website...

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

- Frequently asked questions (May 2021)
- All the statutory and non- statutory guidance
- Powerpoint slides to download (password is REFORMS21)
- Vodcasts about reforms
- Information about further CPD is coming soon!

Final Online Briefing...

Just in case you missed it or want someone else to attend from your school.

Monday 28th June 4-5.30pm

PLANNING FOR THE EYFS REFORMS BRIEFINGS

The revised Early Years Foundation Stage Framework will become statutory for all EYFS settings from September 2021. The Early Years team in Bristol is using the EYFS reforms as a great opportunity to reflect on and review what we know works best to support our children and families.

Since the start of the 2020/2021 academic year we have been busy learning from the schools that signed up as early adopters of the new EYFS framework so that we can support all settings, schools and childminders to implement the new statutory framework from this autumn.

There are briefings planned for May 2021 as well as a programme of in-depth CPD for professional knowledge and understanding of child development to support the implementation of the reforms starting in the Autumn term 2021/2022.

Although the reforms will obviously bring change, it's important to hold on to the many elements of excellent practice that we know exist across Bristol.

This page provides links to key statutory documents and other supporting materials and will be added to as more information becomes available.



STATUTORY DOCUMENTS



NON-STATUTORY
DOCUMENTS



PREPARING FOR CHANGE IN
THE EYFS



EYFS REFORMS BRIEFINGS



RESOURCES TO SUPPORT
YOUR THINKING AROUND
THE REFORMS

Reception Baseline Assessment (RBA)

- Statutory from September 2021 to be conducted in the first 6 weeks of starting reception under the STA arrangements.
- Baseline helpline: 0330 088 4171 email receptionbaseline@nfer.ac.uk
- <https://www.gov.uk/guidance/reception-baseline-assessment>
- The RBA will be an activity-based assessment of pupils' starting points in language, communication and literacy & mathematics
- It will not be used to label or track individual pupils. Data will only be used at the end of year 6 to form the school-level progress measure.
- The assessment must be administered by a suitably qualified practitioner working one-to-one with each pupil. The practitioner should be familiar to the pupil. Those conducting the assessment should be fully trained and familiar with the materials.

Mitigating the impact of RBA

- More than ever settling in is a priority, many children have missed large chunks of nursery experience
- Attachments first. How can we make this experience positive for children?
- Consider staffing – who will conduct the RBA? Must be a familiar person – is there an available person in the school Consider support for rest of the class whilst RBA testing is in progress.
- **This Free 25-minute webinar has all relevant information and useful suggestions – suitable for heads, leads & practitioners.**
- <https://drive.google.com/file/d/1mTJI7eXKC6RmGZus9TVHfGrWIAY2fRI9/view?usp=sharing>

EYFSP Best Endeavours



- Although the EYFSP submission has been disapplied for 2021 schools are still required to make 'Best Endeavours' to assess and report to parents and Y1 teachers on the EYFSP.
- Moderation is an important part of summative assessment and is particularly important for NQTs.
- Moderation opportunity with Profile moderators
- **Non-EA Schools**
PSED & PD with Profile moderators: June 23rd - 1pm to 3pm.
- **Early Adopter Schools**
C&L UTW: June 21st 4pm – 5.30pm 4pm – 5.30pm

Profile Exemplification 2022

- Taken from EYFS reforms LA update email:
- *Unfortunately, COVID-19 has also delayed our filming in schools for exemplification materials, however we will be producing a small number of videos with direct messages from DfE, Ofsted and early adopter schools talking about their experiences in delivering the reforms and how they have changed their approach to assessment under the new EYFS. The videos will deliver important messages about the new EYFSP assessment, including discouraging an overreliance on data collection or the creation of tick lists to track progress against each distinct ELG throughout the reception year, as well as on the importance of professional judgement and discussion when making assessments and basing this on knowledge of each individual child's overall development.*
- *These will be available this summer term and will be followed next academic year by case study video exemplifications that, as part of our continued work to support teachers in making EYFSP assessments, will demonstrate teachers and leaders having professional discussions about individual children's holistic development in order to make EYFSP judgements under the new EYFS.*
- *We will not seek to replicate the existing exemplification materials as they stand, because people have told us how these can drive excessive workload burdens for example with lots of evidence generation. We have spoken to people from settings, sector representatives and early adopters and the move to overarching videos on assessment followed by these more streamlined materials incorporates their feedback and is in line with the clearer early learning goals and the aim of providing support while focusing more on teachers' professional judgement.*

Phonics Validation & Letters & Sounds

- The DfE has launched new system for validation of phonics programmes.
- Letters & Sounds will not be a validated programme on its own after Spring 2022.
- However, it can still be used where a school has developed a system of decodable books and resources and updated progression to bring it in line with current SSP best practice
- Specifies that cursive and precursive writing should not be taught. All resources designed for children to read should be in print
- <https://dfemedia.blog.gov.uk/2021/05/17/the-removal-of-letters-and-sounds-2007-from-the-departments-list-of-validated-phonics-programmes-teachers-questions-answered/>

NELI

- State-funded schools with reception pupils can access the Nuffield Early Language Intervention (NELI) programme, for free, in the academic year 2021/2022.
- Places will be allocated on a first come first served basis, with registration closing when all places have been offered or when the registration window closes on 30 July 2021.
- Visit the Nuffield Foundation website for more information and to register through an online form.
- <https://www.teachneli.org/>



Quality Interactions

- Hassinger-Das et al 2017 : Six Principles of Language Development
- Frequency
- Interest
- Interactive & responsive environments
- children learn best in **Meaningful contexts**
- Diversity – lots of **different examples** of words
- **Reciprocity** – exchange, discourse o

Adult – Child Interaction Observation Checklist

Practitioner _____

Context _____

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

Feature	Comments
Did the practitioner...? 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 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 interactions.

Practitioner Action Plan

Things I did well:

Bristol Standard

- Starting the Bristol Standard pathways
- The Bristol Standard Online (TBSO)
- Network meetings
- Play and Learning Outdoor reflective document
- Website – case studies



Network FREE Development Opportunities for June - July 2021

For more information visit: www.bristolearlyyears.org.uk



Bristol Early Years
Teaching School Alliance



Term 6 (6 ½ weeks)

What	Who	When	Where	Session Overview
Follow up- Acceptance Commitment Training <i>Jane Francis & Pippa Hawkins</i>	All settings who have been to 'Introductory ACT session' All settings	Follow up ACT with any of these sessions Session 1: 7 th June 4pm – 5.30 Session 2: 10 th June 6.30pm- 8pm Session 3: 14 th June 4pm – 5.30pm		<p>To book this session email: south.network@bristol-schools.uk</p> Session 1: Noticing and mindfulness exploration/ Auto pilot activities and how to create more meaningful times in our daily lives using our values to guide actions/ACT Matrix Session 2: Being open and having curiosity in relating to our inner worlds and find ways to be guided to what really matters to us/ ACT Matrix. Session 3: Using the ACT model and Matrix to support your well-being throughout your life. <i>Bristol Standard links: Dimensions:1,2,7,8,10</i>
The Bristol Standard online new submission forms <i>Carol de-Beger & Pat Kendall</i>	All settings on the BS journey or interested in starting.	Wednesday 16th June 4-6.00pm Wednesday 23 rd June 4-6.00pm	Zoom	<p>To book this session email: askcyops@bristol.gov.uk</p> The Bristol Standard online new submission forms (TBSO) This will be a walk through the new forms and a look at the guidance. There will be time for networking and questions about your own submission. <i>Bristol Standard links: All dimensions</i>
Season by Season <i>With Luci Gorell Barnes</i>	All settings	Wednesday 16 th June 7-8:30 pm	Zoom	<p>To book this session email: joanne.franklin@bristol-schools.uk</p> We will be thinking of Summer and all the outdoor activities that we can do with the children at this time of year. In this session we will be looking at insects, herbs, identifying wildflowers, growing and using circular calendars to help us plan ahead. Please book by 14 th June <i>Bristol Standard links: 1,2,3,4,5,6,8,9</i>
Framing our Response to Trauma <i>Sarah Wardle and Terri Mitchell</i>	All settings	Tuesday 22nd June 4pm – 6pm	Zoom	<p>To book this session email: south.network@bristol-schools.uk</p> In this session we will look at some of the research, ethos and principles that underpin a truly trauma informed approach that we offer to our children and families in our settings. We will share ideas of therapeutic activities to offer children to help make sense of their experiences and feelings. <i>Bristol Standard links: All dimensions</i>

BEYORN <i>Hugo Lurvey, Louise Brewer and Pippa Hawkins</i>	All settings	Monday 28 th June 5-6.30pm	Zoom link sent on registration	<p>To book this session email: south.network@bristol-schools.uk</p> <p>This network brings together the wide range of exciting early year's outdoor learning in Bristol. We share, discuss and reflect on our experiences of learning in the forest and other natural spaces linking up with relevant research themes. We will discuss how settings are accessing outdoor spaces during Covid pandemic. Come and be part of this open discussion group.</p> <p><i>Bristol Standard links: Dimensions 2, 3, 4, 5, 6, 8, 9, 10</i></p>
SENCo Cluster - The Role of the SENCo	Early Years SENCos- PVI's, Children's Centres, Nursery Schools & Nursery classes	13th July 2.00 – 4.00pm 14th July 9.30 – 11.30am 15th July 2.00 – 4.00pm	Zoom	<p>To book this session email: askcyps@bristol.gov.uk</p> <p>These meetings are facilitated by Portage and Inclusion Specialists and Specialist Leaders in Education for Inclusion. The focus of each session is set in response to feedback from settings.</p> <p><i>Bristol Standard links: Dimensions 1,3,5,7,8</i></p>
Brilliant Bristol A celebration of the great practice that has taken place through the pandemic	All settings	Thursday 15 th July 5-6.00pm	Zoom	<p>To book this session email: north.network@bristol-schools.uk</p> <p>Come and join us for a session and relax and enjoy listening to several early years practitioners, teachers, artists and childminders celebrate some of the practice that has flourished during the last year and mark this extraordinary time across our city.</p> <p><i>Bristol Standard links: All dimensions</i></p>
PVI manager's meeting	PVI's	Locality dates & times from lead teachers	Zoom	<p>To book this session email: your lead teacher</p> <p>PVI Managers meetings are the opportunity to join a community of leaders from all types of PVI providers to provide support for the unique challenges of managing and running a setting. As well as useful updates from the sector, the group shares ideas and collaborates to support leadership, solve problems and develop practice and provision.</p> <p><i>Bristol Standard links: All dimensions</i></p>
Schools EYFS Cluster Meeting ZOOM	All EYFS and Year 1 teams	Locality dates & times from lead teachers	Zoom	<p>To book this session email: your lead teacher</p> <p>Early Years Clusters are a great way for all teachers and teaching assistants working in Nursery, Reception and Year One classes to share good practice, keep up to date with recent national and local initiatives and changes, and work collaboratively with other schools.</p> <p><i>Bristol Standard links: All dimensions</i></p>

All places, unless otherwise stated, can be booked by emailing south.network@bristol-schools.uk

Network CPD- Free Early Years Training across Bristol

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

ECHO event on Saturday 19th June 10.30-12.00

Nicola Burke Music Matters in the Early Years

<https://www.bristolearlyyears.org.uk/?s=ECHO>

Bristol Early Years Teaching School

In partnership with



Bristol Early Years
Teaching School Alliance

www.beytc.co.uk

Shiny new CPD is coming very soon...

Loving Literacy

Self Regulation

Assessment- telling the story

Emotion Coaching

Maths

Values based leadership

Equalities

Some great National trainers too!