

EYFS & Leadership

caph

Cornwall Association
of Primary Heads

Promote / Provide / Support / Educate

with





Introductions!

Teacher, EY specialist, Headteacher, School Improvement partner, EYFS consultant and creator of the COOL curriculum.

- Kindness
- Connection
- Creativity
- Commitment

Agenda

Monitoring:

- Teaching and Learning
- Notice and Focus
- Gathering impact

Inspection:

- Ofsted criteria
- Framing discussions for staff confidence





Reflections & Considerations

Assessment

- Expectations
 - Recording and evidence gathering
 - EYFS profile
 - Moderation and discussion
- 
- Discuss end of year data with teachers
 - Ensure quality time for handover between Reception and Year 1 and planning considerations for gaps into Year 1.



Deepening knowledge of EYFS practise including monitoring

- Leaders
- Subject leaders
- Teachers

Monitoring for: Characteristics of effective learning



Playing and exploring

Children investigate and experience things, and ‘have a go’

Active learning

Children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.

Creating and thinking critically

Children have and develop their own ideas, make links between ideas, and develop strategies for doing things’

Use:

- The Leuven Scales
- Environment tallys
- Lesson drop ins
- Pupil voice

Session 3

Monitoring for: Curriculum skill and knowledge



Planning

Are skills and knowledge detailed on the planning? Is there a mix of direct instruction and provision?

Environment

Is the environment set up to guide children to choose playful learning in line with planned skills and knowledge?

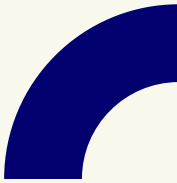
Assessment and adaptive teaching

Are all staff feeding into assessment? Do staff adapt practise and the environment based on ongoing assessment?

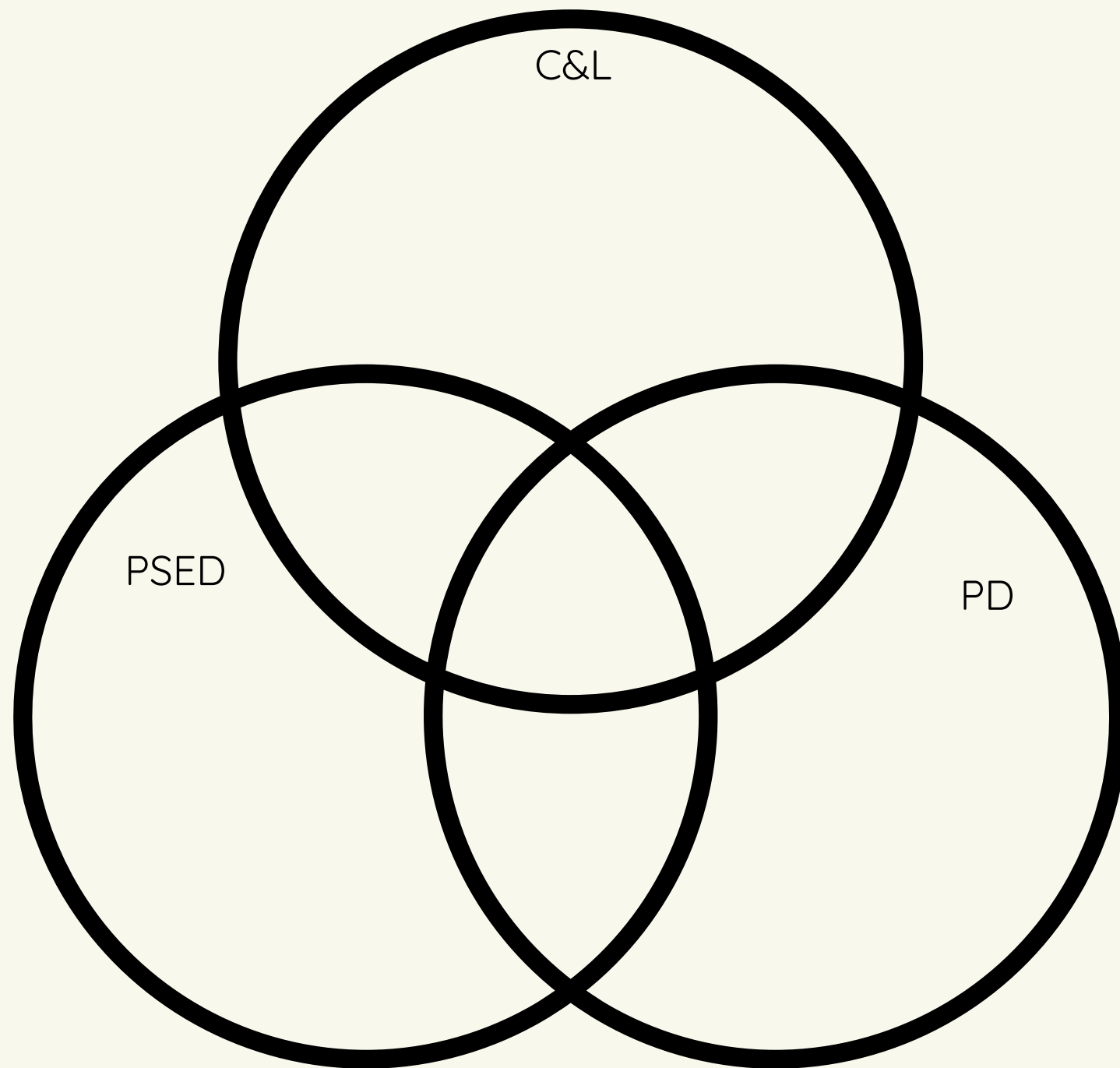
Use:

- EYFS framework
- Your curriculum
- Planning documents
- Lesson drop ins

Session 2 and 3



Monitoring for: highest impact - notice and focus



Assessment of what matters

Do staff assess in line with notice and focus?

Flexible planning and intervention

Are adaptations made based on observations and assessment/ How do you know?

Links with home

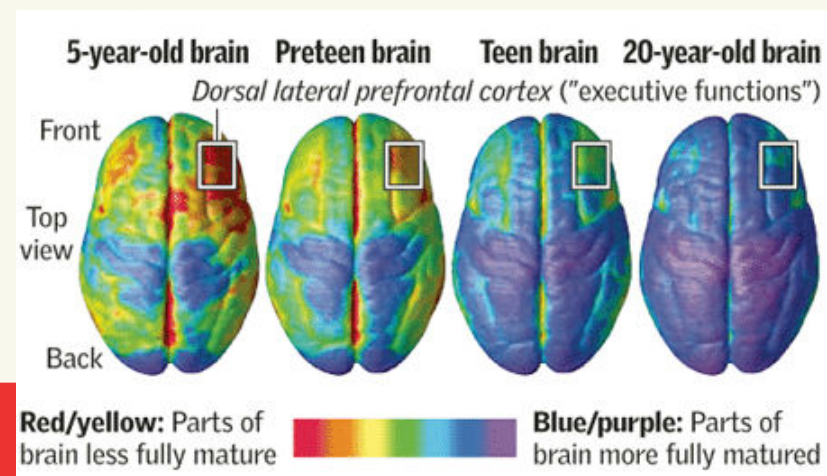
What regular opportunities are there for families to feed into assessment and to support children with key skills/ knowledge at home?

Use:

- planning documents
 - venn diagrams
 - SENDCo support
- 



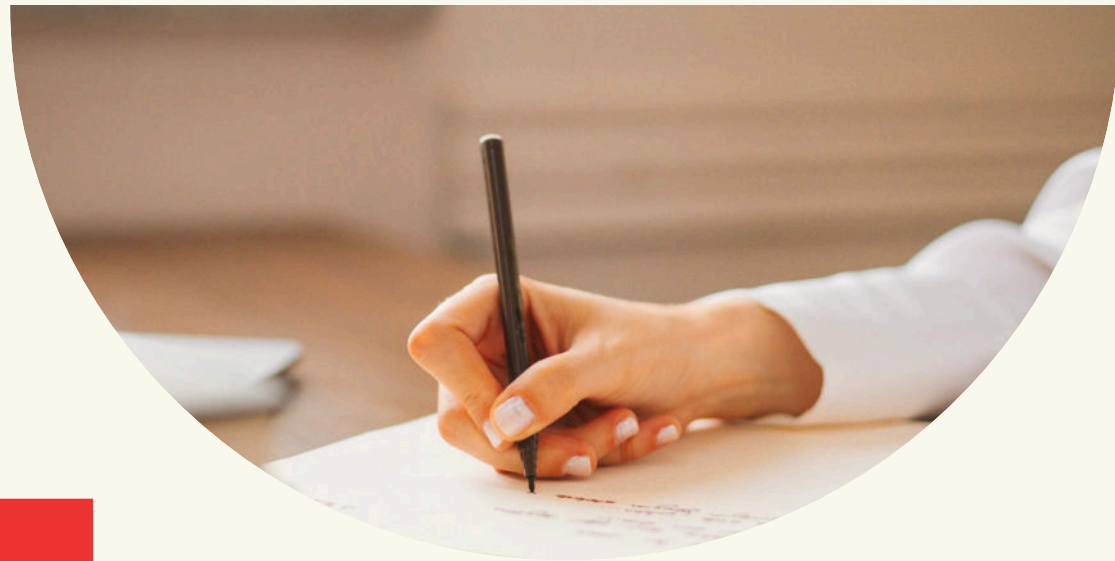
“The complex differences for each child mean the pathways toward maturity should be seen more as dancing around a ballroom than climbing a ladder”
Birth to 5 matters”





Evidence:

- Teacher, practitioner and parent/ carer knowledge
- Notice and focus
- Progress points





Inspection

Grading early years in schools

Needs attention	Expected standard	Strong standard
Early years in schools is likely to be graded 'needs attention' when the 'expected standard' has not been met. This may include when one or more of the following applies: ■ Leaders have appropriate ambitions for and/or expectations of children in the early years, but weaknesses or inconsistencies in practice have a negative impact on children in general or on a particular group. ■ Leaders have only recently started to take action to improve early years provision. While their actions are appropriate, they are at an early stage. This means it is too soon to determine the impact of this work. ■ Support for disadvantaged children, children with SEND, those who are known (or previously known) to children's social care, and/or those who may face other barriers to their learning and/or well-being is not well matched to their needs or does not keep up with their evolving circumstances.	Early years in schools meets the 'expected standard' when all the following apply: Leaders prioritise the early years to give children a successful start to their education and the best chance of later success. They have an accurate understanding of the quality and impact of education and care in this phase, and an effective strategy to bring about improvements. Leaders know the statutory requirements of the EYFS and make sure they are met. They have a clear vision for providing high-quality education and care for children in the early years and the same high expectations of them as they do for pupils in the rest of the school. Leaders and staff make sure that education and care practices are suitable for the age and stage of children's development. Leaders make sure that the curriculum identifies and sequences the key knowledge that children will learn across the EYFS educational programmes. Leaders ensure that the curriculum is well taught and that staff engage in high-quality interactions with children.	Early years in schools meets the 'strong standard' when the 'expected standard' has been met and all the following apply: Relevant leaders, including the headteacher, are highly knowledgeable about the early years. They make astute decisions about how the curriculum and teaching should adapt and evolve, based on their evidence and insight about how well children have learned what was intended. Leaders are highly effective in quality assuring the impact of education and care in the early years, which allows them to make rapid and sustained improvements when necessary. Staff consistently maximise the opportunities for engaging children in high-quality interactions throughout the day, including during informal times and through care routines. They proactively seek out children who engage less readily with staff or other children. Typically, children's achievement will be reflected in above-average proportions reaching a good level of development. Children, including disadvantaged children, those with SEND, those who are known (or previously known) to children's social care, and

Session 1
curriculum and
requirements

Session 2 skills
and knowledge

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Session 3 and 6

Session 4 C&L

Session 5
Assessment

Session 2 skills
and knowledge

Expected standard	Strong standard
Staff consider children’s starting points in their curriculum design and approach to teaching so that gaps in children’s knowledge are identified and tackled. Leaders make sure that early years teachers inform Year 1 teachers about any gaps in children’s knowledge to ensure an effective transition to key stage 1. There is a sharp focus on making sure that children acquire a wide vocabulary, communicate effectively and, in Reception, secure their knowledge of phonics. Leaders ensure that staff provide effectively for children’s personal, social and emotional development, including making sure that they feel safe, secure, stimulated and happy. Children are being well prepared to reach a good level of development by the end of Reception. Typically, this will be reflected in the proportion of children reaching a good level of development being broadly in line with national averages. By the end of Reception, children use their knowledge of phonics to read accurately and with increasing fluency. Children develop appropriate knowledge and skills across the 7 areas of learning, relevant to their age and stage of development. Children, including disadvantaged children, those with SEND, those who are known (or previously	those who may face other barriers to their learning and/or well-being, develop a broad vocabulary and a detailed understanding across the 7 areas of learning and development. They are exceptionally well prepared for the next stage of learning.



Inspection discussion framework

- Context
- Action
- Impact



Inspection discussion framework



- Context

“Children join us in Reception with lower than average levels of communication and language. This year 17 children joined us still working in the 3-4 age band for C&L and 6 others had not met the checkpoint for age 2 (understanding 200-500 words, understanding simple questions.)”

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Inspection discussion framework



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- Action

In reaction to these starting points we have implemented Word Aware sessions daily for the whole class, daily story reading (x 3 repeated stories) , daily back and forth interactions for key children and introduced (Intervention) sessions for notice and focus children led by a TA with specialist training.

- Impact

Inspection discussion framework



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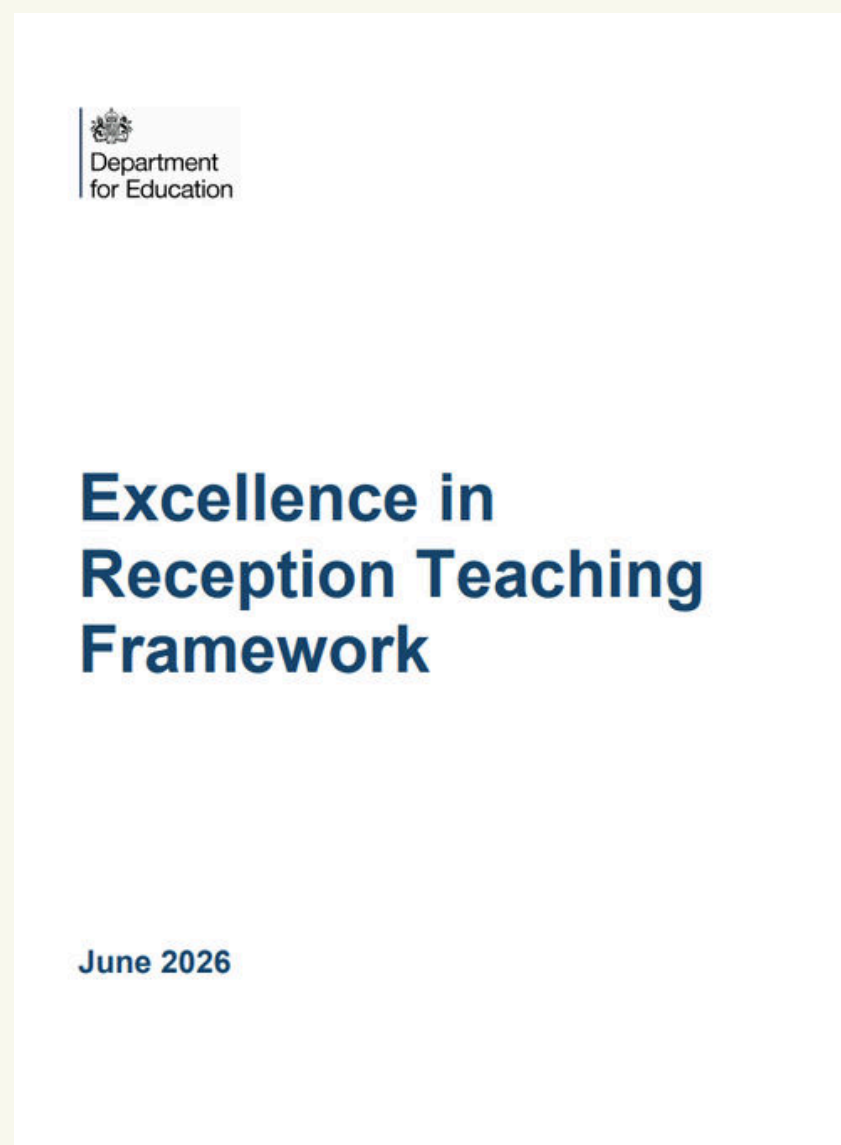
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- Impact

We have seen a significant impact in children’s C&L progress but also linked PSED and Reading. On average 70% children are now working within the Reception age band and are predicted to achieve GLD.

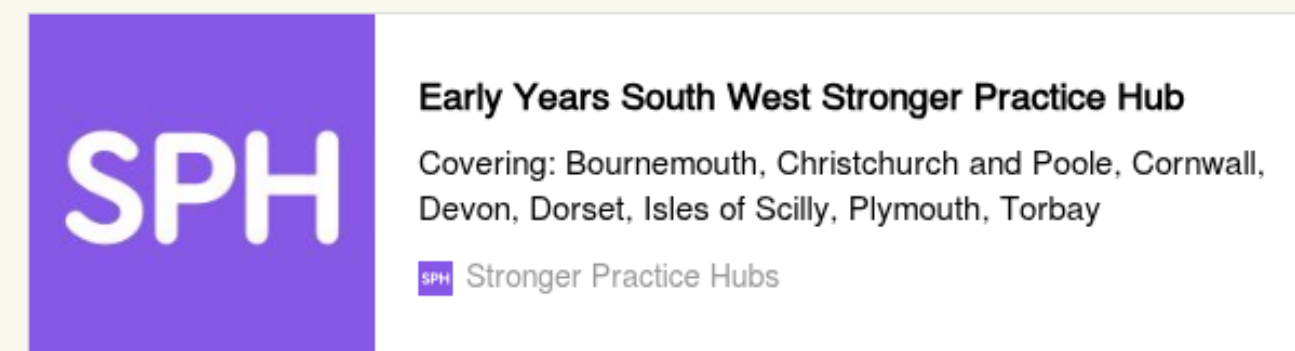
Going further:



https://assets.publishing.service.gov.uk/media/6a2fc392c39255c595b50841/Excellence_in_Reception_Teaching_Content_Framework.pdf



- 8 free training modules



What happens next - KS1?



To what extent can you keep some of the core principles of EYFS going for maximum impact on your learners?



Pause & Reflect

- Learning
- Questions
- Curiosities

Q&A

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