

A photograph of two young children sitting on a green carpeted floor in a classroom, playing with a wooden train set. The child on the left is a young boy with dark skin, wearing a white polo shirt with 'AIRPLANE' printed on it and dark blue pants. He is looking towards the right. The child on the right is a young girl with light skin, wearing a red hoodie with 'JK' on it. She is smiling and looking at the train. The train set includes a blue locomotive, yellow and red passenger cars, and a red engine. There are also white plastic mountains and wooden tracks. In the background, there are blue walls with various educational posters and a wicker basket labeled 'Play people'.

A Sure Start for Every Child – bringing it all together

Ruth Pimentel

Deputy National Director, Foundation Stage

Every Child Matters

5 outcomes for children:

- ❖ Being healthy (physical and mental health)
- ❖ Staying safe (from harm and neglect)
- ❖ Enjoying and achieving (getting most out of life and preparing for adulthood)
- ❖ Making a positive contribution (being involved with community/society and not engaging in offending behaviour)
- ❖ Economic well-being (not being prevented from achieving full potential by economic disadvantage)

10 Year Strategy

- Policy context
- An overarching birth to 11 phase to support continuity and coherence
- Proposed work plan
- What works well
- Where the issues are
- Related work on literacy/mathematics/a rich and broad primary curriculum

Choice for Parents: the best start for children

- Choice
- Availability
- Quality
- Affordability

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Themes/Challenges

- **Improving Choice for parents**
 - Demands of work and family life are competing
 - Services often inflexible and not joined up
- **Ensuring access to services**
 - Childcare not consistently available
 - Information and advice not reaching all parents
- **Building quality for children**
 - Complex regulatory and inspection regime
 - Low status, under skilled workforce
- **Better affordability for families**
 - Cost of childcare can restrict parents' choices
 - Some providers not able to sustain quality services

Improving quality

- Reform and simplification of regulation
- Inspection focussed on driving up quality
- One Quality Framework for 0 – 5
- Strengthen professional leadership of early years settings
- Reform career and qualification framework
- Early consultation and proposals from Children's Workforce Development Council

NFER Transition from FS to KS1 Research

Aims:

- To provide a solid evidence base about the effectiveness of the transition from the Foundation Stage to Key Stage 1
- To improve understanding of how best to support children's learning during this transition

NFER Transition from FS to KS1 Research

Key Findings – Parents

- Wanted more information about transition
- Wanted to know what would be expected of their children so they could help prepare them for Y1
- Would like to meet Y1 teacher before September

NFER Transition from FS to KS1 Research

Recommendations

- Schools should view transition as a process rather than an event
- Schools should communicate with children and parents about transition to Y1 before the end of R
- Schools should provide guidance for parents and take into account the concerns of working parents and those for whom English is an additional language
- Schools should encourage staff to adopt similar routines, expectations and activities in R and Y1. School managers should allocate resources for play based activities eg sand and water, role play, construction and outdoor learning

NFER Transition from FS to KS1 Research

Recommendations (contd)

- Teachers should be ready to provide extra support during transition for children who need it.
- Policy makers should provide advice to teachers on how to continue elements of FS curriculum and pedagogy into Y1
- The amount of time children spend sitting still and listening to the teacher should be reduced.
- Guidance is needed on suitable ways to introduce literacy and numeracy activities
- Guidance is needed on reducing the emphasis on children recording their work in writing at the beginning of Y1
- More training about this transition - particularly for Y1 teachers
- Further research to broaden evidence base

Continuing the Learning Journey

- Training Package commissioned by SureStart and produced by QCA/NAA
- Sent to local authorities and schools on June 3rd 2005
- Package designed to provide one day's training around 2 key areas:
 - smooth transition from R to Y1
 - the FSP and school improvement

Continuing the Learning Journey

- Learning from the Foundation Stage
- Continuing the Learning
- Learning from Children
- The Foundation Stage Profile and school improvement

Bringing it all together ..

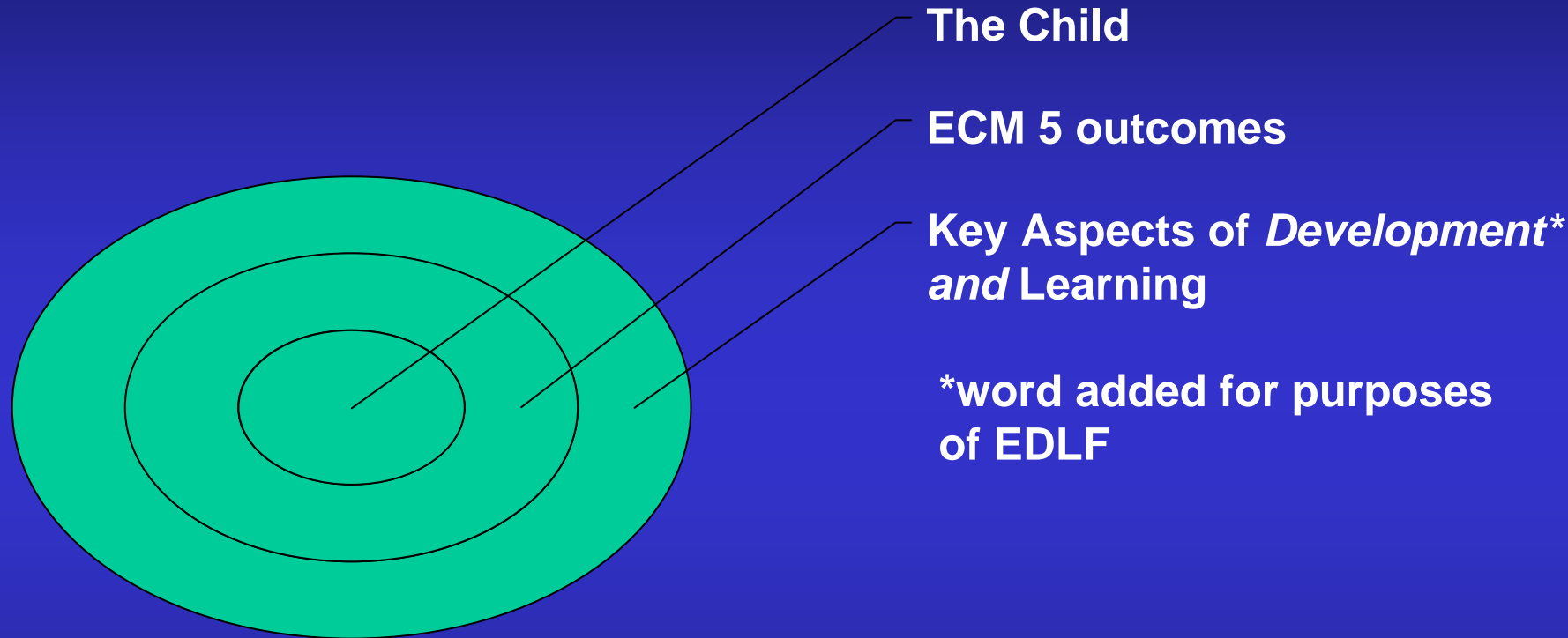
Early Years Foundation Stage

- From birth to the end of the Foundation Stage
- An integrated approach to care and education
- Underpinned by a play-based approach
- Strengthen the links between Birth to Three Matters and the Foundation Stage
- Incorporate elements of the National Standards
- To ensure a consistent approach to care, learning and development from birth to the end of the Foundation Stage

Early Years Foundation Stage

- To help practitioners plan care and learning that is right for each child at each stage of their development
- To raise quality and reduce the number of changes children and families experience
- To ensure earlier identification of particular needs
- To support wider integration of services
- Proposals for consultation in 2006
- In place in 2008
- Carried out alongside reform of regulatory and inspection arrangements

THE CONTEXT : Birth to 11



Key aspects of *development and learning*

- Self awareness
- Empathy
- Motivation
- Managing feelings
- Social skills
- Communication
- Reasoning
- Evaluation
- Creativity
- Enquiry
- Problem solving
- Information processing

A Principled Approach

- It is not proposed to replace BTTM or CGFS.
- The EYFS will take the principles from both documents and combine them so that they apply from birth to 5.
- The newly combined EYFS principles will be linked to the aspects of development and learning, to the 5 outcomes and to the Key Elements of Effective Practice (KEEP) .
- They will also incorporate the relevant National Standards.

Principles around

- Children's entitlements
- Parents' rights and responsibilities
- Practitioners' responsibilities and rights
- LA responsibilities
- Government responsibilities

Key Elements of Effective Practice

Effective practice in the early years requires committed, enthusiastic and reflective practitioners with a breadth and depth of knowledge, skills and understanding. Effective practitioners use their own learning to improve their work with young children and their families in ways which are sensitive, positive and non-judgemental.

Therefore through initial and on-going training and development practitioners need to develop, demonstrate and continuously improve their

- relationships with both children and adults
- understanding of the individual and diverse ways that children learn and develop
- knowledge and understanding in order to actively support and extend children's learning in and across all areas and aspects of learning
- practice in meeting all children's needs, learning styles and interests
- work with parents, carers and the wider community
- work with other professionals within and beyond the setting

Linking the documents

- Show how 4 aspects threaded through CGFS
- Show where 6 areas of learning drawn from BTTM
- Embed exemplification within this 'Birth to Five' map

What do you think?

Foundationstage@capita.co.uk