

Independent Review of the Primary Curriculum - Call for Evidence

Response Form

The closing date for responses is: 30 April 2008
Your comments must reach us by that date.

department for
children, schools and families

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Please tick one box that best describes you as a respondent:

<input type="checkbox"/> Teacher	<input type="checkbox"/> Parent	<input type="checkbox"/> Governor
<input type="checkbox"/> Professional Association/Professional Body (see below)	<input type="checkbox"/> Teacher Union	<input type="checkbox"/> Early Years Professional
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TACTYC (*Training, Advancement and Co-operation in Teaching Young Children*) was founded in 1978, initially to support tutors of advanced courses for teachers of young children. Members are drawn from academic, advisory and training organisations and include early years practitioners in all sectors. TACTYC represents 350+ very highly qualified and experienced educators, with particular expertise in the early years.

The organisation's aims are:

- To promote the highest quality professional development for all practitioners in early childhood education and care;
- To pursue matters of current educational concern and to act as a voice for all those who work with young children;
- To facilitate effective communication and support for early years tutors, trainers, advisers and practitioners in schools and settings;
- To further the educational well-being of all young children.

There is an increasing international dimension to TACTYC's reach, partly through *Early Years, An International Journal of Research and Development*, published three times a year by Taylor and Francis/Routledge and also through our website:

www.tactyc.org.uk

Questions 1a to 1e refer to Aspect 1: Curriculum Design and Content

1 a) In relation to the curriculum what is it reasonable to expect schools to provide and manage within the statutory time requirements of the primary school day?

Comments:

A narrowing of the curriculum for primary children would diminish equal opportunities. Welcome recent proposals on access to culture and to physical activity, complement the earlier focus on literacy and numeracy, which have resulted in a limited and often demotivating experience for children. Rather than restricting subjects, it would be more effective to train teachers to exercise professional judgement, enable them to see conceptual links across subjects and then allow them to implement a curriculum that is broad in scope and relevant to their particular pupils. In particular, attendance at primary school should allow children to practise and develop social and citizenship skills in the real context of the classroom, school and local communities as emphasised by the government in *'What is citizenship? What does it mean for me?'* (see the DfES teachernet 2007).

A carefully managed thematic approach, promoting cross-curricular skills and understandings, is to be preferred to an approach based on individual subjects because the latter are very time-consuming in practice and can so easily become out-of-date. Carefully selected themes offer a unified and holistic approach to learning which is appropriate for young children up to seven or eight years. Properly planned, taught and documented, they can allow for more thorough conceptual development and the development of knowledge and skills in a context that makes sense to individual children. This approach does not preclude direct teaching of skills and knowledge, but allows more scope for schools to decide what is meaningful to the children and appropriate to their particular school community. The emphasis throughout should be on children's attitudes, understanding and dispositions in order to create motivated, purposeful, independent, lifelong learners (e.g. Robinson 2008; Blakemore and Frith 2005).

This, of course, has significant teacher training implications: initial teacher education since the late 1980s has been narrowed and categorised as 'training'. This should now be extended to include child development and how to observe, develop and extend broader child-initiated learning experiences – a true teacher **education**.

1 b) Should primary pupils continue to be introduced to all the subjects of the National Curriculum from Year 1?

Comments:

Children entering Year 1 who have not yet achieved all the early learning goals at the end of the Reception Year should be entitled to continue to follow the *Early Years Foundation Stage* until they have reached the statutory goals. Indeed, the six areas of learning are more appropriate than separate subjects throughout Key Stage 1 – children should have an integrated, broad, balanced experience in a meaningful context (not a limited and disembodied literacy and numeracy diet). We would strongly recommend that the *Early Years Foundation Stage*, in an amended form, should be extended through to Year 2 so that all children get a chance for relevant experiences during their earliest years of education. Aspects of literacy and numeracy can be taught through all subjects: the more formal literacy and numeracy strands of the Primary Strategy should be delayed until the end of Year 2, thus allowing children plenty of time to become proficient communicators, interested in the spoken and written word, and able to calculate, use and apply mathematical skills throughout Key Stage 1 (see e.g. Whitehead, 2007; Worthington and Carruthers 2006).

1 c) What should be the position of science and ICT within the primary curriculum?

Comments:

Science and ICT are important and all children have the right to access these disciplines as part of a broad and balanced curriculum.

Science is highly relevant in the Early Years Foundation Stage (EYFS) and Key Stage 1, when active playing, exploring, investigating and recording experiences in a variety of ways supported by interested and well-informed adults help children make sense of the world around them (see e.g. Howe and Davies 2005). Young children readily use programmable toys, cameras and other ICT devices which encourage and support their creativity and problem-solving. All children across early years and primary need plenty of this kind of direct experience, as well as opportunities to play and learn outdoors, so that they can find out about natural phenomena (see e.g. Edgington 2002; Bilton 2002). It is important to ensure that their scientific learning links with their current levels of understanding and interest.

ICT is a valuable tool which offers access to information and encourages practice in a wider range of practical and academic skills (see e.g. Siraj-Blatchford and Siraj-Blatchford 2004) provided it is not seen merely as skill and drill, worksheet-style programs. Many children now gain plenty of computer- and media-based experiences at home and it is important that those who do not have this easy access can practise at school. Computers are now part of the culture of childhood and staff and parents need

to understand and respect their value to children as tools which enable children to access and apply information in new ways. Teachers should enable children to explore the possibilities of the new technologies while helping them to develop critical awareness of any dangers.

1 d) Should some of the Early Years Foundation Stage areas of learning and development, and pedagogy, be extended into the primary curriculum?

Comments:

All EYFS areas of learning and development should be extended into the primary curriculum as indicated above. Child initiated learning remains relevant throughout the primary years (see e.g. Moyles 2008). Direct teaching of literacy and numeracy goals should be delayed until Year 2 since it has been shown that many children are unable to achieve these until they are at least six years of age. The curriculum for all primary children should give priority to meaningful, practical experiences, play and communication in all its forms (see Broadhead 2003) and should start from what children already know (see e.g. Fisher 2007). We should be learning from the experiences of other comparable countries where, although a more formal curriculum does not begin until children are 6 or 7 years of age, later educational attainment is not adversely affected. There is evidence that premature emphasis on academic skills can be counter-productive (see e.g. Marcon 2002). The confidence children gain from learning to use the formal symbolic systems of reading and numeracy successfully, when they are fully able to engage with them, has been shown to lead to higher achievement in these areas in comparable European countries (see Pisa International Rankings – OECD 2007).

It is more appropriate to maintain Personal, Social and Emotional Development (PSED) as a fundamental basis and even to ‘foreground’ these as the focus of assessment, with skills and knowledge more in the background as vehicles for PSED. It would also be useful to maintain Communication, Language and Literacy (CLL) with its greater unity and concentration on communication in the widest sense, rather than a narrow emphasis on phonics, reading and writing. Knowledge and Understanding of the World (KUW) is also more appropriate as it offers a holistic way of engaging with children’s lived experience of the wider world, rather than discrete subjects with premature division and specialisation. The generic processes of exploration and discovery about the world should be emphasised throughout Key Stage 1 and on into Key Stage 2.

EYFS pedagogy provides an excellent model for upward extension. ‘Personalised learning’ is a strong basis for development in later key stages and is too often interpreted as individual interaction with a computer. Instead the EYFS emphasis on starting from the child, with planning firmly linked to observation and assessment ensures true personalised learning, as recommended for older pupils too (DfES 2007). The core principles include *‘Ensure that every learner succeeds ... build on what*

learners already know.'

Child-initiated experience remains a powerful means of learning for older children: an HMI review of approaches for gifted and talented pupils found that only those that included an element of independent choice and self-direction in learning had lasting benefit (see Holahan 1995) and should be included for all ages. Certainly opportunities to play continue to be valuable for older children – to play with ideas, materials, and people (see Sutton-Smith 2005). Creativity and ‘sustained shared thinking’ are also the basis of educating pupils effectively, so that they become reflective and motivated learners who can later access whatever skills and knowledge the unknown future requires. The whole curriculum will benefit from a broader perspective of ‘creativity’ as a process and disposition, valuable for all aspects of learning (see Davies and Howe 2007).

The UNICEF findings about the state of mind of children in the UK demand attention. *Every Child Matters* and *The Children’s Plan* aim to address the underlying issues but have limited chances of success when they are competing with the standards agenda which prevails in primary schools as it is still emphasised by OfSTED. This continues to exert unacceptable heavy downward pressures on the youngest children.

The *Early Learning Goals* on linking sounds, letters and writing have been tightened up despite the evidence over several years that they have been achieved by a lower proportion of children than other goals (see DfES results) and also indications that they are not as useful predictors of future progress as are children’s ability to persevere and concentrate. What we know about effective pedagogy in the early years supports the explicit statement in the EYFS that all areas of learning are equally important, and this holistic approach should continue well into Key Stage 1. Children who do not reach all eight levels in each of the early learning goals at the end of the reception year must be enabled to continue with the full range of learning opportunities across all areas of learning through Year 1, rather than being expected to fit in with a curriculum and teaching focused on subjects that undermine their confidence and underestimate their abilities (Sanders *et al.* 2005).

Boys and summer-born children particularly need to have continuing opportunities for physical, personal social and emotional and creative development, which should permeate their communication, language and literacy learning (Connolly 2004). For all children, their growing knowledge and understanding of the world and their developing abilities to reason and solve problems as well as to apply numeracy, are all most effectively supported through playful opportunities to explore, experiment and represent their learning in their own ways which show their developing understanding (Hughes 1986). First hand, active involvement with ideas and activities, and time to consolidate their thinking, help children to make sense and meaning from their experiences, and to want to learn more.

1 e) What is the case and scope for reducing prescription and content in the programmes of study?

Comments:

In order to preserve and promote young children's powerful drive to learn, the emphasis should move away from a narrow focus on delivering easily tested knowledge-based outcomes towards a broader concern to offer enjoyable and motivating educational opportunities which foster and develop positive dispositions to social participation and learning. We cannot afford to turn children off school by prescribing content that does not engage pupils at this early age. Where programmes of study are determined in detail far in advance, they cannot be responsive to the learning needs of individual children and there is no opportunity for truly personalised learning – each child following their own learning path. There is also little scope for paying attention to more fundamental generic competencies, attitudes and dispositions when the curriculum is over-laden with subject content. Teachers should be appropriately trained and then freed to exercise their principled professional judgement as to the content of the curriculum, to allow children to learn at their own pace and to follow at least some of their interests so that they become independent and self-motivated learners (see e.g. Bingham and Whitebread 2008).

The QCA schemes of work for Key Stage 1 should be superseded by their Personal, Learning and Thinking Skills (PLTS) framework, comprising independent enquirers, creative thinkers, reflective learners, team workers, self-managers and effective participants. These are a close match to the competences used in the RSA's *Opening Minds* curriculum initiative which lists competences for citizenship, for learning, for managing information, for relating to people and for managing. QCA states that the development of PLTS is an essential part of meeting the aims of the curriculum, namely that young people should become successful learners, confident individuals and responsible citizens. This is in line with government aspirations for future citizens, and entirely compatible with the aims of the EYFS.

Questions 2a and 2b relate to Aspect 2: Reading, writing and numeracy

2 a) How might schools be enabled to strengthen their focus on raising attainment in reading, writing and numeracy?

Comments:

Children should have appropriate opportunities to focus on development of social skills, oracy and developing their own ways of engaging with words and numbers before formal teaching of the 3Rs is introduced. Children learning English as an additional language, or those from homes where their literacy and numeracy may not be valued, particularly need to become familiar with words and mathematical operations in a wide range of practical contexts linked to their own interests and purposes.

Teachers need to be supported in their understanding of children's development of early 'written' mathematics through their own marks and representations, and the pedagogy to support this through play. This will provide a firm foundation for later calculations and other standard written mathematics in Year 2 and beyond.

The same applies to early writing and mark-making: this is a creative process involving a wide range of physical and mental skills and children need specific developmental levels in order to achieve formalised outcomes. Child-initiated writing experiences enable practitioners to see where children are in their current thinking and development and to support each child appropriately (Scott 2008).

Extending the active, play-based approach of the EYFS until at least six years of age, would enable more children to attain higher standards in literacy and numeracy in the longer term.

2 b) What can be done to ensure that these vital subjects are taught thoroughly and systematically, and fully integrated within all areas of the curriculum?

Comments:

TACTYC members have consistently argued against disembodied systematic phonics teaching to large groups of children under five years of age. It is not appropriate for children who may not yet be able to hear and articulate sounds accurately (Tassoni 2006) and can be counterproductive. There is no evidence that teaching these skills earlier benefits children's later performance (see e.g. Goswami 2008). Achievement at the end of Key Stage 2 is likely to be improved when it is securely grounded in thinking and communication in its many forms, including music, movement and mark-making as well as emergent literacy and mathematics.

Skilful teachers who know the capacities of the children in their classes can teach literacy and standard ways of representing mathematics thoroughly, systematically and relatively quickly, starting in Year 2 when the children are experienced and mature enough to understand the need for standard codes, as is the case in other European countries. In many instances, children are motivated to learn for themselves before the age of six or seven, but there is no need to compromise their disposition to read, write and calculate

before then. Focusing on physical dexterity, personal confidence, active social participation, articulate speech and awareness of the purposes and pleasures of literacy across the curriculum provides a secure foundation for more formal learning from Key Stage 2 onwards.

Ensuring that headteachers and staff with responsibility for curriculum leadership across the full primary age range are familiar with the EYFS and the needs of young children, would not only improve continuity but also increase their understanding of how to support and assess the breadth of children's learning, including literacy and numeracy, across all areas of experience. This recognition of the value of establishing strong foundations would help to raise the status of specialist teachers in the early primary years: experts in early education know how to promote children's autonomy through opportunities for playful learning and encourage dialogue with parents to raise mutual awareness of each child's progress and development. They also influence the effectiveness of support staff.

Question 3 refers to Aspect 3: Modern Foreign Languages

3. What are the best ways of introducing a modern foreign language as a compulsory requirement of the curriculum at Key Stage 2 as recommended by Lord Dearing's Languages Review?

Comments:

Community languages should be included in this initiative. Language teaching should only be done by excellent (preferably native) language speakers and should be introduced in practical sessions based on purposeful communication and role play. Language introduced should have real use and pupils should have the chance of using it in authentic situations where possible, e.g. on trips abroad. There should be continuity across primary and secondary transitions. It is counterproductive to start with a language in Key Stage 2 and then start all over again with another language in the secondary school. It is vital that the pleasure and motivation of learning a new language, and the skills thus acquired, are sustained over time.

Questions 4a and 4b refer to Aspect 4: Personal Development

4 a) What are the personal, social and emotional capabilities that children need to develop through their schooling?

Comments:

The fundamental aim of primary schooling should be to foster a sense of self-confidence, self-worth, an active concern for the well-being of others, cooperation and aspiration in

all children. We should be ‘teaching’ children in all sorts of direct and indirect ways that they are competent individuals so that they have a secure basis from which they can relate to other children and to adults. The *Early Learning Goals* for the end of the EYFS remain relevant and teachers should work in ways that build on these, avoiding approaches which risk making children feel that they are inadequate. They should be enabled to learn the value of curiosity, persistence, resilience, taking risks, learning to negotiate/co-operate and to recover from mistakes. This enjoyment of learning for its own sake should be the foundation of the primary school curriculum, as it is for the early years, rather than an expectation of being told what to do, and over-dependence on adult approval and praise (Galton 2000).

Again the training of teachers and teaching assistants is vital: we must educate practitioners to deal with children’s emotional and social development and to understand how school and setting experiences can impact on these. The way adults behave provides a significant model for children, which is more effective than lessons in PSED. Children being able to play co-operatively with peers, to follow up their own interests, and achieve ownership of their own social and academic environment are all predictors of long term success in academic as well as social learning (see e.g. Montie *et al.* 2005).

4 b) What is the most appropriate framework for achieving greater integration of these capabilities throughout the curriculum?

Comments:

PSED is learned through experience, so the best way to achieve greater integration of these capabilities throughout the curriculum is to educate the adults working with children about their emotional and social development and the way children’s experiences in school settings can impact on these. Having the opportunity to play cooperatively with their peers, being allowed to follow their own interests and develop ownership of and responsibility for their own social and academic environment and being in an emotionally warm and non-judgmental climate all help. Decontextualised discussions waste valuable time but there is scope for more attention to be afforded to attitudes and dispositions for learning within the curriculum and for explicit attention to children’s emotional and social development when relevant issues arise (see e.g. Peters 2008).

The findings of this Review will be incomplete without the inclusion of a consideration of assessment and testing. The current regime of teaching to the test distorts children’s opportunities to develop personal and social skills, dispositions and attitudes to learning. A framework that enables play and child-initiated learning experiences, structured through cross-curricular, thematic planning to support and extend children’s own interests, would transform their environment for learning. Careful documentation of what is taught and what has been learned (as in the Reggio Emilia preschools) would refine the development of curriculum content and result in better identification, recognition and

support for children's personal, emotional and social development (see e.g. Luff 2007). Using standardised tasks at relevant times to validate teachers' judgements on children's attainment would be more effective than the current emphasis on SATs and results at the end of Key Stages which lead to simplistic league tables. The latter, and the introduction of the *EYFS Profile* targets are in conflict with an ethos that will support secure learning, particularly for the youngest children.

Questions 5a and 5b refer to Aspect 5: Transition and progression

5 a) How might schools make best use of the information available about prior learning, and information from parents and other professionals working with children, to secure optimum continuity and progression for all children from the Early Years Foundation Stage onwards, paying particular attention to the key transition points?

Comments:

This is a major area for development – some guidance about workable systems to share information from childminders, settings, parents and schools is being developed, and will help to clarify possible ways forward. Transition is critical and would be supported by identified funding for home visits, particularly on entry to school. Meetings between staff at all transition points is vital, and should be guaranteed, rather than leaving it to individual managers/heads to fund staff time for these purposes (see e.g. Dunlop and Fabian 2006).

Practitioners need time to ensure that they can complete records to pass on to the next setting or class, and also to consider transfer records they receive so that they can use them as the basis for planning. An approach to planning involving children, families and practitioners in noting and talking about the prior learning and existing interests of children, would ensure that recording becomes a formative influence on teaching, rather than something outside the learning process. There are major training issues involved here in enabling all practitioners (teachers and others) to produce and use valid records, and to include parents' views. A profiling system can be adapted to allow for contributions from all involved with each child, especially those with special educational needs.

Practitioners **MUST** start from where the child is, not where they would like them to be on the various 'outcomes'. Observation, including evidence of children's achievements in playful contexts or in activities the children initiate themselves, is key to understanding their abilities, and should be built into every teacher's and practitioner's repertoire through initial training at all levels (see e.g. Parker-Rees 2007). Teachers should continue making observations of individual children until at least Year 2 and use the evidence gained to inform their planning and to extend children's understanding. Young children develop at variable rates and need to consolidate their learning: many children's

apparent understandings fluctuate over a holiday period and this must be taken into account.

As required by *The Children's Act*, children's own views should also be sought, both before and immediately after points of transition as this ensures that information about children's preferences and perspectives can be taken into account: children's self-knowledge and metacognition are encouraged when adults show them respect and trust.

Planning should be flexible to allow for developmental changes, unexpected opportunities and particular skills and interests as well as the wide range of individual differences.

Horizontal transitions are also an issue, where children go from home to a childminder and then into one or more nursery or pre-school settings. It can be difficult for settings to meet with parents who are working full time, but it is important to establish effective communications between all who are in contact with children. Ongoing conversations with parents, caregivers and family members are an integral part of the social world of the primary education (see e.g. Alexander 2001; Brooker 2002) and are more than just a way of extracting information to feed into practitioners' planning.

5 b) What are the options for providing more choice and flexibility in start dates for children entering primary school, especially summer-born children?

Comments:

There is already official choice: parents do not have to take up school places until children reach statutory school age, the term after their fifth birthday. Nevertheless, local authority admissions policies are generally accepted by parents, many of whom mistakenly think that the earlier into school the better although there is absolutely no research evidence to support this view – quite the contrary. This is compounded by pressures on places in the most popular schools, and funding issues. Another stumbling block to flexibility is the Key Stage 1 SATs. If children start later, they are expected to join their age cohort in order to be ready for SATs, so they may have no Foundation Stage experience in the school at all.

Information from the Alexander independent review of primary education on effects of school starting dates should be disseminated to parents. OfSTED reports and the ATL research *Inside the Reception Class* (Adams *et al.* 2003) highlight the generally poorer *EYFS* experience for reception children compared to nursery provision. *EPPE* shows that the maintained sector offers better quality overall than the private, voluntary and independent sector. *EPPE* research also shows children make as much progress part-time as full-time, so there is a strong argument for expanding provision in maintained nursery classes and offering half-time education for children up to statutory school age,

complemented by care through the development of extended schools. Children could then be in smaller groups with lower adult-child ratios and appropriate pedagogy secured throughout the *EYFS*. Other research (e.g. Dahlberg *et al.* 1999) has consistently shown that quality of experiences is more important than length of schooling.

The time seems ripe to open up the whole question of summer-born children, which we know to be intimately linked to the predominant age-grade system of grouping in our early years settings and schools. There is a considerable body of evidence, stretching back to at least the 1960s (e.g. Armstrong 1966; Bell and Daniels 1990) showing that summer-born children under-achieve academically in relation to autumn born children. They are, for example, significantly over-represented amongst the children diagnosed with specific learning difficulties (Martin *et al.* 2004) and attending special schools (Bibby *et al.* 1996).

The *EPPE* study (Sylva *et al.* 2004) shows the significant impact of the number of months of pre-school provision on various measures of children's achievement at age seven-years. For example, the effect sizes of the impact of high quality pre-school experience on pre-reading and language approximately doubled when high duration (36 months plus) was compared to low duration (12-24 months). Under the current arrangements, therefore, summer-born children, who are already disadvantaged in age-cohort classes, are now being doubly disadvantaged by being provided with considerably less pre-school education than other children. No young child should be subjected to inappropriate curriculum and pedagogy and the situation in England, where the worst affected are the youngest children, is indefensible.

The *Primary Review Research Survey 9/1* (Riggall and Sharp 2008) indicates that there is little evidence to support common-sense assumptions that spending longer in primary schools (due to a lower age of starting school, longer period of primary schooling and/or a longer school year) results in higher attainment. In this case quality is certainly more important than quantity. Research continues to raise questions about the appropriateness of the curriculum, pedagogy and environment offered to children during the early years of English primary schooling, especially to four-year-olds in primary school reception classes.

All children should have the same entitlement to early years education regardless of birth-date (see Payler and Whitebread 2007). Additionally, parents should be given the right to allow their child to stay in nursery until statutory school age. Reception classes currently occupy a no-man's land between *EYFS* and 'formal' schooling. They are not currently a suitable environment for 4-year-olds, as the principles behind the *EYFS* are undermined by lack of regulation on staffing ratios, the local authority outcomes duty and the imposition of a premature phonics/literacy agenda. Children's entitlement to the *EYFS* implies staggered entry to primary school when they reach statutory school age in the term after their fifth birthday. However, if the pedagogical approach of the *EYFS* was extended into Key Stage 1, inequalities affecting the youngest children could well disappear. It is also vital to provide staffing ratios in line with *EYFS* requirements

and, similarly, access to a satisfactory provision of outdoor space. Where children are cared for and educated is less important than the nature of the provision made for them.

6 Do you have any other comments or contributions to make?

Comments:

Aspects of this review are welcome: the possibility of freeing up teachers so that they can genuinely exercise their professional judgement in relation to the curriculum and pedagogy could result in great improvements in children's well-being and levels of achievement in the longer term. Extending the approach of the EYFS through Key Stage 1, including time and space for first-hand experience outdoors as well as in the classroom, would do much to sustain children's inborn disposition to learn. Enabling teachers to think through the implications of *Every Child Matters* and to engage with the potential offered by extended schools, so that the focus moves from academic achievement to children's overall well-being, would strengthen, rather than compromise, their later attainment. It would also foster the exchange of information with parents that has been shown to improve their understanding of their children's learning and the part they can play to support enjoyment and confidence as well as progress.

However, the outcomes of the Review in practice will be open to question, since it explicitly ignores the impact of current assessment arrangements and league tables and retains an emphasis on literacy at the expense of other areas of learning. The fundamental, evidence-based, independent enquiry into primary education that Professor Robin Alexander and his team of researchers are conducting should closely inform this government Review.

Among numerous international comparisons, current thinking in Wales is the most relevant to future developments in England. The extension of the Foundation Stage to the end of Key Stage 1 would be a powerful way to create an engaging and effective learning environment for children, which in turn would provide a secure basis for later more formal teaching. The emphasis at the start should be on intellectual development, securely linked to children's rounded physical, social and emotional growth. By Key Stage 2, pupils can see their relevance for later success, and have the capacity to respond to academic instruction, which builds successfully on children's confidence, motivation and the skills developed in the early years, which enable them to persevere in disembedded tasks.

It should be recognised that the best way to enhance the quality of early years education in particular is to recruit the best people and to educate them as well as possible so that they are capable of exercising professional, evidence-based judgements. The move towards making teaching a Masters' level profession gives a great opportunity to develop a more clearly structured career progression at all levels based on continuing professional development.

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Thank you for taking the time to let us have your views. We do not intend to acknowledge individual responses unless you place an 'X' in the box below.

Please acknowledge this reply *

Here at the Department for Children Schools and Families we carry out our research on many different topics and consultations. As your views are valuable to us, would it be all right if we were to contact you again from time to time either for research or to send through consultation documents?

Yes

No

Thank you for taking time to respond to this review.

Completed questionnaires and other responses should be sent to the address shown below by 30 April 2008

Send by post to: Primary Review Secretariat
Department for Children Schools and Families
2nd Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Send by e-mail to: primary.review@dcsf.gsi.gov.uk