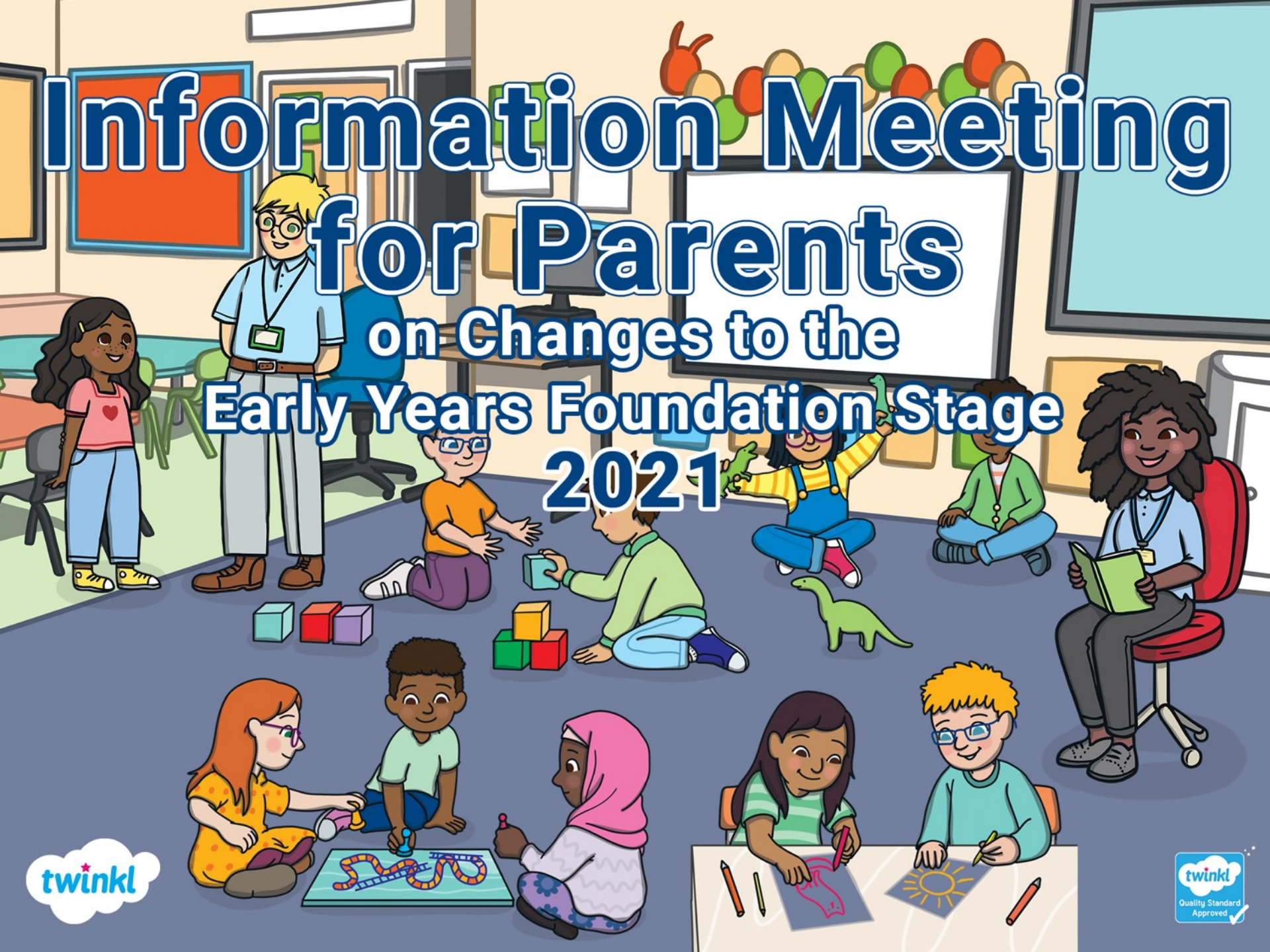


# Information Meeting for Parents on Changes to the Early Years Foundation Stage 2021



# Overview

- Changes to the EYFS statutory Framework
- Our Early Years philosophy – Curriculum intent
- Tapestry
- Making an observation

# Introduction

"A mind when stretched by a new idea never regains its original dimensions."

*Anonymous*

This presentation aims to give an introduction to the changes in the **Early Years Foundation Stage (EYFS)**. It includes information which we hope you will find useful, whether you are a new parent to the EYFS or a parent who is more familiar with the previous EYFS.



# What Is the EYFS?

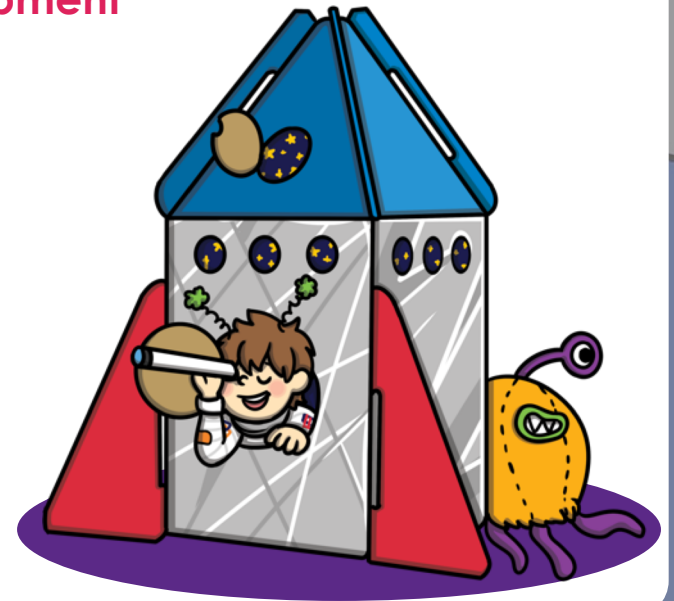
**The Early Years Foundation Stage** covers the first stage of a child's care from birth to five years old. It sets the standards to ensure that all children learn and develop, as well as keeping them healthy and safe.

All schools and Ofsted registered early years providers in England must follow the EYFS.

Also included in the EYFS are the **seven Areas of Learning**. They are:

- **Communication and Language**
- **Personal, Social and Emotional Development**
- **Physical Development**
- **Literacy**
- **Mathematics**
- **Understanding the World**
- **Expressive Arts and Design**

At the end of the EYFS, there are **17 Early Learning Goals** that children are expected to achieve.

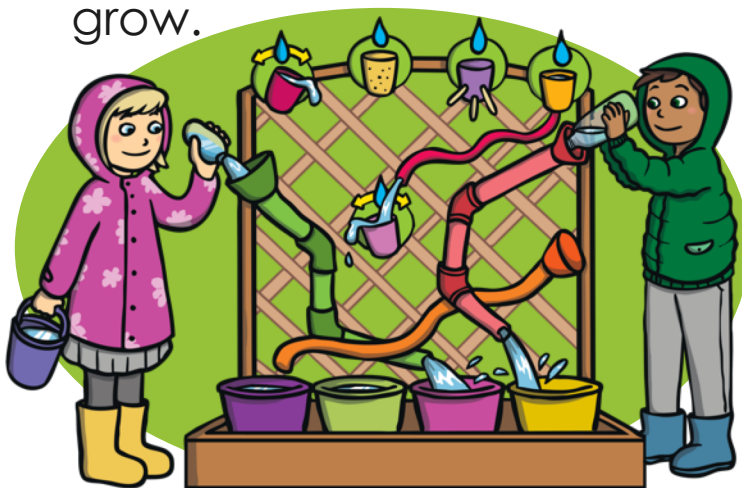


# Why Have the Changes Been Made?

In 2019, the government proposed changes to the EYFS. These changes have now been made and all early years settings and schools will follow the new EYFS from **September 2021**.

The aim of the changes is to **improve the learning** for all children and better prepare them for the move into year 1.

To help make the right changes, evidence was looked at to find the best ways children can be supported in developing as they grow.



The changes also hope to give children the **best** start in life and set them up well for their future.

Not all parts of the EYFS have changed, some elements have remained the same or similar.

# Some Key Changes

## 1. **Reduced the amount of unneeded written recordings and assessment of children by staff.**

- This means staff do not need to keep a large amount of written evidence that proves children are able to do lots of things.
- Staff still know the abilities and skills of each child, and know how to support them to develop. However, now they do not need to write this down unnecessarily.
- This frees up more time for staff to spend directly with the children.
- By taking away the need for constant recording, it helps to develop more natural play, conversations and interaction between adults and children.



# Some Key Changes

- 2. There is more of an emphasis on the importance of developing communication and language skills.**
  - Children should be supported in building up vocabulary by increasing the amount of words they know and can use.
  - Encourage more conversations between adults and children, but also children and their peers.
  - Good language skills are the basis for all other learning and social interaction, so this is vital to focus on.



# Some Key Changes

- 3. There is a focus on how reading stories is important to help children develop in all of Areas of Learning.**
- Daily reading of stories encourages an enjoyment of reading from a young age.
  - Lots of other learning opportunities happen when looking at books, for example comparisons of culture or the past.
  - Listening to stories develops imagination, ideas and language.
  - Reading is an essential skill and so should be shown to children, as well as practised by them regularly.
  - Children are also encouraged to use story ideas in their play.



# Some Key Changes

4. **There is a focus on encouraging healthy choices overall and an understanding of oral health.**
- Required to teach children the importance of brushing teeth.
  - Supervised toothbrushing is **not** expected in settings and schools.
  - Focus on helping children to understand which choices to make that will help them to be healthy, for example which foods to eat and why.
  - Getting into good routines from a young age is important as these often continue into adult life.



# Changes to Informal Assessments

There have also been changes to a document called '**Development Matters**'. This document is not compulsory but it can be used by staff to support them to understand child development in the different Areas of Learning.

Linked to this document change, children are no longer assessed against an age band. It's now accepted each child develops in different ways, so the use of the age bands before did not fit everyone fairly.

Staff can now use their own knowledge of child development to decide each child's next steps and support needs.

These changes allow more freedom for adults to plan to the learning and interests of the children in their class.



# Overview of Changes to the Early Learning Goals

At the end of the reception year, children are assessed against the **17 Early Learning Goals**.

It is important to remember that:

- The ELGs are not a test. Staff will use what they already know about a child to make their decisions.
- The ELGs are not the EYFS curriculum. They should not be used to be taught to, they are just an end point.

Changes have been made to the Early Learning Goals so that they are now clearer, easier to use and understand.

They have also been adapted to better match up with the national curriculum in year 1. This will help children to be better prepared for their move to the next key stage.

Exceeding judgements have also been removed. Children are now encouraged and challenged to have a greater depth and understanding of things before moving onto new learning.

# Our Early Years Curriculum Halewood C of E

New from September 2021  
*Ensuring the Best Start to R-A-I-S-E*



Proverbs 15:14

*The heart of one who has understanding seeks knowledge*

## R-A-I-S-E

*Retention – Application – Inspiration – Success for  
Everyone*



# Our EYFS Curriculum Intent

For each child to recognise their own **unique individuality** and celebrate differences

For children to feel **safe, secure** and develop their understanding of personal safety, behaving in ways that are safe

To provide broad and **deep foundations** (**knowledge** and skills) which form the secure building blocks for their future learning

For children to be **confident, independent** and **active** learners who play and explore whilst **creating** and **thinking critically**

For all children to be **fluent, articulate communicators**, effective listeners with an understanding of high-level vocabulary

For children to be able to understand and **regulate** their behaviour feelings and emotions.

For children to build **resilience** and be able to **reflect** upon their learning experiences and contribute to their own next steps and progress

For children to experience a sense of **awe and wonder** throughout their early years

For each child to grow **spiritually** and **morally** and in a loving Christian environment

# The Prime Areas

<b>CLL</b>	For all children to be fluent, articulate communicators and effective listeners, who use and understand high-level and adventurous vocabulary.
<b>PSED</b>	For each child to be able to self-regulate and communicate their feelings and emotions. For each child to form trusting and respectful relationships with adults and their peers.
<b>Physical</b>	To be highly active and get out of breath several times a day. To move with confidence, developing core strength and agility. To form healthy habits relating to food and hygiene and independence with self-care. To understand the relationship between physical health and a healthy mind. To develop dexterity and the fine motor skills required to form an efficient pencil grip leading to a proficient handwriting style.

# Literacy and Mathematics

<b>Literacy</b>	To develop a life-long love of reading. To decode efficiently and develop fluency and understanding when reading. For all children to be fluent, articulate communicators, effective listeners with an understanding of high-level vocabulary. To develop a dynamic pencil grip and the foundations for an efficient and accurate handwriting style. To develop a motivation to make meaningful marks leading to a capability in early writing.
<b>Mathematics</b>	To develop a love of mathematics and strong foundations in number sense and the recall of basic facts. To develop an ability in the children to express themselves fluently, to talk about the subject with assurance, using the appropriate mathematical vocabulary. To develop the children's ability to independently apply their mathematical understanding in their child-initiated learning and to recognise mathematics in real life. To begin to spot patterns, reason logically and solve problems.

# Understanding the World and Expressive Art & Design

## Understanding: The World

To provide broad and deep foundations (knowledge and skills) which form the secure building blocks for future learning. To develop high-level vocabulary. To foster a sense of awe and wonder and curiosity about objects, people and places; showing a deep drive to know more about people and their world. To use senses to explore the world around them. To know the important role, they have in the future of the planet.

## Expressive Arts

For children to be confident, independent and active learners who play and explore whilst creating and thinking critically. For all children to be fluent, articulate communicators, effective listeners with an understanding of high-level vocabulary. For children to express their ideas through a variety of media.

# Tapestry Learning Journal



<https://youtu.be/espJ96TJHV8>

Adding an observation

# Observations

**The aim of observing is to build up a picture of the child and use this information to support their learning and development.**

There are a number of observation methods that can be used:

- Written snap shots – great for building a picture of the child
- Movement/time records – for seeing how much time children spend in specific areas of a setting or engaged in specific activities
- Sociograms – for observing and recording who the child interacts with and how those interactions go
- Event observations – where we may observe at a particular time to build a picture of how the child is during this time i.e. meal times, story times etc.
- Longer written observations – observing a child for 5-10 minutes solidly
- Photographs or sound or visual recording

# Building a picture together

Parental contributions should be integral to the learning journey and can include any observations from home – this could be;

- Pictures or anecdotal
- **Likes** to show parents have read seen observations
- Or assessments on children's learning, development and progress - e.g. zipped up coat, riding a 2 wheeled bike

Other documental evidence might be:

- Setting observation, including what children have said and done
- Photographs which should be anecdote
- Art and craft examples; pictures, drawings and any other forms of mark making

Pacey 2016

# Top tips

		
<b>Observe</b>	<b>Wait</b>	<b>Listen</b>

Manor Park Talks Project J. Grenier

Say what you see – don't speculate

“This looks interesting,” rather than, “What are you doing?”

# Summary

We hope that you have a better understanding of the changes that have been made to the Early Years Foundation Stage.

We also hope you feel reassured that the wellbeing and care of the children is still the main priority of the EYFS.

Young children are still encouraged to learn and develop through play and exploration. The adults support this through guidance and teaching of skills.

Should you have any further questions on the EYFS changes, staff will be happy to discuss these with you.



