

Early Years Foundation Stage EYFS reforms



EYFSP reform: Context and update

- Our reforms were announced in June 2018 and they underpin two key objectives: **reducing teacher workload and improving outcomes**- particularly in language, literacy and maths
- **Revising the Early Learning Goals so that they:**
 - Focus on strengthening language and vocabulary development to help close the 'word gap'
 - Strengthen literacy and numeracy outcomes at the end of reception year
 - Better prepare children for Key Stage 1 – by better aligning with Year 1
 - Are based on the latest evidence in childhood development – and the strongest predictors of future attainment
 - Are clearer for teachers to interpret – making the EYFSP assessment more straightforward
- **Streamlining assessment guidance and reviewing the moderation process to:**
 - Reduce teacher workload and strongly encourage teachers to use their professional judgement and reduce reliance on unnecessary evidence
 - Make clear that the ELGs **are not the curriculum** – they are an end point measure of what a child should be demonstrating by the end of the EYFS.
- The draft revised ELGs and EYFSP handbook are currently (began in Sep '18) being piloted in 24 schools, to test the efficacy of the changes we have made.
- The pilot is being led by the Education Endowment Foundation in partnership with Natcen and Action for Children and will conclude in **July 2019**.
- An independent evaluation report by the Education Endowment Foundation is expected in the autumn.
- A full public consultation on the revised EYFS will follow in autumn/winter 2019/20, with statutory roll of the reforms expected in AY 2021/22.
- We also have plans for voluntary opt-in for AY 2020/21.

New EY curriculum guidance – why are we doing this?

- Curriculum guidance is currently being developed through an update of the *Development Matters* non-statutory guidance - aims to focus practitioners and teachers on the importance of rich daily activities to improve outcomes and help reduce workload
- Julian Grenier is leading this work with us
- We aim to roll out new curriculum guidance alongside the EYFS reforms

Improve early years outcomes

In line with wider social mobility ambitions- to improve outcomes for disadvantaged children to narrow development gaps.

Reducing Workload Burdens

Re-casting the focus on curriculum rather than assessment and providing a foundation for helping teachers and practitioners to plan setting/classroom activities

Specific Reception Year guidance

Making reception year count – by supporting teachers with specific curriculum guidance to ensure all children have strong foundations to begin Year 1. This will be part of the overall guidance document covering the whole EYFS age-range.

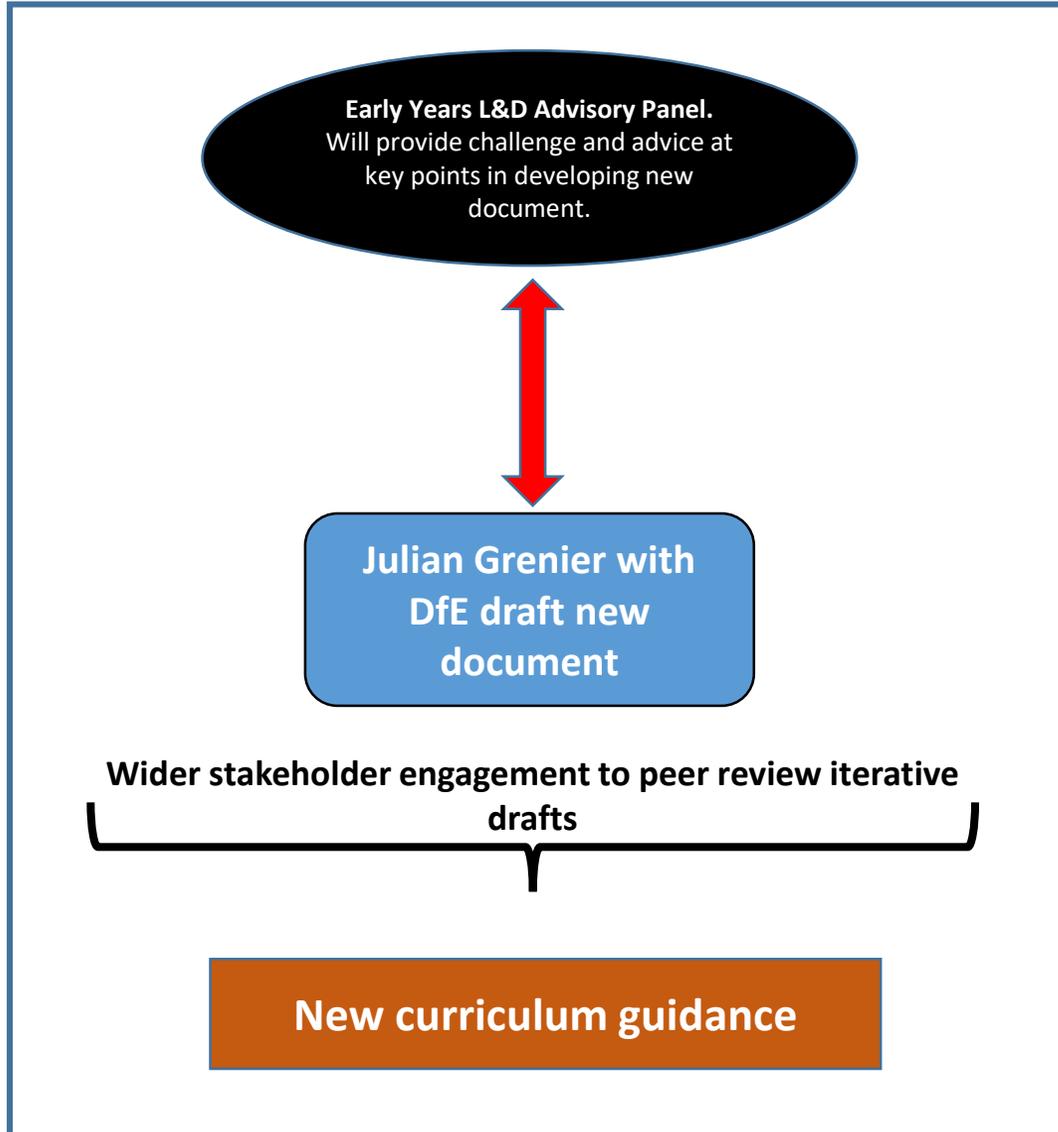
Core principles of a new *Development Matters*

1. **The new document should be *clear about purpose and objectives, simplified and succinctly easy to follow for practitioners and teachers.***
2. **Retain the positive content of *Development Matters*.**
This piece of work is not about delivering wholesale change, but improving on a familiar structure to meet our objectives.
3. **Cover what children should be guided to do under each of the seven areas of learning as set out in the *EYFS framework and not against the ELGs*, in order to discourage unnecessary tracking of development stages. This should shift the focus to teaching against the areas of learning and not what is assessed.**
4. **Be fairly high level and non-prescriptive** - this is about providing practitioners and teachers with a guide to help with curriculum planning and not the plan itself.
5. **Be rooted in a sound evidence-base of effective practice -where possible.**

We would like to hear your views on:

- How can the ages-stages development points- be structured to be helpful in observing development but simultaneously discourage unnecessary tracking?
- How useful would links be to examples of effective practice?
- What would you like to see as an addition to the new guidance – which would be helpful to practitioners?

Stakeholder engagement



- Alongside our advisory panel, we want to hear feedback from the wider early years sector – as the guidance develops
- Julian Grenier has been working with a wide range of experts and practitioners within the sector and will continue to do so up until we produce a finalised document early next year.
- We want to take an opportunity with these England –wide events to engage with the sector to ensure we have a guidance document which helps to reduce practitioner and teacher workload.

Advisory Panel

EYFS Advisory Panel – membership	
Name	Organisation
Clare Sealy	St. Matthias School
Julian Grenier	Sheringham Nursery School
Dame Alison Peacock	Chartered College of Teaching
Emma Lennard	Civitas
Gill Jones	Ofsted
James Bowen	National Association of Head Teachers
Sara-Jayne Martin	Roxbourne Primary School, Harrow
Sir Kevan Collins	Education Endowment Foundation
Beatrice Merrick	Early Education
Iram Siraj	Oxford University
Jan Dubiel	Early Years consultant (formerly Early Excellence)