

Improving quality and raising standards in the Early Years: A directory of resources for local authorities

(2nd edition January 2009)

The Coalition Government took office on 11 May 2010. This publication was published prior to that date and may not reflect current government policy. You may choose to use these materials, however you should also consult the Department for Education website www.education.gov.uk for updated policy and resources.

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Improving quality and raising standards in the Early Years: A directory of resources for local authorities

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This edition has been updated to include recent resources.

Ref: 00050-2009BKT-EN

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The websites referred to in these materials existed at the time of going to print.

Please check all website references carefully to see if they have changed and substitute other references where appropriate.

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Introduction

The first edition of this directory was published in 2007. This updated version is designed, just like the first one, to support local authorities (LAs) in fulfilling their duty under the Childcare Act 2006 to work with their Primary Care Trust, Strategic Health Authority and Jobcentre Plus partners to improve the outcomes of all young children from birth to the age of five in their area and to reduce inequalities between them.

This directory aims to complement statutory guidance and is particularly focused on materials to help LAs work with providers, practitioners and teachers in early years settings and primary schools, to improve the quality and to raise the levels of achievement in the EYFS. The materials are already being used by many LAs and can support the implementation and embedding of the EYFS as well as helping to meet the Early Years Outcomes Duty (EYOD) targets.

The directory lists published resources that can help in working with practitioners right across the early years sector. The resources are listed under eleven main headings. Information is provided on what each resource is, the intended audience, how it might help improve quality and raise standards and where it can be obtained. All these resources have been published recently by DCSF, the National Strategies or NAA. This directory brings them together for ease of reference.

The first edition also contained a selection of materials used originally by LAs in the Making a Big Difference programme. These are not included here as there is now a separate Making a Big Difference booklet DCSF 00074-2009BKT-EN.

There is no CD-ROM with this revised edition.

Please use the reference numbers provided in this directory to order NS and DCSF resources from:

**PO Box 5050
Sherwood Park
Nottingham
NG15 0DJ**

Tel: 0845 60 222 60

Fax: 0845 60 333 60

Textphone: 0845 60 555 60

Email: dcsf@prolog.com

The directory is organised into eleven sections. The diagram below sets out some of the questions and issues that each section might help you address.

What do we have to do?

1.1 Birth to the Age of Five: EYFS

Are all providers and practitioners confident in using the EYFS?

How are you working with partners?

(EYFS briefing pack, p. 11)

How are you ensuring that you implement the national and LA vision for quality in early years (EYFS LA Briefing, Part 2, p. 2)

1.2 Working with Parents

Do all practitioners really understand that partnership with parents improves children's achievement and supports them in meeting the Every Child Matters (ECM) outcomes?

How much training and development is offered to practitioners in this area?

How are you helping parents understand the EYFS?

1.3 Problem Solving, Reasoning and Numeracy (PSRN)

What steps are being taken to improve practitioner subject knowledge in this area?

Have you used the PSRN materials and audit in the EYQISP guidance, pp. 42–50?

1.4 Communication, Language and Literacy (CLL)

Do all practitioners have good subject knowledge to support their observations and teaching?

How are you rolling out Letters and Sounds to the Private, Voluntary Independent (PVI) sector? Do all settings understand the importance of Phase 1?

How are you using the IDP material on Speech, Language and Communication Needs?

If you are already an Every Child a Talker (ECaT) LA how is the Early Language consultant supporting and challenging settings?

1.5 Personal, Social and Emotional Development (PSED)

Do all practitioners, including reception teachers, working with the youngest children understand how secure attachment fosters confidence and resilience?

How are you using the SEAD materials and funding?

How might you use the SEAD and SEAL materials to improve achievement across the curriculum in targeted primary schools?

1.6 Inclusion

How well do settings feel able to truly include all children? Are they all aware of the IDP material?

Are all settings Disability Discrimination Act 1995 (DDA) compliant?

How are you promoting Early Support?

How are you ensuring that all settings improve their skills and knowledge in supporting children learning EAL?

1.7 ICT

Are all practitioners confident in supporting children's learning through and about ICT?

How do settings involve children, parents and staff in using ICT to support observation and assessment?

1.8 Leadership and Management

Do all managers of PVI settings have access to support in understanding their role in improving quality and leading learning?

Are you using the SEAD LA trainers handbook materials, pp. 34–40, to support leadership and management?

How do we know it's working?

1.9 Assessment

Do all practitioners understand the observation, assessment and planning cycle?

Do all providers understand how observation-based formative assessment links to regular summative assessment?

Is EYFSP moderation sound in all schools?

How does the LA support headteachers and teachers in effective data analysis?

How do we keep it going?

1.10 Transition and Continuity

The EYFS requires settings to work together in ensuring continuity for children – how is the LA supporting continuity in children's learning within and across settings?

How is information from the EYFSP used to support each child's learning in Year 1?

How do we support settings to improve quality?

1.11 Quality Improvement (QI)

How does the LA QI cycle (EYQISP handbook, p.13) influence setting improvement?

How are settings categorised and supported?

How do EYCs act as critical friends to settings in their self-evaluation?

1.1 Birth to the Age of Five

The Early Years Foundation Stage (EYFS)

What is it?

The EYFS brings together Birth to Three Matters, the Curriculum Guidance for the Foundation Stage and National Standards for Under 8s Daycare and Childminding into a single quality framework for children from birth to the age of five.

The EYFS pack contains:

- The Statutory Framework – This sets out all the legal requirements of the EYFS. It includes detailed information on providers' obligations under the framework.
- The Practice Guidance – This booklet covers some key aspects of meeting the requirements in the statutory framework.
- The Poster – This sets out the Principles, Themes and Commitments.
- 24 Principles into Practice cards – These explain how to put the EYFS principles into practice. They are designed to be accessible to all practitioners and are the first layer of information. They indicate where on the CD-ROM practitioners can find more information, suggestions, research and links to other resources.
- The CD-ROM contains everything that is in the pack and lots more. As well as helping practitioners explore practice and theory at a deeper level, it enables practitioners to tailor their access to the EYFS to suit their needs.

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Who is it for?

Since September 2008 the EYFS has been mandatory for all schools and early years providers in Ofsted-registered settings attended by young children from birth to the end of the academic year in which the child has their fifth birthday.

How can it help improve quality and raise standards?

The overarching aim of the EYFS is to help young children achieve the five ECM outcomes:

- be healthy;
- stay safe;

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- enjoy and achieve;
- make a positive contribution; and
- achieve economic well-being.

LAs play a key role in ensuring that all providers and practitioners access appropriate training and professional development opportunities to enable them to understand the principles and requirements of the EYFS and to provide good quality care and education for children from birth to the age of five. The key elements of the pack combine to provide a principled approach to young children's learning and development which can be accessed by all and tailored to suit individual needs.

Ordering

You can download the EYFS or order copies online at: www.teachernet.gov.uk/publications

Ref: 00261-2008PCK-EN

You can also download it and obtain further information at:
www.standards.dcsf.gov.uk/nationalstrategies/earlyyears

The EYFS LA Briefing Pack

What is it?

This briefing pack was designed to support LAs up to September 2008 when the EYFS became mandatory for all providers to ensure that all practitioners accessed appropriate training and professional development opportunities to enable them to understand the principles and requirements of the EYFS. It is still useful and has been supplemented by Part 2 (see next subsection). It contains:

- EYFS key messages and principles;
- support for EYFS planning and implementation with advice on including all stakeholders from the PVI and maintained sector;
- criteria for EYFS trainers;
- information about support and forthcoming resources;
- information about the Early Years Foundation Stage Profile (EYFSP);
- information about accreditation and qualifications;
- reminders about sources of funding;
- a set of A4 EYFS briefing sheets for a range of practitioners, providers and LA partners;
- a CD-ROM containing everything in the folder so that the materials can be used flexibly, and a set of PowerPoint slides to be used in training;
- the LA audit of training and development – this is designed to help LAs audit their existing training and professional development opportunities against the EYFS principles, identify gaps and plan strategically.

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Who is it for?

The principal audience is LA staff. Further Education and Higher Education providers and other training providers may also find it useful.

How can it help improve quality and raise standards?

A better-trained and better-qualified workforce will be more able to understand the EYFS and to support all children's well-being and attainment, helping them reach high standards and closing the achievement gap as required by the LA early years outcomes duty.

Ordering

You can download the EYFS LA briefing pack at: www.teachernet.gov.uk/eyfsbriefingpackforlas

Ref: 00016-2007BKT-EN

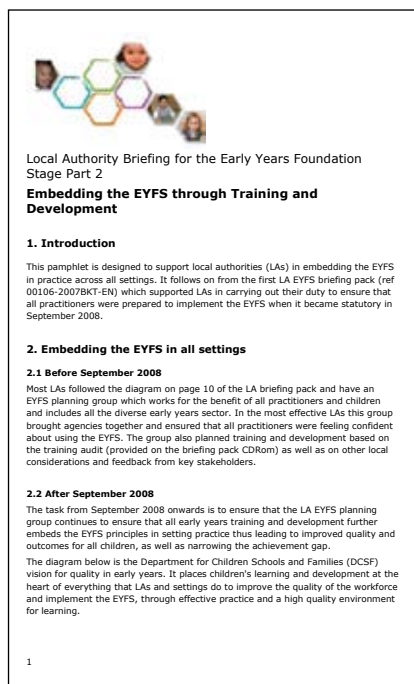
You can also download it at: www.dcsf.gov.uk/localauthorities/index.cfm and at: www.standards.dcsf.gov.uk/nationalstrategies/earlyyears

The LA Briefing for the Early Years Foundation Stage Part 2: Embedding the EYFS through Training and Development

What is it?

This pamphlet is designed to support LAs in embedding the EYFS in practice across all settings. It follows on from the first LA EYFS briefing pack (previous subsection) which supported LAs in carrying out their duty to ensure that all practitioners were prepared to implement the EYFS when it became statutory in September 2008. Different contexts demand different approaches and LAs will find a variety of ways to work most effectively with their practitioners and communities. This pamphlet covers the following issues for all LAs.

- EYFS action planning based on audit of need and analysis of data – linked to LA EYOD plan
- Strategic use of available funding
- Training of staff new to EYFS
- Links with Quality Improvement and role of Early Years Consultants
- Working with Leaders and Managers
- Working with other organisations and covering all sectors



Who is it for?

The principal audience is LA staff. Further education (FE) and higher education (HE) providers and other training providers may also find it useful.

How can it help improve quality and raise standards?

A better-trained, -qualified, -supported and challenged workforce will be more able to understand the EYFS and to support all children's well-being and attainment, helping them reach high standards and closing the achievement gap as required by the LA early years outcomes duty.

Ordering

Log-in to the website to view the LA content at: www.standards.dcsf.gov.uk/nationalstrategies

Questioning Everyday Practice

What is it?

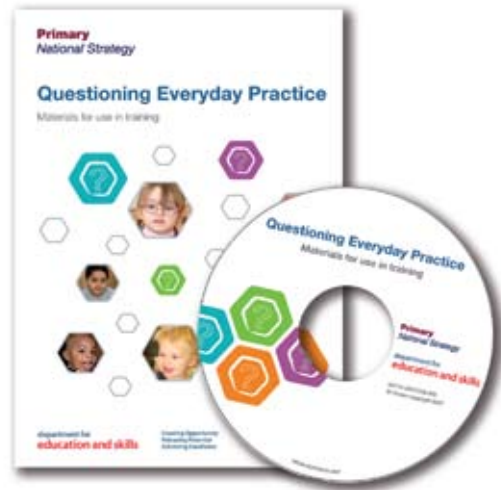
The DVD is a resource for trainers whose work is focused on the EYFS. It contains video clips from:

- a day nursery;
- a pre-school;
- a children's centre;
- a childminder's home and drop-in centre;
- a reception class.

Each has brief contextual information about the setting.

Accompanying each video clip are:

- focus points to consider while viewing the video clips;
- reflection points to consider after viewing the video clips;
- references to the EYFS Principles into Practice cards.



Who is it for?

Early years and primary LA staff, early years and primary FE and HE tutors, national organisations and independent consultants and trainers.

How can it help improve quality and raise standards?

Questioning Everyday Practice contains video clips of everyday practice in a range of settings. These are intended to provoke discussion about ways to achieve more effective EYFS practice.

It is recommended that trainers take an action research approach and ask course participants to implement some more effective practice in their workplace between sessions and then evaluate its impact.

Ordering

You can order copies online at: www.teachernet.gov.uk/publications

Ref: 00114-2007DVD-EN

Getting the best start

Setting the standards for learning, development and care for children from birth to the age of five – an introduction for health and social care professionals.

What is it?

The EYFS removes barriers between care and education. There is an emphasis on partnership working and communication between early years settings and between settings and health and social care professionals. This leaflet outlines the EYFS and how health and social care professionals can link in with early years providers to help ensure the best outcomes for young children.

Who is it for?

- Health and social care professionals and those who work with them.
- LAs planning joint training and other multi-agency work.

How can it help improve quality and raise standards?

Children benefit from quality integrated support with professionals working together to meet their varied needs. Health and social care professionals have a lot to offer in supporting early years providers in delivering the EYFS. When strong partnerships exist it is easier to plan and deliver better services for young children and their families. Early intervention is more likely and appropriate support can be provided to ensure that no child gets left behind.

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Ordering

Leaflet available to download at: www.4Children.org.uk/eyfs

Ref: Getting the best start

Early Years Foundation Stage – Everything you need to know

What is it?

This booklet uses case studies from both parents and providers to:

- set out why the early years are important;
- describes what the Early Years Foundation Stage is;
- explains why government has implemented the EYFS;
- addresses some of the myths which have developed around it.

Who is it for?

It is primarily intended for journalists and other interested parties with fairly limited understanding of early years policy and pedagogy. It may be useful for LA staff in working with the media to get balanced coverage of EYFS issues.



How can it help improve quality and raise standards?

Accurate media messages about the EYFS and its benefits for children help to reassure parents and practitioners and allow them to focus on the well-being and education of the children and improve the quality of care and education.

Ordering

The leaflet can be downloaded from: www.dcsf.gov.uk/publications/eyfs

The Early Years Foundation Stage and out-of-school provision

What is it?

This leaflet is an introduction to the EYFS for out-of-school providers. It looks at how the play opportunities and childcare offered in breakfast clubs, after-school clubs and holiday playschemes link to the EYFS framework and complement other early years services.

Who is it for?

Out-of-school providers and LA staff who support them.

How can it help improve quality and raise standards?

The EYFS places a new emphasis on partnership working and communication between settings to provide continuity for children and families. This leaflet helps out-of-school providers value their role in contributing to children's development and learning in the EYFS.

Ordering

Download from: www.4Children.org.uk/eyfs

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Guide to the Early Years Foundation Stage in Montessori settings

What is it?

The booklet demonstrates how the Montessori approach to education shares the underlying principles of the EYFS and supports the welfare, learning and development requirements.

Who is it for?

All Montessori practitioners and those who support Montessori settings.

How can it help improve quality and raise standards?

Montessori practitioners who understand how their philosophy and aims are consistent with EYFS will be confident to explain this to parents and other settings and thus ensure continuity for children and families. They will also be able to use the EYFS to support and extend children's learning.

Ordering

The booklet can be obtained from Montessori St. Nicholas Charity, 18 Balderton Street, London, WK1 6TG tel: 0207 493 8300 email: centre@montessori.org.uk. It can also be downloaded from www.standards.dcsf.gov.uk/nationalstrategies/earlyyears

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Coming Soon

Steiner Waldorf Early Childhood practice and the EYFS Guide to the Early Years Foundation Stage in Steiner early childhood settings

What is it?

This will be a similar booklet to the Montessori one (previous subsection). It will demonstrate how Steiner Waldorf principles are found in the EYFS.

Who is it for?

Steiner practitioners and all those who support Steiner settings.

How can it help improve quality and raise standards?

Steiner practitioners who understand how their philosophy and aims are consistent with EYFS will be confident to explain this to parents and other settings and thus ensure continuity for children and families. They will also be able to use the EYFS to support and extend children's learning.

Celebrating Young Children and Those Who Live and Work With Them

What is it?

A DVD with accompanying notes which was developed for an exhibition to inform and inspire practitioners by celebrating the children, the stories and the people behind early education in England today.

Short video stories featuring 13 children aged 3 to 5 years in their early years settings including:

Adam at an Early Childhood Centre, North West; Zaynah at a children's centre, West Midlands; Megan and William in a private day nursery, South West; Adam at a community nursery school, North East; Michelle and Jenny at an Early Childhood Centre in London; Amaan at a community pre-school, East; lone in a community school, South East; Bailey in a Sure Start Children's Centre in London; Jayden at a community and nursery school, North; and Hannah with a childminder, East Midlands.

There is also an attractive set of posters from the exhibition which conveys key messages about living and working with young children.

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Who is it for?

- All practitioners and settings;
- LA advisers and consultants.

How can it help improve quality and raise standards?

There is an edited 18-minute compilation of the stories with music and commentary, which makes a good introduction to the key elements of the EYFS for a range of audiences. Then the four-minute case studies of the children can be used as observational material in training across the sector and at all levels.

Ordering

Ref: DfES 1211-2005 DVD

Ref: DfES 0029-2006PCK-EN

Key Elements of Effective Practice

What is it?

The Key Elements of Effective Practice (KEEP) mirror the key findings of recent research into what helps early years staff reflect on their work and what effective practice looks like.

Who is it for?

- LA consultants and advisers;
- all early years practitioners and their headteachers, leaders and managers.

KEEP provides a framework for developing, extending, agreeing and reviewing practitioners' priorities for training and professional development.

How can it help improve quality and raise standards?

A shared view of the knowledge, skills, understanding and attitudes that practitioners need to support young children's learning effectively will help children progress towards the early learning goals through a play-based curriculum which builds on their diverse needs, interests and preferred ways of learning.

KEEP represents that shared view and provides a benchmark against which LAs can evaluate their training and the professional development opportunities they plan and deliver.

Ordering

KEEP can be downloaded from: www.standards.dcsf.gov.uk/nationalstrategies

Ref: 1201-2005G

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1.2 Working with Parents

It's child's play – Early Years Foundation Stage

What is it?

Primarily intended for parents, this leaflet explains:

- what the EYFS is;
- the importance of play in the early years;
- the changes from September 2008;
- how the EYFS works;
- how parents will know how their child is doing; and
- the EYFS's safeguards.

Who is it for?

It is designed principally for parents and other carers. However inexperienced early years practitioners may also find it helpful. Practitioners may find it helpful to talk through with parents.

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How can it help improve quality and raise standards?

Parents and practitioners working together has positive effects on children's social and cognitive outcomes.

Ordering

Ref: DfES 00640-2008LEF-EN

Download or order online at: www.teachernet.gov.uk/publications

Foundation Stage Parents: Partners in Learning

What is it?

Leaflets describing case studies from seven LAs – contact details are provided on the back of each leaflet.

- Camden – Developing partnerships with parents and practitioners: planning for play together
- Gloucestershire – Foundation Stage Parent Partnership Project
- Newcastle upon Tyne – Helping your child to learn
- Norfolk – Adventures in play
- Northumberland – Healthy Pathways Award
- Peterborough - Parents and professionals raising aspirations together
- Wakefield - Families Enjoying Everything Together (FEET)

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Who is it for?

LAs, practitioners, heads of children's centres, headteachers and managers of early years settings.

How can it help improve quality and raise standards?

There is a wealth of research evidence to suggest that children do better when:

- there is a close working relationship between home and setting;
- information about children's learning is shared between everyone involved in their learning and development;
- parents show a keen interest in their children's education and make learning part of everyday life.

This publication identifies and disseminates examples of effective practice in sharing curriculum knowledge with parents and developing parental partnerships. Projects were chosen specifically to illustrate a range of ways that LAs can support settings in responding to the diversity in communities, provision and families.

Ordering

Ref: DfES 1210-2005-G

All the leaflets are also available on the EYFS CD-ROM at Positive Relationships/Parents as Partners/Resources and from www.standards.dcsf.gov.uk/nationalstrategies/earlyyears.

Parents as Partners in Early Learning (PPEL)

Learning and growing together – a height chart for parents and children

Playing and learning together – a DVD for parents

What are they?

Height chart and DVD (both available in 21 languages). They celebrate parenthood and show that what many parents and carers already do is valuable to their children's learning. The DVD also has sections illustrating the importance of fathers in their children's learning and examples of available settings.

Who are they for?

The target audience for the height chart is parents and the DVD can be used by practitioners and parents together. The content and design of both resources build on the outcomes of an extensive pilot programme involving parents and practitioners across England. They are designed to support the inclusion of parents from all communities in the EYFS. The resources can be used with parents and carers within home and other community settings.

How can they help improve quality and raise standards?

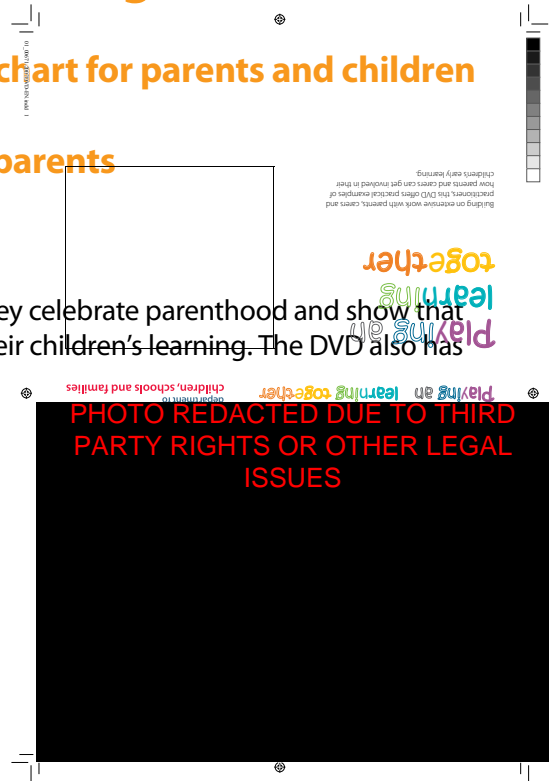
When parents and practitioners work together the results have a positive impact on children's development and learning.

Ordering

The height chart and DVD are available in 21 languages. The DVD has been split into three language groups (see below).

DVD

- English: Search using the ref: 00671-2007DVD-EN
- Multi-language DVD 1: Chinese, French, Polish, Portuguese, Somali, Spanish, Vietnamese (Search using the ref: 00108-2008DVD-EN)
- Multi-language DVD 2: Albanian, Bulgarian, Czech, Romanian, Russian, Turkish (Search using the ref: 00109-2008DVD-EN)
- Multi-language DVD 3: Arabic, Bengali, Farsi, Gujarati, Hindi, Punjabi, Urdu (Search using the ref: 00111-2008DVD-EN)



Height Chart

Albanian	00672-2007POS-AL
Arabic	00672-2007POS-AR
Bengali	00672-2007POS-BN
Spanish	00672-2007POS-ES
Farsi	00672-2007POS-FA
French	00672-2007POS-FR
Gujarati	00672-2007POS-GU
Hindi	00672-2007POS-HI
Punjabi	00672-2007POS-PA
Polish	00672-2007POS-PL
Portuguese	00672-2007POS-PO
Somali	00672-2007POS-SO
Turkish	00672-2007POS-TR
Urdu	00672-2007POS-UR
Vietnamese	00672-2007POS-VI
Chinese	00672-2007POS-ZH
Bulgarian	00672-2007POS-BG
Czech	00672-2007POS-CZ
Romanian	00672-2007POS-RO
Russian	00672-2007POS-RU
English	00672-2007POS-EN

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PPEL case studies

What is it?

Case studies from some of the 41 LAs involved in the PPEL project. They cover a range of different approaches to working with parents. Contact details on the last page of each case study.

Newcastle upon Tyne	Reaching out to parents – The Way We Learn project
Plymouth	The Kids and Dads project
Barnsley	The Parent Champion project
Haringey	Breaking down barriers with inspirational storytelling
Liverpool	Engaging fathers through Active Play
Derbyshire	Overcoming barriers to parental involvement via heuristic play
Tower Hamlets	The Early Learning Mentors project
Sandwell	The international new arrivals project
Kirklees	Building effective partnerships – the Letters and Sounds project
Blackburn with Darwen	Parents as Partners – making it strategic

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Who is it for?

LA strategic leads and consultants, headteachers and early years leaders and managers.

How can it help improve quality and raise standards?

These case studies illustrate a range of effective practice in different contexts. They all aim to raise standards and improve quality for children and families and have had impact in the LA. They have been made available so that others can learn from them.

Ordering

The pack of ten case studies (ref: 00196-2008PCK-EN) is available to download from www.standards.dcsf.gov.uk/nationalstrategies

Working with Parents e-learning module

What is it?

An web-based e-learning resource which takes a case study approach to four important areas in working with parents:

- Embracing diversity
- Learning together
- Settling in
- Providing a friendly welcome.

There are also links to supporting resources and websites.

Who is it for?

Mainly practitioners new to working with parents.

How can it help improve quality and raise standards?

It aims to improve practitioner empathy with parents as well as give practical help.
www.nationalstrategiescpd.org.uk

Parents, Early Years and Learning (PEAL)

The PEAL project is a long standing project that is part of the DCSF Early Learning Partnerships and is partner project to PPEL

Find out more at www.PEAL.org.uk

1.3 Problem Solving, Reasoning and Numeracy

Independent Review of Mathematics Teaching in Early Years Settings and Primary Schools (the Williams Review)

What is it?

The review follows and is complementary to the Rose Review of the teaching of early reading, (see page 34) although the scope of this review is wider.

Who is it for?

LA consultants and advisers, headteachers, leaders and managers, teachers and practitioners in early years settings and primary schools, HE staff.

How can it help improve quality and raise standards?

Supporting the implementation of the review's early years recommendations set out below by using materials such as 'Mark Making Matters' (see page 32) and the PSRN elearning module (page 30) will increase the ability of practitioners to support and extend children's mathematical thinking.

Recommendation 4: That the DCSF commissions a set of materials on mathematical mark making and children's mathematical development which can be used to support early years practitioners' CPD.

Recommendation 5: That the forthcoming review of the EYFS in 2010 considers the inclusion of time and capacity within the early learning goals.

Recommendation 6: That the DCSF continues to increase the proportion of graduate practitioners in early years settings, recognising the respective contributions of the Qualified Teacher (QTS) and the Graduate Early Years Practitioner (graduate EYP). The review supports the goals which are currently in place.

Ordering

You can order copies online at: www.teachernet.gov.uk/publications

Ref: 00433-2008BKT-EN

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Coming soon

PSRN CPD resource

What is it?

A web-based e-learning resource which aims to support practitioners in:

- Locating resources and materials in EYFS
- Evaluating how their own practice aligns with best practice in PSRN
- Identifying steps to develop and improve current personal practice in PSRN

Who is it for?

Early years practitioners who are less confident in PSRN.

How can it help improve quality and raise standards?

PSRN is an area of learning where practitioners' subject knowledge may be weak. This resource and Mark Making Matters (above page 32) are part of the DCSF and National Strategies response to Recommendation 4 of the Williams Review. www.nationalstrategiescpd.org.uk

Mark Making Matters: Young children making meaning in all areas of learning and development

What is it?

This booklet is part of the DCSF's response to recommendation 4 of the William's Review (see page 34). Organised under the four themes of the EYFS this booklet aims to raise awareness of the importance of young children's mark making as a tool for communication and thinking, across the six areas of learning. It also supports practitioners in strengthening the quality of provision for mark making in CLL and PSRN.

Who is it for?

All early years practitioners.

How can it help improve quality and raise standards?

Children who are confident to explore different ways of 'making their mark' are more likely to be able to make connections in learning and come to new and better understandings. In the most effective settings practitioners support and challenge children's thinking by getting involved in the thinking process with them. Young children's mark making helps makes this thinking visible.

Ordering

You can order copies online at: www.teachernet.gov.uk/publications and from www.standards.dcsf.gov.uk/nationalstrategies/earlyyears

Ref: 00767-2008BKT-EN

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1.4 Communication, Language and Literacy

The Rose Report

What is it?

In 2005 Sir Jim Rose was asked by the government to chair an independent review of the teaching of early reading. The Rose Report summarises the findings of that review and makes recommendations about important aspects of learning and teaching including:

- best practice in the teaching of early reading and synthetic phonics;
- how this relates to the EYFS and the Primary Framework;
- what range of provision best supports children with significant literacy difficulties and enables them to catch up with their peers;
- how leadership and management in schools can support the teaching of reading, as well as practitioners' subject knowledge and skills.

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Who is it for?

It is important that LA staff, headteachers, managers and practitioners understand these recommendations, as they underpin much other work taking place across the sector (particularly the Communication, Language and Literacy Development Programme, see page 35) and the EYFS, the renewed Primary Framework and Letters and Sounds (see page 41).

How can it help improve quality and raise standards?

EY Foundation Stage Profile data tell us that nationally too many children achieve low scores in literacy particularly linking sounds and letters and writing. The Early Reading Development pilot (ERDp) carried out in 2006 found that when practitioners improved their subject knowledge and focused on effective systematic discrete phonics teaching for short periods each day in the context of the broad and rich FS curriculum, children's EYFSP scores in CLL and PSED increased. High-quality, systematic phonics teaching is one of the recommendations of the Rose Report, which is embedded in EYFS and the Primary Framework.

Ordering

Download the Rose Report or order copies online at: www.teachernet.gov.uk/publications and from www.standards.dcsf.gov.uk/nationalstrategies/earlyyears

Ref: 0201-2006DOC-EN

Communication, Language and Literacy Development (CLLD) Programme

What is it?

This programme is designed to make a significant difference to improving outcomes for children, particularly in CLL, and to replicate and extend the progress demonstrated in the ERDp in 2006 (see Rose Report, page 22). This programme is a critical element of the work all LAs are undertaking to meet the Early Years Outcomes Duty and to implement the EYFS.

The Universal Offer for all LAs:

- Strategic leads in LAs (PSM, lead FS, subject leaders, headteachers) – are all expected to follow the CLLD programme and assign a lead consultant.
- All schools have received core papers and CPD materials for supporting early reading including a setting audit.
- All schools have received new frameworks with revised objectives in line with the Rose Report and comprehensive training programme to address those.
- All LAs have attended a one-day event on CLLD.
- All literacy consultants have attended events on CLLD.
- FS consultants have attended events on CLLD.
- Access to website and resources.

Who is it for?

All LAs.

How can it help improve quality and raise standards?

Tackling poor outcomes in CLLD is one of the keys to good progress across the EYFS. The CLLD programme supports practitioners to be confident to support individuals and groups of children appropriately.

Ordering

Materials and information are distributed at regional events and via each LA's FS and CLLD regional advisers and can be downloaded from www.standards.dcsf.gov.uk/nationalstrategies/earlyyears

CLLD Website

www.standards.dcsf.gov.uk/clld/

Dedicated pages for CLL, Initial Teacher Training (ITT) and Letters and Sounds provide a guide to:

- understanding and application of the simple view of reading;
- the development of speaking and listening skills;
- teaching high-quality, discrete, systematic phonic work;
- embedding phonic work within a broad and rich language curriculum;
- the features of 'quality first phonic teaching';
- developing leadership and management;
- auditing provision and reviewing progress.

Although some materials are specifically intended for consultants, for example within the CLLD resources area, the majority will be of great value to practitioners and consultants alike.

Communication, Language and Literacy – Essential knowledge

What is it?

A web-based e-learning resource. The e-learning activities and supporting information contained are grouped into seven units which cover the development of speaking and listening, reading and writing. It is recommended that you work through the units in sequence although you can view them in any order or delve into units that interest you most.

Who is it for?

All EYFS practitioners.

How can it help improve quality and raise standards?

It aims to provide all teachers and practitioners with the essential knowledge required for developing best practice in the teaching of early reading as defined by the Rose Report.

Ordering

View at:

www.standards.dcsf.gov.uk/nationalstrategies/earlyyears/programmes

Every Child a Talker (ECaT)

What is it?

- Guidance for consultants and practitioners
- Audit tools
- CPD to improve knowledge of language acquisition and develop communicative behaviours
- Language activities designed to get the most out of everyday routines to develop vocabulary and narrative
- Sample activities specifically to support speaking and listening
- LAs have been prioritised for entry to the programme according to proportion of their children in the bottom 5% nationally of the Language for Communication and Thinking scale of the Foundation Stage Profile, based on 2007 results. The first wave of 51 LAs started in September 2008, the second starts in February 2009 and the third in April 2010. Each LA will be in the programme for two years.

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Who is it for?

LA consultants and all school and setting practitioners. Features of the programme are:

- Appointment of Early Language (EL) Consultant
- Delivered locally in partnership with early language specialists in LA, PCT, private and voluntary providers
- Intensive support to twenty targeted settings to train and support development of EL Lead Practitioners
- EL Lead Practitioners support a linked setting creating a 'ripple effect'.

How can it help improve quality and raise standards?

Through ECaT practitioners will:

- Develop subject knowledge of early language
- Improve interactions and communicative behaviours
- Undertake regular monitoring of children's language development
- Support early identification and intervention
- Engage parents in children's language development
- Design, plan and implement effective language activities.

It is expected that ECaT will:

- increase EYFSP outcomes in CLL by 2010;
- Increase practitioner knowledge and skills;
- Increase parental understanding and engagement.

Ordering

LA materials are given out at events.

Early Reading Curriculum CPD resource

What is it?

DVD and accompanying booklet. The overall aim is to support the planning of reading provision to ensure that it supports children's development of word recognition and language comprehension. It complements Letters and Sounds and supports a range of CPD activities such as face-to-face training, peer support and expert coaching. It provides examples on film of a balanced reading curriculum that includes reading aloud, shared reading, guided reading for children at different stages of learning to read, children selecting their own texts for independent reading, and home-school links.

Who is it for?

Teachers and practitioners working with children in reception classes.

How can it help improve quality and raise standards?

This resource supports the Rose Report's recommendations on improving the teaching of early reading.

Ordering

Online at: www.teachernet.gov.uk/publications and from www.standards.dcsf.gov.uk/nationalstrategies/earlyyears

Ref: 00053-2008DVD-EN

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Letters and Sounds

What is it?

Letters and Sounds is for all practitioners working with children from birth to the end of Key Stage 1.

It replaces Progression in Phonics and Playing with Sounds which are no longer available. It consists of:

- notes of guidance for practitioners;
- six-phase teaching booklet;
- DVD.

Who is it for?

It is for all practitioners and has been issued directly to schools, while LAs have been asked to mediate distribution to the PVI sector. It is vital that practitioners working with the youngest children understand that Phase 1 (see below), with its emphasis on informal play-based speaking and listening activity, is most appropriate for pre-school children. It is recommended that most children should make a good start on systematic phonic work by the age of five.

How can it help improve quality and raise standards?

Letters and Sounds encapsulates the Rose Report's recommendations and takes account of the effective practice seen in the best settings and schools. It aligns with both the Primary Framework and the EYFS and is designed to help practitioners teach children how the alphabet works for reading and spelling by:

- fostering children's speaking and listening skills as being valuable in their own right and as a vital preparation for learning phonic knowledge and skills;
- teaching high-quality phonic work at the point at which they judge that children should begin the programme. For most children this will be by the age of five.

Ordering

You can download Letters and Sounds from: www.teachernet.gov.uk/publications and from www.standards.dcsf.gov.uk/nationalstrategies/earlyyears

Ref: 00281-2007FLR-EN

Website

www.standards.dcsf.gov.uk/phonics/

This site is intended to offer schools and early years settings support in choosing an effective phonics teaching programme. It links to the CLLD website.

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Communicating Matters

What is it?

Communicating Matters is a set of training materials designed to support practitioners' understanding of children's early language and communication. It aims to deepen practitioners' understanding of how their communicative behaviour impacts on children, and to help them reflect on and develop their practice to promote children's communication and language more effectively. It was developed by Manchester Metropolitan University for the DCSF. The modules can be accredited at Level 3 via CACHE.

The key elements are:

- three training modules: each is a two-day training course with variable time between the two days during which practitioners undertake a task in their own setting;
- Module 1 – An Introduction to Communication and Language in Early Years Settings;
- Module 2 – Management and Organisation of Communication and Language in Early Years Settings by Children and Practitioners;
- Module 3 – Exploring Different Pathways to Communication, Language and English;
- trainer manual for each module including CD-ROMs with video clips;
- task booklets for participants;
- resource booklet: The Strands of Communication and Language.

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Who is it for?

All practitioners.

How can it help improve quality and raise standards?

The materials support the EYOD targets not only through improvements to supporting children's communication development, but also by increasing children's interactions with each other, thereby promoting social and emotional development. These materials can be a key lever in raising achievement and improving EYFSP outcomes.

Ordering

Ref: 02026-2006PCL-EN

Early Reading Connects family involvement toolkit

What is it?

The toolkit was written in consultation with a wide range of early years experts including the National Strategies. Its aim is to support settings in engaging parents and other family members with their children's reading. It was written with all early years settings in mind and provides the tools needed to reach out to families and encourage them to make their homes reading homes.

Who is it for?

All early years practitioners.

How can it help improve quality and raise standards?

Children who are encouraged to enjoy books and reading at home are generally more confident to engage in the reading process in settings and schools.

Ordering

While the toolkit is free to download, you can receive a hardcopy of the toolkit by signing up as an Early Reading Connects member or an Early Reading Connects partner.

Visit: www.literacytrust.org.uk/earlyreadingconnects/index.html and fill in the short online form.

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Talk for Writing

What is it?

Two DVDs and an accompanying booklet. One of the DVDs contains case studies and video sequences of teachers working with their class or a group of children to develop 'talk for writing' – that is storytelling, dialogue, conversation and other oral work that supports and feeds into children's writing. The second DVD is a specially made recording of Pie Corbett, the educationalist and writer, delivering a training session on 'Talk for Writing'.

Who is it for?

Headteachers, teachers and practitioners in reception classes.

How can it help improve quality and raise standards?

This resource stresses the importance of speaking and listening and how this works interdependently with the children's developing phonic knowledge to support their writing.

Ordering

Ref: 00467-2008PCK-EN or download at
www.standards.dcsf.gov.uk/nationalstrategies

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Educational Publishers Association Directory of resources to promote speaking and listening in the EYFS

What is it?

A compendium of resources to support speaking and listening has been published by the Educational Publishers Association. This is the result of collaboration between the National Strategies, DCSF and independent publishers in response to Jim Rose's recommendation that 'teachers would like more resources to support speaking and listening, such as those in Phase 1 of Letters and Sounds'.

Who is it for?

All practitioners.

How can it help improve quality and raise standards?

Confident and effective speaking and listening are the key to successful literacy development. This makes resources to support speaking and listening more readily accessible.

Website

Publishers have been invited to submit an overview of all their current resources and the list will be published on the DCSF website but in the meantime can be viewed at www.publishers.org.uk/en/educational/early-years-resource-survey/.

Please note that this does not constitute any sort of endorsement on behalf of the NS or the Department.

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ISSUES

1.5 Personal, Social and Emotional Development

Social and Emotional Aspects of Development (SEAD)

What is it?

Many LAs are already using the Sure Start PSED file or the primary SEAL material (see below) or adapted versions of these and other resources to support their PSED training. SEAD does not require any LA to stop using any pre-existing programme and comprises:

- an easy-to-use structured package of materials which builds on best practice and pre-existing materials;
- all materials linked closely to EYFS thus supporting practitioners and parents to understand how PSED underpins everything in the EYFS.

There are four components:

Practitioner booklet

This takes the EYFS PSED card as the starting point and has sections related to the four EYFS themes. It encourages practitioners to look at their provision from the child's and parents' point of view as well as emphasising the importance of effective leadership and management and staff well-being.

LA trainers handbook

Contents include:

- using the funding provided;
- repackaging the existing PSED (Sure Start blue file) (see page 48) materials;
- how the Sure Start file contents relate to EYFS principles and commitments;
- how to use the SEAD practitioner booklet;
- example training sessions using PSED blue file materials, new activities and other resources, such as SEAL (see page 49);
- outline course for inexperienced practitioners;

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- outline course for leaders and managers;
- outline course for parents;
- signposting to existing effective LA practice.

Revised Foundation Stage SEAL materials (red set)

- The Foundation Stage materials are essentially the same but have been revised in line with EYFS

CD-ROM

The CD-ROM includes:

- practitioner booklet;
- LA trainers handbook;
- the revised Foundation Stage SEAL materials;
- further resources and reading.

Who is it for?

Practitioner booklet: All early years practitioners particularly those working with the youngest children (birth to 36 months).

LA trainers handbook: LA and other trainers such as FE and HE staff and independent consultants.

Repackaged Red SEAL booklets: Headteachers, reception and nursery teachers and other practitioners working with 3–5-year-olds and using the SEAL whole school approach.

CD-ROM: all the above.

How can it help improve quality and raise standards?

SEAD aims to increase practitioner knowledge and understanding so that, working with and engaging parents, they are able to support children's social and emotional development. PSED has a huge impact on well being and achievement.

Ordering

Practitioner booklet ref: 00707-2008BKT-EN

LA trainers' handbook ref: 00708-2008BKT-EN

Repackaged Red SEAL booklets ref: 00840-2008FLR-EN

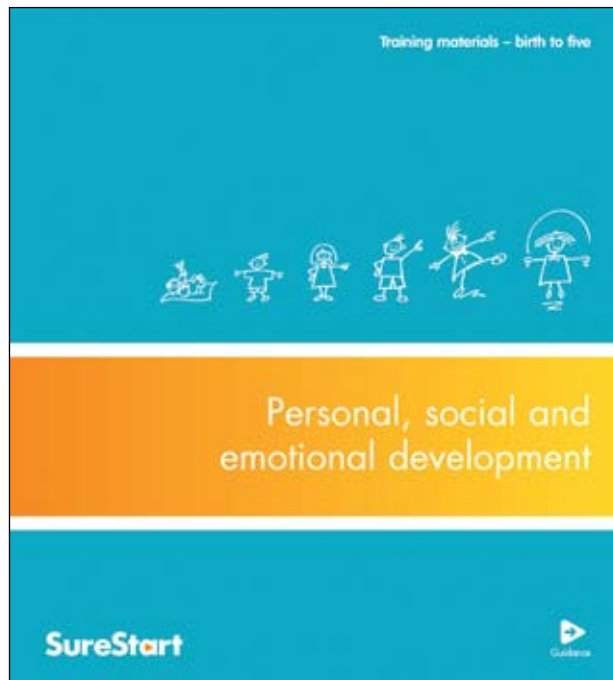
CD-ROM ref: 00840-2008CDO-EN

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Personal, Social and Emotional Development materials

What is it?

Parts of this training resource have been included in the SEAD LA trainers' handbook and it is included on the SEAD CD-ROM (see page 46). The file is a training resource consisting of a step-by-step guide detailing seven sessions. Background information, course instructions, key learning points, activity and assignment sheets, handouts and course evaluation forms are provided. The handouts have been developed so that they can be built into a useful resource for course participants. There is a DVD with 11 video clips of naturalistic observations of practitioners and children engaged in the usual activities of their settings. These are not exemplars of practice but are to be used as shared observational experiences in the training. There is a resource file which contains further information about relevant books, materials and websites.



Who is it for?

These training materials are aimed at early years practitioners who are involved in providing care, learning and support for babies and young children from birth to the end of the EYFS. The materials are relevant to all practitioners working in a range of settings; and there are links to EYFS and the SEAL materials.

How can it help improve quality and raise standards?

Early personal, social and emotional development and learning have a crucial impact on later well-being, learning and achievement in school, involvement in crime and anti-social behaviour, economic well-being and the strength of communities.

Ordering

Included in the SEAD CD-ROM (see page 47) and can be downloaded from www.surestart.gov.uk/publications/?Document=1995

Social and Emotional Aspects of Learning (SEAL)

What is it?

SEAL is a set of curriculum resources to help primary schools develop children's social, emotional and behavioural skills. It includes assemblies and follow-up ideas for work in class. The materials help children to develop skills such as understanding another's point of view, working in a group, sticking at things when they get difficult, resolving conflict, and managing worries. They build on effective work already in place in the many primary schools that pay systematic attention to the social and emotional aspects of learning through whole-school ethos: initiatives such as circle time or buddy schemes, and the taught PSHE and Citizenship curriculum.



Who is it for?

Headteachers, teachers and practitioners in primary, middle and SEN special schools.

How can it help improve quality and raise standards?

SEAL aims to develop the underpinning qualities and skills that help promote positive behaviour and effective learning. It focuses on five social and emotional aspects of learning: self-awareness, managing feelings, motivation, empathy and social skills.

Ordering

SEAL can be downloaded from the DCSF standards site;
www.standards.dcsf.gov.uk/nationalstrategies

Ref: DfES 0110-2005G

The red SEAL booklets have been revised in line with the EYFS (see SEAD above)

1.6 Inclusion

Early Support

What is it?

Early Support is a Government initiative that implements *Together from the Start*, practical guidance for professionals working with disabled children, which was published by the DCSF and Department of Health in May 2003.

The programme facilitates the development of integrated support services for families and has developed a range of materials to help those who work with families to coordinate their activity better and to work in partnership with parents. The Early Support materials, which are supported by a training programme, include:

- a range of Information for Parents Booklets on particular conditions like Down Syndrome and Autistic Spectrum Disorder;
- an Early Support Family Pack containing a Family File which helps with service coordination on a day-to-day basis and provides background information about how services work;
- an Early Support Service Audit Tool to help service providers and managers evaluate the quality of services being provided and plan for improvement;
- a range of Developmental Journals which help families track development in their child and provide shared information to support discussion about children over time. Some of the material from these journals can be found supporting the Development Matters statements on the EYFS CD-ROM and website.



Who is it for?

LAs, managers and all practitioners working with families with children under five. The Family Pack provides practical help for those taking on Lead Professional or Key Worker responsibilities.

How can it help improve quality and raise standards?

Where children have special needs and disabilities, it is important that these are identified at an early stage and that identification leads directly to effective early intervention and multi-agency support for children and families. Early Support promotes:

- better joint assessment and planning processes for individual children and their families;
- better coordination of service provision to families where many different agencies are involved;

- better information for families;
- the introduction and development of Lead Professional or Key Worker services to improve the continuity and coordination of support available to families;
- better exchange of information about children and families between agencies and at points of transition;
- joint review of multi-agency service provision and joint planning for service improvement at strategic level.

Ordering

To find out more about the programme and associated training or to order materials, visit:
www.earlysupport.org.uk

Inclusion Development Programme (IDP)

Supporting children with speech, language and communication needs: Guidance for practitioners in the Early Years Foundation Stage

What is it?

The IDP is part of the Government's strategy for SEN outlined in 'Removing Barriers to Achievement' (ref: 0117/2004). This is a four-year programme and the focus of the first year is supporting children with speech, language and communication needs. The Early Years Inclusion Development Programme was launched in February 2008 and comprises a booklet and interactive DVD which form the basis of continuous professional development sessions.

Who is it for?

All early years practitioners.

How can it help improve quality and raise standards?

These materials, together with the package of training and support which is already offered in the local authority, will help practitioners to improve the provision for all children and will particularly support them in developing more inclusive practice, especially for children with speech, language and communication needs.

Ordering

Booklet ref: 00215-2008BKT-EN

DVD ref: 00055-2007DVD-EN

Materials are also available via the following link:

www.standards.dcsf.gov.uk/nationalstrategies/inclusion and from www.standards.dcsf.gov.uk/nationalstrategies/earlyyears

Coming soon

The focus of the second year of the IDP is Autism. Materials will be published in February 2009.

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Confident, capable and creative: supporting boys' achievements

What is it?

The EYFS states that 'All children, irrespective of ethnicity, culture or religion, home language, family background, learning difficulties or disabilities, gender or ability should have the opportunity to experience a challenging and enjoyable programme of learning and development'. This booklet provides guidance for all practitioners to ensure that this entitlement is met for boys as well as girls during their time in the EYFS. It is organised under the four themes of the EYFS and contains many helpful and practical case studies.

Who is it for?

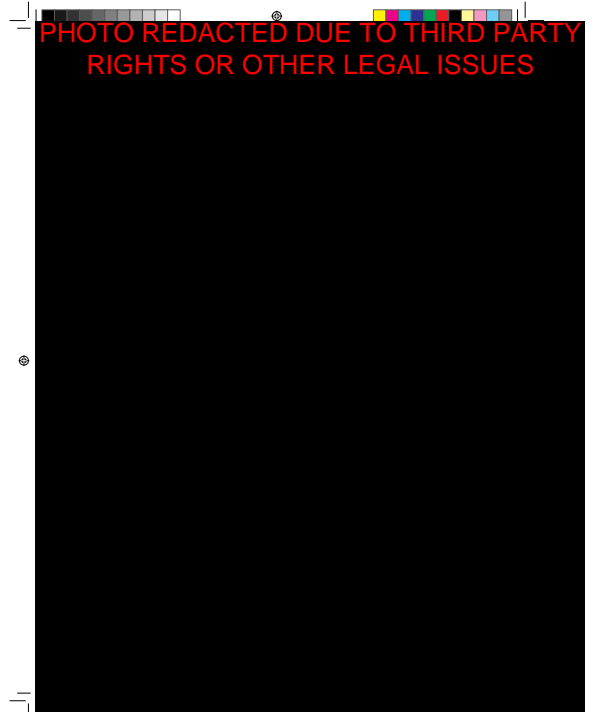
All early years practitioners.

How can it help improve quality and raise standards?

Boys' underachievement is demonstrated in the EYFSP, following this guidance can support practitioners to improve the conditions for learning for all children by providing better for boys.

Ordering

Ref: 00682-2007BKT-EN can be downloaded from
www.standards.dcsf.gov.uk/nationalstrategies/earlyyears



Supporting children learning English as an additional language (EAL)

What is it?

This advice and guidance booklet is drawn from existing good practice developed by practitioners working with babies, young children and their families. There are increasing numbers of children entering EYFS settings for whom English is not the dominant language in the home. Many practitioners in settings across the country already work successfully with children and families who speak languages other than English. For growing numbers of settings, providing care and learning opportunities for children and families new to English, or at various stages of proficiency, is a new experience.

Who is it for?

All early years practitioners.

How can it help improve quality and raise standards?

Children learning EAL are at risk of underachievement when practitioners do not understand their needs and value their home language as well as supporting the development of English and observing and assessing their abilities accurately. This booklet supports settings in improving quality and having high expectations of all children.

Ordering

Ref: 00683-2007BKT-EN

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Building futures: believing in children

A focus on provision for Black children in the Early Years Foundation Stage

What is it?

Booklet and DVD

This guidance invites all practitioners to reflect on the quality of their provision for children of Black African and Black Caribbean heritage or any mixed Black background. It is set within the themes and principles of the EYFS. By challenging attitudes and asking sometimes difficult questions the booklet aims to encourage practitioners to give due regard to the specific backgrounds and circumstances of all their children thereby improving the quality of their provision. The accompanying DVD data disc can be used alone or with the guidance booklet. It is referenced at certain points in the text to support the discussion activities and to exemplify the experience of settings which are developing effective practice.

Who is it for?

All early years practitioners.

How can it help improve quality and raise standards?

This guidance aims to ensure that the EYFS entitlement to 'a challenging and enjoyable programme of learning and development' is met for Black children. It supports and challenge practitioners in their understanding of how stereotyping, negative attitudes and sometimes prejudicial behaviour can unwittingly disadvantage young children of Black African and Black Caribbean heritage and their families.

Ordering

Ref: 00008-2009BKT-EN

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Excellence and Enjoyment: learning and teaching for bilingual children in the primary years

What is it?

These professional development materials are designed primarily to support children who are sometimes described as 'advanced bilingual learners': they are not beginners; they may not be fully bilingual but will have a fluency in English which may mask their need for additional support to develop their academic fluency, their language for learning.

There are four units:

- planning and assessment for language and learning;
- creating the learning culture: making it work in the classroom;
- creating an inclusive learning culture;
- speaking, listening, learning: working with children learning EAL.

Professional development modules are linked to the units and are designed to support school-based CPD:

- a CD-ROM containing additional materials;
- a DVD providing exemplification particularly of the material related to speaking and listening.

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Who is it for?

Headteachers, teachers and teaching assistants at EYFS, Key Stage 1 and Key Stage 2.

How can it help improve quality and raise standards?

The materials aim to support practitioners to:

- explore learning and teaching approaches which facilitate access to the curriculum and additional language development for children learning EAL;
- provide conditions for learning which value diversity and promote confidence and a sense of belonging;
- develop effective partnerships with parents, carers, families and communities.

Ordering

It can be downloaded from: www.standards.dcsf.gov.uk/nationalstrategies

Ref: 0013-2006PCK-EN

Implementing the DDA in schools and early years settings

What is it?

Implementing the DDA in schools and early years settings is a training resource for schools and LAs. Schools and LAs have to improve access and prevent discrimination; Implementing the DDA in schools and early years settings is the tool to help them.

Combining print and software, the Implementing the DDA in schools and early years settings resource is an essential guide to the duties in the DDA. It includes an account of how the DDA duties fit with the SEN duties, incorporates planning duties and provides more detail on the definition of disability used in the DDA.

Who is it for?

- Headteachers, leaders, managers and senior staff;
- LA advisers and consultants

How can it help improve quality and raise standards?

Through practical ideas and training materials drawn from schools and LAs, this rich resource provides both information and inspiration. The principles of best practice are demonstrated through a wide range of case studies. These show how schools and LAs have reviewed their accessibility plans and strategies and made reasonable adjustments to policies and procedures to successfully include disabled pupils in all aspects of school life, and it explains how they have enjoyed working in partnership with others to do it. It also helps LAs to plan strategically across their early years settings.

Ordering

You will be able to find extracts from the resource at:

www.teachernet.gov.uk/wholeschool/sen/disabilityandthedda/ddapart0/

When it was first published, five copies were sent to each LA.

This resource can only be ordered by schools and voluntary organisations.

Ref: 0160-2006DOC-EN

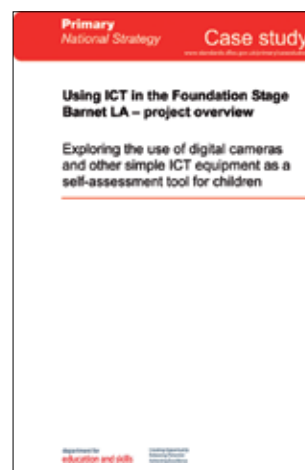
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1.7 ICT

Improving the Use of ICT in the Foundation Stage

What is it?

As part of the DCSF Schools Primary ICT programme, the 'Using ICT in EYs Project' was launched in January 2006. The main thrust of the project was to support the raising of children's achievements in ICT. To achieve this, the enquiry-based project focused upon the embedding of observational assessment practices across the early years, and sought to involve children and their parents and carers in that process.



Who is it for?

- All early years practitioners and their headteachers, leaders and managers
- LA consultants and advisers.

How can it help improve quality and raise standards?

Effective use of ICT is essential for children to progress in their learning.

There were three aims of the project:

- Aim 1: for 20 LAs to coordinate the involvement of Foundation Stage settings within their LAs and enable good practice to be shared through web-based case studies;
- Aim 2: for practitioners within the chosen Foundation Stage settings to have gained a greater understanding and knowledge of how ICT can support their developing early years pedagogy;
- Aim 3: for children's outcomes within the chosen Foundation Stage settings as measured by the EYFSP to have improved across all areas of learning, but particularly in PSED and CLL.



The case studies addressed three questions:

1. How would ICT be used to develop observational assessment practices?
2. How would ICT be used to support the documentation of learning?
3. How would ICT be used to support the EYFSP?

The range of innovative action research and analysis of outcomes will help others to plan for ICT training and support.

Ordering

An introduction to the project and links to the case studies are at:
www.standards.dcsf.gov.uk/nationalstrategies/

Search by the title: Improving the use of ICT in the Foundation Stage

Learning and Teaching using ICT – Foundation Stage example materials

What is it?

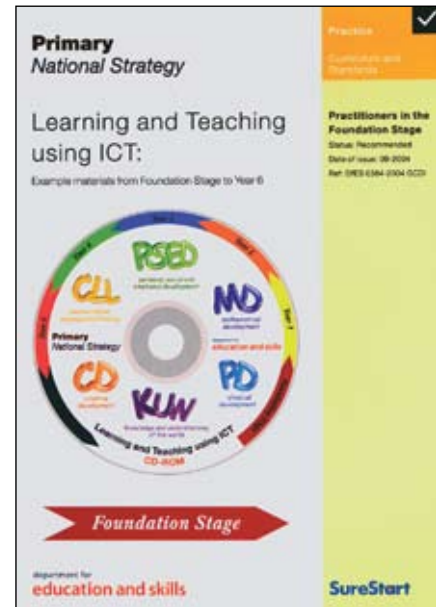
A CD-ROM showing how ICT can be used to enhance learning and teaching in the Foundation Stage. The CD-ROM can be used as a training resource and includes contexts for the learning and teaching shown in each clip.

The examples cover each of the six areas of learning in the Foundation Stage with video clips complemented by written material.

The clips include: painting with a tablet PC; using a digital camera; controlling cars outdoors; independent computer use; ICT and role-play; using a tape recorder; floor robot and pirate map; making models; using a musical play-mat; floor robot and distance; and using a photocopier.

Who is it for?

- All Foundation Stage practitioners, their headteachers and senior staff
- LA consultants and advisers.



How can it help improve quality and raise standards?

Technology is something children are going to grow up with, learn about and master, and use as a tool to increase their understanding in all areas of learning. Settings should encourage children to explore, observe, solve problems, predict, discuss and consider. ICT resources can provide tools for using these skills, not just with computers. ICT can provide access to experiences that might be hard for some children to access through any other means, and thereby aid children's development. It is also highly motivating, can help build children's confidence in their abilities and is an excellent focus for social interaction.

As with all learning it is important to offer quality learning experiences early so that the child can build skills and expertise to support their learning journey.

Ordering

Ref: DfES 0384-2004GCDI

1.8 Leadership and Management

Developing Quality Through Leadership: Action research in private, voluntary and independent early years settings

What is it?

This is a pack of leaflets and documentation about the outcomes of this action research including a CD-ROM with supporting materials.

During summer 2005, the Primary National Strategy invited LAs to join a project to support developments in the leadership of care and learning in non-maintained early years settings in the private, voluntary and independent sectors. Six LAs were selected to undertake this initiative: Cambridgeshire, Croydon, Medway, Northumberland, Nottinghamshire and Reading.

They were each asked to choose six settings to participate in this work.

Who is it for?

Headteachers, leaders, managers and all involved in developing leadership of early years settings.

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How can it help improve quality and raise standards?

Leadership is the key to improving quality in early years settings. Research shows that high quality in the early years will improve outcomes for all children and particularly for children who are living in disadvantaged circumstances.

The wide range of approaches across the country exemplified in these materials will help many LAs to enrich and focus their work on raising the quality of leadership in their settings.

Ordering

The case studies are on the Primary National Strategy section of: www.standards.dcsf.gov.uk/nationalstrategies

Ref: 00015-2007PCL-EN

1.9 Assessment

Creating the Picture

What is it?

These written materials show how the EYFS principles and commitments can be put into practice through an understanding of assessment and record keeping. They show how outcomes for children can be enhanced through assessment for learning processes, the documentation of learning and involving parents.

Part One features assessment and record keeping in the context of EYFS. It outlines 16 principles for observational assessment and record keeping demonstrating each process and how they are inextricably linked.

Part Two, Including All Children, links national agendas and the local context to support inclusive and equitable practice.

Who is it for?

Headteachers and deputies, consultants and managers, early years practitioners, LA advisers.



How can it help improve quality and raise standards?

Effective tracking and supporting progress for all children is crucial for improving outcomes in the early years. These materials link key documents such as EYFS and provide an implementation guide. They exemplify how formative assessment through observation by practitioners, parents and children links to regular summative assessment.

An embedded understanding of these processes needs to inform quality provision which will raise standards.

Ordering

Creating the Picture and some valuable supporting materials are only available on the web. They can be downloaded from:

www.standards.dcsf.gov.uk/nationalstrategies and at www.standards.dcsf.gov.uk/nationalstrategies/earlyyears

The reference is: 00283-2007DWO-EN-01

The Early Years Foundation Stage Profile (EYFSP) handbook

What is it?

Information on the statutory requirements linked to the assessment reporting and moderation of EYFSP and advice and guidance on how best to copy with these requirements. It includes:

- Why and how assessment should be carried out
- How to complete an EYFSP
- How to record children's attainment
- How to make inclusive judgements for all children that are accurate, truthful and reliable
- How to moderate EYFSP judgements
- Statutory guidance
- How practitioners should use the assessment scales (with detailed exemplifications for each scale and scale point).

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Who is it for?

All early years education providers and education professionals with responsibility for assessing, reporting or moderating EYFS profiles.

How can it help improve quality and raise standards?

It is not possible to complete the EYFSP by using tests or one-off assessment tasks.

Judgements must be based on observations over a period of time. The process of collecting information about children's learning is a critical part of the assessment process and combines with rigorous moderation to ensure that the judgements made produce data that are accurate and reliable.

Ordering

A PDF version can be downloaded from the NAA website at: www.naa.org.uk/naa_17852.aspx

EY Foundation Stage Evaluating School Performance (FSESP)

What is it?

This is a DCSF website that schools can use as a resource when evaluating their school's performance: www.nationalstrategiescpd.org.uk/public_content/esp/foundation/foundation/foundation_001.html

FSESP ensures that:

- teachers are able to analyse and discuss EYFSP data;
- users are aware of the questions that can arise from data analysis and know the routes for further investigation.

It provides information under these headings:

1. EYFS data
2. Progress tracking
3. Summative assessment
4. Transition to Key Stage 1
5. Local and national data

Who is it for?

It is designed for teachers in reception classes, senior leadership teams and LA colleagues.

How can it help improve quality and raise standards?

The quality of data is a key to raising standards effectively. This quality needs to be informed by understanding and putting the EYFS principles and approaches to assessment into practice.



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Improving outcomes for children in the Foundation Stage in maintained schools – Process-based targets in the Foundation Stage

What is it?

This publication aims to clarify what is meant by target setting in the Foundation Stage for maintained schools. It outlines the relevant impact of the Childcare Act 2006 details, and illustrates the process of target setting based on an understanding of how young children develop and learn. There is a set of planning sheets which indicate the success criteria for children's end-of-Foundation Stage achievement and show the links with the whole school and layered year group targets.

Who is it for?

Practitioners in maintained schools; LA inspectors and school improvement partners, Intensifying Support Programme and other subject-specific consultants including Foundation Stage advisers and consultants. Others in the LA who provide support and guidance to school and senior staff responsible for statutory LA outcomes duty.

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How can it help improve quality and raise standards?

These materials are aimed particularly at settings where the Foundation Stage is in the early phases of development. They will support schools in improving outcomes for children in the Foundation Stage and support the effective development of the foundations of curricular target setting in all schools. They will support progress through assessment for learning and the use of observational assessment to identify children's next steps in learning.

The publication shows how these approaches were founded on improving the conditions for learning by setting process-based targets for practitioners as indicated by the Effective Provision of Pre-school Education (EPPE) research.

Ordering

This can be downloaded from: www.standards.dcsf.gov.uk/nationalstrategies or www.teachernet.gov.uk/publications

Ref: 03960-2006BKT-EN

1.10 Transition and Continuity

Seamless Transitions – supporting continuity in young children’s learning

What is it?

Leaflets and a CD-ROM.

The learning journeys of six LAs specifically chosen to illustrate different points of transition and different perspectives on strengthening inclusive practice and improving the experience for children and their families.

- Bristol – Successful transitions – listening to parents
- Devon – Supporting individual approaches to transition
- Kirklees – Continuity – a creative orientation to learning
- North Somerset – Key elements of effective transition
- City of York – Transition Matters – from babygrow to uniform
- Wandsworth – Foundation Stage Continuity and Transition Project

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Who is it for?

LAs, early years practitioners and teachers in Key Stage 1, heads of children’s centres, headteachers and managers of early years settings.

How can it help improve quality and raise standards?

The EYFS requires practitioners to consider continuity for children throughout early years.

Children respond in different ways to transitions such as moving from home to childminder or early years setting for the first time, from setting to setting, from nursery to school or from EYFS to Key Stage 1. Children’s confidence and learning will be enhanced when changes happen gradually, when their parents are fully involved, and when time is given to support the transitions with sensitive planning and preparation. This resource supports practitioners in reflecting on and developing their practice.

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Ordering

Ref: 0267-2006PCK-EN and can be downloaded from www.standards.dcsf.gov.uk/nationalstrategies

Continuing the Learning Journey

What is it?

Continuing the learning journey is a training package that builds upon the work already taking place in many schools to improve provision in the EYFS. The package has been designed to help schools to give children a positive experience of transition as they move into Key Stage 1, and to show how to make the most effective use of EYFSP data.

The package is designed to provide one day's INSET while its Section 4 can also be used as a half-day INSET for senior staff in primary schools. Aspects can be selected to meet a school's particular needs but Section 1 is always used as an introduction with any audience.

It will shortly be revised in line with EYFS.

Who is it for?

This material is for all staff and members of the governing body in maintained primary schools and especially those concerned with the transition between the EYFS and Key Stage 1.

How can it help improve quality and raise standards?

The package will help an understanding of the principles of the Foundation Stage and show how they can be used to ensure an effective transition into Key Stage 1. It will promote continuity in learning by ensuring that Year 1 teachers are aware of children's achievements and can implement the next steps in their learning. It shows how information from the EYFSP can be used to support school development.

Ordering

Can be downloaded from: www.naa.org.uk/naa_17856.aspx

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1.11 Quality Improvement

Early Years Quality Improvement Support Programme (EYQISP)

What is it?

A booklet which contains a set of tools which can be used by Early Years Consultants EYCs in partnership with settings or independently with settings' leaders. These tools support continuous quality improvement in line with the principles of the EYFS and ECM. They also draw on the Ofsted SEF and the National Quality Improvement Network's principles. They are complementary and/or supplementary to existing LA QI processes. The tools include:

- Categorisation exemplification
- Self-evaluation audits linked to the Ofsted SEF headings
- Focused Improvement Plans
- Professional Development Meetings (PDMs)
- Case studies.

They are built on four key principles:

1. the role of effective leadership in securing and improving quality;
2. a continuous cycle of self-evaluation, improvement and reflection, thus empowering practitioners to see themselves as learners, seeking improvements in their practice, reducing inequality and narrowing the achievement gap;
3. a system of support and challenge which is transparent and agreed by all;
4. strong partnerships between the local authority, settings and each setting's community.

Who is it for?

Early Years consultants and leaders of early years settings including childminders.

How can it help improve quality and raise standards?

Children who experience high-quality early years provision are well placed to achieve better social, emotional and academic outcomes both in the early years and later on in school. Poor quality provision adds no value in the long run.

Ordering

Ref: 00669-2008BKT-EN and can be downloaded from www.standards.dcsf.gov.uk/nationalstrategies/early_years. National Quality Improvement Network materials can be ordered from www.ncb.org.uk

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Early Years Consultant (EYC) handbook

What is it?

To help LAs build capacity in securing and maintaining high-quality early years provision the government provided additional funding to enhance the role of those supporting and challenging settings. The term being used for everyone who undertakes this role is Early Years Consultant. This booklet complements the EYQISP booklet (see previous entry). It outlines the roles and responsibilities of the EYC in improving quality in early years settings and unpacks the five areas of expertise identified in EYQISP:

1. strengthening leadership for learning;
2. developing practitioner learning;
3. facilitating partnerships for learning and development;
4. supporting progress, learning and development;
5. securing high-quality environments for learning and development.

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Who is it for?

LA Early Years Consultants.

How can it help improve quality and raise standards?

High-quality early years provision has a significant positive impact on children's social, emotional and cognitive outcomes.

Ordering

Ref: 00127-2008BKT-EN and can be downloaded from www.standards.dcsf.gov.uk/nationalstrategies/earlyyears.

Acknowledgements

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Page 62. Extract from QCA (2008) *Early Years Foundation Stage Profile Handbook* © QCA. Used with kind permission.

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www.teachernet.gov.uk/publications

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www.standards.dcsf.gov.uk

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