

Continuing the learning journey



Training package



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An introduction to the training pack

This pack builds on the work that is already taking place in many schools to improve provision in the early years foundation stage (EYFS). It has been designed to help schools to give children a positive experience of transition as they move into key stage 1, and to show practitioners and settings how to make effective use of the information available from the EYFS profile.

Who is this training material for?

This material is for all staff and members of the governing body in maintained primary schools, especially those concerned with the transition between the EYFS and key stage 1:

- reception and year 1 teachers
- reception and year 1 support staff, including those concerned with special educational needs and English as an additional language
- assessment, curriculum and EYFS coordinators
- senior management team
- governor(s) with responsibility for the EYFS
- chair of the curriculum committee.

What does this pack contain?

- A general introduction.
- Aims of the training.
- Suggested programme for a full-day or half-day INSET.
- An overview of the EYFS.
- Guidance for the INSET leader on each section.
- Photocopiable materials for participants.
- Summary feedback notes for the INSET leader.

What are the aims of this training pack?

The pack aims to:

- establish an understanding of the principles of the EYFS profiles
- show how the EYFS principles can be used to ensure an effective transition into key stage 1
- 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
- show how information from the EYFS profile can be used to support school development.

How should the training pack be used?

The pack has been designed to support an INSET day. It is assumed that one individual will be responsible for making arrangements and ensuring the day runs smoothly. This person is referred to as the 'INSET leader'.

INSET leader

The INSET leader should be someone who either has some experience of leading staff meetings or INSET days, or wants to extend their skills in this area. He or she will need to become familiar with this material to ensure that activities are carried out in ways that support participants' needs and the aims of the section, and that participants remain focused on the activities throughout.

It is expected that INSET leaders will be supported by senior staff in the school to make the day a success.

The pack contains notes that provide step-by-step guidance for INSET leaders on:

- the resources they will need
- what they need to do at specific points of the day
- the photocopiable material that is needed for each session
- how they can best structure group activities
- how to lead group discussions using summary feedback notes.

INSET day format

The training pack is designed to provide either a full- or half-day INSET focused on:

- a smooth transition from the EYFS to key stage 1
- the EYFS profile and school improvement.

For a full INSET day, Sections 1, 2, 3 and Section 4 (activities 1, 2, 3 and 6 only) are delivered in sequence:

| | |
|-----------|--|
| Section 1 | Learning from the early years foundation stage |
| Section 2 | Continuing the learning |
| Section 3 | Learning from children |
| Section 4 | The EYFS profile and school improvement |

For a half-day INSET Section 1 is followed by Section 4 (activities 1–7) only:

| | |
|-----------|--|
| Section 1 | Learning from the early years foundation stage |
| Section 4 | The EYFS profile and school improvement |

The target audience for the full INSET day is all primary school staff. For the half-day INSET, it is senior staff in primary schools concerned with transition between the EYFS and key stage 1.

Section 4 should always be preceded by Section 1, regardless of the audience. Indeed, no part of this course should be used without Section 1.

Section aims

Section 1 Learning from the early years foundation stage

- To establish a shared understanding of what the principles of the EYFS look like in effective practice.
- To establish that all staff need to understand and value the EYFS.

Section 2 Continuing the learning

To promote best practice for transition between EYFS and year 1 by considering:

- the experience of transition for children
- the effective transfer of information about children, including the EYFS profile.

Section 3 Learning from children

To show how practitioners:

- learn about children
- use information about children, including the EYFS profile, to plan a relevant curriculum.

Section 4 The EYFS profile and school improvement

To show how the outcomes of the EYFS profile can be used to:

- identify strengths and improvement points in provision in the EYFS
- inform school improvement planning
- provide comparisons of achievement for different groups. For example, by gender, ethnicity, English as an additional language
- make the year 1 curriculum responsive to children's needs
- support performance management.

Requirements for the day

- A room should be prepared to meet the needs of the group.
- The use of a DVD facility with a screen large enough for everyone to have clear access is needed for every session.
- A flipchart (or equivalent) for recording key points from discussions will be useful.

DVD specification

| | |
|-----------------------|--|
| Classification | E: this DVD is exempt from classification. |
| Technical information | <p>Type DVD 5 single layer</p> <p>Mode DVD video (PAL)</p> <p>Aspect ratio 4:3 (1.25:1)</p> <p>Audio L/R stereo</p> <p>Language(s): UK English</p> <p>Running time: 38 minutes</p> <p>The program is auto play</p> |

Playback equipment – minimum specifications

| | |
|------------|--|
| DVD player | <p>The accompanying DVD has been designed and tested for optimum playback on domestic stand-alone DVD players across the range of current manufacturers. It should playback on all players conforming to the DVD video standard. As with all DVD technology, in a very small percentage of cases you may encounter difficulties. In this instance, we recommend using a different playback device or platform. Please note that this is a DVD and not a CD-ROM. It can be played on either PC Windows® based machines or Apple Macintosh® computers.</p> |
| Computer | <ul style="list-style-type: none"> ■ Microsoft® Windows Vista® – Windows XP Pro® (with DVD-ROM) ■ Mac® OS 9.1 – OS 10.3 (with DVD-ROM) <p>Processor: 1.0GHz+ (1.5 GHz recommended for Windows®)</p> <p>RAM: 256MB</p> <p>DVD: DVD MPEG 2 capable with DVD drive (x4 speed)</p> <p>Audio card: Yes</p> <p>Screen: 800x600 minimum</p> <p>Software: DVD player software recommended: Cyberlink PowerDVD5; Intervideo WinDVD 6 Gold; Windows Media Player 10.</p> <p>NB: Windows Media Player must have the additional DVD Codec installed (not available on this disk). It can be purchased via www.microsoft.com</p> <p>To use this DVD on a computer, click once to select the button and click again to activate it. There may be a very slight pause before the clicking action has an effect. Alternatively, the disk can be used with a navigation bar.</p> |

Further activity

The pack includes some suggestions for how this work can be developed and taken forward as a longer-term project for school improvement and to raise children's achievement. These can also be developed with other audiences, such as parents and the wider community.

Programmes for INSET days

Programmes for both the full INSET day and the half INSET day are suggested below. Schools may wish to vary these, but please note that whatever aspects of the training pack are used to meet a school's particular needs, Section 1 should always be used as an introduction.

Suggested programme for a full-day INSET for all school staff

| Timings are provided for guidance only. They will vary according to the size of the group, the needs of individual schools, the style of the INSET leader and the length of refreshment breaks. | | Time |
|---|---|-------|
| Refreshments on arrival | | 9.00 |
| Introduction | | 9.15 |
| Section 1 | Learning from the EYFS | |
| Section 2 | Continuing the learning | |
| Refreshment break | | 10.30 |
| Section 2 | Continuing the learning (continued) | 10.45 |
| Lunch | | 12.00 |
| Section 3 | Learning from children | 1.00 |
| Refreshment break | | 2.00 |
| Section 4 | The EYFS profile and school improvement (activities 1, 2, 3 and 6 only) | 2.15 |
| Depart | | 3.30 |

Suggested programme for a half-day INSET for senior staff

| Timings are provided for guidance only. They will vary according to the size of the group, the needs of individual schools, the style of the INSET leader and the length of refreshment breaks. | | Time |
|---|--|-------|
| Introduction | | 9.15 |
| Section 1 | Learning from the EYFS | |
| Section 4 | The EYFS profile and school improvement (activities 1–3) | |
| Refreshment break | | 10.35 |
| Section 4 | The EYFS profile and school improvement (activities 4–7) | 10.50 |
| Lunch | | 12.30 |



Links to existing materials and further information

The early years foundation stage

Available to download from www.standards.dcsf.gov.uk

Early years foundation stage profile handbook

Available to download from www.naa.org.uk/eyfsp

A study of the transition from the foundation stage to key stage 1

Available to download from www.nfer.ac.uk

KEEP Key elements of effective practice (DfES 1201-2005G)

www.standards.dcsf.gov.uk/primary/publications/foundation_stage/keep/

Excellence and enjoyment: A strategy for primary schools (DfES 0377/2003)

www.standards.dcsf.gov.uk/primary/publications/literacy/63553/

Parents: Partners in learning (DfES 0747-2004G)

Researching effective pedagogy in the early years (REPEY) (DfES RR356/RB356)

www.dcsf.gov.uk/rsgateway/DB/RRP/u013620/index.shtml

Effective provision of pre-school education (EPPE) project (DfES SSU/FR/2004/01)

www.dcsf.gov.uk/rsgateway/DB/RRP/u013144/index.shtml

SPEEL: Study of pedagogical effectiveness in early learning (DfES RR363)

www.dcsf.gov.uk/rsgateway/DB/RRP/u013617/index.shtml

Removing barriers to achievement: The government's strategy to SEN (DfES 0117/2004)

www.standards.dcsf.gov.uk/primary/publications/inclusion/883963/

Special Educational Needs Code of Practice

Available to download from www.teachernet.gov.uk/docbank/

Edwards, C., Gandini, L., and Forman, G., 1998, *The hundred languages of children: The Reggio Emilia approach – Advanced Reflections*, 2nd edition, Ablex Publishing, New York

Useful websites

Qualifications and Curriculum Authority (QCA): www.qca.org.uk

National Assessment Agency (NAA): www.naa.org.uk

Department for Children, Schools and Families (DCSF): www.dcsf.gov.uk

Standards website: www.standards.dcsf.gov.uk

National Strategies: www.standards.dcsf.gov.uk/primary/

Sure Start: www.surestart.gov.uk

Assessment Reform Group: www.assessment-reform-group.org.uk

Training and Development Agency for Schools (TDA): www.tda.gov.uk

Teachernet: www.teachernet.gov.uk



Section 1 Learning from the early years foundation stage

| | |
|-------------------------|---|
| Target audience | <p>Staff and members of the governing body in primary schools concerned with the transition between the EYFS and key stage 1:</p> <ul style="list-style-type: none"> ■ reception and year 1 teachers ■ reception and year 1 support staff, including those concerned with special needs and English as an additional language ■ assessment, curriculum and EYFS coordinators ■ senior management team ■ governor(s) with responsibility for EYFS ■ chair of the curriculum committee. |
| Aims | <ul style="list-style-type: none"> ■ To establish a shared understanding of what the principles of the EYFS look like in effective practice. ■ To establish that that all staff need to understand and value the EYFS. |
| Photocopiable materials | <ul style="list-style-type: none"> ■ <i>Some key features of good early years practice.</i> ■ <i>Overview of the EYFS.</i> ■ <i>What does continuity of experience from the EYFS to key stage 1 look like in practice?</i> |
| Preparation | <ul style="list-style-type: none"> ■ Prepare DVD facility with projection suitable for a large group. ■ Photocopy materials listed above for each participant. |



| Section 1 | Time |
|--|---------|
| <p>For the full INSET day</p> <p>Outline the aims for the day, namely to:</p> <ul style="list-style-type: none"> ■ establish an understanding of the principles of the EYFS ■ show how these principles can be used to ensure effective transition into key stage 1 ■ 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 ■ show how information from the EYFS profile can be used to support school development. <p>Outline the aims for Section 1 that is to:</p> <ul style="list-style-type: none"> ■ establish a shared understanding of what the principles of the EYFS look like in effective practice ■ establish that all staff need to understand and value the EYFS. <p>Describe Section 1 by saying, for example, that it includes activities that involve watching DVD material and using this to generate discussion.</p> | 3 mins |
| <p>Activity 1 – general introduction to the DVD</p> <p>Step 1 Briefly introduce the DVD section ‘Learning from the early years foundation stage’. You could say, for example, that it shows examples of good practice. Participants should watch without further comment, but let them know that it will be replayed later.</p> <p>Step 2 Watch the DVD section.</p> | 10 mins |
| <p>Step 3 Distribute or display the notes <i>Some key features of good early years practice</i>.</p> | 2 mins |



| Section 1 (continued) | Time |
|---|---------|
| <p>Step 4 Prepare for a second viewing of the DVD section 'Learning from the early years foundation stage'.</p> <p>Ask participants to look for examples of key elements of effective practice (as in the notes). Depending on the number of participants involved, there are several ways you could structure this activity. You could ask them to:</p> <ul style="list-style-type: none"> ■ look for all the points in small groups or individually ■ choose some points to look for in small groups or individually ■ look for points you allocate to them in small groups or individually. | 5 mins |
| <p>Step 5 Watch the DVD section again.</p> | 10 mins |
| <p>Step 6 Depending on the number of participants, ask for feedback and responses to the task either as a whole group or first in small groups and then in a whole group.</p> | 5 mins |
| <p>Step 7 The INSET leader summarises examples that embody some of the key elements of effective practice as listed in the materials distributed (Activity 1: Step 3).</p> <p>The INSET leader distributes more photocopiable materials for follow up reading in participants' own time:</p> <ul style="list-style-type: none"> ■ <i>Overview of the EYFS</i> ■ <i>What does continuity of experience from the EYFS to key stage 1 look like in practice?</i> | 5 mins |
| <p>Step 8 The INSET leader recaps the aims of Section 1:</p> <ul style="list-style-type: none"> ■ to establish a shared understanding of what the principles of the EYFS look like in effective practice ■ to establish that all staff need to understand and value the EYFS. | |
| Section 1 ends. | |



Some key features of good early years practice

- Curriculum that is relevant to children.
- First-hand experience.
- Learning using senses and movement.
- Play.
- Learning inside and outside the classroom.
- Work at length and depth.
- Organisation that allows independence.
- Partnership with families and carers.
- Observation-led assessment.



Overview of the EYFS

Introduction

The EYFS framework sets out the requirements for the learning, development and welfare of children from birth to the end of the academic year in which their fifth birthday occurs.

The overarching aim is to help young children achieve the five *Every Child Matters* outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution, and achieving economic wellbeing. The principles guiding the work of all early years practitioners are grouped into four themes.

- A unique child – every child is a competent learner from birth who can be resilient, capable, confident and self-assured.
- Positive relationships – children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.
- Enabling environments – the environment plays a key role in supporting and extending children’s development and learning.
- Learning and development – children develop and learn in different ways and at different rates. All areas of learning and development are equally important and interconnected.

Early years are critical in children’s development. Children develop rapidly during this time – physically, intellectually, emotionally and socially. The EYFS makes a positive contribution to development and learning and builds a secure foundation from which later learning can grow. It develops key learning skills such as listening, speaking, concentration, persistence, learning to work together and cooperating with other children. These are set out as six areas:

- personal, social and emotional development
- communication, language and literacy
- problem solving, reasoning and numeracy
- knowledge and understanding of the world
- physical development
- creative development.

Practitioners working with children in the EYFS should also be guided by *Key elements of effective practice (KEEP)* (DfES 0747-2004G). This establishes that effective early years provision requires committed, enthusiastic and reflective practitioners with a breadth and depth of knowledge, skills and understanding. Also, that effective practitioners use their own learning to improve their work with young children and their families in ways that are sensitive, positive and non-judgemental.



What does continuity of experience from the EYFS to key stage 1 look like in practice?

*'Continues to be interested, excited and motivated to learn.'*¹

From the time children enter the EYFS, practitioners aim to help them achieve this important early learning goal. It places a responsibility on practitioners to nurture the young child's natural desire to learn. This responsibility continues for the teacher in year 1.

The framework for the EYFS sets out the entitlements of these young learners. They are entitled to a relevant curriculum that builds on their interests and what they already know, understand and can do. It will take into account the outcomes described by guidance on learning and development and the key stage 1 curriculum, but must be tailored to the needs of individual children.

Consequently, effective EYFS and key stage 1 planning is flexible enough to respond to practitioners' growing understanding of the children, and practitioners should make the most of the flexibility they are allowed in approaches to the curriculum to ensure all children achieve well.

For learning to be powerful and long lasting, children must have first-hand experiences and explore these through all their senses and in movement. Practitioners will provide for the different learning styles of children and enable all to achieve, whatever their preferred style. Learning will take place inside and outside the classroom, allowing for large- and small-scale exploration of ideas.

Play must underpin learning in the EYFS. It is highly motivating and practitioners should consider ways that enable children to achieve excellence in ways that are enjoyable. Children need to feel their play is highly valued. This requires sustained resourcing in terms of skilled staff who understand the importance of children's play, organise opportunities for play and provide space and resources for play.

Children in reception classes are entitled to experiences that allow them to work at length and depth. They should not be constrained by artificial divisions based on subject teaching used for much older children. They need periods of unbroken time to explore and make choices about the resources and techniques they wish to use in order for learning to be deeply rooted.

The environment is organised to enable children to develop independence and initiate their own learning. This allows them to work at their own level and does not impose a ceiling on possible outcomes.

Partnership with families and carers plays a crucial role in tailoring the curriculum to individual needs. There is a two-way flow of information: what happens at school is reinforced at home and vice versa.

Practitioners working with children use a range of strategies, for example role play, extending children's discussions, provoking high-level thinking through carefully crafted questions, and helping children to access and refer to useful resources to work independently. This will enable children to sustain interest and motivation.

¹ *Early years foundation stage profile handbook*, chapter 7 pg 27, assessment scale dispositions and attitudes, scale point 6



An effective curriculum takes account of national guidance and the needs of individual children. The EYFS profile is an important instrument in achieving this because it is a formative assessment tool linked to the guidance for the early years foundation stage published by the DCSF. It allows practitioners to evaluate each child's journey in every area of learning, providing markers of attainment and, together with the guidance, helps practitioners consider and provide the most appropriate next steps.

Reception teachers value the reliability of assessment, which arises from observations of children involved in their everyday activities. This model of observation-led assessment provides a good model of practice for key stage 1 teachers carrying out the national curriculum assessment arrangements.

The principles that underpin the EYFS offer schools the chance to:

- develop a distinctive character
- take ownership of the curriculum
- be creative and innovative.





Section 2 Continuing the learning

| | |
|---------------------------------------|---|
| <p>Target audience</p> | <p>Staff and members of the governing body in primary schools concerned with the transition between the EYFS and key stage 1:</p> <ul style="list-style-type: none"> ■ reception and year 1 teachers ■ all reception and year 1 support staff, including those concerned with special educational needs and English as an additional language ■ assessment, curriculum and EYFS coordinators ■ senior management team ■ governor(s) with responsibility for the EYFS ■ chair of the curriculum committee. |
| <p>Aims</p> | <p>To promote best practice for transition between the EYFS and year 1 by considering:</p> <ul style="list-style-type: none"> ■ the experience of transition for children ■ the effective transfer of information about children, including the EYFS profile. |
| <p>Photocopiable materials</p> | <ul style="list-style-type: none"> ■ <i>Key questions focusing on good practice in transition.</i> ■ The INSET leader's summary notes on <i>Key elements for a smooth transition from the EYFS to key stage 1.</i> |
| <p>Preparation</p> | <ul style="list-style-type: none"> ■ Prepare DVD facility with projection suitable for a large group. ■ Photocopy materials listed above for self and for participants as appropriate. |

Section 2 should always be preceded by Section 1.
The group should review key points from Section 1 before proceeding.



| Section 2 Continuing the learning | Time |
|--|-----------------------------|
| <p>Outline the aims for Section 2, which is to promote best practice for transition between the EYFS and year 1 by considering:</p> <ul style="list-style-type: none"> ■ the experience of transition for children ■ effective transfer of information about children, including the EYFS profile. <p>Describe Section 2 for participants, noting that it divides into two parts.</p> <p>Activities 1 and 2 involve the group reflecting on and sharing the school's experiences of transition. Activities 3 and 4 use DVD material to generate discussion about transition from the EYFS to key stage 1.</p> | 3 mins |
| Suggested place for a refreshment break for a full-day INSET | 15 mins |
| <p>Activity 1 – Focusing on transition</p> <p>Step 1 Introduce the section, explaining its focus on transition. Ask participants to consider why a smooth transition from one class to another is important.</p> <p>Depending on the number of participants involved, they could work either as individuals first, before working with partners/ small groups, or with a partner or small group from the outset.</p> <p>Step 2 The INSET leader facilitates the sharing of key points from participants' reflections/discussions with the whole group. It may be useful to identify similarities and differences in ideas.</p> <p>Step 3 The INSET leader summarises key points on why a smooth transition from one class to another is important for children.</p> | 7 mins |
| <p>Activity 2 – Transition in your school</p> <p>Step 1 Ask participants to reflect individually on transition in your school and consider what happens to make this a positive experience for children. What role do they play?</p> <p>Step 2 Depending on the number of participants involved, they could then share their thoughts on this with the whole group or with a partner/small group. Identify similarities and differences in practice and discuss key points with the whole group.</p> <p>Step 3 The INSET leader summarises key points raised by the group relating to transition in their school.</p> | 3 mins 10 mins 5 mins |



| Section 2 contd. | Time |
|---|---------|
| <p>Activity 3 – Key elements for a smooth transition from the EYFS to key stage 1</p> <p>Step 1 Introduce the DVD section ‘Continuing the learning’. Say that it shows examples of good practice in managing transition from the EYFS to key stage 1. Participants should watch without further comment, but mention that it will be replayed at Step 4.</p> | 15 mins |
| <p>Step 2 Distribute the photocopiable materials <i>Key questions focusing on good practice in transition</i>.</p> <p>Ask participants to identify from the DVD ways in which children experience a smooth transition from the EYFS to key stage 1.</p> <p>They should consider the following points for discussion:</p> <ul style="list-style-type: none"> ■ what (and who) do the children see, experience or encounter that is the same in year 1 and in reception? ■ in what ways has leadership and management influenced a smooth transition from the EYFS to key stage 1 for these children? | 5 mins |
| <p>Step 3 Depending on the number of participants, there are several ways you could structure this activity. Participants could:</p> <ul style="list-style-type: none"> ■ consider all the questions in small groups or individually ■ choose a question to consider in small groups or individually ■ be allocated a question to consider and choose to work either in small groups or individually. | 15 mins |
| <p>Step 4 Watch the DVD section again in order to answer the questions more fully.</p> | 10 mins |
| <p>Step 5 Depending on the number of participants, ask for feedback and responses to the task either as a whole group, or first in small groups and then as a whole group.</p> | 5 mins |
| <p>Step 6 The INSET leader summarises the key elements for a smooth transition from the EYFS to key stage 1 (using photocopiable notes <i>Key elements for a smooth transition from the EYFS to key stage 1</i>).</p> | 5 mins |



| Section 2 contd. | Time |
|--|---------|
| <p>Activity 4 – Your school and transition</p> <p>Step 1 Organise this activity to suit the number of participants, based on earlier ideas for groupings. Consider/discuss:</p> <ul style="list-style-type: none"> ■ what does the school already do to make transition successful? ■ what could be done to improve this? | 15 mins |
| <p>Step 2 The INSET leader facilitates while participants share some key points from the reflections/discussions with the whole group. It may be useful to record these on a flipchart for future use.</p> | 10 mins |
| <p>Step 3 The INSET leader summarises the key points raised about what the school does to make transition successful and what needs to be done to make improvements.</p> | 3 mins |
| <p>Step 4 The INSET leader recaps aims for Section 2, which was to promote best practice for transition between the EYFS and year 1 by considering:</p> <ul style="list-style-type: none"> ■ transition experience for children ■ effective transfer of information about children, including the EYFS profile. | 2 mins |

Section 2 ends.

For schools/INSET providers choosing to hold a full-day INSET so that Section 1 and Section 2 follow on consecutively (which is recommended), this is a good place to have a lunch break.

Suggestions for future use of the materials

The film and accompanying notes may be used for additional purposes, including:

- drawing up and executing an action plan to improve transitions in your school
- introducing parents to the principles and practice of transition
- extending governors' understanding of the importance of achieving a smooth transition and how this can come about
- continuing professional development of new and existing staff and students.



Key questions focusing on good practice in transition

From the DVD section 'Continuing the learning', identify in what ways the children in the film experienced a smooth transition from the EYFS to key stage 1. Consider these points for discussion:

- What do these children see that is the same in year 1 and in reception?
- What do these children experience that is the same in year 1 and in reception?
- Who do these children encounter both in year 1 and in reception?
- In what ways has leadership and management influenced a smooth transition from the EYFS to key stage 1 for these children?



Key elements for a smooth transition from the EYFS to key stage 1

1. Summarise feedback on what these children see that is the same in year 1 and in reception. This will include:
 - similar areas, for example role play, writing, sand and water, construction
 - dual-language display
 - notice board for parents
 - staff working together
 - well-organised and accessible resources.
2. Summarise feedback on what these children experience that is the same in year 1 and in reception. This will include:
 - a similar environment
 - learning through first-hand experience
 - being listened to
 - being observed
 - high-quality play
 - outdoor provision
 - sand and water
 - construction
 - using all the senses and movement
 - chances to work at length and depth
 - links in their learning
 - well-organised and accessible resources available for children to choose themselves
 - opportunities to initiate activities and follow up their own interests
 - adult-led activity
 - whole-school support.
3. Summarise feedback on who these children encounter both in year 1 and in reception. This will include:
 - their friends
 - the same teaching assistants
 - year 1 and reception teachers, subject coordinators, English as an additional language (EAL) staff observing and being involved
 - parents and carers.



4. Summarise feedback on the ways leadership and management have influenced a smooth transition from the EYFS to key stage 1 for these children. This will include:

- organisation of staff
- expectations of the involvement of coordinators in the EYFS
- ensuring coordinators' continuing professional development includes the EYFS, enabling them to support EYFS staff appropriately
- coordinators having informed expectations for children in year 1 based on knowledge of children
- staff release time
- school organisation enabling children to work at length and depth
- school resources allocated so children have effective learning environments inside and outside
- resources allocated to provide sufficient and skilled staff.

Additional features to be found in DVD sections 'Learning from children' and 'The EYFS profile and school improvement':

- curriculum based on children's interests, abilities and needs
- parents continuing to be involved as partners in their children's learning
- headteacher involved in the EYFS
- governor(s) interested and involved in the EYFS practice.





Section 3 Learning from children

| | |
|---------------------------------------|--|
| <p>Target audience</p> | <p>Staff and members of the governing body in primary schools concerned with the transition between the EYFS and key stage 1:</p> <ul style="list-style-type: none"> ■ reception teachers ■ all support staff for reception and year 1, including those concerned with special needs and English as an additional language ■ year 1 teachers ■ assessment coordinators ■ curriculum coordinators ■ EYFS coordinators ■ senior management team ■ governor(s) with responsibility for the EYFS ■ chair of the curriculum committee. |
| <p>Aims</p> | <p>To show how practitioners:</p> <ul style="list-style-type: none"> ■ learn about children ■ use information about children, including the EYFS profile, to plan a relevant curriculum. |
| <p>Photocopiable materials</p> | <ul style="list-style-type: none"> ■ <i>Questions for discussion.</i> ■ INSET leader's summary feedback notes (Activities 1–3). |
| <p>Preparation</p> | <p>Prepare DVD facility with projection suitable for a large group.</p> <p>Photocopy:</p> <ul style="list-style-type: none"> ■ <i>Questions for discussion.</i> ■ INSET leader's summary feedback notes (Activities 1–3). |

If the INSET day has included Sections 1 and 2, review key points before proceeding. Section 3 should always be preceded by Section 1, and ideally by Section 2 as well.



Activity 2 – Learning about children

| | |
|---|---------|
| <p>Step 1 Prepare participants to watch the DVD section on the second key area 'Learning about children'. Explain that the teacher in this DVD section (Adam) learns about a particular child (Charlene) in many ways.</p> | 2 mins |
| <p>Ask participants to consider what these might be. Use the following questions as a focus:</p> | |
| <ul style="list-style-type: none"> ■ how did Adam find out about Charlene's learning in relation to writing? ■ in what ways did Adam and the headteacher plan to respond to their observations of children, interactions with parents, other staff and information in the part of the EYFS profile, which relates to writing? | |
| <p>Step 2 Watch the DVD section 'Learning from children chapter 2: Learning about children'.</p> | 3 mins |
| <p>Step 3 Depending on the number of participants involved, there are several ways you could structure this activity.</p> <p>Participants could either work individually, or with a partner or small group to consider the key points for observation.</p> | 10 mins |
| <p>Step 4 The INSET leader facilitates group feedback of points raised relating to:</p> <ul style="list-style-type: none"> ■ how the teacher learns about Charlene's learning in relation to writing ■ how the teacher and the headteacher plan to respond to children's needs. | |
| <p>Step 5 INSET leader summarises feedback and includes points in the summary feedback notes.</p> | |



Activity 3 – Involving children

| | | |
|--------|--|---------|
| Step 1 | Prepare participants to watch the DVD section on the third key area, 'Involving children'. Explain that in this section of the DVD teachers find out what children want to do and incorporate this in their planning. Ask them to consider how the teachers go about this. Use the following questions as a focus: <ul style="list-style-type: none"> ■ in what ways did the teachers in this section involve children as curriculum planners? ■ how did this influence the provision? | 2 mins |
| Step 2 | Watch the DVD section 'Learning from children chapter 3: Involving children'. | 3 mins |
| Step 3 | Depending on the number of participants involved, there are several ways that you could structure this activity. Participants could either work individually, or with a partner or small group to consider key points for observation. | 10 mins |
| Step 4 | The INSET leader facilitates group feedback of points raised relating to the following questions: <ul style="list-style-type: none"> ■ how did teachers involve children as curriculum planners? ■ how did this influence provision? | |
| Step 5 | The INSET leader summarises feedback and includes points in the summary feedback notes. | 5 mins |
| Step 6 | INSET leader recaps aims for Section 3, which were to look at how practitioners: <ul style="list-style-type: none"> ■ learn about children ■ use information about children, including the EYFS profile, to plan a relevant curriculum. | |

Section 3 ends.

If you are organising a full-day INSET so that Section 3 and Section 4 (Activities 1,2,3 and 6 only) follow the morning session, this is a good place for a 15 minute refreshment break.

Suggestions for future use of the materials

The film and accompanying notes may be used for additional purposes, including:

- identifying the implications for practice in your school relating to learning about children in order to plan a relevant curriculum for their needs
- developing an action plan to respond to these implications.



Questions for discussion

Building on what is already known about children (Activity 1 – Step 3)

The teacher in the DVD section 'Learning from children chapter 1: Building on what is already known about children' has organised the mathematics activity according to what he already knows about the children: their preferences, their abilities, their needs and interests.

From what you see in chapter 1, consider what these might be.

Learning about children (Activity 2 – Step 3)

How did the teacher, Adam, find out about Charlene's learning in relation to writing?

In what ways did Adam and the headteacher plan to respond to their observations of children, interactions with parents, other staff and information in the EYFS profile, which relate to writing?

Involving children (Activity 3 – Step 3)

In what ways did the teachers in the DVD section 'Learning from children chapter 3: Involving children' involve children as curriculum planners?

How did this influence the provision?

Building on what is already known about children (Activity 1 – Step 6)

Summarise feedback on the teacher's knowledge of the children. Mention that:

- children like to be outside
- children are used to practical mathematical activities outside
- children prefer learning through first-hand experience of practical activity
- adults know the children are motivated mathematicians when the children are working in this way
- children are accustomed to generating, thinking about and solving problems
- adult-led activities take place, but children confidently undertake activities independently as well
- the adult knows these children can discuss and explain their mathematical thinking, that they can count reliably to 20, are beginning to recognise characteristics of odd and even numbers, and that they can count in twos.



Learning about children (Activity 2 – Step 6)

Summarise feedback on how the teacher found out about Charlene's learning in relation to writing, including:

- observing her in role play
- interacting with her in role play
- talking to parents
- identifying and responding to Charlene's personal interests, for example using the computer and giving directions at tidy-up time
- talking to other staff, including teaching assistants
- visiting reception to see children and find out about appropriate practice
- referring to Charlene's EYFS profile.

Summarise feedback on ways in which the teacher, Adam, and the headteacher plan to respond to their observations of children, interactions with parents, other staff and information in the EYFS profile relating to writing. They plan to provide opportunities to develop gross motor skills by:

- using the outdoor area
- using easels and paints to paint large pictures outside
- using ribbons on sticks to create circles in the air
- providing role-play opportunities
- developing story-making skills in play
- modeling being a player
- ensuring planned writing activities are in line with their physical and emotional development.



Involving children (Activity 3 – Step 6)

Summarise feedback on how teachers in the DVD section 'Learning from children chapter 3: Involving children' involve children in curriculum planning. How did this influence the provision?

Children are involved as curriculum planners by:

- sharing responsibility for curriculum planning as part of weekly routines in year 1 classes
- teachers asking children what they would like to do
- teachers listening to children's responses.

This influenced provision as the two year 1 teachers:

- discussed what children had identified
- adapted their own initial ideas to incorporate the children's ideas and interests
- used the children's ideas to deliver the learning objectives identified in the national curriculum, national strategies and school planning.





Section 4 The EYFS profile and school improvement

(materials for use on full-day INSET)

Many local authorities are leading on work relating to the EYFS profile and school improvement through their early years service, data team or school improvement service.

Detailed knowledge of local authority data collection and analysis may be available in the school. If it is not, schools should seek local authority expertise.

| | |
|---------------------------------------|--|
| <p>Target audience</p> | <p>Senior staff and members of the governing body in primary schools concerned with transition between EYFS and key stage 1, analysis of assessment data and school-improvement planning:</p> <ul style="list-style-type: none"> ■ EYFS coordinators ■ assessment coordinators ■ subject coordinators with responsibility for the EYFS and beyond ■ senior management team ■ governor(s) with responsibility for the EYFS ■ chair of the curriculum and/or personnel committees ■ chair of governors. |
| <p>Aims</p> | <p>To show how the outcomes of the EYFS profile can be used to:</p> <ul style="list-style-type: none"> ■ identify strengths and points for improvement in EYFS provision ■ inform school-improvement planning ■ provide comparisons of achievement for different groups, for example by gender, ethnicity, English as an additional language ■ make the year 1 curriculum responsive to children's needs ■ support performance management. |
| <p>Photocopiable materials</p> | <ul style="list-style-type: none"> ■ <i>Assessment scales for dispositions and attitudes – outcomes for girls and boys (Graph)</i> ■ <i>Assessment scales for reading – outcomes for girls and boys (Graph)</i> ■ <i>Coordinator's action plan</i> ■ <i>INSET leader's summary feedback notes (full-day INSET).</i> |



Preparation

DVD facility with projection suitable for a large group.

Photocopy materials:

- *Assessment scales for dispositions and attitudes – outcomes for boys and girls (Graph)*
- *Assessment scales for reading – outcomes for girls and boys (Graph)*
- *Coordinator's action plan*
- *INSET leader's summary feedback notes (full-day INSET).*

Section 4 should always be preceded by Section 1, and ideally by Sections 2 and 3.

It can also be linked with Section 1 to create a half-day INSET, specifically for the senior management target audience identified above. It should not be used as a stand-alone training resource.

Section 4 has five key areas.

1. Introduction to using the EYFS profiles for school improvement.
2. Analysing the EYFS profile information to make achievement comparisons for different groups by gender.
3. Analysing the EYFS profile information to identify strengths and weaknesses in provision.
4. Using the EYFS profile information to make the year 1 curriculum responsive to individual children's needs.
5. Using the EYFS profile information to improve your school.



| Section 4 (full-day): The EYFS profile and school improvement | Timing |
|--|--|
| <p>Complete Sections 1, 2 and 3, outline the aims for Section 4</p> <p>Section 4 aims to show how the EYFS profile outcomes can be used to:</p> <ul style="list-style-type: none"> ■ identify strengths and points for improvement in the provision of the EYFS ■ inform school-improvement planning ■ provide comparisons of achievement for different groups, such as gender, ethnicity, English as an additional language ■ make the year 1 curriculum responsive to children's needs ■ support performance management. | |
| <p>Activity 1 – Introduction to using the EYFS profile for school improvement</p> <p>Step 1 Introduce the DVD section 'The EYFS profile and school improvement'.</p> <p>Explain that it shows staff reviewing quality of provision using the EYFS profile, examining differences in outcomes for boys and girls and discussing implications for school-improvement planning. It also features a headteacher and governors carrying out a performance management review.</p> <p>Step 2 Prepare to watch the DVD section 'The EYFS profile and school improvement'. Ask participants to focus on how the DVD material compares with their school's use of the EYFS profile.</p> <p>Step 3 Watch the DVD section. 'The EYFS profile and school improvement'.</p> <p>Step 4 Discuss and feedback key points in use of the EYFS profile and school improvement. Ask 'how does your school use the EYFS profile information?' Consider and reflect on:</p> <ul style="list-style-type: none"> ■ provision ■ staff's continual/professional development needs ■ involvement and engagement of children ■ standards achieved by different groups of children ■ priorities in school-improvement planning. <p>Depending on the number of participants involved, you could either seek feedback/responses to the task from the whole group, or first from small groups and then from the whole group.</p> <p>Step 5 The INSET leader summarises feedback on use of the EYFS profile to support school improvement.</p> | <p>3 mins</p> <p>10 mins</p> <p>7 mins</p> <p>5 mins</p> |



| Section 4 (full-day): The EYFS profile and school improvement | Timing |
|--|------------------------------|
| <p>Activity 2 – Analysing information from the EYFS profile to make comparisons of achievement for different groups by gender</p> <p>Step 1 Distribute copies of the graph ‘Assessment scales for dispositions and attitudes – outcomes for boys and girls’.</p> <p>Step 2 Ask participants to look at the graph. Draw attention to scale point 6. Consider and discuss what this might indicate about differences between boys and girls.</p> <p>Depending on the number of participants involved, you could either seek feedback/responses to the task from the whole group, or firstly in small groups and then from the whole group.</p> <p>The INSET leader summarises feedback on differences in outcomes for boys’ and girls’ dispositions and attitudes (scale point 6).</p> <p>Step 3 Discuss why this difference in the interest, motivation and excitement to learn between boys and girls might have arisen.</p> <p>Depending on the number of participants involved, you could either seek feedback/responses to the task from the whole group, or firstly in small groups and then from the whole group.</p> <p>Participants feedback.</p> <p>Step 4 The INSET leader summarises key points on how the difference in the interest, motivation and excitement to learn between boys and girls might have arisen.</p> | <p>5 mins</p> <p>12 mins</p> |



| Section 4 (full-day): The EYFS profile and school improvement | Timing |
|--|-----------------------------|
| <p>Activity 3 – Analysing information from the EYFS profile to identify strengths and weaknesses in provision</p> <p>Step 1 Distribute copies of the graph 'Assessment scales for reading – outcomes for girls and boys'.</p> <p>Step 2 Ask participants to identify the parts of the bar graph that raise immediate concern by comparing the level of achievement for each scale point. (Note: This should identify the points on the assessment scale where achievement is disproportionately high or low.)</p> <p>Step 3 The INSET leader summarises findings on the graphs for scale points that raise concerns.</p> <p>Step 4 Discuss the ways in which the underachievement in reading scale point 8 ('shows an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how') might arise.</p> <p>Step 5 Seek feedback on possible explanations. Depending on the number of participants involved, you could either seek responses to the task from the whole group, or firstly in small groups and then as a whole group.</p> <p>Participants feedback.</p> <p>Step 6 The INSET leader summarises how underachievement in the use of non-fiction texts might arise.</p> | <p>7 mins</p> <p>5 mins</p> |



| Section 4 (full-day): The EYFS profile and school improvement | Timing |
|--|--------|
| <p>Activity 6 – Using EYFS profile information to improve your school</p> | |
| <p>Step 1 Introduce briefly. Explain that the group will look at an example of how a coordinator’s action plan is influenced by information from the EYFS profile.</p> | 4 mins |
| <p>Step 2 Distribute the coordinator’s action plan.</p> <p>Ask participants to use the graph ‘Assessment scales for dispositions and attitudes – outcomes for boys and girls’ already distributed in Section 4, Activity 2.</p> | |
| <p>Step 3 Organise this activity to suit the number of participants, whether working individually, in pairs or in small groups.</p> <p>Look at the coordinator’s plan and consider the ways in which it addresses the needs identified in the graph.</p> | |
| <p>Step 4 Discuss and feedback key points on ways in which the action plan has been influenced by the summative assessment of boys for dispositions and attitudes.</p> <p>Depending on the number of participants involved, you could either seek responses to the task from the whole group or firstly in small groups and then as a whole group.</p> | 6 mins |
| <p>Step 5 The INSET leader summarises ways in which the action plan has been influenced by the summative assessment of boys for dispositions and attitudes.</p> | 5 mins |
| <p>Step 6 The INSET leader recaps the aims of Section 4 – that is, to show how outcomes of the EYFS profile can be used to:</p> <ul style="list-style-type: none"> ■ identify strengths and points for improvement in the EYFS provision ■ inform school-improvement planning ■ provide comparisons of achievement for different groups, for example by gender, ethnicity, English as an additional language ■ make the curriculum in year 1 responsive to children’s needs ■ support performance management. | 5 mins |



| Section 4 (full-day): The EYFS profile and school improvement | Timing |
|--|--------|
| <p>Step 7 The INSET leader recaps the aims of the day:</p> <ul style="list-style-type: none"> ■ to establish an understanding of the principles of the EYFS ■ to show how these principles can be used to ensure effective transition into key stage 1 ■ to 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 ■ to show how information from the EYFS profile can be used to support school development. | |
| <p>End of the INSET day.</p> | |

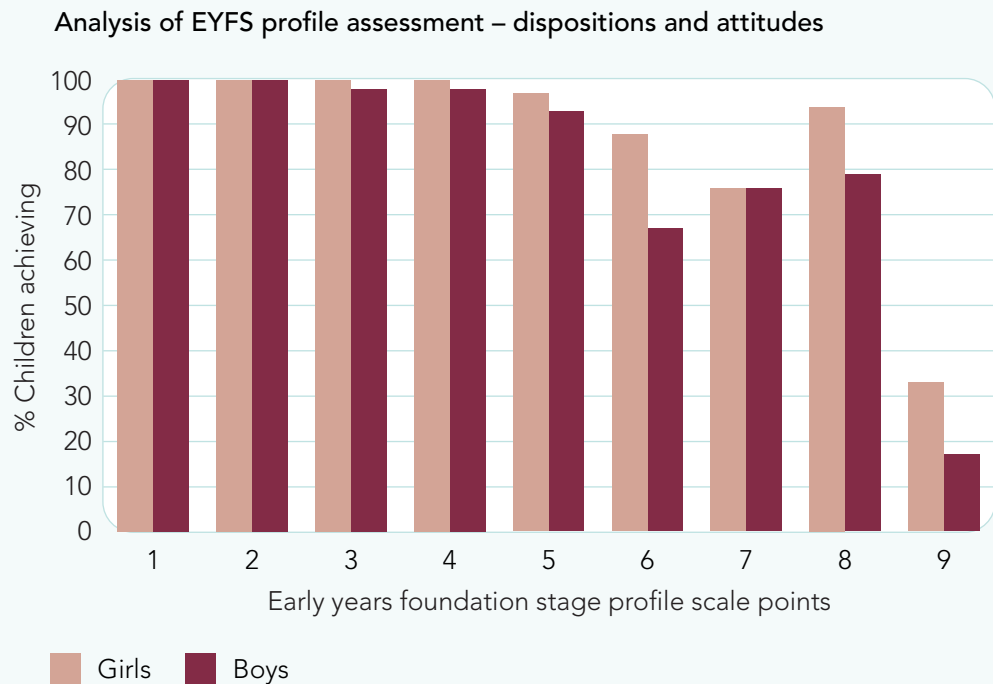
Suggestions for future use of the materials

The DVD and accompanying notes may be used for additional purposes, including:

- drawing up and executing an action plan to improve provision in your school based on the needs identified by analysing the outcomes of your school's EYFS profile. (There is an example coordinator's action plan, which attempts to address the difference in interest, motivation and excitement between boys and girls.)
- identifying how using information from the EYFS profile can be used in your school, including organisation of information, professional development of staff and management roles.



Assessment scales for dispositions and attitudes – outcomes for girls and boys (Section 4, activity 2)

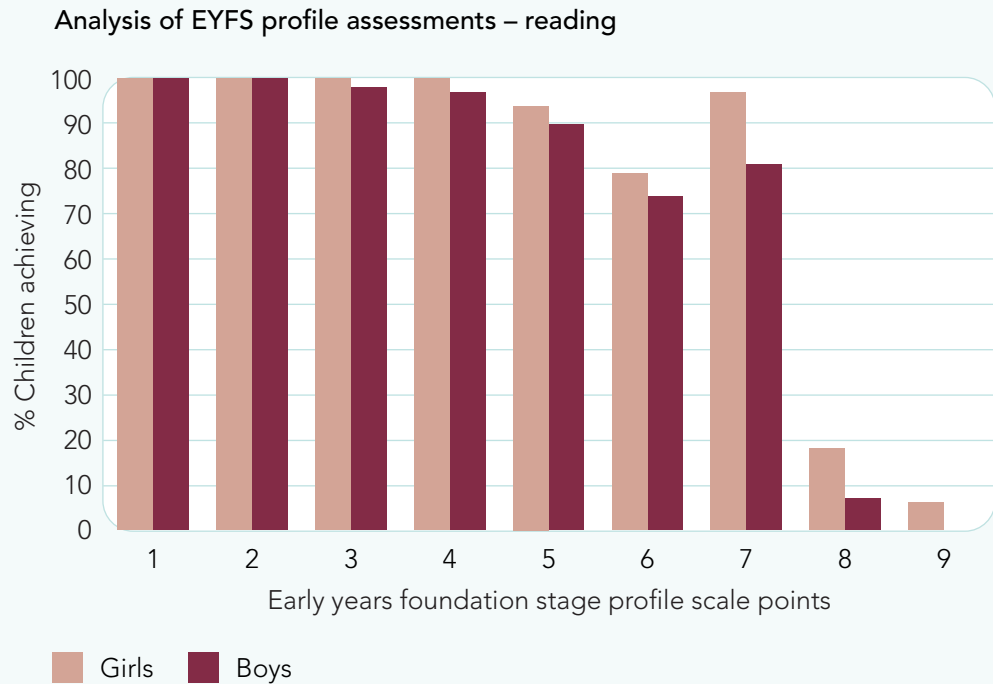


Key to dispositions and attitudes scale points

- Shows an interest in classroom activities through observation or participation.
- Dresses, undresses and manages own personal hygiene with adult support.
- Displays high levels of involvement in self-chosen activities.
- Dresses, undresses independently and manages own personal hygiene.
- Selects and uses activities and resources independently.
- Continues to be interested, motivated and excited to learn.
- Is confident to try out new activities, initiate ideas and speak in a familiar group.
- Maintains attention and concentrates
- The child has achieved all the early learning goals for dispositions and attitudes. In addition, the child sustains involvement and perseveres, particularly when trying to solve a problem or reach a satisfactory conclusion.



Assessment scales for reading – outcomes for girls and boys (Section 4, activity 3)



Key to reading scale points

1. Is developing an interest in books.
2. Knows that print carries meaning.
3. Recognises a few familiar words.
4. Knows that in English print is read from left to right and top to bottom.
5. Shows an understanding of the elements of stories, such as main character, sequence of events and openings.
6. Reads a range of familiar and common words and simple sentences independently.
7. Retells narratives in the correct sequence, drawing on language patterns of stories.
8. Shows an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how.
9. The child has achieved all the early learning goals for reading. In addition, the child reads books of own choice with some fluency and accuracy.



Coordinator's action plan (Activity 6)

Dispositions and attitudes

Scale point 6 (SP6): 'Continues to be interested, motivated and excited to learn'.

Issue: Analysis of 2004 results shows boys were less likely to achieve SP6 than girls.

90% of girls but fewer than 70% of boys achieved this goal.

Success criteria: Improve the engagement of boys in learning so it is equivalent to girls, with the overall aim of addressing the differences in boys' and girls' attainment across the curriculum. Do this by offering a curriculum that:

- values play that engages boys, includes role play, themes and ideas that engage boys
- is resourced well to meet boys' interests, including non-fiction books, appropriate role play artefacts and first-hand experiences
- responds to children's ideas of how to motivate and sustain the interest of boys
- values and makes provision for the range of learning styles
- enables learning to be active and large scale using the outside environment.



Coordinator's action plan (Activity 6)

| Task | Action responsible | Personnel and evaluation | Monitoring | Resources |
|--|--|---|---|---|
| Identify whether the curriculum is 'boy friendly'. | Review provision for gender bias: <ul style="list-style-type: none"> ■ space and time for play ■ opportunities for role play ■ topics and themes for learning ■ books. | Play coordinator EYFS team EYFS/subject coordinators Literacy/EYFS coordinator | Examine involvement of boys in role play. Do they engage in some activities more than others? Examine themes for gender bias, for example does garden centre offer scope for hard landscaping as well as selling flowers? Is there a rich provision of stories, poetry and books for reference of interest to boys? | Observation focus Coordinator ½ day monitoring focus Coordinator ½ day monitoring focus |
| Identify whether different learning styles are valued. | Examine opportunities for children to be active, outside and independent, and use visual, aural and kinaesthetic ways of learning. | EYFS coordinator with EYFS team. | Does the outside extend children's learning across the curriculum? Examine planning and observe teaching to identify how pupils' range of learning styles is exploited to improve engagement of boys in free play. | Planning time discussion to involve whole EYFS team. Coordinator ½ day monitoring focus. Class teacher observation. |
| Examine children's ideas of what motivates them. | Observe and listen to children. Talk to boys and girls about what they enjoy/dislike about their experience at school. Identify who they like to be with and where they like to be with them. | | Compare children's idea of an interesting curriculum with what they actually experience. Compare children's preferred social groups and places where they like to have social interactions with what they actually experience. | Class circle time in groups. |



General introduction to using the EYFS profile for school improvement (Activity 1 – Step 5)

Summarise feedback on key points in the use of the EYFS profile and school improvement and comparisons with own school/s.

The DVD shows how the school can use the EYFS profile to:

- monitor the achievement of groups of pupils, in this case by gender
- identify strengths and weaknesses in provision
- indicate links across the curriculum to meet the needs of pupils in year 1
- support action planning to improve provision and children's achievement
- provide information to meet the children's individual needs
- be part of performance management.

Analysing information from the EYFS profile to make comparisons for different groups by gender (Activity 2 – Step 2)

Summarise feedback on the differences in outcomes for boys' and girls' dispositions and attitudes, scale point 6 'Continues to be interested, motivated and excited to learn'. For example,

- 90% of girls achieve scale point 6 by the end of the reception year
- fewer than 70% of boys do so.



Analysing information from the EYFS profile to make comparisons for different groups by gender (Activity 2 – Step 4)

Summarise key points on how difference in the interest, motivation and excitement to learn between boys and girls might have arisen. The graph indicates that, overall, girls are more positive about learning than boys. This may arise for a number of reasons.

- Curriculum and activities do not address the interests of boys. For example:
 - role play can be dominated by traditionally feminine themes: home corner, hairdressers or places such as garden centres, which focus on selling flowers and ignore hard landscape play.
- Approaches to learning do not motivate boys. For example:
 - didactic teaching limits first-hand experience and opportunities to pursue own enquiries
 - lack of freedom to move and work at places other than tabletops
 - limited opportunities to learn in different ways that engage children in visual, aural and kinaesthetic approaches.
- Resources do not meet the interest of boys. For example:
 - clothes provided for play suit the needs of girls, often not even being gender neutral
 - books do not include non-fiction or stories on subjects that interest boys
 - artefacts that interest boys are not made available.

Analysing information from the EYFS profile to identify strengths and weaknesses in provision (Activity 3 – Step 3)

Summarise findings on the graph for scale points that raise concerns. The columns for scales points 8 and 9 are very low compared to other aspects of reading.

Scale point 8: 'Shows an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how.'

Scale point 9: 'Reads books of own choice with some fluency and accuracy.'

Very few children (girls or boys) achieve scale point 8. To achieve scale point 9, all other points need to be achieved. Therefore very few children achieve scale point 9.



Analysing information from the EYFS profile to identify strengths and weaknesses in provision (Activity 3 – Step 5)

Summarise findings on how underachievement in the use of non-fiction texts might arise.

- Underachievement in the use of non-fiction texts for boys and girls and for children across the range of capability is likely to indicate weaknesses in quality of provision.
- Underachievement could indicate either that there may be too few non-fiction books available or that the curriculum does not raise questions for children to pursue, giving children little reason to refer to non-fiction texts. Both situations could result in underachievement in this area.
- Resourcing may be in place and the curriculum may pose questions, but opportunities to work at length and depth, pursue investigations and engage in personal enquiries may not be valued or made available to children. This would also account for underachievement.

Using information from the EYFS profile to improve your school (Activity 6 – Step 5)

Summarise ways in which the action plan has been influenced by the summative assessment of boys for dispositions and attitudes.

- Action plan involved all staff who influence provision for these children.
- Staff found out what the preferences of this group of boys were in terms of social groupings, curricular interests and places to be.
- Boys' preferences were compared with provision on offer.
- Curriculum was examined for any gender bias.
- Staff looked at how learning styles were met.
- Staff identified how they were going to monitor provision and identified success criteria in terms of outcomes for children.





Section 4 The EYFS profile and school improvement

(materials for use on half-day INSET for senior managers)

Many local authorities are leading on work relating to the EYFS profile and school improvement through their early years service, data team or school improvement service. Detailed knowledge of local authority data collection and analysis may be available in the school. If this is not, schools should seek local authority expertise.

| | |
|---------------------------------------|--|
| <p>Target audience</p> | <p>Senior staff and members of the governing body in primary schools concerned with transition between the EYFS and key stage 1, analysis of assessment data and school-improvement planning:</p> <ul style="list-style-type: none"> ■ EYFS coordinators ■ subject coordinators with responsibility for the EYFS and beyond ■ assessment coordinators ■ senior management team ■ governor(s) with responsibility for the EYFS ■ chair of the curriculum and/or personnel committees ■ chair of governors. |
| <p>Aims</p> | <p>To show how the outcomes of the EYFS profile can be used to:</p> <ul style="list-style-type: none"> ■ identify strengths and points for improvement in provision of the EYFS ■ inform school-improvement planning ■ provide comparisons of achievement for different groups, for example by gender, ethnicity, English as an additional language ■ make year 1 curriculum responsive to children's needs ■ support performance management. |
| <p>Photocopiable materials</p> | <ul style="list-style-type: none"> ■ <i>Assessment scales for dispositions and attitudes – outcomes for girls and boys (graph).</i> ■ <i>Assessment scales for reading – outcomes for girls and boys (graph).</i> ■ <i>Radar graph and bar chart summary of a child's EYFS profile at the end of the reception year.</i> ■ <i>Significant differences between boys and girls across the curriculum (graph).</i> ■ <i>Coordinator's action plan (for addressing lack of interest, motivation and excitement of some boys compared to girls).</i> ■ <i>INSET leader's summary feedback notes (half-day INSET).</i> |



Preparation

DVD facility with projection suitable for a large group.

Photocopy materials:

- *Assessment scales for dispositions and attitudes – outcomes for girls and boys (graph).*
- *Assessment scales for reading – outcomes for girls and boys (graph).*
- *Radar graph and bar chart summary of a child's EYFS profile at the end of the reception year.*
- *Significant differences between boys and girls across the curriculum (graph).*
- *Coordinator's action plan (for addressing lack of interest, motivation and excitement of some boys compared to girls).*
- *INSET leader's summary feedback notes (half-day INSET).*

Section 4 should always be preceded by Section 1, and ideally by Sections 2 and 3. It can be linked with Section 1 to create a half-day INSET, specifically for the senior management target audience identified above. It should not be used as a stand-alone training resource.

4

Section 4 has five key areas.

1. Introduction to using EYFS profiles for school improvement.
2. Analysing EYFS profile information to make achievement comparisons for different groups by gender.
3. Analysing EYFS profile information to identify strengths and weaknesses in provision.
4. Using EYFS profile information to make the year 1 curriculum responsive to individual children's needs.
5. Using EYFS profile information to improve your school.



| Section 4 (half-day): The EYFS profile and school improvement | Timing |
|--|--|
| <p>Complete Section 1, Outline the aims for Section 4.</p> <p>To show how the outcomes of the EYFS profiles can be used to:</p> <ul style="list-style-type: none"> ■ identify strengths and points for improvement in provision of the EYFS ■ inform school-improvement planning ■ provide comparisons of achievement for different groups, such as gender, ethnicity, English as an additional language ■ make the year 1 curriculum responsive to children's needs ■ support performance management. | |
| <p>Activity 1 – Introduction to using the EYFS profile for school improvement</p> <p>Step 1 Introduce DVD section 'The EYFS profile and school improvement'.</p> <p>Explain that it shows staff reviewing quality of provision using the EYFS profile, examining differences in outcomes for boys and girls and discussing implications for school-improvement planning. It also features a headteacher and governors carrying out a performance management review.</p> <p>Step 2 Prepare to watch DVD section 'The EYFS profile and school improvement'. Ask participants to focus on how the DVD material compares with their school's use of the EYFS profile.</p> <p>Step 3 Watch the DVD section. 'The EYFS profile and school improvement'.</p> <p>Step 4 Discuss and feedback key points in use of the EYFS profile and school improvement. Ask 'how does your school use the EYFS profile information?' Consider and reflect on:</p> <ul style="list-style-type: none"> ■ provision ■ staff's continual/professional development needs ■ involvement and engagement of children ■ standards achieved by different groups of children ■ priorities in school-improvement planning. <p>Depending on the number of participants involved, you could either seek feedback/responses to the task from the whole group, or first from small groups and then from the whole group.</p> <p>Step 5 The INSET leader summarises feedback on use of the EYFS profile to support school improvement.</p> | <p>3 mins</p> <p>10 mins</p> <p>7 mins</p> <p>5 mins</p> |



| Section 4 (half-day): The EYFS profile and school improvement | Timing |
|--|------------------------------|
| <p>Activity 2 – Analysing information from the EYFS profile to make comparisons of achievement for different groups by gender</p> <p>Step 1 Distribute copies of the graph <i>Dispositions and attitudes – outcomes for girls and boys</i>.</p> <p>Step 2 Ask participants to look at the graphs. Draw attention to scale point 6. Consider and discuss what this might indicate about differences between boys and girls.</p> <p>Depending on the number of participants involved, you could either seek feedback/responses to the task from the whole group, or firstly in small groups and then from the whole group.</p> <p>The INSET leader summarises feedback on differences in outcomes for boys’ and girls’ dispositions and attitudes (scale point 6).</p> <p>Step 3 Discuss why this difference in the interest, motivation and excitement to learn between boys and girls might have arisen.</p> <p>Depending on the number of participants involved, you could either seek feedback/responses to the task from the whole group, or firstly in small groups and then from the whole group.</p> <p>Participants feedback.</p> <p>Step 4 The INSET leader summarises key points on how the difference in the interest, motivation and excitement to learn between boys and girls might have arisen.</p> | <p>5 mins</p> <p>12 mins</p> |
| <p>For a half-day INSET, this is a good time to have a 15 minute coffee break.</p> | <p>15 mins</p> |



| Section 4 (half-day): The EYFS profile and school improvement | Timing |
|---|---|
| <p>Activity 3 – Analysing information from the EYFS profile to identify strengths and weaknesses in provision</p> <p>Step 1 Distribute copies of the graph <i>Assessment scales for reading – outcomes for boys and girls</i>.</p> <p>Step 2 Ask participants to identify parts of the bar graph that raise immediate concern by comparing the level of achievement for each scale point. (Note: This should identify points on the scale where achievement is disproportionately high or low).</p> <p>Step 3 The INSET leader summarises findings on graphs for scale points that raise concerns.</p> <p>Step 4 Discuss ways in which the underachievement in reading, scale point 8 ('shows an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how') might arise.</p> <p>Step 5 Seek feedback on possible explanations. Depending on the number of participants involved, you could either seek responses to the tasks from the whole group, or firstly in small groups and then as a whole group.</p> <p>Participants feedback.</p> <p>The INSET leader summarises how underachievement in the use of non-fiction texts might arise.</p> | <p>5 mins</p> <p>2 mins</p> <p>5 mins</p> <p>7 mins</p> |
| <p>Activity 4 – Using the EYFS profile information to make the year 1 curriculum² responsive to individual children's needs</p> <p>Step 1 Introduce briefly. Explain that participants are going to look at a summary portrait of an individual child's achievement at the end of the reception year. The portrait is shown in both bar chart and spider diagram format, showing the total point score for each assessment scale on the EYFS profile.</p> <p>Step 2 Distribute copies of the EYFS profile radar graph and bar chart.</p> <p>Step 3 Identify the main areas of strength and areas for support in this child's achievement, which should inform planning to meet her needs in year 1. Organise this activity to suit the number of participants.</p> <p>Step 4 The INSET leader summarises the child's strengths and points for support.</p> | <p>15 mins</p> |

² In this material, the term 'curriculum' refers to everything a child experiences in the setting.



| Section 4 (half-day): The EYFS profile and school improvement | Timing |
|---|---------|
| Activity 5 – Using the EYFS profile information to make the year 1 curriculum responsive to children’s needs | |
| Step 1 Distribute the graph of significant differences between boys and girls across the curriculum. | 2 mins |
| Step 2 Introduce briefly. Explain that the graph shows that boys have achieved less well than girls in connected aspects of dispositions and attitudes, language for communication and thinking, social development and creative development. | 10 mins |
| Step 3 Ask participants to identify the links between these aspects of learning. Discuss the ways in which these particular children can be helped to make progress in year 1. (Organise this activity to suit the number of participants). | |
| Step 4 Invite feedback on key points for supporting these boys in making progress. Depending on the number of participants involved, you could either ask for responses to the tasks from the whole group, or first from small groups and then as a whole group. | 10 mins |
| Step 5 INSET leader summarises key points for supporting these boys in making progress. | |



| Section 4 (half-day): The EYFS profile and school improvement | Timing |
|--|--------|
| <p>Activity 6 – Using EYFS profile information to improve your school</p> | |
| <p>Step 1 Introduce briefly. Explain that the group will look at an example of how a coordinator’s action plan is influenced by information from the EYFS profile.</p> | 4 mins |
| <p>Step 2 Distribute the coordinator’s action plan.</p> <p>Ask participants to use the graph ‘Assessment scales for dispositions and attitudes – outcomes for boys and girls’ already distributed in Section 4, Activity 2.</p> | |
| <p>Step 3 Organise this activity to suit the number of participants, whether working individually, in pairs or in small groups.</p> <p>Look at the coordinator’s plan and consider the ways in which it addresses the needs identified in the graph.</p> | |
| <p>Step 4 Discuss and feedback key points on ways in which the action plan has been influenced by the summative assessment of boys for dispositions and attitudes.</p> <p>Depending on the number of participants involved, you could either seek responses to the task from the whole group or firstly in small groups and then as a whole group.</p> | 9 mins |
| <p>Step 5 The INSET leader summarises ways in which the action plan has been influenced by the summative assessment of boys for dispositions and attitudes. (use summary feedback notes, Activity 6 – step 5)</p> | 5 mins |
| <p>Step 6 The INSET leader recaps the aims of Section 4 – that is, to show how outcomes of the EYFS profile can be used to:</p> <ul style="list-style-type: none"> ■ identify strengths and points for improvement in the EYFS provision ■ inform school-improvement planning ■ provide comparisons of achievement for different groups, for example by gender, ethnicity, English as an additional language ■ make the curriculum in year 1 responsive to children’s needs ■ support performance management. | 5 mins |



| Section 4 (half-day): The EYFS profile and school improvement | Timing |
|---|---------|
| <p>Activity 7 – The potential of using information from the EYFS profile to improve your school</p> <p>Step 1 Introduce briefly, by saying participants are going to compare their school's practice with that shown on the DVD and in the activities.</p> <p>Step 2 Ask participants to reflect individually on:</p> <ul style="list-style-type: none"> ■ who is involved in analysing, interpreting and responding to EYFS profile information in the DVD, for example the headteacher, EYFS coordinator, reception/year 1 class teachers, governors? ■ who in your school gets involved in using EYFS profile information? In what ways and why? ■ how information from the EYFS profile is used in the DVD to influence plans for school improvement ■ the ways in which your school currently uses EYFS profile information to identify priorities for school improvement. <p>Step 3 Ask participants to discuss and feedback key points on ways in which information from the EYFS profile could be used in your school. Organise this activity to suit participant numbers.</p> <p>Step 4 The INSET leader summarises the potential for use of the EYFS profile to improve schools.</p> <p>Step 5 The INSET leader recaps the aims of Section 4. To show how the outcomes of the EYFS profile can be used to:</p> <ul style="list-style-type: none"> ■ identify strengths/points for improvement in the EYFS provision ■ inform school-improvement planning ■ provide comparisons of achievement for different groups, for example by gender, ethnicity, English as an additional language ■ make the curriculum in year 1 responsive to children's needs ■ support performance management. <p>Step 6 INSET leader recaps aims of the half-day INSET</p> <ul style="list-style-type: none"> ■ to establish an understanding of the principles of the EYFS ■ to show how information from the EYFS profile can be used to support school development. | 25 mins |
| End of the half-day INSET. | |



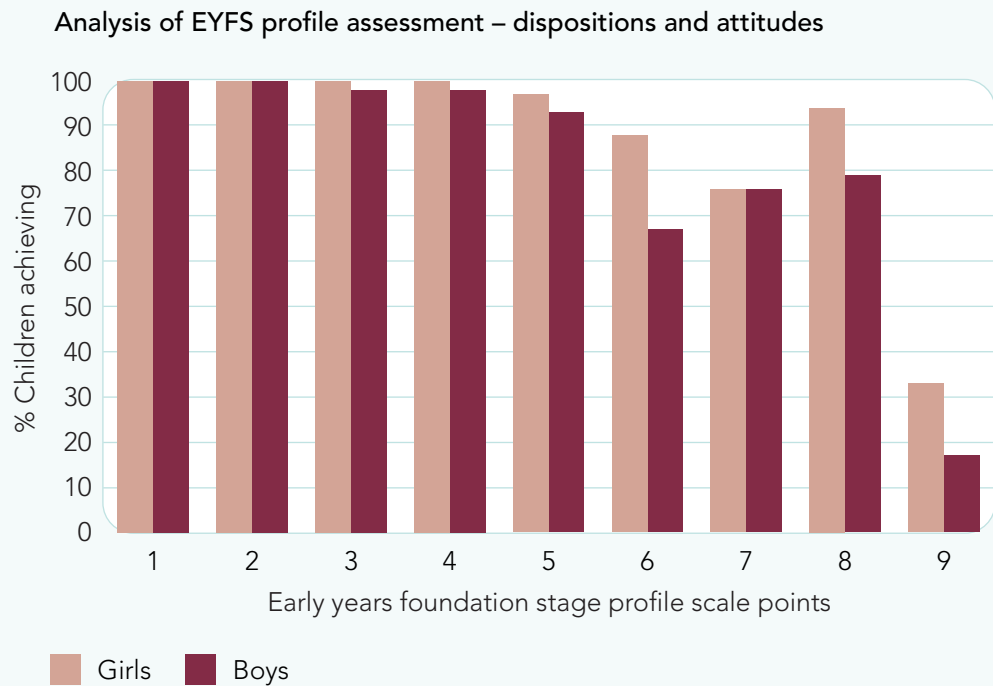
Suggestions for future use of the materials

The DVD and accompanying notes may be used for additional purposes, including:

- drawing up and executing an action plan to improve provision in your school based on the needs identified by analysing the outcomes of your school's EYFS profile. (The example coordinator's action plan attempts to address the difference in interest, motivation and excitement between boys and girls.)
- identifying how using the EYFS profile information can be used in your school, including organisation of information, professional development of staff and management roles.



Assessment scales for Dispositions and attitudes – outcomes for girls and boys (Section 4, activity 2)

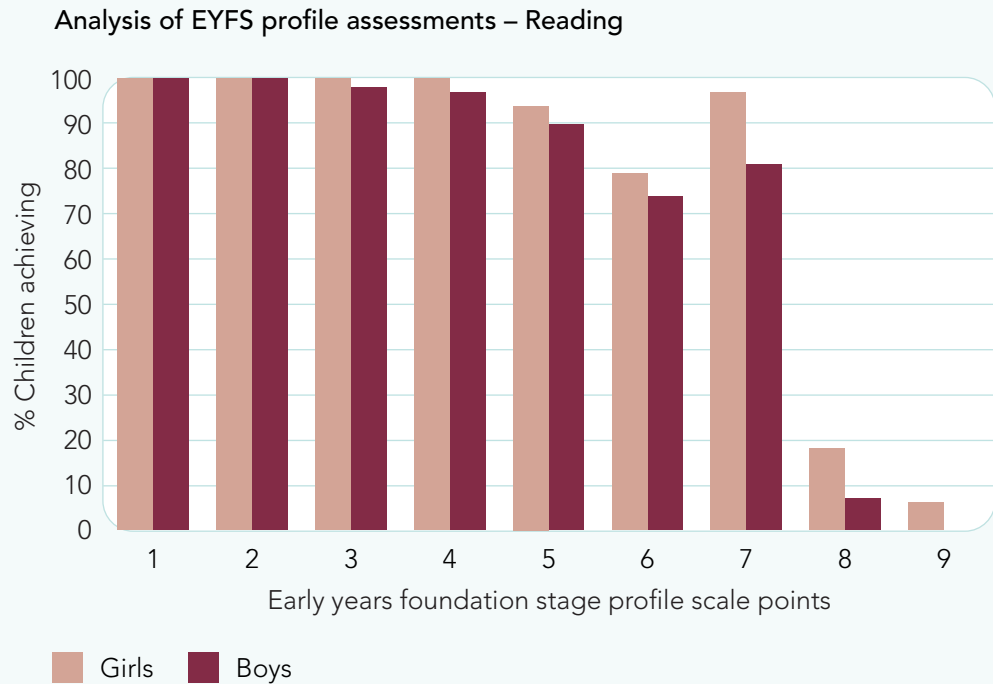


Key to dispositions and attitudes scale points

- Shows an interest in classroom activities through observation or participation.
- Dresses, undresses and manages own personal hygiene with adult support.
- Displays high levels of involvement in self-chosen activities.
- Dresses, undresses independently and manages own personal hygiene.
- Selects and uses activities and resources independently.
- Continues to be interested, motivated and excited to learn.
- Is confident to try out new activities, initiate ideas and speak in a familiar group.
- Maintains attention and concentration.
- The child has achieved all the early learning goals for dispositions and attitudes. In addition, the child sustains involvement and perseveres, particularly when trying to solve a problem or reach a satisfactory conclusion.



Assessment scales for reading – outcomes for girls and boys (Section 4, activity 3)



Key to reading scale points

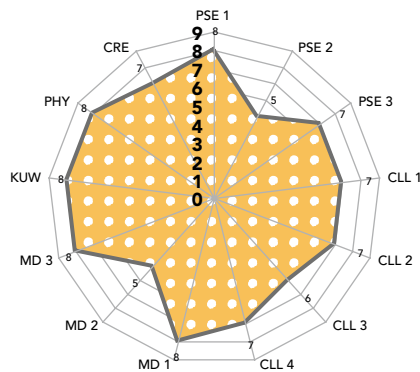
1. Is developing an interest in books.
2. Knows that print carries meaning.
3. Recognises a few familiar words.
4. Knows that in English print is read from left to right and top to bottom.
5. Shows an understanding of the elements of stories, such as main character, sequence of events and openings.
6. Reads a range of familiar and common words and simple sentences independently.
7. Retells narratives in the correct sequence, drawing on language patterns of stories.
8. Shows an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how.
9. The child has achieved all the early learning goals for reading. In addition, the child reads books of own choice with some fluency and accuracy.



Individual summary assessment (EYFS profile) (Section 4, activity 4)

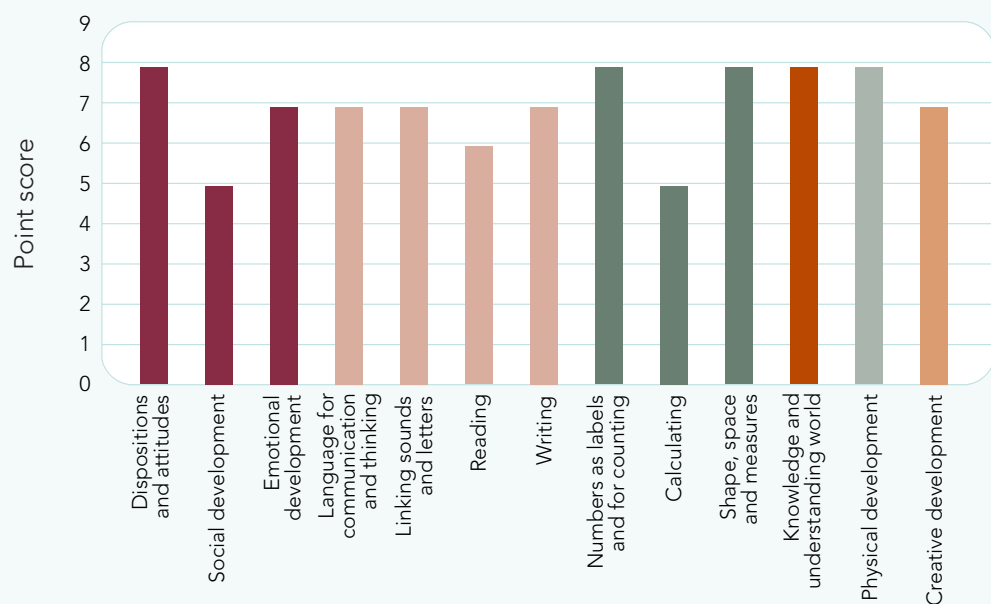
| | | | | | |
|------------|---------------|--|---------|--------------------|------|
| UPN | 1315205603011 | Terms in pre reception | 0 | Terms in reception | 3 |
| Gender | Female | Eligible for free school meals in area of deprivation* | No | Ethnicity | AOTH |
| In care | No | * Pocket of deprivation in Merton | | | |
| SEN status | No SEN | English as an additional language | English | | |

| PSED 1 | PSED 2 | PSED 3 | CLL1 | CLL2 | CLL3 | CLL4 | PSRN 1 | PSRN 2 | PSRN 3 | KUW | PD | CD |
|--------|--------|--------|------|------|------|------|--------|--------|--------|-----|----|----|
| 8 | 5 | 7 | 7 | 7 | 6 | 7 | 8 | 5 | 8 | 8 | 8 | 7 |



KEY:

- PSED1 Dispositions and attitudes
- PSED2 Social development
- PSED3 Emotional development
- CLL1 Language for communication and thinking
- CLL2 Linking sounds and letters
- CLL3 Reading
- CLL4 Writing
- PSRN1 Numbers as labels and for counting
- PSRN2 Calculating
- PSRN3 Shape, space and measures
- KUW Knowledge and understanding of the world
- PD Physical development
- CD Creative development

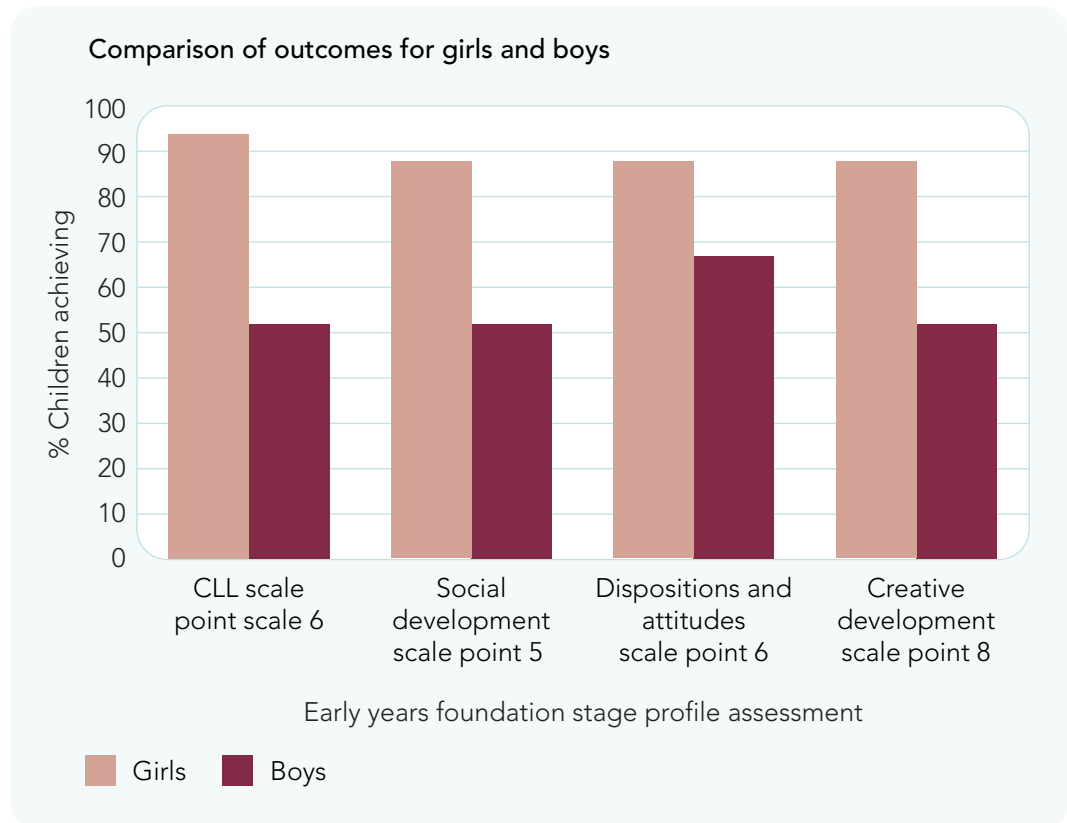


Early years foundation stage profile scale points



Significant differences between boys and girls across the curriculum

(Section 4, activity 5)



EYFS profile assessment

Language for communication and thinking (LCT) scale point 6:

'interacts with others in a variety of contexts, negotiating plans and activities and taking turns in conversation'.

Dispositions and attitudes (DA) scale point 6:

'continues to be interested, excited and motivated to learn'.

Social development (SD) scale point 5:

'forms good relationships with adults and peers'.

Creative development (CD) scale point 8:

'expresses and communicates ideas, thoughts and feelings using a range of materials, suitable tools, imaginative play, role play, movement, designing and making, and a variety of songs and musical instruments'.



Coordinator's action plan (Activity 6)

Dispositions and attitudes

Scale point 6 (SP6): 'Continues to be interested, motivated and excited to learn'.

Issue: Analysis of 2004 results shows boys were less likely to achieve SP6 than girls.

90% of girls but fewer than 70% of boys achieved this goal.

Success criteria: Improve the engagement of boys in learning so it is equivalent to girls, with the overall aim of addressing the differences in boys' and girls' attainment across the curriculum. Do this by offering a curriculum that:

- values play that engages boys, includes role play, themes and ideas that engage boys
- is resourced well to meet boys' interests, including non-fiction books, appropriate role play artefacts and first-hand experiences
- responds to children's ideas of how to motivate and sustain the interest of boys
- values and makes provision for the range of learning styles
- enables learning to be active and large scale using the outside environment.



Coordinator's action plan (Activity 6)

| Task | Action responsible | Personnel and evaluation | Monitoring | Resources |
|--|--|---|--|---|
| Identify whether the curriculum is 'boy friendly'. | Review provision for gender bias: <ul style="list-style-type: none"> ■ space and time for play ■ opportunities for role play ■ topics and themes for learning ■ books. | Play coordinator EYFS team EYFS/stage coordinators Literacy/EYFS coordinator | Examine involvement of boys in role play. Do they engage in some activities more than others? Examine themes for gender bias, for example does garden centre offer scope for hard landscaping as well as selling flowers and plants? Is there a rich provision of stories, poetry and books for reference of interest to boys? | Observation focus Coordinator ½ day monitoring focus Coordinator ½ day monitoring focus |
| Identify whether different learning styles are valued. | Examine opportunities for children to be active, outside and independent, and use visual, aural and kinaesthetic ways of learning. | EYFS coordinator with EYFS team. | Does the outside extend children's learning across the curriculum? Examine planning and observe teaching to identify how pupils' range of learning styles is exploited to improve engagement of boys in free play. | Planning time discussion to involve whole EYFS team. Coordinator ½ day monitoring focus. Class teacher observation. |
| Examine children's ideas of what motivates them. | Observe and listen to children. Talk to boys and girls about what they enjoy/dislike about their experience at school. Identify who they like to be with and where they like to be with them. | | Compare children's idea of an interesting curriculum with what they actually experience. Compare children's preferred social groups and places where they like to have social interactions with what they actually experience. | Class circle time in groups. |



General introduction to using the EYFS profile for school improvement (Activity 1 – Step 5)

Summarise feedback on key points in the use of the EYFS profile and school improvement and comparisons with own school/s.

The DVD shows how the school can use the EYFS profile to:

- monitor the achievement of groups of pupils, in this case by gender
- identify strengths and weaknesses in provision
- indicate links across the curriculum to meet the needs of pupils in year 1
- support action planning to improve provision and children's achievement
- provide information to meet the children's individual needs
- be part of performance management.

Analysing information from the EYFS profile to make comparisons for different groups by gender (Activity 2 – Step 2)

Summarise feedback on the differences in outcomes for boys' and girls' dispositions and attitudes, scale point 6 'Continues to be interested, motivated and excited to learn'. For example,

- 90% of girls achieve scale point 6 by the end of the reception year
- fewer than 70% of boys do so.



Analysing information from the EYFS profile to make comparisons for different groups by gender (Activity 2 – Step 4)

Summarise key points on how difference in the interest, motivation and excitement to learn between boys and girls might have arisen. The graph indicates that, overall, girls are more positive about learning than boys. This may arise for a number of reasons.

- Curriculum and activities do not address the interests of boys. For example:
 - role play can be dominated by traditionally feminine themes: home corner, hairdressers or places such as garden centres, which focus on selling flowers and ignore hard landscape play.
- Approaches to learning do not motivate boys. For example:
 - didactic teaching limits first-hand experience and opportunities to pursue own enquiries
 - lack of freedom to move and work at places other than tabletops
 - limited opportunities to learn in different ways that engage children in visual, aural and kinaesthetic approaches.
- Resources do not meet the interest of boys. For example:
 - clothes provided for play suit the needs of girls, often not even being gender neutral
 - books do not include non-fiction or stories on subjects that interest boys
 - artefacts that interest boys are not made available.

Analysing information from the EYFS profile to identify strengths and weaknesses in provision (Activity 3 – Step 3)

Summarise findings on the graph for scale points that raise concerns.

The columns for scales points 8 and 9 are very low compared to other aspects of reading.

Scale point 8: 'Shows an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how.'

Scale point 9: 'Reads books of own choice with some fluency and accuracy.'

Very few children (girls or boys) achieve scale point 8. To achieve scale point 9, all other points need to be achieved. Therefore very few children achieve scale point 9.



Analysing information from the EYFS profile to identify strengths and weaknesses in provision (Activity 3 – Step 5)

Summarise findings on how underachievement in the use of non-fiction texts might arise.

- Underachievement in the use of non-fiction texts for boys and girls and for children across the range of capability is likely to indicate weaknesses in quality of provision.
- It could indicate either that there may be too few non-fiction books available or that the curriculum does not raise questions for children to pursue, giving children little reason to refer to non-fiction texts. Both situations could result in underachievement in this area.
- Resourcing may be in place and the curriculum may pose questions, but opportunities to work at length and depth, pursue investigations and engage in personal enquiries may not be valued or made available to children. This would also account for underachievement.

Using information from the EYFS profile to make the curriculum responsive to children's needs (Activity 4 – Step 4)

Summarise the child's strengths and points for support.

The bar chart and radar graph indicate that this child's strengths include her dispositions and attitudes to learning, knowledge of numbers as labels and for counting, shape, space and measures, knowledge and understanding of the world and her physical development. She needs support in her social development, in calculating and in developing writing skills. For example, by:

- being given role play opportunities
- developing story-making skills
- play.



Using information from the EYFS profile to make the curriculum responsive to children's needs (Activity 5 – Step 4)

Summarise key points for supporting these boys in making progress.

These graphs indicate that the children need support in important aspects of social development, expressing their ideas, sharing and negotiating and in forming relationships. This is having an impact on their achievement across the curriculum.

Key points to support these children might include:

- planning explicitly to meet their identified needs; these graphs indicate a focus on social development
- providing plenty of social and oral experiences across the curriculum
- coordinators teasing out cross-curricular links in planning
- ensuring that school policy recognises and supports the benefits of cross-curricular links, for example in the organisation of the timetable, in schemes of work, in short-term planning
- involving children in making choices related to social groupings.

Using EYFS profile information to improve your school (Activity 6 – Step 4)

Summarise ways in which the action plan has been influenced by the summative assessment of boys for dispositions and attitudes.

- Action plan involved all staff who influence provision for these children.
- Staff found out what the preferences of this group of boys were in terms of social groupings, curricular interests and places to be.
- Boys' preferences were compared with provision on offer.
- Curriculum was examined for any gender bias.
- Staff looked at how learning styles were met. Staff identified how they were going to monitor provision and identified success criteria in terms of outcomes for children.



The potential of using EYFS profile information to improve your school (Activity 7 – Step 4)

Summarise the key points on the potential for using information from the EYFS profile to improve schools.

- Inform planning for individual children, groups of children, classes and year groups, and the whole school.
- Influence staff liaison.
- Extend leadership and management roles of key staff.
- Inform planning for the professional needs of staff.
- Promote the need for EYFS practice to extend into year 1 and beyond.
- Promote links across the curriculum.
- Indicate strengths and weaknesses in provision.

