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**Impact on evidence**

“Helpful assessments will pinpoint how well a child is progressing towards the setting’s curricular goals. They will guide planning, routines, and resourcing. But they are not helpful if they apply fixed ability-categories to children which limit their future learning.”

Children are ‘on track’ or ‘not on track’ or ‘working towards’

**Principles in Practice**

Website: <http://development-matters.org.uk/>

A person holding a sign

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**Further support**

[**Early Years Early Adopter Schools 2020 Facebook group**](https://www.facebook.com/groups/1677940822384528/)

[**Julian Grenier’s blog – inside the secret garden**](http://juliangrenier.blogspot.com/)**.**

[**Foundation Stage Forum/Tapestry do regular video podcasts**](https://www.youtube.com/channel/UCKWS5eB4fZL5HVJNNDXKlPw/videos)

**Highlights**

**What are the key changes?**

* Revisions to the educational programmes
* Revisions to the ELGs (still 17 ELGs but only to be used for assessment at the end of reception year and to indicate readiness for Year 1)
* Changes to the assessment and moderation process for the EYFSP
* No longer a requirement to report against the ‘exceeding’ level, only required to judge whether a child is meeting the level of development expected at the end of the EYFS (expected) or not yet reaching this level (emerging).
* A proposed change to the safeguarding and welfare requirements to promote good oral health.
* Huge emphasis on reducing paperwork for practitioners to allow more time interacting with the children.
* An aim to improve outcomes in language and literacy for all children, communication and language has been placed centrally in the new framework, big focus on using and acquiring new vocabulary.

**Dr Julian Grenier**

Active on social media, listens and responds to questions and concerns from Early adopter practitioners.

Works at Sheringham Nursery School and Children’s Centre. Newham Early Years Hub and East London Early Years and Schools Partnership.

Currently approx. 3000 schools involved.

Huge focus on changing assessment in early years. [Click here for latest TES article.](https://www.tes.com/news/eyfs-assessment-why-it-needs-change?fbclid=IwAR0qHhWWhJjyoWP7URP-qcbg8GiiIB3caXC8cz7lWmqxi52cfG25of8Rxd4) “It’s time for assessment to serve the curriculum”

**Changes to Assessment and Moderation Process**

<https://www.gov.uk/government/publications/early-adopter-schools-eyfs-framework>

Available to buy on Amazon £15 but also available for free download on above website. Seeks to explain much of thinking behind Development Matters.

**Impact on Curriculum - Not a tick list!**

**Current hot topic – Progress models/Curriculum**

* Development Matters and the Early Learning Goals are not curriculum plans.
* Curriculum planning should provide a top-level view of what we want children to learn. Development matters only provides the floor, schools should be looking at the ceiling. The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time.
* Progress should be mapped out with time built in to repeat/ practice.
* Implications on schools planning their own EYFS curriculum are significant. (pg9 & 10 key questions – high quality curriculum P in P)

**Changes led by Dr Julian Grenier in consultation with a range of professionals across the early years sector. It offers a top-level view of how children develop and learn. It guides, but does not replace, professional judgement.**

**Statutory framework for the Early Years Foundation Stage** – outlines the educational programmes and the new ELG’s

**New Development Matters** – contains characteristics of effective learning, guidance on the 7 areas of learning broken into the age bands 0-3yrs, 3-4yrs and reception year. Areas of learning are not broken down into subsections.

As these reforms are intended to reduce workload through the unnecessary gathering of evidence, the statutory duty for LAs to provide moderation has been removed.

Schools may still wish to moderate internally and with other schools to ensure consistency of judgements and to form part of teachers’ continuing professional development.

New exemplification materials will be made available to ensure that all teachers have the confidence to make accurate and consistent judgements for each child across the 17 ELGs.

Schools will still be required to submit EYFSP data to their local authority and this data will still be collected nationally.