

Find out more about the Revised Early Years Foundation Stage

Working with the revised Early Years Foundation Stage: Principles into Practice

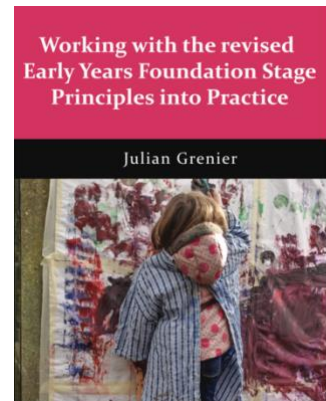
Free to download at <http://development-matters.org.uk> or [buy the full-colour, published book for £20 on Amazon](#)

‘This guidance is strong, evidence-based and most importantly prioritises disadvantaged children. The equalities and SEND sections are particularly important. I know that teachers and early years practitioners will welcome it.’

Iram Siraj, Professor of Child Development and Education, University of Oxford.

‘This book explores the rationale and context behind the changes and elaborates the guidance to fully inform everyone involved in EYFS provision. It details the thinking behind these developments and plots the course of how we create, support and sustain a responsible and informed approach to delivering the EYFS.’

Jan Dubiel, International Early Years Consultant.



Early Adopters briefing from the Foundation Stage Forum with Julian Grenier, Wendy Ratcliff HMI and Gill Jones HMI.

<https://www.youtube.com/watch?v=9PybbbZJa-I>



Facebook Live: EYFS Early Adopters with Ada Simpson (DfE), Wendy Ratcliff HMI and Phill Minns HMI (Ofsted) and Julian Grenier

https://www.youtube.com/watch?v=uDP2CPSkQvQ&feature=emb_logo



Early Adopters Group on Facebook

This is a very supportive and helpful group of leaders and practitioners from the early adopter schools



<https://www.facebook.com/groups/1677940822384528/?ref=share>

Columns and features

I write every month about the EYFS for the *Times Educational Supplement*

<https://www.tes.com/author/julian-grenier>

Julian Grenier

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I am also writing a monthly series for *Nursery World* about the changes to the EYFS

<https://www.nurseryworld.co.uk/features/article/eyfs-guidance-the-big-picture>

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EYFS guidance - The big picture



Dr Julian Grenier
Monday, September 28, 2020



What are the main changes in the updated Development Matters guidance, and what is the reasoning behind these revisions? Dr Julian Grenier explains

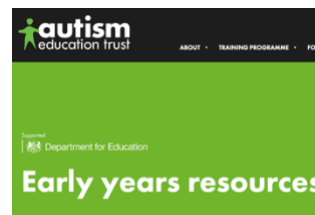


The ELGs have been removed from Development Matters to avoid the 'top-down' pressure of the goals

Inclusion

Selected references

[Autism Education Trust: Early Years Resources Inclusive Classroom Profile](#)



What are Ofsted saying about data and outcomes?

Under the new Education Inspection Framework, Ofsted will not look at internally-generated data about children's progress.

Ofsted will consider statutory assessments, like the Early Years Foundation Stage Profile, but their aim on inspection is to quickly get beyond the data and look at the substance of education.

Here is an edited extract from what Phil Minns said during the Facebook Live event with the early adopter schools.

The best way to hear Ofsted's messages is to [watch the video and hear directly from Phil Minns HMI and Wendy Ratcliff HMI](#).

What our inspectors will be interested in when we return to routine inspection is actually what's going on for these children:

To what extent is there a rich, broad curriculum which is helping them to learn all the stuff that they need to learn, not only to do well in reception but also as they learn and grow over time?

Really making sure that the time they spend in the reception year sets them up for their whole education.

Hitting the target but
missing the point!



Really thinking about the problems of narrowing the curriculum. Otherwise what we end up doing is hitting the target, but missing the point.

When we think about narrowing the curriculum often people will think about that happening at sort of a GCSE level ... but we get exactly the same thing in the Foundation Stage where people might be narrowing the curriculum for some children because they're heading towards the Good Level of Development (GLD).

That can sometimes mean that that child gets the GLD but perhaps they haven't had the real focus that they need particularly on prime areas of learning which are actually the things that will make the difference for them in their success later on:

Their ability to have positive relationships, to feel good about themselves, be able to start and finish an activity, to have the vocabulary and the understanding of the vocabulary that they need in their language and communication.

Discussion prompts for governors and senior leaders when meeting with EYFS leads and teachers

Please note: these are intended as general ideas, and not as a definitive ‘ticklist’. Each school will be in a different position, and have different strengths and areas for development in the early years.

This guide is tailored to the revised EYFS. Unless your school is an early adopter, that doesn’t take effect until September 2021. It will also make sense to see 2021-22 as a transitional year – schools should not make arbitrary decisions to stop doing things which they know work well for their children, and should consider how change can be phased in a sensible way. However, schools must follow the legal requirements of the revised EYFS from September 2021 (e.g. the changes to the Early Learning Goals and Educational Programmes).

The changes to the EYFS are intended to reduce workload. So it is worth reflecting on whether discussions will help to reduce workload, or whether they might (even unintentionally) lead to increased burdens on teachers and team members.

Some of the ways that children in the early years learn are:

- through their self-chosen play
- through the careful structuring of the environment
- through interactions with adults
- through playful guided learning
- (especially towards the end of the EYFS phase) through direct teaching.

Can you talk me through some/all of these? Can we see some/all in action?

How have you been informed by what the revised *Development Matters* says about the curriculum?

3. The curriculum: what we want children to learn

- The curriculum is a top-level plan of everything the early years setting wants the children to learn.
- Planning to help every child to develop their language is vital.
- The curriculum needs to be ambitious. Careful sequencing will help children to build their learning over time.
- Young children’s learning is often driven by their interests. Plans need to be flexible.
- Babies and young children do not develop in a fixed way. Their development is like a spider’s web with many strands, not a straight line.
- Depth in early learning is much more important than covering lots of things in a superficial way.
- How does the curriculum build on the particular strengths of children and families in our community? How are you working with families to find out this information?

- How does the curriculum address areas where many children might need extra support?
- Tell me about the different starting points of children? How do you find this information out, in partnership with early years settings and parents? How does it help you to think about each child's starting points in the round? What do you do with the information, so that you narrow the gap?
- How does your approach to teaching, learning and care (including the enabling environment) take account of the strengths and the needs of the children?
- What support have other leaders in school given you? EG subject leads, Key Stage One lead?
- How does the curriculum meet children's needs in the early years, and also prepare them for their learning later in the school?
- How do you work in partnership with parents to support children's learning? How do you involve parents at different points of transition (into and out of your EYFS provision)? How do you explain the learning journey from EYFS into Key Stage 1?
- The revised *Development Matters* puts a greater emphasis on supporting children's communication. What changes have you made?
- Where children are learning English as an additional language, how do you liaise with parents to support the child's development in their first language as well as English? How do you distinguish between children whose communication in English is below what you expect, because they are still learning a new language, and children who have a language delay or disorder?
- How do you make sure every child can access the curriculum that you offer? Can you give examples of the extra scaffolding, support or help you have given children and how that's enabled them to access the curriculum?
- How do you respond flexibly to children's interests and fascinations?
- How do you make sure children's learning is secure, before moving them onto learning new skills or concepts?
- How are you using the Characteristics of Effective Teaching and Learning to help children become even more powerful learners over time?
- The new guidance says that it 'is not a tick list for generating lots of data. You can use your professional knowledge to help children make progress without needing to record lots of next steps. Settings can help children to make progress without generating unnecessary paperwork.' Can you talk me through what this means in practice for the early years team?
- How have you freed up time, so you focus more on children who are at risk of falling behind the majority?
- When you talk with children, what do they say about their play and learning?
- Talk me through the professional development you have planned and delivered for the team. What difference is this making? How do you know?

Headteachers, senior leaders and governors:

- How will you offer professional development and ongoing support to your EYFS lead and team? [A School's Guide to Implementation](#) from the EEF offers helpful guidance on the best ways to make changes in your school.
- How will you revise the school's assessment and monitoring protocols to support the 2021 EYFS Statutory Framework? How will you eliminate un-necessary tracking and data collection which doesn't help the children's learning?
- What are your Professional Development needs with respect to the EYFS? Do you know what to look for, when you spend time in the early years? What are the signs that children are accessing the curriculum and making progress? What do children say to you about their learning and how adults help them? What do parents say?
- How are you ensuring that the Early Years Team has enough support from the SENCO, subject leaders, and other leaders in school?
- The 'checkpoints' can help identify children who may have difficulties in their development. What additional assessment tools do you use to check more thoroughly (e.g. Universally Speaking for Communication; Strengths and Difficulties Questionnaire for Personal, Social and Emotional Development). How do you involve parents and other professionals? How do you ensure assessments are precise enough to identify possible barriers to learning, so you can put in the right support to enable every child to access your early years curriculum?

We would like to thank Mireille MacRaid (Education Services Director - Early Years Herts for Learning Ltd) for her helpful suggestions and feedback which improved this document.