



New documents for EYFS overview - 1st July 2020 - First draft of changes

[The EYFS reforms government consultation response](#)

In October 2019, the government sought views on changes to the learning and development and assessment requirements as set out in the EYFS Statutory requirements. They also sought views on one change to the safeguarding and welfare requirements section.

The proposals are below:

- Revisions to the educational programmes
- Revisions to the ELG's
- Changes to the assessment and moderation process for EYFSP
- A proposed changes to the safeguarding and welfare requirement to promote good oral health

The two key aims were to:

- Improve outcomes at age 5
- Reduce workload so that teachers could spend time interacting with children

The consultation followed extensive consultation with early years experts and the sector in developing a set of proposals following the governments responses to the primary assessment consultation with the objective to:

- Make the 17 ELG's clearer
- Focus on strengthening language and vocabulary development, especially for disadvantaged children
- Strengthen literacy and numeracy outcomes in preparation for year 1
- Ensure ELG's are based on the latest evidence in childhood development and they reflect the strongest predictors of future attainment

The EYFS reform consultation considered the views from the 24 settings that trialled the initial pilot ELG's in 2018-19.

Decisions have been made based on feedback.

What does this mean for you?

From 2021

- A new reformed Statutory Framework for EYFS that includes-

- Revised educational programmes. The names of the seven areas of learning remain the same and in the same sequential order (Please see page 10-13 of the EYFS reforms consultation response for details on the new educational programmes)

Changes to the educational programmes

- ❖ Communication and language will remain as proposed;
 - ❖ PSED will include additional information on self-care and healthy eating;
 - ❖ Physical Development will be strengthened to include a greater focus on development from birth to Reception and on the link between gross and fine motor skills;
 - ❖ Literacy will include a stronger emphasis on pre-Reception literacy learning, and the link between language comprehension and later reading and writing;
 - ❖ Mathematics will include a greater detail on the importance of shapes, spatial reasoning and measure as part of early maths learning, and how children can foster a love of maths;
 - ❖ Understanding the World will include wider experiences for children; and
 - ❖ Expressive Arts and Design will include a wider variety of ways children can develop their creative skills.
- Changes to the ELG's after consultation- see page 15-16 of the EYFS reforms consultation response for details of the new ELG's)

The final 17 Early Learning Goals (ELGs) are:

Communication and Language Listening, Attention and Understanding ELG Speaking ELG	Personal, Social and Emotional Development Self-Regulation ELG Managing Self ELG Building Relationships ELG	Physical Development Gross Motor Skills ELG Fine Motor Skills ELG
Literacy Comprehension ELG Word Reading ELG		Mathematics Number ELG Numerical Patterns ELG

Writing ELG	
Understanding the World	Expressive Arts and Design
Past and Present ELG	Creating with Materials ELG
People, Culture and Communities ELG	Being Imaginative and Expressive ELG
The Natural World ELG	

The consultation response highlights the changes to the EYFS ELG's as below:

- *Communication and Language* will include a focus on adult-child interactions, and the word 'accurate' has been removed from the *Speaking* ELG when referring to tenses
- *Personal, Social and Emotional Development* will remain as proposed
- *Physical Development* will remain as proposed
- *Literacy* will remain as proposed
- *Mathematics* will include greater clarity to counting and comparing quantities in the *Numerical Patterns* ELG. Government will proceed with its focus on number and numerical patterns within the mathematics ELGs as the strongest predictor for later maths outcomes. This also reflects Government's continued commitment to strengthen the teaching of early numeracy so that all children, particularly those from disadvantaged backgrounds, are able to start year 1 with a strong and confident foundation in number. Practitioners and teachers will still be required to teach children about shape, space and measures, as part of a well-rounded curriculum, as set out in the revised mathematics educational programme;
- *Understanding the World* will include a change in relation to the *Past and Present* ELG to further clarify the expectation of children understanding the concept of 'past'; and
- *Expressive Arts and Design* will include reference to a greater variety of use of tools, materials and techniques that children will need to demonstrate for the *Creating with Materials* ELG.
 - Removal of statutory LA moderation of 25% of schools- government to release new exemplification materials to support teacher judgement
 - The requirement to still submit EYFSP profile data remains
 - The exceeding judgement criteria will be removed
 - Promotion of Oral Health to be included in the new EYFS Framework- there will be no assessment linked to this.

Government states that this response provides a strong basis to support children who may have missed critical months of early education therefore they will proceed with offering schools the opportunity to adopt the final reforms from September 2020, followed by the statutory National implementation as planned from September 2021.

Please note there is a further update to the development matters framework due Summer 2020 to support the implementation of the new Framework, this remains non-statutory.

If your school is an early adopter

You should use the following guidance during the year 2020/2021:

[Statutory framework for the early years foundation stage](#)

New statutory framework:

- Contains the new education programmes
- Contains the new ELG's- on page 11 it is stated that the **ELG's should not be used as a Curriculum or limit the wide variety of rich experiences that are crucial to child development**
- Section 2 change- insertion of 2.3.

Old wording- 2.2-

Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. Paperwork should be limited to that which is absolutely necessary to promote children's successful learning and development. **Parents and/or carers should be kept up-to-date with their child's progress and development. Practitioners should address any learning and development needs in partnership with parents and/or carers, and any relevant professionals**

New wording: More focus upon assessment

2.2. Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence.

2.3. Parents and/or carers should be kept up-to-date with their child's progress and development. Practitioners should address any learning and development needs in partnership with parents and/or carers, and any relevant professionals. Assessment should inform an ongoing dialogue between practitioners and year 1 teachers about each child's learning and development, to support a successful transition to key stage 1.

- **Section 2.9- use of 'may' use instead of 'must'**

Year 1 teachers must be given a copy of the Profile report and reception teachers **may** choose to provide a short commentary on each child's skills and abilities in relation to the three key characteristics of effective teaching and learning (see paragraph 1.15). These should help inform a dialogue between reception and year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in year 1

- **Section 2.12- Removal of the LA EYFS profile moderation requirement**

[Early years foundation stage profile](#)

The EYFSP Handbook for early adopter schools

Key points for reflection:

- Schools that are early adopters are exempt from following the EYFS Statutory framework for the year 2020/21 and will follow the Early adopter framework instead until full statutory roll-out.
- Details of statutory duties in relation to assessment and reporting- not affected by the exemption above.
- Statutory duties are indicated with a 'must' but early adopter schools and LA's should take into account the language 'should' and 'having regard' and should not depart from them unless there is good reason for doing so.

2.1

Key change in language- Teachers '**may**' provide a short narrative describing how the child demonstrates the 3 COEL when reporting

2.3

Focus on not needing physical evidence- drawing on their own expert professional judgement to make an accurate summative assessment at the end of the year.

3.3

Note that the new ELG's are written in bullet points but should not be ticked off- use a holistic view

3.6

Longer section around SEND

- Focus on SEND code of practice, drawing on expertise. Link to NASEN resources

3.7

Focus on not recording any unnecessary evidence for COEL

3.8

Moderation

In house moderation encouraged with Y1 teacher through professional dialogue, not physical evidence

Use of exemplification material encouraged

Schools '**may**' wish to work together to share experiences and develop assessment skills

4.1

No Exceeding judgement anymore

Local authorities responsibility

- Advice on all aspects of assessment
- Training including 'agreement trialling'

Responsibilities of headteachers:

To ensure teachers who are involved in making assessments become familiar with effective practice of completing the EYFS. This may involve:

- Attendance at training courses
- Moderation meetings within school (in-house)
- Moderation meetings with other schools

If your school is not an early adopter school

Schools that are not participating in the early adopter year will continue to follow the current Handbook (<https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook>), statutory framework (<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>) and the Assessment and Reporting Arrangements (ARA) (published on gov.uk annually), until statutory roll out of the reforms in September 2021

The LA will still be fulfilling their statutory duty around moderation for these schools in the year 2020/21 in line with the current handbook.