

**Early Years  
Foundation Stage  
Profile  
Moderation Plan  
2019 – 2020**

## Important Local Authority dates for the year 2020

<b>Spring term 2020</b>	
<b>Profile briefing- Agreement trialling session</b> Douglas Valley Training Centre	Tuesday 4 <sup>th</sup> February 2020 1.30pm-4pm
<b>Profile briefing- Agreement trialling session</b> Leigh Cricket Club	Wednesday 5 <sup>th</sup> February 2020 1.30pm-4pm
<b>Profile briefing- Agreement trialling</b> Golborne Parkside	Thursday 6 <sup>th</sup> February 2020 1.30pm-4pm
<b>New to Reception/NQT</b> Hindley Nursery School	Friday 7 <sup>th</sup> February 2020 9.30am-4pm
<b>Summer 2020</b>	
<b>Moderation event</b> Douglas Valley Training Centre	Tuesday 19 <sup>th</sup> May 2020 1.30pm-4pm
<b>Moderation event</b> Leigh Cricket Club	Wednesday 20 <sup>th</sup> May 2020 1.30pm-4pm
<b>Moderation event</b> Golborne Parkside	Thursday 21 <sup>st</sup> May 2020 1.30pm-4pm

All places are bookable at  
<http://bespoke.bookingbug.com/wigan/>

**Submission date for  
schools –  
25<sup>th</sup>- 26<sup>th</sup> June 2020**

## Introduction

**The Standards & Testing Agency (STA)** is an executive agency within the Department for Education. It is responsible for the development and delivery of all statutory assessments from early years to the end of key stage 2. STA documents explain statutory requirements and guidance for assessment and reporting arrangements, including external moderation.

**For full details please refer to**

### **2020 Assessment and Reporting Arrangements**

<https://www.gov.uk/government/publications/2020-early-years-foundation-stage-assessment-and-reporting-arrangements-ara>

### **2020 EYFS Profile Handbook**

<https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook>

### **EYFS Moderation essential requirements and effective practice**









[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/575098/Mod\\_reqnts\\_effective\\_practice\\_for\\_LAs\\_v1.3.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/575098/Mod_reqnts_effective_practice_for_LAs_v1.3.pdf)

You are advised to use the online versions to ensure that you have the most up to date information

**All of our moderation documents are on our website:**

<https://www.wigan.gov.uk/Business/Professionals/Early-Years-and-Childcare/Every-Child-a-Talker-ECAT.aspx>

#### Moderation information 2020

- [Early years foundation stage assessment and reporting arrangements](#) 
- [Early years foundation stage profile 2020 handbook](#) 
- [Moderation plan 2020](#) 
- [Appeals procedure 2020](#) 
- [Interim judgements](#)  - table
- [School visit report form](#) 
- [An exploration of 'Expected' and 'Exceeding' descriptors](#)  

## Statutory Information

The EYFS (Learning and Development Requirements) Order 2007 as amended by The EYFS (Learning and Development Requirements) Order 2012 specifies the learning and development requirements and gives legal effect to the Early Years Foundation Stage (EYFS) statutory framework.

The framework requires that the Early Years Foundation Stage Profile (EYFSP) is carried out in the final term of the year in which the child reaches age five, and no later than 1<sup>st</sup> July in that term.

The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS.

EYFS profile data is used to:

- inform parents about their child's development against the ELGs and the characteristics of their learning
- support a smooth transition to key stage 1 (KS1) by informing the professional dialogue between EYFS and KS1 teachers
- help year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children

In addition, the EYFS profile provides an accurate national data set relating to levels of child development at the end of the EYFS. The DfE uses this to monitor changes in levels of children's development and their readiness for the next phase of their education both nationally and locally. The DfE will not publish school level results in the published performance tables.

Settings should develop their own approach to assessment which meets the needs of their children, parents, staff and curriculum. Statutory practitioner assessment at the end of the early years foundation stage is just one part of the broader assessments that practitioners make. There are 3 main forms of assessment in settings:

1. Day-to-day formative assessment – to inform teaching on an ongoing basis
2. In-setting summative assessment – to understand a child's performance at the end of a period of teaching.
3. National statutory summative assessment – to understand a child's performance in relation to national expectations and comparisons.

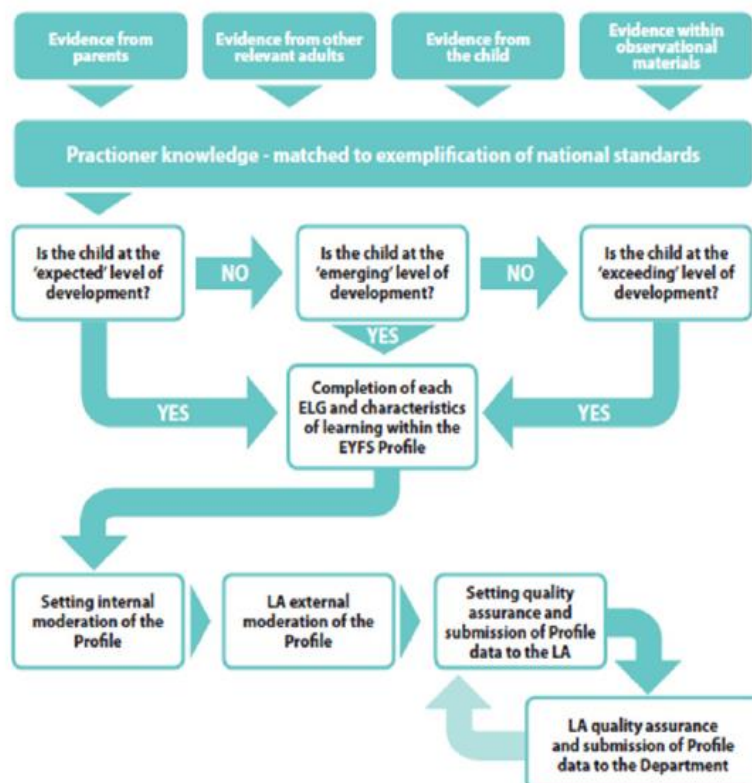
# EYFS Profile Handbook 2020

## The role of EYFS providers and the local authority

Early years providers must report EYFS Profile results to local authorities, upon request. Local authorities are under a duty to return this data to the relevant Government department. Providers must permit the relevant local authority to enter their premises to observe the completion of the EYFS Profile, and permit the relevant local authority to examine and take copies of documents and other articles relating to the Profile and assessments. Providers must take part in all reasonable moderation activities specified by their local authority and provide the local authority with such information relating to the EYFS Profile and assessment as they may reasonably request.

## EYFS Statutory Framework

### How an EYFS profile is completed



## **Purpose of moderation**

Moderation is a crucial part of teacher assessment. It allows teachers to benchmark judgements, while ensuring consistent standards and reliable outcomes.

**LAs are responsible for providing a robust moderation process so that practitioners' judgements are evaluated in line with statutory requirements.**

### **Moderation of the EYFS profile:**

- secures the consistency and accuracy of judgements made by different practitioners
- reassures practitioners that their judgements are accurate, valid and consistent with the national standards as set out in the EYFS framework
- assures moderators that an acceptable level of accuracy and validity has been achieved for assessments recorded and reported by the settings for which they have responsibility

## **EYFS Profile handbook**

### **How does Moderation work?**

Moderation activities involve professional dialogue between moderators and practitioners. This is to ensure that practitioners' judgements are consistent with national standards and the assessment process is reliable, accurate and secure.

The EYFS Profile provides a holistic picture of a child's attainment at the end of the EYFS in relation to the early learning goals. Everyone must feel confident that the recorded judgements are fair and consistent for all children, so the judgements made for any one child are comparable with those made for all children. Processes to achieve comparability will involve practitioners working with each other throughout the year and engaging in agreement activities organised by the Local Authority. The starting point for the agreement of judgements should be the early

learning goals, illustrating the level of development expected at the end of the EYFS for each ELG and their exemplification.

Practitioners will need to work with each other and with Local Authority moderators to achieve consistent understanding of the ELGs so that comparable best fit judgements can be made.

## **WIGAN MODERATION ARRANGEMENTS**

Moderation of the EYFS profile is a sampling process and unlike testing, it is not a method for checking each child's attainment. LA moderation visits check practitioners' ability to make accurate assessments and apply them consistently.

### **EYFS Profile Handbook 2020**

**This year 25% of practitioners implementing the EYFSP are required to take part in a moderation visit. The remaining 75% of settings not receiving a moderation visit this year will attend Profile briefings with agreement trialling training in February 2020 and attend a moderation event in May 2020**

**The Local Authority will provide newly qualified teachers and those new to Reception with moderation visits and bespoke training.**

**The focus for moderation events for schools not receiving a visit will be:**

**Communication and Language (all aspects)**

**Mathematics (all aspects)**

On attending the moderation events in May, please bring along evidence from at least two children relating to each of the areas of learning. It would be beneficial to have a range of emerging, expected and exceeding across the areas if possible.

Specific guidance about moderation arrangements, including the requirements for academies and independent schools can be found in the EYFS Assessment and Recording Arrangements (ARA).

**Schools will be informed via letter if they are receiving a visit at the end of the spring term 2020**

## **The Wigan Early Years Foundation Stage Moderation Plan 2019 - 2020**

This document outlines the 2019 - 2020 arrangements for moderation of the Early Years Foundation Stage Profile (EYFSP) in Wigan.

### **The local authority supports and implements effective moderation at four levels:**

1. Internal moderation
2. Connect Cluster Moderation
3. Local authority moderation training/agreement trialling
4. Moderation visits

### **Internal moderation**

As a local authority a moderation visit generally occurs only once every 4 years. Head teachers and managers should be very clear that the primary responsibility for the moderation of EYFSP assessments sits within the school or setting and is the first step in the moderation process.

Practitioners should plan formal opportunities to agree assessment judgements with others; this should take place in addition to daily informal conversations. Moderation conversations could take place during staff meetings and/or staff training days.

As the EYFSP is completed at the end of the reception year moderation of the EYFSP judgements is most likely to occur during the summer term. Ongoing discussion about summative judgements in relation to the Early Years Outcomes statements and Early Learning Goals should occur throughout the year.

It is a recommendation that all schools plan EYFS moderation into their school calendar at least on a termly basis.



Internal moderation could involve a teacher and a teaching assistant, a reception class teacher and a year 1 teacher (particularly when a child is exceeding the ELG), a reception class teacher and the head teacher. Other combinations are possible.

Internal moderation could include discussion of planned paired observations or discussion about the development of an individual child, or group of children, in relation to one of the ELGs. It should also include discussion in relation to the 3 characteristics of teaching and learning.

Reference should be made to the EYFSP handbook and the exemplification materials may be used during internal moderation meetings to ensure all practitioners have a shared understanding and that judgements are in line with national standards.

The focus for this planned work should be clear and manageable.

Contributions from parents or carers and the child are actively sought by practitioners; and are used to inform the judgments made for the EYFSP as assessment without such contributions are an incomplete picture of the child.

**Internal moderation activities will be discussed with moderators during visits and meetings.**

## **Connect Cluster moderation**

The arrangements for cluster group moderation will be arranged by the Lead teacher and practitioner from each locality cluster and will be in relation to termly data and requests from participants.

Schools and PVI settings within the cluster reach will meet as a cluster group to moderate EYFS judgements three times a year. In addition to early year's practitioners, reception teachers and teaching assistants, the involvement of Year 1 teachers in cluster moderation will contribute to more effective transition from the EYFS to KS1.

The focus of the cluster meetings will be the 17 ELGs. Each Cluster may select an area of focus relevant to their schools and settings. The

purpose of the moderation activity is to promote greater consistency in assessment. The meetings provide an opportunity for colleagues to discuss and gain a shared view of judgements made.

In order to participate fully in cluster moderation teachers must take observational examples of evidence relating to children with them to the meeting. This will include written observational assessment evidence and non-written examples which can be clearly articulated.

Contributions from parents or carers and the child are actively sought by practitioners; and are used to inform the judgments made for the EYFSP.

### **Local Authority moderation training / agreement trialling**

Each year the Local Authority offers a profile briefing and an agreement trialling training event in February. This will include the opportunity for in depth discussions based on evidence that has been moderated by EYFSP profile moderators as well as sharing updates from the current EYFSP profile handbook.

The LA also provides a Moderation event each May where teachers bring their own evidence for two children within the cohort. The organisation of this session is reviewed each year from feedback.

A Moderation Cluster note will be completed for each school as a record of attendance for both the School and the Local Authority.

Refer to dates and venues on page 2 of this booklet, these will also be advertised in the training handbook for schools.

To book onto these training sessions please register at:

<http://bespoke.bookingbug.com/wigan/>

### **Local Authority moderation visits**

Schools will be notified by the end of the Spring term if they have been selected for a moderation visit during the Summer Term prior to EYFSP submission in June. If you are receiving a visit then you may cancel your place on the moderation event at the end of May.

Visits take place at an agreed time within the school day, with practitioners released for the duration of the school visit.

### **Meet the Moderator session**

A meet the Moderator session has been scheduled for May 5<sup>th</sup> 2020-11am, following the EYFS Headteacher breakfast briefing at the Edge Conference Centre, Wigan. An invitation for the Headteacher and Reception teacher to attend this will be included in the notification for the moderation visit.

This will involve a short briefing around what to expect at the Moderation visit by the Moderation Manager and then a time to meet the Moderator visiting your school and arrange a convenient time.

### **All EYFS teachers in a school that is being moderated will be required to participate in the visit.**

Y1 teachers are also invited to participate in the moderation meeting to support Y1 teachers' understanding of EYFS Profile data and the use of the data to inform their planning in the Autumn term.

Visits take place on a 4 year cycle within each local authority.

The local authority moderation team will visit the required 25% of schools in the Summer term 2020.

In addition to the selected 25% of schools moderation visits may also take place in schools where:

- Presence of newly qualified teachers and practitioners new to the EYFS
- Requests from the Headteacher or manager
- New senior leadership team
- Ofsted concern
- Settings with an EYFS cohort for the first time
- Concerns identified by the school improvement partner or LA personnel
- Data anomalies
- Unusual patterns of attainment
- Date and / or outcome of last external moderation visit

- Non-attendance at training events
- Concern relating to the 2018 to 2019 assessment cycle, including maladministration

The Headteacher, senior leadership team, subject leaders and year 1 teachers have opportunities to participate in elements of the moderation visit.

The purpose of moderation is the validation of practitioner judgements. **During moderation visits in 2020 local authorities must moderate all 17 Early Learning Goals (ELG)**; moderation will not focus on a specific area of learning or set of ELGs at the expense of others.

For moderation purposes, these settings will need to **complete interim judgements against all the ELGs at the beginning of May** for children in the final year of the EYFS.

At the time of the visit, the practitioner must provide the moderator with the list of the EYFS Profile interim outcomes for each child.

The **moderator will select five complete profiles across the range of attainment (emerging, expected and exceeding)**. These will form the basis of the moderation dialogue.

If moderators are not confident in practitioner's judgements they may increase the sample of completed profiles to look at. They must make sure they see enough to be confident about the practitioner's accuracy.

For the selected children the class teacher will need to provide some examples of evidence including observation of the child's self-initiated activities to exemplify the attainment in the 17 ELGs.

**The definition of evidence is any material, knowledge of the child, anecdotal incident or result of observation or information from additional sources that supports the overall picture of a child's development.**

Each moderation visit will also include a discussion about the 5 selected children in relation to the 3 characteristics of effective learning.

**Contributions from parents or carers and the child are actively sought by practitioners; and are used to inform the judgments made for the EYFSP.**

The moderator will ensure that within the constraints of the range of attainment available, practitioner judgements for all 17 ELGs are moderated.

The moderator is unlikely to scrutinise all 17 ELGs for all five children, but will ensure that judgements are moderated from each of the three outcome bands (emerging, expected and exceeding).

### **Multi form entry schools**

When moderating EYFS Profile judgements in multiple form entry schools, moderators will ensure that all practitioners participate in the moderation dialogue. Moderators will ensure that the judgements moderated cover all 17 ELGs including judgements from all three attainment bands for each class. They will use professional discretion in order to complete this requirement in a way that is flexible and appropriate to the circumstances.

#### **Making judgments**

**Where these judgements are that the child is at an emerging level of development,** the moderation dialogue will reference both the description of the expected level of development (the ELG) and the age related descriptions set out in Early Years outcomes so that the practitioner's understanding and application of the threshold between an emerging and expected outcome can be evaluated.

**Where these judgements are that the child is at the expected level of development,** if the ELG description and accompanying exemplification best fit your professional knowledge of the child then the child's learning and development can be judged as 'expected'.

However, children don't necessarily achieve uniformly. You should judge whether the description within the ELG best fits the child's learning and development, taking into account their relative strengths and weaknesses. 'Best fit' doesn't mean that the child has equal mastery of all aspects of the ELG. You should look at the whole of each ELG description when making this summative judgement.

**Where these judgements are that the child is at an exceeding level of development,** the moderation dialogue will reference both the description of the expected level of development (the ELG) and refer to with the exceeding descriptors (sourced from the Tickell review) You should use the best fit model to judge whether a child's learning and development is 'exceeding'. You will need to be confident that

the child has moved beyond the 'expected' level. When finalising your judgement you should:

**-refer to the areas of learning 'exceeding descriptors in the EYFSP Handbook 2019**

**-discuss with year 1 teachers whether a child is 'exceeding' in any ELG**

For each ELG the moderator will establish whether the EYFS profile assessment is being carried out in accordance with statutory requirements and whether practitioner judgements are accurate and in line with national standards.

### **Moderation Visit Note**

The external moderator will:

- provide formal feedback to the Headteacher, manager or a representative of the senior leadership team
- ensure that the setting is aware of the LA appeals process

They will also provide a visit note stating:

- The agreed, validated judgements for all moderated children
- Any concerns that require further action by the setting or LA

Where the moderator judges that the assessment is not in line with exemplification of national standards, the local authority can require the Head teacher to both reconsider the practitioner's judgements as advised by the moderator and arrange further CPD opportunities for the practitioner.

### **Quality assurance of moderation visits**

Practitioners, school managers, setting leaders and local authorities have responsibility for ensuring the quality, accuracy and reliability of data arising from the EYFS Profile assessment. In addition to this the local authority will routinely quality assure a number of moderation visits each year to ensure consistency and standards of moderation across the borough. Schools will be notified in advance if their school has been selected for a quality assurance visit. An additional moderator will

accompany the visiting moderator to quality assure the process. The visit will be conducted as normal.

### **The role of the moderator**

At each visit the moderator has responsibility for establishing whether the EYFS profile assessment is being carried out in accordance with statutory requirements and whether practitioner judgements are accurate.

This is done by:

- Engaging in a professional dialogue
- Reviewing evidence and referencing national exemplification
- Providing verbal and written feedback and recommending additional training if appropriate
- Adhering to the appeals procedure if needed

### **The role of the Head teacher**

Head teachers and governing bodies have overall responsibility for implementing the statutory requirements for the EYFS Profile.

Specific responsibilities include

- Staff understand their setting's systems for recording children's profile outcomes and submitting data to their LA
- Practitioners clearly record EYFS profile information
- Staff responsible for data collection and submission understand the nature of EYFS profile data
- Data is transcribed from their setting's records to electronic records accurately
- Entered data is checked against what was originally provided by the practitioner
- Information which accompanies EYFS profile data is accurate, for example postcode and unique pupil number (UPN)
- Headteachers themselves check and sign-off data before it is submitted to their LA.

In order for moderation visits to be successful Head teachers must make arrangements for teachers to be released for the duration of the visits as required.

Head teachers should be available for feedback from moderators at the end of the visit. They will be informed whether the EYFSP assessment is being carried out in accordance with statutory requirements and whether practitioner judgements are accurate.

### **The role of the practitioner**

Practitioners have responsibility for ensuring consistent and accurate EYFSP assessments. This must be ensured through internal moderation and attendance at moderation training events.

Practitioners need to be aware that the definition of evidence is any material, knowledge of the child, anecdotal incident or result of observation or information from additional sources that supports the overall picture of a child's development. Paperwork should be kept to the minimum that practitioners require to illustrate, support and recall their knowledge of the child's attainment.

**Practitioners will also build up a significant professional knowledge of each pupil. This won't be recorded but it must be considered when EYFS profile judgements are made.**

At the time of the visit, the practitioner must provide the moderator with a list of the EYFS Profile interim outcomes for each child. The practitioner must ensure that interim judgements against all the ELGs have been completed prior to the visit.

**They must also ensure that they are able to discuss each child in relation to the 3 Characteristics of Effective Learning.** The guidance in the EYFSP Handbook will support this commentary.

Practitioners must have available information from parents and carers and other significant adults that will inform the assessments judgements for each child.



## Partnership with parents

Schools must demonstrate that they actively involve parents with assessment and reporting of the EYFS. An EYFS profile completed by the practitioners alone will offer only a partial picture of a child's attainment. Awareness amongst parents of moderation processes both internal and external will reassure them that assessment is being carried out in accordance with statutory requirements and that consistent standards of assessment are being maintained.

## The Moderation Team

This year's moderation team consists of:	Role	Years in Moderation role
Jayne Challiner (Strategic Lead)	0-5 Service Manager for Early Years	14
Joanne Bradbury (Moderation Manager)	Early Years Raising Attainment Advisor, Moderation manager	3
Natalie Hatton (EYFSP Moderator)	Deputy Head Teacher, Leigh St Johns Primary School, Leigh	2
Nicola Bunting (EYFSP Moderator)	Assistant Head Teacher, Reception Teacher, SLE, EYFS Manager, St Marie's Catholic Primary School, Standish	7
Clair Gornall (EYFSP Moderator)	Reception Teacher, EYFS Manager Early Years SLE, Assistant Head teacher Christchurch Primary School, Pennington	7

Sue Chambers (EYFSP Moderator)	Deputy Head Teacher, Garrett Hall Primary School, Astley	7
Mrs Deborah Simmonite	Lead Teacher- Early Years Foundation Stage- St Cuthberts Primary School	2
Catherine Ardern (EYFSP Moderator)	Head Teacher, Douglas Valley Nursery School	7
Sharon Hobin	Reception Teacher, EYFS Lead, Beech Hill Community Primary School	7
Catherine Gaskell	EYFS Lead, Assistant Head teacher, Orrell Lamberhead Green Primary School	5
Ann Roughley	EY Lead, Reception Teacher, Winstanley Primary School	5
Rachel Lewis	Headteacher, Hindley Nursery School	2

The moderation team includes both local authority advisors and serving practitioners with current EYFS experience. All moderators participate in a comprehensive training programme using national exemplification materials to ensure consistency.

### **Training for moderators**

**Training for moderators is led by the Moderation Manager. It includes:**

- a thorough briefing on national and local systems for moderation
- dissemination of key messages from Standards and Testing Agency (STA) briefings

- dissemination of key messages from Inter LA meetings
- agreement trailing sessions
- familiarisation with materials
- code of practice/role of the moderator discussion
- role modelling of moderation meetings
- shadow sessions with mentor
- quality assurance of moderation
- Debriefing for new moderators after 1st moderation visit.
- participation in training for EYFS practitioners

## **Appeals**

The Wigan moderation plan includes a specific appeals procedure in relation to the moderation of EYFS Profile judgements. This will be sent with the letter to the School which advises of the moderation visit and it is also on the back of the visit report which the moderator leaves with the school. All documents relating to the visit are available on our web page also:

<https://www.wigan.gov.uk/Business/Professionals/Early-Years-and-Childcare/Every-Child-a-Talker-ECAT.aspx>

## **Quality Assurance of data**

Quality assurance of EYFS Profile data has two main elements:

- to ensure that the pattern of outcomes for an individual child makes sense in relation to wider knowledge of children's learning and development; and
- To ensure that the resulting data is an accurate record of practitioner judgements.

Schools have responsibility for ensuring the quality, accuracy and reliability of data arising from EYFS Profile assessment; practitioners have a central role to play in ensuring that judgements are reliable and accurate. Practitioners need to be familiar with the ELGs and their exemplification if they are to apply them consistently.

In each school, Early Years practitioners and Year 1 teachers should work together to build a consistent, shared understanding of what the ELGs mean via internal moderation activities.

Practitioners in groups of schools may also wish to work together in this way.

It is particularly important that Year 1 teachers understand the EYFS Profile, so that they can make effective use of it to inform their teaching. Year 1 teachers should be encouraged to play a role as moderators.

**Head teachers have responsibility within their schools for the accuracy of EYFS Profile outcomes.**

They should be actively involved in the quality assurance process within the setting prior to submission to the local authority, and later if the local authority quality assurance process generates enquiries.

## **Data Submission**

It is essential that there is an understanding of the nature of EYFS Profile data by all those responsible for data collection and submission.

There must be:

- Clear recording by the practitioner.
- Accurate transcription of data from setting record to electronic record.
- Checking of entered data against that originally provided by the practitioner.
- Accurate and updated recording of children's information which accompanies EYFS Profile data, for example postcode and unique pupil number (UPN).
- Final checking and sign-off by the Headteacher/manager prior to submission to the local authority.

Guidance regarding the submission of data will be provided by the Education Business Intelligence Unit (EBIU)

# Bibliography

EYFS Profile Handbook

<https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook>

EYFS Profile Exemplification for the Level of Learning and Development

Expected at the End of the EYFS

Standards & Testing Agency 2016

(available for download from: <https://www.gov.uk/government/publications/eyfs-profile-exemplification-materials>)

Assessment and Reporting Arrangements for the Early Years Foundation Stage  
2019

Standards & Testing Agency 2020

(available for download from:

<https://www.gov.uk/government/publications/2020-early-years-foundation-stage-assessment-and-reporting-arrangements-ara>)

Development Matters in the Early Years Foundation Stage (EYFS)

The British Association for Early Childhood Education

(available for download from: [www.early-education.org.uk](http://www.early-education.org.uk))

Early Years Outcomes <https://www.gov.uk/government/publications/early-years-outcomes>

Statutory Framework for the Early Years Foundation Stage

Department for Education

(available for download from: [www.gov.uk/government/publications/early-years-foundation-stage-framework—2](http://www.gov.uk/government/publications/early-years-foundation-stage-framework—2))

## **Other useful publications:**

Understanding the Revised Early Years Foundation Stage

The British Association for Early Childhood Education

ISBN-10 0-904187-58-6

How children learn. The characteristics of effective early learning

Nancy Stewart

The British Association for Early Childhood Education

ISBN-10 0-904187-56-X