Local Authority Briefing Pack for the Early Years Foundation Stage

Setting the Standards for Learning, Development and Care for children from birth to five
# Local Authority Briefing Pack for the Early Years Foundation Stage

## Contents

**Section 1**
- Introduction and principles  
**Section 2**
- Meeting the training and development needs of the early years sector  
**Section 3**
- Criteria for EYFS training and development  
**Section 4**
- Access to the EYFS CD-ROM  
**Section 5**
- Quality improvement  
**Section 6**
- The Outdoor Learning Environment  
**Section 7**
- Ratios  
**Section 8**
- Further support  
**Section 9**
- The EYFS Profile  
**Section 10**
- The Children’s Workforce Development Council (CWDC) support and training  
**Section 11**
- Funding for EYFS training and development  
**Appendix 1**
- Primary National Strategy resources, other resources and useful websites  
**Appendix 2**
- Early Years Foundation Stage Statutory Framework - Errata and Clarification
1.1 Introduction

The Early Years Foundation Stage (EYFS) will be statutory from September 2008. It brings together principles and effective practice from Birth to Three Matters and the Curriculum Guidance for the Foundation Stage together with elements of the National Standards for Under 8s Day Care and Childminding. From September 2008 all registered settings, including childminders, must comply with the learning and development and welfare requirements and have regard to the rest of the EYFS guidance.

Local authorities (LAs) play a key role in ensuring that, before and after September 2008, all providers and practitioners access appropriate training and professional development opportunities to enable them to understand the principles and requirements of the EYFS and to provide good quality care and education for children from birth to five. This briefing pack is designed to support LAs in this role. A better trained and better qualified workforce will be better able to support all children’s well-being and attainment, helping them reach high standards and closing the achievement gap as required by the LA early years outcomes duty.

This booklet contains:

- EYFS key messages and principles;
- support for EYFS planning and implementation;
- criteria for EYFS trainers;
- information about support and forthcoming resources;
- information about the Early Years Foundation Stage Profile (EYFSP);
- information about accreditation and qualifications;
- reminders about sources of funding;
- Appendix 2 to this pack contains errata and clarification to the EYFS Statutory Framework. The revised PDF file of the Statutory Framework with these changes can be downloaded from the www.teachernet.gov.uk/teachingandlearning/eyfs. A frequently asked questions section has also been added to the site.

Inside the back cover of this booklet you will find:

- a set of A4 EYFS briefing sheets for a range of practitioners, providers and LA partners;
- the DfES Sure Start magazine EYFS special edition;
- a CD-ROM containing everything in this folder so you can use the materials flexibly, the LA audit of training and development, a set of Microsoft PowerPoint® slides that introduce the EYFS and some additional resources.
1.2 Aim of the EYFS

The overarching aim of the EYFS is to help young children achieve the five Every Child Matters outcomes to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution and
- Achieve economic well-being

The EYFS will achieve this aim by a principled approach to:

- Setting standards
- Promoting equality of opportunity
- Creating a framework for partnership working
- Improving quality and consistency
- Laying a secure foundation for future learning and development

Achieving this aim will lead to better quality provision and better outcomes for children.
1.3 The EYFS principles

The EYFS principles underpin everything in the EYFS framework. They should be understood by trainers and everyone else who supports practitioners in putting these principles into practice.

The EYFS has four themes: A Unique Child, Positive Relationships, Enabling Environments and Learning and Development. Each theme has an overarching principle that summarises the key aspects of children’s care, development and learning that come together in the EYFS. These principles underpin practice in all effective settings.

**Theme: A Unique Child**
Principle: Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.

**Theme: Positive Relationships**
Principle: Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

**Theme: Enabling Environments**
Principle: The environment plays a key role in supporting and extending children’s development and learning.

**Theme: Learning and Development**
Principle: Children develop and learn in different ways and at different rates and all areas of learning and development are equally important and interconnected.

Each principle applies to all children from birth. Each principle is supported by four commitments which describe how the principle can be put into practice. The principles and commitments are all explained and explored in more depth on the Principles into Practice cards and the CD-ROM. The EYFS poster reproduced on page 7 shows how the principles and commitments are related.
Section 2: Meeting the training and development needs of the early years sector

2.1 Planning for training

Who needs training?

Everyone who works with young children from birth to five will need to know about the requirements of the EYFS. However it is important to remember that the EYFS brings together existing documents and does not require already effective practitioners to change their practice with young children. Rather it affirms the principles and practice that best support and extend children’s development and learning.

Does all training need to be birth to five?

The EYFS encourages practitioners to see their work in the context of the whole birth to five age range. However, training and development opportunities specific to birth to three or three to five, may still be appropriate at times. In schools it is very important to see EYFS as a crucial foundation for subsequent learning and development and to link training with issues around transition and continuity as children progress into Key stage 1.

When do we have to do this training?

All practitioners need to be familiar with, and confident in implementing, the EYFS when it becomes statutory in September 2008. Some will need more training than others and different LAs will have different local priorities. It is crucial that all LAs develop an effective action plan for EYFS training.

Why do LAs have to do all this training?

Section 13 of the Childcare Act 2006 requires local authorities to secure the provision of information, advice and training, whether delivered by themselves or by others, to meet the needs of local providers and support sufficiency of childcare provision. This provision includes training and support in meeting the requirements of the EYFS.

Large events run by national organisations may be very useful for reflecting on ways forward but the LA action plan needs to build on them so that they can feed into more locally tailored meetings and training based on sound data gathered from the LA audit (see the CD-ROM) and from what LA advisers and others know about local providers and their needs.

Who should be involved in action planning?

The first step is to set up a small EYFS implementation planning group to represent the various groups of LA early years staff. This is an opportunity to work together across children’s services - and not only in setting up the planning group.

LAs should look at the structure of existing teams to ensure an integrated approach from advisers and development officers working with childminders, schools, pre-schools, day nurseries and other private, voluntary and independent (PVI) settings.
Colleagues from health and social care also work with settings and should be included when appropriate.

It is only by ensuring that all LA staff involved with schools and settings are trained together and have time to work together that practitioners will, in turn, get effective training and consistent messages and be able to improve the quality of outcomes for young children and their families.

The model on page 10 outlines some possible ways of organising training and development across the LA. This is designed to be helpful while recognising that every LA is different and will want to tailor training and development to the local context.

Key messages

- National conferences and meetings are unlikely to meet all local needs.
- The LA EYFS planning or implementation group should be drawn from across the full range of children’s services.
- The planning group needs dedicated time to work together.
- Using the audit is a first step to making best use of funding and human resources. This will ensure that practitioners’ training and development has maximum impact.
- In order for practitioners to get consistent messages about the EYFS everyone who delivers training, or supports settings, needs training. As well as all the relevant LA staff, this includes local representatives of national organisations, FE and HE links, independent trainers, school improvement partners (SIPs), colleagues from health and social care.
2.2 Local EYFS implementation: a possible model

Where is the time coming from – line manager involvement?

Planning group has time to explore EYFS and audit existing support and training

Planning group runs local conference or conferences depending on size of LA for all the LA advisers, consultants and partners, including:

- LA partners, e.g., NCMA, PLA, NDNA, YMCA
- SIA including PSM/HOSI, Early years officers and advisers, PNS consultants, ASTs or leading teachers, inclusion services, e.g., SEN, EMA, traveller education, LAC, EPs, CIS, locality managers
- Independent trainers FE/HE links
- Wider children’s services health, social care
- SIPs
- Local Ofsted

Members of this large group are then well informed and can help plan and run appropriate training as well as giving key messages during routine visits to settings. They reflect on and plan most the appropriate ways to train or support the rest of the sector, for example cluster meetings, area meetings, practitioner or setting-specific meetings (such as meeting with childminders, schools or managers) or in setting consultant support

If they’re not all there settings will not get consistent messages

Opportunity to collaborate across children’s services

Start with headteachers and managers – other practitioners need their support and encouragement

Members of this large group are then well informed and can help plan and run appropriate training as well as giving key messages during routine visits to settings. They reflect on and plan most the appropriate ways to train or support the rest of the sector, for example cluster meetings, area meetings, practitioner or setting-specific meetings (such as meeting with childminders, schools or managers) or in setting consultant support

- Childminders
- Foster carers
- Pre-schools
- Independent schools
- Primary schools
- Nursery schools
- Children’s centres
- Day nurseries
- Crèches
- Other day care

- Headteachers
- Key school coordinators and managers
- PVI managers
- Governors
- Elected members

- Health professionals
- Social care professionals
- Play workers

- Parents and carers (DVD and leaflet available from Autumn 07. This is being piloted in funded LAs Summer 07)

---

KEY

AST Advanced skills teacher  LAC Looked-after children
CIS Children’s Information Service  NCMA National Childminders Association
EMCA Ethnic minority achievement  NDNA National Day Nurseries Association
EP Educational psychologist  PLA Pre-school Learning Alliance
HOSI Head of school improvement  SIA School improvement adviser
2.3 Including the Private, Voluntary and Independent (PVI) sector in EYFS training and development

It is very important that the PVI sector is appropriately involved in LA implementation plans. The National Childminding Association (NCMA), National Day Nurseries Association (NDNA) and the Pre-School Learning Alliance (PLA) were asked to provide their views on training and development for EYFS implementation. This is a summary of their feedback, which should be taken into account when planning.

- Consider representation from day nurseries, pre-schools, maintained schools and childminders on your EYFS implementation group.
- Involve the PVI national organisations in commissioning and delivering training and development.
- Deliver training and briefing in settings or in one setting as a hub. Use existing networks. Consider using Early Years Professionals (EYP) to lead.
- Be clear about whether you are offering training or briefing and whether it is for practitioners or managers.
- Use trainers with practical experience across the age range.
- Use trainers who understand the needs of different providers what it is like to be a childminder, for example delivering home based education and care.
- Ensure times suitable for all EY workforce, Saturdays and evenings for example.
- Location and venue is important. Sessions need to be held where lone females feel safe at night and on public transport routes. Thought needs to be given to how rural childminders will access sessions.
- Think about cost for low paid workers – also may be hidden costs of babysitters and taxis.
- Cross-setting briefing and training brings benefits.
- Facilitate cross-setting visits to share good practice and extend experience.
- Develop paper-based material and online support for use of ICT learning resources.
- Use existing websites to host online briefings or discussion groups and online seminars.
- Consider funding a team of peripatetic workers to provide cover for settings.
- Engage those who support minority ethnic communities and bilingual staff to support practitioners with English as an additional language.
- Consider the cultural and religious needs of certain groups when organising venues.
- For training consider using EYFS Award developed by PNS and CWDC (see page 17).
Section 3: Criteria for EYFS training and development

LAs already work with many training organisations and individuals. The criteria below are designed to help LAs and settings decide whether an individual or organisation is likely to deliver appropriate training and/or support for the EYFS. The criteria should also be used to reflect on the LA’s own consultants’ and advisers’ approach to EYFS training.

All training providers should:

- demonstrate commitment to the EYFS principles when delivering training;
- deliver training that enables practitioners to put the principles into practice;
- tailor training to meet the diverse needs of the sector, including childminders;
- use an action research approach to training wherever possible, for example where practitioners are expected to do some observation or research in their setting between sessions and to reflect on their learning with others during sessions;
- understand the welfare requirements and refer to them where appropriate;
- understand the learning and development requirements;
- be committed to the advice provided in the Foundation Stage Profile handbook about appropriate methods of assessing progress (see section 9 of this booklet);
- demonstrate how training may enable practitioners to meet the National Occupational Standards for Early Years Professional Status.
Section 4: Access to the EYFS CD-ROM

Part of any training should involve using the EYFS CD-ROM.

The CD-ROM is a much more flexible way to access the EYFS and also includes far more information, research etc. than the booklets and cards. It is important that all practitioners have access to it. LAs should consider auditing and improving the IT access of practitioners.

Section 5: Quality improvement

It is important that LAs continue to recommend quality improvement processes (QIPs) to settings. Many LAs have developed good local quality assurance schemes.

The introduction of the EYFS is a good opportunity to remind all providers that part of implementing the EYFS is considering how best to create, maintain and improve a setting so that it meets the highest standards and offers the best experience for young children. All providers should continuously think about how to improve what they are offering to children and families.

The National Children’s Bureau in partnership with national, regional and local providers of quality improvement processes has created a “National QIP Network” and through the Network, a set of National Principles for assessing QIPs.

The National QIP Principles will ensure that all QIPs are appropriately supporting settings to continuously improve, reflect, monitor and evaluate their practice. For more information please refer to www.ncb.org.uk/earlychildhood.

Section 6: The Outdoor Learning Environment

This is the EYFS statutory guidance

“Wherever possible, there should be access to an outdoor play area, and this will be the expected norm for providers. In settings where outdoor play space cannot be provided, outings should be planned and taken on a daily basis (unless circumstances make this inappropriate, unsafe weather conditions for example)”. The introduction of the EYFS is an opportunity to review access to the outdoor environment across the LA and to ensure that providers are aware of their responsibilities in this area.

The EYFS CD-ROM contains useful resource links and information on the outdoor environment in Enabling Environments, 3.3 The Learning Environment.
Section 7: Ratios

Providers must meet the specific requirements for ratios of adults to children set out in appendix 2 of the Statutory Framework for the Early Years Foundation Stage booklet. The ratio requirements set out the **minimum** number of staff required to be present with children at any time. It may, according to circumstances, be necessary to exceed these minimum requirements. The provider should consider at all times whether there is adequate supervision of children and ensure that the needs of individual children being cared for are met.

Providers and practitioners should refer to section 3 of the EYFS Practice Guidance booklet, which sets out suggestions for appropriate ratios for different contexts.
Section 8: Further support

8.1 EYFS introductory session

On the CD-ROM that accompanies this booklet there is a set of Microsoft PowerPoint® slides with notes. This is a flexible resource that can be tailored to the local context and the needs of particular groups.

The slides include information about the pack. They can be used in conjunction with the LA’s own resources and in any order, although they have been sequenced as an introduction to the EYFS for practitioners who are going to engage in further training and development. They may also be sufficient on their own for governors and elected members who need to know the key messages but do not have to put them into practice.

8.2 Further support from the DfES and the National Strategies

8.2.1 Regional advisers

Foundation Stage regional advisers will be running regional workshops to support LAs in using this briefing pack and rolling out the EYFS.

8.2.2 Resources

Existing materials
Details of useful existing materials and websites are given in Appendix 1 on page 20.

Forthcoming publications

- **Summer 2007** – a DVD-ROM to support training. This will be a resource to support trainers. It will link clips of everyday practice to the EYFS Principles into Practice cards.

- **Autumn 2007** – a leaflet and DVD-ROM about the EYFS specifically designed for use with parents and carers. This will be piloted in funded LAs during Summer 07.
Section 9: The EYFS Profile

Practitioners should continue to use the Foundation Stage Profile (FSP) handbook and booklet. From September 2008 it will be the EYFS Profile (EYFSP).

The FSP captures the early learning goals as a set of 13 assessment scales, each of which has nine points. Early learning goals are presented individually or have been split or combined, where appropriate, for ease of use. An updated scales booklet will be available from September 2007.

The profile statements remain accurate descriptions of children’s achievements in the EYFS.

The first three points in each assessment scale describe a child who is still progressing towards the early learning goals, and are based mainly on the stepping stones in the existing *Curriculum Guidance for the Foundation Stage*. Most of these stepping stones are reproduced almost exactly in the EYFS six areas of learning and development grids in the stages leading up to 40–60+ months. Where there is no exact match other statements combine to indicate important aspects of learning and development.

The next five points in each assessment scale are drawn from the early learning goals themselves, so there should be no difficulty in continuing to use these.

The final point in each scale describes a child who has achieved all the points from 1 to 8 on that scale, has developed further both in breadth and depth, and is working consistently beyond the level of the early learning goals.

It is not possible to complete the FSP or EYFSP by using tests or one-off assessment tasks. Judgements must be based on observations over a period of time. The process of collecting information about children’s learning and development is a critical part of the assessment process and combines with rigorous moderation to ensure that the judgements made produce data that are accurate and reliable.

9.1 Further web-based support for the EYFS profile

Work is underway on an early years section for the Evaluating School Performance website at www.standards.dfes.gov.uk/esp. This builds on and extends the information currently available on http://www.standards.dfes.gov.uk/primary/features/foundation_stage/fsp_data/.

This resource will fully support the EYFS Principles and approaches to assessment. It is designed for teachers in reception classes, senior leadership teams and LA colleagues and aims to help users become more confident in understanding and using data.
Section 10: The Children’s Workforce Development Council (CWDC) support and training

The development of Early Years Professional Status (EYPS) and support for the achievement of the National Occupational Standards at level 3 are CWDC priorities. They will help to establish an early years ‘climbing frame’ built around level 3 and level 6, with Foundation Degrees providing a bridge for those wanting to achieve EYPS.

10.1 Level 3 Award in Early Years Foundation Stage Practice

The Award is designed to support the early years workforce to develop and demonstrate the skills and knowledge required to implement the Early Years Foundation Stage. It will build on the existing learning and experience held by practitioners and the good practice taking place in early years settings.

Who should undertake this Award?

The Award is suitable for early years practitioners who will be implementing the EYFS. It is appropriate for those who already have a recognised level 3 qualification such as NVQ in Early Years Care and Education or Children’s Care, Learning and Development and for those who wish to update their skills. Other practitioners at different levels may also find the award is suitable for them.

In order to complete the assessments, many of which are work-based, candidates will be required to be working with children under 5 years in a regulated setting. They can be working as employees, volunteers or students undertaking work placement.

There are no formal entry requirements but candidates will require sufficient functional skills in English to undertake the Award and its assessment.

During its initial implementation the qualification will form part of the testing and trialling of the QCA’s ‘Qualifications and Credit Framework’ (QCF). It is likely to be the first qualification on the emerging Integrated Qualifications Framework.

How long will it take?

The guided learning associated with this Award is 120 hours. It is divided into 3 units each of 40 guided learning hours (6 credits). There will be a system of accrediting prior learning for some candidates especially for one of these units the content of which could be used to support continuing professional development and over time could be combined with other units to develop a full level 3 qualification.

When does it start?

Partners involved in this development are the Primary National Strategy, Qualifications and Curriculum Authority, CWDC, Children’s Workforce Network and Awarding Bodies.

10.2 Early Years Professional Status (EYPS)

Early Years Professionals (EYPs) will work in a range of settings in the Private, Voluntary, Independent and maintained sectors and will be crucial to leading and improving practice across the Early Years Foundation Stage (EYFS). The intention is that they will be catalysts for change, transforming the quality of provision to improve outcomes for children. It is Government’s aim for an EYP to be employed in every full daycare setting across England by 2015.

The EYPS prospectus is available on the CWDC website. The Standards for EYPS relate to the EYFS and cover working with babies and children from birth to five.

There are four ‘pathways’ to achieving EYPS:

- a three-month part-time validation pathway for those close to achieving the Standards;
- a six-month part-time extended professional development pathway (short EPD);
- a 15-month part-time extended professional development pathway (long EPD);
- a 12-month full-time full training pathway.

These training and assessment routes are currently open to people with degrees in or joining the early years workforce in all settings other than maintained schools. Priority is given to staff from full daycare settings but sessional settings and childminders can also gain EYPS. The pathways build on candidates’ existing skills, knowledge and practice experience.

Depending on their previous experience, candidates who meet the eligibility criteria will be directed by training providers (35 in England) to the most appropriate pathway. Training for candidates will be tailored to allow them opportunity to demonstrate the EYPS Standards. More information is available on the CWDC website at www.cwdcouncil.org.uk/projects/eypprospectus.htm.

Practitioners with an early years foundation degree (level 5) or equivalent can complete the long EPD pathway to gain EYPS or, alternatively, take relevant degree modules to the value of 60 points at HE level 3 before starting on one of the shorter pathways.

Practitioners with relevant level 3 or 4 qualifications need to achieve a foundation degree or equivalent qualification before they can embark on one of these pathways.

Over time, the CWDC will look at a new pathway or pathways to EYPS for those with significant relevant experience and level 3 qualifications.
Section 11: Funding for EYFS training and development

11.1 The General Sure Start Grant (GSSG)

The GSSG allocation for 2006/07 and 2007/08 includes funding to develop LAs’ early years and childcare workforce and LAs will be expected to prioritise funding from their GSSG for EYFS training.

LAs and providers should continue using Communicating Matters, which can be accredited by CACHE at level 3 and to make best use of other existing continuing professional development materials such as the Personal Social and Emotional Development resources (see page 21). The DfES sees funding this training as a good use of GSSG.

11.2 The Transformation Fund (TF)

The Transformation Fund is part of GSSG and nearly £200m from the Transformation Fund is going to LAs over the period April 2006 to September 2008 to help the Private, Voluntary and Independent (PVI) sector develop its staff.

From April 2006 all EYFS practitioners have been able to apply to their LA for reimbursement from the TF of costs for undertaking training to acquire relevant full level 3, 4 or 5 qualifications. This can include training towards the early years foundation degree and the EYFS, as long as the module has been accredited as a full level 3 or higher.

In addition, the Quality Premium, awarded from September 2006 to PVI full daycare settings employing graduate level early years professionals as leaders, can be used to support professional development of staff to deliver the EYFS. Likewise, the Home Grown Graduate Incentive, also available since September 2006, for settings without graduates but with committed members of staff who would like to attain level 5 qualifications and then EYPS, can also be used by settings to support professional development to deliver EYFS.

11.3 The Standards Fund (SF)

The funding in grant 107 is to support the effective use of the EYFS in all LAs. Clearly this is how LAs can prioritise the needs of maintained sector practitioners and possibly continue some of the previous work on transition and continuity. An effective LA will plan for this in conjunction with GSSG and TF funding and try to achieve maximum benefit for all practitioners.
Appendix 1

Primary National Strategy resources, other resources and useful websites

Parents: partners in learning

This publication was produced following pilot activity with seven local authorities from September 2004 to March 2005. The pack consists of seven leaflets, which show a range of ways that local authorities can support settings as they seek to respond to the diversity in communities, provision and families. Copies are available from the DfES order line 0845 6022260 quoting reference number 1210-2005 G.

Foundation Stage toolkit

The Foundation Stage toolkit is a key collection of resources for Foundation Stage practitioners. Included in this pack are a set of CDs to cover:

- Birth to three matters, an introduction to the pack;
- Sure Start information for parents, video material;
- Key Foundation Stage publications;
- Foundation Stage Profile, CD-ROM;
- Building the Profile, video material to support observation and assessment;
- Effective Reception class materials; and
- Celebrating young children, introductory video.

These are invaluable resources which demonstrate how to work with young children, and they provide a rich bank of information. Copies are available from the DfES order line 0845 6022260 quoting reference number 1198-2006 GCDI.

Celebrating young children and those who live and work with them

These materials followed the high profile exhibition and consist of a DVD and a set of 12 posters. The posters are designed to be used in settings to show key messages about working with young children, and the DVD supports the celebration of this excellence through the stories of young children, their families and the practitioners who work with them in a range of settings across the country. Copies are available from the DfES order line 0845 6022260 quoting reference number 0029-2006PCK-EN for the posters and 1211-2005DVD for the DVD.
Personal, Social and Emotional Development (PSED)

Local authorities are telling us that this training material produced to support children’s personal, social and emotional development is being well received. This is still a relatively new resource and we know that many local authority colleagues are considering how to build it into their training programmes. The PSED materials are available from the DfES order line 0845 6022260 quoting Personal, Social and Emotional Development training materials SSESCG_24.

Communication, Language and Literacy development

The roll-out of this programme, known as Communication, Language and Literacy development, is now under way. This builds on the findings of the Early Reading Development pilot but takes full account of the recommendations of the Rose Report. The DfES and the Primary National Strategy will be working with independent experts to develop a new phonics programme which will replace Playing with Sounds and will be available during the spring term 2007. www.standards.dfes.gov.uk/roserereview/

Communicating Matters

This material was developed by Manchester Metropolitan University for the Sure Start Unit and designed to support practitioners’ understanding of children’s early language and communication. The training material consists of a set of three modules with accompanying PowerPoint® presentations and task booklets for course participants. These have recently been reprinted so it is now possible to order a training pack with ten sets of task booklets from the DfES order line 0845 6022260 quoting reference number 02026-2006PCL-EN.

Seamless transitions – supporting continuity in young children’s learning

The Seamless transitions materials reflect the learning journeys of the six local authorities participating in the Foundation Stage Transition Project between October 2004 and October 2005. They consist of a DVD, an introductory booklet and a set of six posters. These materials would be suitable for individual practitioners and would provide a useful resource to support a project on transition. They are available from the DfES order line 0845 6022260 quoting reference number 0267-2006-PCK-EN.
Improving outcomes for children in the FS in maintained schools

These materials are aimed particularly at settings where the FS is in the early stages of development. The materials provide a range of case studies that illustrate how LAs, schools and settings have swiftly and effectively improved the conditions for learning and the outcomes for children as measured by the FSP. The approaches recommended are appropriate for all settings currently using Birth to Three Matters and the Curriculum Guidance for the Foundation Stage and preparing to implement the EYFS.


Continuing the Learning Journey

This training package is designed to help schools to give children a positive experience of transition as they move into Key Stage 1 and to show schools how to make most effective use of information from the FS. The package addresses issues of understanding practice and provision in the FS, how assessments are made and used and the effective use of FSP data to support school improvement and self-evaluation. It was specifically designed to be delivered as whole-school in-service training to ensure that all aspects of the FS and the FSP were fully understood by all colleagues from infant, first and primary schools.

Hard copies of the pack are no longer available but documentation is available to download from www.qca.org.uk/15005.html.
Other resources

The EYFS pack is available online at www.standards.dfes.gov.uk/primary/publications/foundation_stage/eyfs/ and www.teachernet.gov.uk/teachingandlearning/eyfs/.

We have begun to develop the Foundation Stage section of the standards website and have some new information available. www.standards.dfes.gov.uk/primary/foundation_stage/

www.evaluationtool.org/ This supports LAs in evaluating their practice using KEEP. It has been updated in line with EYFS.

www.principlesintopractice.org/ This setting self-evaluation tool has been updated to relate to the EYFS principles.

Developing quality through leadership

*Developing quality through leadership*: action research case studies in private, voluntary and independent sector settings is about to go live on the Standards website. The case studies describe a project which ran during 2005–06 in six local authorities working with six of their settings: Cambridgeshire, Croydon, Medway, Northumberland, Nottinghamshire and Reading. The case studies will be found at: www.standards.dfes.gov.uk/primary/casestudies?view=listing&subject=S_939181

Foundation Stage Profile data

These web pages summarise current national discussions on data use and contain examples of effective use of data at the end of the Foundation Stage.

There are a number of key reference documents attached to these web pages along with links to helpful websites. These are available on: www.standards.dfes.gov.uk/primary/features/foundation_stage/fsp_data/.

Every Child Matters

An ever-growing website with many links and all the most up-to-date information about this key government policy area. www.everychildmatters.gov.uk/
Appendix 2

Early Years Foundation Stage Statutory Framework - Errata and Clarification

We have been asked to clarify some points contained in the EYFS welfare requirements. In addition there are three errata which are detailed below. These changes have been made to the Statutory Framework PDF file which can be downloaded from the website. A Frequently Asked Questions (FAQ) section, which includes a list of all the changes made to the Statutory Framework document, is on the EYFS website (www.teachernet.gov.uk/eyfsfaqs). Any changes to the EYFS Practice Guidance document will also be noted in this area of the website.

Please contact us for any clarifications required by emailing the EYFS mailbox: enquiries.EYFS@dfes.gsi.gov.uk. We will maintain a record of clarifications and changes to the documents on the FAQ section of the website.

Errata

Page 26 Illnesses and injuries - Paragraph 5, first sentence
Replace “should” with “must” so that the sentence reads “Providers must discuss with parents the procedure for children who are ill or infectious.”

Page 35 Statutory guidance - Paragraph 5, third sentence
Replace “must” with “should” so that the sentence reads “This equipment should be quickly and easily accessible by staff at the provision so that it can be used by those children whenever it is required.”

Page 50 Children aged three and over in maintained nursery schools and nursery classes in maintained schools - Third bullet point
Replace “2” with “3” so that the sentence reads “At least one other member of staff must hold a full and relevant level 3 (as defined by CWDC).”

Clarification

Requirements to notify OFSTED of certain events

In various places the welfare requirements state that providers must notify OFSTED of certain events. This only applies to registered providers.

Page 23 Information and complaints

The requirements relating to investigating and notifying OFSTED of complaints apply to registered providers. Schools without registered provision will operate complaints procedures in accordance with Section 29 of the Education Act 2002.