

## Early Years Update - Autumn 2007

It was lovely to see so many of you at the Wigan Launch of the Early Years Foundation Stage (EYFS) last month. I hope you will access the training programme and consider how all staff in your school will become familiar with the new framework between now and September 2008.

You may be interested to hear about developing links with the Health Service with regard to the introduction of EYFS. In order to ensure effective implementation of the Early Years Foundation Stage and maximise potential for impact, the Early Years Team are working with the health service to develop high quality and consistent information for parents and carers regarding young children's development.

We have begun to work with the health visiting service in order to develop information for parents regarding how they can support their children's learning and development. We will also be looking at bringing the developmental checks carried out by health visitors in line with the stages of development outlined in the Early Years Foundation Stage document.

The Physiotherapy service has expressed an interest in becoming involved in the delivery of training and the development of guidance regarding children's physical development. Work continues to progress with the Speech and Language Therapy service regarding the implementation of ICAN training and accreditation.

As a result of the changes within EYFS regarding stages of development, the team will be revising the LA advice on tracking progress in readiness for next September. In the meantime we strongly encourage you to continue to use the Wigan FS Tracking Matrices.

A number of schools continue to query the fact that the latest version of the tracking sheets is based on a score of 8 FSP being the "expectation" for the end of the Foundation Stage, this means that a child has achieved **ALL** the Early Learning Goals for that particular scale. The EYFS clearly states that achievement of **ALL** the Early Learning Goals (ELGs), i.e a score of 8 FSP is the **expectation for the end of the reception year**. It is confusing however, when the NAA continues to talk about 6 FSP, being a 'good level of development'. However, a score of 6 means that children are working "securely within the ELGS, having achieved **some**, but **not all** of them".

**I believe we have to accept this different focus on 6 and 8.** For the purposes of identifying the attainment on entry/exit for a nursery or reception cohort I believe it is **essential** to use the 8 FSP as the national expectation. If you use 6 FSP as the national expectation at the end of reception, children achieving 6 FSP will have to achieve 2B at the end of KS1 to have achieved "satisfactory" progress.

### **New staff members / changes.**

We are pleased to welcome Suzanne Christy who joins the team on secondment from Lancashire as Advisory Teacher 2 Inclusion working in the East of the Borough until August 2008 and to let you know that Andrea Smethurst is now working in Area 2 as Advisory Teacher Quality. Gemma Warburton will be joining our small team of Inclusion Assistants shortly before Christmas.

### **Foundation Stage Outcomes Duty**

You will know that the LA has a duty to improve Foundation Stage results and has to set targets for the end of the Foundation Stage. The targets are :

- To increase the percentage of children achieving 6+ in PSED.
- To increase the percentage of children achieving 6+ in CLLD.
- To increase the percentage of children achieving 6+ in both CLLD and PSED.
- To increase the number of children scoring 78 FSP.
- To increase the scores of the lowest attaining children 3 times as quickly as the highest, i.e. narrowing the gap.

Although schools are not required to set numerical targets like these, we have raised awareness about the need for schools to assess children at regular intervals to identify strengths and areas for development – which become their 'target areas'.

There was little time to do any intensive work in schools between the targets being set in January and the Foundation Stage Profile being completed in June. However, largely due to the increased focus across every school I believe, the LA **did** achieve most of the targets. LA results indicate that standards in all areas of learning (and strands) increased in 2007 and are above national averages in every case. The only aspect where we did not meet the target was in respect of narrowing the gap. Although impact was made, it was not enough to achieve the target and this remains a major focus of our work.

We must not become complacent though. The fact is that in 3 out of 4 strands in CLLD and in calculating only a third of children assessed on the FSP had achieved the expected level. These children are now in Year 1. Expressed another way, 2/3rds of the children in Year 1 had not achieved the expectation for the end of the Foundation Stage 6 months ago. I therefore strongly encourage all schools to review the progress of these children and ensure that the provision in your school is meeting their needs.

## Targeted Intervention

In the last academic year the team focused on working with teachers in LA maintained nurseries. Practise in all nurseries was audited and based on the outcomes, a training programme has been designed including sessions to develop teachers' understanding and use of data, tracking progress and targeting.

This year, the team focus will be on reception teachers. In Phase 1, a group of 35 schools has been brought together. These schools have been identified for a variety of reasons :-

- Many of them have had larger numbers of lowest scoring children in 05 – 06, 06 – 07 or both.
- Some had unusual ranges in scores for CLLD in the FSP 2007.

All schools in the group are receiving a visit to their reception class by an advisory teacher and enhanced moderation of FSP. Those who are not already using 'Forward Together' have been given the opportunity to implement this straight away. Forward Together is a project aimed at the parents of children who achieved low scores (around 4/5) on the FSP. These children are now in Year 1 and without some targeted intervention they are likely to underachieve at the end of subsequent key stages. The schools will also be prioritised to

train on Flying Start next summer (in a nutshell, Flying Start is a project that promotes target setting appropriate for reception age children.)

In subsequent years, other schools will be targeted for this type of intervention/support and I hope that when your school is identified that you will be keen to engage. If, in the meantime you need support with any Foundation Stage issues, please use the electronic referral form distributed to schools last term. (Please contact Karen Keen for another copy if necessary).

## **Early Support in Wigan**

An update on the progress of using the "Early Support" resource materials to influence the design and implementation of services for children with complex needs is included with this update. I hope you will find this useful.

## **Letters and Sounds**

Introductory training to Letters and Sounds has now been delivered to Early Years practitioners in the maintained and private and voluntary sectors. Approximately 75% of all settings have now attended training. One of the key messages to come from the Rose Review is that the systematic teaching of phonics, (the matching of sounds and symbols) should start at the age of 5. Practitioners are expected to challenge children and some may progress at a faster pace, however, activities and expectations should be developmentally appropriate. Phonic teaching ensures rapid progress when delivered in discrete daily sessions, to groups of children rather than the whole class. Rose also identifies the need for a prior knowledge of children's ability, which is used to identify and meet learning needs.

Phonic development is now characterised by a six phase approach, which begins during the pre - school year and runs to the end of Year 2. It is expected that an average child will be ready to start Phase 2, (which is the start of systematic phonic teaching) towards the end of the first term in Reception, with Phase 3 and 4 running to the end of reception. Rose emphasises the importance of fidelity to one phonic scheme to ensure continuity. Schools who have bought into popular published schemes will find that these are generally compatible with the "core criteria" for a scheme as identified by Rose and are suitable for phonic teaching for children who are at Phase 2 and beyond. Further information about published schemes can be found at [www.standards.dfes.gov.uk/phonics/programmes/core](http://www.standards.dfes.gov.uk/phonics/programmes/core)

**The only published scheme that provides activities for children at Phase 1 is Letters and Sounds.** At this stage children are expected to develop auditory discrimination. Many children enter a Reception class unable to hear phonemes. If children are yet to develop this skill then they are not ready to be successfully matching phonemes and graphemes together. Phase 1, covers 7 aspects and leads to the development of over 50 early phonic skills, such as listening and responding, vocabulary development, describing sounds, oral segmentation and blending and an understanding of alliteration and rhyme. The training for the maintained sector involved practitioners discussing if their cohort of Reception children were ready to begin Phase 2 or whether more time spent on developing basic skills would be appropriate at this point in the Autumn Term.

There will be one more training session for Letters and Sounds, to be held on 7<sup>th</sup> December at PDC starting at 9.15 am. If you would like any further information about this or a record sheet that identifies Phase 1 skills then please contact Sue Child on [s.child@wiganmbc.gov.uk](mailto:s.child@wiganmbc.gov.uk) or on 200899.

## New Resources

Two new guidance documents have been published recently. One is about supporting children with English as an additional language, the other about boys' achievement. We intend to distribute these at future training events. If you want copies sooner, both are downloadable from the Standards Site at

[www.standards.dfes.gov.uk/primary/publications/foundationstage](http://www.standards.dfes.gov.uk/primary/publications/foundationstage)

The documents are currently advertised as "Latest Publications" on the right hand side of the page.

In addition a new DVD has been produced with the aim of promoting the engagement of families in children's learning. Having seen extracts I am confident that this resource will be invaluable and I anticipate that many of you will include it as part of your induction programme with parents. Children's Centres have all received a number of copies. I am anticipating a delivery any day now but I know it will not be sufficient for one per school. I will do my best to secure enough and will despatch them as soon as possible. The DVD is accompanied by a height chart and I will distribute this also.

## Foundation Stage Profile Update

This year's support for YR teachers has now been planned. Foundation Stage Profile Moderators will offer a half-day support visit this year to all Cluster B schools in either the Spring or the Summer term. The timing and focus of this support is negotiable with your moderator who will make (or have made) an initial contact this term. A copy of the cluster groups is available on the Early Years Website.

**The visit is not designed to focus on the moderation of judgements.** Primarily it will be used to discuss the practice and processes related to the observation of children and the quality of day to day learning and teaching. The validation of a school's results depends on the outcome of the moderator's visit **and** the statutory moderation meeting. *Schools who are not due a visit this year may request one at any time.*

**The LA has a statutory duty to moderate all teachers' judgements. Consequently all schools, (including those in Cluster A) are required to attend a moderation meeting to share their understanding of the various scale points within the Profile.** To help meet this requirement, schools received a booklet containing two observational assessment tasks last June. (Further copies can also be downloaded from the above website.)

**Recorded observations from these activities will form the basis for the discussions and the ultimate verification of judgements.**

**There are changes this year to the way in which moderation will be undertaken and there are two very different moderation tasks.**

**Task A** is based on Mathematical Development and follows the moderation process with which practitioners are already familiar. This task is for moderation purposes only and is based on the examples included in the initial Profile Handbook.

The task title should again be treated as a suggestion. Provided the observations are planned around the identified key scale points for Mathematical Development it does not matter what context is actually used. Judgements relating to additional scale points are also possible but for the purposes of the moderation exercise only the key scale points will be used to judge whether a school's overall results can be validated.

**Task B** is based on Physical Development and will provide practitioners with the opportunity to discuss judgements made about 2 children with evidence being gathered over the two terms. (i.e. Autumn and Spring) prior to the moderation meetings. There is no adult initiated task to complete. Instead you are asked to collect information from a range of contributors including recorded “anecdotal significant moments.”

Further details of these tasks can be found in the Observational Task Booklet or online.

Colleagues must bring at least **three** examples of observational assessments to the moderation meeting in order that the school's judgements can be verified. If you wish you may bring two examples from one of the tasks and another from the second.

**The dates for these meetings are:-**

**Date:** Thursday, 15.5.08 **Time:** 1.15pm **Venue:** Quality Hotel River Way Wigan MBC  
**Clusters:** A3 B3 A5 B5 A6 B6 A7 B7 **Course Code:** EY/008

**Date:** Thursday 22.5.08 **Time:** 1.15pm **Venue:** P.D.C. Hindley  
**Clusters:** A1B1 A2 B2 A4 B4 **Course Code:** EY/007

**NB: Please bring a photocopy of one piece of evidence as this will be retained to verify that statutory moderation has taken place**

There will again be an opportunity for all practitioners to meet with their moderator and other colleagues during the Spring Term. Two half day Cluster Support Meetings have been arranged at the following times.

In response to requests from practitioners we have changed the focus of the cluster meetings. The first one on the 22.1.08 is now a support session for practitioners. During this session practitioners can drop in at any time for support with any aspect of the Foundation Stage Profile.

The 31.1.08 will be a training session around observation and assessment for the Foundation Stage Profile, this is predominantly for teaching assistants in the Foundation Stage but is open to all practitioners.

**Date:** Tuesday 22.1.08 **Time:** 9.15 am **Venue:** P.D.C. Hindley **Course Code:** EY612

**Date:** Thursday 31.1.08 **Time:** 1.15 pm **Venue:** P.D.C. Hindley **Course Code:** EY611

**NB: Please note the times for these cluster support meetings are correct above, due to an administration error they are wrong in the task booklet.**

Please book on line for both the moderation meeting and the cluster meetings using the course code.

### **Updated Foundation Stage Curriculum Guidance / Profile Information**

As you will be aware, the Rose Review - *Independent review of the teaching of early reading* has precipitated a change to the wording of one of the early learning goals for communications, language and literary (CL&L): linking sounds and letters.

The wording, 'Hear and say initial and final sounds in words, and short vowels within words', has been changed to, '**Hear sounds in words in the order in which they occur**'. The associated Communication, Language and Literacy scale of the Foundation Stage Profile has been amended to read:

CLL: linking sounds and letters: Scale Point 5: Hears and says sounds in words.

CLL: linking sounds and letters: Scale Point 6: Blends sounds in words.

With this EY Update you will be receiving the replacement pages for *Curriculum Guidance for the Foundation Stage* and the *Foundation Stage Profile Handbook*, as follows:

- Curriculum Guidance for the Foundation Stage (pages 60 and 61)
- Foundation Stage Profile Handbook (page 24, Scale Points 5 and 6)
- Foundation Stage Profile Handbook (page 72).

If you have any queries around FSP implementation or moderation please contact Jayne Challiner on 01942 828916 or email [j.challiner@wiganmbc.gov.uk](mailto:j.challiner@wiganmbc.gov.uk)

### Collection of FSP Data

In last term's update information was provided regarding the Childcare Act 2006 and the inclusion of a power whereby the Secretary of State sets targets for Local Authorities based on the Foundation Stage Profile results. As you are aware our work around this is ongoing. To support us in achieving these targets and to enable us to target early intervention work effectively it would be extremely helpful if Reception teachers would be prepared to submit ongoing FSP scores at the following points in the year, **on entry, end of Autumn Term and end of Spring Term** (in addition to the statutory end of year scores to the LA).

- For practitioners using the e profile this is very straightforward. A copy of your 'Quick Summary of Component Scores' sheet which can be found in 'Lists and Printouts', would provide the information needed. This can either be pasted into a word document and emailed to [j.challiner@wiganmbc.gov.uk](mailto:j.challiner@wiganmbc.gov.uk) or alternatively printed out and sent via the black bag.
- For practitioners not using the e profile, it would be very helpful if you could send a copy of the scores for your class by either email or the black bag.

If you use the black bag system please mark your envelope "For the attention of Jayne Challiner 5, Worsley Terraces, Gateway House Wigan." Please ensure the name of your school is on any enclosures.

If you require any further information regarding this process please contact Jayne on the email address above or on 01942 828916

### Inclusion / Early Intervention

At the recent School SENCO cluster meetings, members of the Early Years, Access and Inclusion and the Educational Psychology Teams provided information about changes to the criteria for allocation of resources for children in the Early Years. SENCO's received copies of the revised criteria and this information is now available on the intranet (Wigan Schools online).

In summary, the main changes made are:

- Clarification that TIS1 can only start at the beginning of the **formal** nursery year, that is the academic year prior to the child starting statutory schooling.
- Clarification that TIS 2 is for reception year only, for up to 3 terms.
- Stating that TIS2 requests can be accepted until 31st December (of the reception year) with any funding agreed in place and continuing for the remainder of the child's reception year.
- Highlighting that the severity of the child's needs would meet the criteria for Statutory Assessment if they were older.
- The Advisory Teachers, Inclusion from the Early Years Team will lead the completion and submission of the applications for **children with the most complex needs** during the Spring Term of the Nursery Year. This will allow for earlier planning where admission into a mainstream primary school will require a high level of differentiation or adaptation to the curriculum or environment. Based on previous records it is envisaged that this will only apply to a small number of children each year.
- The Moderating Panel will complete a "Provision Agreement" when funding has been allocated and this will specify the level of support agreed and recommendations for the way in which the support will be targeted. This document will be signed by school, with a copy being returned to the Access and Inclusion Team. This will replace the previous TIS2 action planning meetings.

The Targeted Individual Support processes are intended to facilitate the early allocation of resources to support children accessing Early Education. There are currently 60 children being supported at TIS 2 level, which is intended for children with needs that are identified as severe, persistent, complex and long term equating to a level you would expect for an older child with a Statutory Assessment.

The TIS procedures are closely linked to the procedures for Statutory Assessment:

- All evidence gathered through the early years processes is vital evidence to support a request for Statutory Assessment.
- A request for Statutory Assessment would not automatically be agreed following allocation of TIS 2 resources.
- Evidence of support, strategies and intervention programmes would provide detail of the graduated response over time.
- If a child is in receipt of TIS2 funding and a request for SA is being completed, this should be submitted during the 1st half of the summer term.

If you have any queries regarding the Early Years Processes, please contact:  
Suzanne Payne on 01942 828852.

### **Wigan Quality Standard / I CAN**

The following settings have been recommended for re-accreditation under the Wigan Quality Standard since the last update. Once confirmed by the Ratification Group, their hard work and commitment will also be recognised at an awards ceremony. The latest I CAN accreditations are also identified.

	<b>Area 1</b>	<b>Area 2</b>	<b>Area 3</b>
Wigan Quality	St Aidan's	St Luke's	Hindsford CE
	St Marie's	St Benedict's	Wigan and Leigh

			College
	St Patrick's	Abram Bryn Gates	Ambrose Day Nursery
	Aspull Church School	Hindley St John's	Westleigh St Paul's
	St Wilfrids Catholic		
	St James CE		
	Millbrook		
I CAN	Hope School		
	Whitley Pre School		

### Newly Qualified Teachers working in the Foundation Stage/Teachers new to the Foundation Stage

The first of the termly support meetings for NQTs working in the Foundation Stage and for teachers new to the Foundation Stage took place last week at Ince CE Primary School. The focus of this meeting was the Foundation Stage Profile and included guidance on carrying out this year's moderation tasks. There was also be an opportunity to share observation formats, look at the e-profile and discuss any issues/concerns relating to the Foundation Stage. Attendees also had the opportunity to look round the school. These meetings are of value to NQTs working in Nursery or Reception and provide an ideal forum to network with other practitioners. We aim to keep abreast of NQTs joining the FS but if you are not on our database and would like to attend, please contact **Janet Johnson 01942 828922** or [janet.johnson@wiganmbc.gov.uk](mailto:janet.johnson@wiganmbc.gov.uk)

### Early Education

The details for the next planned Early Years Conference are as follows:

**Speaker:** Janet Ackers - Raising the Achievement of Boys

**Date:** Thursday 13<sup>th</sup> March **Venue:** Wigan Investment Centre

This will be a special event and there will be a **"Buy one Get one Free"** offer on tickets. Flyers will be sent into school early next year.

The Wigan Branch of Early Education is extending the offer of discounted membership. From now on all practitioners working in early years settings in the Wigan area will be able to take advantage of this offer all year round!

Annual subscription rates to Early Education are currently as follows:

Individual - £37.50

Group A - £95 for settings of up to 5 people

Group B - £150 for settings of up to 10 people

**Wigan's 10% discount will entitle you to membership at the following rates:**

**Individual - £33.75**

**Group A - £85.50**

**Group B - £135**

This will entitle you to membership/membership renewal for one year

**Membership of Early Education ensures discounted entry to our termly local conferences in Wigan.**

**At national level there are numerous other benefits including receipt of the termly journal and regular newsletters.**

If you would like to join or (rejoin) please telephone Janet Johnson 01942 828848 or email Janet.Johnson@wiganmbc.gov.uk

As we near the end of this term I would like to thank you for your continuing efforts to ensure that our youngest children get the high quality opportunities they deserve and would like to wish you all a happy and restful Christmas break. All good wishes for 2008.