

## Early Years Update - Spring 2008

It hardly seems possible that we can be so close to the end of another term but there is no doubting that we are! This means that the introduction of the Early Years Foundation Stage (EYFS) is fast approaching. EYFS must be implemented by all early years providers including nurseries in the maintained, private and voluntary sectors and schools with reception classes in September 2008. As it is a legal requirement, I hope that you are all becoming increasingly familiar with it. The EYFS documentation is to be reprinted in an attempt to clarify some aspects. Once we receive this we will direct you to the parts that have changed.

I attach an aide memoir to clarify the staff ratios and qualifications for nursery and reception classes in schools based on information received in response to questions that have been asked by many people. I do not envisage any changes to this position but this still remains as draft guidance until the revised version is received – at which point we will make any changes necessary.

I would also draw your attention to the Welfare Requirements **which are statutory** and I attach an aides memoir to assist you in checking that you fully comply with them. Whilst it is not a full list of the requirements it includes those that schools may not be used to operating under, especially in reception classes. As further guidance becomes available this will be updated. I am currently liaising with colleagues with regard to the requirement to have someone trained in paediatric first aid and I would ask you to be aware that this will require attendance at a specific course during the summer term if you do not already have someone with this qualification.

From September 2008 Ofsted will be required to make more judgements on the Foundation Stage. The most recent guidance for inspectors (Nov 2007) can be found on the Ofsted website by the following route: [www.ofsted.gov.uk](http://www.ofsted.gov.uk) select “Forms and Guidance” , enter “Framework for the inspection of schools 2005” and select the first choice in the list. “Inspecting the Foundation Stage” is part way down the list. It makes an interesting read.

November 2007 saw the launch of the training programme to support the introduction of the EYFS and it has been good to see members of the wider CYPS and representatives from the paediatric health services in attendance, in addition to practitioners from all sectors. There has been an excellent response with all dates filling up fast!

The first sessions focussed on the ‘Principles’ and ‘Personal, Social and Emotional’ development sections of the new guidance and were delivered by Ann Preston in partnership with team members. Ann works on a consultancy basis for us, delivering a variety of courses as part of the Early Years professional development programme in Wigan.

Training to support the ‘Communication, Language and Literacy Development’ section of the new guidance commenced in February this year and will be followed by ‘Problem Solving, Reasoning and Numeracy’ (formerly Mathematical Development) in April.

As a result of the huge demand, further dates have been added to the programme in **early April and May** for CLLD and PSRN. For further details and bookings please contact Hazel Donohue (Quality and Inclusion Admin) on 01942 828845.

## Team Contacts

Since the launch in September I know that many of you have been accessing training and I trust that if you have any queries you will speak to the named Advisory Teacher for your area. As there have been some changes to the team and their deployment and as the 206205 number is being discontinued, the updated contacts / numbers are as follows –

	Advisory Teacher Quality	Advisory Teacher Inclusion
West	Janet Johnson (828922)	Gill Thomas (828936)
Central	Andrea Smethurst (828859)	Carole Morris (828851)
East	Sue Hurst (prev Child) (200899)	Suzanne Christy (200899)

## Increase in the Free Entitlement

You will be aware that all 3 and 4 year olds currently receive 12.5 hours per week of free nursery education. From 2009, the most disadvantaged children will receive 15 hours free and from 2010 ALL children will receive 15 hours. In addition there is a requirement for a more flexible delivery pattern in order to meet parents' needs and the free entitlement can be taken over a minimum of 3 days and can include the lunchtime period. This has implications for all providers and consultation has already begun. Headteachers of schools with nursery aged children met to begin the debate about this earlier this week in order that we can be well prepared.

As EYFS removes the distinction between early education and childcare we need to change our terminology to reflect this. Accordingly we will begin to speak about free "**Early Years Provision**" rather than Early Education and Childcare.

## Tracking Progress

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

As I know it is a frequent discussion point, I would like to confirm that the LA advice is still to work on a score of 8 being the expectation for the end of the Reception year. 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**.

## 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 the ‘target areas’.

LA priorities continue to be:-

- Working with schools to ensure FSP results are accurate
- Focusing on CLLD
- Increasing the number of children who score greater than 78 points overall
- Reducing the gap between children in the most and least disadvantaged areas.

There is certainly an increased focus on attainment in the Foundation Stage. Although nationally the message has always been that there would not be a move to use FSP results to measure value added, there are early indications that once DCSF believes that the FSP results are secure they **will be** used these to measure progress from Reception to the end of KS1. New guidance on tracking progress has been announced and a recent conference for FS leads showcased the interrogation of data.

We have recently been informed that we are to receive funding for a CLLD consultant who will work in maintained and private and voluntary settings on the introduction of Letters and Sounds. Sue Hurst (Child) has already done some work on this and the current plans will be further developed once the consultant is in post.

## Collection of FSP Data

Thank you to the many practitioners who have sent their FSP data following the request in last term's update. If you have not yet sent this in but would still like to, details on how this can be done are below.

- For practitioners using e profile, 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 can 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

## Foundation Stage Profile Update

Foundation Stage Profile Moderators have contacted Cluster B schools and arranged their visit for either the Spring or the Summer term. If your school is in Cluster A and you have not been contacted but would like a visit from a moderator for support with any aspect of the Foundation Stage Profile please contact Jayne Challiner on 01942 828916.

**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.**

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

**Date:** Thursday, 15.5.08 **Time:** 1.15pm **Venue:** Quality Hotel, River Way, Wigan  
**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.**

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

## **Newly Qualified Teachers/Teachers New to the Foundation Stage**

The second of our termly meetings for Newly Qualified Teachers/Teachers new to Reception took place on 4 March at Bickershaw CE Primary. This was on the theme of Continuous Provision and included advice on planning and setting up high quality areas of provision.

The final meeting for this year has been arranged for 4.00pm on 20 May. The venue is Standish St Wilfrid's CE Primary and the focus of the meeting will be Outdoor Provision.

These meetings are of value to Practitioners working in Nursery or Reception and provide an ideal forum to network with other practitioners. They are open to NQTs/Teachers new to Reception/Graduate Trainees or indeed anyone who feels they would like to attend. We aim to keep abreast of NQTs joining the FS but if you are new and therefore not on our database and would like to attend please contact Janet Johnson 01942 828922 or [Janet.Johnson@wigan.gov.uk](mailto:Janet.Johnson@wigan.gov.uk)

## **Nursery INSPIRE**

**Nursery INSPIRE** promotes a smooth transition for children and parents on entry to nursery. It provides an opportunity to support children's learning in partnership with their parents, through workshop style sessions.

This work builds on the successful school INSPIRE and provides a package which can be used by schools as part of induction procedures to provide information and support for children and their families.

The project has been successfully rolled out to the majority of maintained nurseries across the borough. The final training session will take place in April for those nurseries who have not yet taken part.

(Schools will have been invited to attend some training about transitional information. This national information can be incorporated into your current induction processes as part of sessions such as INSPIRE))

## **Inclusion Development Programme**

All schools and settings will receive a copy of a National Strategies document entitled ***'The Inclusion Development Programme – supporting children with speech, language and communication needs: Guidance for practitioners in the Early Years Foundation Stage'*** during the summer term.

The Inclusion Development Programme (IDP) is part of the Government, strategy for children with special educational needs outlined in 'Removing barriers to achievement: the Government's strategy for SEN' (DfES/0117/2004). The IDP is a four year programme (2008 – 2011) that will provide support for leadership teams in schools and settings, and professional development materials for teachers and practitioners working with children with a range of SEN of all ages from Early Years through to secondary.

The IDP guidance for EYFS practitioners: 'Supporting children with speech, language and communication needs' aims to:

- Support schools and settings by helping teachers and practitioners to identify and support children with speech, language and communication needs
- Develop the achievement of children with speech, language and communication needs by providing guidance and support for leaders and staff in schools and settings.

The Early Years strand of the IDP is relevant to all practitioners, teachers, managers and leaders working within the EYFS, with children from birth to the age of five.

The IDP for Early Years is divided into the 4 EYFS principles:

A Unique Child	Positive Relationships
Enabling Environments	Learning and Development

Each section contains strategies and case studies that will support schools and settings in evaluating their inclusive provision. This will be a useful resource to support staff development as there is also a CD rom containing video footage of early years practice.

Information regarding the Early Years Quality and Inclusion Team plans to support schools and settings in making best use of this resource will be provided through the training programme for the next academic year and for schools and settings as part of the Foundation Stage Outcomes Duty.

### **New Resources**

I alerted you to the fact that a new DVD has been produced with the aim of promoting the engagement of families in children's learning. We have now received copies of this which I think you will find invaluable as part of your induction programme with parents. In addition a multi language version has been produced. We will distribute these materials immediately after Easter.

### **Promoting Personal Development in the Foundation Stage - with particular regard to Continence.**

The Disability Discrimination Act (DDA) requires all Early Years providers to re-examine all policies, consider the implications of the Act for practice and revise their current arrangements. Changes will be necessary particularly wherever rules about continence have been a feature of a setting or school's admissions policy as this is now unlawful under the DDA.

The DDA provides protection for anyone who has a physical, sensory or mental impairment that has an adverse effect on his/her ability to carry out normal day-to-day activities. The effect must be substantial and long-term.

It is appropriate to expect children to have achieved continence as one of the many developmental milestones usually reached before a child begins, or around the time a child starts Nursery Education. Where this is not the case Early Years practitioners will need to work with parents in order to develop this particular aspect of children's Personal Social and Emotional Development.

Early Years providers have an obligation to meet the needs of children with delayed personal development in the same way as they would meet the individual needs of children with delayed language, or any other kind of delayed development.

All such issues have to be dealt with on an individual basis, and settings/schools are expected to make reasonable adjustments to meet the needs of each child.

If you would like advice or support in developing your provision to meet the needs of children requiring support in this area of their development please contact the Early Years Team following the usual Inclusion Procedures.

### **Schools and settings should consider the following Health and Safety issue:**

Schools and all other settings registered to provide education will already have Hygiene or Infection Control policies as part of their Health and Safety policy. This is a necessary statement of the procedures the setting/school will follow in case a child accidentally wets or soils him/herself, or is sick while on the premises. The same precautions will apply for nappy changing.

### **Portage Workshop**

The team are offering a 3 day basic Portage Workshop during May at PDC in Hindley.

Portage offers a training curriculum through the 3 day basic workshop, that responds to the training needs of parents, Portage services and professionals through the Portage model. It supports collaborative working with other services dedicated to supporting families and young children and much of the practice is transferable to early years practice in settings.

All children have the right to enjoy the widest range of play experiences, as these are the foundation of learning and development. Portage works with families to help them develop a quality of life and experience for themselves and their young children in which they can learn together, participate and be included in their community in their own right. Portage plays a part in minimising the disabling barriers that confront young children and their families, every child and every family should be valued for their individuality as diversity brings strength to us all.

### **The objectives of the course are:**

- To provide an introduction to the local and national history of Portage
- To familiarise delegates with the portage materials
- To demonstrate techniques which are essential in the delivery of the Portage model
- To demonstrate how the portage principles and ethos can enhance service delivery.

The course is delivered by a National Portage Association Accredited Trainer alongside a member of the Early Years Quality and Inclusion team. Delegates must attend all three days and complete all modules in order to gain a Certificate. The course is open to all Early Years Practitioners, Teaching Assistants, Children's Centre workers, Community Nursery Nurses, Parents and CYPS Team Members.

There is a maximum of 25 places on this workshop, and these will be allocated in order of application. To book a place, please contact the Children's Workforce Strategy Team on 01942 486250.

If you require any further information on Portage or the 3 day workshop, please contact Melanie Allen on 01942 200899.

### **Wigan Quality Standard**

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.

<b>Area 1</b>	<b>Area 2</b>	<b>Area 3</b>
St John's Primary School Pemberton	Holy Family Platt Bridge	
Shevington Vale Primary School		

### **Early Education**

We hope that many of you took advantage of the "buy two get one free" offer at our most recent conference. If you missed this event, forthcoming speakers include:

22 May 2008 – Jason Bambala – (Promoting Positive Behaviour)

9 October 2008 – Ian Gilbert – ( Probably on the theme of Thinking Skills)

25 February 2009 – Gervase Phinn – (Opening the Magic Door - Literacy in the Early Years)

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](mailto: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 Easter break.