



Early Years Autumn Briefings





Welcome





Session aims:

1. To inform practitioners of national and local updates in EY including:
 - EYFSP data
 - EY key publications
 - New EY research
 - OCC training opportunities and new resources including Leaders of Early learning
2. To share good and outstanding practice in developing effective parent partnerships



Outline of briefing:

- National and local updates
- Focus on: Developing parent partnership including activity on sharing good practice
- Leader of Early Learning - presentation
- Training and support available from the Early Years Team



“If we get the early years right, we pave the way for a lifetime of achievement. If we get them wrong, we miss a unique opportunity to shape a child’s future.”
(From ‘Unknown Children: Destined for Disadvantage’)





Oxfordshire overview:

- Approximate figures
- 591 childminders
- 291 settings
- 250 Schools including 6 Maintained Nursery Schools
- Total number of EYR childcare places: 16 757



Two-year-old funding take up:

- National average – 68% of eligible children take-up 2YO funding.
- Regional average – 68% of eligible children take-up 2YO funding.
- Local authority – 71% of eligible children take-up 2YO funding.



Current inspection cycle: Inspections completed in Oxfordshire

- National: 93% good or outstanding
- Regional: 94% good or outstanding
- 12% Outstanding (national 16%; regional 19%)
- 82% Good
- 5% Requires Improvement
- 1% Inadequate



Our **vision** for children and young people

“ We believe that the **best start** in life requires children and young people to experience a **safe** and **supportive** home and school life ”

Lucy Butler, Director for Childrens Services



Oxfordshire's focus for 2017

- 1 Increasing school attendance**
- 2 Helping early and prevention**
- 3 Safely reduce the number of looked after children and demand management**
- 4 Improving the confidence and capability of the whole workforce**

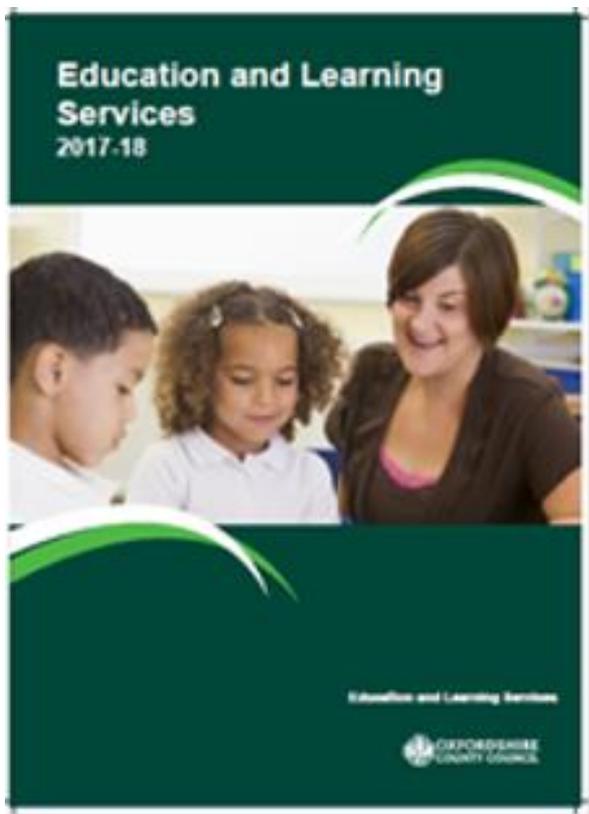


Oxfordshire Education Strategy 2015-18

‘We want every Oxfordshire child to attend a school or a setting that is at least good’



New Offer for 2017-18





EARLY YEARS SERVICE (EYFS)

This offer is for all schools (maintained, academies, free schools, special and independent.) The Early Years team has a focus on supporting quality improvement, diminishing the difference between disadvantaged pupils and their peers and offering the Step into Training CPD programme.

We can help your school to:
Improve standards for children in the Early Years Foundation Stage.

Key benefits to the school

- High quality advisory input from an experienced team that has the overview of the county.
- High quality training

Standard Package –

- Access to the web-based Oxfordshire EY toolkit
- Email and telephone support from a named advisor
- Three Early Years briefings a year and regular updating emails.

Enhanced Package–

- Access to the web-based Oxfordshire EY toolkit
- Email and telephone support from a named advisor
- Three Early Years briefings a year, regular updating emails
- Three half day consultancy visits with follow-up report or three half day in-house training sessions (or a mixture of both). This can include a support visit or training session for your nursery from an Early Years SEN Inclusion Teacher.

Schools

2017/18 Pricing

Standard Package
£300

Enhanced Package
£1,300

E.Y Tool Kit
Oxfordshire Schools - £250
Other Schools - £320

Training
Pay as you go refer
Full Day - £330
Half Day - £300

Contact

Julie Edwards
Early Years
Business Delivery
Lead

Tel: 0845 804 2346
www.oxfordshire.nhs.uk



www.oxfordshireearlyyears.co.uk

[Home](#) [Our guarantee](#) [Early Years Toolkit](#) [Buy-in support](#) [Step into Training](#) [Early Years bulletins](#) [Contact Us](#)



The local authority early years team works with foundation stage practitioners and leaders across Oxfordshire



Early Years Toolkit



Buy-in support and training



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Where to find us



Sign up for the
Early Years eNewsletter

Early Years eNewsletter



Welcome to the Early Years eNewsletter. Bringing you the latest sector news as well as information on training, funding, policy and jobs.

Early Years Conference

12 February 2014 the Kassam Stadium, Oxford.
Book your place now! Find out more about the speakers and conference aims.



Find us on Facebook

We have launched a new Facebook page specifically for early years workers in Oxfordshire. "Like" our page to receive regular posts direct to your news feed.



Two year old funding reminder

If you are taking funded two year olds please don't forget a child until we inform you that funding has



[www.oxfordshire.gov.uk/
EarlyYearsNews](http://www.oxfordshire.gov.uk/EarlyYearsNews)

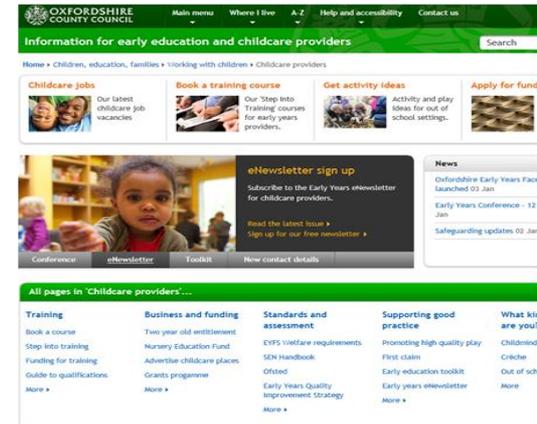


Find us on
Facebook



[www.facebook.com/
OxonEarlyYears](http://www.facebook.com/OxonEarlyYears)

Visit the
Webpages



[www.oxfordshire.gov.uk/
WorkingInEarlyYears](http://www.oxfordshire.gov.uk/WorkingInEarlyYears)



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Oxfordshire's Leaders of Early Learning





Roles of a Leader of Early Learning

Targeted Support



Working with vulnerable Schools / settings (line managed by EY Advisory teachers.)

Working in the locality



Leading local Networks, sharing good practice disseminating key messages

Peer to peer support



Buddying up with NQTs / Teachers new to the EYFS. Informal local support.

Continued Professional Development



LoEL involvement in County led projects.
Subsidised qualifications e.g. Masters through CREC



Developing Resources



Sharing PPs/ training Materials.
Contributing resources, photos, documents to the EY Toolkit / Facebook

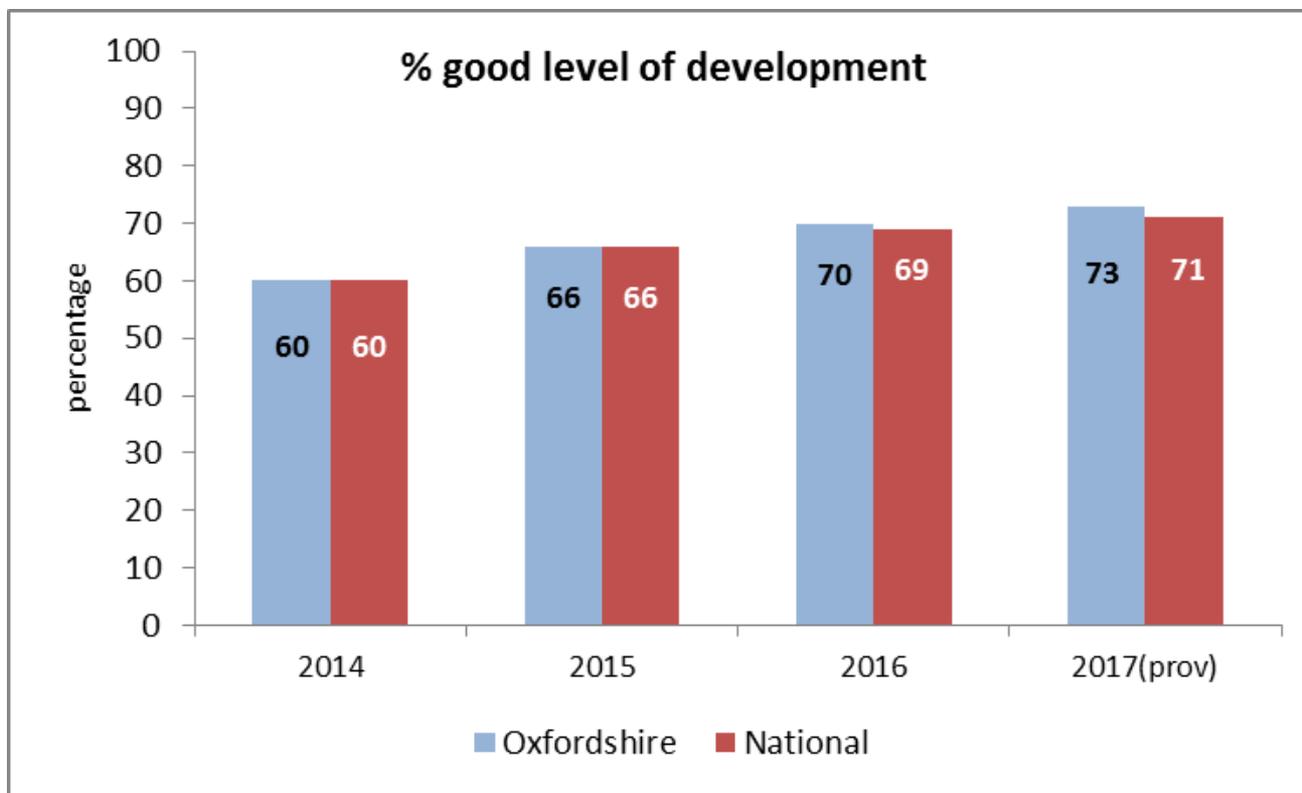
Supporting Training



Supporting / Delivering training e.g. Phase One phonics



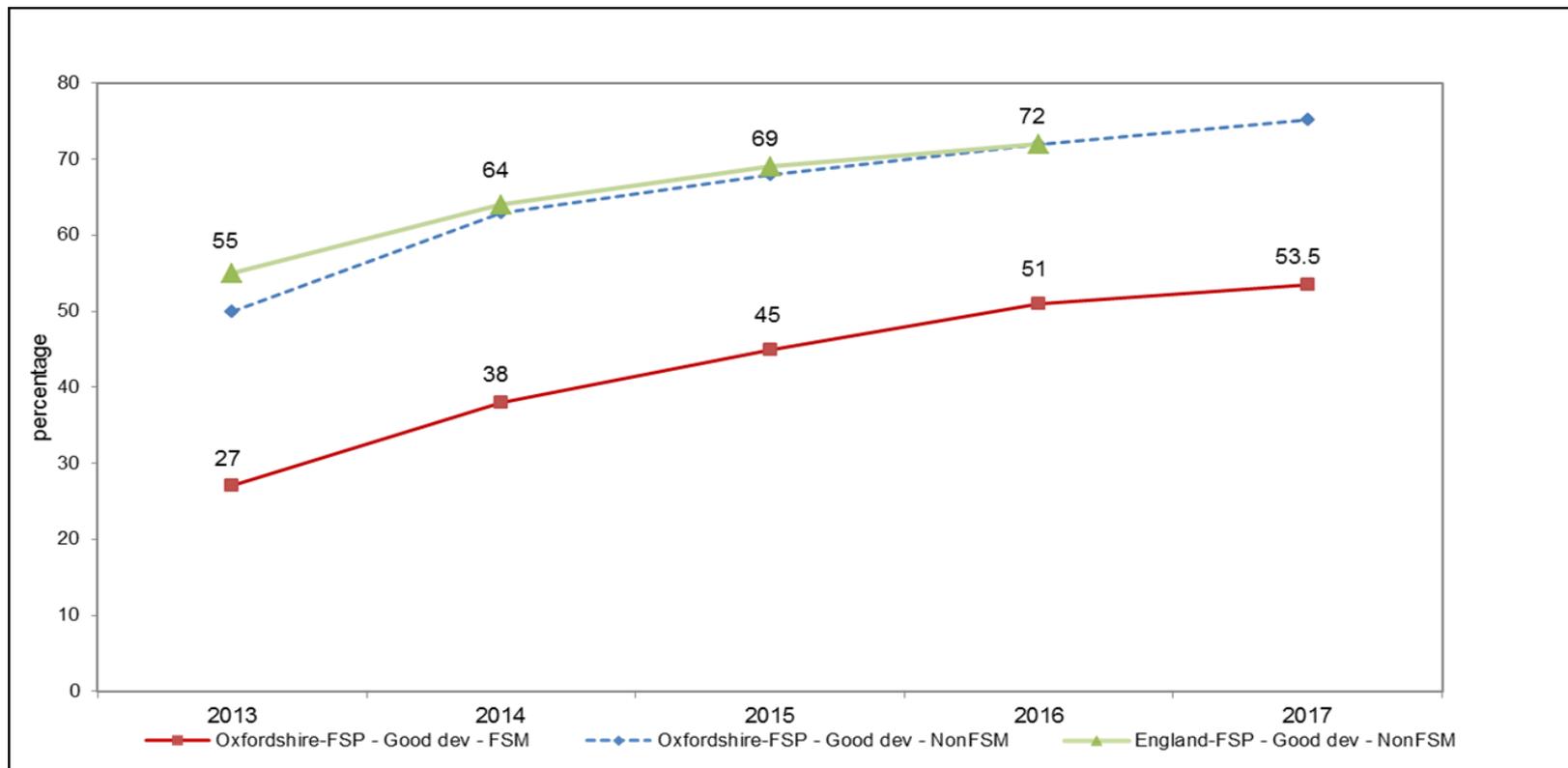
2017 EYFSP data



Oxfordshire's performance has increased by 13%pts since 2014.



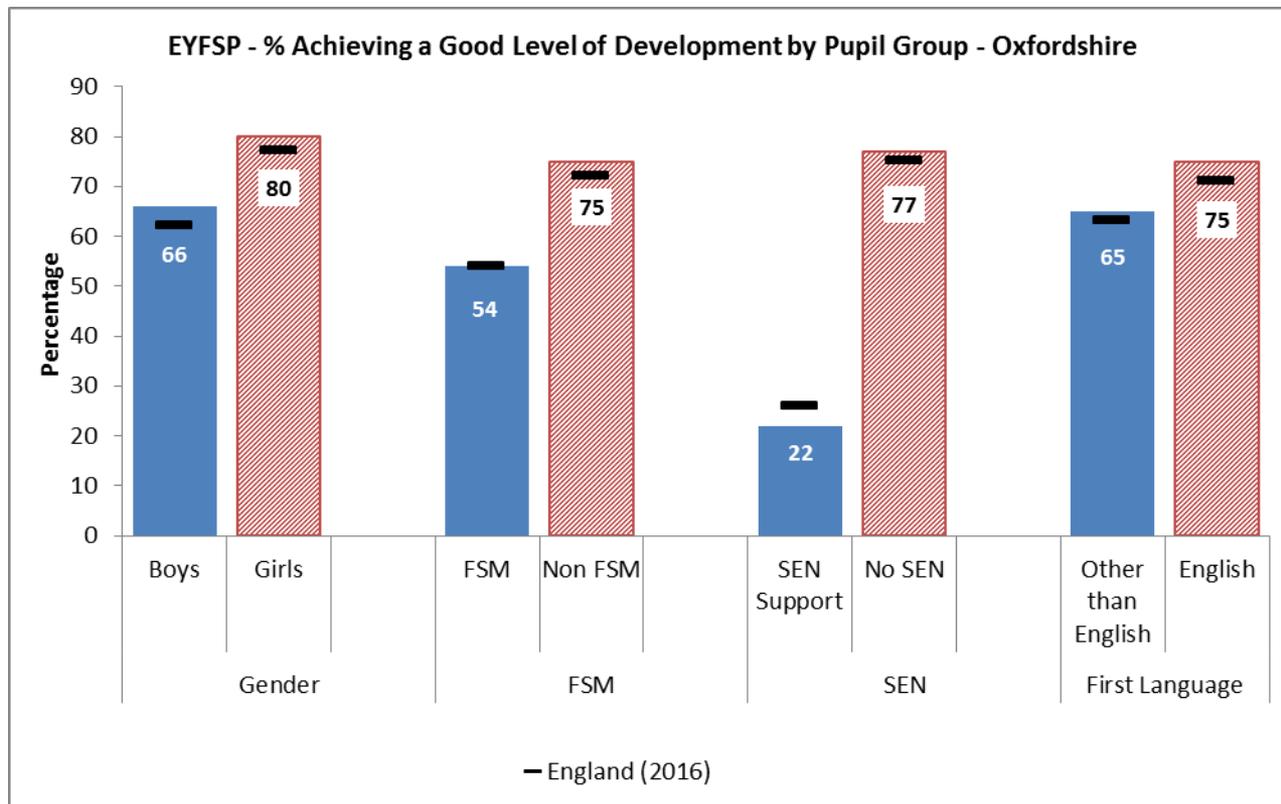
The Free School Meals gap in Oxfordshire has been narrowing but remains much wider than that nationally.



The FSM gap between FSM pupils in Oxfordshire and national non FSM pupils has narrowed from 28%pts in 2013 to 21%pts in 2016. 2017 data will be available later in the year.



The attainment of children with SEN Support remains lower than the national average



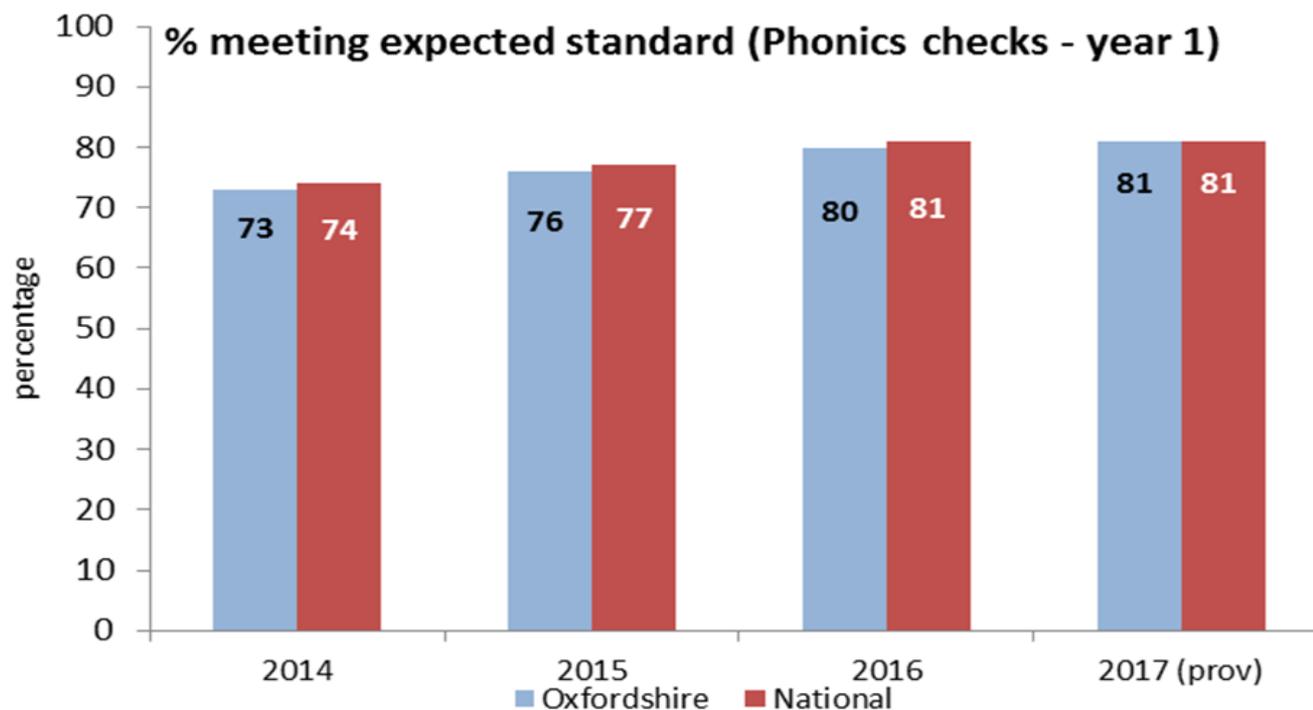


ELG	% expected standard					
	Reading		Writing		Maths	
	2016	2017	2016	2017	2016	2017
Oxfordshire	74	76	62	66	71	75
England	74	76	65	68	73	75





Attainment in the year 1 phonics check has increased to be in line with the national average.



School level results vary from 50% to 100%

The cohort of children in Oxfordshire has increased by 5% since 2016 – from 7570 to 7920.

Using EYTT to help improve progress and practice



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Information for early education and childcare providers Search **Go**

[Home](#) ▶ [Children, education, families](#) ▶ [Working with children](#) ▶ [Childcare providers](#) ▶ [Good practice and ideas](#) ▶ [Early Years Tracking Tool](#)

Early Years Tracking Tool

A useful management tool for recording, tracking and analysing early years development data.

The early years tracking tool (EYTT) has been designed for early education and childcare providers in Oxfordshire. The easy-to-use tool allows providers to monitor the development of individual and groups.



Key features

- Allows data to be entered up to three times per year for each Early Years Foundation Stage (EYFS) area of learning
- Individual providers can choose how much or how little data is recorded and analysed. Unwanted columns can be hidden out of the way.

Good practice and ideas

- [Birth to three](#)
- [Early years eNewsletter](#)
- [First Claim](#)
- [Map of networks and providers](#)
- [Promoting high quality play](#)
- [SEN support for providers](#)
- [Early education toolkit](#)
- [Transitions packs](#)
- [Early Years Tracking Tool](#)
- [Tracking Tool FAQs](#)

Contact us @ ☎ ✉

www.oxfordshire.gov.uk/trackingtool



Assessment update



Standards
& Testing
Agency

- Statutory Baseline introduced in 2020. This will measure progress from reception to end of year 6.
- Key stage 1 assessments will cease to be statutory once the reception baseline assessment has become fully established, from 2023
- EYFSP will remain statutory but will change. Descriptors underpinning the Early Learning Goals will be clearer and supporting guidance reviewed/improved.



Moderation Areas for 2018

- Awaiting confirmation from the STA

Physical, Understanding the World and
Expressive Arts and Design



Statutory Framework for the EYFS

April 2017



Statutory framework for the early years foundation stage

Setting the standards for learning,
development and care for children from
birth to five

Published: 3 March 2017

Effective: 3 April 2017





EYFS Musts Audit

Musts Audit 2017/18:

Specific Early Years Foundation Stage statutory/legal requirements providers must fulfil

Please read the EYFS statutory Framework 2017 footnotes and appendix for additional information.



Contents

Section 1 – The Learning and Development Requirements	1
Section 2 – Assessment	5
Section 3 – The Safeguarding and Welfare Requirements	8





Development Matters 'Ages and Stages'

Early Education
The British Association for Early Childhood Education
www.early-education.org.uk

Development Matters in the Early Years Foundation Stage (EYFS)

This non-statutory guidance material supports practitioners
in implementing the statutory requirements of the EYFS.

Children develop quickly in the early years, and early years practitioners aim to do all they can to help children have the best possible start in life. Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family

background, learning difficulties, disabilities or gender. This guidance helps adults to understand and support each individual child's development pathway. Other guidance is provided at www.foundationyears.org.uk. The EYFS statutory framework is available on the Foundation Years website as well as the Department for Education website: www.education.gov.uk/publications



Early years outcomes

A non-statutory guide for practitioners and
inspectors to help inform understanding of
child development through the early years

September 2013



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EY SEN

- The new EY RAF (request for additional funding) application form and guidance along with other information regarding Early Years SEN is now available on :
- <https://www.oxfordshire.gov.uk/cms/content/guidance-and-procedures-support-providers>



30 hour free childcare entitlement

Information to help childcare providers, including schools, plan for the increase in entitlement.

From September 2017, the government will introduce an additional 15 hours a week of free childcare for working parents of three and four-year-olds.



Statutory guidance and government publications

- [Early education and childcare: Statutory guidance for local authorities \(from 1 September 2017\)](#)
- [Model Agreement: Early years provision free of charge and free childcare](#)
- [Statutory framework for the early years foundation stage \(from 3 April 2017\)](#)

Business and funding

[Early education fund](#)

[30 hour free childcare](#)

[Running a group](#)

[Grants programme](#)

[Advice for employers](#)

[Opening a new nursery](#)

[Pre-school closures](#)

[Advertise childcare](#)

Contact us





Early years entitlements: operational guidance

For local authorities and providers

July 2017



Ages and Stages Questionnaire (ASQ-3) Analysis

- Achieving above threshold indicates that a child's development appears to be on schedule.
- 90% scored above threshold overall.
- 93% of females and 86% of males
- 91% of White children, 85% of Asian/Asian British and Black/Black British children.
- **Fewer children living in deprived areas scored above threshold. 86% in the most deprived areas compared to 94% in the least deprived areas.**
- **The ASQ-3 questionnaire measures development across five domains. The lowest result for either gender was in the Communication domain. (Boys 91% Girls 93%)**



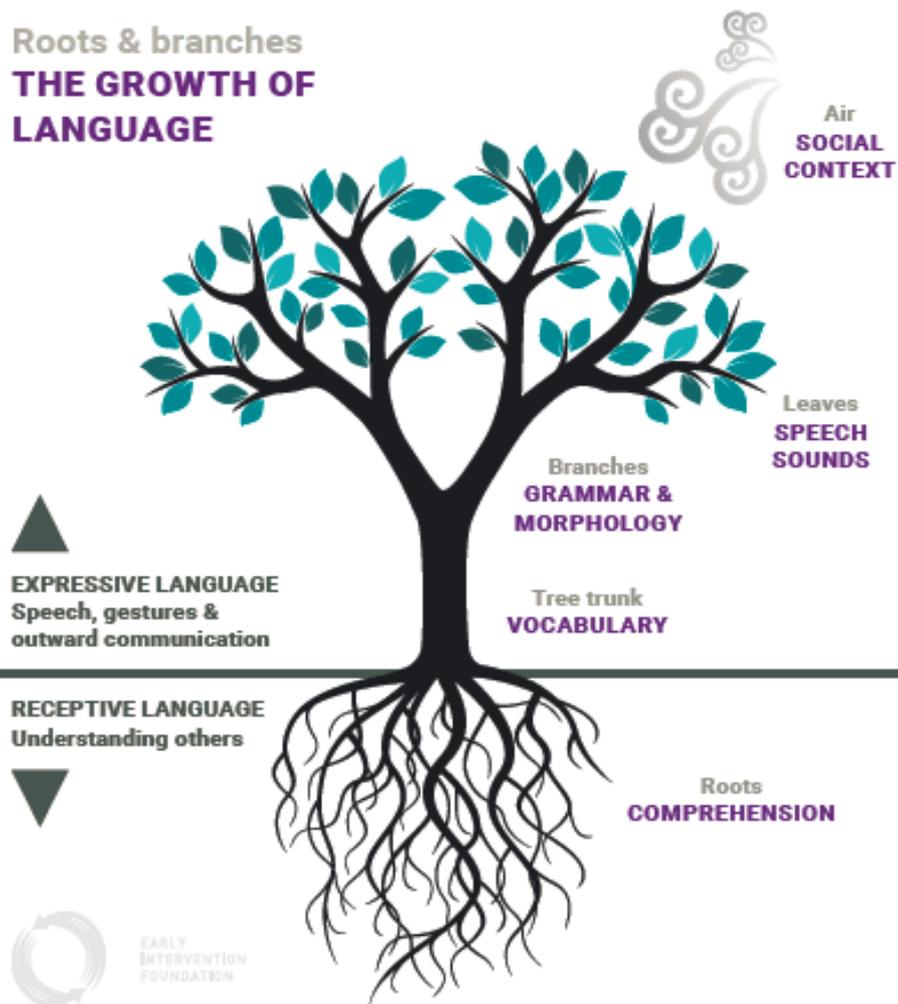
Language as a Child Wellbeing indicator report – Sept 2017

- ‘...the fundamental link between language and other social, emotional and learning outcomes makes early language development a primary indicator of child wellbeing’.
- Children from socially disadvantaged families are more than twice as likely to be diagnosed with a language problem.
- Disparities in child language capabilities are recognisable in the second year of life and are clearly having an impact by the time children enter school.



THE ELEMENTS OF LANGUAGE

Roots & branches **THE GROWTH OF LANGUAGE**



What to expect, when?

Guidance to your child's learning and development
in the early years foundation stage



Supported by



Department
for Education





School readiness



From the NAHT School Ready Survey

- 86% of heads believe the issue of school readiness has become worse over the past 5 years
- 24% of heads said more than half of their intake was not school ready
- Speech, language and communication issues were the greatest concern



OFSTED

- *“If you are doing it for Ofsted, you are doing it for the wrong reasons.”* Lee Owston, HMI Ofsted’s specialist adviser for EYFS.
- Myths busting:
<https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015/ofsted-inspections-mythbusting>
<https://www.youtube.com/user/Ofstednews>
- New Schools Inspection handbook (coming out soon.)
- IDSR (Inspection Data Summary Report) is replacing Data Dashboard for Schools.
- ASP (Analysing School Performance)



Ofsted Strategy 2017–22

Guiding principle	A force for improvement through intelligent, responsible and focused inspection and regulation		
Core values	Children and students first We have high expectations for every child, regardless of background. Everything we do as an organisation is in the interests of children and students first and foremost.	Independent Whether reporting on an institution, assessing policy outcomes or advising government, we do so without fear or favour.	Accountable and transparent An organisation that holds others to account must be accountable itself. We are always open to challenge and scrutiny.
Strategic approach	Intelligent All of our work will be evidence-led and our evaluation tools and frameworks will be valid and reliable.	Responsible Our frameworks will be fair. We will seek to reduce inspection burdens and make our expectations and findings clear.	Focused We will target our time and resources where they can lead directly to improvement.
Priority workstreams	<p>1. Valid measures We will work to improve the validity of our inspections so that we can ensure that our judgements provide the best measure of the quality of education, training or care within an institution.</p> <p>2. A skilled workforce We will ensure we have the right balance of HMI and senior practitioners. We will ensure that HMI expertise is used where it adds most value and the job is rewarding. We will continue to create an environment that recognises diversity as a strength. All inspectors will receive high-quality training grounded in the latest research.</p> <p>3. Informative grading We will make sure our grading system encourages improvement and does not create undesirable incentives. With the DfE, we will conduct research into the impact of grading and seek to better understand what factors influence grade profiles and key judgements.</p> <p>4. Aggregation of insights Ofsted will use its bird's-eye view of the education, training and care systems to aggregate insights. We will use these insights to publish survey and research reports on the impact of policy and practice, identifying negative trends and showcasing what works to improve outcomes.</p>	<p>1. Responsive and engaged We will continue to be clear about what inspections do and do not look for. We will be willing to address criticisms and take on board feedback. We will build on the strength of our regional model to foster strong local relationships.</p> <p>2. Understanding the consequences We will work to mitigate against the undesirable incentives of inspection. We will do more to stop our judgements and grade profiles being barriers to professionals working in challenging circumstances where children need them most.</p> <p>3. Responsible intervention We will use our voice as an Inspector only where it will lead to improvements in education and care for children, young people and adult learners. We will ensure that our inspection footprint is proportionate and does not impose undue burdens.</p> <p>4. Addressing our audience We will make sure that the outputs of our inspections are accessible for the different audiences who use them. We will make our reports more understandable for parents and other users. We will take advantage of digital channels to develop new ways of presenting information.</p>	<p>1. Prioritising inspection We will prioritise those institutions that are or are at risk of becoming less than good in the quality of provision they offer children. But we will also observe more outstanding practice from which others can learn.</p> <p>2. Keeping children safe We will have an unflinching focus on those institutions where we believe young people to be at risk. We will work with others to clamp down on illegal unregistered schools and tackle extremism and radicalisation.</p> <p>3. Keeping pace Our inspection practice must keep pace with changes in education and care structures. We will work with the DfE to develop new approaches to contributing multi-academy trusts and children's services.</p> <p>4. Pupil groups We will highlight group underperformance and what works in tackling it, ensuring that whole-school approaches are considered alongside targeted intervention. At the institutional level we will provide better inspector training on data interpretation.</p> <p>5. Right framework We will remove from our framework any measure that do not genuinely assess quality of education, training and care. New frameworks will tackle a compliance culture in schools and practice that discourage innovation.</p>
Evaluation metrics	<p style="text-align: center;">System measures</p> <p style="text-align: center;">Is Ofsted's inspection and regulatory work leading to improvements in the quality of education, training and care?</p>		<p style="text-align: center;">Accountability measures</p> <p style="text-align: center;">How is Ofsted delivering against the strategy and each of its priority work streams?</p>





Watchsted website

www.watchsted.com

WATCHSTED ANALYSIS TABLES SEARCH WORD CLOUD ABOUT COMING SOON CONTACT

THE LATEST OFSTED INSPECTIONS

Inspections: **Latest 100** Establishment type: **Primary Schools**

Google Celtic Sea Map data ©2017 GeoBasis-DE/BKG (©2009), Google, Inet. Geogr. Nacional Terms of Use. Last updated on 14/12/2017 12AM

■ Outstanding ■ Good ■ Requires Improvement ■ Inadequate

Rather than trawling through the Ofsted website, Watchsted gives teachers, the media, schools and children's centres easy access to the most recent inspection grades and reports. Simply click on the markers above.



Inspecting teaching

Inspectors will take account of :

- the equipment adults provide
- the physical environment
- the structure and routines of the day that establish expectations.

Integral to teaching is how practitioners:

- assess what the children know
- take account of their interests and dispositions to learn (characteristics of effective learning)
- use this information to plan children's next steps in learning
- monitor progress



Ofsted's definition of teaching

Teaching

as defined in the Ofsted Inspection Handbooks

“Teaching” includes interactions with children whilst playing

Are you.....

Communicating

Modelling language

Showing





SEF - Self Evaluation

Leaders and Managers of settings should have an accurate view of the quality of their provision and they should know **what to improve**. This view should be summarised in their SEF.

Inspectors will evaluate how well a setting knows its strengths and weaknesses and how it can improve.

A Self evaluation form can be found on the Ofsted website under **publications**:

<https://www.gov.uk/government/publications/early-years-online-self-evaluation-form-sef-and-guidance-for-providers-delivering-the-early-years-foundation-stage>



Action plans

Good action plans need to:

- Identify **priorities and responsibilities** through use of a range of tools (audits, observations etc.)
- Allot **timescales and costings**
- Give **success criteria**
- Evaluate **impact** of actions on the children
- Be **updated** regularly

The most effective action plans allow for the whole team to contribute!



The Golden Thread of Safeguarding



HM Government

Working together to safeguard children

A guide to inter-agency working to safeguard and promote the welfare of children

March 2015



Department for Education

Keeping children safe in education

Statutory guidance for schools and colleges

September 2016



Ofsted
raising standards
improving lives

Inspecting safeguarding in early years, education and skills settings

Guidance for inspectors undertaking inspection under the common inspection framework

Age group: All
Published: 22 August 2016
Reference no: 160047



361



Important contact information

- If you have a concern about a child, **call MASH on 0345 050 7666**
- From the **1st February 2017**, LCSS took on the role of providing No Name Consultations.

please contact your local LCSS Team on:

- LCSS North Tel: 0345 2412703
- LCSS Central Tel: 0345 2412705
- LCSS South Tel: 0345 2412608
- <http://www.oscb.org.uk/>



LCSS ... 6 months on

- Early Help Assessment (EHA) training (next date 06 December 2017 – book through CPD online/Step into Training)
- 47% increase in EHA's between March – August 2017 compared to this time last year - this indicates that our EHA training partners are really working hard to support emerging concerns earlier before they escalate.
- Ensure any EHA/TAF minutes are sent to LCSS for filing
- The EHA is not a referral into services, if agencies think Early Help is required for a family they should contact their link worker.



OSCB Neglect Practitioner Portal

Have you seen it yet?

- In Oxfordshire neglect is the most common reason for children becoming subject to a Child Protection Plan
- Recognising that neglect can be difficult to quantify, work with and improve, OSCB have created the practitioner portal to help you address this potentially fatal and developmentally disastrous form of abuse



Exit Portal

NEGLECT PRACTITIONER PORTAL

Click an icon below for more details

 <p>Guidance</p>	<p>If you don't know where to start, this guidance will:</p> <ul style="list-style-type: none">✓ Help you understand what Neglect means and the risks it poses to children✓ Support you through the Neglect Pathway✓ Help you understand the needs of Disabled Children	 <p>Tools and Interventions</p>	<p>Here you'll find a range of tools that will help you to:</p> <ul style="list-style-type: none">✓ Identify neglect and assess the impact✓ Articulate risk, harm, safety and strengths✓ Capture the views and voice of the child✓ Develop plans to address identified concerns
 <p>Online Resources</p>	<p>This section links to key useful online resources and publications, along with brief descriptions and guidance on using them, including:</p> <ul style="list-style-type: none">✓ NSPCC✓ Research in Practice✓ Early Intervention Foundation	 <p>Child Protection Core Group</p>	<p>This section outlines what happens in a Child Protection Core Group and what everyone's roles and responsibilities are. It includes:</p> <ul style="list-style-type: none">✓ Terms of Reference✓ Templates for meetings✓ Named Professional roles in Adult Services



LADO

The Local Authority Designated Officer

- (LADO) role is in place to ensure that allegations against people working with children are progressed in a timely and appropriate way.
- **You must contact LADO within 24 hours of the allegation being made against a staff member.**
- **New contact details for LADO team found at**
<http://schools.oxfordshire.gov.uk/cms/content/contact-details-lado>



Oxfordshire Safeguarding Children Board

Oxfordshire Safeguarding Children Board

Call: 01865 815843

Email: oscb@oxfordshire.gov.uk

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- Inter-agency Procedures
- Book Training
- Serious Case Reviews

Themes & Tools

- ▶ Prevent Extremism
- ▶ Neglect
- ▶ Parental Substance Abuse
- ▶ Child Sexual Exploitation (CSE)
- ▶ Mental Health, Suicide & Self-Harm
- ▶ FGM (Female Genital Mutilation)
- ▶ Bullying and Online Bullying
- ▶ Domestic Abuse / Domestic Violence
- ▶ Working with Fathers & male care-givers
- ▶ E-Safety

Professionals

Themes & Tools

OSCB has produced a number of learning documents and tools for professionals around key themes emerging locally and nationally. These can be accessed on the relevant themed pages and the [Learning and Improvement Framework page](#)

Multi-agency procedures

These are the current and approved versions of the Oxfordshire Threshold of Needs, Early Help Assessment Form and Team around the Family documentation (formerly TAC and CAF).

Threshold of Needs

- [Oxfordshire Threshold of Needs](#) – Guidance document to identify strengths, needs and risks for the whole family and suggest next steps.

Early Help Assessment

When a child or family is identified as benefiting from early help, a whole family, multi-agency Early Help Assessment (EHA) should be completed by the practitioner identifying the concern, using these forms:

- [Early Help Assessment Form v5.0 unprotected](#)
- [Early Help Assessment Form v5.0 unprotected WORD VERSION](#)
- [EHA Good conversation QuickGuide](#)



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Prevent Duty

- It is essential that staff are able to identify children who may be vulnerable to radicalisation, and know what to do when they are identified
- The Prevent duty advice to schools and childcare providers

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

- Awareness training can be carried out online at [http://course.ncalt.com/Channel General Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html)



New Prevent Course

- New e-learning course
- <https://www.elearning.prevent.homeoffice.gov.uk/>
- Takes about 45 Minutes
- Can download a certificate at the end



Educate against Hate



educate.against.
~~hate~~

This website gives teachers, parents and school leaders practical advice and information on protecting children from ~~extremism~~ and ~~radicalisation~~.



Safeguarding in Education

Network Bulletin and Newsletters

- The intention is to inform schools, settings and colleges of relevant news, guidance and publications and to share feedback and learning. Please help us share the information by circulating this bulletin/newsletter to your colleagues and by displaying it on notice boards in your school/setting.
- **We want to hear from you!**
- Please contact us via email at **oscb@oxfordshire.gov.uk** if you are interested in receiving the bulletin or have anything you would like us to include in the next issue.





Developing Parent Partnership

“Young children achieve more and are happier when early years staff work with parents and share ideas about how to support and extend children’s learning” Chris Athey, 1990





Developing Parent Partnerships

What do you do in your setting/school to develop links/work with parents?





Presentation by Leaders of Early Learning

Sharing good practice around
'Developing parent partnerships.'





Information from parents on entry

(These are available on the EY Toolkit)

0 – 11 months

All about me!

Name _____ Age _____

Please tick the boxes below to tell us about your child's skills and abilities. Please also tell us anything else that you would like us to know about things that your child enjoys. (Use the back of the sheet) Thank you for sharing this information with us!

I

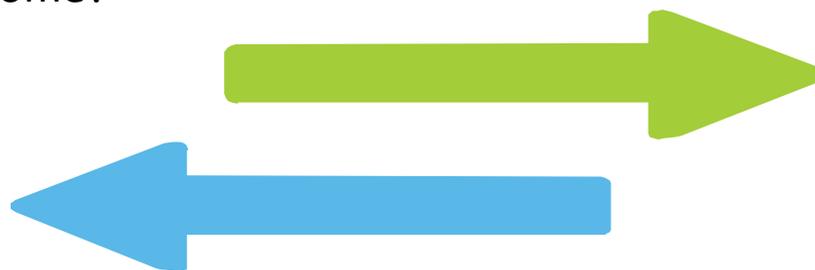
- I enjoy babbling and making sounds*
 Yes No Sometimes
- I get excited at meal times*
 Yes No Sometimes
- When I lie on my back I enjoy holding my feet and toes*
 Yes No Sometimes
- I am able to recognise my main carer's voice*
 Yes No Sometimes
- I enjoy rolling from my tummy to my back and back again*
 Yes No Sometimes
- I like to explore my toys using my mouth and hands*
 Yes No Sometimes
- I can reach out for my toys and hold them in my hands*
 Yes No Sometimes
- I enjoy copying people's expressions*
 Yes No Sometimes
- I am able to keep your attention by making eye contact and using my voice*
 Yes No Sometimes
- I like to be comforted by being snuggled and rocked in your arms*
 Yes No Sometimes
- New experiences will take my whole attention*
 Yes No Sometimes
- I love doing things that have an effect like shaking a rattle or kicking a mobile*
 Yes No Sometimes
- I enjoy the company of others and like to be around new people*
 Yes No Sometimes
- I enjoy listening to familiar sounds e.g. nursery rhymes*
 Yes No Sometimes



Two way flow of information

Setting to home

What ways can you think of to share information about the child's learning at the setting? How can you help parents to support their children's learning at home?



Home to setting

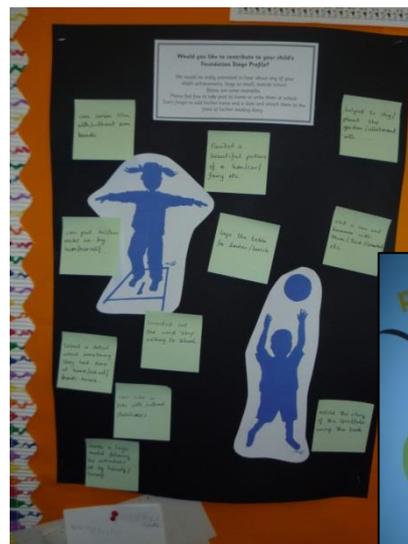
What ways can you think of to facilitate parent contributions to children's learning journeys about learning they do at home?



Links with Parents



Post box for parents to contribute comments about their child's 'wow moments' at home



Post-it comments from parents about their child's achievements

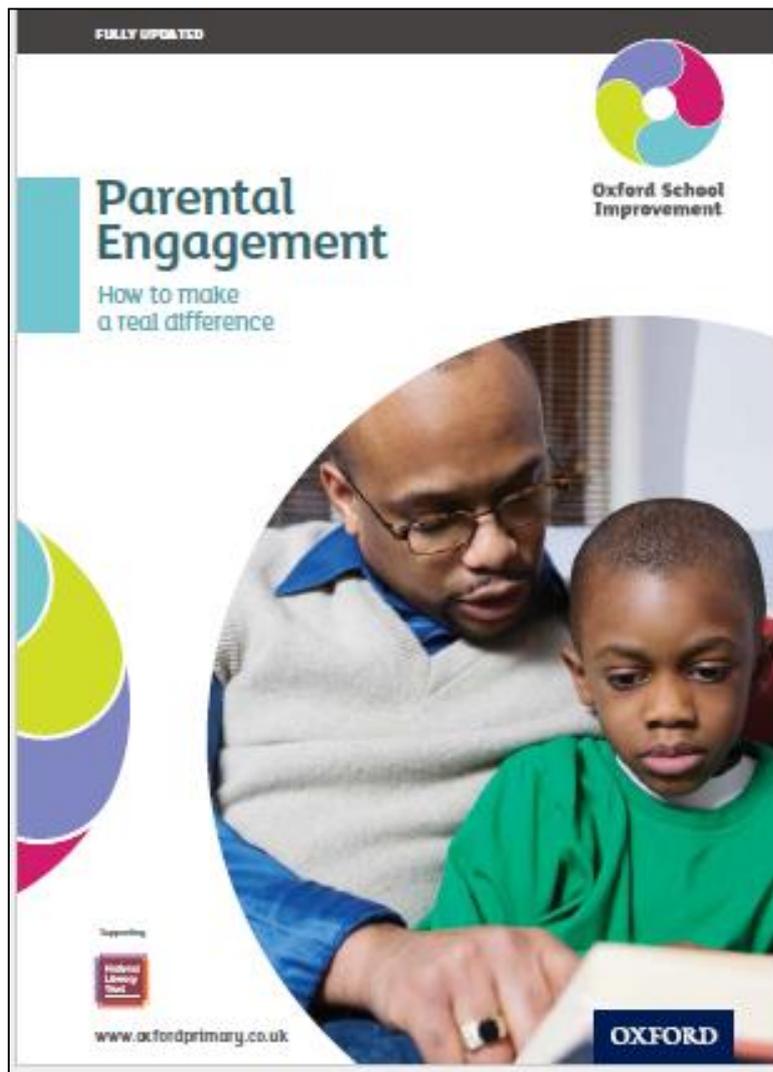


Opportunity for parents to suggest ideas for forthcoming learning / plans



Parental Engagement

How to make a real difference





Primary

Subjects

English/Literacy >

Mathematics >

Series

Oxford Owl >

Key issues

Engaging parents

Overview

All resources >

Professional Development

Parental engagement professional development >

Engaging parents

Forming effective partnerships

Children whose parents are actively involved in their learning can see attainment increase by 15%. Schools judged by Ofsted to be good or outstanding are strong in discussing pupils' assessments and targets with parents. How strong is your parental engagement policy?

Get great tips on *Parental engagement: How to make a real difference on Oxford Owl* - and then for systematic support, use our four-step Parental Engagement Pathway.



[Show all resources in Engaging parents](#)

Register free to get school improvement support on Oxford Owl



Watch PD videos

Watch videos from Jean Gross & more on Oxford Owl



School improvement support

Find out more about the Engaging Parents Pathway



Read the report

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Working with parents... what do you do?

- Creating a welcoming ethos
- Communicating effectively with parents
- Reaching the hard to reach
- Engaging dads
- What works? Parent groups and workshops
- Parents' evenings and meetings
- Involving parents in their child's intervention programme
- Pulling it all together – leadership and management



Training Courses

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Step into Training

High quality training for the early years, childcare and playwork workforce

Event title, description or code



Course List >



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Conferences >



Buy in Support >





Gross Motor Skills



A place for malleable

'You don't learn to dance wearing heavy boots.'





“The **first five**
years have so
much to do with
how the next 80
turn out.”

Brought to you by
the **Ounce**
ounceofprevention.org

- Bill Gates Sr., Co-Chair
of the Bill and Melinda
Gates Foundation



Education Quality
Early Years
Going Places Together



OXFORDSHIRE
COUNTY COUNCIL

Have a safe journey home!

