



# Autumn 2019 EY Briefing





# Welcome





## Aims and objectives

To provide Early Years practitioners with local and national updates, relevant timely information and actions, plus a learning focus.



# Where to find us



OXFORDSHIRE COUNTY COUNCIL

Residents **Business** Council

Home > Business > Information for providers > Children's services providers > Good practice and ideas for children

## Early years toolkit

Useful resources to help develop your early years setting.

### Leadership and management

- Key documents
- Ofsted
- Business
- EYTT Data management tool
- Funded two year olds
- Early Years Pupil Premium
- Qualifications
- Information Commissioner's office and GDPR
- EYFS Profile and Moderation
- Early Education Funding

Find us on Facebook

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

OXFORDSHIRE COUNTY COUNCIL

Residents **Business** Council

Home > Business > Information for providers > Children's services providers > Support for early years and childcare providers

## Support for early years and childcare providers

Step into training → MASH enquiry → SEND information →

### In this section

Training	Business and funding	Transition pack
Training, qualifications and courses for those working in childcare.	Money and advice for early years providers to deliver a high quality services to children.	Resources to support the transition of records for children moving to a new school or setting.
EYFS safeguarding	Buy-in support	Early years eNewsletter
Information about safeguarding and welfare requirements	Support, expertise and training you can purchase from Oxfordshire Early Years.	Sign up to receive the latest information for early years childcare providers.
Early years toolkit	Early years tracking tool	High quality play
Useful resources to help develop your early years setting.	A useful management tool for recording, tracking and analysing early years development data.	Examples of good practice for high quality play experiences for children and young people.
2 year old reviews	Childminders	Ofsted





# [www.oxfordshireearlyyears.co.uk](http://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

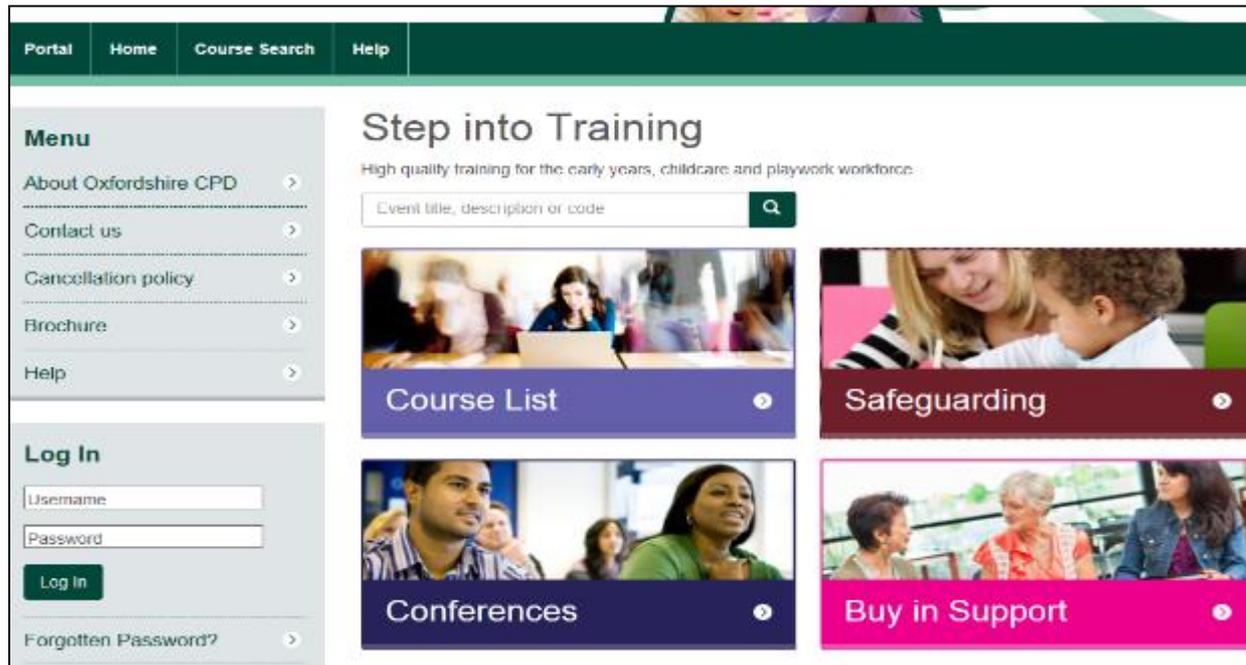


Early Years Toolkit



Buy-in support and training

# Training Courses



The screenshot shows a website interface for training courses. At the top, there is a navigation bar with links for 'Portal', 'Home', 'Course Search', and 'Help'. Below this is a 'Menu' section with links for 'About Oxfordshire CPD', 'Contact us', 'Cancellation policy', 'Brochure', and 'Help'. A 'Log In' section includes fields for 'Username' and 'Password', a 'Log In' button, and a 'Forgotten Password?' link. The main content area is titled 'Step into Training' and features a search bar with the placeholder text 'Event title, description or code'. Below the search bar are four featured course categories, each with a representative image and a colored button with a right-pointing arrow: 'Course List' (purple), 'Safeguarding' (maroon), 'Conferences' (dark blue), and 'Buy in Support' (pink).



# Family Information Service

The screenshot shows the Oxfordshire County Council Family Information Directory website. At the top left is the Oxfordshire County Council logo. To its right are social media icons for Facebook and Twitter, and links for 'Start SpeakIt Service', 'My Account', and 'Register'. Below this is a green navigation bar with the text 'Family Information Directory' and a red 'Shortlist (0 items)' button. A secondary navigation bar contains links for 'Home', 'Directory', 'Whats On', 'Providers', 'Practitioners', 'Contact Us', 'How to search', a 'Select Language' dropdown menu, and a 'Translate' link. A search bar is located below the navigation, with a 'Search for' label, a text input field containing 'Keyword(s)', an 'in' label, another text input field containing 'Place name or postcode', and a red 'Go' button. The main content area features three large colored boxes: a purple box for 'Activities Oxfordshire' with a skateboarder icon and text 'Activities and services for young people including arts, music, sports and more...'; a green box for 'Families' with a family icon and text 'Including childcare and early education, activities, what's on, more...'; and an orange box for 'Disabilities' with an icon of a family including a person in a wheelchair and text 'Including activities, support for parents & carers, more...'. The background of the main content area is a scenic image of a river and trees.



# Oxfordshire Early Years Team **Outstanding Register** Peer to Peer Support

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OCC's vision is for schools, settings and childminders to work together, learning from each other, so that early education in Oxfordshire is of a high quality, and continually improves.

**The Outstanding Register** has been developed to address this aim.





# Early Years Tracking Tool



2019/20

Do you need a tracking tool which can quickly and easily record, analyse and report on individuals and key groups across your setting? If so, the Early Years Tracking Tool (EYTT) provides the perfect solution. The tool has been upgraded to for the next academic year from September 2019.

Easy to use & Flexible

30hrs and 2yr Funding tracking

Attendance tracking on each term

Filters across all areas

Various Graph Options

Automatic Reporting Options

WHAT THE DATA TELLS ME	ACTIONS	OUTCOMES AND IMPACT

**EYTT**  
Date At Your Fingertips

**Navigation:**

- Home/My Group**: Add children within your attendance class term. Track progress over the year for the current class term.
- Progress Graph**: Add progress data for children in your class. Funding progress over the term/academic year.
- Attendance/Graph Date**: Add individual child data to view individual attendance graph.

**Reporting Filters:**

- Report 14 yrs**: Add reporting data for your current class. Add reporting data for the last 14 years or the current year for the last 14 years.
- Report 12 yrs**: Add reporting data for your current class. Add reporting data for the last 12 years or the current year for the last 12 years.
- Report 10 yrs**: Add reporting data for your current class. Add reporting data for the last 10 years or the current year for the last 10 years.
- Report 8 yrs**: Add reporting data for your current class. Add reporting data for the last 8 years or the current year for the last 8 years.
- Report 6 yrs**: Add reporting data for your current class. Add reporting data for the last 6 years or the current year for the last 6 years.
- Report 4 yrs**: Add reporting data for your current class. Add reporting data for the last 4 years or the current year for the last 4 years.
- Report 2 yrs**: Add reporting data for your current class. Add reporting data for the last 2 years or the current year for the last 2 years.
- Report 1 yr**: Add reporting data for your current class. Add reporting data for the last 1 year or the current year for the last 1 year.

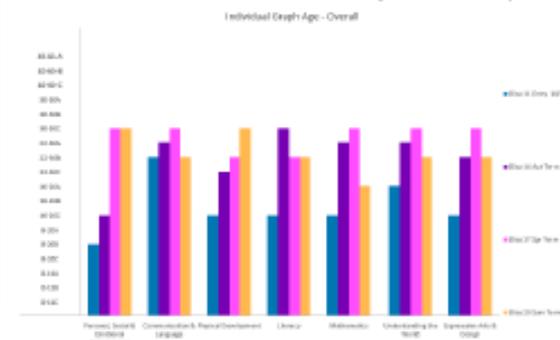


Table with columns: Child Name, Date, and various tracking metrics (e.g., Attendance, Progress, Funding).

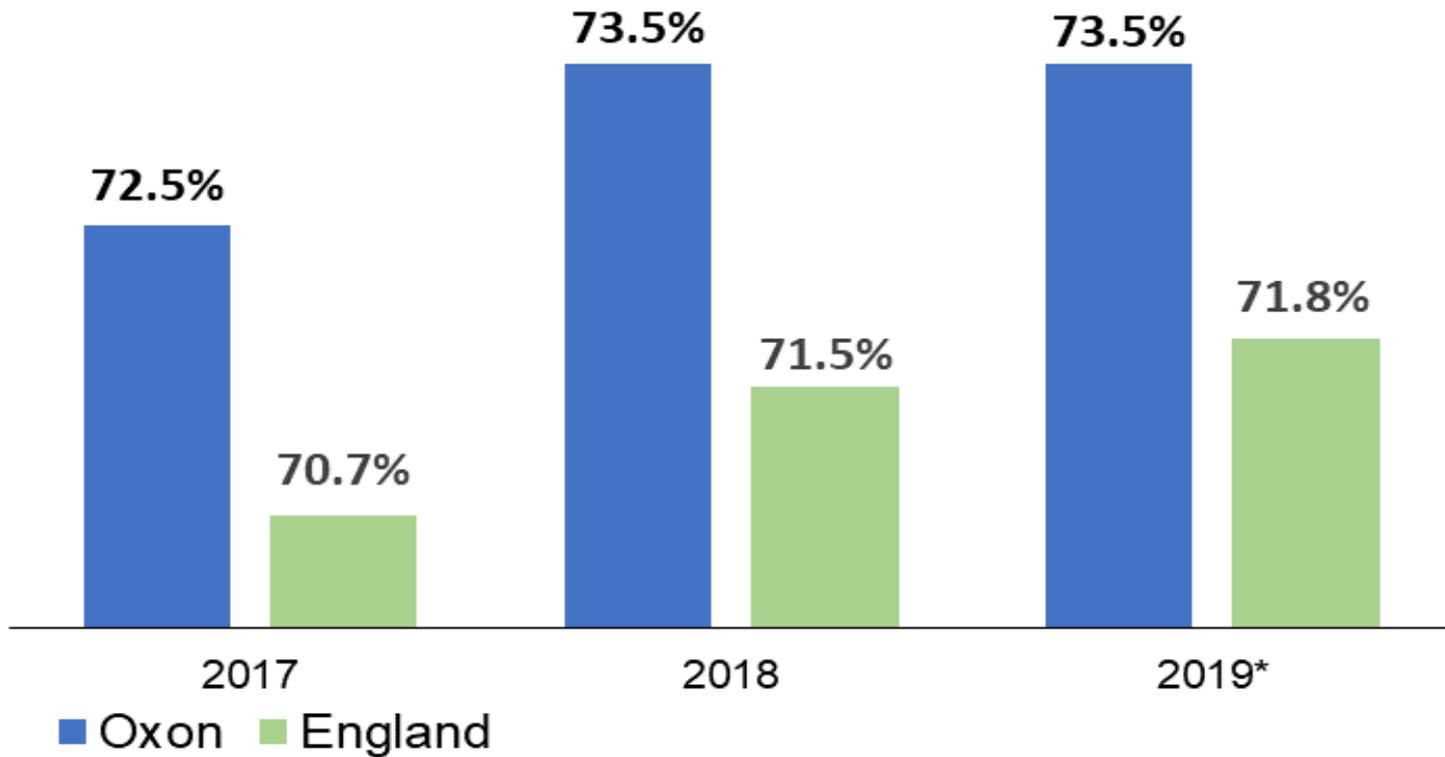


# EYFSP Data 2019

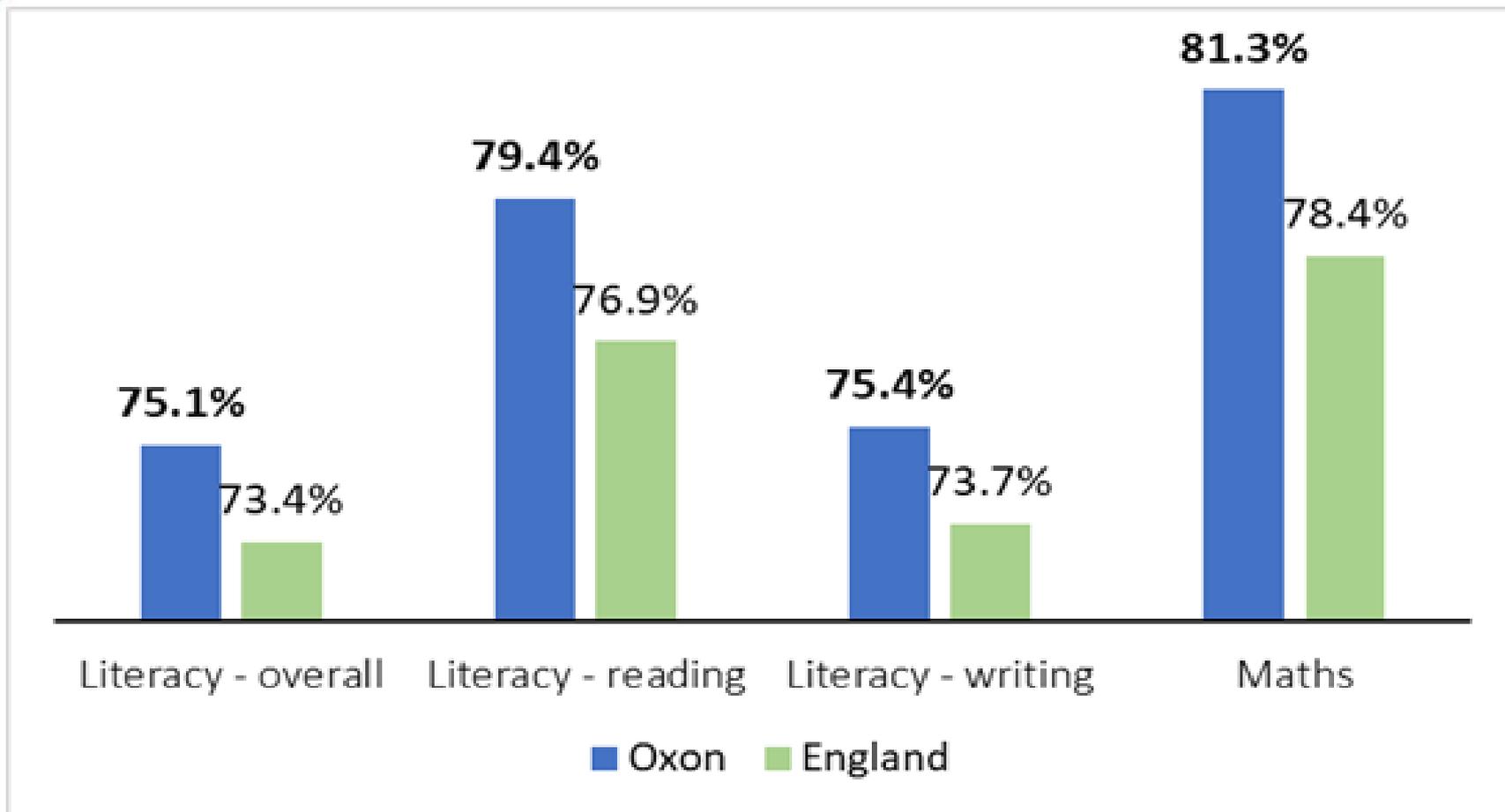




# Good Level of Development

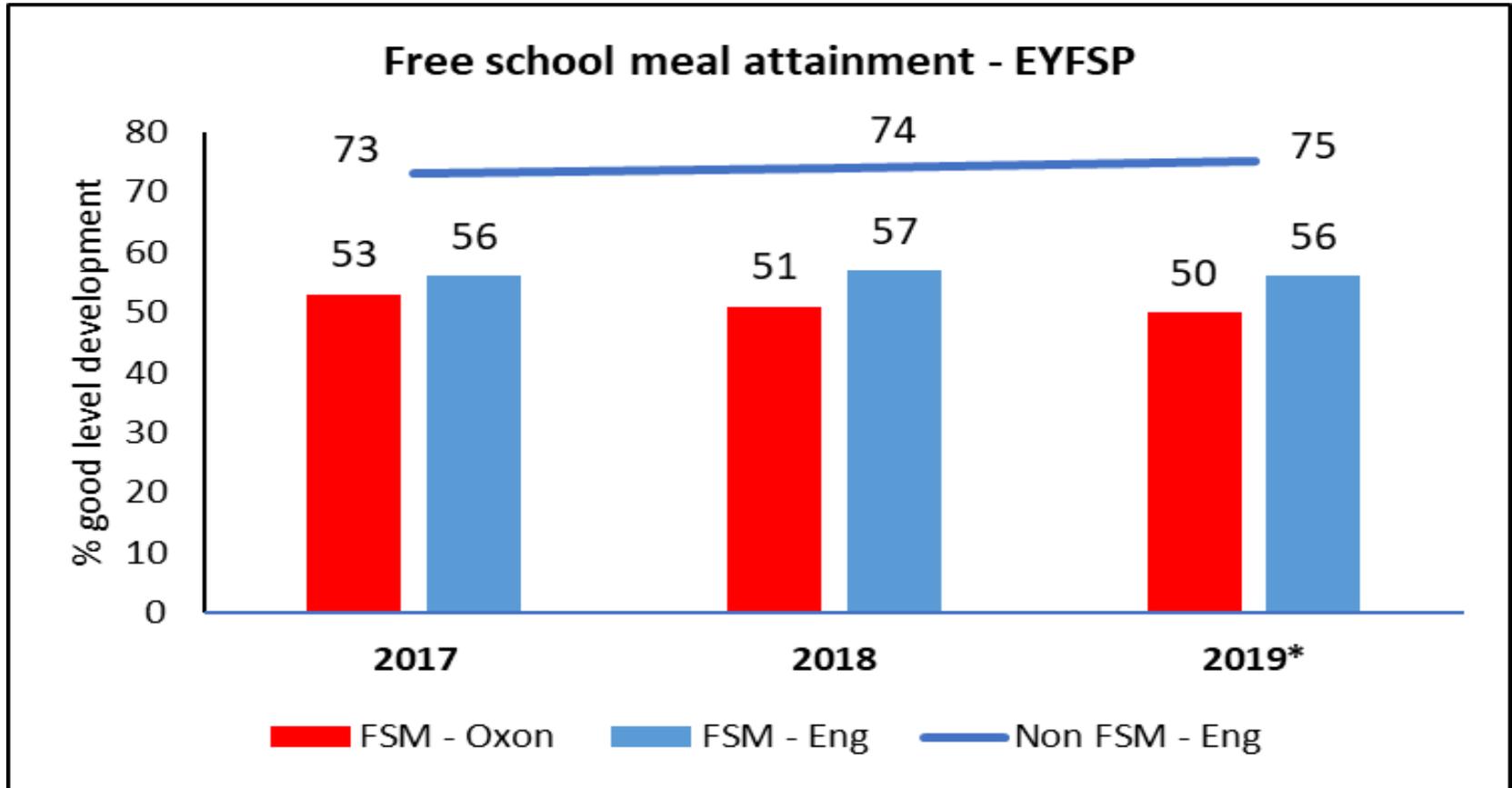


# Literacy and Maths %

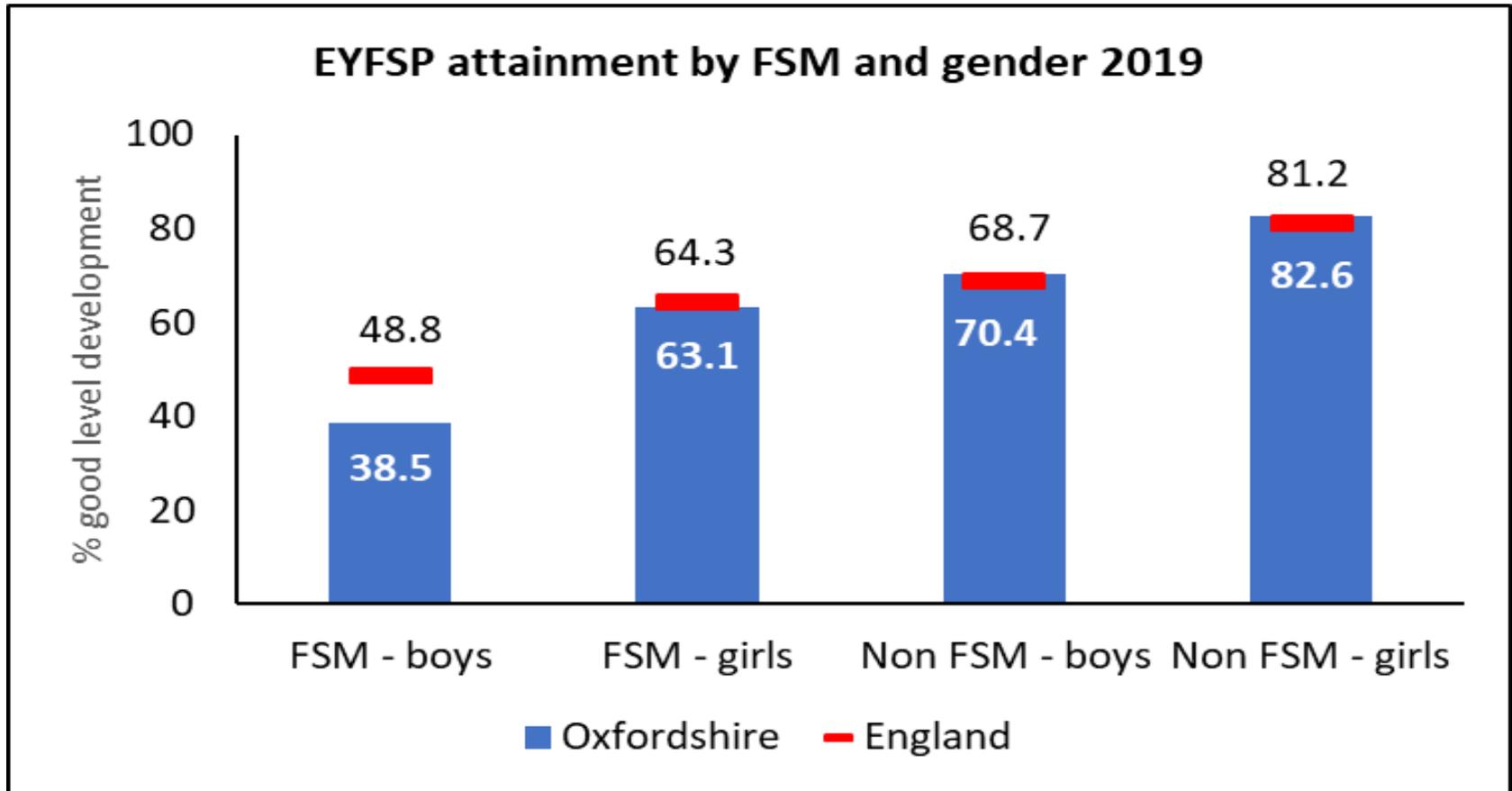




# FSM attainment - EYFSP



# FSM and gender attainment – EYFSP2019





# Phonics Screening Data 2019

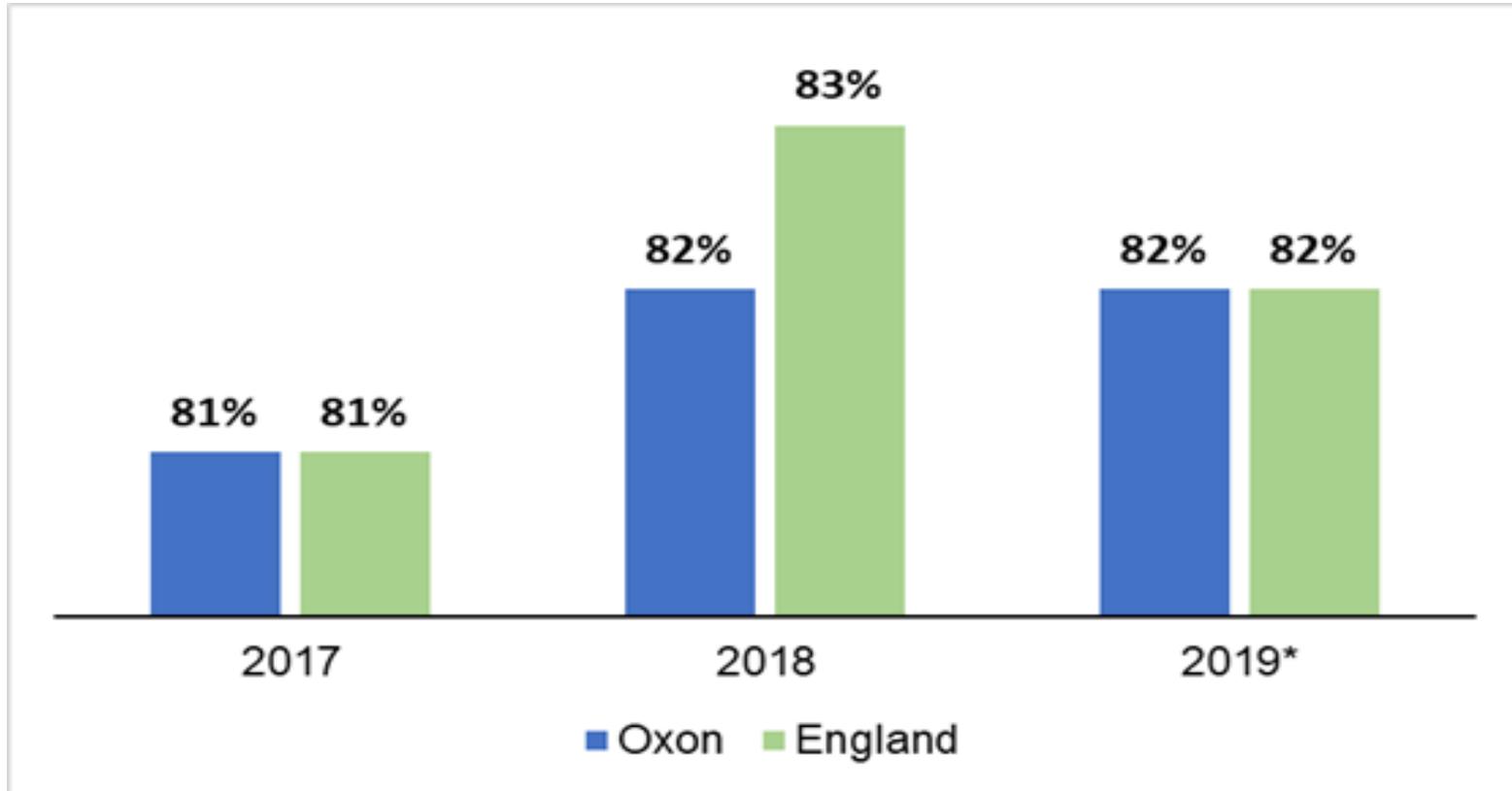
## Examples of words

in	ot 
at	vap 
beg	ask 
sum	ect 



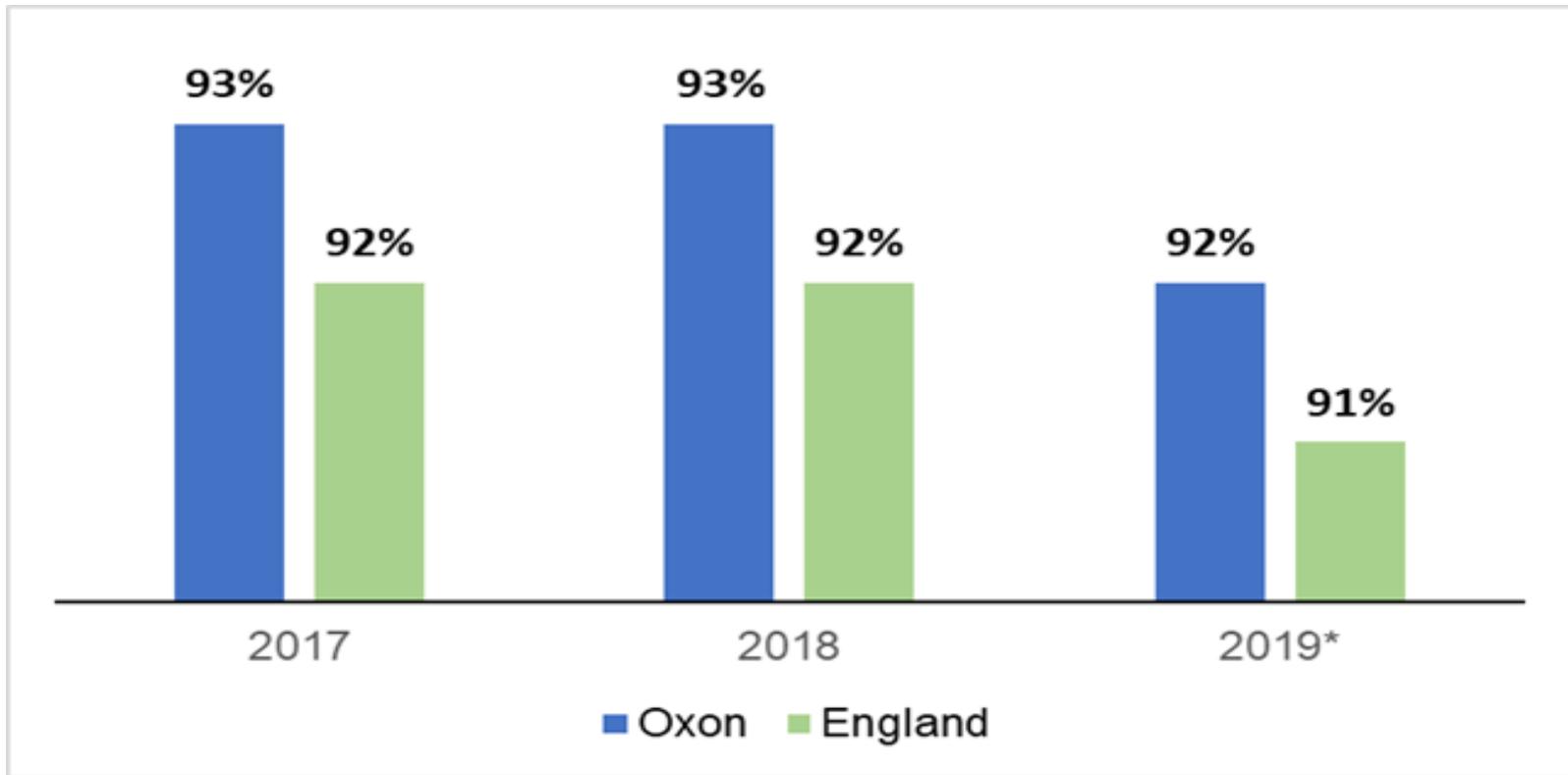


# Phonics Screening Checks

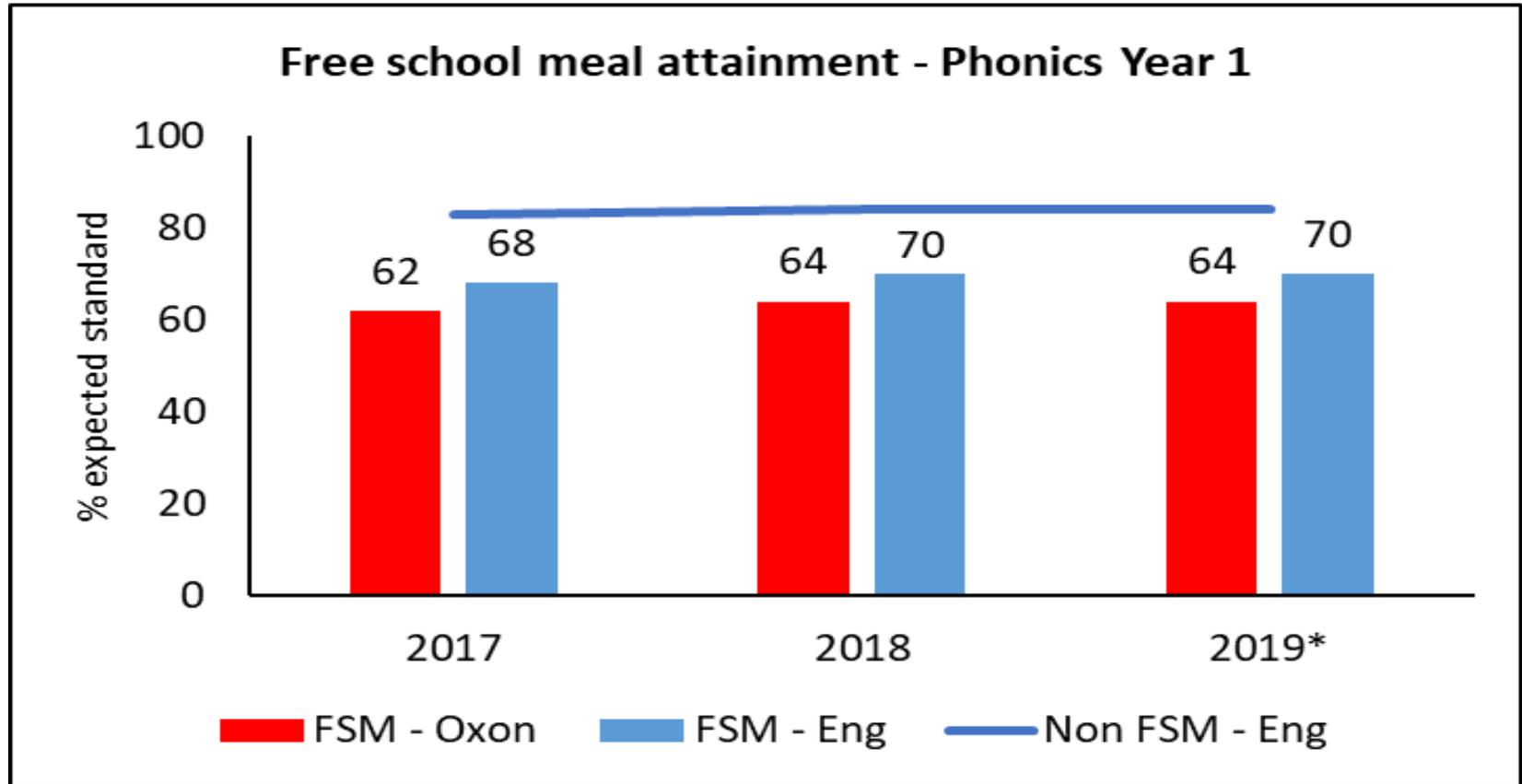




# Phonics Screening by end of KS1



# FSM – Phonics Screening



# New Strategy

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## Oxfordshire School Readiness and Lifelong Learning Strategy.

A strategy for all Early Years providers, practitioners and local authority services working with young children from 0-5 years.



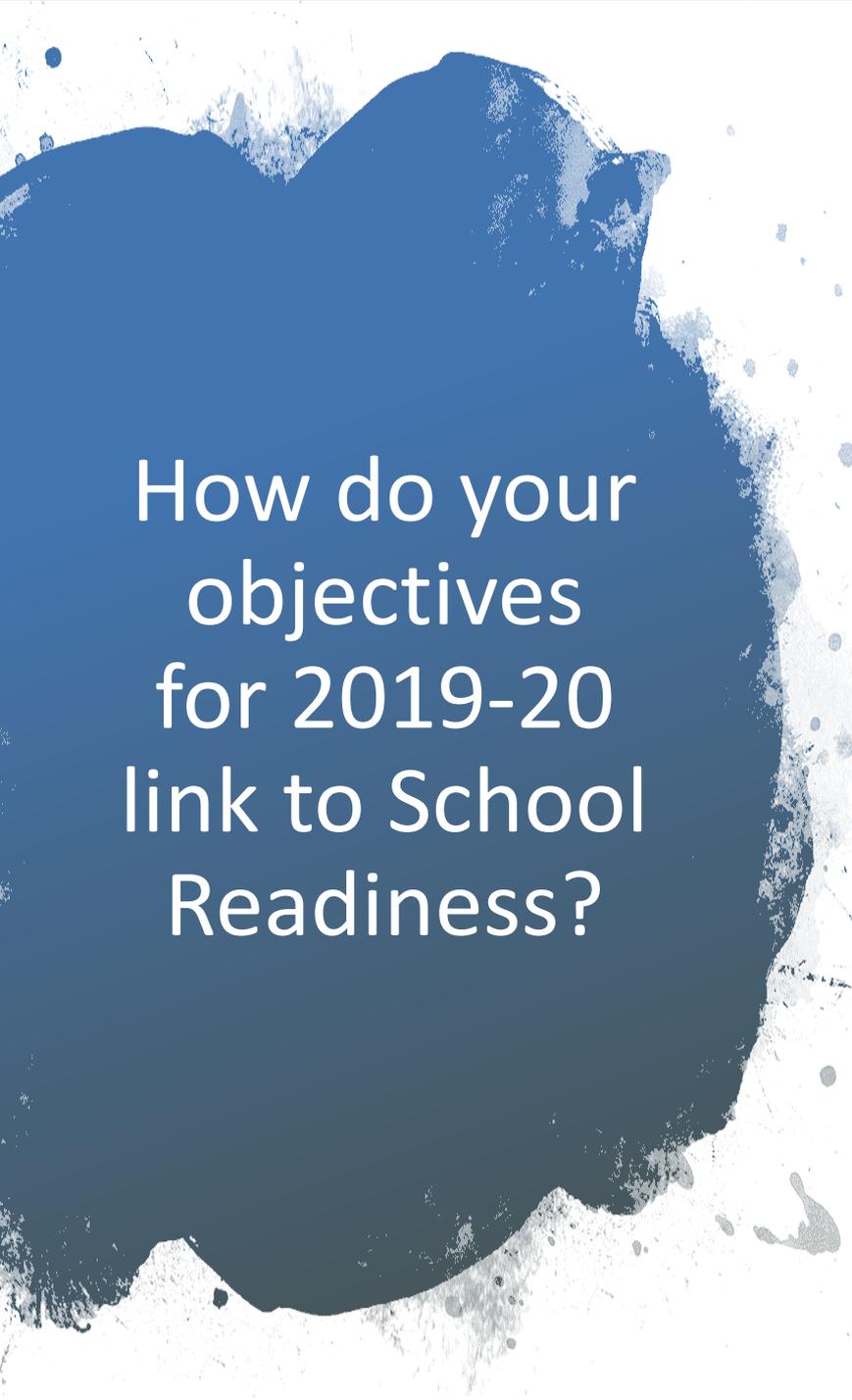
# School Readiness Strategy Priorities 2019-20

1: Strong Home Learning  
Experience to support children's  
learning and development

2: Early Engagement

3: High Quality Provision

4: Information-sharing and high-  
quality transitions through life



# How do your objectives for 2019-20 link to School Readiness?

- What are you doing to support parents? To help them improve the home learning environment?
- Do all your staff know how to identify and refer families/children for early support?
- What are you doing to ensure that your EY provision is high quality? How do you know?
- How do you prepare children for the next stages of learning? E.g. moving from one provision to another



# How are you narrowing the gap?



# First 1000 days of life



House of Commons  
Health and Social Care  
Committee

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## First 1000 days of life

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Thirteenth Report of Session 2017–19

*Report, together with formal minutes relating  
to the report*

*Ordered by the House of Commons  
to be printed 12 February 2019*

HC 1496  
Published on 26 February 2019  
by authority of the House of Commons



The first 1001 days (from conception to the second year of life) is crucial to increase children's life chances.

Public Health England evidence sets out the importance of children being ready to learn at 2 and ready for school at five as vital foundations for good health and development, and thus the importance of supporting families in these critical years.

*Investing in the emotional wellbeing of our babies is a wonderful way to invest in the future*

## Introduction: Why invest in school readiness?

Failing to invest sufficiently in quality early care and education short changes taxpayers because the return on investment is greater than many other economic development options



Every **£1** invested in quality early care and education saves taxpayers up to **£13** in future costs



For every **£1** spent on early years education, **£7** has to be spent to have the same impact in adolescence



The benefits associated with the introduction of the literacy hour in the UK outstrip the costs by a ratio of between **27:1** and **70:1**



Targeted parenting programmes to prevent conduct disorders pay back **£8** over six years for every **£1** invested with savings to the NHS, education and criminal justice system

# Pupil Premium

- In 2019 in Oxfordshire, the attainment gap at the end of Reception (% attaining a Good Level of Development) between disadvantaged children and their peers was 25%.
- Please promote the Pupil Premium with new families to ensure that all eligible families apply to schools.
- Further information for families and the eligibility criteria can be found [here](#).



**Pupil Premium**

Ask your child's teacher for more details

Did you know your child's school may be able to claim an additional £1,320 to support your child's learning and development?

Education Quality Early Years  
Only from September

OXFORDSHIRE COUNTY COUNCIL

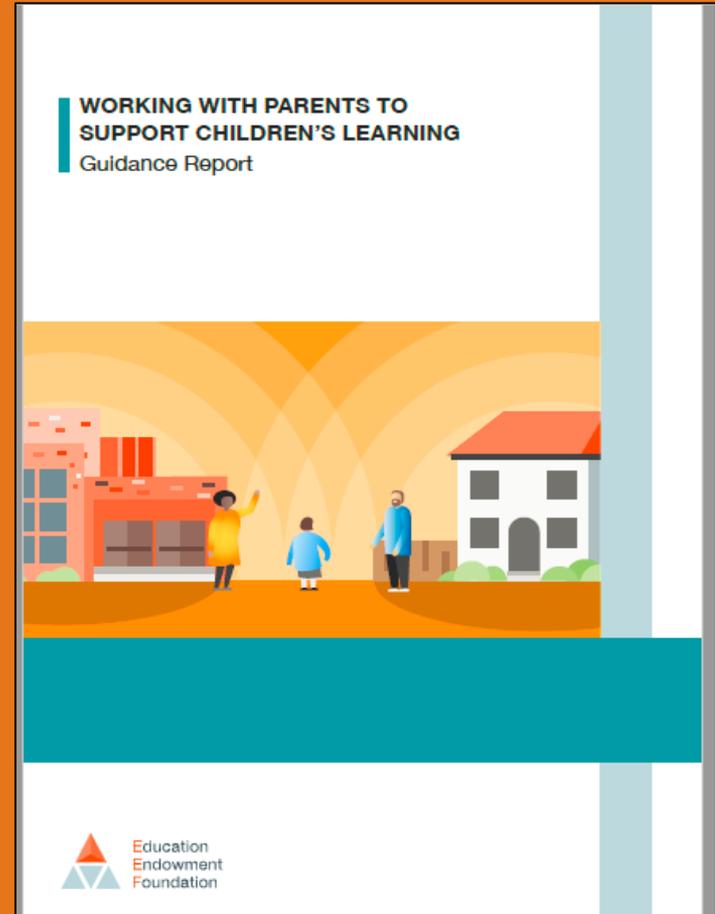
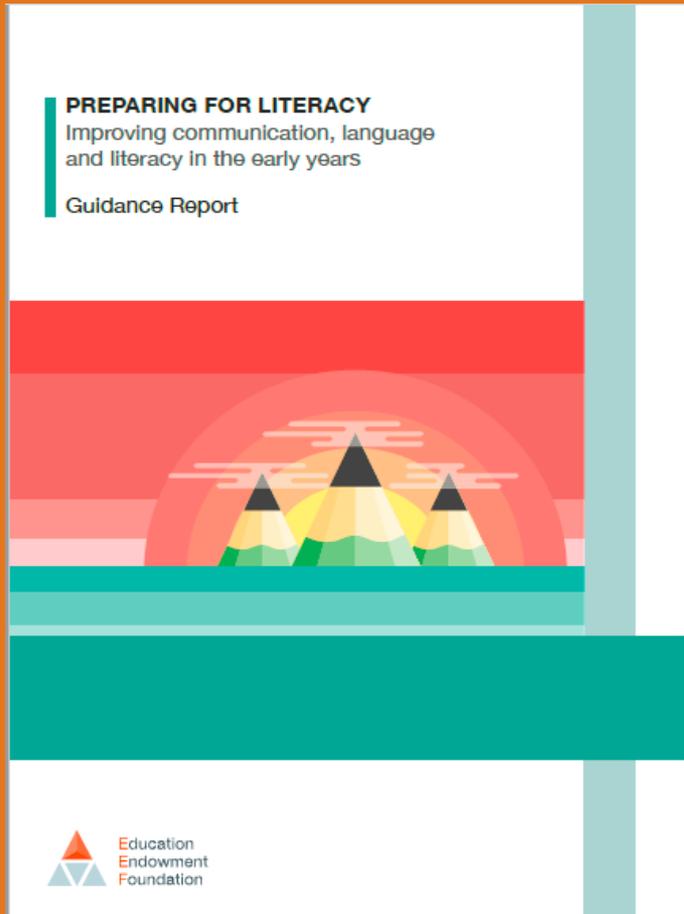


“Recent research by the EEF suggests that **all children** are likely to benefit from a focus on communication and language, but some studies show even **larger effects for children from disadvantaged backgrounds.**”

(Education Endowment Foundation)

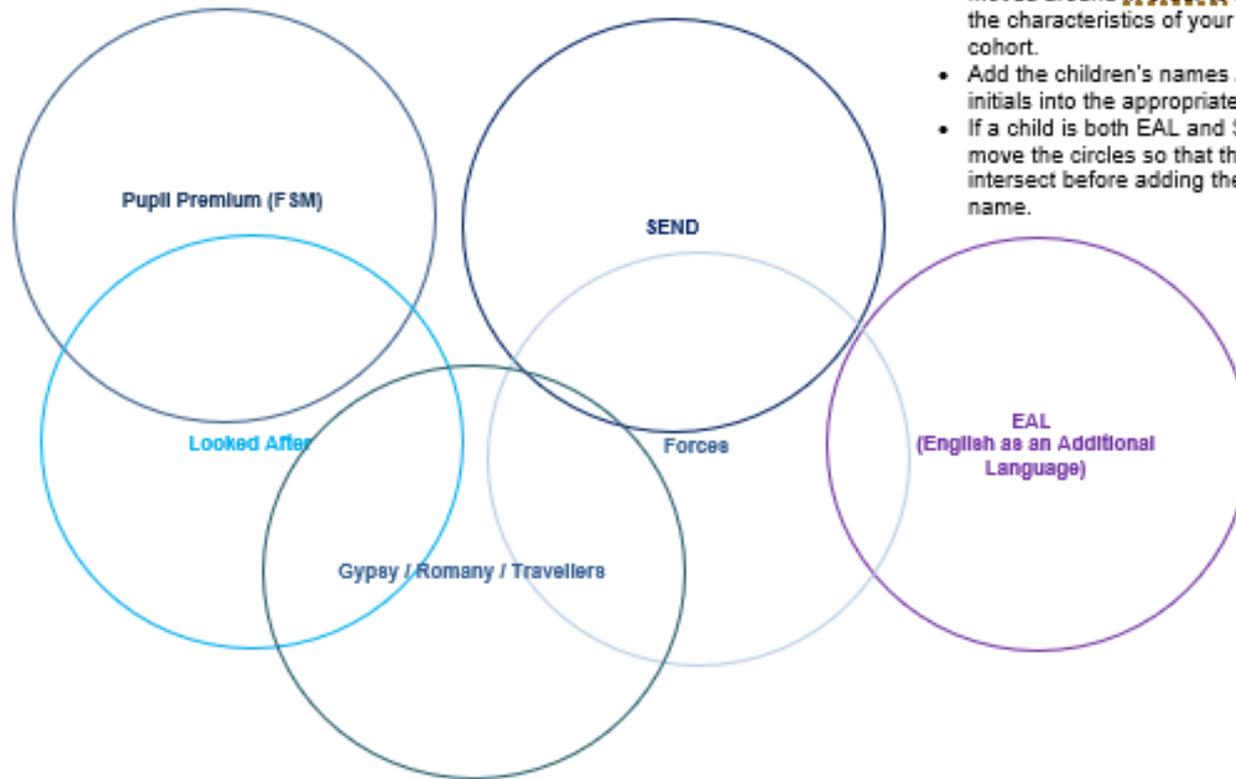


# Reports to read:



# Venn diagram

## A Venn Diagram – Groups in the Early Years



- The circles can be edited / moved around *in order* to reflect the characteristics of your cohort.
- Add the children's names / initials into the appropriate circle.
- If a child is both EAL and SEND, move the circles so that they intersect before adding the name.

## Overview of Groups

EYPP	Funded Twos	SEND	EAL	Forces	LAC
		EHCP:  Inclusion Funding:			
GRT	MA	CP	<u>CiN</u>	3-4s Funding	Summer Born

### Key

EYPP – Early Years Pupil Premium

F2s – Funded Two Year Olds

SEND – Special Educational Needs and Disabilities

EAL – English as an Additional Language

Forces – Children of military personnel

LAC – Looked After Children (in Local Authority care)

EHCP – Education, Health and Care Plan

GRT – Gypsy, Roma, Traveller

MA – More Able (in one or more areas)

CP – Child Protection

CiN – Child in Need

3-4s Funding – In receipt of Early Education Funding

Summer Born – Birthday in Summer Term

Inclusion Funding – Setting assessment 'K' code on Provider Portal Funding Form

**\*\*\*Delete before printing form\*\*\***

*It is recommended to laminate this form when blank and then use a dry-wipe pen to fill in numbers and regularly update as they change. All staff should be aware of the children in the different groups. Settings may wish to include children's initials in the boxes for quick reference. This form is for staff and for those who have a professional need to see it e.g. Ofsted inspector, Early Years Advisory Team*

# New report!



## Main points:

1. Overall attainment has increased slightly in secondary schools, less so in primaries and no real change in attainment in the EY
2. The gap continue to narrow during the primary phase but has now stopped closing in the EY and by the end of secondary. At KS4 between 2017-18 gaps have widened
3. If the recent 5 year trend continues, it would take over 500 years for the disadvantage gap to close by the end of secondary
4. For the most persistently disadvantaged pupils, the gap continues to narrow in primary but is widening in secondary
5. The attainment of pupils by ethnic background is similar to recent years
6. Pupils with SEND remain significantly behind their peers at every KS
7. Disadvantage gaps are larger and growing in north of England



# National changes in EY

Date:	Actions:
Autumn 2019	<ul style="list-style-type: none"><li>• National voluntary pilot for Baseline Assessment</li><li>• Publication of report from NFER regarding the pilot of the revised EYFSP (summer 2019)</li></ul>
Autumn 2020	<ul style="list-style-type: none"><li>• Baseline Assessment becomes statutory for schools with Reception</li><li>• National voluntary pilot for revised EYFSP (TBC)</li></ul>
Autumn 2021	<ul style="list-style-type: none"><li>• Training on new EYFSP (TBC)</li><li>• Revised EYFSP statutory assessment rolled out to all EY providers with Reception children (TBC)</li><li>• Revised Development Matters published</li></ul>
Spring 2020 +	<ul style="list-style-type: none"><li>• Revised EYFS Framework (in line with new Ofsted Framework and changes to assessment (see above)</li></ul>



# EYFSP Moderation 2020

Areas of Focus for meetings and Training:

- Communication and Language
- Mathematics

Workshops in Autumn: Communication and Language and Literacy

Workshops in Spring: Mathematics

These are available through Step into Training

# Tools to help you self reflect and plan ahead:

## Musts Audit 2019/20:

Early Years Foundation Stage statutory/legal requirements providers must fulfil

Please read the [EYFS Statutory Framework 2017](#) footnotes and appendix for additional information. Please note the EYFS Statutory Framework is subject to change. It is therefore important that you use the most up to date version when completing this audit. This document is in line with the April 2017 version of the EYFS.

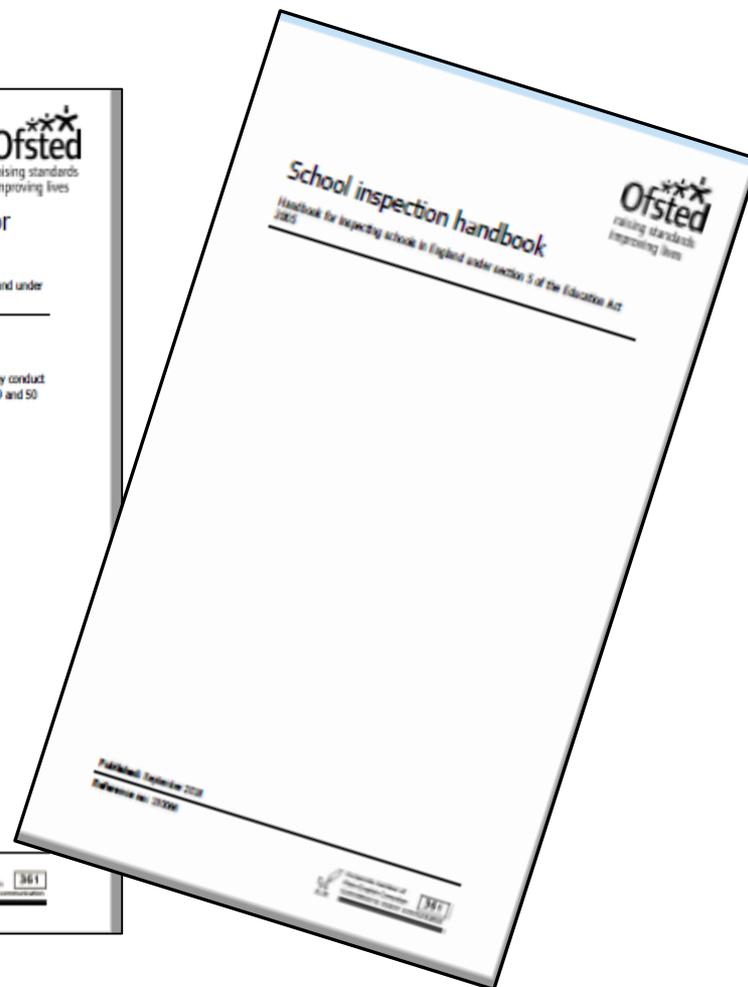
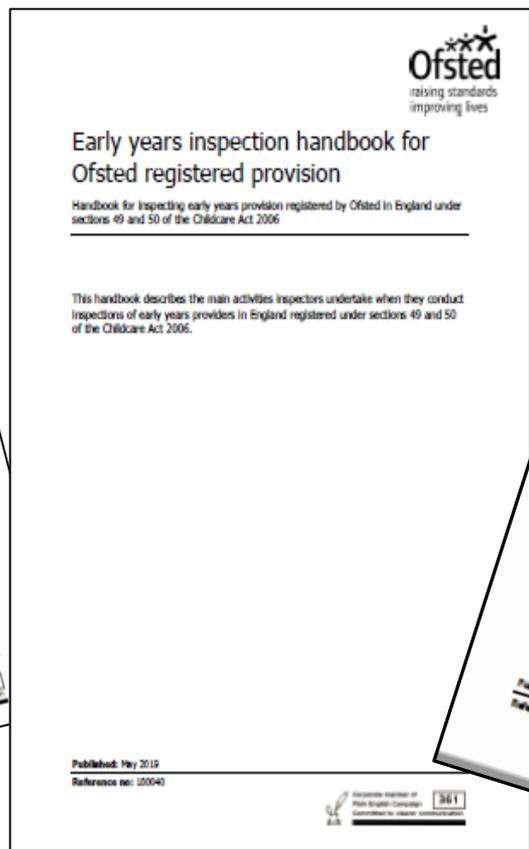
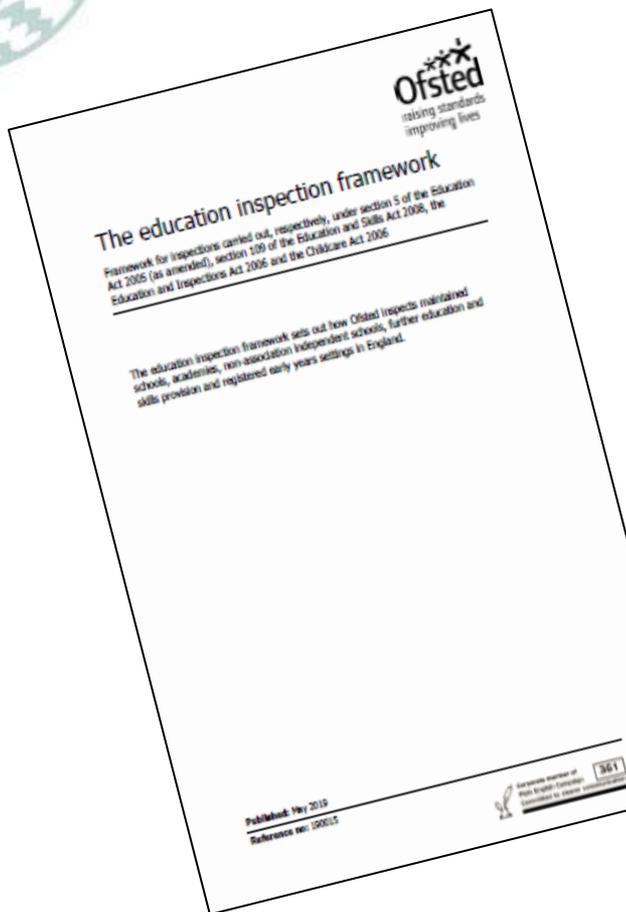


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# New Ofsted Framework





## The inspection cycle For EY Settings

Newly registered - within 30 months



Normally once within the Ofsted four year cycle (currently 1<sup>st</sup> August 2016 – 31<sup>st</sup> July 2020)



Requires improvement - within 12 months



Inadequate - within six months



Regulatory visits following a reported concern or following a number of notifications from the provider

# For Schools

How often Ofsted inspects a school depends on the findings of its previous inspection

A school judged good at its most recent inspection will normally receive an inspection approximately every 4 years, to confirm that the school remains good.

all new schools, including academies, in the first 3 years after they open (normally in the 3<sup>rd</sup> Year).

RI - The school will usually have a full re-inspection within 30 months of the school's last full inspection



# Inspection focus

*‘Inspectors must spend as much time as possible gathering evidence about the quality of care, teaching and learning by...’*

*(no. 50 in EY Inspection handbook)*

- **Observing** children at play
- **Talking to** children, practitioners and parents
- Observing **interactions** between practitioners and children
- Gauging children’s **engagement** in learning and level of **understanding**
- Talking to practitioners about **assessments** of what children know and can do and how they are **building on** these
- **Observing routines** and how they support personal development including the approach to **toilet training**
- Evaluating the practitioners **knowledge of the EYFS**



# The four judgement areas





# Overall effectiveness

(no. 137 EY handbook)

Do children make progress in their learning and development?

Are the arrangements for safeguarding effective?

Is the standard of education and care good?

Does the setting meet the needs of the range of children?

What is it like to be a child in this provision?

Do children feel safe, secure and happy?

Are leaders **effective** in evaluating practice and ensuring continuous development?

Are children ready for the next stage in their learning?



# The learning walk

‘This provides an opportunity for leaders to explain how they organise the EY provision, including the aims and rationale for their EY curriculum.’

- Inspectors will ask what you **intend** children to **LEARN, KNOW and DO** as a result of the curriculum you offer.
- Inspectors must not advocate a particular method of planning, teaching or assessment.
- Inspectors should observe as many staff as possible
- Inspectors must spend most of the inspection ‘gathering first hand evidence by observing **the quality** of the daily routines and activities of children and staff.’



# Inspectors ask about what leaders intend pupils to learn.

From school handbook

During inspection, inspectors will probe leaders' understanding but, **most importantly, they will focus on gathering first-hand evidence.** Inspectors will visit lessons, talk to individual teachers and pupils, and look at pupils' work (in its widest sense) together with curriculum leaders **to see whether it matches leaders' intentions.** Inspectors will then draw all this evidence together from different pupils, classes and year groups.



# From schools handbook...

Inspectors will look at the children's achievements at the end of Reception over time, by the proportions reaching a good level of development. However, inspectors need to get beyond the data as quickly as possible to ascertain how well the curriculum is meeting children's needs. This will be evident in how well children know and remember more. Inspectors need to make careful inferences about children's current progress by drawing together evidence from a range of sources.

# A new 'quality of education' judgement



## Quality of education

### **Intent**

- Curriculum design, coverage and appropriateness (EYFS)

### **Implementation**

- Curriculum delivery
- Teaching (pedagogy)
- Assessment (formative and summative)

### **Impact**

- Attainment and progress
- Knowledge and skills
- Readiness for next stage of education

# Focusing on the Curriculum

## The importance of the curriculum



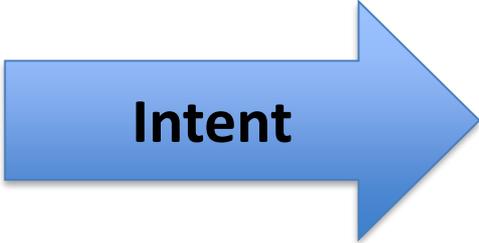
'The curriculum (or, to use EYFS terminology, the educational programmes) that children experience in their early years is vital... We know that young children are especially receptive between birth and age five, when their brains develop at the fastest speed and they learn more rapidly than at any other age.

This means that **the choices we make for very young children... are all hugely important**.'



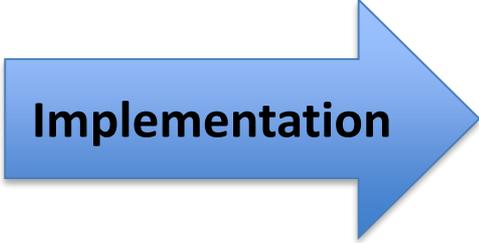


# The three 'I's



## Intent

The EYFS (Educational Programmes) provides the curriculum framework that leaders **build on** to decide what they **INTEND** children to learn and develop.



## Implementation

Leaders...decide how to **IMPLEMENT** the curriculum so that children **make progress** in the seven areas of learning.



## Impact

Leaders...evaluate the **IMPACT** of the curriculum by **checking** what children know and can do.

**Top-level view**



**Deep dive**



**Bringing it together**

## Inspecting the curriculum

Revising inspection methodology to support the education inspection framework

Published: May 2019  
Reference no: 190024



# What is 'intent'?

*It is your plan of action...your road map...your overall intentions...your vision.*

- Ambitious, even for those children with additional needs
- Gives knowledge
- Gives cultural capital
- Coherently planned and sequenced
- Builds on which children know and can do
- An adopted or constructed curriculum





# It's your choice...(no. 116)

*'The choice of teaching methods is **a decision for providers**, within the confines of the EYFS. The inspector will judge the quality of the provision in relation to **the impact** it has on children's learning, development and well-being.'*





# What is 'implementation'?

*It is how you put your intentions into practice.*

**Key points linked to the learning environment:**

- Does **the environment** support the ambitious and coherently planned curriculum?
- Do **resources** meet children's needs and promote their learning?
- Is there **meaningful learning** across the curriculum?
- Are planned activities suitably **challenging**?  
Do they meet specific needs?



# Key points for practitioners

- Do staff **understand** the areas of learning and **how** children learn?
- Do staff present information **clearly** to children?
- Do they **check** children's understanding?
- Do staff **speak, listen and read** well in English?
- Do staff **read to children** in a way that excites, engages, introduces new ideas and vocabulary?
- Do practitioners **share progress information** with parents?
- Do practitioners help parents support their child's **learning at home**, including a love of reading?
- Does teaching help children **remember long-term** what they have been taught?



# What is 'impact'?

*It is looking back...reviewing...checking that your intentions have been implemented successfully.*

- Have children made progress?
- Have children developed knowledge and skills **in all seven areas?**
- Have children developed their vocabulary and understanding of language?
- Are children ready for the next stage in their learning?
- Can children articulate what they know, understand and can do?



AWARD



# Cultural Capital

*'Some children arrive at an early years setting with different experiences from others in their learning and play...It is the role of the setting to help children experience **the awe and wonder of the world in which they live**, through the seven areas of learning.'* (no. 143)

## What is it?

- The essential knowledge children need to prepare them for future success.
- Giving children the best possible start to their early education.
- How the leaders use the curriculum to enhance the experience and opportunities available to children, **particularly the most disadvantaged**.





# Pierre Bourdieu

*French sociologist 1930 – 2003*

## Three types of capital:

**Economic capital** – Available money and wealth

**Social capital** – Available social relations e.g. family, colleagues, peers, employer, community members

**Cultural capital** - The accumulation of knowledge, education, habits, behaviours, and skills that can be tapped into to demonstrate cultural competence.



What does 'cultural capital' mean for Early Years?

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# Don't over-think it...

it is the exciting and stimulating activities that you do with children every day:

- finding books on a child's favourite topic
- creating role-play activities that further their interest in a particular idea
- taking trips to the park or a ride on a bus
- organising visits from community figures such as the police or theatre

# From EY Inspection...

Staff encourage children to recall their activities and talk about their families and experiences.





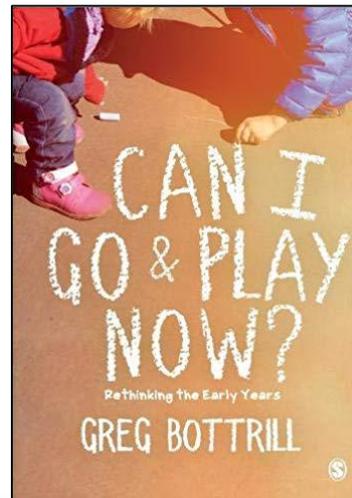
# Provide opportunities for awe and wonder...





# According to Greg Bottrill (2018):

*“Children need an inspirational environment that **changes** and includes **quirky objects** and **things that lie outside the ordinary**. They need to hear words that are **strange and alluring**, hear stories that open up new worlds of **imagination and wonder**; they need drama and songs, adventure and the great outdoors. These are what you can bring every single day. Think like a child to be like a child.”*





# Early Years Conference 2019

**7th November 2019**

**9.15am- 4.00pm**

**Exhibition and  
Registration from 8.30am**

**The Kassam Stadium  
Grenoble Road, Oxford,  
OX4 4XP**





# Staff wellbeing

*“Whether mental distress is caused in work or out of work we spend nearly half our waking hours in work; because of this it makes sense to have a stronger, healthier and more emotionally resilient workplace.”*

*Paul Farmer – Chief Executive, Mind*



# From EY inspection...

The manager reviews staff's workload and finds ways to ensure paperwork is effective but also kept to a minimum.



# Promoting Staff Well-being

## happy staff = happy children

### **Minds Matter – Pre-School Learning Alliance - June 2018**

- 25% are considering leaving the sector due to stress or mental health difficulties.
- 66% report negative effects of workplace stress on relationships at home

### **OFSTED Early Years Inspection Handbook –2019**

Emphasises the importance of supporting staff well-being

### **Promoting Emotional Wellbeing in Early Years Staff – Sonia Mainstone-Cotton (2018)**

#### *Strategies to support staff well-being:*

- Carry out a staff wellbeing audit
- Reduce the amount/length of staff meetings
- Look at how you communicate – when do you send emails? How many do you send?

# Strategies to help staff to manage stress





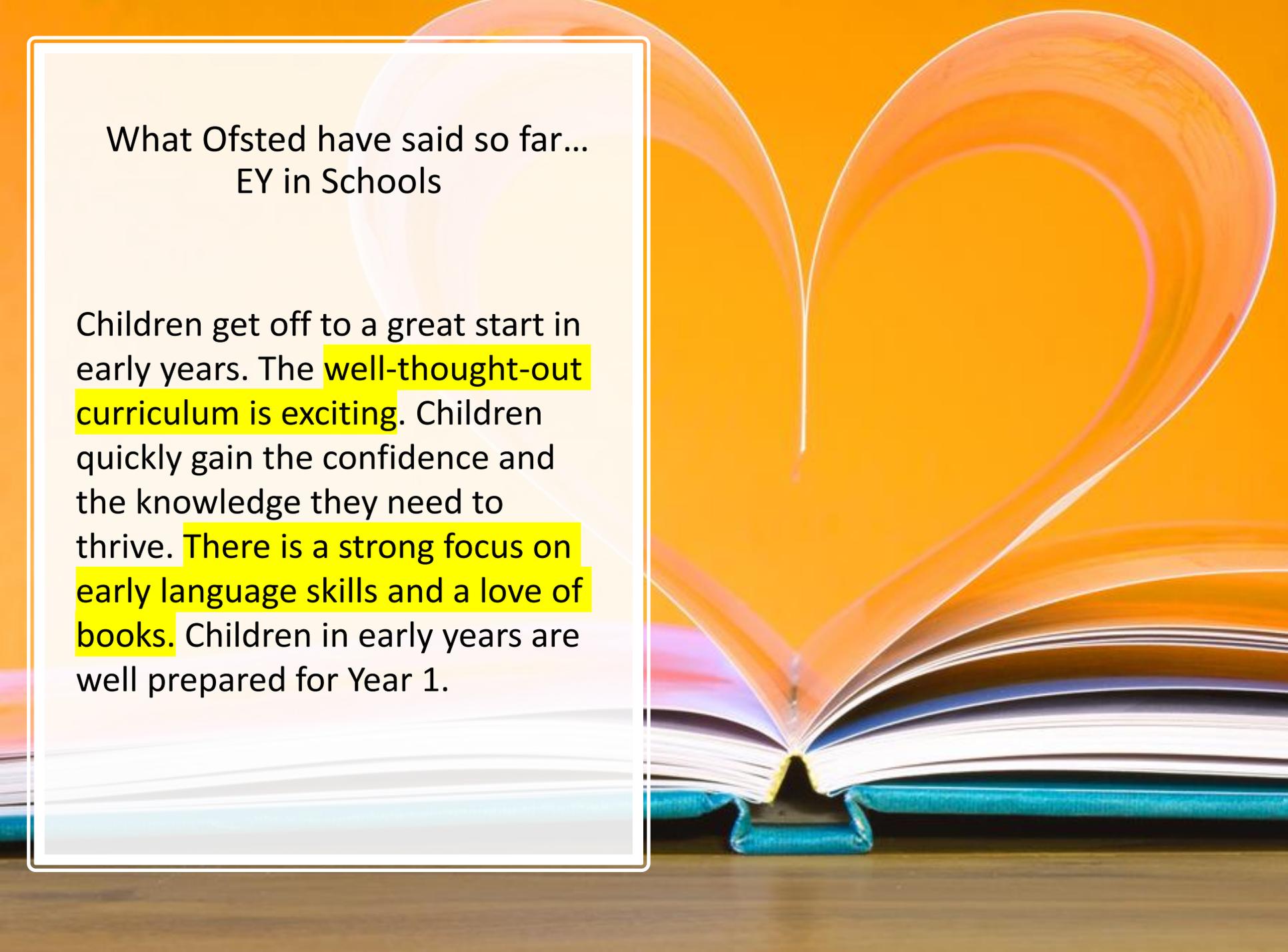
**Education Quality  
Early Years**  
Going Places Together



**OXFORDSHIRE  
COUNTY COUNCIL**

## What Ofsted have said so far... EY in Schools

Children get off to a great start in early years. The well-thought-out curriculum is exciting. Children quickly gain the confidence and the knowledge they need to thrive. There is a strong focus on early language skills and a love of books. Children in early years are well prepared for Year 1.





Children are safe and happy in the early years and get off to a good start. They work well with teachers and use their knowledge of phonics to help them to read and write.

Children share, take turns and enjoy each other's company. In the nursery, staff encourage children to be independent as they prepare for their snack time. Children enjoy lots of different activities, both indoors and outside, which develop their knowledge and skills.



Children help themselves to the **limited range of resources on offer**, but the **variability of staff interaction** and engagement does not ensure that all children remain purposefully involved in play and learning. **Staff set out their intention for learning but do not effectively plan appropriate activities** to support this. Consequently, **some children's attention deteriorates**, or they wander about looking for something else to do.

## From an EY Inspection Requires Improvement

....About  
assessment

Teachers are developing  
simple and manageable  
ways to check what  
pupils have learned.

They use these  
assessments well to  
make sure that all pupils  
are making enough  
progress.



## ... about phonics

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pupils do not receive enough practice to apply phonics to read whole words accurately. Leaders must ensure that all teachers and support staff have strong subject knowledge and teach phonics so that pupils read well.

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Phonics is taught effectively but leaders do not always ensure that the books pupils take home from school help them to practise the sounds that they are learning in class. Teachers help pupils who have fallen behind in their early reading to catch up.

## ...about reading

In the Reception Year, children who experience difficulties when they start learning to read are identified quickly. As early as in the first week of school, staff intervene to make sure that those children catch up.

Staff prioritise the teaching of reading. The school environment is rich in literature and pupils say that they love reading.



## EY Inspection

- Leaders and managers ensure that staff receive **regular training** to help them to identify any signs that may indicate concerns about a child's welfare. Managers responsible for safeguarding children are **knowledgeable about safeguarding legislation** and child protection issues. All staff know exactly what to do in the event they have any concerns about a child's welfare. **Robust recruitment procedures** ensure that all staff working with children are suitable. Staff complete **regular checks on the environment** to help them to identify and eliminate any risks.

...about Safeguarding

The arrangements for safeguarding are effective.

## School inspection

The arrangements for safeguarding are effective.

The school site is secure, and the identity of visitors is checked on entry. The school's procedures for managing safeguarding are strong. Staff are well trained to identify signs and symptoms of abuse. Children feel safe in school and receive help to understand how to stay safe both in the real world and online. Staff recruited to work in school are checked thoroughly to ensure that they are safe to work with pupils. The school system for recording safeguarding incidents shows that leaders and staff respond appropriately to any inappropriate behaviour from pupils.

The provider **does not follow safe recruitment** procedures to check that staff are suitable for their role. Staff **do not identify and remove all potential hazards or risks** in order to keep children safe. On several occasions during the inspection the inspector identified risks to children's safety that staff did not see, for example, when **rooms become cluttered and when children walk while they are eating, which increases their risk of choking.** Furthermore, staff arrange activities such as balancing games without considering how they can reduce the likelihood of children becoming hurt.

arrangements for safeguarding are  
not effective (Inadequate)

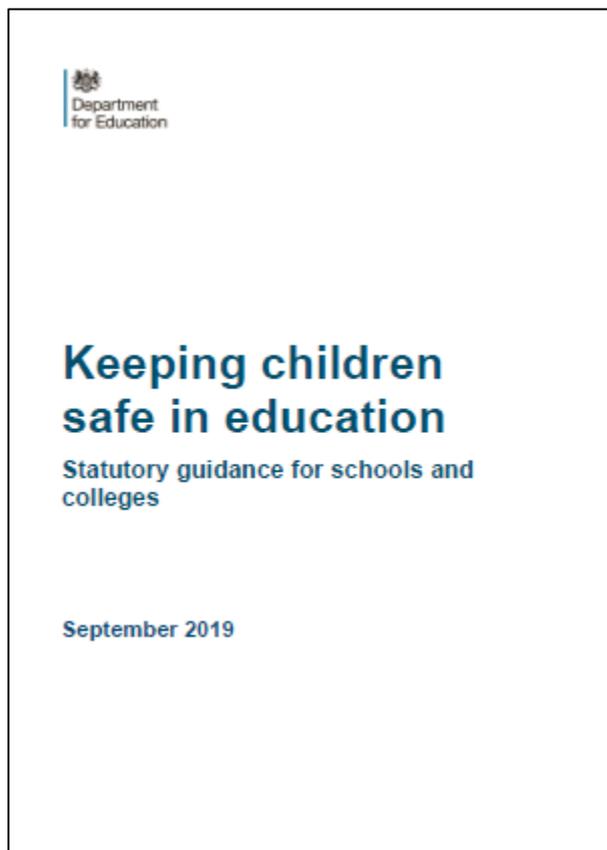


# Safeguarding Update





# For Schools



This guidance applies to all schools and is for:

- headteachers, teachers and staff
- governing bodies, proprietors and management committees
- legal duties you must follow to safeguard and promote the welfare of children and young people under the age of 18 in schools and colleges.
- All school and college staff should read part 1 of this guidance
- Useful for settings too



# Changes include...

- Upskirting – now a criminal offence
- Specific guidance pupils at risk from serious crime
- Changes to new safeguarding partners and child death reviews (LA, CCG and police)
- Opportunities to teach SG as part of broad and balanced curriculum
- Further info on ‘Honour-based’ violence



# Online



## Online safety

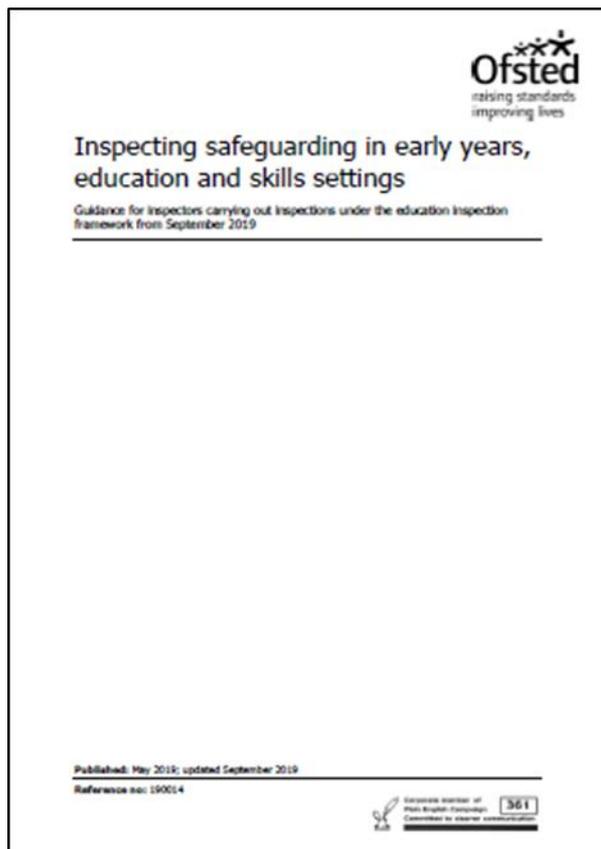


Safeguarding children and protecting professionals in early years settings: online safety considerations for:

- Managers
- Practitioners
- Thinkuknow
- Safety in schools
- Safety posters



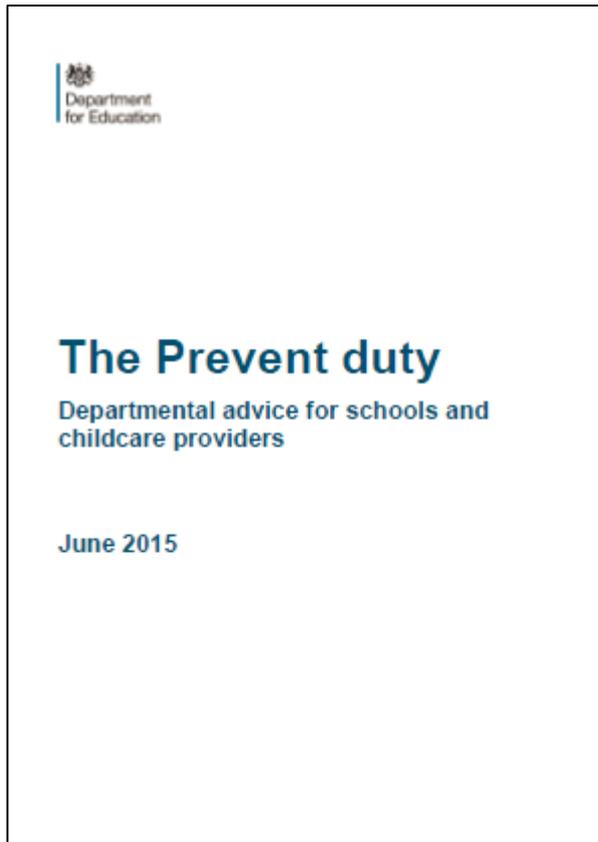
# Ofsted



- Inspectors will always have regard to how well children are helped and protected so that they are kept safe
- they will make a written judgement in the report about whether the arrangements for safeguarding children are effective



# Prevent



**Prevent Awareness training** introduction to the Prevent duty, and explains how it aims to safeguard vulnerable people from being radicalised to supporting terrorism or becoming terrorists themselves.

Links to training on OSCB website







Action Research projects 2016-2019

# Early Language Project



# The Inspiration for this project



A desire to diminish the difference



Initial focus 2016/2017 on Private,  
Voluntary and Independent Settings



2017/2018 Fifteen Primary Schools  
with Nursery Classes



In **2018/19**, it was decided to build  
on the success of the previous year  
and invite the schools to commit to  
a further year of involvement

What will  
success look  
like at end of  
Year One of  
the Project?

- Children demonstrate improvement in communication and language skills - speaking, listening and understanding  
The learning environment is communication friendly
- Practice and provision is good or better because strategies and resources are used appropriately, planning meets the needs of all children
- Parental engagement is improved

What will  
success look like  
by Year Two end  
of Project?

- Improvement in CAL, Reading, Writing – systematic approach to learning and teaching
- Focus on all boys and some boys will be chosen for target observations. These will be used as evidence in case studies
- The environment will be communication rich and strategies will be used effectively to promote enthusiasm for and progress in all aspects of literacy
- All staff and parents will understand how best to support children's progress and be confident in delivering all aspects of language and literacy



# Starting Points

## Year One

- February 2018 - assessed 10 children's attainment in all three strands of Communication and Language (Listening and Attention, Understanding, Speaking) and in Literacy (Reading)
- Comparison with exit data in June

## Year Two

- On entry assessment of children in CAL, Reading and Writing
- Assessment of all boys
- Assessment of target boys
- Comparison with exit data in June

# Target Groups

## Year One

- Mainstream Boys
- Girls with EAL
- Mainstream Girls
- Boys with EAL
- Boys with SEN

## Year Two

- All Boys
- Target Boys for Study



# What were our priority actions from the Communication Friendly and Role Play Audits?

- Continue to extend children's language by adding words, carry out descriptive commentary and follow their needs and interests
- Continue to consider how the curriculum we offer promotes development in reading and writing
- Continue to focus on role play as a means of extending vocabulary and understanding and using this area for opportunities to promote literacy skills



# For each Year

Practitioners:

- ✓ Used the audit for the year to document what was in place and further developments
- ✓ Created an action plan based on auditing environments, entry data, observations of children
- ✓ Completed a case study on whole process and a focus on target children

# The Lost Boys

## Rationale for the focus in Oxfordshire

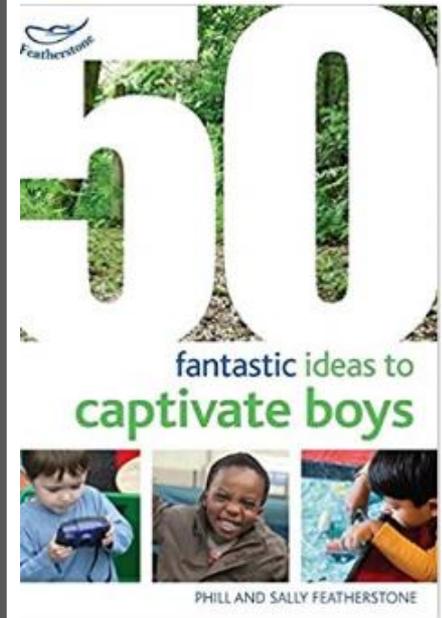
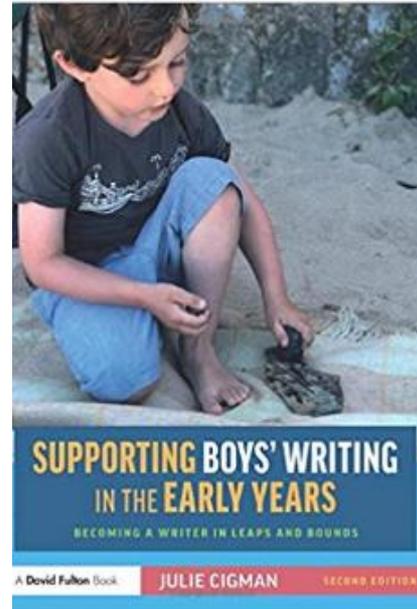
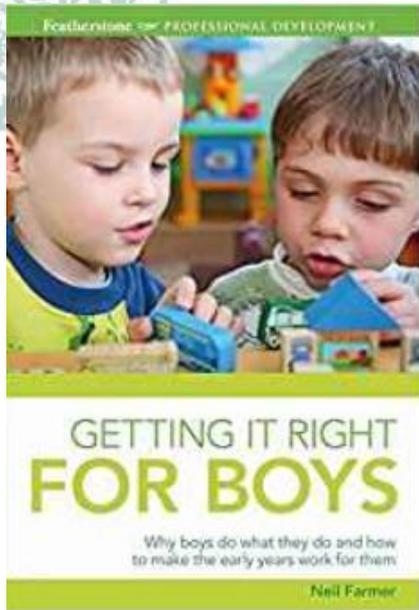
- 2016 – Save The children launched a powerful report on potential life long outcomes for boys in England
- It states Boys are twice as likely as girls to fall behind before they start school
- According to the report 80,000 boys in England started reception class without being able to speak a full sentence or follow simple instructions





# Why are Boys Falling Behind?

- boys participating less in the type of activities and games, such as storytelling and nursery rhymes, that support language and literacy development at home, pre-school and school
- boys being less likely to acquire the characteristics that will one day help them to learn to read and write – such as motivation, self-regulation, confidence and engagement



# Boys and learning

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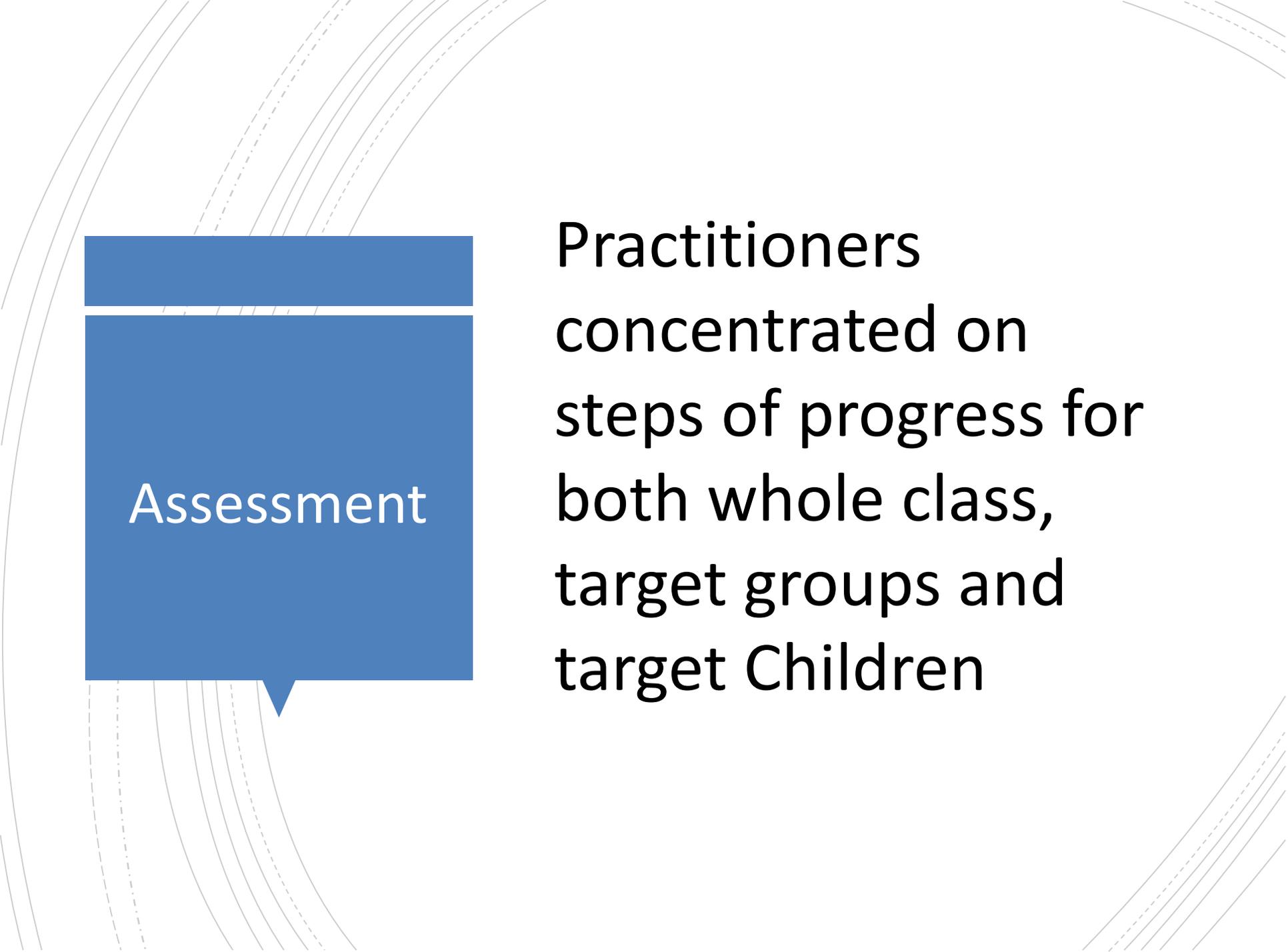
# During the Training

- We considered ways in which boys learn more effectively
- A mindset approach to improving self confidence and self regulation
- Ways to engage parents in supporting learning development
- A culture in which expectations are raised and the quality of adult input in both group times and child initiated activities is further developed



# Deciding on action points for development

- Using Audits to evaluate practice and provision
- Creating an action plan for improvement
- Observations of target children and consideration of their next steps
- Involving all staff and parents in supporting development of CAL and Literacy



## Assessment

Practitioners concentrated on steps of progress for both whole class, target groups and target Children



# Example Target Children Progress Tracking

Accessibility Mode

Print



## Attainment and Progress for Target Children:

Child 1 FS		
On Entry		On Exit
C&L	40-60b	Exceeding
Reading	40-60b	Exceeding
Writing	40-60b	Exceeding

Child 2 EW (EAL)		
On Entry		On Exit
C&L	30-50a	Exceeding
Reading	30-50a	Exceeding
Writing	30-50a	ELG

Child 3 JD (PP & SEN)		
On Entry		On Exit
C&L	30-50a	ELG
Reading	30-50c	ELG
Writing	30-50c	ELG



# Developing CAL

- Practitioners were given examples of a wide range of activities to encourage language development
- Explored the use of teaching phonics – phase one and two and beyond
- Use of Core stories as starting points for engaging children in reading- writing in response to good examples of authorship



# Role Play

- Practitioners observed that boys were often highly motivated by role play opportunities
- Enjoyed physical activity, being outside, fact finding, purpose, competition and imaginary scenarios where heroes save the day
- They needed clear instructions and recognition



We hope you have enjoyed the briefing!

Please look at our 'Step into Training' brochure online to view other courses.