



## **New 2021 EYFS**

As you are aware we work within the Governments guidelines and Statutory requirement surrounding the Early Years Foundation Stage which have both been updated starting September 2021. We have been investigating best practice and implementing the changes over the last few months.

This is a link to an interesting and comprehensive parent guide to the EYFS.

[What-to-expect-in-the-EYFS-complete-FINAL-16.09-compressed.pdf \(foundationyears.org.uk\)](#)

### **The key aims of the reforms are to:**

- *improve child outcomes at age 5, particularly in early language and literacy, especially for disadvantaged children; and*
- *reduce workload, such as unnecessary paperwork, so that practitioners can spend more time interacting with children in their care. The key areas of the reforms are:*
- *revised educational programmes and early learning goals, including a clear focus on early language development and more information on self-care and being healthy.*
- *changes to the EYFS profile assessment requirements at the end of reception year including removal of the 'exceeding' criteria and statutory local authority moderation; and*
- *a change in the safeguarding and welfare section of the EYFS, promoting children's oral health and other small changes in that section, including to support prevention of choking in settings.*

The DfE says that the proposals are intended to:

make all 17 ELGs clearer, more specific and easier for teachers to make accurate judgements

focus on strengthening language and vocabulary development to particularly support disadvantaged children

strengthen literacy and numeracy outcomes to ensure all children have a good grasp of these areas of learning in preparation for year 1

### **Educational programmes**

The DfE said that it would make a number of changes to the reformed education programmes including:

**Communication and language** the new framework only has two goals instead of three (Listening, Attention, and Understanding is one; Speaking is the other). It also includes more focus on adult-child interactions. The high status of spoken language in the framework sees talking underpinning all seven areas of learning and development – indicating how big a priority spoken language is.

**PSED** will include additional information on self-care and healthy eating.

**Physical Development** will be strengthened to include a greater focus on development from birth to reception and on the link between gross and fine motor skills.

**Literacy** will include a stronger emphasis on pre-reception literacy learning, and the link between language comprehension and later reading and writing.

**Mathematics** will include a greater detail on the importance of shapes, spatial reasoning and measure as part of early maths learning, and how children can foster a love of maths.

**Understanding the World** will include wider experiences for children.

**Expressive Arts and Design** will include a wider variety of ways children can develop their creative skills.

The Communication and language programme will remain as originally proposed.



The best plans need to be simple and realistic. We have moulded the government guidance around our practice, professional judgement and knowledge of the children. Like most settings we have introduced our own Curriculum based on what we want for our children and respecting what we think most parent want for their children.

**Official statement.** *There is a greater emphasis on **reducing workload, paperwork and tick box approaches**. Instead, when assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement. They should not be required to prove this through collection of physical evidence.*

**What Summertime is doing** We will no longer use complicated graphs etc to track your child's progress this will reduce paperwork and allow practitioners to spend more quality time with the children. We have now put in place a simpler way to monitor their achievements and if we identify any areas requiring extra support this can be discussed with the parent carers. Each child will now have their own "My Learning Journey at Summertime" booklet. These will stay with the child as they move through the nursery and will ensure we know how they learn and play so that we can support your child's progress without prolonged paperwork. You are welcome to see these at any time. I will put some blank copies in the lobby area for you to browse through. The 'My Learning Journey.

**Tapestry** We will no longer spend ages linking development statements to observations on tapestry. Instead we will use the Tapestry to upload quick information and photo's. When we speak to most parents it is the pictures and comments they enjoy so this should work well and please don't forget we love to see your pictures too.

**Official statement.** *A need to include **oral health** alongside the requirement to "promote the good health of children" will be added to the EYFS framework*

**What Summertime is doing** Oral Health We have purchased new books fiction and non fiction, an enormous set of dentures with a brush ( bigger than most people's loo brush) we have posters for images for the children to see and will talk about being healthy as well as having activities such as a laminated colouring in picture of teeth that the children colour over the with real tooth paste and brushes they can scrub off the pen marks etc

**Official statement.** *The **age bands** have been simplified to avoid tracking activities that do not support child development. There are now 3 instead of 6:*

- birth to 3
- 3 and 4-year-olds
- children in reception
- *There's more room for professional judgement. You can make more judgements based on your knowledge and experience, instead of using the early learning goals or age bands in the framework to track children's progress.*

**What Summertime is doing** The guidance recommends 'Age Bands' birth to 3, 3 and 4-year-olds, children in reception. We don't do the reception part (this is for schools) What we have done is broken it down into stage bands according to their journey through summertime i.e. Baby room, Ducklings, Ducks.



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**Official statement.** *Communication and language* the new framework only has two goals instead of three (*Listening, Attention, and Understanding is one; Speaking is the other*). It also includes more focus on adult-child interactions. The high status of spoken language in the framework sees talking underpinning all seven areas of learning and development – indicating how big a priority spoken language is.

**What Summertime is doing** To ensure the children develop in this crucial area of development we will continue reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems. Providing them with opportunities to use and embed new words in a range of contexts. We will be engaging in conversation, storytelling and role play, where children can share their ideas with support and modelling from our staff. We will use sensitive questioning that invites them to elaborate encouraging children to become comfortable using a rich range of vocabulary and language structures. Staff will be asked to attend training as and when it becomes available.

We have always had SEN policy in place and are aware some children may fall behind in certain areas of learning and development. (even if only temporary) These children MAY or MAY NOT be from disadvantaged backgrounds,

If you want any further information, please ask us. There will be some examples of this in the entrance lobby.



## Summertime Curricular Goals.

### We will encourage the children to



#### **Relish Communication**

Communication and Language

#### **Nurture Understanding**

Personal and emotional development

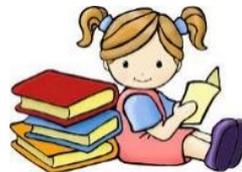


#### **Endeavor Independence**

Physical development

#### **Cultivate Curiosity**

Literacy



#### **Enhance Fascination**

Mathematics

#### **Expand Knowledge**

Understanding the world



#### **Be Enthusiastically Creative**

Expressive arts and design