

# Consultation on a Revised Early Years Foundation Stage (EYFS)

## Consultation Response Form

The closing date for this consultation is: 30  
September 2011

Your comments must reach us by that date.

**THIS FORM IS NOT INTERACTIVE. If you wish to respond electronically please use the online response facility available on the Department for Education e-consultation website (<http://www.education.gov.uk/consultations>).**

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If you want all, or any part, of your response to be treated as confidential, please explain why you consider it to be confidential.

If a request for disclosure of the information you have provided is received, your explanation about why you consider it to be confidential will be taken into account, but no assurance can be given that confidentiality can be maintained. An automatic confidentiality disclaimer generated by your IT system will not, of itself, be regarded as binding on the Department.

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**Please tick if you want us to keep your response confidential.**

Reason for confidentiality:

Name

Organisation (if applicable)

Address:

If your enquiry is related to the policy content of the consultation you can email: [revisedeyfs.consultation@education.gsi.gov.uk](mailto:revisedeyfs.consultation@education.gsi.gov.uk)

If you have a query relating to the consultation process you can contact the Consultation Unit on:

Telephone: 0370 000 2288

e-mail: [consultation.unit@education.gsi.gov.uk](mailto:consultation.unit@education.gsi.gov.uk)

The consultation questions are in four sections, following the format of the revised draft EYFS framework. The four sections are:

1. The **introduction** to the EYFS, which describes its overall aims and principles.
2. The **learning and development** requirements. This section explains what all early years providers must do to support young children's learning and development. It includes the early learning goals, which describe the things that most children should be able to do at the end of the year in which they turn five.
3. The **assessment** arrangements, which explain how providers should observe, report and plan for children's progress.
4. The **safeguarding and welfare** requirements, which specify what providers must do to keep children safe and healthy in early years provision.

Please tick one category that best describes you as a respondent.

<input type="checkbox"/> Parent/Carer	<input type="checkbox"/> Maintained School	<input type="checkbox"/> Independent School
<input type="checkbox"/> Childminder	<input type="checkbox"/> Nursery	<input checked="" type="checkbox"/> Local Authority
<input type="checkbox"/> Early Years Sector Representative	<input type="checkbox"/> Play Sector	<input type="checkbox"/> Breakfast/Afterschool Club
<input type="checkbox"/> Pre-School/Playgroup	<input type="checkbox"/> SEN Provision	<input type="checkbox"/> Other

Please Specify:

## Introduction

**The introduction to the EYFS describes its overall aims and principles. The Government agrees with the Tickell Review findings, that the aims and principles should remain in place, but that the EYFS overall could be simplified and shortened.**

1 Is the introduction to the revised draft EYFS, and the explanation of its principles, clear? If not, what changes would you suggest?

Yes

No

Not Sure

Comments:

- The terminology of some phrases is too open to interpretation, e.g. 'school readiness', 'education programmes' and seems inappropriate for very young children. It would be more helpful to mention 'play' and 'child development' in the introduction.
- There needs to be clarity on when 'school' starts through the document as there appears to be some confusion. School begins at the Reception year and therefore 'take full advantage of the learning opportunities presented to them in year one' implies that this does not occur within the Reception year (still within the EYFS).
- There is clarity needed over the word pre-school, as this covers many types of providers. A glossary of terms would be helpful to support this.
- It would be more positive to change the wording of 'no child left behind' to 'achieves their full potential'
- It would be more appropriate to change 'teaching in the early years' to 'early years provision' (paragraph II).
- There needs to be stronger emphasis on the emotional environment and not just the physical environment to create a 'positive environment'. There is a strong emphasis on the emotional environment in the current EYFS and we believe this information should be included in the new framework.

## Section 1 - Learning and Development Requirements

This section of the EYFS explains what early years providers must do to support young children's learning and development.

The Tickell Review recommended some changes to the EYFS *areas of learning* and that these should be in two categories: three *prime* areas which reflect the essential foundations all children need if they are to develop further: and four *specific* areas in which the prime skills are applied. The revised draft EYFS also suggests the broad areas of focus for educational programmes in each area of learning.

The *early learning goals* describe what most children should be able to do by the end of the year in which they turn 5. The Government agrees with Dame Clare Tickell, that there are more goals than is necessary or useful in assessing children's progress in the current EYFS. Accordingly, the revised draft EYFS reduces the number of early learning goals from 69 to 17.

The Tickell Review also suggested that the learning and development requirements should not apply in full to settings where children spend limited time, outside school hours - for example, holiday and wraparound care. The revised draft EYFS suggests that where children attend more than one setting that providers should work together, with parents, to determine how they can most appropriately support that child.

2 Do you agree with the proposals that there should be three *prime* areas of learning and development? The three *prime* areas are: personal, social and emotional development; physical development; and communication and language (paragraph 1.3).

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Partly
<input type="checkbox"/> Not Sure		

Comments:

- We agree that the three prime areas are key but the danger, by dividing as suggested, could lead to the narrowing of inter connective learning and the suggestion that there is a hierarchical status over the specific areas of learning. It needs to clearly state that children should experience provision that is appropriate for their development whether prime or specific.
- There is clarification needed regarding when the move from the three prime areas to the four specific areas comes. There needs to be more specific guidance than 'For the older age range, the balance should shift towards a more equal focus on all learning, as children grow in confidence and ability within the three prime areas' (pg 7). Children will be at different stages of development within the different areas. It needs to clearly state that children should experience provision that is appropriate for their development whether prime or specific. Practitioners will need some more support on what this may look like, such as case studies of learning stories to show how observation , assessment and planning enabled the practitioner to make decisions regarding the child's development and how this was planned for in both the prime and specific areas.

3 Do you agree with the proposals that there should be four *specific* areas of learning and development? The four specific areas are literacy; mathematics; understanding the world; and expressive arts and design (paragraph 1.4).

Yes

No

x Partly

Not Sure

Comments:

We agree that these specific areas should be included as they consist of integral elements of child development. However there is clarification needed regarding when the move from the three prime areas to the four specific areas comes. There needs to be more specific guidance than 'For the older age range, the balance should shift towards a more equal focus on all learning, as children grow in confidence and ability within the three prime areas' (pg 7). Children will be at different stages of development within the different areas. It needs to clearly state that children should experience provision that is appropriate for their development whether prime or specific. Practitioners will need some more support on what this may look like such as case studies of learning stories to show how observation , assessment and planning enabled the practitioner to make decisions regarding the child's development and how this was planned for in both the prime and specific areas.

4 Paragraph 1.6 explains how learning in the prime and specific areas should be supported. Is this a clear explanation? If you ticked no, or not sure, please say how this could be clarified.

Yes

No

Not Sure

Comments:

- Further clarification is needed on how links from 0-24 months age range link into the specific areas. There is no information regarding development for 0-2. We suggest the Development Matters statements are retained from the current areas of learning as this supports practitioners with appropriate child development. However this will require to be reorganised into the new prime and specific areas.
- The message within paragraph 1.6 'For the older age range, the balance should shift towards a more equal focus on all areas of learning', leaves room for misinterpretation and a possible narrowing of experiences offered for children. This has already been commented on in detail in the response to question 2.
- There is an implication from the wording within the paragraph that implies that 'learning' begins in Key Stage 1. Learning begins from birth as is stated in the overarching principle on page 4-"Every child is a unique child, who begins learning at birth and can become resilient, capable, confident and self-assured". The new framework needs to ensure the principle is embedded throughout the document.
- We have a concern over the wording regarding 'Practitioners should consider whether a child may have a disability or special educational need'. Clarification on this point is needed, as delay in progress is not always due to a disability or special educational need. Children develop at different rates and speeds and a secure understanding of child development supports this, as does the current overlapping of ages and stages. The current overlapping of ages and stages of learning and development would be good to retain within the new framework to support this.



## Early Learning Goals

We are proposing to reduce the number of early learning goals from 69 to 17. The 17 Goals are all covered by the 7 areas of learning and development (3 prime areas and 4 specific areas). Appendix 4 of the revised draft EYFS describes the detailed content of the goals, which practitioners and teachers would use to assess children's development and achievement.

For each of the 7 areas of learning and development listed below in 5 a) - g), please say whether you agree with the early learning goals which relate to them.

### A. Prime Areas of Learning and Development

5 a) **Personal, social and emotional development:** Self-confidence and self-awareness, Managing feelings and behaviour, Making relationships

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Partly
<input type="checkbox"/> Not Sure		

Comments: Changes to ELGs are in bold italics

#### Self confidence and Self Awareness

Children are confident to try out new activities and can say why they like some more than others. They are confident to speak in a familiar group and will talk about their ideas, and choose the resources they need for activities they have decided on. They can say when they do or don't need help.

***Children continue to be motivated, interested and excited to learn.***

#### Managing Feelings and Behaviour

Children can talk about how they and others show feelings and know that not all behaviours are acceptable. They can talk ***and understand*** their own and others' behaviour and its consequences. They can work co-***operatively*** as part of a group or class and understand ***appropriate expectations***. They can adjust their behaviour to different situations and take changes in routine in their stride.

#### Making relationships

Children can play co-operatively, taking turns when playing. They can take account of one another's ideas ***across a range of activities***. They can show sensitivity to the needs and feelings of others and form positive relationships with adults and other children.

5 b) **Physical Development:** Moving and handling, Health and self-care

<input type="checkbox"/> Yes	<input type="checkbox"/> No	x Partly
<input type="checkbox"/> Not Sure		

Comments: Changes to ELGs are in bold italics

Moving and handling

- Remove 'including pencils for writing' as this would narrow experiences offered to children

Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively.

Health and self care

Children **understand** the importance for good health, physical exercise and a healthy diet and can talk about ways to keep healthy and safe. They can manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

5 c) **Communication and Language:** Listening and attention, Understanding, Speaking

Yes	<input type="checkbox"/> No	x Partly
<input type="checkbox"/> Not Sure		

Comments: Changes to ELGs are in bold italics

Listening and Attention

Children listen **actively** in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They **listen attentively** to what is being said to them and respond appropriately.

**Children show sustained concentration and remain involved and engaged in activities.**

Understanding

Children can follow instructions involving several ideas or actions. They **ask and** answer 'how' and 'why' questions about **and in response** to their experiences and in response to stories or events.

Speaking

Children express themselves effectively showing awareness of listeners' needs. They use past, present and future forms **confidently** when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

**Children are able to articulate their thoughts and feelings.**

## B. Specific Areas of Learning and Development

### 5 d) Literacy: Reading, Writing

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Partly
<input type="checkbox"/> Not Sure		

Comments: Changes to ELGs are in bold italics

#### Reading

Children read and understand simple sentences in stories and information books. ***They use phonic knowledge and skills to decode regular words*** and read them aloud accurately. They demonstrate understanding when talking with others about what they have read, or what has been read to them. ***Children are motivated to share books with adults and peers in a meaningful way.***

#### Writing

Children write their own labels, captions, messages and simple stories which can be read by themselves and others. ***They write emergently and independently and*** use their phonic knowledge to spell words which match their spoken sounds, and make use of high frequency spellings.

### 5 e) Mathematics: Numbers, Shape, space and measures

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Partly
<input type="checkbox"/> Not Sure		

Comments:

Mathematics should remain as Problem Solving Reasoning and Numeracy as this gives a clearer indication regarding the thinking skills and understanding young children should be developing. Mathematics is a very abstract term.

Changes to ELGs are in bold italics

#### Numbers

Children ***understand*** numbers up to 10 in order to do simple addition and subtraction to solve practical ***everyday*** problems. They can find a total by counting on, and can calculate how many are left from a larger number by counting back.

#### Shape, space and measures

Children use everyday ***mathematical*** language to describe and compare size, weight, capacity, time and distance. They ***recognise*** and talk about patterns and the properties of flat and solid shapes.

***Children show an understanding of the properties of shapes when undertaking problem solving activities.***

5 f) **Understanding the World:** People and communities, the World, Technology

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Partly
<input type="checkbox"/> Not Sure		

Comments: Changes to ELGs are in bold italics

People and communities  
Children talk about past and present events in their own lives and the lives of **their** family. They **understand** that other children don't always enjoy the same things and are sensitive to this. They show **awareness of** similarities and differences between themselves and others, and among families, communities and traditions.

The World  
Children **recognise** similarities and differences in relation to places, objects, materials and living things. They can talk about the features of their own immediate environment and how environments might vary from one another. They can make observations **of the natural world including** animals and plants and explain why some things occur, and talk about changes, **when engaged in investigative activities**.

Technology  
Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

5 g) **Expressive Arts and Design:** Exploring and using media and materials, Being imaginative

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Partly
<input type="checkbox"/> Not Sure		

Comments: Changes to ELGs are in bold italics

Exploring and using media and materials  
Children sing songs, make music, dance and experiment with ways of changing them. They use and explore a variety of materials, experimenting with colour, design, texture, shape and form.

Being Imaginative  
Children use what they have learned about media and materials in purposeful, **creative** and original ways. They represent their own ideas, thoughts and feelings through art and design, music, dance, role play and stories.

5 h) Do you agree that the early learning goals define clearly enough what children should be able to do by the end of the school year in which they turn  
If you ticked no, or not sure, please indicate which goal(s) you consider unclear and suggest how the goal(s) could be clarified.

Yes

No

Not Sure

Comments:

Guidance and clarification is needed on how best to support children's learning and development to achieve the ELGs. Current 'Development Matters' statements support planning and age and stage knowledge for practitioners. The new ELGs format appears to be for assessment only, without the planning tool to support it. There is a danger that the statements will be used for both planning and assessment purposes. The ELGs are very wide. The current style within the EYFS showing the 'Development matters', 'Look, listen and note', 'Effective practice' and 'Planning and resourcing' sections are much more effective as a planning and resource tool to support quality provision overall.

The Government is keen to ensure that the EYFS helps ensure children's English language skills are sufficiently developed to allow them to take full advantage of Key Stage 1 and the opportunities that schools offer. It also recognises that bilingualism is an important asset conferring positive advantages for children's learning and development. The revised draft EYFS tries to strike a balance between supporting children's overall language development, and ensuring appropriate opportunities are provided for children to reach a good standard of English and be ready for school. It also seeks to ensure that the assessment requirements appropriately measure children's progress in English, taking due account of the needs of children who have not had the appropriate time or support to develop their English language skills.

6 Does paragraph 1.7 of the revised draft EYFS get the balance right?

Yes

No

Not Sure

Comments:

- The focus on the importance of a child's home language is very positive.
- Clarification will be needed on the term 'a good standard in English language'.
- It is important that the sentence including 'benefit from the opportunities available to them in Key Stage 1' does not appear ambiguous, e.g. benefits from opportunities (in terms of education) do not solely come from starting in Key Stage 1.

7 The EYFS requires providers to support children through *planned, purposeful play*. The Tickell Review recommended that this requirement should be explained more clearly. Do you agree that paragraphs 1.10 and 1.11 of the revised draft EYFS clearly outline expectations of the approach practitioners should take to supporting children's learning?

Yes

No

Not Sure

Comments:

- The last sentence within 1.10 'This will move increasingly towards adult-led learning as children start to prepare for reception class', this is incorrect and should read as children prepare for the move into Key Stage 1. However this will obviously depend on individual children's learning and development as stated in the principle on page 4 "Children develop and learn in different ways and at different rates."
- More clarity needs to be given regarding the meaning of 'planned purposeful play' and how this would relate to practice. This can be found in the document published to support the current EYFS "Learning, Playing and Interacting" There are definitions and case studies which currently support practitioners' understanding.
- There needs to be more reference to how adults support learning across the continuum of approaches. This can be found in the document published to support the current EYFS "Learning , Playing and Interacting"
- The definitions of 'playing and exploring', 'active learning' and 'creating and thinking critically' are very brief and do not mention provision overall e.g. quality learning environments, the role of the adults and quality interactions. Original descriptions on the EYFS cards are much more helpful and detailed and should be used to continue to support full understanding.
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8 a) Paragraphs 1.14 - 1.15 explain the learning and development requirements for settings where children spend a limited amount of time, outside school hours - for example, holiday and wraparound care. Do you think these paragraphs contain appropriate requirements for wraparound and holiday providers? Please explain.

Yes

No

Not Sure

Comments:

The new draft EYFS provides greater clarity regarding the expectations for wrap-around and holiday provision.

8 b) Are the requirements explained clearly?

Yes

No

x Not Sure

Comments:

Paragraph 1:14

There should be further clarity regarding the professionals providers should be in contact with. This should be written as;

Providers should talk to parents/carers and should include schools, other providers and professionals as appropriate regarding the support children are receiving elsewhere.

## Section 2 - The Assessment Arrangements

There are two types of assessment in the EYFS. The first is formative assessment which practitioners should use on an ongoing basis to identify children's needs and plan activities to meet them and support children's future progress. Careful observation is particularly important. Many people who responded to the Tickell Review were in favour of continuing to require this type of assessment, although some people expressed concerns about the paperwork that was associated with it. It appears that paperwork may often be a response to *perceived* pressures, or reflect practitioners' own training needs, rather than the requirements of the EYFS. The revised draft EYFS retains the requirement that practitioners undertake on-going formative assessment but aims to make clear that the paperwork associated with assessment should be limited.

9 Paragraph 2.2 aims to discourage practitioners from completing excessive levels of paperwork. Do you think these paragraphs would achieve this aim? Please explain.

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Not Sure
Comments:		
<ul style="list-style-type: none"><li>• Further clarification is needed to convey clear messages. Terms such as “periodically”, “excessive”, “key achievements” are not easily quantified and could be open to interpretation.</li><li>• It is positive that the section highlights the need to be with the children rather than completing paperwork, however this was a misconception regarding the previous observation and assessment information. In the EYFS in depth section there is detailed information regarding participant observations. Participant observation involves interacting with children whilst observing.</li></ul>		

10 Do you have any further comments on paperwork associated with the formative assessment of children's learning and development?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not sure
Comments:		
<ul style="list-style-type: none"><li>• There is a need for guidance on effective practice within observation based assessments. The in depth section of the current EYFS provides guidance on this and does not request excessive paperwork and procedures.</li><li>• The absence of <i>Development Matters</i> statements does not support the observation, assessment and planning cycle. The Development Matters statements should be retained.</li></ul>		



**The second type of assessment is summative assessment, in which practitioners step back and record what children can do across all of the areas of learning, to review their progress at a given point in time. This includes an assessment of children's achievements, and the extent to which progress is as expected, against benchmark standards. It is useful for parents as well as early years practitioners in understanding a child's level of development, and in supporting their future learning and development.**

**Currently, the only summative assessment required by the EYFS is at the end of the year in which children turn 5. It is called the EYFS Profile. A significant number of people have raised concerns about the EYFS Profile in its current form. Some respondents to the Tickell Review felt that it was not challenging enough for more able children but was too challenging for some other children - including children born in June, July and August, who will be the youngest in their school year. Many early years practitioners also highlighted that the EYFS Profile is not always used by Year 1 teachers (teaching pupils aged 5-6 years), owing to the lack of connection between the content of the EYFS Profile and the National Curriculum.**

**It is proposed that:**

**a. the EYFS Profile is slimmed down to reflect the proposed (reduced) 17 early learning goals;**

**b. 'emerging' and 'exceeding' bands are included in the assessment measures, to help identify clearly where children are working towards or have gone beyond the goal. This aims to provide clear information on children's progress for parents and to help Year 1 teachers to support very young children, gifted and talented children or children with additional needs;**

**c. the wording of the goals is amended to fit more clearly with the goals of the National Curriculum (and the wording of the National Curriculum will be considered in relation to appropriate continuity with the EYFS).**

11 Do you think the revised draft EYFS Profile would provide an improved vehicle for capturing the essential information about a child's development at the point at the end of the EYFS? Please explain.

<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> Partly
<input type="checkbox"/> Not Sure		

Comments:

- It is unclear whether assessments are awarded as a “best-fit. This needs to be clarified as previously the observations came from consistent independent behaviour, which clearly shows what a child has achieved rather than fits. Consistent, independent behaviour is a more accurate assessment of a child’s achievement than best fit.
- It is essential that exemplification materials are produced and provided for moderation and to ensure accuracy and consistency as this data will be used to support
  1. Planning for children’s entry to KS1
  2. Identification of school improvement priorities
  3. Local Authority strategic planning

The materials developed for current moderation activities have been extremely useful. These include the EYFS Profile handbook and video exemplification materials from QCDA.

- It is positive linking the new framework to the National Curriculum. The National Curriculum Review needs to build on the new EYFS to ensure continuity for children, parents and practitioners.

12 Do you agree with the content of the 'emerging' and 'exceeding' bands?  
Please explain.

Yes

No

Partly

Not Sure

Comments:

- The statements are too broad.
- The *emerging* bands are aimed too high in relation to the ages and stages and are not always developmentally appropriate.
- The content within the *exceeding* bands is more accessible to most children and is easier to achieve than the current Scale Point 9 in the EYFSP and therefore does not accurately reflect the learning and development of a child who is working beyond age-related expectations

Recommended changes to Prime and Specific Area Emerging Statements  
Changes are indicated in bold italics

Personal, Social and Emotional Development

Making relationships

Children play as part of a group, and know how to make friends with others. They show ***an*** awareness of other children's needs ***and feelings***.

Physical Development

Moving and handling

Children can maintain balance when they concentrate. They run skilfully and negotiate space successfully, adjusting speed or direction to avoid obstacles. ***Children are showing increasing motor control with a variety of tools.***

Communication and language

Listening and attention

Children listen to others one-to-one or in small groups when the conversation interests them. When listening to familiar stories and rhymes children can join in at relevant points with repeated refrains and phrases and can anticipate key events. ***They are beginning to sustain interest in activities that are adult initiated or initiated by another child.***

Understanding

Children respond to instructions when, for example, they are asked to get an item or put it away. They can understand the meaning of words ***alongside actions and objects***.

***They make connections for new words based on their experiences.***

Speaking

Children can connect ideas using talk, actions or objects and can retell a simple past event. They question why things happen and give simple explanations.

## Mathematics

### Shape, space and measures

Children identify and describe shapes in the **environment**, simple models, and patterns. They can compare properties of objects. They can describe their relative position such as 'behind' or 'next to'

## Understanding the World

### Peoples and Communities

Children can recognise some special times or events in their lives and the lives of others, **who are important to them**. They know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

## Technology

Children show an interest in technological toys **and** real objects such as cameras or mobile phones. They show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images **and to investigate cause and effect**.

## Expressive Arts and Design

### Media and materials

Children imitate and create movement in response to music, join in dancing and sing familiar songs. **They explore and differentiate between colours, texture, pattern and shape in two and three dimensional shape.**

## Being Imaginative

Children create simple representations of events, people and objects. They explore sounds, and simple repeated rhythms.

They engage in imaginative play and role-play based on their **own** experiences.

## Recommended changes to Prime and Specific Area Exceeding Statements

Changes are indicated in bold italics

## Personal, social and emotional development

### Self-confidence and self-awareness

Children are confident **to initiate and suggest new activities and experiences**. They can talk about the things they enjoy, and are good at, and about the things they don't find easy. They are resourceful in finding support when they need help or information. They can talk about their plans across **a range of** activities and how they might do them differently next time.

## Managing feelings and behaviour

**Children** can listen to each other's suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and can wait for things they want.

#### Making relationships

**Children** understand someone else's point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour.

#### Physical Development

##### Moving and handling

**Children move confidently in time to music and show control across a range of activities including, balancing, throwing and climbing. They use tools with increasing precision. They are beginning to be able to control letter size and have an effective pencil grip.**

#### Health and self-care

**Children make healthy choices in relation to healthy eating and exercise and they are beginning to take responsibility for organising and looking after their own belongings.**

#### Communication and language

##### Understanding

**Children can express their views about events and experiences. They offer suggestions about why things happened and ask questions to clarify their understanding.** They can carry out instructions which contain several parts in a sequence.

#### Reading

Children can read **phonetically** regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand familiar vocabulary.

#### Writing

Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They **understand the key features of a variety of written forms such as lists, invitations, stories and instructions. They write independently and confidently and are motivated to write and share their ideas in a written form.**

#### Mathematics

##### Numbers

Children estimate a number of objects and check quantities by counting up to **20**. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups.

##### Shape, space and measures

Children estimate, measure, weigh and compare and order objects and talk about properties, position and time, **using the appropriate mathematical language.**

Understanding the World

The World

**Children use their previous knowledge and understanding of properties and materials to inform their investigations. They are motivated to experiment and use experimentation and investigation to develop their understanding further.**

Technology

**Children use their knowledge of technology to support and extend their learning. They understand how technology is used to support people at home and at work.**

Expressive Arts and Design

**Children talk about the ideas and processes which have led them to make music, designs, images or products**

13 Do you agree that the terms 'emerging', 'expected' and 'exceeding' appropriately describe levels of progress? Please explain.

Yes

No

x Partly

Not Sure

Comments:

- The language is positive however there is no explanation for parents regarding what emerging, expected and exceeding relates to in terms of age and stage of development. Emerging should be 36-48months, expected should be 48-60 months and exceeding should be working beyond 60+.
- Guidance is required for alternative assessments for children who are not yet *emerging* (e.g. with identified SEN). An assessment tool that relates to the ages and stages would be useful to support this.

Please see the attached document for recommendations for assessment for the Early Learning Goals.

14 The revised draft EYFS asks practitioners to supplement the Profile and give Year 1 teachers a short commentary on each child's skills and abilities in relation to the three characteristics of effective learning (paragraph 2.7). Do you agree this is helpful? Please explain.

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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Comments:

- This would be useful as it would ensure Year 1 teachers understand the key principles of effective learning to ensure continuity into Key Stage 1.
- The three characteristics of effective learning are children's dispositions and attitudes to learning which are no longer evident in the Profile. It is necessary to provide information as the characteristics of effective learning (dispositions and attitudes to learning) are a crucial indicator of how children access learning and their potential for achievement. Therefore if the Key Stage 1 practitioner does not support the characteristics for effective learning required by the child then the climate for learning will not enable the child to achieve and reach their full potential. The Continuing the Learning Journey materials developed to support transition into Key Stage 1 and materials found on the Birth to Five website would be useful to support transition into Key Stage 1 and show how the characteristics of effective learning could be provided for.

15 Do you have any further comments on the proposed revised draft EYFS Profile?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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Comments:

- Development of exemplification materials /handbook is essential to support accuracy and consistency and ensure purposeful use of information. The materials developed for current moderation activities have been extremely useful. These include the EYFS Profile handbook and video exemplification materials from QCDA.
- Alternative assessment considerations need to be made to support inclusive practice.
- Information regarding moderation of such broad statements is needed. Moderation remains a statutory requirement of the Local Authority and as such guidance will be required to ensure judgements are consistent and accurate and that practitioners have a shared understanding. If EYFSP data is going to be used to measure outcomes this guidance is necessary to ensure the data collected is accurate and meaningful and enables priorities to be identified. The current materials that have been developed since the introduction of the Profile are good examples of materials to support this.

**Early years settings have a duty to collect EYFS Profile data and provide it annually to their local authorities. Local authorities need to provide this annually to the Government. These duties will remain.**

**The Government has also considered the difficulties which can be experienced by children if they need additional support and their needs are not identified at an early stage. For many children, identifying their needs at age 5 is not soon enough to help them catch up to be successful learners in school. In response to this, building on Dame Clare Tickell's advice, we propose that a summary of children's development is provided to parents when their child is aged between 24 - 36 months. This must cover the prime areas of learning. Its purpose is to identify where children may need some additional support and to help practitioners work with parents and others to provide that tailored support. It is for practitioners to decide what the summary might include beyond the above requirements, reflecting the development needs of each individual child, and to decide on the format for the report.**

**For the longer term the Government is exploring the feasibility of a single integrated review at around age 2 (as recommended by Dame Clare Tickell), in which health and early years providers jointly assess children's progress, and work together, and with parents, to plan tailored support as appropriate. This would build on and strengthen the progress review we propose to introduce for September 2012 (as outlined above) to help ensure all children reach a good level of development at age 5 and are ready and able to learn in school.**

16 Do you agree there should be a requirement for providers to give parents a written summary of their child's development in the prime areas when their child is 24 - 36 months (paragraphs 2.3-2.4)? Please explain.

Yes

No

Not Sure

Comments:

In principle this is a good idea. However consideration of the following points is needed;

- Significant training and support will be required if this is to be an effective and accurate assessment
- The children's learning journey is a vehicle for discussing a child's progress with parents and capturing their development (summary at any point in time). Settings in Lincolnshire currently have learning journeys to share children's achievements with parents and do so on a regular basis.



17 Do you have any further comments on the 24 - 36 months summary of development?

Yes

No

Not Sure

Comments:

Please refer to comments made in question 16.

**The Tickell Review recommended that the EYFS should be clearer about how children with special educational needs should be assessed.**

18 Do you think that paragraph 2.10 of the revised draft EYFS is clear in relation to the assessment of children with special educational needs?

Yes

No

Not Sure

Comments:

- More specific guidance is needed in the assessment of children with SEN to celebrate their achievements. The current EYFS Profile guidance is useful, however requires further development surrounding the area of alternative assessments.
- It is important that practitioners have a clear rounded picture of a child's needs; however, the assessment tool does not fit with this principle and is too broad and appears to be best fit.
- Paragraph 2.10 provides the facts but is not helpful in supporting practitioners putting this into practice. As raised in the Tickell Review this has been an area where further guidance and clarification is long overdue. It would be useful for further information to be developed such as case studies.

19 Do you have any further comments on the assessment of children with special educational needs?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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Comments:

- More guidance is required to support assessing children with SEN. The statements are inclusive in 2.10; however the tool for assessment and planning does not support this statement. Please see response to question 18.
- Some wording in the Profile will limit children's ability to demonstrate achievement e.g. "speak" (rather than communicate). There needs to be clear alternative assessments to ensure children with additional needs can show achievement and progress.

### Section 3 - Safeguarding and Welfare Requirements

**This section explains the requirements that all early years providers must meet, in relation to children's safety and welfare. In the main, the current welfare requirements were supported in responses to the Tickell Review. The revised draft EYFS aims to simplify and clarify existing requirements. It also provides additional guidance on child protection.**

20 Do you agree that the safeguarding and welfare requirements are set out clearly and cover the right areas? Please explain.

Yes

No

Not Sure

Comments:

- There is no reference made to graduate leaders in this section. This needs to be included.
- 3.33. Clarification is required. The CWDC must define what a full and relevant level 6 qualification is.
- 3.38. More clarity is needed for settings under school governance regarding the exemption status and the need or not for a qualified teacher to be present with children at all times. This is currently unclear and providers frequently receive inconsistent messages from Ofsted when advice is sought.
- Providers need clear guidance on whether non prescription medicines can or cannot be administered to children. 3.43 and 3.44 seem to contradict each other.
- 3.44 states '...before the child's admission to the setting'. Further clarity required as does this mean at the point of enrolment or on arrival at the setting at the start of the day?
- 3.47. There should be no smoking permitted in any rooms used by children or in any vehicles used to transport children.
- 3.71. This is too vague; clarity is needed regarding what a 'reasonable period of time' is.
- 3.80. This section needs to clarify if providers are still required to report serious illness to HPA (or Public Health England from 2013)

21 The requirements for staff training on safeguarding now include examples of inappropriate staff behaviour which are warning signs for the possibility of child abuse (paragraph 3.9). Do you think this will better equip staff to take action to protect children where necessary? Please explain.

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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Comments:

- In addition to this there should be clear reference to internet safety and use of social networking sites by staff.
- Safe storage of electronic information should also be included
- Staff training should also include establishing and maintaining positive professional relationships with parents

22 Do you think that the requirement for staff supervision (paragraph 3.19) would help leaders and managers support their staff and keep children safe from harm? Please explain.

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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Comments:

- This will give greater opportunity for closer communication between staff and managers, mentoring and support if challenging situations arise.
- This will also support the identification of training requirements linked to staff needs.
- This is a very welcome addition but we feel training will be required regarding the quality of supervision meetings e.g. how this should be undertaken and recorded.

23 The current EYFS sets a lower age limit of 17 for people looking after children unsupervised whilst the General Childcare Register (GCR) for those looking after older children sets a minimum age of 18. We think that it is important that our youngest children should be looked after by responsible adults. We therefore propose that only those over the age of 18 should be counted in ratios for both the EYFS and the General Childcare Register. Do you agree that we should raise the age limit in the EYFS?

Yes

No

Not Sure

Comments:

- This is welcomed as raising the age to 18 raises the importance and value of the role. However it must also be recognised that personal qualities and experience must also be taken into consideration. People wishing to enter the childcare profession should be passionate about childcare. Applicants should be interviewed before accessing qualifications in order to assess this.
- Children make the most rapid brain development between ages of 0 – 5 so require the most skilled practitioners

24 Childminders have previously been allowed six months to complete their training after registration. This means that they can look after children without having been trained in the EYFS. Do you agree that childminders should be trained to understand fully the requirements of the EYFS before they can register and look after children? Please explain.

Yes

No

Not Sure

Comments:

- To ensure prospective childminders have appropriate knowledge and skills it is essential that training is fully completed before registration. This is particularly important to ensure children are safeguarded as childminders in the main work alone and so potentially are more vulnerable.
- It should also be recommended that childminders complete a recognised qualification in childcare to ensure they have appropriate knowledge and understanding of child development and learning and development requirements.

25 a) Paragraphs 3.54 and 3.64 explain the requirements for risk assessments by settings. Do you think the explanation is clear? Please explain.

Yes

No

Not Sure

Comments:

- There needs to be a much clearer definition of what an outing is. Does it cover a trip to the local shop or a whole day's outing?
- This part of the requirement is not any clearer than current requirements (very open to interpretation by both practitioners and Ofsted inspectors)
- Paragraph 3.54 could still be interpreted to cover everything, including outings
- We strongly feel that risk assessments for outings should be written so staff can share information, but also agree that these can be re-used e.g. if trip is to a regularly used place such as a local park.
- If risk assessments are not recorded this could have serious implications for providers and their insurance i.e. in terms of if a claim is made by a parent (this would also apply to childminders)

25 b) Do you think this would help providers keep children safe without completing unnecessary paperwork? Please explain.

Yes

No

Not Sure

Comments:

- This is wholly dependant on interpretation by individuals which is why further clarity is required.
- If no paperwork is in place it would be very hard for staff in a daycare facility to share information and implement good practice effectively. However it is appreciated the situation is different for a childminder who works alone.

26 Do you have any further comments on the safeguarding and welfare requirements?

<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Not Sure
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Comments:

- We strongly agree with the requirement for those working with under 2's to have specific training for this age range
- In the long term in order to raise the status of the profession we would like to see the level 3 qualification as a minimum requirement extended to all staff working with young children

## Inspection Arrangements

Ofsted inspection assesses how well providers meet the standards of the EYFS and Ofsted publishes inspection reports on its website.

If providers breach any of the welfare requirements Ofsted can issue a Welfare Requirements Notice. If providers do not comply with the Welfare Requirements Notice by the date specified, then Ofsted can cancel the provider's registration and prosecute as they judge appropriate.

There are some breaches of requirements which can lead to immediate prosecution without a Welfare Notice first being issued. These are detailed at (paragraph 3.79 and 3.80) of the draft EYFS. The Government is considering whether the system for handling breaches of requirements could be simplified and would welcome views on whether any of these requirements could be appropriately dealt with through Welfare Notices rather than under caution/through prosecution.

27 Do you think that we should remove the automatic offence from any of the welfare requirements? If so please specify which ones need not carry an automatic offence. Please explain.

Yes

No

Not Sure

Comments:

- Further clarity would be extremely useful to support providers e.g. a clear explanation of what constitutes a serious illness or accident



28 The Government would also welcome views whether Ofsted's powers are sufficient in the area of learning and development. Should the Government introduce a system similar to Welfare Notices for breaches of the learning and development requirements?

Yes

No

Not Sure

Comments:

- Learning and development requirements are as important as welfare requirements and therefore Ofsted should have consistent powers to cover both aspects. If providers are not delivering learning and development requirements effectively this has a serious impact on outcomes for children, therefore current powers are not sufficient.
- The current system is too narrow as inspectors can only issue Welfare Notices linked to Welfare requirements. This does not adequately cover learning and development.
- Closer working relationships with Local Authorities would be extremely beneficial and would better support the inspection process/judgements overall. Local Authorities work in partnership with providers and have more detailed information regarding the quality of provision being provided. Quality assurance is an integral element of the Early Years Entitlement commissioning agreement, which is carried out regularly. However Ofsted inspections are only undertaken every three to five years and are only a snapshot of the setting. Local Authority intelligence is far more accurate and should be used in order to ensure an accurate inspection outcome.

## General

29 Overall, do you think that the revised draft EYFS is clear and easy to navigate? Please explain.

Yes  No  Not Sure

Comments:

- The draft document appears to be incomplete as there is no information regarding 0-2 ages and stages of development.
- A glossary of terms would be useful
- The information requires more succinct indexing
- There needs to be clearer headings and bullet points (as paragraph 3.4)

There needs to be clearer reference and information regarding other supporting statutory documentation which early years providers will have to implement e.g. Health and Safety and Employment law.

30 Do you think the Government should make any further revisions to the EYFS, to simplify and shorten it further? Please explain

Yes  No  Not Sure

Comments:

- There is more clarity needed in many areas. This process should not be about creating a smaller document. It should focus on building on the current document and clarifying misconceptions.

31 Do you think that the revised draft EYFS would support effective partnership working with parents and carers, enhancing their involvement in children's' learning and development? Please explain.

Yes  No  Not Sure

Comments:

- This document builds on the importance of 'Parents as Partners' in the current EYFS
- Parents would require greater clarity of terms such as 'school readiness'. A glossary would be useful to support this.
- There should be some consideration given to the choice of terms used within the new document. Prime and Specific do not appear to be words related to very young children. Prime could be changed to initial, principal or fundamental and specific to key features to build on initial, principal or fundamental aspects of development.

32 Please use this space for any other comments on the proposals.

Comments:

- As each review has highlighted the need for a qualified workforce there should be a specific section on qualification levels and the role of the graduate EYP.
- There is a lack of emphasis on the involvement of children in shaping their own curriculum and experiences

33 Please let us have your views on responding to this consultation (e.g. the number and type of questions, was it easy to find, understand, complete etc.)

Comments:

- This consultation should be advertised more on a national level with greater publicity to ensure as many professionals, parents and carers are aware of the opportunity to reply
- The questions do not provide the opportunities to provide a full or relevant answer and sometimes appear to have been constructed to draw out a particular response as there is a lack of opportunity to indicate “partly” in some of the questions.
- The consultation is predominantly available on line and this disadvantages people who do not have access to the internet, computing or printing facilities.

Thank you for taking the time to let us have your views. We do not intend to acknowledge individual responses unless you place an 'X' in the box below.

**Please acknowledge this reply**

Here at the Department for Education we carry out our research on many different topics and consultations. As your views are valuable to us, would it be alright if we were to contact you again from time to time either for research or to send through consultation documents?

Yes  No

All DfE public consultations are required to conform to the following criteria within the Government Code of Practice on Consultation:

Criterion 1: Formal consultation should take place at a stage when there is scope to influence the policy outcome.

Criterion 2: Consultations should normally last for at least 12 weeks with consideration given to longer timescales where feasible and sensible.

Criterion 3: Consultation documents should be clear about the consultation process, what is being proposed, the scope to influence and the expected costs and benefits of the proposals.

Criterion 4: Consultation exercises should be designed to be accessible to, and clearly targeted at, those people the exercise is intended to reach.

Criterion 5: Keeping the burden of consultation to a minimum is essential if consultations are to be effective and if consultees' buy-in to the process is to be obtained.

Criterion 6: Consultation responses should be analysed carefully and clear feedback should be provided to participants following the consultation.

Criterion 7: Officials running consultations should seek guidance in how to run an effective consultation exercise and share what they have learned from the experience.

If you have any comments on how DfE consultations are conducted, please contact Carole Edge, DfE Consultation Co-ordinator, tel: 01928 438060 / email: [carole.edge@education.gsi.gov.uk](mailto:carole.edge@education.gsi.gov.uk)

**Thank you for taking time to respond to this consultation.**

Completed questionnaires and other responses should be sent to the address shown below by 30 September 2011

Send by post to: CYPFD Team, Department for Education, Area 1C, Castle View House, East Lane, Runcorn, Cheshire WA7 2GJ.

Send by e-mail to: [revisedeyfs.consultation@education.gsi.gov.uk](mailto:revisedeyfs.consultation@education.gsi.gov.uk)