

## **EYFS Reforms – Frequently Asked Questions**

**1. Links to Reforms Padlet Boards – PLEASE NOTE:** These have been developed by Bury Local Authority colleagues therefore you will find some of the information in these boards is specific to Bury. We will look at making some GM generic boards in the future.

- [Supporting your 0-3yrs Curriculum \(padlet.com\)](#)
- [EYFS Reforms 2021 \(padlet.com\)](#)
- <https://padlet.com/lhulley/2v2aq2wdv4smt8w6>
- [0-5 Speech, Language and Communication Pathway- EY Professional version \(padlet.com\)](#)
- [0-5 Speech, Language and Communication Pathway- Parents/carers version \(padlet.com\)](#)

**2. Would you do a cohort tracker, and do you actually need to do one now?**

The amount of tracking may vary from child to child depending on any identified or emerging needs that may require evidence to support referrals to other agencies/professionals. Children who are working within the expected levels of development may have less tracking and evidence, as the fact that they are accessing the provision is evidence that the child is working within expected levels of development.

*‘2.2. Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. 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 and should not be required to prove this through collection of physical evidence.’ (EYFS 2021)*

**3. Do we do a curriculum for the individual child or the setting as a whole?**

There should be a whole setting progressive curriculum that outlines the learning opportunities and experiences that are available for all children attending the setting. What this looks like may vary from setting to setting and will include the physical environment, adult child interactions as well as planned experiences and opportunities for child-initiated learning.

*‘1.14 This framework does not prescribe a particular teaching approach. Play is essential for children’s development, building their confidence as they learn to explore, relate to others, set their own goals and solve problems. Children learn by leading their own play, and by taking part in play which is guided by adults. Practitioners need to decide what they want children in their setting to learn, and*

*the most effective ways to teach it. Practitioners must stimulate children's interests, responding to each child's emerging needs and guiding their development through warm, positive interactions coupled with secure routines for play and learning.' (EYFS 2021)*  
*'1.15 In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately.'* (EYFS 2021)

**4. How do you have evidence of your planning decisions if done as practitioner discussions?**

Decisions going forward would be recorded on your planning materials – however you wish to do this. For example floor books, long term, medium or short term plans. We would suggest a method of recording these discussions is brief but purposeful and supports the key message of developing the children. Within the Inspection handbook it states:

*85. Inspectors must not advocate a particular method of planning, teaching or assessment. They must not look for a preferred methodology but must record aspects of teaching and learning that they observe to be effective and identify what needs to improve*  
<https://www.gov.uk/government/publications/early-years-inspection-handbook-eif/early-years-inspection-handbook-for-ofsted-registered-provision>

**5. Is there statutory requirement about what children need to know?**

The Statutory Educational Programmes are found in the Statutory framework and outline what children should be learning and how you should be teaching. Development Matters or Birth to Five Matters provides guidance for practitioners to ensure appropriate learning opportunities are taking place for all children.

**6. How do you know a child is at their expected level of development?**

A practitioner would know that a child is at the expected levels of development through their own professional judgement and knowledge of child development 'norms'. The check points in Development Matters, Wellcomm scores, ASQ scores could be used as further evidence that the child is operating within the expected levels of development for their age. Ensuring that your provision is carefully planned to be age appropriate also supports this.

**7. How would you track a cohort without all the ages and stages?**

Please see the response to question 2 regarding tracking to help answer this question in full. There is no requirement to keep cohort trackers although the practitioners understanding of the child should be solid enough to know where children are up to and where to take them next based on their knowledge of child development. Within the Development Matters Guidance there are check points to support practitioner judgement as to whether children's development is age appropriate. Additionally, you may wish to have an overview of the stage of development of a group of children. You can refer to the Birth to 5 Matters guidance that shows the ages and stages as a typical range of development.

*“Children develop and learn at their own rates, and in their own ways. The guidance on possible development trajectories should not be taken as necessary steps, nor assumed to be in a particular order, for individual children. The guidance should not be used as a checklist. The age links overlap Ranges because these are not fixed age boundaries but suggest a typical range of development.” (Birth to Five Matters).*

**8. How should children's starting points and ongoing progress be recorded?**

You should not be recording any evidence for OFSTED you should only be recording significant things that have an impact on the outcomes for children.

We advise you to refer to the EY inspection handbook and schedule to ascertain inspection activities. We will be liaising with Ofsted colleagues in Autumn and will look at the inspections as they start to come through to ascertain any particular areas of focus. It is therefore down to your discretion as a provider to decide if or how best to record your assessments. Your LA team can support you individually if you feel like this will be of benefit to you.

There is no expectation or specific way to do this. The important thing is you know your children well and can report on progress. No requirement for physical evidence.

*'Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. 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 and should not be required to prove this through collection of physical evidence.'* (EYFS 2.2)

**9. What happens if a practitioner is absent for a period of time or leaves?**

This is of course a difficulty we face in many areas for example when staff leave, we risk the loss of specialist training. We can only advise you to make provision for this eventuality. Perhaps providing a secondary key person and ensure an effective handover from one member of staff to another may reduce the negative impact or supervision discussions and pupil progress meetings will provide regular opportunities for children's progress to be discussed. In recent inspections, Ofsted inspectors have been having conversations with a variety of staff about the children in their care, not just their key children. Settings have found that when questioned by Ofsted, they have more knowledge of children's development and interests than first thought.

**10. Will transition documents need to be completed between each 'stage' of nursery/school?**

There is not a statutory requirement to complete any transition information. We recommend that transition documents/ meetings/professional discussions be completed at every transitional stage of a child's early years journey in order to best support the child's ongoing development. Your LA will provide you with transition support and documentation.

**11. Will settings be expected to provide data on individuals/ cohorts for Ofsted or yourselves during inspection/visits?**

Ofsted have said that no records should be kept for them- everything should be done for the children to have an impact on their learning. Ofsted will be more interested in talking to practitioners and observing practice to see the implementation of the curriculum and the impact on children.

**12. How often should you change the curriculum within your nursery/ or per room?**

Your curriculum should reflect the needs of your local community and the particular cohort of children you are working with (cultural capital). This means that you should regularly review the learning opportunities available for the children attending to ensure that needs are being met, particularly those of the most disadvantaged children. The statutory education programmes must inform your curriculum and the non- statutory guidance documents (Development Matters, Birth to 5) can be used to help you structure progression in the 7 areas of learning.

**13. How many observations do we need? / What does a child's profile need to look like?**

There is no specific requirement for a particular number of observations or for a child's profile to look a particular way. Observations need to be viewed as a tool to inform supporting all children to make progress not to evidence progress.

Children could be categorised according to need using a traffic light system- green- children are at the expected levels of development (least evidence), amber- children are not quite at the expected levels of development either through lack of prior experiences or emerging need (a bit more evidence, possibly of targeted support), red children- needs are identified and individual plans are in place to evidence progress/interventions to be shared with other professionals/agencies to access further support.

**14. What would Ofsted focus on since the new guidance is very open ended and there is a lot of individuality for each setting?**

Areas that Inspectors will focus on are outlined in the Inspection Handbook particularly in the section described as 'During the Inspection' <https://www.gov.uk/government/publications/early-years-inspection-handbook-eif/early-years-inspection-handbook-for-ofsted-registered-provision>

An inspector is tasked to find evidence for example through the learning walk, discussions with staff members and managers, observing children and 2-Year-Old Progress Checks. They may dig deeper in order to satisfy themselves on your knowledge of the area they are exploring. As inspections begin to happen it would be useful to share what you experience with one another or at Locality based events.

As inspectors are required to evaluate the practice in individual settings, they should be familiar with the idea that settings are individuals. They should be interested in understanding your settings ethos / mission statement and how your practice supports this. We would recommend that you embrace this individuality but ensure that you are clear in your minds about what you hope to achieve for the children who attend.

We will be liaising with Ofsted colleagues in the Autumn do ascertain any particular areas of focus. We will also be reviewing all new inspections – with your help – to try to identify any themes that Ofsted appear to be interested in.