

National news/updates:

Information for schools about the school nurseries capital fund (SNCF).

https://www.gov.uk/guidance/school-nurseries-capital-fund?utm_source=ead6bfca-6291-4290-ab2c-94993efd115c&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily

Published 8 September 2018; Last updated 24 September 2018

In July 2018, the Department for Education (DfE) announced a capital bidding round of £30 million to create new high-quality school-based nursery places for 2, 3 and 4 year olds to deliver the government's commitment to build more school-based nurseries, and to boost social mobility. Local authorities, schools, multi-academy trusts, and any other interested organisations are strongly advised to work together to develop high quality applications.

Guidance for applicants is available (see below) in addition to application forms and an application guide.

School Nurseries Capital Fund - Information for applicants - September 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/739124/School_Nurseries_Capital_Fund_-_Information_for_Applicants.pdf

International early learning and child wellbeing - Information about the international early learning and child wellbeing study (IELS) in England. Published 8 August 2018 by DfE.

https://www.gov.uk/government/publications/international-early-learning-and-child-wellbeing?utm_source=00812ce5-179a-4d5d-aae5-17c1b562596e&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily

Regional differences in attainment in the early years August 2018

<https://www.gov.uk/government/publications/regional-differences-in-attainment-in-the-early-years>

This DfE commissioned research starts from the Social Mobility Commission's premise that "differences in attainment at primary and secondary school follow a geographic gradient" with generally higher performance the further south one goes. It concludes that socio-economic factors provide a much better explanation of differences than regions do, and it may be important to look beyond regions to smaller geographical units that better reflect socio-economic differences.

The Education Policy Institute (EPI) and the Early Intervention Foundation (EIF) have published (separately two reports accessible under a common blog Early years education: what does high-quality provision look like? (August 2018).

<https://epi.org.uk/publications-and-research/early-years-high-quality-provision/>

Structural quality in early years provision: a review of the evidence August 2018 (EPI report)

https://epi.org.uk/wp-content/uploads/2018/08/Early-years-structural-quality-review_EPI.pdf

Teaching, pedagogy and practice in early years childcare: An evidence review August 2018 (EIF report)

<https://www.eif.org.uk/report/teaching-pedagogy-and-practice-in-early-years-childcare-an-evidence-review>

Both reports include literature reviews of research conducted on early years outcomes and the blog concludes there are major gaps in our understanding of what works in early years settings, creating a significant problem for policy makers, and concludes 'If the government is serious about using early years provision to improve outcomes, particularly for disadvantaged children, then it must pay attention to these findings and ensure the future research agenda is designed to address the evidence gaps we have identified'.

Study of Early Education and Development (SEED): Impact Study on Early Education Use and Child Outcomes up to age four years - Research Report - September 2018

https://www.gov.uk/government/publications/early-education-and-outcomes-to-age-4?utm_campaign=770637_Foundation%20Years%20Newsletter%20September&utm_medium=email&utm_source=dotmailer&dm_i=3WYE,GIML,4VZ47U,1RV1W,1

This research is part of the longitudinal study of early education and development (SEED).

The report addresses 3 main objectives:

- to study the associations between the amount of differing types of early childhood education and care (ECEC) that children receive aged 2 to 4 years and child development at age 4
- to investigate the relevance of the home environment and the quality of the parent to child relationship on child development at age 4
- to study the associations between the quality of the ECEC settings that children have attended and child development at age 4

Musical Development Matters

Early Education has published a new piece of guidance written to complement the current Development Matters document.

The overall purpose is to support practitioners, teachers, musicians and parents to see the musical attributes of young children and to offer ideas as to how they can support and nurture children's musical development by offering broad musical experiences; it forms part of the legacy of the [Tri-Music Together](#) project.

It can be downloaded for free from the [Musical Development Matters page](#). There is also a free online accompanying resource here: <https://network.youthmusic.org.uk/musical-development-matters>

Reception Baseline Assessment

[Reception Baseline Assessment](#) information.

Reception baseline assessment: what schools need to know: information leaflet

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/714208/Reception_Baseline_Assessment_what_schools_need_to_know_WEBHO.PDF

This is a new national assessment that will be administered in all primary, infant and first schools in England to children in reception classes. It will be introduced in the autumn of 2020.

Testing and trialling will take place in the autumn this year and a national pilot of the assessments will be held in the academic year 2019-2020. Accompanying materials and detailed guidance will be developed through the pilot period and made available to schools in due course. Published 5 June 2018, STA.

EYFS Profile - review and pilot

The **revised Early Learning Goals** being piloted are available on the [Foundation Years](#) website along with further information.

The pilot materials which schools will be delivering are available here:

[EYFSP Pilot Framework](#)

[EYFSP Pilot Handbook](#)

Ofsted – subscribe to email alerts

Visit Ofsted main web page - <https://www.gov.uk/government/organisations/ofsted>

Scroll down and click on "Get email alerts" – you can choose the frequency of the emails.

Leicestershire LA news/updates:

School readiness - A shared understanding across Leicestershire

During autumn 2017 a consultation was launched to support developing a shared view of school readiness across Leicestershire. Leicestershire's shared view of school readiness is based on the multifaceted nature of school readiness presented in the UNICEF paper School Readiness: A Conceptual Framework (2012) and has been informed by the responses from this consultation.

The following materials are being/have been developed for all those working with children 0-5 to support working together for a child ready, family ready, school ready community.

- A shared understanding across Leicestershire – a booklet for professionals (currently in draft format)
- Ready for school? – a leaflet for families (attached as PDF document)

All families with a child due to start school in autumn 2019 will receive a 'Ready for school?' leaflet in the Autumn Term 2018 from Public Health alongside the 'applying for a school place' letter.

An electronic toolkit is currently being developed for both early years providers and schools to support good practice. These will be launched at the Early Learning and Childcare Service 'The Big Conference' in March 2019.

A communication package to support promoting school readiness will be available shortly.

We hope all early years providers and schools will promote and support Leicestershire's shared view of school readiness

Every Child a Talker (ECAT)

Remember the link below for accessing ECAT materials, resources and strategies which are available on our website:

<https://resources.leicestershire.gov.uk/education-and-children/early-learning-and-childcare/childcare-practice/teaching-learning-and-assessment/every-child-a-talker-ecat/strategies-and-resources>

LA EYFS Autumn Training

Reminder of the new platform for booking - Eventbrite

All courses for the autumn term are announced on LTS but are also located on our new platform, *Eventbrite*. <https://www.eventbrite.co.uk/o/early-learning-and-childcare-service-17452958459>

Click on the link to see a list of LCC courses as they become available.

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Courses available this Autumn for Schools:

Alternative link: <https://resources.leicestershire.gov.uk/elc-cpd>

LA EYFS School networks.

These sessions will include:

- Key updates – national and local
- Current LCC projects and developments in relation to Early Years
- A chance to share your ideas and suggestions – eg. on future training, on “school readiness”, on current challenges
- Time to reflect on mathematics in the early years

Course Code	Course Title	Day	Date	Time	Venue	DirectBook link
7027	LA EYFS School Network	Thurs	1.11.18	9.30am - 11.30am	Charnwood Arms Hotel, Bardon	Book Now
7028	LA EYFS School Network	Thurs	1.11.18	1.30pm - 3.30pm	Gorse Covert, Loughborough	Book Now
7029	LA EYFS School Network	Tues	6.11.18	9.30am - 11.30am	County Scout Headquarters, Blaby	Book Now
7030	LA EYFS School Network	Tues	6.11.18	1.30pm - 3.30pm	Leicester Race Course, Oadby	Book Now

YR - teachers and practitioners - English as an Additional Language 'EAL' (7060)

A course presented by the - Speech and Language Therapy Service

Aims of the Course:

To understand the importance of supporting and valuing children’s first language

- To understand how children become confident and competent in as second language
- To be able to use a range of effective strategies to support young children in their acquisition of a second language

To know the difference between a child who is acquiring a second language and one who has special educational needs

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Trainer: *Speech and Language Therapy Service*

Course Code	Course Title	Day	Date	Time	Venue	Direct Book link
7060	English as an Additional Language	Tues	13.11.18	9.30am - 3.30pm	Gorse Covert, Loughborough	Book Now

YR - teachers and practitioners - Signs and Symbols (7061)

LETS COMMUNICATE WITH SIGNS & SYMBOLS

A course presented by the Speech and Language Therapy Service

Aims of the Course:

- To think about total communication
- To learn how to communicate using signs or symbols
- Explain how total communication can help all children including those with communication difficulties
- Introduce a starter vocabulary of signs and symbols
- Look at ways of introducing signs and symbols

Trainer: *Speech and Language Therapy Service*

Course Code	Course Title	Day	Date	Time	Venue	Direct Book link
7061	Signs and Symbols	Wed	31.10.18	9.30am - 3.30pm	Salvation Army, Wigston	Book Now

YR - teachers and practitioners - Listen and Learn (7062)

This is a practical workshop

Aims of the Course:

- To develop attention and listening skills to support children's social interaction
- To direct you to available resources

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- To give you the opportunity to practice activities and strategies with the support of a speech and language therapist

Trainer: Speech and Language Therapy Service

Course Code	Course Title	Day	Date	Time	Venue	Direct Book link
7062	Listen and Learn	Wed	5.12.18	9.30am - 11.30am	Green Towers, Hinckley	Book Now
7063	Listen and Learn	Wed	21.11.18	1.00pm - 3.00pm	Melton Baptist Church	Book Now

EYFS and the Pupil Premium Project:

This project has now been running for a whole academic year. The Leicestershire schools involved have worked with Inclusion Expert to access, use and further develop their online learning series which is suitable for all EYFS practitioners. So far, participating schools are reporting several positive benefits and EYFSP data for the 9 schools involved demonstrates significant impact.

“Senior managers now have a better understanding of the EYFS - they want to continue to further develop this by using the online learning series themselves.”

“This is very useful CPD for new staff members to the EYFS and/or during times of staff turbulence. It is a great way of upskilling teams and individuals.”

“This project has been one of the most positive things that has happened within our school - the whole EYFS staff is motivated, positive, on board ... it has raised their status and morale ... they are grateful!”

We hope that the learning from this project will be spread more widely throughout Leicestershire schools and that this in turn will have a positive impact on outcomes for children across the county.

We encourage all EYFS leads and/or head teachers to book on to the EYFS + the Pupil Premium Knowledge Sharing Event which LCC are holding in conjunction with Inclusion Expert and participating schools during the afternoon of

Tuesday 20th November 1:30 - 4:30pm

Daniel Sobel and Sue Allingham will be speaking about the EYFS online learning series and improving outcomes for children. Our participating schools will be presenting how they used the online learning series in their schools, how it informed practice and provision in the EYFS and how this impacted on outcomes for both children and EYFS practitioners.

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Course Code	Course Title	Day	Date	Time	Venue	Direct Book link
7064	EYFS and the Pupil Premium Knowledge Sharing Event	Tues	20.11.18	1.30pm - 4.30pm	NSPCC	Book Now

Leicestershire LA website -Early Learning and Childcare Service:

<https://resources.leicestershire.gov.uk/education-and-children/early-learning-and-childcare>

Contacts:

Do you have suggestions for future training and CPD opportunities? Do you have questions/queries?

Call duty desk helpline: 0116 305 7136; email - YR specific queries - jane.mcnee@leics.gov.uk; general queries (training details, website, etc.) - childcare@leics.gov.uk

*All information is current and up to date as of 12th October 2018. Please see LTS and our website for further updates and information over the coming months.