

**Leicestershire news and updates:**

**Watch, Read, Do, Review – Online Learning Series – Effective practice and provision in the EYFS**

**Leicestershire County Council are very pleased to announce that all primary/infant schools across Leicestershire will be able to access this nationally recognised training resource. This will be a year's free subscription.**

Information about the online learning series can be found here:

<https://inclusionexpert.com/what-we-do/online-training/mastery/>

Here is a summary of the findings of our pilot project in Leicestershire – 9 schools accessed the online learning series across one year and reported the impact:

Staff knowledge and understanding of the EYFS has reportedly developed as a result in all schools. Senior managers who took part in the learning series now report having a better understanding of the EYFS. As many practitioners took the approach of working through the learning series together, they report a real focus on learning and a development of “team spirit” amongst staff. Schools reported that teaching assistants and support staff felt more valued and involved.

The project encouraged EYFS practitioners to have sustained professional dialogue and fostered confidence in all staff taking part. Positive attitudes were consistently reported. Practitioners valued the open, honest, supportive relationships the project encouraged them to cultivate.

Some heads/senior leaders/F Stage leads identified the learning series a very useful CPD for new staff members/during times of staff turbulence. They view it as a great way of upskilling teams and individuals.

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

LCC will work with Inclusion Expert, the provider of the online training, to organise log-ins. These should be available from 1<sup>st</sup> March 2020 and will expire at the end of February 2021.

**Please encourage your staff to use the online learning series once your logins are activated (you will receive email notification) and support them to find a way of using it which supports the whole team.**

**EYFS and the Pupil Premium Project – additional opportunity**

In addition to the online CPD, we are offering free places for 25 schools to access additional face to face training from the author of the online learning series, Dr Sue Allingham. We have arranged for 2 training days over the year. These will be complemented with email advice and support visits to a sample of the 25 schools. See the flyer for “EYFS and the Pupil Premium – Narrowing the Gap in Leicestershire” for further information.

## The Graduated Approach in Leicestershire

The [SEND Code of Practice: 0-25 2015](#) identified the need for a graduated approach towards the identification of children who may have SEND. This is a circular model using assess, plan, do, review.

In September 2019, Leicestershire’s “Graduated Approach” document was published and distributed to all early years providers in Leicestershire.

This document is available online and is also useful for schools who have EYFS children. It can be found on our “Assess, Plan, Do, Review” webpage:

<https://resources.leicestershire.gov.uk/education-and-children/early-years/early-years-send-inclusion/practitioners/assess-plan-do-review>

You can also find other useful resources which working with early years children with emerging needs.

### **National news and updates:**

#### **Have your say: early years foundation stage reforms consultation**

The Department for Education (DfE) are seeking views on changes to the statutory framework for the early years foundation stage.

The consultation includes proposed changes to the educational programmes, the early learning goals and the EYFS profile assessment. It also seeks views on one change to the safeguarding and welfare section of the framework to promote good oral health.

The consultation is available [here](#) and will run until 31 January 2020.

You can find a summary of the consultation document and more information [here](#).

Please ensure you have responded to the consultation by the deadline.

#### **Early years foundation stage profile results: 2018 to 2019**

Early years foundation stage profile (EYFSP) results for the 2018 to 2019 academic year, at national and local authority level.

Published 17 October 2019

Last updated 2 December 2019 — [see all updates](#)

From: [Department for Education](#)

[https://www.gov.uk/government/statistics/early-years-foundation-stage-profile-results-2018-to-2019?utm\\_source=322c1d59-7ed6-45ee-95d9-a93edfd6bb16&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=daily](https://www.gov.uk/government/statistics/early-years-foundation-stage-profile-results-2018-to-2019?utm_source=322c1d59-7ed6-45ee-95d9-a93edfd6bb16&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily)

Additional tables have now been added.

### **Society-wide mission to tackle early literacy and communication**

New national campaign launched with ideas to support children's learning at home, or as part of everyday activities like catching the bus or doing the shopping

Published 22 July 2019; From: [Department for Education](#) and [The Rt Hon Damian Hinds MP](#)

Families will get ideas on how to use everyday opportunities, like going to the shops and playing make-believe games, as part of a relentless society-wide effort to improve the early literacy and language skills in the years before children start school.

Today (2 July) the Education Secretary Damian Hinds will:

- launch a new three year '[Hungry Little Minds](#)' campaign to give parents access to video tips, advice and suggested games to help with early learning;
- announce up to 1,880 new school-based nursery places, to be created in disadvantaged areas so more children can access high-quality early education, backed by nearly £24 million investment; and
- set out the criteria for high quality educational apps that parents can use with their children, including promoting interactive learning and play.

While the percentage of children reaching a good level of development by the end of Reception has increased from 51.7 per cent to 71.5 per cent since 2013, more than one in four children still leaves Reception without the key communication skills they need to thrive. Although this occurs in all income groups, these children are disproportionately from the lowest-income families. The Hungry Little Minds campaign will tackle the barriers some parents face in supporting their child's learning at home, including time, confidence and ideas of things to do.

It builds on [work](#) by the Department for Education and the National Literacy Trust to bring together a coalition of businesses and organisations, including the LEGO Group, Penguin Random House, Arriva and the Greggs Foundation, who are supporting parents to play a bigger role in their child's early education.

### **Early years apps pilot: home learning environment**

An accreditation process to identify high quality language, literacy and communication apps, for children in the early years (0 to 5 years). (Now closed)

Published 2 July 2019 ; Last updated 4 November 2019 — [see all updates](#)

From: [Department for Education](#)

[https://www.gov.uk/government/publications/early-years-apps-pilot-home-learning-environment?utm\\_source=c12a9b8f-a59e-41d1-817f-0b93d362edee&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=daily](https://www.gov.uk/government/publications/early-years-apps-pilot-home-learning-environment?utm_source=c12a9b8f-a59e-41d1-817f-0b93d362edee&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily)

Useful guidance page for parents which schools can share:

<https://www.gov.uk/government/publications/early-years-apps-pilot-home-learning-environment/home-learning-environment-early-years-apps-parent-guidance>

### **School inspection update: academic year 2019 to 2020**

Updates for inspectors and stakeholders with the latest information and guidance about Ofsted's inspection work in schools.

Published 5 September 2019

Last updated 1 November 2019 — [see all updates](#)

From: [Ofsted](#)

The update is for school inspectors, though school leaders and others may also find it useful.

The November edition, the first since the roll-out of the [education inspection framework \(EIF\)](#), focuses on the minor changes to section 5 and section 8 handbooks following the first two months under EIF. A summary of the changes is included

[https://www.gov.uk/government/publications/school-inspection-update-academic-year-2019-to-2020?utm\\_source=545c96f2-564e-47b5-b44a-279ae109af46&utm\\_medium=email&utm\\_campaign=govuk-notifications&utm\\_content=weekly](https://www.gov.uk/government/publications/school-inspection-update-academic-year-2019-to-2020?utm_source=545c96f2-564e-47b5-b44a-279ae109af46&utm_medium=email&utm_campaign=govuk-notifications&utm_content=weekly)

### **Ofsted – Early Reading and Phonics**

[Ofsted education blog post: early reading and the education inspection framework](#) - Gill Jones, our Deputy Director for Early Education, sets out how we look at early reading and phonics teaching as part of our new inspections.

### **Evaluation of the Lifting Limits project on challenging gender stereotypes: report**

Lifting Limits has released a report - *We Can All Be Who We Want to Be* - following a pilot project which took a whole school approach to challenging gender stereotypes. The report details a year-long pilot project (September 2018 – July 2019) conducted in five Camden schools, including early years.

Among the key findings of the project's impact are:

- Increased staff awareness and confidence in addressing sexism and stereotyping with pupils, colleagues and parents;
- Increased self-reflection by staff feeding into changes in practice;
- Greater awareness and acceptance of a more diverse range of roles and possibilities for women and girls, men and boys among pupils;
- Gender awareness is embedded in the school ethos and approach;
- Parents and carers attending Lifting Limits workshops felt empowered to discuss and challenge gender stereotyping with their children.

The report lists a number of recommendations including allocating funding for specialist organisations to support schools and middle tier organisations in challenging gender stereotyping and promoting gender equality; equipping Ofsted inspectors to bring a 'gender lens' to inspections; and specialist training to ensure teachers are gender aware.

Published November 2019