

Considerations for ELG 'opt in' ahead of the statutory implementation

<u>Advantages of remaining with the current ELG and moderation process</u>	<i>Advantage of early adoption ahead of the 2021-2022 statutory implementation</i>
<p>~ If existing staff have been trained to use the current approach, and moderation is becoming embedded, then continuing with this approach may be best</p> <p>~ You will have a track record of GLD/ EYFSP data to date to share with governors/ Ofsted Inspectors</p> <p>~ Where a 3rd party tracking tool has been purchased, they may not change until the new framework has been fully embedded.</p> <p>~ Schools with a 3rd party electronic tracking tool who have a contract may wish to continue with the 'bought-in' package [They may not be ready to update to the new ELGs and a subscription fee may have been paid]</p> <p>~ A chance to develop the EYFS curriculum ahead of implementing the assessment approach</p> <p>~ Its unclear when in the summer term guidance notes will be available and this could result in a short timescale run in to the new approach –delaying adoption gives time to pace the change and have the guidance documents, including reception guidance before the year begins.</p> <p>~ The change would come at a time when subject leads are beginning to get to grips with the expectations of the current ELGs and curriculum expectations.</p> <p>~ Schools may want to learn from the first year of 'optional' implementation ahead of the statutory year.</p> <p>~ The moderation process is currently unclear for the new goals. This will continue to be available in the current system. The new approach is part of the consultation.</p> <p>~ If all/the majority of schools stayed, then the LA EYFSP analysis would be more robust, and provide more robust comparable data</p>	<p><i>*If the school has new EYFS/YR staff they will be inducted into a new approach</i></p> <p><i>*A fresh look at the new ELGs and adapting the curriculum [Solihull EY will refresh the EY curriculum once all guidance is available]</i></p> <p><i>* Trial year to 'have a go' and learn and match attainment against other schools for 2 years of implementation [second year to modify and embed practice as others are required to adopt new ELGs]</i></p> <p><i>* Potential 'new' approach to moderation –LA or inter-school. No 'exceeding' ELG assessment requirement.</i></p> <p><i>*The change is timely as the curriculum is a high priority in schools, as is the curriculum lead having an 'EYFS to primary' overview of their subject.</i></p> <p><i>* The ELGs are assessment metrics rather than a curriculum; so the new guidance documents will be helpful towards when an attainment summary is required.</i></p> <p><i>* The majority of EY Leads at the Leaders and managers meeting (who expressed a view) said they would consider early adoption. The review had a focus on communication and reducing teacher workload.</i></p> <p><i>* The role of LAs and the moderation process is unclear but we may be able to design a system that works for Solihull schools.</i></p> <p><i>* If all schools adopted early, the LA could facilitate a data collection if desired to compare data.</i></p> <p><i>* EIMS could develop a new EY tracker within SIMS to monitor and analyse the new ELGs if this was desired by schools.</i></p>

<https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/early-years-foundation-stage-profile-pilot/> Today we have issued an invitation to heads of all primary and infant schools (maintained and academies) across England to offer them the opportunity to voluntarily participate as an early adopter of this revised EYFS framework in academic year 2020/21. **Please note, the early adopter year will only go ahead if Ministers decide to proceed with changes to the framework following the consultation.**

The early implementation year will be an opportunity for schools to begin to embed new EYFS learning and development requirements and strengthen practice a year ahead of statutory implementation. We are asking schools to confirm participation at this early stage so that they have the necessary time to consider and prepare for early adoption, and so that the government can be ready to support early adopters once final policy decisions have been made.

What does it involve?

Local authorities and early adopter schools will have access to the following documents in 2020/21:

- Government response to the consultation - spring 2020
- A revised EYFS framework for early adopter schools - from summer 2020
- A revised EYFS Profile Handbook - from summer 2020
- Revised curriculum guidance – from summer 2020
- Revised exemplification materials to support EYFS Profile assessments – by spring 2021

Early adopter schools will be required to follow the revised EYFS framework and will be exempt from the learning and development and assessment and moderation requirements of the current EYFS framework (2017 version). At the end of academic year 2020/21, early adopter schools will be required to complete the revised EYFS Profile against the new ELGs for the reception cohort of children attending their school, including a process of moderation. Further information on the moderation process and how EYFSP data should be submitted to local authorities will be confirmed following the conclusion of the consultation.

Early adopter schools will be expected to commit to participation for the full duration of the 2020/21 academic year, unless there is a significant reason for withdrawal. Please note that early adopters with nursery provision will be required to implement the revised EYFS statutory framework in all classes, including in the reception year.

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