

**10 things to consider when supporting early years children who are at risk of disadvantaged outcomes**

**Narrowing the attainment / experience gap – EYFS**

This document attempts to support and guide schools and settings to understand the possible needs of young children as we work with them to narrow attainment and experience gaps. The focus for this consideration may be children where their educational outcomes are lower, where we feel that children may not have encountered and learned from the range of experiences during the pandemic that others have, and where children may be finding the opportunities planned by the setting difficult to engage with.

The [Co-SPACE / Co-SPYCE](https://emergingminds.org.uk/co-space-study-supporting-parents-adolescents-and-children-during-epidemics/) reports tell us some of the patterns of learning and pedagogy children may have experienced during Covid 19 lockdown (Cv19).

During early lockdown [as reported by parents in the early reports]

* 83% of 2-4 years olds were getting at least 30 minutes of daily exercise, and 22% of children were getting at least 3 hours. 17% of children were getting less than 30 minutes of physical exercise a day. *Did your children get the recommended daily physical activity?* See Play>Physical Development
* 26% of 2-4 year olds were spending 3+ hours watching a screen but not interacting with it. A total of 61% of 2-4 year olds were reported to spend up to 2 hours playing screen-based games, but playing for 3 or more hours each day was rare (<10%).
* 79% of children were spending 3+ hours playing inside daily.
* The majority of children were spending more than 30 minutes a day in contact with nature (78%),doing arts and crafts (64%) and reading with a parent (59%). *What were your children’s experiences?* See Respond and Curriculum considerations
* Play is typically with parents/carers; 55% were reported to be spending 3+ hours playing with a parent. In contrast, only 27% of children were spending 3+ hours playing with another child in the household each day. Almost half of the children (47%) were spending no time playing with another child in the household. See Talk and Characteristics and Curriculum considerations
* 41% of children were reported to be spending 3+ hours outside daily and the majority of that time they were playing, with 34% of children reported to be playing outside for 3+ hours per day. *Do your early years cohorts have access to outdoors and a safe garden to play in?* see Respond and Transitions
* 37% of participating parents/carers reported that keeping their child occupied was stressful (a lot of or all the time). See Family Context, Relax and Cuddle
* 55% of participating parents/carers were worried (a lot or completely) that they were not doing enough with their child. See Relax
* Of the 69% who indicated that they would like help, participating parents/carers indicated they would like help managing their child’s emotions (62%), help with their child(ren) coming out of isolation (54%), managing children or young people's educational demands (53%) and managing children or young people's behaviours (53%). *What do you parents need and how will you support them?* See Play, Relax and Cuddle

What do we know about attendance in schools and settings during Cv19



All primary and infant schools remained open, in April 40% of early years settings were open and by June 74% of settings were open. Most Solihull settings first welcomed back 3 and 4 year olds about to transition into school, then reception aged children were able to return to schools and younger children in settings. Settings and schools were guided to suggest home learning. *How many of your cohort of children had access to the internet and the suite of ideas from Hungry Little Minds, Tiny Happy People, BBC Bite size etc? Did parents and children access the suggested ideas? What did settings and schools provide when children attended them and did the activities support development in all aspects of learning?* We know from our analysis of school data that 12% BAME children attended nursery and 20% of white British and in reception this was 16% BAME and 25% white British children attending. Across early years 40% of children with EHCP attended an education provision. You may want to look at your attending and non-attending cohort to look at possible golden threads for consideration. This may include support for parents as well as for children.

The following lists some of the key areas settings may wish to consider further as they reflect on the needs of young children to narrow the experience/ attainment gap. They have been organised with the [Five to Thrive](https://www.solgrid.org.uk/fivetothrive/) building blocks in mind as settings will want to work closely with parents as their support their young learners.

Early Years Pupil Premium, deprivation fund, inclusion funding may be [additional funding](http://www.solgrid.org.uk/eyc/eef/) which can support resourcing to meet needs at this time. Children who receive 15 hours early educational entitlement and their families may need additional support to [attend](https://www.stockport.gov.uk/supporting-good-attendance-in-the-early-years) a settings and understand the physical, intellectual, linguistic, emotional and social benefits of early education and care at a time of concern about social distancing and health. [Sutton](https://www.suttontrust.com/our-research/covid-19-and-social-mobility-impact-brief/) [Trust](https://www.suttontrust.com/our-research/social-mobility-and-covid-19/) research into home learning for school children indicates that there is an inequality gap with those from working class households unable to spend as much time or money supporting home learning and feeling less confident to support.

*The early years – from pre-birth until starting school – is a critical period in terms of a child's development, as they form bonds with their parents, develop language skills and other cognitive functions, and establish behavioural patterns. Gaps that emerge in the early years can persist into the school years and beyond. Early intervention has a vital role to play in identifying children who may be showing atypical development, and in helping to develop the skills and competencies that set a child up for life.* [Early Intervention Foundation](https://www.eif.org.uk/what-its-about/early-years)

We know that quality first teaching is the best way to support children’s learning and that teaching comes in many pedagogical forms in early years. *What does your attendance data and communication with parents and carers [including if children have been cared for by another provider] tell you about the gaps in children’s learning and experiences? If you have identified a need to target some children, what are their needs and what are the common threads that you need to focus on? What are the aspirations and needs of the Black and Minority Ethnic population of learners who may have missed more group learning experiences or those in disadvantaged circumstance?* The Co-SPYCE report gives us a good indication of what children may have experienced to build upon and where we may need to support such as social learning and interaction and physical movement opportunities. The following table outlines 10 key areas to consider as you identify strands, such as you do when planning how best to use additional funding such as pupil premium, to focus on to support children’s outcomes.

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| Support Theme | Useful Considerations | Links |
| Communication – chat, play, read  [Why](https://www.naeyc.org/resources/pubs/tyc/feb2014/the-word-gap)? To support children to access play and learning and to improve outcomes  **Talk** | *What do you know about children’s experiences in Cv19 lockdown? What are the experiences that have been plentiful and what are the experience gaps?* Looking at the above figures - *do these match a child’s experiences at your setting?* *Who have they talked to ….does this have implications for the support they may need?*  Talking and sharing experiences – linked to [book](http://www.hanen.org/Helpful-Info/Book-Nook/from-head-to-toe.aspx?_cldee=aGVsZW4uYmVhdW1vbnRAYnJpZ2h0b24taG92ZS5nb3YudWs%3d&recipientid=contact-eac586286e89e711a0d300155db60c03-46938a043d1f499e8c4e09f7a7009c1f&esid=11a087c0-7176-e911-a50c-00155db63606)s and [resources](https://theinstituteofwellbeing.com/resources-chat-play-read/) to talk about and promote talk  Developing [words for life](http://www.wordsforlife.org.uk/) to support [vocabulary](https://literacytrust.org.uk/early-years/) development small and larger groups  *We know that many children may not have had opportunities to interact and communicate with other children during Cv19- how can we use technology and self-initiated play to encourage social communication and vocabulary development?* | Small group [interaction](https://socialsolihull.org.uk/localoffer/education/children-and-young-peoples-send-service/early-years-send-team-2/early-years-advice-sheets/) time  Something to talk about and someone to talk to– [Every Child A Talker](https://foundationyears.org.uk/2019/08/eyfspractice/)  Phase one [letters and sounds](https://www.gov.uk/government/publications/letters-and-sounds-principles-and-practice-of-high-quality-phonics-phase-one-teaching-programme)  Listening and responding through [musical](https://network.youthmusic.org.uk/musical-development-matters) activities  [Listening](https://macbirmingham.co.uk/mac-makes-music/teachers/music-in-the-early-years/tune-into-listening) ideas  Language [intervention](https://educationendowmentfoundation.org.uk/tools/promising/)  [Ages and stages](https://agesandstages.com/free-resources/articles/social-emotional-development-children/) support  This [guidance](https://www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/Understanding%20the%20steps%20of%20learning%20for%20children%20with%20EAL%20in%20the%20Early%20Years%2021.3.17.pdf) outlines the steps that children go through when acquiring an [additional language](http://www.naldic.org.uk/eal-teaching-and-learning/outline-guidance/early-years/) and gives suggestions about how practitioners can support them in this journey within an inclusive environment.  Consider [Elklan](https://socialsolihull.org.uk/localoffer/education/children-and-young-peoples-send-service/siss-2/the-speech-language-and-communication-disorder-team/) practitioner training  [Talk to](https://www.thecommunicationtrust.org.uk/projects/professional-development/a-professional-development-video-talking-to-parents/) parents for home communication support  Progression [tools](https://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/progression-tools-age-3/) to map needs |
| Playful Interactions  Why? The evidence base for [play-based learning](https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/play-based-learning/) …. does indicate a positive relationship between play and early learning [outcomes.](https://www.ucl.ac.uk/ioe/research-projects/2019/mar/effective-pre-school-primary-and-secondary-education-project-eppse)  [**Play**](https://www.playgroundequipment.com/image/data/play-important-times-crisis-stress-3.png) | Focus on some of the areas within the prime aspects of learning to support these skills and to build from these essential skills.  Physical activity supports healthy bodies and active learning- [Physical development](https://www.brighton-hove.gov.uk/content/children-and-education/early-education-and-childcare-professionals/physical-development)  Research into school readiness sites physical development as [key](https://www.movementforlearningproject.co.uk/) to build co-ordination, strength, confidence etc  [Suppor](https://hungrylittleminds.campaign.gov.uk/)t for home [learning](http://www.solgrid.org.uk/eyc/resources/learning-and-development/) to build on experiences during Cv19  Careful observation and building upon children’s [schema play](https://www.earlyyearseducator.co.uk/features/article/extend-schemas-to-make-children-feel-empowered) has improved outcomes for children who needed support to access learning opportunities  Playing to learn and learning to [play](https://www.youtube.com/watch?v=8XXIiM9PW8E) - working together for fun and learning …loving learning being active with reduced stress  *Do children need to engage in more supported small group activities in the learning environment to support their active and social learning?* –this may be especially important as many children have been largely playing with adults during Cv19 lockdown | Play based [learning](https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/) –interactive small groups  Effective i[nteractions](https://www.youtube.com/watch?v=QJAgWdYM_og) during play – adult to child and support child to child interactions  Increase [physical](https://www.bhf.org.uk/-/media/files/publications/children-and-young-people/early_movers_section_5_updated_v2.pdf) play opportunities  The ‘[What to expect when’ booklet](https://www.foundationyears.org.uk/wp-content/uploads/2019/01/0778-What-to-Expect-When-2018.pdf) is a useful resource for parents that you may like to share.  Further [at home](https://www.bbc.co.uk/tiny-happy-people?dm_i=3YNL,1492U,5E3ZIN,3XHFV,) activity ideas  Importance of [time to play](https://www.playscotland.org/resource-tag/covid-19/) in school  Play for [well-being](https://www.bps.org.uk/news-and-policy/bps-launches-new-films-highlight-use-play-regulate-children’s-emotions-and-support) and during times of [crisis](http://ipaworld.org/wp-content/uploads/2020/04/IPA-Play-in-Crisis-Booklet-for-parents-and-carers-2020.pdf)  Think about the resources you have to match to [playful](http://www.nicurriculum.org.uk/docs/foundation_stage/learning_through_play_ey.pdf) learning opportunities- *how can you record this learning and make it visible [photograph, video, 3D record etc]?*  Ensure you provide and plan for a [spiral curriculum](https://impact.chartered.college/article/what-happened-to-curriculum-early-years/) to introduce and link> practice> embed> apply for ‘sticky’ learning.  Ensure children can wallow in self-initiated [play](https://www.foundationyears.org.uk/wp-content/uploads/2011/10/Learning_Playing_Interacting.pdf) [alone or with others] where they can revisit, explore, extend and embed learning as well as playful adult-planned opportunities [one-to-one and in a group] |
| Home learning  [Why? :](https://www.peeple.org.uk/early-years-and-parenting-research) **[The Effective Provision of Pre-school Education (EPPE) study found that](https://www.peeple.org.uk/early-years-and-parenting-research) *[what parents do with their children is more important than who parents are' and that settings that do not include parent support and education are missing an important element in raising achievement and enhancing social and behavioural development](https://www.peeple.org.uk/early-years-and-parenting-research)***  **Relax** | Adverse Childhood Experience [ACEs](https://developingchild.harvard.edu/guide/a-guide-to-covid-19-and-early-childhood-development/) - find out about children’s lives and early help for family support to reduce the negative impact of ACEs on [children’s care](https://www.bbc.co.uk/news/education-53097289) learning and development.  [Parental engagement](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/867140/SEED_AGE_5_REPORT_FEB.pdf) – now is an opportunity to support parents and share understanding of the observations parents have made about their child’s learning needs whilst [learning together at home](https://researchschool.org.uk/news/home-learning-and-curriculum-in-the-early-years/).  *What do parents tell you about their child’s interests and the things they like to do at home? How can you capitalise on this and build children’s knowledge and skills together in true partnership where mutual sharing and celebrating is valued? Do you ask parents to come to talk to tell them what to do at home or is it a true partnership of sharing and suggesting?* | [Emerging minds](https://emergingminds.org.uk/advice-for-parents-carers-supporting-children-young-people-with-worries-about-covid-19/) guide for pre-school children’s parents  [Nurturing Healthy Minds](https://www.ncb.org.uk/nurturinghealthyminds) Together –NCB  Solihull Approach training can support practitioners to support families and children  Show children and parents that you value the [experiences](https://www.ncb.org.uk/sites/default/files/field/attachment/HLE_doc.pdf) they have outside school/ setting  Skip for Early Years Educators have produced [A Parent’s Guide to Promoting Early Learning and Development at Home (0 - 5 years) Supporting Families During the Coronavirus Pandemic](https://www.skipforeyeducators.co.uk/booklet/covid19_familybooklet.pdf)  Encourage [open-ended](https://www.communityplaythings.co.uk/learning-library/articles/open-ended-play-at-home) play as well as that with an outcome in mind  Review practice using the [ECAT](http://www.solgrid.org.uk/eyc/resources/leaders-and-managers/) parent partnership tool |
| Professional love and safety  [Why](https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/self-regulation-strategies/)?- supporting self-regulation, positive behaviours and building children with high self-esteem and a positive self-image?  **Cuddle** | Setting should explore being in the child’s shoes- [well-being](https://offschool.org.uk/teacher-zone/recovery-curriculum/resource-menu/), belonging and involvement and building interaction skills –being a unique individual in a group setting.  **Emotional** safety and emotional literacy  How to feel calm and control their negative emotions  Feeling in control and active in their learning – ‘If..then’ strategies and being seen and wallowing in interests in the flow and further t[op tips](https://www.cumbria.gov.uk/childrensservices/childrenandfamilies/cfis/earlyyearsandchildcare/supportforearlyyearsandchildcareprovision.asp)  **Cognitive** safety – learn out loud, talk about feelings and risks…. *what learning behaviour to support* …noticing barriers to learning [such as a child may have a fear of failure-have a fail of the day to reflect on and build on the learning and strategies to use]  Being **socially** safe- expectations, clear communication, social stories, managing uncertainty and seeking support/ independence and building confidence, *what do I do, what is expected , what should I expect?*  **Physical** safety- *what do children need to feel safe? How do we support children to be physically school ready? How will we help them to manage physical urges and distractions?*  EEF projects – [Social and emotional learning and behaviour](https://educationendowmentfoundation.org.uk/tools/guidance-reports/) research briefs to reflect on practice  *What have the child’s experiences been – parents with lots of time to interact and play or parent[s] working at home with little time to interact and children feeling pushed away? What impact will this have on children?* | Role of the key person – knowing the child and helping them to feel [included and listened to](http://www.solgrid.org.uk/eyc/resources/leaders-and-managers/) through Leuven scales and observation of need  Consider children’s [social and emotional aspects of development](http://www.solgrid.org.uk/eyc/resources/leaders-and-managers/)  Self-esteem and self-belief – positive language and positive attention … look at EAD/ PD and wider curriculum aspects to support celebrations of children’s skills and expression. Ensure children can record and express themselves in a range of ways and [SMILE](https://www.evidenceforlearning.net/learningshared/recoverycurriculum9-amanda-mordey/)  [Attachment](http://www.suzannezeedyk.com/) – reading and video [free on this site to explore understanding and children’s needs] and further training [here](https://early-education.org.uk/sites/default/files/handout%20Anne%20O%27Connor%20resilience.pdf)  Books to snuggle in, [read](https://www2.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreneducationandfamilies/informationforchildcareproviders/Toolkit/Dialogic_book_talk_guide.pdf) and talk [about](http://stayhome.walker.co.uk/rainbows/) social stories [see [solgrid](http://www.solgrid.org.uk/eyc/resources/learning-and-development/) site- PSE +]  You can count on me -I’ll be there [animation](https://www.childrenssociety.org.uk/mental-health-advice-for-children-and-young-people/self-esteem) …supporting children to know they count and they [can [or can’t just yet]](https://learningchildblog.com/2017/01/05/growth-mindset-in-early-learners/)  You might life to use the [AET](https://www.autismeducationtrust.org.uk/product-category/resources/) materials to reflect on your practice for all children and for those with additional needs  [Consulting](http://www.ncb.org.uk/resources-publications/listening-way-life-why-how-we-listen-young-children) with children to support safe places  Look at the summaries of the [national strategy](http://www.solgrid.org.uk/eyc/resources/leaders-and-managers/) documents to consider the needs of different groups and their culture. |
| Planning and following the child’s lead  [Why?](http://www.crec.co.uk/hawwc-boys) : *How can we make the unfamiliar more familiar to reduce stress and build to new experiences slowly? Can you move from the easier and known to the harder and unknown? Can you build from a child’s strengths to challenges? How do you get children’s interest and build in things they have previously found less interesting?*  **Respond** | Healthy [behaviours](https://foundationyears.org.uk/wp-content/uploads/2011/10/Inclusion_Development_Programme_Behaviour_Emotional+Social_Difficulties.pdf) – *what is the child telling us and how to support positive behaviour for learning?*  [Self](https://www.suttontrust.com/our-research/self-regulation-in-the-early-years/)-[regulatio](https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/self-regulation-strategies/)n – support for [children](http://www.edu.gov.on.ca/eng/curriculum/elementary/wellbeing.html) to recognise and manage stresses. This page has some useful [links](http://www.edugains.ca/newsite/Kindergarten/primaryresources/selfregulation.html).  Knowing the needs of children and being able to respond to their needs is crucial to understanding how to best support them.  [Join in](https://www.youtube.com/watch?v=vy3R1_cOOUU) with a child’s play  *How can you adapt and ensure flexibility to consider children’s behaviour and what they are ‘telling’ you by how they are acting? The experiences they have had through Cv19 : trauma, death, lack of attention, frustration that they are now receiving less attention, fear, uncertainty, may mean children need reassurance and safety. They may be extremely anxious about expectations, about being in a group, about parents safety [for example parents work in a hospital and have been living away from home and work in ‘dangerous’ conditions and the child may worry they will not return]. How can you best respond to children’s anxiety and reduce stress to increase engagement in learning?*  Consider using [one-page](https://www.specialneedsjungle.com/one-page-profile-can-improve-special-needs-childs-life/)-profiles to learn more. | [Leuven](http://www.solgrid.org.uk/eyc/resources/leaders-and-managers/) scales- well-being and involvement to identify need  Meeting children’s individual needs  [audit](http://www.solgrid.org.uk/eyc/resources/leaders-and-managers/)  Looked After Children [LAC](http://www.solgrid.org.uk/eyc/resources/leaders-and-managers/) Audit  All 3 audits help you consider quality first teaching and provision for the children  Self-regulation [support](https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/)  Young minds supports settings to consider whether they are [Trauma Informed](https://youngminds.org.uk/youngminds-professionals/our-projects/academic-resilience/)  Talk to children individually about how settings can help them feel happier – use [stories](https://clpe.org.uk/teaching-notes-developed-partnership-publishers) and [person](https://www.nurseryworld.co.uk/media/99165/ucpersonadolls.pdf)a [puppets](https://documents.hants.gov.uk/education/PersonaDollShiny.pdf) and consider adjusting teaching according to children’s thoughts/ needs  Using the Letters and Sounds phase 1 and Musical Development Matters documents [linked in Talk] may support communication and turn taking  Capitalise on children’s [learning experiences](https://www.lotc.org.uk/why/) outside during Cv19 –and build more [outdoor](https://www.ltl.org.uk/free-resources/) learning opportunities in to support [development](https://muddyfaces.co.uk/information_category/curriculum-outdoors/) |
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| **Family context, healthy body and mind considerations**  [Why](https://www.youtube.com/watch?v=f-m2YcdMdFw)?: *To ensure children feel safe and ready to attend and learn* | *What factors may be barriers to children’s learning and development?* Many families have suffered hardship during Cv19 lockdown which will [impact](https://www.childrenscommissioner.gov.uk/publications/) on children. Look at Maslow’s hierarchy of needs to consider needs beyond the here and now in the learning space. Reflect on the wider life of the child and [early help](https://solihulllscp.co.uk/practitioner-volunteers/child-protection-procedures-19/tool-box-96.php) considerations.  Food- sufficient food and [healthy choices](https://www.gov.uk/government/news/healthy-eating-guidance-published-for-the-early-years-sector) to Eat Better [Start Better](https://foundationyears.org.uk/eat-better-start-better/)  [Vaccination](https://publichealthmatters.blog.gov.uk/2019/05/16/increasing-vaccine-uptake-strategies-for-addressing-barriers-in-primary-care/) – to stop the spread of [disease](https://www.nhs.uk/conditions/vaccinations/4-in-1-pre-school-dtap-ipv-booster/) and reduce absence and ill health  [Tooth](https://www.dentalhealth.org/early-years-foundation-stage) hygiene – reduce pain and absence  [Sleep](https://socialsolihull.org.uk/localoffer/education/children-and-young-peoples-send-service/early-years-send-team-2/early-years-advice-sheets/)- and helpful bedtime routines.  [Screen](https://www.who.int/publications/i/item/guidelines-on-physical-activity-sedentary-behaviour-and-sleep-for-children-under-5-years-of-age) time- support parents to understand the impact of passive and interactive screen time.  Parents supporting learning – [Kindness](https://www.familylinks.org.uk/resources-for-parents?utm_source=Gatormail&gator_td=3BagfBEvKm2p8D0nJk4T1BuYs%2fs4CkqYng7bZfYuAIKsD2SRNSHitk0bao1SGS2DTP9to1uEcgDjooJgg%2fptMYiqvLjr72X5xTby45pF5xEfGwrQB8%2fWwL1eocc%2f33uzNH2Ly9sKRR4%2f7Z0OPTpMZ%2bmovjssugDid4cvh3whPHaLWNocfe3vLzzKNfng8Noc&utm_content=13066&utm_campaign=COVID-19+Family+Links+Update&utm_medium=email&utm_term=A+letter+from+Family+Links+CEO) charts  This [safeguarding](https://www.youtube.com/watch?edufilter=NULL&feature=youtu.be&v=K1Hjme284bw) reminder may be useful to consider –use the [LSCP](https://solihulllscp.co.uk/parents-carers/reporting-a-concern-55.php) contact details for Solihull | [Parental](https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/) engagement  Communicating effectively with families.  [Janet Goodall](https://my.chartered.college/2020/06/catch-up-and-recovery-approaches-selected-reading/) has produced a review guide which we are happy to share with you.  Supporting [families](https://www.eif.org.uk/report/why-reducing-the-impact-of-parental-conflict-matters-for-schools) through early help – see Solihull LSCP pages  Look at [hierarchy](http://fis.torbay.gov.uk/kb5/torbay/fsd/advice.page?id=LUEH0vm3Irg) of children’s needs to ensure these are met for active learning to take place  [Supporting parents](https://www.solgrid.org.uk/fivetothrive/home/concerns-with-development/) to support [healthy mind](https://theinstituteofwellbeing.com/early-years-and-education/) and body - in the [setting](https://www.brighton-hove.gov.uk/content/children-and-education/early-education-and-childcare-professionals/physical-development) and at home  Helping children to ask for help – red card, light button to press for help or when over whelmed , praise positive ways to get help and attention and when things are tricky and children use strategies ….. ensure the positive [behaviours](https://foundationyears.org.uk/wp-content/uploads/2011/10/Inclusion_Development_Programme_Behaviour_Emotional+Social_Difficulties.pdf#:~:text=What%20is%20the%20focus%20of%20this%20Early%20Years,difficulties%20in%20learning%20and%20development.%20It%20also%20helps) are explicitly celebrated and reinforced. |
| **Transitions**  [Why?:](https://developingchild.harvard.edu/resources/persistent-fear-and-anxiety-can-affect-young-childrens-learning-and-development/) For young children who perceive the world as a threatening place, a wide range of conditions can trigger anxious behaviours that then impair their ability to learn and to interact socially with others. | *What are the key points in the child’s day, week, life and in your setting that need careful consideration to help children prepare for change?*  *How can you help make the unfamiliar- familiar and the unknown less scary?*  High [cortisol](http://evolutionaryparenting.com/daycare-and-cortisol-levels-what-does-this-tell-us/) levels will impact on children’s ability to cope and learn.  *How can we find out what impacts on children’s feelings of safety and ensure they are supported to cope with change and with the unknown?* Just because they look okay and appear to cope does not mean they are. | [10 tips](https://www.teachertoolkit.co.uk/2018/06/26/transition-primary/) for transition  [Oxfordshire](https://www.oxfordshire.gov.uk/business/information-providers/childrens-services-providers/support-early-years-providers/transition-pack) guidance- a toolkit  [Bristol Guidance](https://www.bristolearlyyears.org.uk/wp-content/uploads/2020/06/Unique-Transition-Guidance-for-the-EYFS.pdf) –worth a read for staff/ child and family considerations  [Solihull](https://socialsolihull.org.uk/localoffer/education/children-and-young-peoples-send-service/early-years-send-team-2/) guidance EYSAT and [EAL](https://www.solgrid.org.uk/education/support-services/english-as-an-additional-language/) team  Reading consideration from [Early Education](https://early-education.org.uk/transitions) –newer documents are at the bottom of the page  Transition and SEND –[Toolkit](https://councilfordisabledchildren.org.uk/help-resources/resources/sen-and-disability-early-years-toolkit)  Think of transitions through the day as well as ‘big’ transitions such as in to a new room/ group/ class. |
| **Characteristics of effective learning** [(CoEL)](https://foundationyears.org.uk/files/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf)  [Why](https://www.buildinglearningpower.com/2016/02/early-years-characteristics-of-effective-learning-meet-blps-learning-characteristics/): to support children by focussing on how they learn best as well as what they learn. Supporting children to be engaged, motivated and thinking.  See the source image | Supporting how children learn can really help children to learn curriculum content  These skills are [life -long skills](https://www.youtube.com/watch?v=BTYhmRHDPl8) which can be applied in any context  *Do the children keep focused on a self-initiated activity for a long period of time?*  *Do children show persistence – not giving up when there are difficulties, even if it means starting again?*  *Are they ‘intrinsically motivated’, achieving things for themselves rather than adult praise?*  *Do they Retaining their independence but not asking for support, even if it takes longer to achieve something?*  *Do they consider different ways of approaching activities and being able to evaluate and adapt this?*  *Can they give explanations about how they solve a problem?* | Ideas for supporting [CoEL](https://earlyyears.buckscc.gov.uk/eyfs-learning-and-development/characteristics-of-effective-learning/) and teaching [strategies](https://famly.co/blog/management/nancy-stewart-interview-the-characteristics-of-effective-learning-famly/)  [Consider](https://www.bristolearlyyears.org.uk/wp-content/uploads/2017/04/Bristol-EY-CoEL-Final-Document.pdf) opportunities to develop these skills in children and plan for characteristics explicitly as well as curriculum context  Look at this Nursery World article by [Jan Dubiel](https://www.nurseryworld.co.uk/features/article/learning-development-how-children-learn-part-1-in-the-process) and reflect on children’s emerging characteristics – which can you further support  Building [resilience](https://resources.beststart.org/product/k50e-building-resilience-in-young-children-workshop/) together with parents  Support [sustained shared thinking](https://www.ecrh.edu.au/docs/default-source/resources/ipsp/sustained-shared-thinking-is-it-important.pdf?sfvrsn=10) by careful question and comment  EYFS Tickell [review](https://www.gov.uk/government/publications/the-early-years-foundations-for-life-health-and-learning-an-independent-report-on-the-early-years-foundation-stage-to-her-majestys-government) [CH3] and [research](https://foundationyears.org.uk/2019/08/eyfspractice/) and [principles into practice](https://resources.leicestershire.gov.uk/sites/resource/files/field/pdf/2019/6/14/EYFS-Principles-into-Practice-Cards.pdf)  The original EYFS CD Rom had further information as have these links:  [Playing](https://eyfs.info/articles.html/teaching-and-learning/characteristics-of-effective-learning-play-and-exploration-in-action-r160/) and [exploring](https://www.foundationyears.org.uk/wp-content/uploads/2011/10/Finding_Exploring.pdf)  [Active](https://my.optimus-education.com/sites/optimus-education.com/files/attachments/articles/active_learning.pdf) learning  [Creating](https://my.optimus-education.com/sites/optimus-education.com/files/attachments/articles/creating_and_thinking_critically.pdf) and thinking [critically](http://www.keap.org.uk/documents/eyfs_ep_creativ_cri_think.pdf) |
| What does research tell us about the best way to support early years children to learn well?  **Curriculum Considerations** | *What does research tell us works best for least cost?*  *EG Key* [*competencie*](https://www.eif.org.uk/report/key-competencies-in-early-cognitive-development-things-people-numbers-and-words)*s and supporting* [*resources*](https://www.eif.org.uk/resource/activities-and-toys-that-support-caregiver-child-interaction-in-the-early-years) *– the linked documents suggest that language competencies can be developed using home-made puppet shows and we know the value of an old mobile for role play* [*conversations*](https://literacytrust.org.uk/early-years/) *rather than expensive equipment; although* [*technology*](http://www.child-encyclopedia.com/technology-early-childhood-education/according-experts/learning-digital-age-putting-education-back) *can play a part in learning*  *How shall I spend pupil premium for best results?* [*EYPP*](https://foundationyears.org.uk/2019/08/early-years-pupil-premium/)  *Solihull case studies for schools are available through school Solgrid [password needed] or on request and there are setting case studies on* [*Solgrid EYC*](http://www.solgrid.org.uk/eyc/resources/leaders-and-managers/) | [Education Endowment Foundation](https://educationendowmentfoundation.org.uk/evidence-summaries/early-years-toolkit/) –toolkit  [Chartered College of Teaching](https://my.chartered.college/2020/06/catch-up-and-recovery-approaches-selected-reading/)  [Early Intervention Foundation](https://www.eif.org.uk/what-its-about/early-years)  [Language](https://literacytrust.org.uk/documents/2375/Language_unlocks_reading.pdf) , [Literacy](https://educationendowmentfoundation.org.uk/tools/guidance-reports/preparing-for-literacy/) and [Mathematics](https://educationendowmentfoundation.org.uk/tools/guidance-reports/early-maths/)  [Read on Get on](https://literacytrust.org.uk/policy-and-campaigns/read-on-get-on/) – NLT it’s [Time to Read](https://www.booktrust.org.uk/what-we-do/programmes-and-campaigns/time-to-read/) |

Good luck – let us know if we can help?

### The Effective Pre-School, Primary and Secondary Education project (EPPSE) **What were the key findings?**

* Children who had early years education gained higher English and mathematics GCSE results and were more likely to achieved five or more GCSEs at grades A\*C.
* Children who had experienced high-quality pre-school education were better at self-regulation, social behaviour and less inclined to hyperactivity.
* Children who had experienced high-quality pre-school settings were more likely to follow a post-16 academic path.
* Attending a pre-school setting increased educational attainment with the resulting increase in lifetime earnings that benefited the Exchequer.

Let’s ensure settings are fun places to be and great places to learn and develop.