

# EY LEADS BRIEFING SCHOOLS

THIS SESSION WILL START SHORTLY

Start Well Service

Spring 2021

Recorded



# Type your questions into Live event Q&A

The screenshot shows the Microsoft Teams interface during a live event. The main content area is dark and contains the text "The live event hasn't started". On the right side, there is a "Live event Q&A" panel with tabs for "Featured", "My questions", and "Most recent". Below the tabs is a placeholder image of a white dog and the text "No featured questions yet". At the bottom of the panel is a blue button labeled "Ask a question". In the foreground, a question input form is shown, with a red arrow pointing from the "Ask a question" button to the input field. The form includes a dropdown menu set to "Asking as Samantha Baron", a text input field containing "Ask a question", a checkbox for "Post as anonymous", and a submit button with a right-pointing arrow.

# Ofsted

- <https://www.gov.uk/guidance/ofsted-coronavirus-covid-19-rolling-update>
- Not planning to carry out graded inspections of education or social care providers before the summer term 2021.
- Maintained schools and academies.
- Routine inspections, which result in a school being awarded a new grade or being confirmed in its current grade, will resume in the summer term.

## Independent schools

- Throughout the spring term, all inspections will be at the request of the Department for Education (DfE). See January 2021: non-association independent schools for more information.
- Routine inspections will resume in the summer term.

# Promotion of 2 year-old funded places

To increase the take up of 2 year old funded places we would like to support parents in understanding the benefit of nursery education at the age of 2, to be able to make an informed choice about taking up a funded place.

- Start Well would like to support this work by working with you to promote your settings 2 year provision, with a virtual tour of your 2 year old space and a voice over of what your provision offers a 2 year old.
- Along with a voice recording or a video of a Parent talking about what the benefits of a 2 year place has done for them, their child and the family (This maybe done in their home language)
- If you are interested in working with us to promote your setting and the take up of 2 year funded places and wish to discuss this further then please contact Jane Howarth on 07827881407 or email: [startwellbookings@bolton.gov.uk](mailto:startwellbookings@bolton.gov.uk)
- Please use **#earlyyears BOLTON** on any social media and parents can search and find you.

<https://www.facebook.com/groups/BoltonStartWellatHome/>



# Early Years attendance Data submission

Every Monday

- Email from [Families@bolton.gov.uk](mailto:Families@bolton.gov.uk) with the link to submit your DfE data ([link](#))
- Attendance Data Capture is weekly – Please check with your business manager they are getting this information.
- **Schools and settings are asked to complete this data return on a weekly basis by 12 noon on Wednesday** to allow your responses to be collated for the national return.

Email: [families@bolton.gov.uk](mailto:families@bolton.gov.uk) for support

# EYFSP

The Standards and Testing Agency assessment update: 18 January 2021

**In 2021, the early years foundation stage (EYFS) profile will not be mandatory but STA will require providers to use their best endeavours to complete it and provide the information to year 1 teachers and parents, if this is possible.**

*This will be a judgement for schools and practitioners, depending on their individual circumstances.*

STA recognise that the EYFS profile is a valued and crucial tool, which supports children's development and their transition from reception into Year 1. However, STA understand the additional pressures that teachers are facing during this challenging time.

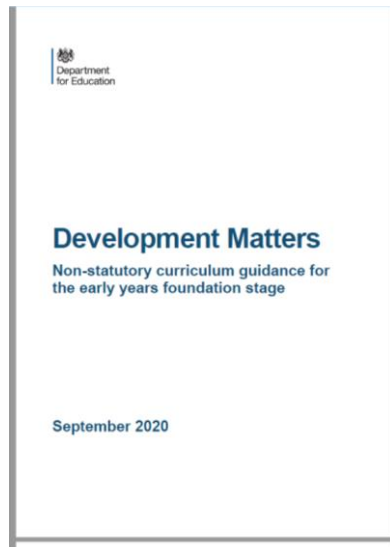
Schools that complete the EYFS profile in the summer term will not be subject to statutory external moderation. There will be no requirement to submit data to the local authority or to confirm whether you have completed it to the Department for Education.

This change applies to schools **that are early adopters of the EYFS reforms**, as well as schools that are following the current statutory framework.

# EYFS Reforms

- Early adopter EYFS framework:  
<https://www.gov.uk/government/publications/early-adopter-schools-eyfs-framework>
- Early adopter EYFSP handbook:  
<https://www.gov.uk/government/publications/early-adopter-schools-eyfs-profile-handbook>
- Revised curriculum guidance (to replace Development Matters):  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/914443/Development\\_Matters\\_-\\_Non-statutory\\_curriculum\\_guidance\\_for\\_the\\_early\\_years\\_foundation\\_stage\\_1.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/914443/Development_Matters_-_Non-statutory_curriculum_guidance_for_the_early_years_foundation_stage_1.pdf)

# Development Matters 2020



## Seven key features of effective practice

1. The best for every child
2. High-quality care
3. The curriculum: what we want children to learn
4. Pedagogy: helping children to learn
5. Assessment: checking what children have learnt
6. Self-regulation and executive function
7. Partnership with parents

- Characteristics of Effective Learning
- Birth to 3
- 3 and 4 Year olds
- Reception
  
- Observation Checkpoints- notice if child falling behind



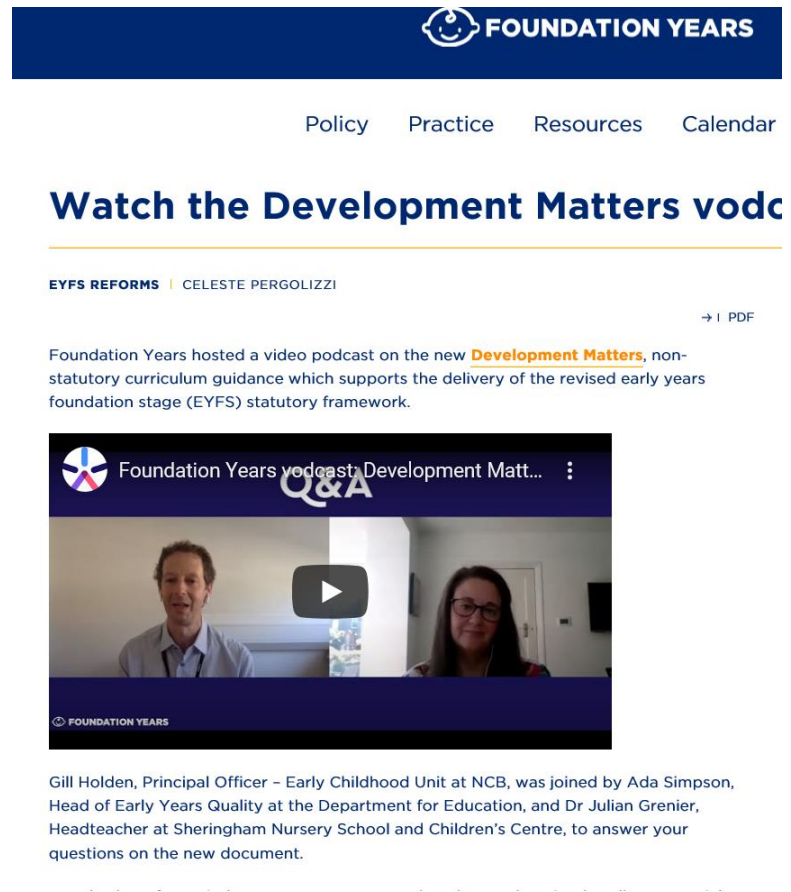
# Birth to Five Matters

- New non-statutory guidance being developed by the sector, in response to the government's reforms to the Early Years Foundation Stage (EYFS) in England.
- Being led by a coalition of early years sector bodies.
- Coalition's intention that *Birth to 5 Matters* will take the best of previous guidance and update and extend it in line with what practitioners want and need.
- Will be available for free from the end of March 2021. Next consultation 12.02.21  
<https://www.birthto5matters.org.uk/>



# DfE Vodcast/ webinar

- <https://foundationyears.org.uk/2020/10/watch-the-development-matters-vodcast/>



The screenshot shows the Foundation Years website. At the top is a dark blue header with the 'FOUNDATION YEARS' logo and name. Below the header is a navigation menu with links for 'Policy', 'Practice', 'Resources', and 'Calendar'. The main content area features a large blue heading: 'Watch the Development Matters vodcast'. Below this, there is a sub-heading 'EYFS REFORMS | CELESTE PERGOLIZZI' and a link to a PDF document. A paragraph of text describes the video podcast, mentioning the 'Development Matters' non-statutory curriculum guidance. Below the text is a video player with a play button. The video player has a title bar that reads 'Foundation Years vodcast: Development Matt...' and a 'Q&A' label. The video shows two people, a man and a woman, in a video call. At the bottom of the video player is the 'FOUNDATION YEARS' logo. Below the video player is a paragraph of text describing the participants: Gill Holden, Principal Officer at NCB, Ada Simpson, Head of Early Years Quality at the Department for Education, and Dr Julian Grenier, Headteacher at Sheringham Nursery School and Children's Centre.

**FOUNDATION YEARS**

Policy Practice Resources Calendar

## Watch the Development Matters vodcast

EYFS REFORMS | CELESTE PERGOLIZZI

→ PDF

Foundation Years hosted a video podcast on the new **Development Matters**, non-statutory curriculum guidance which supports the delivery of the revised early years foundation stage (EYFS) statutory framework.

Foundation Years vodcast: Development Matt... Q&A

**FOUNDATION YEARS**

Gill Holden, Principal Officer – Early Childhood Unit at NCB, was joined by Ada Simpson, Head of Early Years Quality at the Department for Education, and Dr Julian Grenier, Headteacher at Sheringham Nursery School and Children's Centre, to answer your questions on the new document.



# Development Matters vodcast

- Development Matters is non statutory guidance
- Supports curriculum expectation- 'Educational Programmes' in EYFS handbook
- Provides broad pathway to follow, not exclusive or exhaustive  
Professional Judgement- decisions to be made by leaders in schools
- Pedagogy – Ofsted definition stands
- Don't need to break bands down, use specific tools if needed
- Reduce paperwork and time away from children



# Key Considerations

- Emphasis on reducing teacher workload, less evidence collecting.
- Focus on assessment that is proportionate and helps children's learning.
- Decide as a school what data and evidence you are going to collect that is **valuable** to you and to parents.
- Will you use online learning journals in the same way?
- 'Buzz' about Progress models- are to help teachers plan curriculum and to understand the development of skills. They can be useful for the professional development of all members of team. They are NOT an Ofsted requirement.
- Bolton Journey documents provide progress models.



# Key Considerations

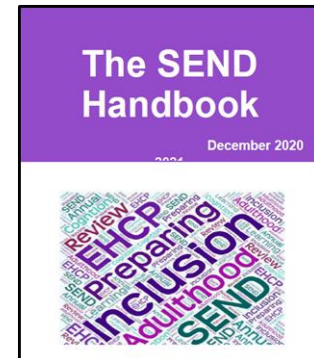
- Taking stock and not changing everything you already do.
- Reflect on what is working for your setting.
- What is unique and works for your children?
- Decide on those approaches you would like to keep and those which do not work for your school.
- Consider how does the curriculum build on the strengths of children's and families in your community?



# Bolton roll out

- DfE briefing LA end of Feb
- Series of funded events to support roll out in Bolton
- Discuss with school leaders need to plan some time in the summer term to support the staff team, including subject leaders
- Reading Strategy development
- Work with Turing Maths Hub

# SEND UPDATE



## New SEND Handbook

- Available on the Start Well website under SEND and Inclusion section / [supporting children with SEND](#)
- Helpful questions to discuss with parents/carers to jointly assess a child's needs
- Bolton Processes such as DAF, Inclusion Funding, EHCNA's
- Referral information and contact details of different services
- Quality first teaching Audit / All about me / Child passport example
- Top tips to think about when supporting children with SEND
- Resources and websites that can offer advice and materials

# SEND UPDATE

## Inclusion Funding:

- Next Deadline 13th May by 4pm (for the Autumn term)
- Emailed applications at this time
- Early Help Assessment/ review/ Inclusion Funding agreement: Verbal consent can be accepted – add ‘verbal consent gained’ sign and date
- Email [startwellsend@bolton.gov.uk](mailto:startwellsend@bolton.gov.uk)
- CPD training being offered through live or recorded sessions



# Single Point of Access

- Clarify PVI settings and CMS refer to Ladywood Outreach and Educational Psychology through SPOA.
- Schools with nurseries refer to Ladywood Outreach and Educational Psychology as previously - directly to these services.
- Referrals to SPOA need consent obtaining for both services as child on a pathway of support.
- Need to provide evidence of how the child has already been supported by you (Graduated Approach – assess, plan, do, review) e.g. IEP's, Play plans, EHR's, provision maps.
- Can re-refer if not offered support at a later point.

<https://www.boltonstartwell.org.uk/resources/send-inclusion/9?documentId=7&categoryId=7>

# Single Point of Access

- Remember to include the 'EYFS Rating scale of concern form' for the child
- Along with a new 'Referral Information sheet'

EYFS Rating of Concerns Scale

[This form has been completed following (please tick):

Observation at home       Discussion with parents

Observation in education setting       Discussion with education setting

Area	5 = highest level of concern, when compared to same age peers						
	6	5	4	3	2	1	0
1 Child's early literacy skills							
2 Child's early numeracy skills							
3 Child's speech and language skills							
4 Child's non-verbal communication skills							
5 Child's independence and autonomy							
6 Child's level of stress							
7 Child's relationship with adults							
8 Child's relationship with peers							
9 Child's safety in environment							
Additional comments:							

Date: ..... Child's Name: .....

From completed by: .....

Notes for completion

- Tick all of the boxes that apply to indicate what has informed this [assessment](#)
- If a child scores 5 or 6 in any area, please provide **additional evidence** of strategies or documentation used to support the child. This may include any of the [following](#):
  - o Transition Plan
  - o Individual risk assessment
  - o Reasonable adjustments audit
  - o Behaviour log or ABC charts
  - o Developmental Journal Summary of Steps
  - o Well-being and involvement assessment

REFERRAL TO THE EARLY YEARS SINGLE POINT OF ACCESS

CHILD INFORMATION

Days/times child attends setting: \_\_\_\_\_

Setting Address: \_\_\_\_\_

SENCO name: \_\_\_\_\_

Contact email: \_\_\_\_\_ Telephone: \_\_\_\_\_

Is the child in receipt of:

[2 year old](#) Early Education Funding: \_\_\_\_\_

[3 year old](#) Early Education Funding: \_\_\_\_\_

Inclusion Funding: \_\_\_\_\_  
(If yes, please state what level of inclusion Funding the child has been allocated)

CHECKLIST OF REQUIRED DOCUMENTATION FOR REFERRAL:

	Tick
Referral Information Sheet – Signed by parent and setting	
Recent Early Help Assessments/ review forms – consent in the 'information sharing box' for 'Educational Psychology', 'Ladymead Outreach' and 'Single Point of Access panel'	
Evidence of Graduated Approach that been implemented and actions taken to support the child in your setting (Assess, Plan, Do, Review process) e.g IEPs, play plans, provision maps etc for at least 2 cycles.	
Rating of concern scale completed	
Any external agency reports you might have	
*NB documentation in red MUST be included in your referral.	

SETTING DECLARATION

I understand that, the information provided by the setting here will form part of discussions between services and the sharing of this child's information to relevant personnel and services working within the 'Single point of Access' and agree to share all correspondences from SPOA to the child's parents/carers.

Signed (on behalf of the setting) \_\_\_\_\_ Date \_\_\_\_\_

PARENT DECLARATION

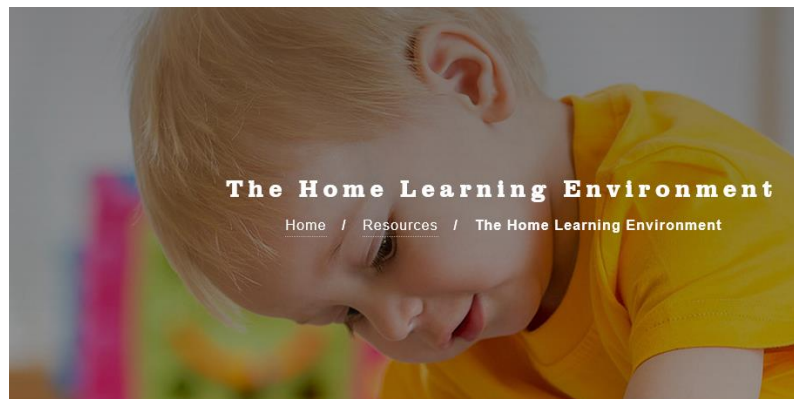
I am aware of the referral for the Early Years Single Point of Access for my child and that the child's information will be shared with relevant personnel within these services. I give permission for the provider to share reports and my child's information with professionals to support the referral decision.

Signed (parent) \_\_\_\_\_ Date \_\_\_\_\_

# The Home Learning Environment



Visit: <https://www.boltonstartwell.org.uk/homepage/21/the-home-learning-environment>



## The Home Learning Environment

[Home](#) / [Resources](#) / [The Home Learning Environment](#)

### Idea swap

In this section, we turn the spotlight on some great ideas from around our settings in Bolton, who are sharing some of their experiences - what worked and what didn't work - that you can try too.

This month's featured settings show examples of resources they have shared with parents on their Facebook pages.

**Heaton House Nursery** has shared a live physical session with Football Gary and a live recording of their Storytime.



## Supporting the Home Learning Environment

### Introduction

This section is designed to support practitioners to provide resources, ideas and advice to nurture quality home learning experiences.

Here you will find a combination of resources for under 3s, over 3s and children with additional needs, created in Bolton and other National, DfE and recommended resources and guidance.

In light of the current pandemic, we have included a section on Remote Access to EYFS during COVID-19 Lockdown. Here you will find a rationale for remote access, practical tips and home learning activity ideas shared by Bolton settings.

### Useful Links

- [Bolton Start Well at Home](#)
- [BBC Tiny Happy People](#)
- [Government guidance](#) - help chil home during coronavirus (COVIE

### Communication and Language

- [Top Tips to promote communicat development](#)
- [Hungry Little Minds](#)
- [Small Talk](#)
- [Five Golden Rules for Communication](#)

Use the hashtag **#earlyyearsBolton** in your Facebook and Twitter posts!

... for a **better** Bolton

# Early Years Integrated Communication & Language Pathway

- Explore current research linked to communication and language development.
- Share key messages from recent training and discussion groups around the Communication and Language Journey and Embedding the Communication and Language Pathway.
- Provide local updates on how to access further SALT support.
- Share key reflection points to consider as you continue to embed your communication and language toolkit.

Book your place:

23/02/21 | 4:00pm – 5:00pm | [EYFS Briefing for Communication Champions](#)

# Latest training courses



Visit: <http://www.boltonstartwell.org.uk/courses/>

## February 2021

09/02/21 | 4:00pm – 5:30pm | [EYFS Briefing for EY Leads in Schools](#)

10/02/21 | 6:30pm – 7:30pm | [Early Years Communication and Language Development Surgery](#)

11/02/21 | 10:00am – 11:30am | [EYFS Briefing for EY Leads in Daycare Settings](#)

22/02/21 | 6:30pm – 7:30pm | [Supporting Children with English as an Additional Language \(EAL\)](#)

23/02/21 | 2:00pm – 3:30pm | [PVI Network Meeting](#)

23/02/21 | 4:00pm – 5:00pm | [EYFS Briefing for Communication Champions](#)

25/02/21 | 3:30pm – 4:30pm | [Using the Communication and Language Journey to Support Interventions](#)

# Latest training courses



Visit: <http://www.boltonstartwell.org.uk/courses/>

## March 2020

01/03/21 | 6:30pm – 8:00pm | [EYFS Briefing for Childminders](#)

03/03/21 | 3:00pm – 4:00pm | [Language Through Listening](#)

04/03/21 | 3:30pm – 4:30pm | [WellComm Speech and Language Toolkit](#)

09/03/21 | 3:00pm – 4:00pm | [Communication and Language Pathway: Accessing 'More Help'](#)

10/03/21 | 6:30pm – 7:30pm | [An Introduction to the WellComm Toolkit for Childminders](#)

11/03/21 | 3:00pm – 4:00pm | [Introduction to the Role of the Communication Champion](#)

18/03/21 | 3:30pm – 4:30pm | [Exploring Awareness of Children Learning EAL – C&L Journey](#)

25/03/21 | 9:30am – 11:00am | [PVI Network Meeting](#)

# Latest training courses



Visit: <http://www.boltonstartwell.org.uk/courses/>

## April 2020

07/04/21 | 6:30pm – 7:30pm | [Early Years Communication and Language Development Surgery](#)

21/04/21 | 4:30pm – 5:30pm | [EYBIC](#)

22/04/21 | 3:30pm – 4:30pm | [Using the C&L Journey to Support 2 Years Olds](#)

## Every Child Training

These pre-recorded sessions will be available upon request. Once you sign up, you will be sent a welcome email with a link to the training which you can watch at any time.

[The Number Journey](#)

[The Early Communication and Language Journey](#)

[The Mark Making to Writing Journey](#)

[Phase 1 Phonics](#)

# Latest training courses



Visit: <http://www.boltonstartwell.org.uk/courses/>

## Summer briefings

27/04/21 | [SENCo Briefing](#)

05/05/21 | 4:00pm – 5:30pm | [EYFS Briefing for EY Leads in Schools](#)

06/05/21 | 10:00am – 11:30am | [Out of School Setting \(OOSS\) Network Briefing](#)

10/05/21 | 6:30pm – 8:00pm | [EYFS Briefing for Childminders](#)

18/05/21 | 10:00am – 11:30am | [EYFS Briefing for EY Leads in Daycare Settings](#)

08/06/21 | 4:00pm – 5:00pm | [EYFS Briefing for Communication Champions](#)



# COVID-19 Early Years Webinars Delivered Jointly by Bolton Start Well and Public Health



The last weekly webinar took place on Thursday 4<sup>th</sup> Feb and it can be accessed here;  
<https://www.boltonstartwell.org.uk/news/article/191/early-years-webinar-4th-february-2021>

Please email questions for inclusion in the webinars by the end of each week:  
[StartWellBookings@bolton.gov.uk](mailto:StartWellBookings@bolton.gov.uk)

Local Public Health education updates continue to be accessible via the Start Well website

# News and update



Website news pages

[COVID-19 Useful Information](#)

[Twitter](#)

Facebook - Providers

- [Bolton Start Well](#)
- [COVID 19 – Early Years Bolton](#)
- [Bolton Start Well for OOSS](#)
- [Bolton Start Well for Childminders](#)
- [Bolton Start Well for Daycare Providers](#)

Facebook - Bolton early years families

- [Bolton Start Well at Home](#)



Access the early years update email, **Bolton Action Card** and other COVID-19 related news and updates here.



## Early Years Update

Welcome to the latest update from the Bolton Start Well Service, covering all the news from the government, public health and other agencies affecting EYFS in Bolton.



If you would like support and advice, Start Well will be on hand to call you.

Please contact the office on: **01204 33 8149** or email [startwellbookings@bolton.gov.uk](mailto:startwellbookings@bolton.gov.uk) and you will be directed to the right person.

In this update:

**Subscribe by emailing:**  
[startwellbookings@bolton.gov.uk](mailto:startwellbookings@bolton.gov.uk)

... for a **better** Bolton

# Keeping in touch

- **Telephone and/or Email**

01204338149 or [startwellbookings@bolton.gov.uk](mailto:startwellbookings@bolton.gov.uk).

- **Start Well Website**

<https://www.boltonstartwell.org.uk/news>

- **EY Update – weekly**

<https://www.boltonstartwell.org.uk/news/article/118/bolton-start-well-early-years-update>

- **Facebook group – COVID-19 Early Years Bolton**

- If you need an immediate response, please continue to contact 01204 338149 or [startwellbookings@bolton.gov.uk](mailto:startwellbookings@bolton.gov.uk).

Accessed by Start Well team during working hours.

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In this update:

- Early years webinar - 19th November 2020
- School Forum - Early Years Sub Group
- Foundation Years FAQs
- Ofsted updates
- Weekly updates from Public Health
- Emergency test kits
- Citizens Portal
- **DON'T FORGET** - DfE COVID-19 early education data capture
- Local restrictions and FAQs
- Save the date!

