**Frequently Asked Questions from the EYFS Reforms Information and Question and Answer Sessions Summer Term 2021**

Please find below a collated list of the frequently asked questions from our Summer clusters and information sessions. The questions have been split into sub sections for different areas of the Early Years Foundation Stage.

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| **Statutory Documents and Supporting Guidance** |
| **Question** | **Answer** |
| What is the purpose of Birth to Five Matters, do we need to use it and know it inside and out like EYFS? | Birth to Five Matters has been created by a coalition of early years professionals from the sector. This is non statutory guidance produced to support early years providers to meet the Learning and Development requirements of the EYFS. You may decide to use this guidance, the new development matters guidance, other supporting guidance or all – this will be based on the needs of your children, team and setting. |
| The current Development Matters is working for us, can we still use that? | It will be a gradual approach to how you change the way you work, you may find the current Development Matters useful as a reference point as you build confidence within your team with the revisions and assessment methods you choose to use moving forwards.  |
| Is there a time frame that we need to be using the new Development Matters by? | The new Development Matters is non statutory supporting guidance, so as long as you are meeting the children’s needs under the EYFS, you can use guidance and support documents that work best for you.  |
| **Observation, Assessment and Planning** |
| **Question** | **Answer** |
| Will there be an updated 2 year old progress check? | The 2 year old progress check has not changed and is still a statutory assessment requirement within the revised EYFS. The Hounslow template will be updated with the age bands removed in line with the reforms. The terminology or whether this will be left blank is currently under review. The DFE have said they will be revising the Know How to Guide appendices before the end of the Summer and we will ensure that an updated Hounslow template is ready for September. |
| Do we still need to do the Hounslow tracker? Will you be updating these? | You do not need to track children using the Hounslow tracker, it has always been an optional tool however you may find it useful to use the Hounslow tracker for reference to support you transition to new ways of working. The trackers will not be updated as the new non statutory guidance and key messages from the DFE and Ofsted are that we need to move away from check listing children and start using checkpoints to support us when making judgements on whether children are ‘on track’ or ‘not on track’ with their development. We will be creating some documents to help to support you with assessing where children are in their development for all areas, however these are to be used for reference and not for check listing children.  |
| What assessment tools can we use?  | There are no requirements to use specific assessment tools. You can decide which assessment tools you use and may decide to base this on those that you have already been using that have worked well for your children and you or your team. |
| When will we get the attainment tools? What will the criteria be for judging progress? Met and not met? | Check points in the new development matters would be used alongside other assessment tools. Assessment tools to support attainment decisions are being produced for your reference these will be shared with you once complete. You can also use any assessment/attainment tools you have used and are comfortable with for reference to support your assessment judgements. Assessment judgements are being simplified to identify if children are ‘on track’ or ‘not on track’ in their learning and development. We are considering using similar judgement wording to schools: ARE – Age Related Expectations.  |
| If there are two statutory summative assessments in the EYFS. Does this mean will we not be passing on development levels to schools? | It is still important and best practice to share assessments and information on children’s interests and needs when they move to new provision. This supports a smooth transition and will ensure the new provider, whether that be school, or nursery can prepare for settling and meeting the child’s needs.  |
| Do we still need to do long observations? | This is up to individual settings and childminders. You will need to make decisions based on the confidence and knowledge of those that work with your children on what is essential paperwork to ensure children’s learning and development. |
| Do we still need to complete cohort analysis paperwork? | If you feel cohort analysis paperwork doesn’t tell you anything new that you do not already know, there is no requirement to continue with this – you will need to have the knowledge and understanding of your cohort needs and be able to talk about these and the impact on your learning and development plans/curriculum. |
| If a child is going to nursery in the morning, do I still need to track them if they attend my provision in the afternoon? | If a child is spending time at your provision during school hours you will still be required to support their learning and development. It is important that you work collaboratively with any other provision that the child attends to ensure consistency and to meet their needs for development. You can use our template to support you with this: [Shared care and Agreement Template](https://lbhounslow.sharepoint.com/%3Aw%3A/s/InternetLinks/fsd/EWKYA7K7RxZEhGBXaVwK_YMBO3jI-1s3gwJ9teCyLghsyA?rtime=BKflZ8g_2Ug) |
| I use an online system; do you know if they will be updating it? | Most online systems will be revising their software in line with the revised EYFS and offering their own training and information sessions. If you haven’t heard from the company that provides your online system, it would be worth contacting them to ask about their plans and any training being offered to support you. |
| What sort of paperwork can be reduced? | Any paperwork which you and your team feel is not purposeful or essential to the learning and development of your children, this could include reflections on some of the following:* Written Observations and Photographs (thinking about how many and their purpose)
* Cohort tracking and Analysis (Does this tell you anything new? What if any parts are useful for planning?)
* Revising planning systems
* The types and amounts of assessments you complete (think about when and how these are completed and are the amount you complete necessary for all children?)
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| How will paperwork actually be reduced? | This will depend on your individual setting (children’s needs, your team and families) you will need to decide what paperwork is essential to ensure your children’s learning and development. Your Learning and Development Advisor can provide support with reflections in this area as we move forward to implementing the statutory requirements looking at what you do and what is needed. |
| **SEND** |
| **Question** | **Answer** |
| Will there be less paperwork for children with SEND too? | Children with SEND are likely to require provision that is additional to and/or different from children that are ‘on track’ with their learning and development. For children with SEND, you will need to ensure that you adhere to statutory requirements as outlined in the SEND Code of Practice 0 – 25 years (January 2015), e.g. referrals to outside agencies, where applicable, to support early identification and production and review of targeted plans to support early intervention. If accessing additional funding, the Terms and Conditions of the use for this will still need to be adhered to e.g. requesting funding, production of provision maps and return of review document. You will need to make a judgement based on the individual need of the child as to any additional paperwork you use for assessment and/or to show progress. |
| Can we still use other assessment tools and development checklists for assessing and planning for children with SEND? | You may need to use additional assessment tools and development checklists to support assessment of a child that you consider ‘not to be on track’ in their learning and development. The Early Years SEN Team promote a number of tools and checklists. You can contact your attached Early Years SEN Advisory Teacher for further information on these.  |
| How will the SEN Inclusion Fund documents change? | The current SEN Inclusion Fund Eligibility Criteria and SEN Inclusion Fund Terms and Conditions will be revised in line with the introduction of the revised EYFS in September 2021. These will be available on the Hounslow Local Offer and you are encouraged to read these before making any requests for funding in Autumn Term 2021.  |
| How do we show the progress of children with SEND? | The non-statutory guidance Birth to Five Matters is a useful document for providing guidance on possible development trajectories. The use of other assessment tools and development checklists will also support with assessing, planning and review of the progress of a child with SEND. |
| **Partnership with Parents** |
| **Question** | **Answer** |
| Will we still need to share information with parents? | Partnership with parents is still a requirement and a vital part of supporting children’s ongoing learning and development. As you reflect on what works well and areas for development it would be good practice to involve parents with this process and share changes with your parents. This might include the way you share children’s progress and home learning as well as the ways you communicate with families. |
| Can we stop doing Journals for children and tell parents we now need more time to interact with children but less paperwork?  | You will need to decide by reflecting on what paperwork is essential for your children’s learning and development progress. It would be good practice to inform parents of the changes to the statutory requirements and the reasons for these changes. Then you could share how you are planning to implement any changes and how this will affect the way children’s learning and development is shared with them. For example: If you are going to be sharing less observations or no longer producing journals how will you keep parents up to date with what their child is learning and how they can support at home? |
| **Oral Health** |
| **Question** | **Answer** |
| Should we be encouraging children to brush their teeth after lunch? How can we store them? How do we cope with children 50+ to brush their teeth, what time should they be brushing their teeth?  | The new requirement for promoting oral health does not stipulate that you need to implement a supervised toothbrushing programme. However if you choose to it would be best to discuss and think this through with Ghalia (ghalia.nemri@nhs.net) as well as reviewing your own routine to identify when would be most suitable. You may also find the following guidance useful:* [Improving oral health: supervised tooth brushing programme toolkit](https://www.gov.uk/government/publications/improving-oral-health-supervised-tooth-brushing-programme-toolkit)
* [COVID-19: guidance for supervised toothbrushing programmes in early years and school settings](https://www.gov.uk/government/publications/covid-19-supervised-toothbrushing-programmes/covid-19-guidance-for-supervised-toothbrushing-programmes-in-early-years-and-school-settings)

If you need further support, please contact your allocated Safeguarding and Welfare Advisor. |