

Good Afternoon!

- Welcome to the Start Well Summer briefing
- We are currently admitting lots of EY leads to the meeting, we'll start the briefing at 13.35

Please turn off your video and mute your microphone

Use the side chat bar if you want to ask a question (remember everyone can see this!)

Or email questions to startwelbookings@bolton.gov.uk

What to expect...

- Laura Wright and Susan Holden will lead the briefing
- The briefing will be made available to you following the session, along with a Q&A summary
- A follow up discussion/ideas sharing for EY leads is taking place on Wed 15th July at 4 pm if anyone wants to talk about specific issues
- Join at startwellbookings@bolton.gov.uk



SUMMER BRIEFING 2020

EY LEADS IN SCHOOLS

Bolton Start Well

Quality and Outcomes Team



What we will cover

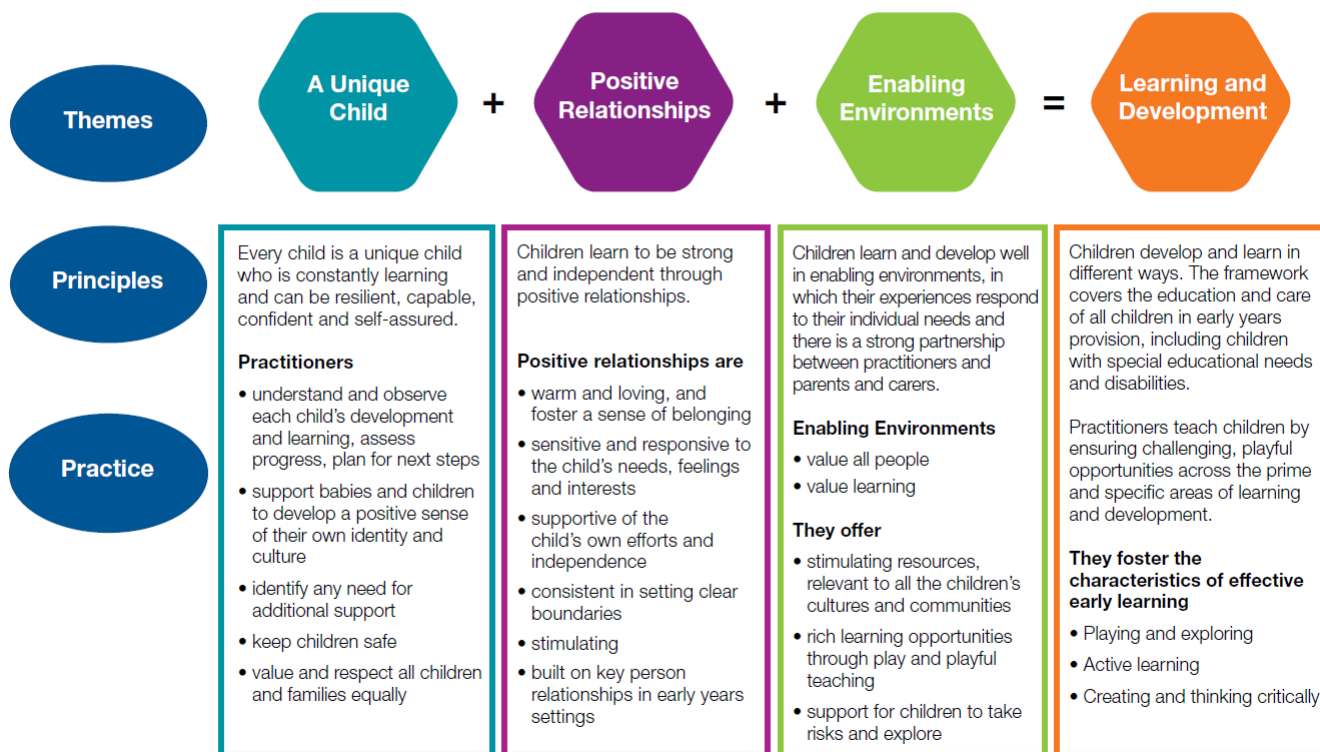
- Considerations for September
- Transition
- EYFS reforms
- Baseline assessment



Building firm foundations

Children are born ready, able and eager to learn. They actively reach out to interact with other people, and in the world around them. Development is not an automatic process, however. It depends on each unique child having opportunities to interact in positive relationships and enabling environments.

The four themes of the EYFS underpin all the guidance. This document - Development Matters - shows how these themes, and the principles that inform them, work together for children in the EYFS.



Emotional Contagion

Children

- create a sense of safety and security

Parents

- regular, accessible communication will help allay their fears, reducing family stress and anxiety which may be easily transferred to children

Staff team

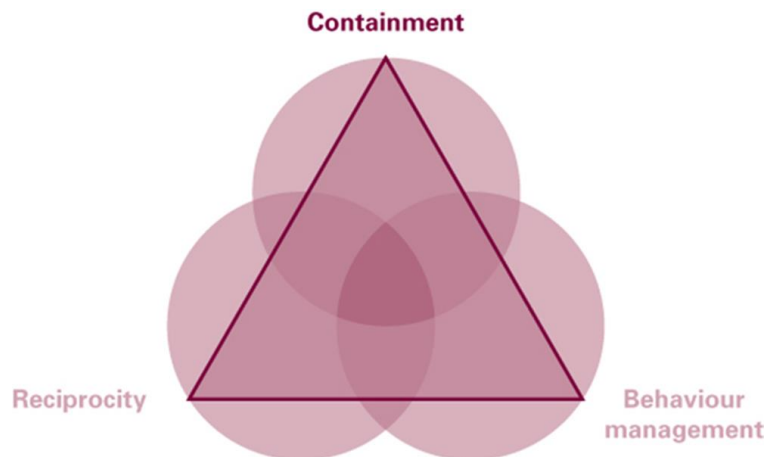
- experiencing confident, compassionate leadership of the school instils confidence



Supporting children and one other

Solihull approach

- Containment is where a person receives and understands the emotional communication of another without being overwhelmed by it and communicates this back to the other person. This process can restore the capacity to think in the other person.
- Curious not furious!



Addressing regression & sensibly filling gaps

- Not 'catch up'
- It is not possible to cover 4½ terms of work in 3.
- R and Y1 teachers should identify what needs to be taught with the teacher/key person from the 2019/20 school year
- Identify key aspects the children may need need depending on your school's context
- Do not try to cover too much, this may 'overload' some children and practitioners



Use of assessment data

- Schools will only have reliable internal assessment data up to the Spring term. You can use this to evaluate and update action plans.
- Remember, most children will need time to readjust back into school life to demonstrate their true capabilities and consider this for when you plan to assess pupils and record the summative data.
- Assessment will be more formative early on

Note:

- EY disapplications will last until 25th September
- No Ofsted routine inspections before January 2021



Guidance for full opening of schools

Specific points for early years foundation stage (EYFS)

- For children in nursery settings, teachers should focus on the prime areas of learning, including: communication and language, personal, social and emotional development (PSED) and physical development.
- For pupils in Reception, teachers should also assess and address gaps in language, early reading and mathematics, particularly ensuring children's acquisition of phonic knowledge and extending their vocabulary.
- For nursery settings and Reception, consider how all groups of children can be given equal opportunities for outdoor learning.



Guidance for full opening of schools

Specific points for early years foundation stage (EYFS)

- Ideally, adults should maintain 2 metre distance from each other, and from children. We know that this is not always possible, particularly when working with younger children, but if adults can do this when circumstances allow that will help. In particular, they should avoid close face to face contact and minimise time spent within 1 metre of anyone. Similarly, it will not be possible when working with many pupils who have complex needs or who need close contact care. These pupils' educational and care support should be provided as normal.
- For children old enough, they should also be supported to maintain distance and not touch staff and their peers where possible. This will not be possible for the youngest children and some children with complex needs and it is not feasible in some schools where space does not allow. Schools doing this where they can, and even doing this some of the time, will help.
- When staff or children cannot maintain distancing, particularly with younger children in primary schools, the risk can also be reduced by keeping pupils in the smaller, class-sized groups described above.



System of Controls

This is the set of actions schools must take. They are grouped into 'prevention' and 'response to any infection' and are outlined in more detail in the sections below.

Prevention:

- 1) minimise contact with individuals who are unwell by ensuring that those who have coronavirus (COVID-19) symptoms, or who have someone in their household who does, do not attend school
- 2) clean hands thoroughly more often than usual
- 3) ensure good respiratory hygiene by promoting the 'catch it, bin it, kill it' approach
- 4) introduce enhanced cleaning, including cleaning frequently touched surfaces often, using standard products such as detergents and bleach
- 5) minimise contact between individuals and maintain social distancing wherever possible
- 6) where necessary, wear appropriate personal protective equipment (PPE)

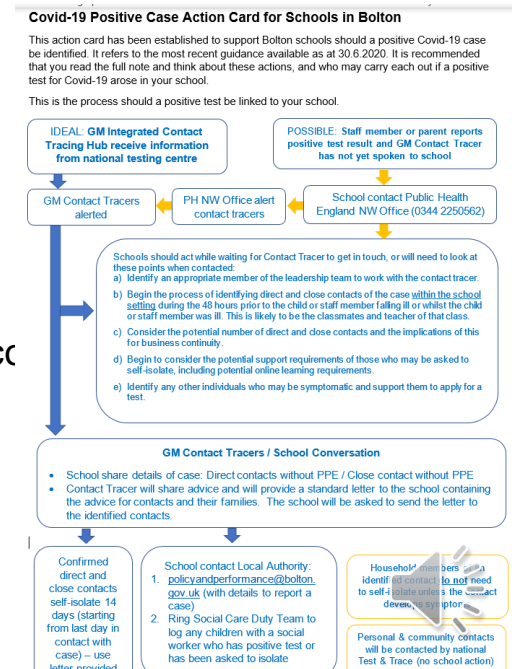
Numbers 1 to 4 must be in place in all schools, all the time.

Number 5 must be properly considered and schools must put in place measures that suit their particular circumstances.

Number 6 applies in specific circumstances.

Response to any infection:

- 7) engage with the NHS Test and Trace process
 - 8) manage confirmed cases of coronavirus (COVID-19) amongst the school community
 - 9) contain any outbreak by following local health protection team advice
- Numbers 7 to 9 must be followed in every case where they are relevant.



Other considerations

- **Equipment and resources** are integral to education in schools. During the summer term, their use was minimised, many were moved out of classrooms, and there was significant extra cleaning. That position has now changed for the autumn term, because prevalence of coronavirus (COVID-19) has decreased and because they are so important for the delivery of education. For individual and very frequently used equipment, such as pencils and pens, it is recommended that staff and pupils have their own items that are not shared.
- Classroom based resources, such as books and games, can be used and shared within the bubble; these should be cleaned regularly, along with all frequently touched surfaces.
- Resources that are shared between classes or bubbles, such as sports, art and science equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.



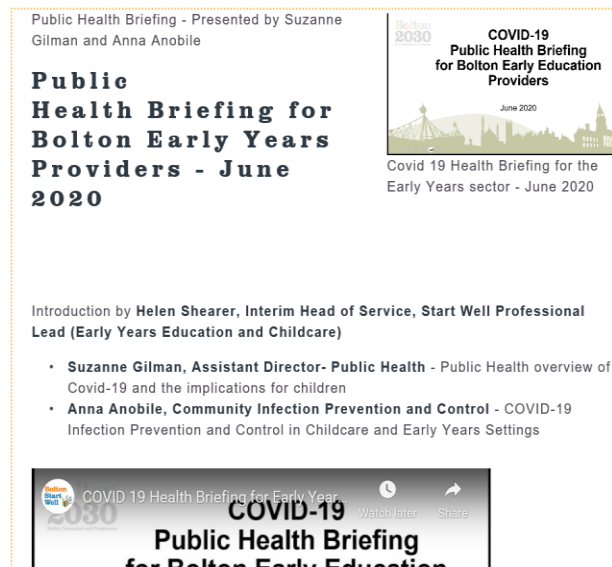
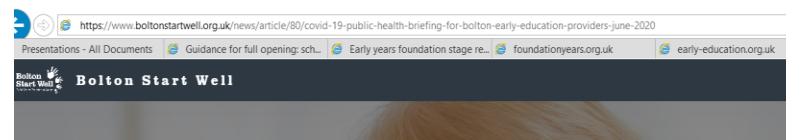
Continuous provision



Public Health Briefing for Bolton EY Providers

- Suzanne Gilman, Assistant Director- Public Health - Public Health overview of Covid-19 and the implications for children
- Anna Anobile, Community Infection Prevention and Control - COVID-19 Infection Prevention and Control in Childcare and Early Years Settings

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



Transition for September- ideas from practitioners...



Write letters to children, include info about yourself, the things you are looking forward to doing in Reception etc. ask them to send you a drawing/ letter back so you can start a display



Share photos of staff with detail about who they are, when you might see them



Share photos of the environment with ideas of what play and learning happens there



Start use of online platform if used (e.g. tapestry) earlier than usual to support getting to know each other and sharing of activities to help settle into school



Ask parents to email photos into setting to display for when they arrive e.g. Me and my family display



For all sharing of images consent will need to be given as per usual school policy.



Transition for September- ideas from practitioners...



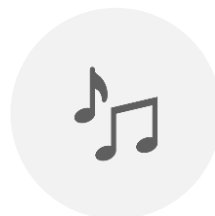
Give a virtual tour of the environment including how to get to the door on the first day! Perhaps make shorter clips that show the dining area, bathroom, outdoor play area etc.



All about me video messages – meet the team, families share



Carry out an online story time or rhyme time for families to watch



Share videos of own practitioners singing songs and rhymes which are used as part of daily routines



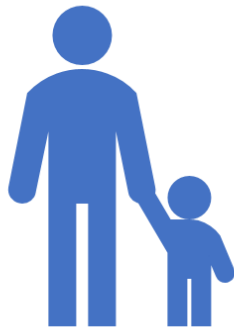
Consider and share answers to some FAQs which will put families at ease.



Film and share your 'new starter' talks which you may have carried out this term.



Managing transition for children with SEND



- Children with SEND who would usually benefit from an enhanced transition need to be considered:
- Work with the child's nursery provider and parents to create a transition plan
- Meet with the parents via telephone or online
- Resolve parents' worries and concerns as soon as possible
- Make a picture book for the child, photos of the meals etc taking parents lead on things they may find helpful.
- Suggest they try on the uniform to get used to it
- Environment – find out are any adaptations needed to support the child/ physical needs?
- SENCos in EY settings are being supported by Start Well and Ladywood to manage transition into school
- Supportive materials here
<https://www.boltonstartwell.org.uk/resources/send-inclusion/5?documentId=7&categoryId=7>



Managing transition for children with SEND



What may be the key times of the day that may be challenging – mealtimes, toileting, outdoor play, arriving/leaving?



Finding the right key person and supporting the family to build a relationship with them



The child's day may be longer – they may not have eaten at their provision before / may need a sleep



Devise appropriate settling in sessions, include the parents in decision making



Agree how to share relevant information e.g. All about me book, early help assessments, one page profiles etc

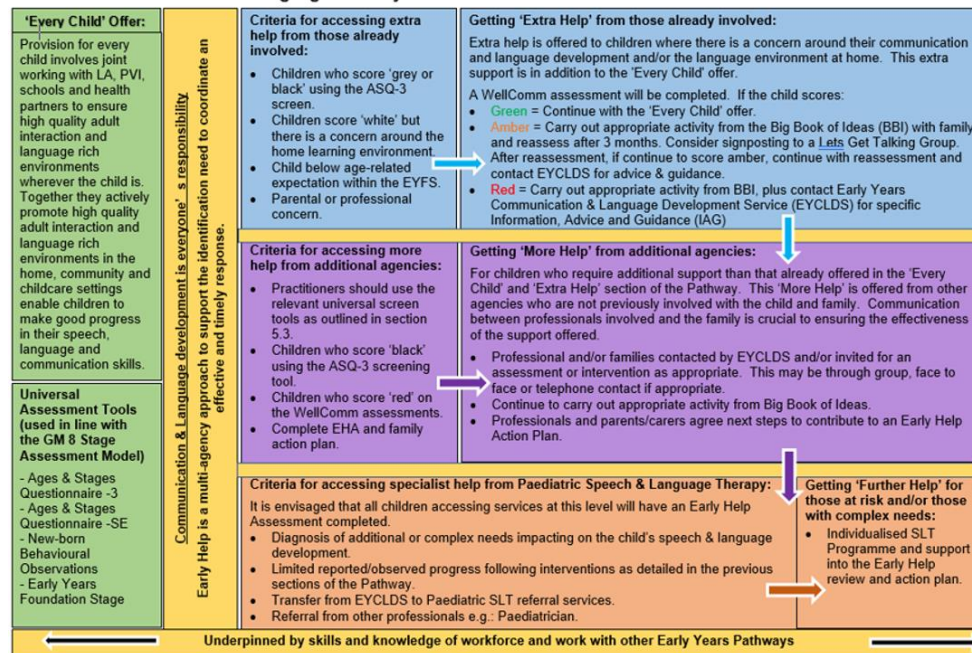


Agree the new Lead Professional for the child.



Early Years Integrated Communication and Language Pathway update

Bolton's Communication and Language Pathway Overview



- Making good progress towards approval of final documentation.
- Undertaking a usability pilot with professionals across Bolton.
- Working towards being able to share widely in the Autumn term.



Supporting communication and language during times of transition

- Consider how you can share familiar stories and rhymes
- Influence daily and bedtime routines
- Share images or video to help remind/introduce adults and provision
- Remember our Bolton Communication and Language Journey Resource and our 5 golden rules of communication



Supporting communication and language during times of transition

- Find out how their C and L skills are progressing.
- Use the WellComm screening tool and intervention.
- Access the latest Communication Champion Briefing
- Contact the Early Years Communication and Language Development service if you need any support.

For more information contact:

Start Well Communication and Language Development Team
01204 338349/ 338149



Bolton Start Well at Home

Bolton Start Well at Home
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 Interacting as Bolton Start Well

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 Photo/Video  Ask for reco...  Check In ...

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Every Child Training

- Our training is being developed into online sessions
- Every Child training sessions are being refreshed
 - CAL Journey
 - Number Journey
 - Mark Making to Writing Journey
 - Phase 1 phonics
 - Solihull Training
- Key 'Journey' documents will be made available to Bolton providers



EYFS Reforms

Foundation Years Summary

Key changes

- The EYFS framework includes brief summaries of the activities that practitioners and teachers should undertake with children under each of the seven areas of learning. These 'educational programme' summaries have been revised ([page 10](#)).
- The 17 early learning goals (ELGs) define the level of progress children should be expected to have attained by the end of their reception year. The ELGs have been revised with the aim of making them clearer, more specific and easier for teachers to make accurate judgements ([page 15](#)).
- Currently, there is a statutory requirement for local authorities to externally moderate the EYFS profile judgements. This duty will be removed in order to allow teachers to make rounded judgements about a child's development and reduce their workload ([page 22](#)).
- There are currently three judgements teachers can make on children's attainment across each of the ELGs: 'emerging', 'expected' or 'exceeding'. The 'exceeding' judgement criteria will be removed from the EYFS profile to reduce workload and for practitioners to focus on increasing the number of children who achieve expected levels of development by the end of reception ([page 24](#)).



EYFS Reforms

Foundation Years Summary


- The promotion of good oral health of children attending a setting will be included in the safeguarding and welfare requirements section of the EYFS framework to help reduce tooth decay and hospital admissions ([page 25](#)).

Next steps

- The revised EYFS framework will be introduced on a statutory basis from September 2021. Some schools have volunteered to adopt the new framework from September 2020 ([page 28](#)).
- More detailed non-statutory curriculum guidance is being developed separately through an update of '[Development Matters](#)'. Foundation Years will be hosting a video podcast in due course.

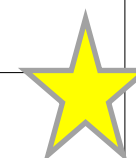


Foundation Years Comparison Document

Current Statutory Framework	Revised ELG / Description of educational programme
PRIME AREAS	
Communication & language (CL)	
<p>Current Area of Learning – Communication and language</p> <p>Development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.</p>	<p>Final Educational Programme – no change to proposal </p> <p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development.</p> <p>The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively.</p> <p>Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.</p> <p>Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>



<p>Current ELG: Listening and attention Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>They give their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Current ELG: Understanding Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>Final ELG: Listening, Attention and Understanding – change to proposal made Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
<p>Current ELG: Speaking Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future.</p> <p>They develop their own narratives and explanations by connecting ideas or events.</p>	<p>Final ELG: Speaking – change to proposal made Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.



Reception baseline assessment

- Due to the covid-19 pandemic, statutory introduction of the RBA postponed to Autumn 2021. Instead, schools have the opportunity to sign up to the RBA Early Adopter year.
- Schools who choose to participate will receive assessment materials shortly before the October 2020 half term, with the optional assessment window opening for six-weeks after the October half term.
- Data gathered from the Early Adopter year will not be used for the purpose of the progress measure.
- The recruitment window for schools to sign up closes on 24 July 2020 contact 0330 088 4171.



Summer Childcare

Contact your usual provider who will be happy to help or contact

Covid-19: Education, Childcare and Sessional Activity
Signposting Service

Please go to

<https://www.bolton.gov.uk/summer2020>

For further information

You can contact the **One Stop Shop on 01204 337220**
who will be able to give you details of other providers
who may be able to help



Questions

Follow up session

- Please email any further questions before the end of Tuesday 14th July to startwellbookings@bolton.gov.uk
- We will endeavour to answer your questions and send these answers to you next week
- The presentation will also be made available for you
- Please can we request this presentation is not distributed outside of Bolton schools
- An informal follow up discussion/ideas sharing for EY leads is taking place on Wed 15th July at 4 pm if anyone wants to talk about specific issues
- Join at startwellbookings@bolton.gov.uk



Thank You!

- We have missed you and look forward to working with you again in the new year
- Please stay in touch – no questions too small!
- Make sure you get some rest and relaxation over the Summer break



Links

- **Guidance for full opening of schools** <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/guidance-for-full-opening-schools>
- Temporary Disapplications EYFS <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2/early-years-foundation-stage-coronavirus-disapplications>
- **EYFS Reforms full doc** <https://www.gov.uk/government/consultations/early-years-foundation-stage-reforms>
- **EYFS Reforms summary and comparison table** <https://www.foundationyears.org.uk/wp-content/uploads/2020/07/EYFS-reforms-consultation-response-summary.pdf>
- **Supporting School Recovery and Transition in the EYFS** by Coventry School Improvement team includes helpful advice and summary transition document <https://www.early-education.org.uk/sites/default/files/Supporting%20Recovery%20and%20Transition%20in%20the%20EYFS-%20Coventry%20July%202020%20final.pdf>
- Recovery and reintegration is covered really well by **Dr Alison D'Amario**, in 'Preparing for the Return to School' <https://www.youtube.com/watch?v=nFTSWTOrnG0>
- **Bolton public health briefing for EY providers-** still good advice re cleaning etc. <https://www.boltonstartwell.org.uk/news/article/80/covid-19-public-health-briefing-for-bolton-early-education-providers-june-2020>
- Lancashire environment/ continuous provision document [http://www.lancsngfl.ac.uk/curriculum/early_years/download/file/EYFS%20COVID%2019%20Learning%20Environment%20support%20document%20-%20Final%20\(11\).pdf](http://www.lancsngfl.ac.uk/curriculum/early_years/download/file/EYFS%20COVID%2019%20Learning%20Environment%20support%20document%20-%20Final%20(11).pdf)