



# Updating Development Matters

Julian Grenier

@juliangrenier

# Why update *Development Matters?*

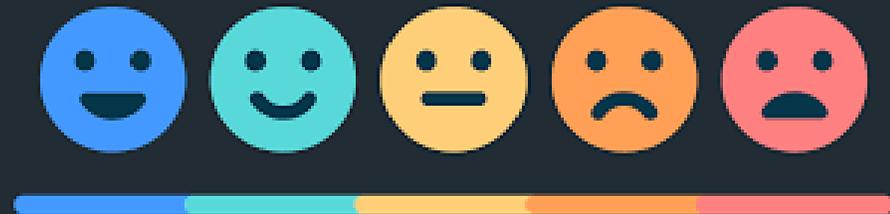
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- Reduce practitioner workload
  - More focus on children's communication
  - More focus on helping children at risk of falling behind the majority ('reducing the gap')
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# Who has been involved?

- Expert advice and feedback (this is not the full list):
  - Approximately 200 practitioners across all sectors
  - Stakeholders like the EYA, NDNA, PACEY, Teaching School Council Representatives, Early Years Coalition
  - Some of the larger PVI groups and MATs
  - Childminders
  - Local authority maintained schools and LA advisory staff
  - Oxford University School of Education
  - Centre for Inclusive Education at the UCL Institute of Education
  - I CAN
  - Chartered College of Teaching
  - Education Endowment Foundation
  - Equality and Human Rights Commission
  - A range of other experts in child health and child development



# Where are we up to?

- Consultation is now complete
- The work will be published online in September, subject to ministerial sign off and due diligence by the DfE
- The guidance will be in place to support early adopter schools
- For everyone else, there is a year to get to know this new guidance – you can start to use it whenever it will help your work



# Feedback

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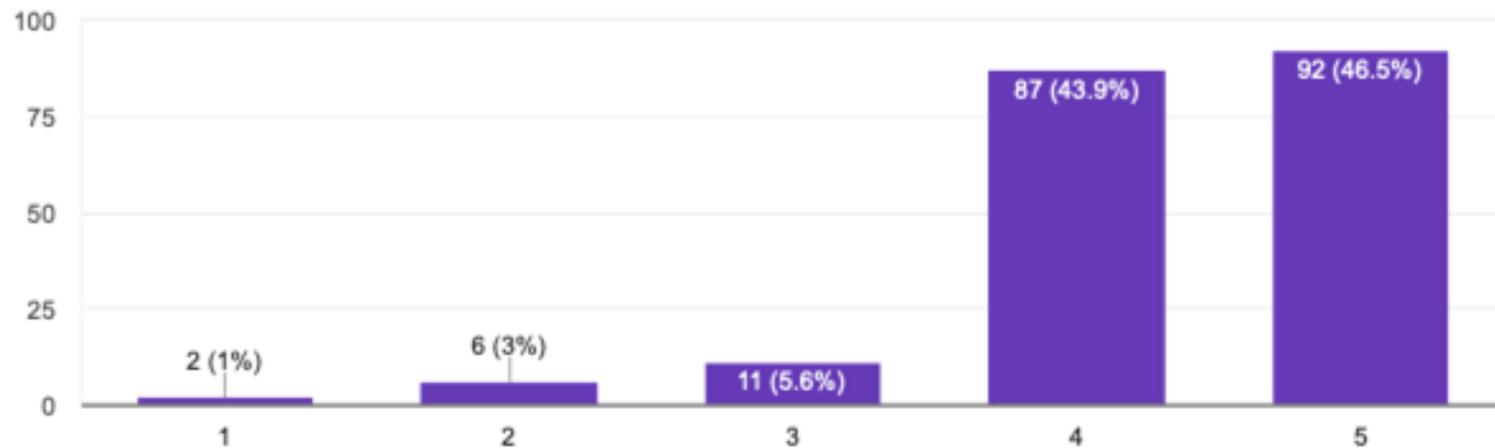
- Feedback received has been carefully noted and been useful in improving the earlier drafts
- Nearly 200 practitioners shared their views. They're not a weighted or representative sample. But sector organizations decided for themselves who to involve
- Nearly 90% said that the revised guidance will be positive or very positive for them
- Nearly 90% said that the revised guidance will be positive for children



# feedback

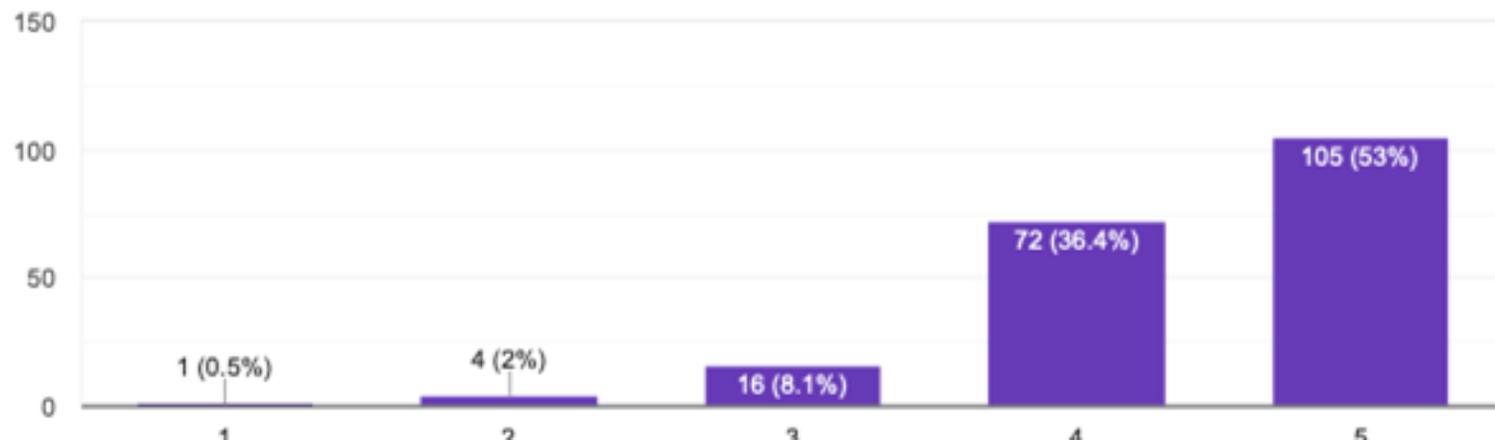
Overall will this guidance be positive for you?

198 responses



Overall will this guidance be positive for children

198 responses



- A third shorter than the current version of *Development Matters*.
- It's divided into:
  - Birth to three
  - 3s and 4s
  - Reception year
- Emphasis on professional judgement: e.g. deciding what it's important to assess and note down, and why.
- Reduce 'tracking' and collecting unnecessary 'data'.



- The development of babies and young children is like a spider's web with many strands, not a straight line.
- Within a broader 'birth to three' approach, the guidance suggests some key developmental milestones to keep an eye on in the earliest years (prime areas).
- The guidance does not suggest that babies and young toddlers develop in a sequential way from one band to the next.



# Myth-busting

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- The guidance still emphasises play and first-hand experiences/activities, as well as:
    - adults supporting and guiding play,
    - adults directly teaching children new skills and ideas
  - The guidance includes a section on the *Characteristics of Effective Learning*
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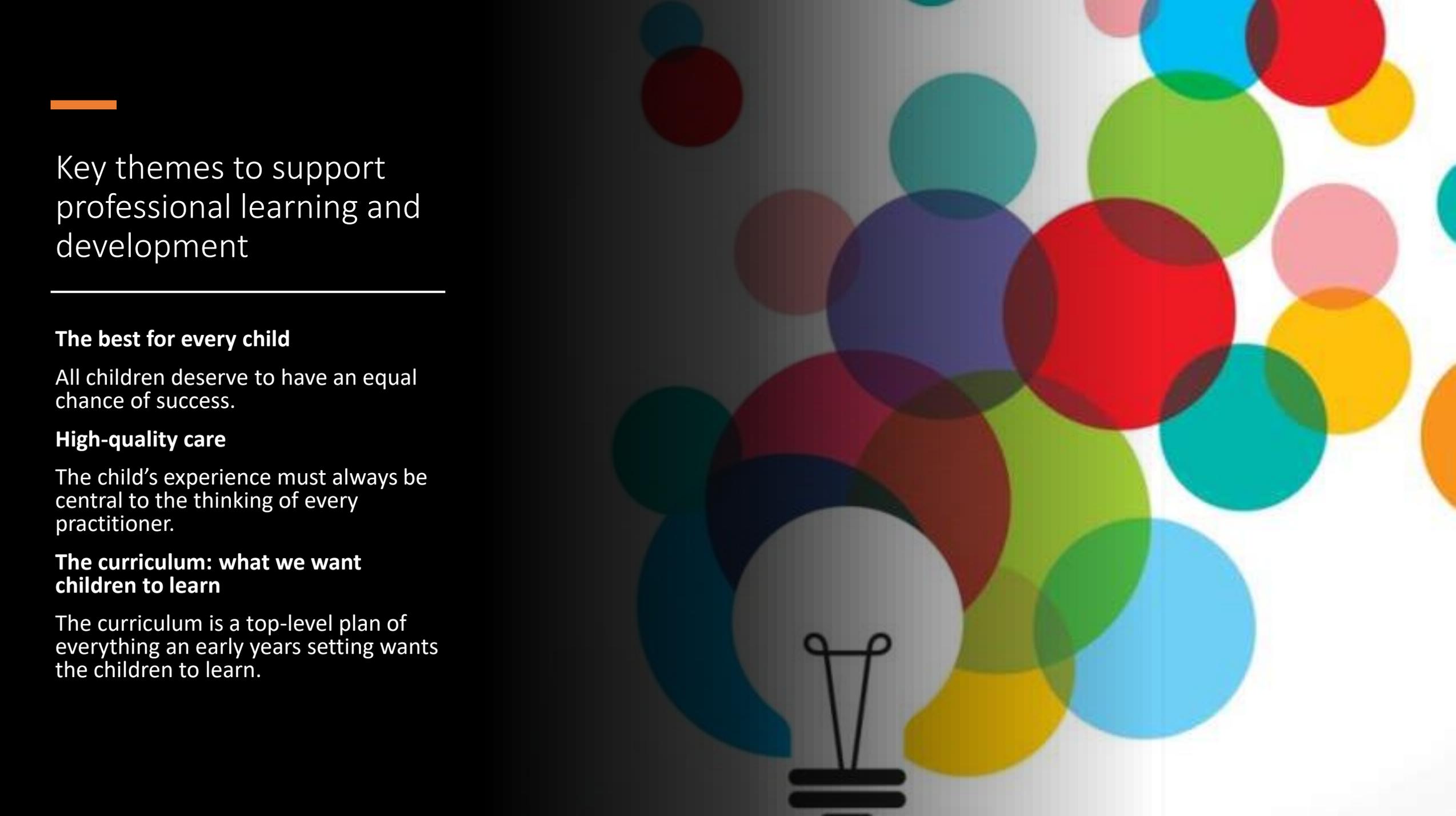


# 4 key principles of the EYFS

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- every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured
  - children learn to be strong and independent through **positive relationships**
  - children learn and develop well in **enabling environments with teaching and support from adults**, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers. (See “the characteristics of effective teaching and learning” at paragraph 1.15)
  - importance of **learning and development**. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).
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Key themes to support professional learning and development

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**The best for every child**

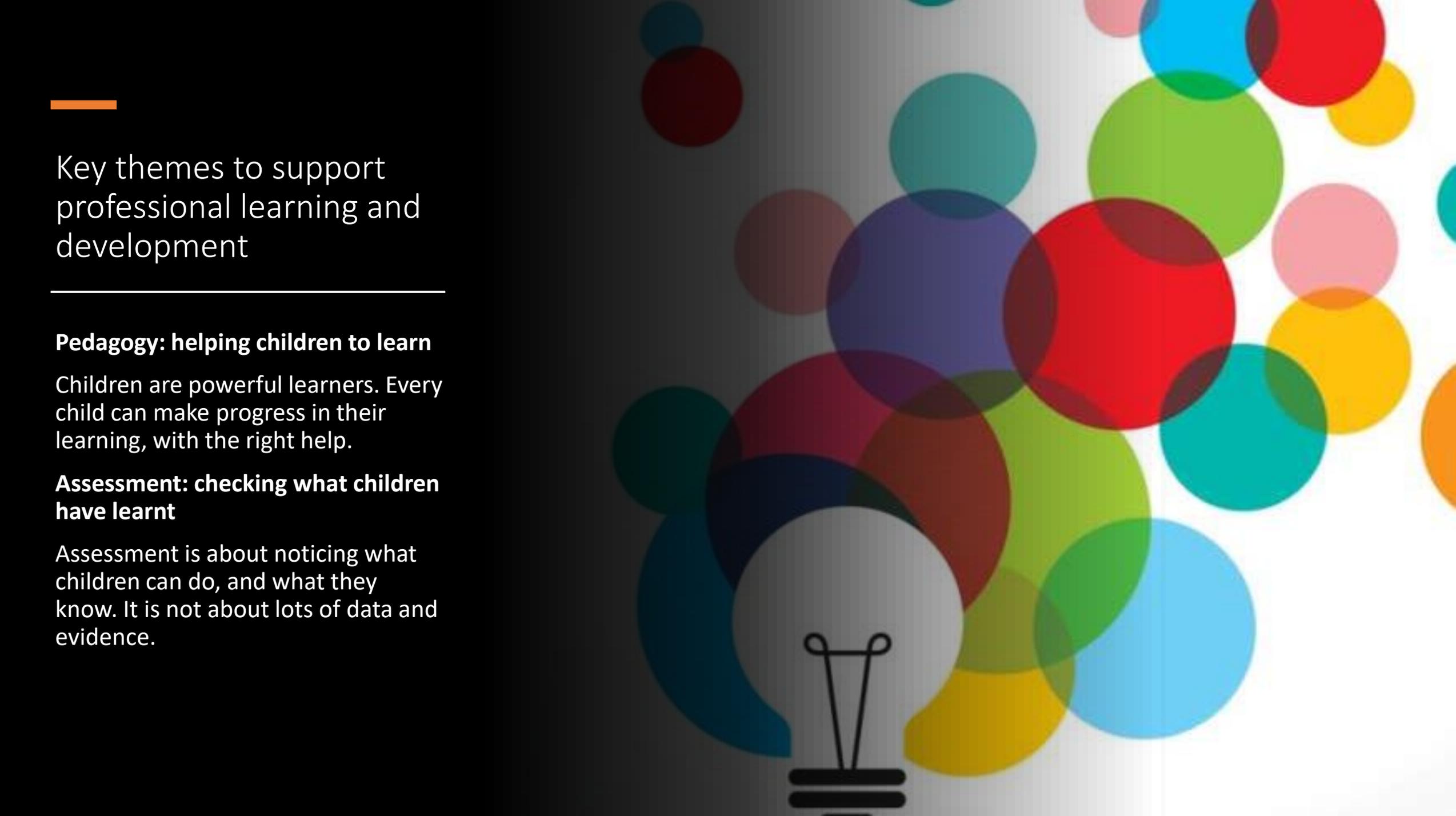
All children deserve to have an equal chance of success.

**High-quality care**

The child's experience must always be central to the thinking of every practitioner.

**The curriculum: what we want children to learn**

The curriculum is a top-level plan of everything an early years setting wants the children to learn.



Key themes to support professional learning and development

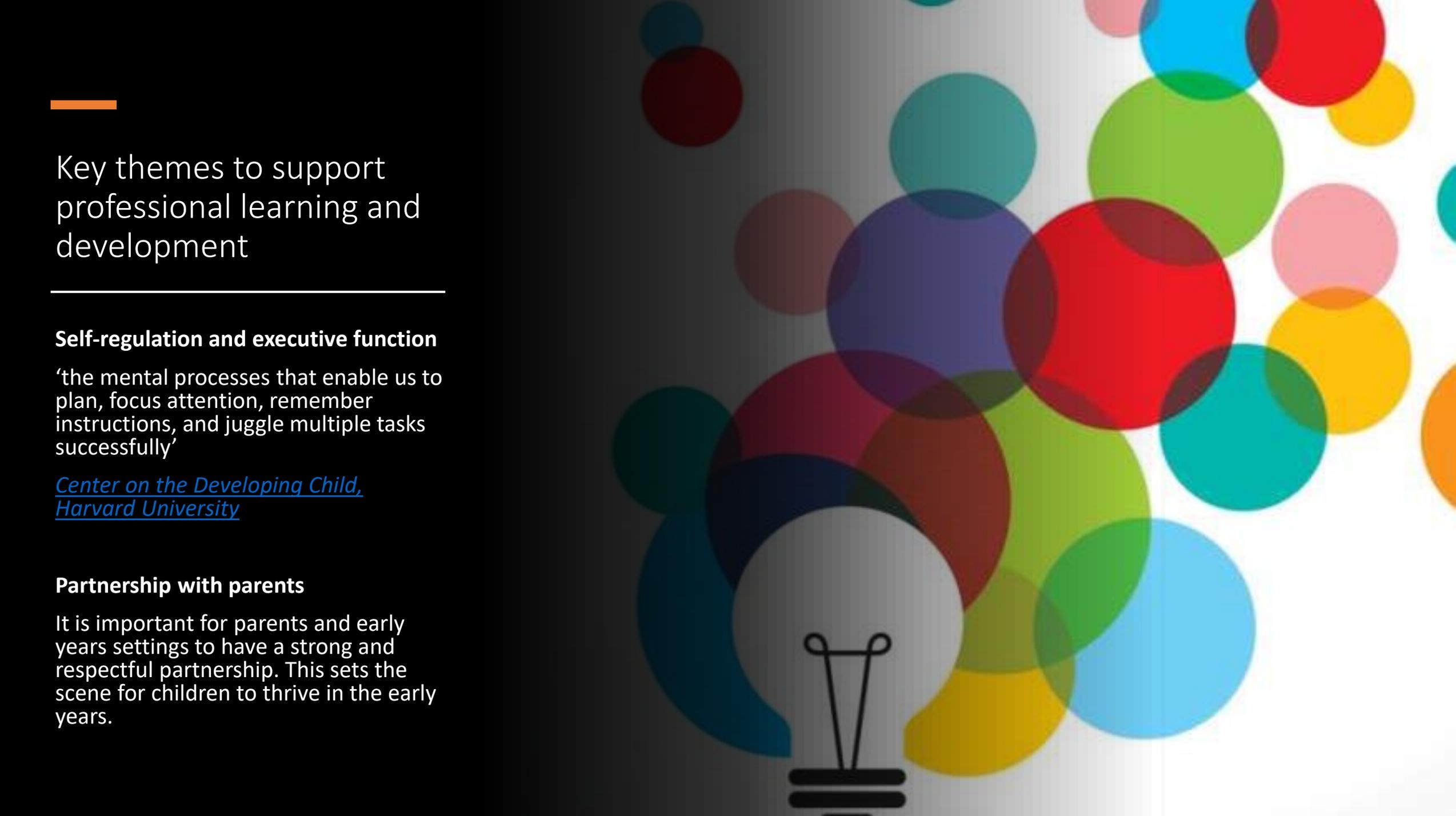
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**Pedagogy: helping children to learn**

Children are powerful learners. Every child can make progress in their learning, with the right help.

**Assessment: checking what children have learnt**

Assessment is about noticing what children can do, and what they know. It is not about lots of data and evidence.



Key themes to support professional learning and development

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**Self-regulation and executive function**

‘the mental processes that enable us to plan, focus attention, remember instructions, and juggle multiple tasks successfully’

[Center on the Developing Child, Harvard University](#)

**Partnership with parents**

It is important for parents and early years settings to have a strong and respectful partnership. This sets the scene for children to thrive in the early years.

# Reflections: curriculum and assessment

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- It's important to distinguish between the curriculum for the whole of the early years, with the ELG assessment at the end of the Reception Year.
  - The guidance emphasises the role of settings developing an early years curriculum which meets the needs of the children on roll, and is ambitious.
  - The revised ELGs have been written so that they are clearer and will be quicker for reception teachers to assess in the summer.
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# Reflections: curriculum and assessment

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- That frees up time for teachers to focus on the reception curriculum and to help children to make progress against the milestones set out in that curriculum
- The ELG data is not intended to be used for accountability purposes, nor is it the key information Ofsted say they will look at

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## Reflections: coverage and depth

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It is important to avoid overloading the curriculum in the early years with too much content.

This is a difficult balancing act.

If there is too much to cover, then some children may struggle and start to fall behind.



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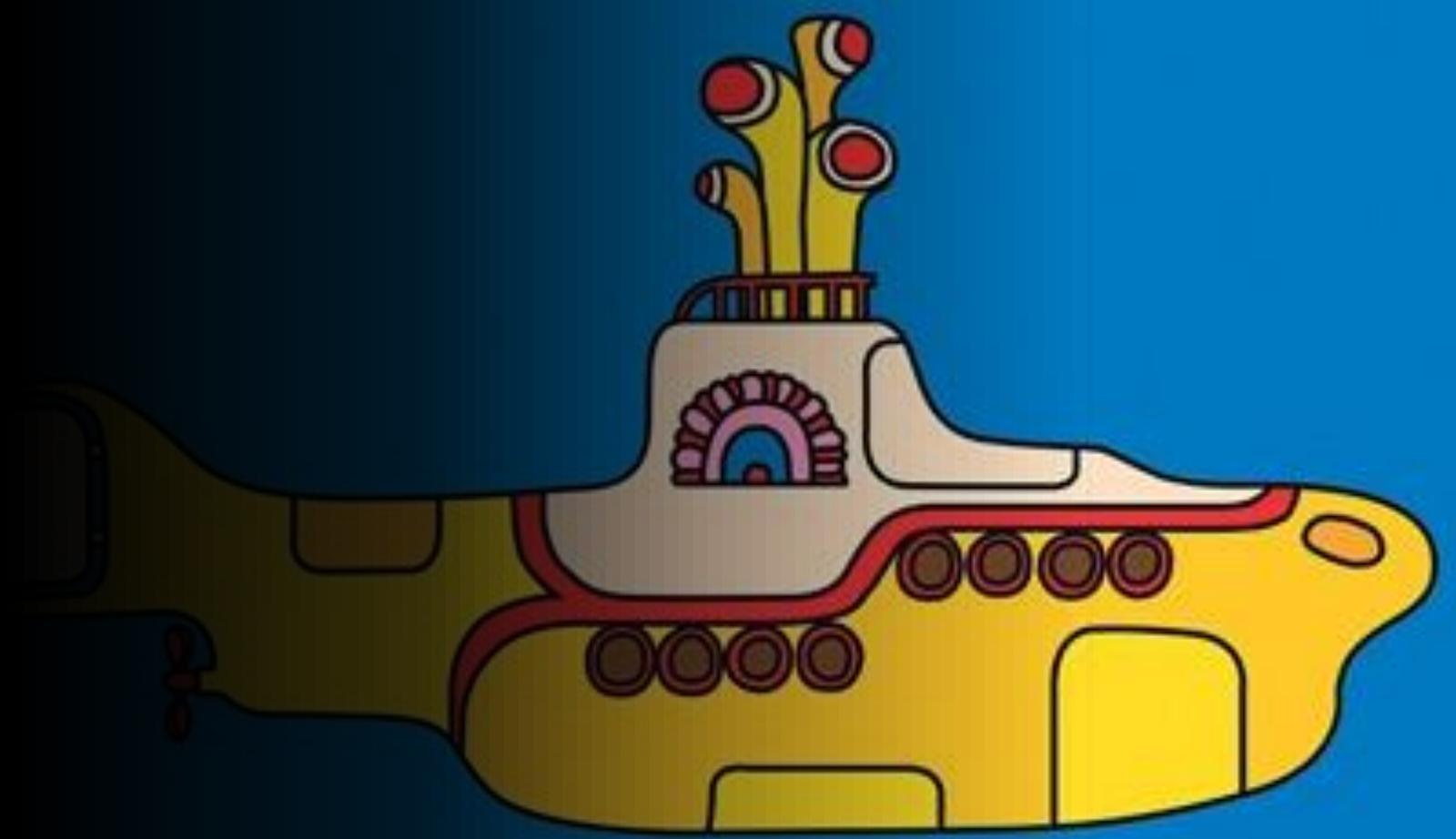
## Reflections: coverage and depth (2)

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Careful curriculum design will help to ensure that all children keep up. It will ensure that some children will take part in additional rich, challenging and open-ended activities.

They will experience curriculum content at greater depth.

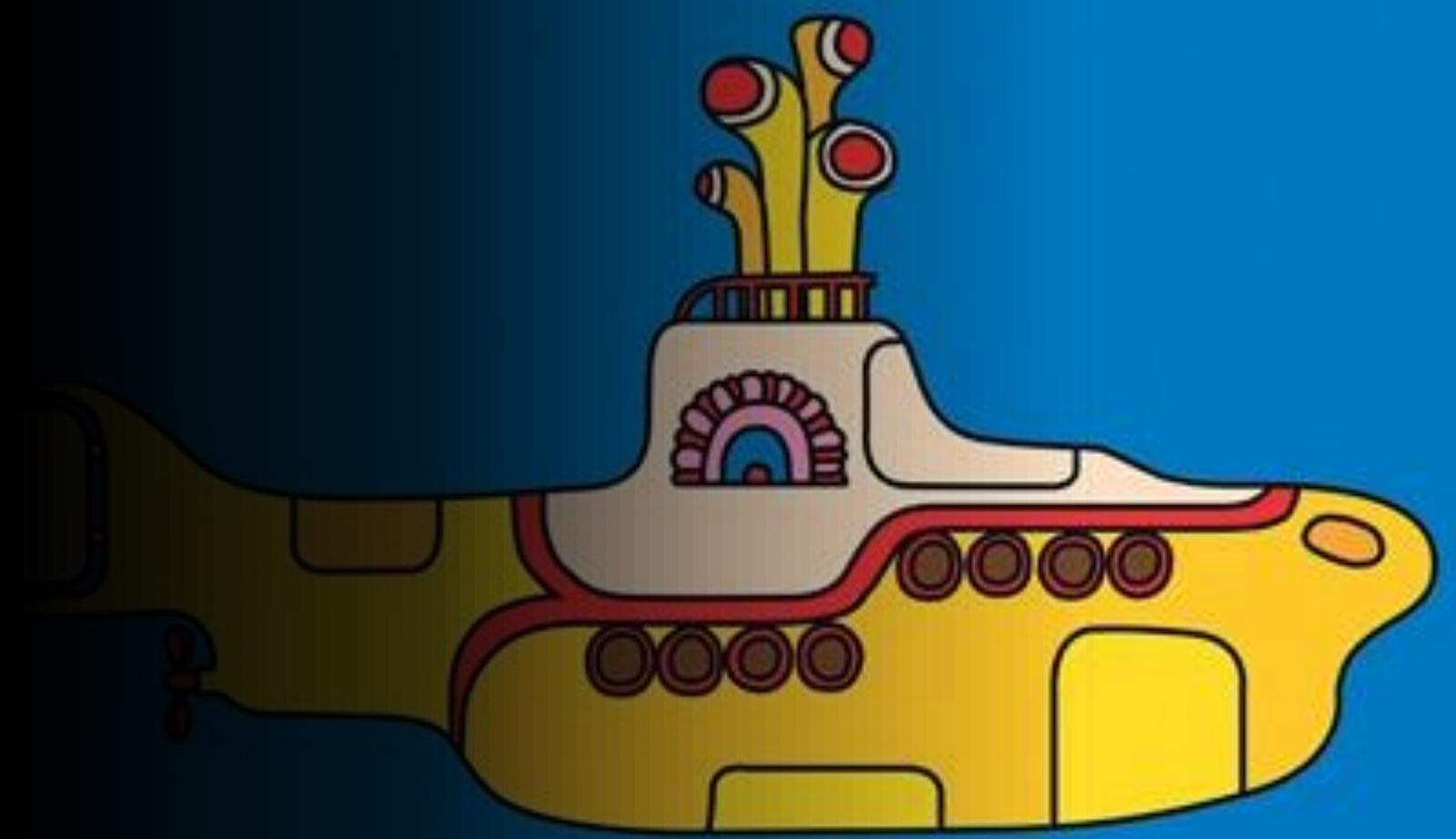
Other children will experience carefully planned and regular extra help, so they don't fall behind the majority.



## Reflections: coverage and depth (3)

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- It's important to value every child and believe that every child can make progress.
- When this is backed up by expert knowledge about how to support every child's learning, then early years education can promote equality and give every child a fair chance to succeed.





## Final thought: what matters now?

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- Supporting children back into their early years provision
- A focus on emotional wellbeing and development
- Children's health
- Equality and life-chances
- Staff wellbeing