

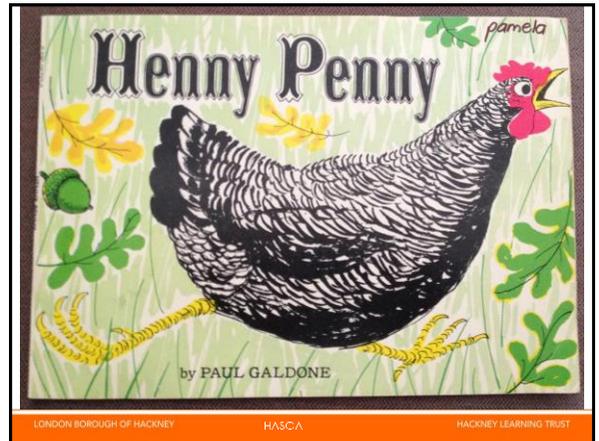
hackney success in the making

Hackney Governors' Conference 2015

# Early Years 2015...

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Head of Early Years, Hackney Learning Trust




**Nicky Morgan**  
Secretary of State for Education



**David Lawes**  
Minister for Schools



**Sam Gyimah**  
Minister for Childcare and Education

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## Context

Consultations and reforms

- Early Years Foundation Stage (EYFS) (2008)
- Revised EYFS (2012)
- More Great Childcare (2013)
- Two year old free entitlement (2013)
- Early Years Pupil Premium (EYPP) (Now in Hackney!)
- Reception Baseline Assessment (RBA) (2016)

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## Context

Ofsted frameworks

- Separate judgment for EYFS removed (2012)
- Separate judgment for EYFS introduced (2014)
- Schedules- schools, children's centres, childcare providers
- Moving towards one framework for EY provision across the sector (????)

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## More Great Childcare

Implications for schools

- Encouraging schools to take younger children and offer childcare and education to young children
- The 0800-1800 agenda
- Removal of requirement for schools to register separately for under threes (? Sept 2015)

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## Two year old free entitlement

- Annual income under £16,190 including Working Tax Credit
- 'Basket of criteria'
- 570 hours per year (15hr a week for 38 weeks per year)
- Eligible term after their 2<sup>nd</sup> birthday



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## Focus- keeping our feet on the ground



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## Two year olds



**2,300**  
eligible two  
year olds in  
Hackney

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## Take up 3&4 year old entitlement



Hackney  
2014 -98%  
2010- 87%

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## Where are our 3&4 year olds?

7,360

- 4,277 (58%) maintained schools
- 1,284 (17%) independent schools
- 1,784 (25%) private and voluntary provision



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## Children's centres

Hackney's 0-5 year olds, 2013/14:



- 93% used children's centre services at least once
- 89% living in the 10% most deprived areas used children's centre services at least once
- 51% of all children and 73% of children living in the most deprived areas used children's centre services at least 3 times

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## Quality

- (June 2014) 91% of maintained schools, 80% of childcare settings and 75% of childminders are judged good or better by Ofsted
- (August 2014) 80% of Hackney's children's centres are judged good or better in regard to children's centre services

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## EYFS

HOW CHILDREN LEARN	Characteristics of Effective Learning	Area of Learning and Development	Aspect	WHAT CHILDREN LEARN
	<p><b>Playing and exploring - engagement</b></p> <p>Finding out and exploring Playing with what they know Being willing to 'have a go'</p> <p><b>Active learning - motivation</b></p> <p>Being involved and concentrating Keeping trying Enjoying achieving what they set out to do</p> <p><b>Creating and thinking critically - thinking</b></p> <p>Having their own ideas Making links Choosing ways to do things</p>	<p><b>Prime Areas</b></p> <p>Personal, Social and Emotional Development</p> <p>Physical Development</p> <p>Communication and Language</p> <p><b>Specific areas</b></p> <p>Literacy</p> <p>Mathematics</p> <p>Understanding the World</p> <p>Expressive Arts and Design</p>	<p>Making relationships</p> <p>Self-confidence and self-awareness</p> <p>Managing feelings and behaviour</p> <p>Moving and handling</p> <p>Health and self-care</p> <p>Listening and attention</p> <p>Understanding</p> <p>Speaking</p> <p>Reading</p> <p>Writing</p> <p>Numbers</p> <p>Shape, space and measure</p> <p>People and communities</p> <p>The world</p> <p>Technology</p> <p>Exploring and using media and materials</p> <p>Being imaginative</p>	

**27 month review**

for personal child health record

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## EYFS Profile- good level of development

At expected level or exceeding in 17 early learning goals (ELGs) in the prime areas of learning (PSED; physical development; communication and language); and the ELGs in the specific areas of mathematics and literacy

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## New Reception baseline assessment

- score against the knowledge and understanding typical for children at the start of reception year
- linked to the learning and development requirements of the EYFS and to the key stage 1 national curriculum in English and mathematics

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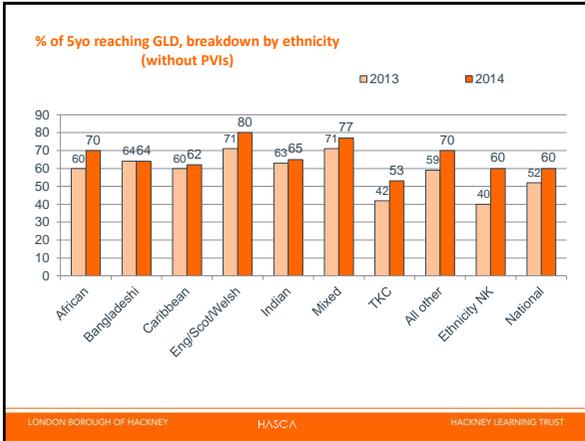
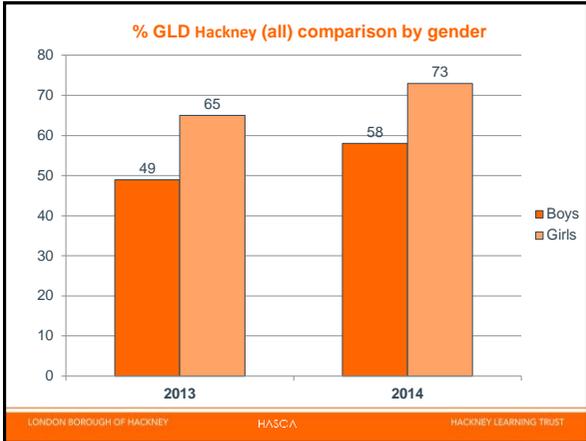
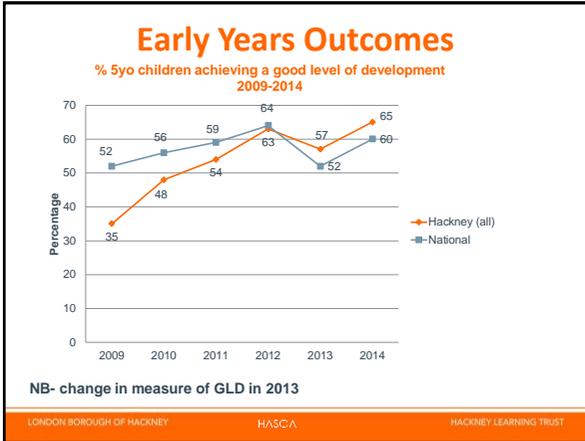
## New Reception baseline assessment

- Feb 2015- DfE publish list of approved assessments
- Sept 2015- RBA optional
- June 2016- last statutory EYFS Profile
- Sept- 2016- RBA will be only measure to assess Reception children
- Sept 2016- RBA used to allocate low prior attainment funding to schools

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### EYPP eligibility

Children

- from low income families (defined as FSM criteria);
- who have been looked after by the local authority;
- who have been adopted from care;
- who have left care through special guardianship
- subject to a child arrangement order

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### EYPP

- What would you do with £300 per year per child?
  - £ must be used to improve early years outcomes for disadvantaged children
  - Impact is essential and must be evidenced

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### What the evidence tells us...

Our data tells us about what makes the difference...

- Prime areas
  - Personal, social & emotional development
  - Communication & language
  - (Healthy) physical development

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## What the research tells us

### EPPE

- Child and family:
  - mothers' highest qualification levels
  - the early years Home Learning Environment (HLE)
  - continued need for support with English as an Additional Language (EAL)

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## What the research tells us

### EPPE

- High quality early years provision:
  - how long it is accessed for
  - graduate professionals
  - sustained shared thinking

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### Sustained shared thinking

" an episode in which two or more individuals 'work together' in an intellectual way to solve a problem, clarify a concept, evaluate activities, extend a narrative etc. Both parties must contribute to the thinking and it must develop and extend."

*Siraj-Blatchford et al (2002) Researching Effective Pedagogy in the Early Years (REPEY), Dfes.*



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## Home Learning Environment

The early years HLE is still one of the most important predictors of later attainment in English and Maths and on 'self-regulation' in Year 6.



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## EYPP

- What would you do with £300 per child?
  - £ must be used to improve the quality of the early years education for the disadvantaged children
  - Impact is essential and must be evidenced

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## Conclusion



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