

How do we get a baseline as head teachers if we cannot correlate attainment from the Early Years Foundation Stage Profile to National Curriculum Key Stage One?

Head teachers are advised to refer to the 'Foundation Stage Data Guidance' and the AAIA document 'Assessing Children's Attainments in the Foundation Stage' for further information regarding initial assessments.

How do we show value added at Year One? As a head do I need some sort of evidence to 'measure' performance/progress before children reach the end of Key Stage One?

Head teachers are advised to refer to the guidance above. Whilst it is expected that children who show high attainment against the Early Years Foundation Stage Profile will also attain high scores at the end of Key Stage One there is no direct correlation between the two. Children's progress should be tracked across Key Stage One through appropriate and rigorous observation based teacher assessment.

Do Year One teachers have to plan from the profile if Early Learning Goals are not met in the Early Years Foundation Stage?

The Early Years Foundation Stage Profile is an assessment document. Assessment outcomes should inform planning but *the Early Years Foundation Stage Profile should not in itself be used as a planning tool*. Year one teachers working with children developmentally below sixty months should continue to assess their progress against the profile and use assessment outcomes to inform planning, as appropriate to developmental needs.

How does the Early Years Foundation Stage effect/support Key Stage One? What implications does the introduction of the Early Years Foundation Stage have for transition?

A high quality provision in the early years provides a firm foundation on which to build future social, emotional and academic success.

"Transition should be seen as a process, not as an event and should be planned for and discussed with children and parents. Schools should use the summative assessments of each child recorded in the Early Years Foundation Stage Profile to support planning for learning in year one. Year One teachers should be familiar with the Early Years Foundation Stage and likewise Early Years teachers should be familiar with the Year One curriculum." *Practice Guidance pg 10*

Setting for literacy and numeracy in our mixed year one/two classes starts after the first two weeks, I feel that this is too soon, what advice do you have?

It is important at all stages of development that provision is appropriate to meet the needs of the children. Any decision regarding the grouping and organisation of children should reflect this. Schools are encouraged to consider the type of provision available for children within each group and to ensure that there is an effective transition process in place. Children working within the Early Years Foundation Stage should experience an active, multi-sensory, play-based curriculum. It is important that whatever the ability of the child this is recognised and built upon as children move into Key Stage One. Before making decisions regarding ability grouping in Key Stage One it is important to note the fundamental importance of social skills and language development as key building blocks for learning. Where less able children are exposed to linguistic and social interaction with their more able peers progress is likely to be accelerated.

Will the changes to the Primary Strategy be reflected in the new Early Years Foundation Stage and do all the objectives in the renewed framework appear in the development matters sections?

Yes. The content of the two documents is compatible and the learning objectives for Communication, Language and Literacy and Problem Solving Reasoning and Numeracy within the Primary Strategy are taken from the Early Years Foundation Stage.

How do the 'Overviews of Learning' on the renewed primary strategy site fit in with the Early Years Foundation Stage?

All the Early Years Foundation Stage material within the Primary Strategy reflects and incorporates the Early Years Foundation Stage principles. The overviews of learning are designed to support implementation of Communication Language and Literacy and Problem Solving Reasoning and Numeracy as part of holistic early years provision.

How can we ensure challenge for all, including our most able children?

"Practitioners must be sensitive to the developmental needs of each child to ensure that the activities they undertake are suitable for the stage that they have reached. Children need to be stretched, but not pushed beyond their capabilities, so that they can continue to enjoy learning." *Statutory Framework page ten*

Ongoing observation based assessment which effectively informs planning will support this; as will an open ended play based approach which incorporates creative, problem solving and investigative opportunities for children to engage in at their own level. Early years children who have been identified as gifted and talented should be placed on the school's gifted and talented register.



