



**Making A Big
Difference in the
Early Years
Foundation
Stage –
A handbook for
local authorities**



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Introduction

Aims

The aims of this publication are to:

- provide a summary of the Making a Big Difference (MABD) Programme;
- describe how the MABD strands work;
- explain the importance of audit and self-evaluation for MABD.

Audience

The audience for this publication is primarily local authority (LA) colleagues. Experienced MABD LAs will find this handbook and the supporting materials useful for reference. LAs new to the programme will find it a helpful starting point. Many LAs not in MABD have expressed an interest in MABD approaches and are adopting the programme as a way of rationalising their Early Years Foundation Stage (EYFS) planning for increasing the threshold and narrowing the gap. This handbook will help them in this work.

Materials

These are of three types, and will be developed and added to during the programme:

- event materials located on www.standards.dcsf.gov.uk/nationalstrategies;
- case studies on www.standards.dcsf.gov.uk/nationalstrategies;
- in-depth information, as in this handbook.

More information about the content of the programme, previous events, forthcoming events and event summaries is available on www.standards.dcsf.gov.uk.

Section 1: Outline of the MABD Programme

Aim of the MABD Programme

The MABD Programme aims to accelerate LA progress towards narrowing the gap and raising threshold scores for each cohort and to test out new approaches to achieving these objectives.

How the programme works

The MABD Programme was introduced in early 2007 to focus LA work on narrowing the gap and increasing threshold scores. Twenty-five LAs are annually invited to join The MABD Programme. Membership of the MABD Programme varies slightly year on year as it is based on the numbers of five-year-olds living in areas of disadvantage, and on threshold and gap scores. This year they are joined by five LAs who are not in the MABD Programme but are involved in Birth to seven partnerships. Like the MABD LAs, their focus is also buddying.

The content also varies slightly every year with the current range of National Strategies programmes and initiatives; for example, for 2008/9, as well as the Early Years Foundation Stage, content includes Buddying; Communication, Language and Literacy Development (CLLD); Every Child a Talker (ECAT); Early Years Quality Improvement Support Programme (EYQISP) and Social and Emotional Aspects of Development (SEAD).

MABD strands

The MABD Programme is based on the EYFS requirements and supporting materials. These eight strands have worked well for LAs and also for practitioners and settings, though their interpretation and implementation mix will vary slightly according to the LA context.

1. Embedding the Early Years Foundation Stage;
2. Embedding EYQISP – the heart and soul of the Early Years Foundation Stage is improving quality because we know this is what makes the most difference to children's progress;
3. Implementing targeted and universal programmes, for example CLLD, ECAT, EYQISP, SEAD and associated training;
4. Buddying – the most significant change for 2008/9 is the addition of a funded buddying Programme to MABD. The MABD LAs have been invited to develop and test out ways to facilitate shared learning between leaders and staff across settings in order to support better transition, particularly between pre-school and compulsory schooling;
5. Working with all professionals – early years consultants (EYCs), early years professionals (EYPs), children's centre (CC) teachers, School Improvement Partners (SIPs), English as an Additional Language (EAL) and Ethnic Minority Achievement (EMA) teams, health colleagues, Jobcentre Plus staff, social care colleagues, development workers, speech and language therapists (SaLTs);
6. Involving parents – at every level and at all stages, as outlined in the *Parents as Partners in Early Learning* case studies;

7. Early Years Foundation Stage Profile (EYFSP) data – working with Reception teachers on the analysis and use of EYFSP results to improve quality;
8. Early assessment – many LAs have systems for early assessment from birth to four that are based on *The Birth to Three Matters Framework* and *The Curriculum Guidance for the Foundation Stage*. MABD LAs are working together to review what works in the new context of the Early Years Foundation Stage.

National Strategies Support

The National Strategies offer the following support to MABD LAs:

- increased early years regional adviser (EYRA) support;
- access to events that take into account LA feedback on what support is most effective: at present the MABD 'study day' format has received overwhelmingly positive evaluations from LAs;
- monitoring and evaluation to challenge progress (specifically linked to the provision and use of funding);
- a rich bank of support materials that will be developed in discussion with LA colleagues via the events.

Events

Details of the content of previous events are on the 'Consultants and Managers' area of the DCSF website (www.standards.dcsf.gov.uk/primary/login/). LAs are notified of future events via the events calendar.

Section 2: How the strands work

The strands represent the key areas of work. LAs are at different stages and have very different geographies, demographics and internal structures. They often need locally to tailor their introduction, implementation and embedding of the EYFS programmes to ensure maximum impact on outcomes for children. There are detailed descriptions of how LAs have tackled challenges and seized opportunities in the MABD case studies on the website www.standards.dcsf.gov.uk/nationalstrategies.

2.1 Embedding the Early Years Foundation Stage materials

The Early Years Foundation Stage became a statutory requirement from 1st September 2008. The Childcare Act 2006 requires that all children from birth to five (end of the Reception year) follow the requirements laid out in the Early Years Foundation Stage for learning, teaching and assessment. The Early Years Foundation Stage brings together: *Curriculum Guidance for the Foundation Stage* (2000), *The Birth to Three Matters Framework* (2002) and *The National Standards for Under 8s Daycare and Childminding* (2003), building a coherent and flexible approach to care and learning. All providers are required to use the Early Years Foundation Stage materials to ensure that whatever setting parents choose, they can be confident that their child will receive a quality experience that supports their development and learning. Use the following link to access the Early Years Foundation Stage materials: www.standards.dcsf.gov.uk/nationalstrategies.

2.1.1 Introducing the Early Years Foundation Stage

The MABD LAs discussed the EYFS implementation audit (June 2008) to identify which groups of providers need the most support in embedding the Early Years Foundation Stage. Many LAs are finding that their turnover of Reception teachers this September is requiring them to continue their introductory training for the EYFS. If this is an issue for the LA, it is important to find out how much of a problem this is and whether it is being addressed appropriately. Preliminary questions might include the following.

- Do you know how many Reception teachers in your LA are:
 - newly-qualified teachers (NQTs)?
 - from a different phase?
 - overseas teachers?
- What provision has your LA made for training teachers new to the EYFS?

There is also often a high turnover of childminders, and some MABD LAs found it difficult to train all after-school providers before September 2008. The EYRAs discuss where the LA is in relation to all groups identified by the audit.

2.1.2 Embedding the Early Years Foundation Stage

If the LA has successfully introduced the Early Years Foundation Stage, the following questions may help focus discussion.

How is your LA embedding the Early Years Foundation Stage?

- Has the EYFS LA level audit been completed?
 - With what results?
 - Actions?
 - Impact?
 - Monitoring and evaluation of the Early Years Foundation Stage?
 - Has it been compared to the CLLD audit (key issues summarised at LA level)?
 - Is there a Problem Solving, Reasoning and Numeracy audit?
- Are the training criteria in place? And key elements of effective practice (KEEP)? How?
- Has the LA audit and improvement of practitioner IT access taken place? With what result?
- Has the LA audit and improvement of outdoor access taken place? With what result?
- Is capacity sufficient:
 - within the LA?
 - within other partner organisations?
 - within maintained nursery schools and classes?
 - within maintained Reception classes?
 - within Year 1 classes?

2.2 Early Years Quality Improvement Support Programme (EYQISP)

The Early Years Quality Improvement Support Programme (EYQISP) provides LA EYCs and leaders of early years settings with tools to support continuous quality improvement in line with the principles of the Early Years Foundation Stage Framework and Every Child Matters. They also draw on the Quality Improvement Programme outlined by the DCSF, Ofsted self-evaluation form and the National Quality Improvement Network's principles.

The tools include:

- categorisation exemplification;
- self-evaluation audits linked to the Ofsted SEF headings;
- focused improvement plans;
- professional development meetings (PDMs);
- case studies.

They are built on four key principles:

- the role of effective leadership in securing and improving quality;
- a continuous cycle of self-evaluation, improvement and reflection, thus empowering practitioners to see themselves as learners, seeking improvements in their practice, reducing inequality and narrowing the achievement gap;
- a system of support and challenge which is transparent and agreed by all;
- strong partnerships between the LA, settings and each setting's community.

The EYQISP materials are available here: www.standards.dcsf.gov.uk

2.3 Implementing targeted and universal programmes

2.3.1 Communication, Language and Literacy Development (CLLD)

Since September 2006 the DCSF has funded the appointment of dedicated consultants in LAs to implement the CLLD programme. These consultants provide focused support for early reading and writing, and speaking and listening – the interdependent skills identified within the Rose Report's recommendations for early reading. In 2008/9 there are now 100 LAs in the CLLD programme. The selection of these LAs is based on the numbers of young children in the LA who are in the 30 per cent most deprived super output areas (SOAs) so that the programme can support work in 'closing the gap' in achievement at Foundation Stage.

2.3.2 Every Child a Talker (ECAT)

ECAT is a two-year programme rolled out in three waves. There are 51 funded LAs in the first wave, selected on the basis of the Early Years Foundation Stage Profile (EYFSP) outcomes in the Language for Communication and Thinking (LCT) scale. ECAT is delivered locally in partnership with early language specialists in the LA, Primary Care Trusts (PCTs), and private and voluntary providers. All LAs have to appoint an early language consultant who gives intensive support to 20 targeted settings to train and support the development of early language lead practitioners (ELLPs). These practitioners support a linked setting, creating a 'ripple effect'.

ECAT aims to raise children's achievement in early language so that, against a baseline of 2008 EYFSP data, the proportion of children aged five achieving six or more scale points in Language for Communication and Thinking improves in LAs by 2010. The outcomes will be:

- improved early language development, initially for children in targeted settings, but eventually across the whole LA;
- established ELLPs in 20 targeted providers providing expertise and support to other practitioners in their own and linked settings, and to parents to develop their skills in the development of early language;
- increased practitioner knowledge and understanding of children's early language development and how to support it;
- increased parental understanding of, and involvement in, their children's language development.

www.standards.dcsf.gov.uk

2.3.3 Social and Emotional Aspects of Development (SEAD)

SEAD is a universal programme for all LAs. The key objectives are as follows:

- Improve children's social and emotional development so that, as they progress from birth to five, they are able to interact effectively and have positive dispositions and attitudes to learning.
- Increase practitioner knowledge and understanding so that, working with and engaging parents, they are able to support children's social and emotional development.

LAs receive the following support:

- Supply cover funding received through the Children's Plan to be used to enable practitioners to access training and materials.
- National Strategies regional advisers supporting LA early years lead advisers and EYCs to cascade materials and train practitioners in settings.
- A set of materials to be provided which builds on best practice and pre-existing materials and is linked closely to the Early Years Foundation Stage, thus supporting practitioners to understand how Personal, Social and Emotional Development (PSED) underpins everything in the EYFS.

These materials comprise the following:

- The practitioner booklet (ref: 000707-2008BKT-EN), which focuses mainly on the younger children in the EYFS;
- The LA trainers handbook (ref: 00708-2008BKT-EN) which links the existing PSED training file (Sure Start 2006) to the EYFS and suggests ways of repackaging the PSED file material for training practitioners working within the EYFS. It also makes links with the SEAD practitioner booklet (which should be used alongside it) and with the Excellence and Enjoyment: Social and Emotional Aspects of Learning (SEAL) materials. It provides some suggestions for strategic use of funding and resources; a sample training course for inexperienced practitioners; activities for leaders and managers; and a section on working with parents as partners, and includes examples of existing LA effective practice;
- The Red SEAL Foundation Stage booklets targeted at Reception classes and older nursery children, which have been repackaged in line with the Early Years Foundation Stage but remain essentially unchanged;
- A CD-ROM containing the LA trainer handbook, the practitioner booklet, the Sure Start PSED file and DVD, the Red SEAL booklets and some additional materials.

www.standards.dcsf.gov.uk

2.4 Buddying

Evidence shows that strong leadership¹ in early years is crucial to securing high-quality early learning and care for children. The purpose of the Buddying funding is to promote joint work between practitioners in schools and early years settings. MABD LAs will use a buddying approach to improve quality so that this contributes to narrowing the gap and improving threshold scores. They will prioritise work with parents and carers by extending their Parents as Partners in Early Learning (PPEL) work to all settings, and develop ways to facilitate shared learning between leaders and staff across settings in order to support better transition, particularly between pre-school and compulsory schooling. The funding will enable the LAs to identify models and approaches which can be shared widely to help other LAs to introduce similar arrangements of their own.

¹ The leadership materials for early years are available here: www.standards.dfes.gov.uk/primary/

2.5 Working with all professionals

Early years colleagues are increasingly well aligned as they work together to narrow the gap between children living in disadvantage and the rest. The range of colleagues who work together is wide: EYCs, EYPs, CC practitioners, SIPs, EAL and EMA teams, health colleagues, Jobcentre Plus staff, social care colleagues, development workers, SaLTs – the list could continue. The MABD LAs reflect on the overall situation in their LA, asking if all their LA teams are sufficiently well aligned with each other and working effectively with all partner professional groups. It is also important to ask whether the LA organisation of the EYCs supports outcomes.

2.6 Involving parents

Parents are children's first and most enduring educators. When parents and practitioners work together in early years settings, the results have a positive impact on children's development and learning. The National Strategies have worked with LAs on a range of approaches to working effectively with parents. These are located on the 'Parents as Partners in Early Learning' area of the National Strategies website: www.nationalstrategiescpd.org.uk.

2.7 Early Years Foundation Stage Profile data – working with Reception teachers on the analysis and use of EYFSP results to improve quality

2.7.1 Working with Reception classes – some suggestions for using available data

Making a big difference in Reception classes: LA-wide

- Interrogate EYFSP results for all schools.
- Identify the schools that had the lowest EYFSP results in Personal, Social and Emotional Development (PSED) and Communication, Language and Literacy Development (CLLD).
- Look at the match between deprivation indices/SOA and these scores – do the figures make sense?
- Alert link SIPs and/or LA advisers for these schools and arrange systems for feedback and action.

Action points

- Are SIPs/LA advisers regularly updated on EYFS issues by the early years team?
- Do they challenge early years standards on their school visits?
- Have the identified schools been tagged as a priority for challenge?
- Do some of the schools appear to have results that have been artificially depressed?

After discussion with the SIP/LA adviser, EYCs contact the headteacher and early years coordinator to arrange a meeting to discuss the following questions:

- Why do you think your results are markedly lower than the rest of the LA/ nationally?
- What are the trends in mobility in your school?
- How many children in your nursery have part-time/full-time places and how are those allocated?

- What profile does on-entry data give for the children in your nursery?
- How is progress tracked for children in the EYFS?
- How is the impact of teaching in the EYFS evaluated in your school?
- How is provision in the EYFS evaluated in your school?
- What are the interventions you plan for children who are not making progress?
- How successful are they? How do you know?
- Are there systems for internal moderation in your school throughout the EYFS and at the end? How valid is your school's EYFSP data?
- Have there been significant staff changes over the past year? What are the staff training needs, level of experience, etc? How do you know?

The schools are likely to fall into three groups:

- schools who need 'reminding' about the EYFS;
- schools where practitioner expertise is insufficient (e.g. teachers new to the EYFS – NQTs, overseas early years teachers);
- schools where there are serious shortcomings – poor teaching, poor leadership and management, poor environment, under-resourced EYFS.

The following types of interventions, agreed between the school, the early years team and SIPS/advisers, may be considered.

Signpost staff to training for:

- on-entry assessment;
- ongoing assessment, recording, planning, tracking progress;
- moderation and EYFSP at school level;
- using data to inform teaching, learning, provision and continuing professional development (CPD);
- Communicating Matters (Is the full programme run in this LA? This may be the logical next step.);
- CLLD, ECAT and SEAD as necessary.

Focused visits with impact criteria agreed with the practitioner and followed up by an early years monitoring visit:

- visits to other settings regarding assessment, tracking, provision;
- access to cluster meetings for moderation.

In-school support from the EYC, with impact monitored and evaluated by LA systems, to cover:

- observation/curriculum planning;
- provision for child-initiated learning and adult-led teaching;
- in-house training on any of the above to whole teams if necessary;
- ensuring that EYFS developments are reflected in self-evaluation forms;
- ensuring that LA systems are in place for monitoring and evaluation of impact.

Expected outcome: LA works to raise the Profile results by acting directly with schools as soon as the early data indications are received.

2.7.2 Creating an LA data group

Setting up an LA data group

If you intend to set up a data group, the following processes may be helpful.

Set up your EYFSP Data Group so that it includes the following colleagues.

- Someone who knows the Profile inside out.
- Someone who knows the schools.
- Someone who really knows how to crunch data.
- Someone who connects with the Sure Start and children's centre agenda.

Ask the right questions – that means start with your own questions.

- Who under-achieves in your LA?
- In what areas of the curriculum?
- Where do they live?
- Which schools do they go to?
- What characteristics do they have (children, schools, localities)?

Start at the top with the big LA picture and work down to the settings and practitioners.

- Overall, what is happening?
- Which group are you starting with?
- Which assessment scales are the problems?
- What do you know about that group?
- What do you know about that assessment scale?
- What is the explanation?

Go back to the top and check.

- Keep hypothesising and seeking explanations.
- Look at the issues emerging and how they interconnect.
- What are emerging as barriers to learning?
- What are emerging as areas for improvement?
- What are emerging as assessment process issues?

What did you find out overall?

For example:

- Did boys achieve lower than girls across *all* scales? If not, which ones?
- How did EAL learners perform? Lower across all scales? If not, which ones?
- How did socially excluded groups perform? Were they lower in Communication, Language and Literacy, Knowledge and Understanding of the World, or Problem Solving, Reasoning and Numeracy? Or was it different scales in your LA?
- What about ethnic or cultural groups specific to your LA?
 - Were Somali, Pakistani, and/or Bangladeshi groups lower? Which scale(s)?
 - Did children with identified SEN/AEN score lower? Which scales?

Think about your LA data for the threshold and the gap.

- **Who is in the lowest achieving 20 per cent?**
 - Who is at greater risk of being in it?
 - Why is it the shape that it is?
- **Who is in the middle?**
 - Which children or groups of children are not scoring 78 points?
 - Who is getting 78 but not in the first seven scales?
- **You might find out that in the middle you have:**
 - boys and the CLL assessment scales;
- **and in the lowest 20 per cent you have:**
 - schools in one part of the LA;
 - boys;
 - EAL learners;
 - some Black and Minority Ethnic (BME) groups;
 - low income families;
 - children on the SEN register.

What might you do to address these issues?

- Develop a support package on boys' learning needs.
- Moderate the trend-buckers.
- Refresh CLLD training with an eye on EAL and boys.
- Address play, learning and development in children's centres.
- Engage with Somali community workers.
- Work with Bookstart, libraries and health on CLL.
- Improve setting SENCO support and training.
- Target support to schools with large numbers of groups at risk.
- Reinforce assessment through observation.

2.7.3 Making a big difference by using data effectively – within schools

Starting points

Review the success of *Continuing the Learning Journey* training. (downloadable from www.qca.org.uk)

- Have all Reception teachers been trained using this pack?
- Have all Year 1 teachers?
- And all headteachers and senior management teams (SMTs)?
- Is it necessary to revisit this training package?

The LA rolls out training based on the EYFS section of the Evaluating School Performance data website www.standards.dcsf.gov.uk/esp/ to increase expertise among staff in using Profile data to raise standards: EYFS coordinators, SMTs, headteachers.

Moving on

- Has the LA carried out other focused training for Reception teachers on target-setting in the EYFS?
- How is the LA implementing a quality system or elements of the EYQISP?

Stepping it up

How does the LA plan to implement their own quality systems or elements of the EYQISP to improve:

- outcomes;
- environments;
- training;
- involvement and engagement?

(This links to effective EYFS implementation.)

Outcome: to make Profile scores available in a reliable and timely fashion so that Profile results increase, by acting directly with schools as soon as the early data indications are received.

2.7.4 Working with SIPs

The rapidly changing requirements in early years have posed challenges for SIPs. The quality of LA training for SIPs is of crucial importance in securing a narrowing of the gap and increased threshold scores. LAs are asking themselves the following questions:

- How confident are your SIPs in challenging headteachers on EYFSP data, quality learning experiences and self-evaluation of the Early Years Foundation Stage?
- How aligned is your LA in taking forward the early years agenda with the focus on quality to improve outcomes?
- How does your LA's deployment of EYCs support your categorisation of settings and schools to improve outcomes?
- How does your LA's deployment of EYCs match your priorities, derived from the data, to support narrowing the gap?

2.8 Early assessment

In 2007 several MABD local authorities asked for an MABD forum to review their early assessment systems. These were based on the *The Birth to Three Matters Framework* and *The Curriculum Guidance for the Foundation Stage*. The LAs wanted to explore the impact that the *Early Years Foundation Stage* would have on these local systems. This work was shared with all interested LAs during the MABD study days in February and March 2008 and is available on the 'Consultants and Managers' area of the DCSF website: www.standards.dcsf.gov.uk/nationalstrategies.

Leicestershire local authority has developed a system based on these approaches. Their documents can be downloaded here: www.leics.gov.uk/pfts.

There are plans to develop additional guidance for leaders and managers to help them make effective use of assessment information to track children's progress in the early years. When this material becomes available it will be integrated into the MABD Programme and further information will be provided on the National Strategies website: www.standards.dcsf.gov.uk/nationalstrategies.

Section 3: Monitoring, evaluation and audits

3.1 Monitoring and evaluation

Most LAs use some form of monitoring which is applied to all their programmes and projects. This is often carried out using project management techniques to map out what has been proposed and to report back to stakeholders. Monitoring ensures that the project remains on track, stays within budget and is delivered on time. Evaluation is the process used to assess the impact of these planned activities on outcomes for children.

The National Strategies offer a range of implementation prompts to help inform this process. The MABD Evaluation Prompts are as follows.

MABD Evaluation 2008/9

LA leadership and management of MABD

Prompts:

- How well are the LA strategic leads establishing effective processes to plan, monitor and evaluate the MABD strands, with particular reference to the LA buddying proposal?
- How securely are MABD strands (including the buddying proposal) placed within the suite of activities for raising standards, in line with the Early Years Outcome Duty and particularly for narrowing the gap?
- To what extent have LA teams, including Inclusion and SEN support services, been advised of the aims and objectives of the LA MABD approaches and expected outcomes?
- How successfully is MABD integrated into and supporting the wider agenda of implementing the Early Years Foundation Stage and other associated programmes, such as ECAT, SEAD and CLLD?
- How effectively has the LA engaged the senior leadership team (SLT) in the strategic planning of the MABD strands, with particular reference to the buddying proposal?
- Has the audit of current training related to MABD strands been undertaken, and who has contributed to creating the LA provision map?
- How effectively are the LA strategic leads making use of data analysis to identify settings for inclusion in their MABD buddying proposal?
- To what extent is MABD strategically aligned with ECAT and CLLD support to schools and settings?
- Has the LA identified an EYC with responsibility for the MABD buddying proposal within the LA?
- Where does responsibility lie for quality-assuring the work of EYCs in the context of MABD, with specific reference to buddying?
- To what extent is the LA using its EYCs (and other advisory teams) to extend its capacity to support MABD?
- Have the LA strategic leads clearly communicated key messages on expectations and commitment to the settings in the MABD buddying programme?

Leadership and management of schools and settings

Prompts:

- To what extent are heads, leaders and managers aware of the expectations of the MABD Buddying Programme and committed to its success?
- What proportion of the targeted settings has identified a MABD lead practitioner?
- To what extent have heads, leaders and managers been involved in the audit of the EYFS environment (audits for ECAT, CLLD, QISP)?
- What consideration has been given to ensuring that all members of staff are aware of the expectations of the MABD buddying programme, its requirements and outcomes, particularly in settings where there is a high staff turnover?

Capacity of consultancy support to MABD strands in schools and settings

Prompts:

- Has a prompt start been made to implementing the MABD Buddying Programme in the targeted settings?
- How effectively is the MABD LA link EYC working with identified practitioners in target settings?
- Are action plans in place for each setting?
- Has the initial cluster meeting been held at which expectations of involvement and outcomes were clearly communicated?
- How appropriately is the EYC's time deployed to ensure that the time is mainly spent in settings to support the improvements outlined in the buddying proposal?
- Is there any evidence of improved provision in the targeted settings and how well is this being shared locally?
- Is the consultant differentiating support to settings according to need, with a focus on ownership and sustainability?

Children's progress

Prompts:

- How well has the LA used all its data and intelligence (including that relating to EAL, SEN and SLT referral rates) to capture the profile of the children in the targeted setting?
- How effectively have the EYCs and practitioners in targeted settings gathered information on entry to the buddying proposal against which progress can be measured?
- To what extent do the practitioners and LA have a clear picture of the children's current levels of development, and how has this been collected?

3.2 Monitoring and reporting examples

The following table gives a flavour of what LA systems and processes might look like at different stages of the MABD Programme across the eight strands.

MABD monitoring and reporting examples

Strand	Examples			RA evidence	Materials
	Beginning	Developing	Embedded		
<p>Strand 1: Embedding the Early Years Foundation Stage</p> <p>How is the LA embedding the Early Years Foundation Stage?</p>	<p>LA timing has slipped. The LA is still working to the LA Briefing Pack timetable (i.e. academic year 2007/8).</p>	<p>The LA has begun to embed EYFS in all aspects of its training and support. Monitoring and evaluation of the impact of EYFS introduction is well under way at LA level. Teachers new to EYFS (NQTs, teachers from overseas, teachers from other key stages, etc.) have been identified and training is being provided.</p>	<p>The LA has an effective forward plan for EYFS embedding. The plan includes monitoring and evaluation of impact on outcomes. The LA has effective training in place for all teachers new to the EYFS.</p>	<p>LA strategic plans LA training plans Discussions with LA colleagues Visits to settings Attendance at events LA impact assessments LA monitoring and evaluation</p>	<p>Early Years Foundation Stage website DVD Local Authority Briefing for the Early Years Foundation Stage Part 2: Embedding the EYFS through Training and Development</p>

Strand	Examples			RA evidence	Materials
	Beginning	Developing	Embedded		
<p>Strand 2: Implementing EQISP</p> <p>Does the LA have a programme in place to secure quality? If not, has the LA considered using the QISP materials?</p> <p>Does the LA have a categorisation system in place for support and challenge through the deployment of EYCs in inverse proportion to success?</p>	<p>The LA does not have a programme in place to secure quality. It has not yet reviewed the QISP materials. It does not have an effective categorisation system in place for support and challenge through the deployment of EYCs in inverse proportion to success.</p>	<p>At least one of the following in place: LA has a programme to secure quality; it has an effective categorisation system in place for support and challenge. The LA has shown commitment to develop the other aspects suggested.</p>	<p>The LA has a programme in place to secure quality. It has reviewed this in the context of QISP. It has an effective categorisation system for support and challenge, EYCs are deployed in inverse proportion to success.</p>	<p>LA quality programme and its implementation</p> <p>LA monitoring and evaluation</p> <p>LA categorisation system</p>	<p>QISP QA</p> <p>QI network</p> <p>ECERS (Early Childhood Environmental Rating Scales. These are published as: <i>Assessing Quality in the Early Years</i> - ECERS Authors: Sylvia, K; Siraj-Blatchford, I; Taggart, B. ISBN-185856-3151)</p> <p>EEL (Effective Early Learning. Published as: <i>Effective Early Learning Case Studies in Improvement</i> Pascal, C; Bertram, T. Publisher: Paul Chapman Educational Publishing ISBN: 0-7619-7293-5</p> <p>Order from: www.paulchapmanpublishing.co.uk</p> <p>BEEL (Baby Effective Early Learning. See above.)</p> <p>PEEL (Primary Effective Early Learning. See above.)</p> <p>AcE (Accounting Early for Lifelong Learning. See above.)</p>

Strand	Examples			RA evidence	Materials
	Beginning	Developing	Embedded		
<p>Strand 3: Implementing targeted and universal programmes e.g. CLLD, ECAT, SEAD and associated training</p> <p>How is the LA integrating these programmes into its action planning for narrowing the gap and increasing threshold scores?</p>	<p>The LA has yet to develop a coherent approach to harnessing the impact of different programmes and their budget streams to achieve impact.</p>	<p>The LA has linked its work across programmes to maximise impact but it is too early to gauge the impact.</p>	<p>The CLLD programme is linked in to strategic plans and the LA can show evidence of impact. Ditto ECAT. SEAD materials introduced, embedding. Programmes used effectively to improve gap narrowing and increase threshold.</p>	<p>LA programme plans Liaison with appropriate RAs (e.g. CLLD) Setting visits Attendance at events</p>	<p>Website for CLLD SEAD Let's Talk</p>
<p>Strand 4: Buddying What is the LA focus for buddying? Does the proposal meet DCSF requirements? How is the LA going to know their buddying work has made a difference? Is the proposal being implemented effectively?</p>	<p>The LA's plan is unfocused, does not contain clear milestones, has no information on impact.</p>	<p>LA set-up is well planned; programme likely to have impact.</p>	<p>The LA has speedily developed a programme that:</p> <ul style="list-style-type: none"> ● adds significantly to previous work; ● includes clear milestones; ● focuses on impact and quality improvement. 	<p>LA buddying plans LA strategic plans LA training plans Discussions with LA colleagues Visits to settings Attendance at events LA impact assessments LA monitoring and evaluation</p>	<p>DCSF letter Buddying proposal</p>

Strand	Examples			RA evidence	Materials
	Beginning	Developing	Embedded		
<p>Strand 5: Working with all professionals</p> <p>Is the LA well-aligned with, and working effectively with, all partner professional groups?</p> <p>How has the LA organised the EYCs to support outcomes?</p>	<p>There is little or poorly organised contact between professionals with responsibility for aspects of EY.</p>	<p>There is regular contact between all professionals with responsibility for EY: EYCs, EYPS, CC teachers, SIPs, EAL and EMA teams, health colleagues, Jobcentre Plus, social care colleagues, development workers, SaLTs, etc.</p>	<p>Regular contact between all professionals results in aligned budgets and shared responsibility for the initiatives.</p>	<p>Visits to settings</p> <p>RA discussions with health professionals, SaLTs, EAL and EMA colleagues (e.g. at LA reviews, LA round table meetings, etc.)</p>	<p>EYC Handbook</p>
<p>Strand 6: Involving parents</p> <p>For PPEL LAs, is the work embedded and being rolled out effectively to all settings?</p> <p>For non-PPEL LAs, is the PPEL work being introduced appropriately?</p>	<p>The LA has yet to consider using the PPEL materials or is at very early stages of developing this work.</p>	<p>PPEL LAs are embedding that work and have plans for rolling it out effectively to all settings. Non-PPEL LAs have planned and introduced appropriate aspects of the PPEL work.</p>	<p>Parents' work is built in to all planning. Settings and practitioners value parental contributions, and work with parents contributes to improved outcomes/gap narrowing.</p>	<p>LA strategic plans</p> <p>Discussions with LA colleagues</p> <p>Visits to settings</p> <p>Attendance at events</p> <p>LA impact assessments</p> <p>LA monitoring and evaluation</p>	<p>Case studies</p> <p>Website</p> <p>DVD</p> <p>Other sites</p>

Strand	Examples			RA evidence	Materials
	Beginning	Developing	Embedded		
<p>Strand 7: EYFSP data Is the LA collecting, analysing and effectively using the full range of EY data?</p>	<p>The LA does not have a timely feed of data that allows it to plan effectively. It is at early stages of using data effectively.</p>	<p>The LA collects, analyses and effectively uses some important types of EY data to establish baselines.</p>	<p>The LA collects, analyses and effectively uses the full range of EY data to establish baselines (child, setting, groups, localities and the LA). It uses data to target EYC work and is able to show significant impact.</p>	<p>Attendance at LA training events for teachers, headteachers, governors and SIPs Visits to maintained schools (Profile) Visits to non-maintained settings (early assessment: LA system)</p>	<p>FSESP Early Years Foundation Stage</p>
<p>Strand 8: Early assessment Is the LA following the non-negotiables and advice for LAs given to date in the MABD programme?</p>	<p>The LA is in the early stages of considering how to set a baseline: by collecting achievement on entry information in Reception classes for example. LA is aware of the content of EYFS 3.1 (CD).</p>	<p>LA approach matches non-negotiables and the advice given through MABD events (Knowing your cohort: Appendix 2) and is acting on the advice in EYFS 3.1.</p>	<p>The LA has introduced a local system that matches the non-negotiables and has added to this significantly (e.g. developed a data collection system; or is using IT to reduce workload).</p>	<p>LA early assessment system based on EYFS Discussions with LA colleagues Visits to settings Attendance at events LA impact assessments LA monitoring and evaluation</p>	<p>EYFS 3.1 – the longer version on the website and the CD, not simply the paper information Creating the Picture, Knowing Your Cohort checklists</p>

3.3 LA Self-evaluation

Many LA colleagues have developed their own self-evaluation formats for MABD. These help them work out an overview of the funding streams involved in the full breadth of the Early Years Foundation Stage programmes. Once the funding streams are clarified, the responsibilities of different teams can be agreed down to local level. This process of self-evaluation can then be used to inform the content of other LA plans, from strategic level Children and Young People's Plans to award-level operational activity planning.

MABD monitoring and evaluation pro forma

Capacity and approach	Funding streams	Work planned	Officer responsible	Barriers	Solutions	NS support requested
<p>Strand 1: Embedding the Early Years Foundation Stage</p> <p>How is the LA embedding the Early Years Foundation Stage?</p>						
<p>Strand 2: Implementing EYQISP</p> <p>Does the LA have a programme in place to secure quality?</p> <p>If not, has the LA considered using the QISP materials?</p> <p>Does the LA have a categorisation system in place for support and challenge through the deployment of EYCs in inverse proportion to success?</p>						

Capacity and approach	Funding streams	Work planned	Officer responsible	Barriers	Solutions	NS support requested
<p>Strand 3: Implementing targeted and universal programmes e.g. CLLD, ECAT, SEAD and associated training</p> <p>How is the LA integrating these programmes into its action planning for narrowing the gap and increasing threshold scores?</p>						
<p>Strand 4: Buddying</p> <p>What is the LA focus for buddying?</p> <p>Does the proposal meet DCSF requirements? How is the LA going to know their buddying work has made a difference?</p> <p>Is the proposal being implemented effectively?</p>						

Capacity and approach	Funding streams	Work planned	Officer responsible	Barriers	Solutions	NS support requested
<p>Strand 5: Working with all professionals</p> <p>Is the LA well-aligned with, and working effectively with, all partner professional groups?</p> <p>How has the LA organised the EYCs to support outcomes?</p>						
<p>Strand 6: Involving parents</p> <p>For PPEL LAs, is the work embedded and being rolled out effectively to all settings?</p> <p>For non-PPEL LAs, is the PPEL work being introduced appropriately?</p>						

Capacity and approach	Funding streams	Work planned	Officer responsible	Barriers	Solutions	NS support requested
<p>Strand 7: EYFSP data Is the LA collecting, analysing and effectively using the full range of EY data?</p>						
<p>Strand 8: Early assessment Is the LA following the non-negotiables and advice for LAs given to date in the MABD programme?</p>						

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