

Early Years and Childcare Service

Briefing and Networking Sessions

February 2019

Overview of the session

Welcome/Introductions

Early Years and Childcare (draft) Ambition and Strategic Aims 2019 - 2022

Ofsted Education Inspection Framework Consultation

SEND and Resources

Transition update

Future agenda items

Evaluation and close

Early Years and Childcare Strategy 2019/22

Ambition

Our *(draft)* ambition for Early Years and Childcare in Kent is for an exciting, vibrant, diverse, sufficient, sustained and environmentally friendly early education and childcare sector that is of outstanding quality, achieves excellent outcomes for all children and young people and that is available, affordable and inclusive for all families

Early Years and Childcare Strategy 2019/22

The (*draft*) **Strategic Aims** for this Strategy are of equal importance and mutually dependent. In this context we will

1. Strengthen a multi-agency, integrated approach to early years and childcare provision and services from birth, throughout the Early Years Foundation Stage (EYFS) and across out of school childcare provision
2. Deliver a sufficient and sustained early years and (in line with legislative requirements, as far as it is practicable) out of school childcare market
3. Support recruitment and retention in, and the quality of the early years and childcare workforce
4. Lead continuous improvement in early years and out of school childcare provision, providing challenge and support as required
5. Embed Education for Sustainable Development (ESD) into early years and childcare practice through the implementation of the United Nations Sustainable Development Goals, concurrently seeking to promote Kent County Council and The Education People as national leaders for ESD

Early Years and Childcare Strategy 2019/22

In order to

6. Mitigate the effects of inequality, poverty and disadvantage through the provision of fully accessible and inclusive high quality early education and childcare to reduce differences for all vulnerable children

and as a consequence

7. Ensure that increasing numbers of children are 'school ready' at the end of the EYFS and make an effective transition into school.

Ofsted Education Inspection Framework

September 2019

Towards the education inspection framework 2019

Sue Mann

Senior Her Majesty's Inspector

Kent 10 December 2018



The new framework will be one of the main ways in which we implement Ofsted's strategy



| | | | |
|--------------------|--|--|--|
| Guiding principle | A force for improvement through intelligent, responsible and focused inspection and regulation | | |
| Core values | Children and students first We have high expectations for every child, regardless of background. Everything we do as an organisation is in the interests of children and students first and foremost | Independent Whether reporting on an institution, assessing policy outcomes or advising government, we do so without fear or favour | Accountable and transparent An organisation that holds others to account must be accountable itself. We are always open to challenge and scrutiny |
| Strategic approach | Intelligent All of our work will be evidence-led and our evaluation tools and frameworks will be valid and reliable | Responsible Our frameworks will be fair. We will seek to reduce inspection burdens and make our expectations and findings clear | Focused We will target our time and resources where they can lead directly to improvement |
| | The new framework will be based on a solid evidence base relating to educational effectiveness and valid inspection practice. | We will continue to be clear about our expectations and fight misconceptions. | We will remove any measures that do not genuinely assess quality of education and training. We will prioritise weaker provision and observe more outstanding practice. |

Developing the education inspection framework 2019: our approach



The curriculum will be at the heart of the new framework



Ofsted's working definition:

- 'The curriculum is a **framework** for setting out **the aims** of a programme of education, including the knowledge and understanding to be gained at each stage (**intent**);
- for translating that framework over time into a **structure and narrative**, within an institutional context (**implementation**), and
- for **evaluating** what **knowledge and skills** children have **gained** against expectations (**impact/achievement**).'

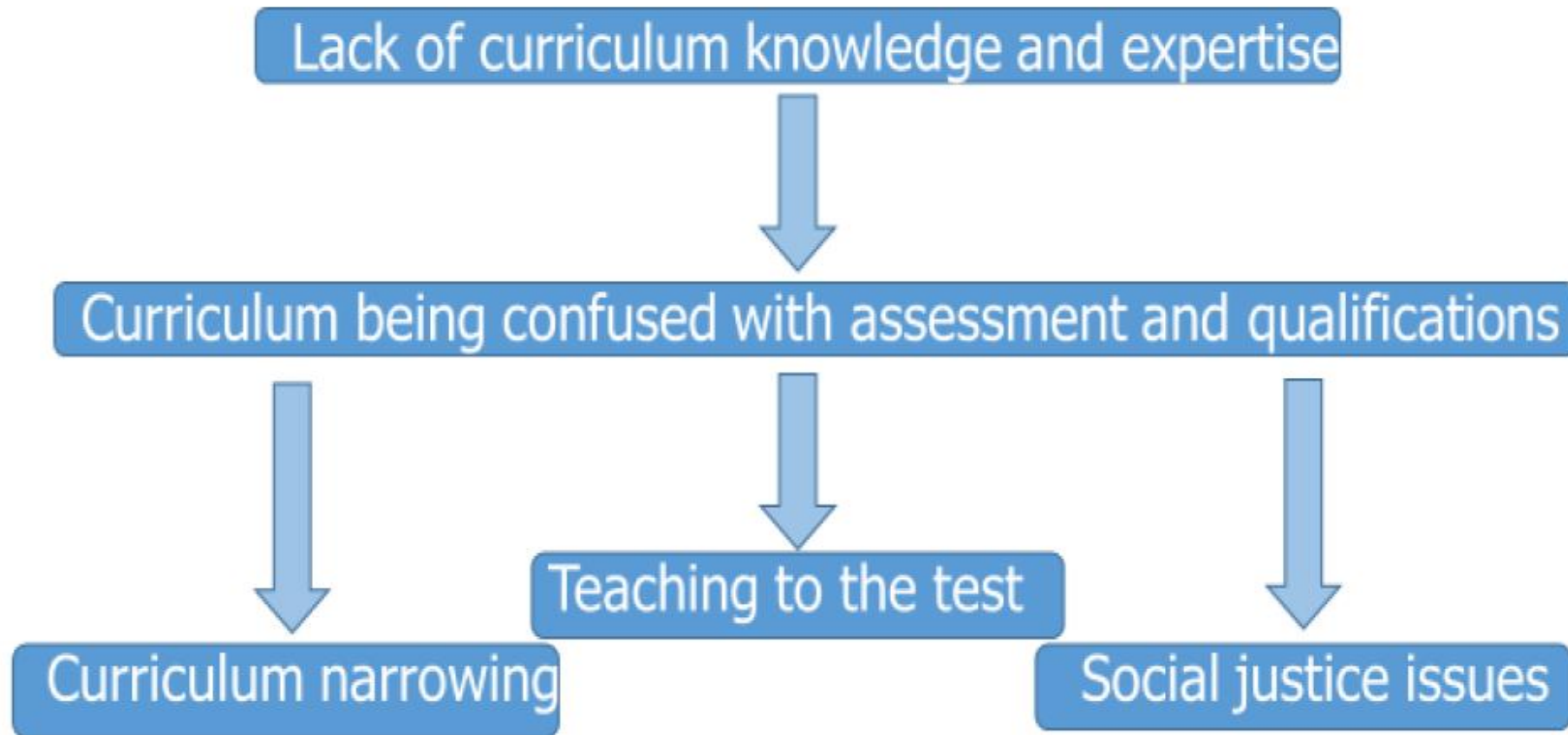
Concepts that matter when debating the curriculum



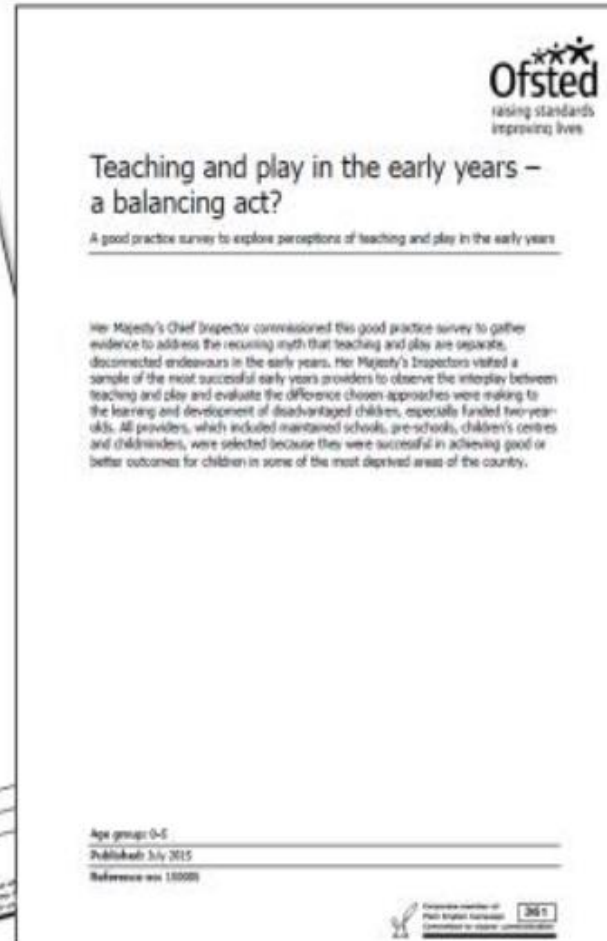
- Progress means knowing more and remembering more.
- Prior knowledge allows learning of new content.
- Knowledge is connected in webs or schemata.
- Vocabulary size relates to academic success, and learning in early years is crucial for increasing the breadth of children's vocabulary.



What did the curriculum survey find?



Thematic surveys 2014–2016



Bold beginnings

In November 2017, we published a thematic survey report about the **reception curriculum** in good and outstanding schools.

This report is one part of Ofsted's ongoing work around the intention, implementation and impact of the curriculum in England.



The case for change



- **Accountability** is important, but the system as currently constructed can divert providers from **children's experience in early education**.
- An industry has arisen around data, and what young children experience and learn is too often coming second to the delivery of **assessment data**.
- This data focus also leads to **unnecessary workload** for early years professionals, diverting them from the reason they chose to enter the profession.
- It is therefore time for Ofsted to stop making separate judgements about children's **outcomes**. Any conversation about children's outcomes should be part of a larger conversation about **the quality of education** they receive.

Judgement areas: our working hypothesis



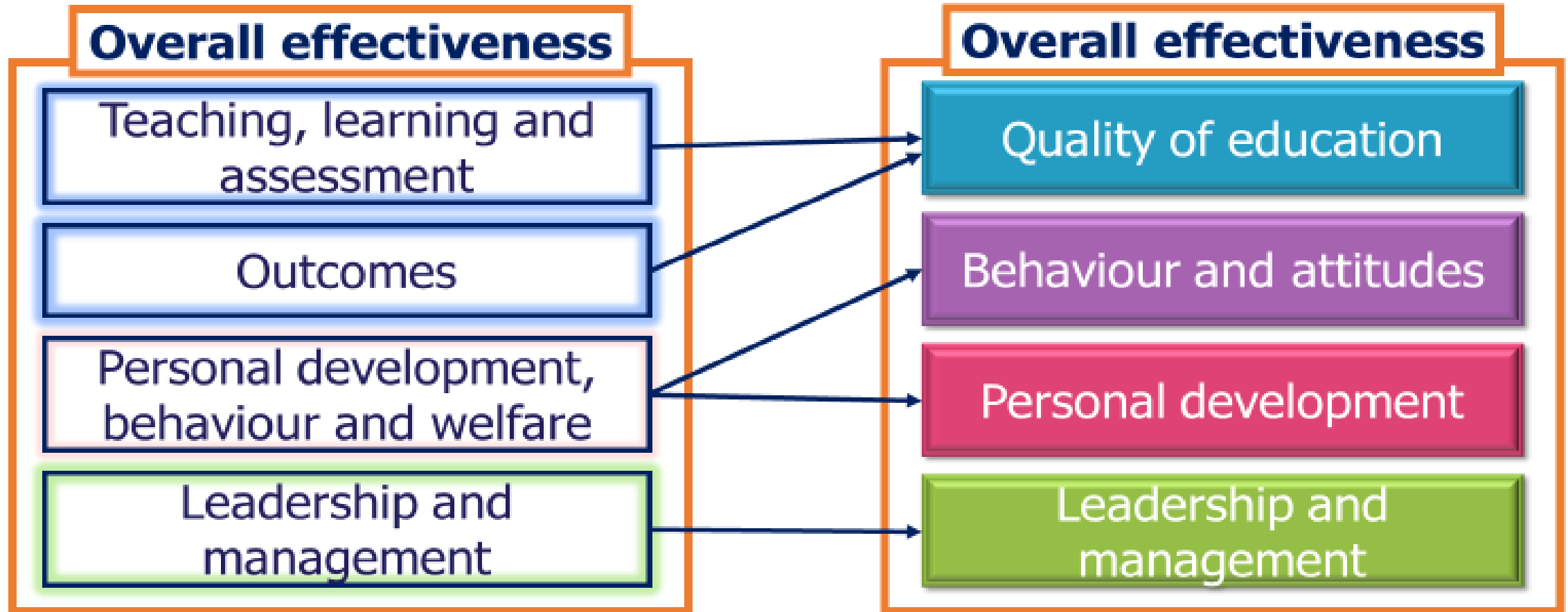
Quality of education

Behaviour and attitudes

Personal development

Leadership and management

Judgement areas: evolution, not revolution



Our working hypothesis in detail – all remits



Keep our focus on safeguarding, reflecting Ofsted's latest thinking



Our inspection of safeguarding will continue to be built around three core areas.

- **Identify:** are leaders and other staff identifying the right children and how do they do that?
- **Help:** what timely action do staff within the provider take and how well do they work with other agencies?
- **Manage:** how do responsible bodies and staff manage their statutory responsibilities and in particular, how do they respond to allegations about staff and other adults?

Safeguarding will hold the same weight across all remits.

What next?

- We are undertaking testing and piloting as we look towards the new **Education Inspection Framework 2019**.
- **This term**, we are beginning to share the developing thinking with partners across the sectors we inspect and invite their thoughts and views – this shapes and influences what we produce.
- **Research** continues on the curriculum and the findings are feeding directly into the draft framework.
- We will consult on the substance and detail of the new framework (not just high level principles) over **Spring Term 2019**.
- The final framework will be published in **Summer 2019**, and will go live from **1 September 2019**.

**Ofsted
Education inspection framework
September 2019**

Consultation

closes 5th April 2019

Education inspection framework

Framework proposals:

Proposal 1

- Propose the introduction of a new 'quality of education' judgement built around our working definition of the curriculum
- Provider's educational intent, implementation and impact
- Inspectors look at teaching, assessment, attainment and progress under the current inspection framework
- De-intensify the inspection focus on performance data and place more emphasis on the substance of education and what matters most to learners and practitioners

Proposal 2

- We propose to judge 'personal development' separately from 'behaviour and attitudes' to enhance the inspection focus on each and enable clearer reporting on both
- We believe that the behaviour and the attitudes learners of all ages bring to learning is best evaluated and judged separately from the provision made to promote learners' wider personal development, character and resilience

Early Years (registered provision)

Proposal 3

- To ensure that the education inspection framework 2019 judgements are appropriate for the range of early years settings

Maintained schools and academies

Proposal 4

- The new education inspection framework represents an evolution in what it means to be a 'good' school
- Section 8 inspection. Currently, section 8 inspections of good schools (or 'short inspections') last for one day. We are proposing to increase the time for which the lead inspector is on site to two days

Proposal 5

- Propose a new approach to how our inspectors prepare for and begin inspections
- Propose the introduction of on-site inspector preparation for all inspections carried out under section 5 and section 8 of the Education Act 2005
- Propose that Ofsted will provide formal notification of the inspection no later than 10am on the day before the inspection
- Conversations will focus particularly on how the school has built on its strengths, what weaknesses leaders have identified and what action they have planned or have in train to address those weaknesses

Proposal 6

- The recent Teacher Workload Advisory Group report noted that ‘time associated with data collection and analysis... is most frequently cited as the most wasteful due to a lack of clarity amongst teachers as to its purpose’.
- Ofsted is committed to ensuring that our inspection work does not create unnecessary work for teachers, and as such we propose that inspectors will not use schools’ internal performance data for current pupils as evidence during an inspection.

Non-association independent schools

Proposal 7

- Where a school chooses to deliver a substantial number of the required subject areas through the specialist curriculum (for example through faith-based content or other forms of immersive study), or where there is insufficient evidence from the non-specialist curriculum that the quality of education criteria are met, inspectors will consider evidence from the specialist curriculum in arriving at their judgement

Proposal 8

- DfE commissions Ofsted to conduct additional inspections but does not make new graded judgements

Further education and skills

Early Years (registered provision)

The quality of education (educational programmes)

1. EYFS educational programmes provide the curriculum framework that leaders build on to decide what they **intend** children to learn and develop
2. Leaders and practitioners decide how to **implement** the curriculum so children make progress in the seven areas of learning
3. Leaders and practitioners evaluate the **impact** of the curriculum by checking what children know and can do.

Proposal 3

We want to ensure that the education inspection framework 2019 judgements are appropriate for the range of early years settings. In line with the EIF, inspectors will make the following judgements:

- Overall effectiveness
- The quality of education
- Behaviour and attitudes
- Personal development
- Leadership and management

To what extent do you agree or disagree that the judgements will work:

| | Strongly Agree | Agree | Neither agree or disagree | Disagree | Strongly disagree | Don't know |
|--|----------------|-------|---------------------------|----------|-------------------|------------|
| Childminders | | | | | | |
| Childcare on non-domestic premises | | | | | | |
| Childcare on domestic premises | | | | | | |
| Childcare settings that offer care exclusively before and after school | | | | | | |

Ofsted Documents (January 2019)

Education inspection framework

Early years inspection handbook (Handbook for inspecting early years in England)

Consultation document

Education inspection framework 2019: inspecting the substance of education

<https://www.gov.uk/government/consultations/education-inspection-framework-2019-inspecting-the-substance-of-education>

Leadership and Workforce Conference

Key note - Gill Jones, Ofsted HMI Early Years

28th June 2019

County EIF briefing sessions

September/October

Equality and Inclusion

Sharing good practice

Use of DAF and EYPP

Quality Resources



Transition

Transition

- The Education People - Transition Matters
- The My Unique Progress Document
- Review and Refresh of Transition Matters

Transition Matters

- In 2016 when the Early Years and Childcare Service was part of Kent County Council, the original Transition Matters document was launched across the sector. The Education People have since added an introduction to the document which is available on Threads of Success website.

Transition Matters

- The My Unique Progress document has been revised and this is available on Threads of Success website for use by schools and settings alike.
- The Transition Matters Framework and document itself will be fully refreshed in 2020 to reflect the forthcoming changes within the EYFS.

Networking activity

- The core principles of the Transition Matters Framework underpin activity across the county to support strong practice around transition. Using these principles, share examples on your tables of practices you regularly undertake in your school or setting to support transition and how these link to the core principles.
- What were/are the challenges in achieving effective transition?

Future agenda items

**Please provide your
feedback by completing
an evaluation form.**

**Thank you and have a
safe journey home.**