



State of the Art

Educational System and Curriculum in England

Educational System

In England, the compulsory age for children to start their education is the term after they are five years old. However, children often start full-time school at the age of 4 years. Children can leave school at the age of 16 but must then be either in full-time education or in an apprenticeship. At 16 children can either stay on at school in the schools sixth form, attend a Further Education (FE) College or be enrolled on an apprenticeship. At age 18, students can either go into employment or study at a Higher Education Institution (HEI) for a University degree or higher education-level diplomas, such as, Higher National Diploma (HND).

Primary Education		
Infant Schools		Age group
Foundation Stage	Nursery Class	3 – 4 years
	Reception Class	4 – 5 years
Key Stage 1	Year 1	5 – 6 years
	Year 2	6 – 7 years
Junior Schools		
Key Stage 2	Year 3	7 - 8 years
	Year 4	8 – 9 years
	Year 5	9 – 10 years
	Year 6	10 – 11 years
Primary School – All of the above		

Secondary Education (High and Comprehensive Schools)		
Secondary Education (High and Comprehensive Schools)		Age group
Key Stage 3	Year 7	11 – 12 years
	Year 8	12 – 13 years
	Year 9	13 – 14 years
Key Stage 4	Year 10	14 – 15 years
	Year 11	15 – 16 years
Sixth Form	Year 12	16 – 17 years
	Year 13	17 – 18 years





College - Further Education

These are funded by the government for young people between the ages of 16 – 19 years of age (students over the age of 19 will pay fees). They provide opportunities to study an academic or vocational course.

In order to be able to work in early years students you will need:

- Early Years Practitioner (EYP) level 2 and/or
- Early Years Educator (EYE) level 3 (licence to practice)

Early Years Practitioner (EYP) level 2

This is a one-year course for student from the age of 16 years. This is a knowledge and skills based qualification for birth to five years.

To find out more go to: <https://www.gov.uk/government/publications/early-years-practitioner-level-2-qualifications-criteria>

Early Years Educator (EYE) level 3

This is a two-year course for student from the age of 16 years. This provides students with knowledge and experience of birth to five years, which will allow them to work with this age group. Students on this course must have GCSE (General Certificate in Secondary Education [level2]) by the end of the course. This course also enables the student to progress onto Higher Education (HE).

To find out more go to: <https://www.gov.uk/government/publications/early-years-educator-level-3-qualifications-criteria/early-years-educator-level-3-qualifications-criteria>

Apprenticeships

An apprenticeship is employment-based training that combines work experience with study. Apprentices are paid a small wage and work alongside an experienced member of staff. They are usually given one day a week for study, which may take place at a college or training centre.

To find out more go to: <https://www.gov.uk/guidance/childcare-and-education-apprenticeships>

Foundation Degrees

Some colleges provide HE provision. Some foundation degrees are work-based and other require full-time attendance at college. These courses are studied at level 4 and 5 and students can then progress to top-up their qualification to a full degree either at college or university. The students complete assignments that relate to theory and practice. Students are either employed and work in an educational setting or are provided with placement experience within the educational sector.

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The foundation degrees particularly suitable for the education sector are Early Years, Childhood Studies, Teaching Assistant and Special Education Needs and Inclusive Practice.

To find out more go to:

Professional Association for Childcare and Early Years: <https://www.pacey.org.uk/training-and-qualifications/childcare-qualifications/foundation-degrees/>

Sector Endorsed Foundation Degrees in Early Years <https://www.sefdey.com/>

Higher National Diploma (HND)

There are a number of different HNDs that offer students the opportunity to develop their knowledge, and skills in the educational sector either work-based or full-time.

To find out more go to: <https://universitycompare.com/advice/student/hnd/>

Higher Level Apprenticeships

Still being developed.

Higher Education Institution (HEI)

Higher Education is for learners over the age of 18. There are many different pathways to becoming a teacher in England. To be a teacher in England a degree is required. To be acknowledged as a qualified teacher, Qualified Teacher Status (QTS) or Early Years Teacher Status (EYTS) is required. Here are some of the pathways below:

- BA Primary/Early Years with QTS
- PGCE Primary/Early Years or Secondary with QTS
- BA Early Years with EYTS
- PGCE Early Years with EYTS
- Schools Direct (Training and Salaried)
- SCITTs (Salaried)

To find out more go to: <https://getintoteaching.education.gov.uk/>

Types of School

State:

- Maintained Schools
- Faith Schools
- Free Schools
- Academies
- Provision for children with Special Educational Needs and Disabilities (SEND)

To find out more go to: <https://www.gov.uk/types-of-school>

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Independent School

To find out more go to: <https://www.gov.uk/types-of-school>

Early Years Types of Provision

There are a number of different types of early years providers in England. All settings have to be Ofsted registered and comply with the statutory requirements.

- Schools: Maintained Schools, Faith Schools, Free Schools, Academies and Independent schools with Nursery Classes
- Day Nurseries
- Pre-school, Kindergarten and playgroups
- Child Minders
- Children’s Centres

To find out more go to: <https://www.pacey.org.uk/parents/choosing-great-childcare/types-of-childcare/>

Inspection Framework for England

Ofsted (Office for Standards in Education, Children's Services and Skills)

Ofsted inspect and regulate all state education and care of children and young people in England. They aim to ensure that education, training and care is of a high standard and are responsible for inspection, regulation and reporting.

Early Years Schools

Early Years Private, Voluntary, Independent (PVI)

To find out more go to: <https://www.gov.uk/government/organisations/ofsted>

Independent Schools Inspectorate (ISI)

The ISI are responsible for inspecting and monitoring the education, boarding care and early year provision of all associated independent schools.

To find out more go to: <https://www.isi.net/>

National Curriculum – 5 – 16 years

Subjects for Key Stage 1 and 2

Core:	Foundation:
▪ English	▪ Design and Technology
▪ Mathematics	▪ History
▪ Science	▪ Geography
	▪ Art and Design
	▪ Music

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▪ Religious Education	▪ Physical Education (PE)
	▪ Computing

Religious Education is not a National Curriculum subject but is required legally to be taught.

Subjects for Key Stage 3 and 4

Core:	Foundation:
▪ English	▪ Design and Technology
▪ Mathematics	▪ History
▪ Science	▪ Geography
	▪ Art and Design
	▪ Music
	▪ Physical Education (PE)
	▪ Computing
	▪ Modern Foreign Languages (at least one)
	▪ Design and Technology
▪ Religious Education	▪ Citizenship

To find out more go to: <https://www.gov.uk/national-curriculum>

Early Years Curriculum – Early Years Foundation Stage – Birth to Five years.

The Early Years Foundation Stage Framework (EYFS) (DfE,2021) is a mandatory framework in England relating to the Childcare Act 2006. It sets out the statutory safeguarding and welfare requirements for all providers registered with Ofsted and is used by all early years practitioners, including reception teachers, registered childminders and nurseries.

Most setting will use the practice guidance – Development Matters in the EYFS to support with the implementation of the framework (DfE, 2021). The below figures show how the EYFS framework supports young children’s learning and development.

Overarching Principles

Unique Child - every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.

Positive Relationships - children learn to be strong and independent through positive relationships.

Enabling Environment - 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.

Learning and Development - 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).

Seven Key Features of Effective Practice

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1. The best for every child
2. High-quality care
3. The curriculum: what we want children to learn
4. Pedagogy: helping children to learn
5. Assessment: checking what children have learnt
6. Self-regulation and executive function
7. Partnership with parents

The Characteristics of Effective Learning

Playing and Exploring – children investigate and experience things, and ‘have a go’

Active Learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

Creating and Thinking Critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

7 Areas of Learning:

The seven areas of learning are split into two: **Prime and Specific**. The Prime areas are the key focus of learning particularly for birth to three years. The Specific areas are developed more within the three to five age range and grow out of the Prime areas.

Prime:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Specific:

- Literacy
- Mathematics
- Understanding the World and
- Expressive Arts and Design

Early Learning Goals

In each of the areas of learning there are ‘**Early Learning Goals**’ (ELG) to reach. Most children are expected to achieve the ELG’s by the end of Reception. There are 17 ELG with outcomes of:

- Meeting Expected levels or
- Not Yet Reaching Expected levels (emerging)

To find out more go to: <https://www.gov.uk/early-years-foundation-stage>

Statutory Framework:

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Department for Education (2021) [Statutory framework for the early years foundation stage Setting the standards for learning, development and care for children from birth to five](#). London: DfE

Non-Statutory Guidance:

Department for Education (2021) [Development Matters: Non-statutory curriculum guidance for the early years foundation stage](#). London:

Theories underpinning the Curriculum

Name of Theorist	Jean Piaget		
Dates	1896 - 1980		
Name of Theory	Categories of Play	Stages of Learning	Schemas
Theory/Key Concepts	1. Sensory motor play 2. Symbolic play 3. Games with rules	1. Sensory-motor (birth to 2 years) 2. Preoperational (2 to 7 years) 3. Concrete Operational (7 to 12 years) 4. Formal Operational (12 years and over)	Schema is a label for children’s consistent patterns of action – early interactions with the environment that support later learning; ASSIMILATION AND ACCOMMODATION occur as young children assimilate new ideas and accommodate them by developing their schema to take in new information.
Relevance to Early Years	Pedagogy of play underpinning the EYFS. Range of activities provided across the areas of learning to allow for sensory and symbolic play as well as games with rules.	The age ranges of Birth to Five Matters, reflecting some of Piaget’s stages of learning. Education generally follows the stages of learning as children move from play-based learning, to recording learning in more abstract ways. Also topic based teaching always starts with the child (egocentric) and gradually moves outwards to family, school, community and perhaps then other countries.	The characteristics of Effective Learning recognises and builds on children’s individual schemas. Observation processes enable identification of children’s schemas and this informs future planning.

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Key links to Curriculum	Personal, Social and Emotional Development Understanding the World Expressive Arts and Design	Characteristics of Effective Teaching and Learning Mathematics Understanding the World	Characteristics of Effective Teaching and Learning Mathematics Understanding the World
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Name of Theorist	Lev Vygotsky		Uri Bronfenbrenner
Dates	1896 - 1934		1917 -2005
Name of Theory	Stages of conceptual development	Stages of speech development	Ecological System Theory
Theory/Key Concepts	<ol style="list-style-type: none"> 1. Thinking in unordered heaps 2. Thinking in complex stage 3. Thinking in concepts stage 4. Thinking in true concepts stage Zone of Proximal Development (ZPD) Zone of Actual Development (ZAD)	<ol style="list-style-type: none"> 1. Primitive speech stage (birth to 2 years) 2. Naïve psychological stage (2 to 4 years) 3. Egocentric or private speech stage (4 to 7 years) 4. Ingrowth or inner speech stage (8 years on) 	Microsystem Mesosystem Exosystem Macrosystem Chronosystem
Relevance to Early Years	<p>Key Person approach enables children to develop within the ZDP.</p> <p>Sustained Shared Thinking is promoted alongside construction of learning during child-led play activities. It also enables the stages of thinking and inquiry.</p> <p>Early Years settings are social places of learning; children collaborate, problem solve and co-construct learning together.</p>	<p>Communication and Language is a Prime strand of the EYFS and aims to give children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations</p>	<p>Underpinning principle of the unique child runs through the expectations and ethos of the EYFS framework.</p> <p>Partnership with parents/carers is fostered and recognised as being essential to support the child's development.</p> <p>EYFS settings are part of a wider community -links with schools, homes for the elderly (intergenerational), local churches, services, museums etc.</p> <p>EYFS policy and procedures in the setting are governed</p>

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			by policy and legislation.
Key links to Curriculum	Characteristics of Effective Teaching and Learning Mathematics Understanding the World	Communication and Language Literacy	Personal, Social and Emotional Development

Name of Theorist	Jerome Bruner		Noam Chomsky
Dates	1915 - 2016		
Name of Theory	Modes of Thought and Stages of Cognitive Development	Language Acquisition Support System (LASS)	Language Acquisition Device (LAD)
Theory/Key Concepts	<ol style="list-style-type: none"> 1. enactive mode 2. iconic mode 3. symbolic mode 	<p>A set of strategies used predominantly by parents to foster language.</p> <p>Parents and others use 'scaffold' learning by expanding and recasting baby babble and mimicking primitive words such as 'da-da-da' 'Daddy'.</p>	<p>All language is made up of structures of nouns, verbs and adjectives, the ability to learn and produce language is innate. This innate neural device helps children to decode language. This is triggered by hearing the spoken language.</p>
Relevance to Early Years	<p>The development of children's representational skills and cognitive understanding are supported through the Characteristics of Effective Learning creating and thinking critically as first thinking is based on physical actions, then the use of mental images before being able to represent symbolically.</p>	<p>Adults provide a scaffold for language learning, so a language rich environment is important in fostering language development. This links to the Prime Area Communication and Language, Enabling Environment and Positive Relationships.</p>	<p>Providing children with a language rich environment supports children in decoding language with the Prime Area Communication and Language, Enabling Environment and Positive Relationships underpinning this.</p>
Key links to Curriculum	Characteristics of Effective Teaching and Learning Mathematics Understanding the World	Communication and Language Literacy	Communication and Language Literacy

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Name of Theorist	John Bowlby	James and Joyce Robertson	Mary Ainsworth
Dates	1907 - 1990	1911-1988 1919-2013	1913-1999
Name of Theory	Attachment Theory	Stages of Distress (PPD model)	Categorisation of Secure and Insecure Attachment
Theory/Key Concepts	Orientation and Pattern Recognition (0 – 6 months) Secure Base Behaviour – ‘set-goal’ attachment (6months – 3 years) Formation of a Reciprocal Relationship (3 years plus)	Separation anxiety is demonstrated when a child is separated from their main caregiver. <ul style="list-style-type: none"> • Protest • Despair • Detachment 	<ul style="list-style-type: none"> • Secure • Insecure – Detached • Insecure – Resistant • Insecure - Disorganised The Stranger Situation Technique
Relevance to Early Years	Understanding the impact of attachment figure for children and the development of transitional strategies to support children through change ensuring they have a significant figure they can attach to. Strategies such as the Settling-in processes, Key Person Approach and Home Visits ensure that children’s emotional and attachment needs are met.	Understanding the impact of attachment figure for children and the development of transitional strategies to support children through change ensuring they have a significant figure they can attach to. Strategies such as the Settling-in processes, Key Person Approach and Home Visits ensure that children’s emotional and attachment needs are met.	Provides an understanding of the importance of different kinds of attachments children might have with their significant attachment figure. Children will have different responses depending upon their attachment, age and stage of development.
Key links to Curriculum	Key Person Approach	Key Person Approach	Key Person Approach

Name of Theorist	Albert Bandura	Maria Montessori	John Dewey
Dates	1925 - Present	Stages of Development	Experiential Learning
Name of Theory	Processes involved with observing and imitating behaviour	Stages of Development	Experiential Learning
Theory/Key Concepts	1. Attention processes	Child goes through stages (planes) of development;	Education should be prepare children to be

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	<p>2. Retention processes</p> <p>3. Production processes</p> <p>4. Motivational processes</p>	<p>Children need to be taught to independently look after themselves and their environment; Repetition of tasks that promote creative thinking and learning is central to children’s learning and laying foundations for abstract learning; Observation is important.</p>	<p>effective members of their community; Each child is unique; Teachers need to facilitate learning through providing learning experiences that take into account how different children learn; Learning builds on children’s experiences and what they take from them– no children will encounter and learn from an experience in precisely the same way; Education should be child-centred with children as active participants in their own learning.</p>
Relevance to Early Years	<p>Prime Area of Personal, Social and Emotional Development managing feelings and behaviour as children observe and model behaviour. Adults are important role models in supporting children in recognising and managing their feelings and behaviour.</p>	<p>Specific resources are used when delivering Montessori pedagogy in its purest sense. The use of real objects on a scaled downsize has come from the Montessori approach i.e. equipment in the home corner, child-sized chairs and tables. Having resources available on a daily basis also enables children to revisit and further develop their learning (continuous provision)</p>	<p>Child-centred learning continues to be key in EY settings and is emphasised in the EYFS through the Unique Child principle. In the moment planning is supported by this theory. Reggio Emilia settings draw on it also. Sustained shared thinking recognises children as co-constructors of learning.</p>
Key links to Curriculum	<p>Personal, Social and Emotional Development</p>	<p>Characteristics of Effective Teaching and Learning</p>	<p>Characteristics of Effective Teaching and Learning</p>

Name of Theorist	Loris Malaguzzi	Friedrich Froebel	Rudolf Steiner
Dates	1920-1994	1782 - 1852	1891-1925

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Name of Theory	Reggio Emilia	Froebelian Principles of Play	Steiner Waldorf Approach
Theory/Key Concepts	<p>Children are born with the innate capacity to develop as individuals and build knowledge of the world around them;</p> <p>Each child has a right to empower themselves through education;</p> <p>Teachers need to observe and document learning taking place – including spoken interactions. They meet each week to discuss what has been observed and plan the next stages of learning;</p> <p>Teachers are co-learners and collaborators with the children to facilitate new learning that focuses on children’s interests;</p> <p>Questioning is a key strategy for developing children’s understanding;</p> <p>The approach is not bound to one particular curriculum; it is flexible and can be adapted for different environments.</p>	<p>Value of children expressing themselves through play and its importance for children’s learning and social and emotional development;</p> <p>Children need to be active and learn through activities that are purposeful and engaging;</p> <p>Developed materials to support exploration and learning - balls, 3D shapes and cubes of different sizes;</p> <p>Recognised the importance of the environment.</p>	<p>Young children learn through imitation, adults model behaviours that children observe and that are beneficial to their learning;</p> <p>Relationships between teacher and child are very important in developing children’s learning;</p> <p>Before the age of 7 emphasis is given to play, art and the natural world, with links to science. Reading and maths are not yet taught formally with the rationale that children will show interest and learn if their social and emotional development has been positive. There is a strong emphasis on music and story. Children are assessed through observation.</p>
Relevance to Early Years	<p>Child-led learning</p> <p>Following the interest of the child</p> <p>Projects</p> <p>Creativity (using the hundred languages)</p> <p>Sustained Shared Thinking</p>	<p>Pre-schools and Nursery schools</p> <p>Holistic development and learning</p> <p>Child-led learning</p> <p>Learning through play – individual and group</p> <p>Home-school links</p>	<p>The Steiner Approach recognises the importance of spiritual values, social skills, physical development and creativity, which underpin areas and aspects of the EYFS Areas of Learning. It</p>

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	Involving children in planning and decision-making Partnership with parents and links to community Rights of the Child Documentation (observations/learning journals)		addresses the whole child, head, heart and will in a creative learning environment.
Key links to Curriculum			

Name of Theorist	Rachel and Margaret McMillan	Burrhus Frederic Skinner	Ferre Laevers
Dates	M:1860 – 1931 R: 1859 - 1917	1904-1990	1950-
Name of Theory		Operant Conditioning	Wellbeing and Involvement Scales
Theory/Key Concepts	Insistence on crucial importance of first years of children’s lives, founded the <i>Nursery Movement</i> ; Promoted the benefits of open-air learning, believing that caring for animals and plants developed understanding of the need to care for themselves and others; Influenced policy on free school meals and health checks for young children; Socially aware of the links between poor diet, poverty and access to learning.	<ul style="list-style-type: none"> • Primary Reinforcement • Secondary Reinforcement • Generalised Reinforcement Behaviour is reinforced by consequences be they positive or negative either encouraging or discouraging types of behaviour though reinforcement.	This observational evaluative wellbeing and involvement tools consists of a set of two 5 point scales to measure the environments quality and effectiveness in supporting children’s wellbeing and involvement. It ranks wellbeing and involvement as: 1. Extremely low 2. Low 3. Moderate 4. High 5. Extremely high
Relevance to Early Years	Outdoor learning Free milk and fruit schemes FEET funding 15 hours of free nursery education Pupil Premium	Positive and negative behaviour reinforcement with rewards and sanctions being used to challenge undesirable behaviour and	Supports the development and suitability of provision enabling practitioners to identify strategies and how they interact to improve the quality of children’s

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	Physical Education/movement	encourage positive behaviours.	emotional wellbeing. Links to EYFS, A Unique Child and Personal, Social and Emotional Development.
Key links to Curriculum	Enabling Environments	Personal, Social and Emotional Development	Personal, Social and Emotional Development

Current Pedagogy

Name	Bridgewater College, Somerset (following a visit to Denmark)	Tina Bruce	Anna Ephgrave (an emerging paradigm)
Dates	1993 -	1947-	
Name of Approach	Forest School Approach	12 Features of Play	In the Moment Planning
Theory/Key Concepts	<p>Long term sustained approach to outdoor learning, ideally in woodland.</p> <p>Free flow, child-led, process not product, learning through play, problem-solving, risk-taking, exploring, discovering</p> <p>Benefits of being outdoors – gross and fine motor skill development, social skills, physical, spiritual and mental wellbeing.</p> <p>No set curriculum, framework or targets.</p> <p>Learning by head, hand and heart</p> <p>Holistic approach</p>	<p>Free-flow play</p> <p>Play is an active process and that the adult should facilitate and support play rather than lead.</p> <p>Identifies 12 Features of Play</p>	<p>Not planning ahead but responding to the children in the moment. Planning becomes spontaneous and is completed retrospectively as the activities are child-led and child-initiated. The adult goes to the child respond to and facilitating the children’s learning providing support and additional resource to maintain the child’s play, interest and curiosity.</p> <ul style="list-style-type: none"> • Environment • Understanding Child Development • Quality Interactions • Skilled Observers
Relevance to Early Years	<p>Supports the EYFS ethos.</p> <p>Links to framework – holistic, play-based learning.</p> <p>Develops growth mindset</p> <p>Independent, child-led learning</p> <p>Inclusive environment</p>	<p>Importance of supporting and facilitating children’s play which is underpinned within the EYFS particularly with the Characteristics of Effective Learning - playing and exploring.</p>	<p>It supports the enabling environment as it encourages independence and purposeful play. Linking to the Characteristics of Effective Learning as practitioners respond to the children’s lead,</p>

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	Managed risk taking sustained shared thinking		questions, curiosity and interests.
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Qualifications and Routes to work in the Early Year Sector

Level	School and University Awards	Role in Early Years
Level 2 (EQF 3)	General Certificate in Secondary Education (GCSE)	These practitioners will work under supervision and the job roles may include: Nursery or Teaching Assistant Pre-school Assistant
Level 3 (EQF 4)	'A' level (2 years)	These practitioners may work in a variety of childcare and educational settings and demonstrate the ability to work independently, supervise, train others and their job roles may include: Day Nursery Room Leader Pre-school Leader Childminder Nursery or Teaching Assistant Health Visitor Assistant
Level 4 (EQF 5)	1 st year undergraduate degree	Level 4 practitioners may find themselves in management roles in different childcare and educational settings. Their job roles may include: Manager of a Day Nursery Deputy Manager
Level 5 (EQF 5)	2 nd year undergraduate	
Level 6 (EQF 6)	3 rd year undergraduate degree	Level 6 practitioners with a Level 6 and Early Year's Teacher Status (EYTS) / Qualified Teacher Status (QTS) / Early Years Professional Status (EYPS) demonstrate the excellence of their personal and reflective practice, and their ability to lead the practice of others. The skills and experience of early year's teachers/professionals enable them to lead and inspire colleagues and help give children the start in life they deserve.

(European Qualifications Framework)

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Early Years Teacher Status

Early Years Teachers are to be key to raising the quality of early years provision. To act as agents of change to improve practice in the settings in which they work. To lead practice across the Early Years Foundation Stage. To support and mentor other practitioners and to work in close collaboration with other agencies. They are required to meet the professional Teachers' Standards (Early Years) (NCTL, 2013) providing evidencing of working across the birth to five years age range and meeting the 8 Teachers' Standards (Early Years):

1. Set high expectations which inspire, motivate and challenge all children;
2. Promote good progress and outcomes by children;
3. Demonstrate good knowledge of early learning and EYFS;
4. Plan education and care taking account of the needs of all children;
5. Adapt education and care to respond to the strengths and needs of all children;
6. Make accurate and productive use of assessment;
7. Safeguard and promote the welfare of children, and provide a safe learning environment;
8. Fulfil wider professional responsibilities.

Roles within Early Years

Nursery/Pre-school Head Teacher / Manager

Early Years Head Teachers and Managers lead, motivate and manage their team in the delivery of the EYFS. They ensure the setting/school comply with the legal and welfare requirements. They are responsible for the progress of the children and ensuring staff promote a safe, caring and stimulating environment for the children to learn. They set the expectations and targets for staff to ensure that the setting/school are meeting the expected standards set out by Ofsted.

Nursery/Pre-school Deputy Head Teacher / Deputy Manager

Early Years Deputy Head Teachers and Deputy Managers support the Head Teacher / Manager in the daily running of the setting/school. They will take on delegated responsibilities and are more likely to have teaching responsibilities.

Early Years Teacher / Classroom Teacher / Room Leader

Early Years Teacher / Classroom Teacher / Room Leader leads the practice within their room ensuring the day-to-day running and implementation of the legal and welfare requirements. They ensure that the team are planning lessons, activities, creating learning resources, observing, assessing and tracking children's progress and development feeding this to management and parents.

EYFS Curriculum Leader

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The EYFS curriculum leader leads, manages and evaluates the delivery of high quality teaching and learning in the Early Years and plays a key role in leading setting/school improvement.

Nursery/Pre-school or Teaching Assistant

The Nursery/Pre-school or Teaching Assistant supports the Early Years Teacher / Classroom Teacher / Room Leader in the practice with the classroom and implementation of the legal and welfare requirements.

Learning Support Assistant

The Learning Support Assistant (LSA) supports children with Special Educational Needs and Disabilities (SEND) liaising with the Special Educational Needs Coordinator (SENCo) to differentiate provision and make reasonable adjustments so that children can fully engage and make progress. The majority of these children will have been assessed under the Special Educational Needs and Disabilities (SEND) Code of Practice: 0-25 years (2015) and provided with an Education, Health and Care Plan (EHCP). This outlines the support children should receive and identifies targets for the Individual Support Plan (ISP), which the LSA delivers.

Childminder

Childminders look after children at home, working a variety of age ranges. They are required to be registered with Ofsted and meet the legal and welfare requirements of the EYFS.

Key Person

A Key Person is a named member of staff with responsibilities for a small group of children who helps those children in the group feel safe and cared for. This is a legal requirement for all EYFS provision. The Key Person establish a positive and trusting relationship with the key child and their parents so that the child's developmental and learning needs can be met.

Government statutory requirements that inform policy and provision in the settings/schools

Safeguarding and Child Protection (Welfare Requirements)

It is a legal requirement that all Early Years providers must: safeguard children; ensure the suitability of adults who have contact with children; promote good health; manage behaviour; and maintain records, policies and procedures.

Providers must ensure that they implement policies and procedures to safeguard children both in the setting/school and in the home. All Early Years practitioners are responsible for being alert to and reporting any concerns about a child's welfare. Settings and schools must have a designated safeguarding lead and it is required that all staff receive relevant and up-to-date safeguarding and child protection training.

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To find out more about the government's statutory guidance go to:

Working Together to Safeguard Children 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf

Prevent duty guidance for England and Wales 2015

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

Keeping Children Safe in Education 2019

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/835733/Keeping_children_safe_in_education_2019.pdf

Special Educational Needs and Disability (SEND)

Schools and settings must have an allocated person responsible for supporting children with SEND and their families through supporting the identification of children with special educational needs; making reasonable adjustments; liaising with other providers and other professionals/agencies to ensure that there is appropriate targeted provision in place to support the child's development and learning.

The Special Educational Needs and Disabilities (SEND) Code of Practice: 0-25 years (2015) explains the duties of local authorities, health bodies, schools and colleges to provide for those with special educational needs under part 3 of the Children and Families Act 2014.

To find out more go to: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Funded Early Education for Two Year Olds (FEET)

FEET funding is offered to disadvantaged toddlers and their families who meet the specific eligibility criteria. This entitles them to access Early Years provision for up to 15 hours per week for 38 weeks of the year.

To find out more go to: <https://www.surreycc.gov.uk/people-and-community/families/childcare/paying/funded-early-education-for-2-year-olds-feet>

Early Years Entitlement for 3 to 4 year olds

All 3 and 4 year olds are entitled to 15 hours of free early years provision for 38 weeks of the year. If their families meet the eligibility criteria they can access 30 free hours for 38 weeks of the year.

To find out more go to: <https://www.surreycc.gov.uk/people-and-community/families/childcare/paying/funded-early-education-for-3-and-4-year-olds>

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