



Early Excellence
Inspirational Learning

Exploring Effective Transition: Nurturing Young Children in Times of Change

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Aims

- To explore what key on-entry information is needed to support young learners effectively
- To outline the key features of practice which nurture young children's emotional wellbeing



Play Video - Responding to Baseline




What information do you currently gain from:

- Parents/Carers
- Childminders
- Previous settings
- Home visits
- Visits to previous settings
- On- entry observations



The statutory reception baseline assessment (RBA)

 **GOV.UK**

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→ **Coronavirus (COVID-19)** | Guidance and support

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Guidance

Reception baseline assessment

Information about an assessment for pupils in reception to measure their progress in primary schools.

From: [Standards and Testing Agency](#)

Published 11 April 2018

Last updated 6 May 2021 — [See all updates](#)



- Taken in the **first six weeks** in which a child starts reception.
- **Accountability and Progress**
- The RBA assesses a child in **early mathematics, literacy, communication and language**. The purpose of the RBA is to form the starting point for cohort-level school progress measures.
- Data from the RBA is compared to key stage 2 outcomes 7 years later to form the overall progress measure for a school.
- The RBA is not used to make judgements about early years provision, either current or retrospective. It is solely intended for use within the primary school progress measure.



Assessment data

- The RBA and its data **should not be used for any other purpose apart from the progress measure.** Data collected and produced from the assessment will be stored in the National Pupil Database (NPD).
- The data, including numerical scores, is not shared with external bodies, including schools, teachers, pupils or parents/carers.
- **The RBA is not suitable as a formative or diagnostic assessment.** Scores are not shared or published to prevent any labelling and streaming of children or judgement of early years providers. Instead, teachers receive a series of narrative statements informing them of how the child performed on the day. There is no expected standard and children cannot pass or fail.



Creating your own baseline assessment

twinkl

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Development Matters 2020/2021

Foundation Assessment

EYFS 2021 Reforms

On Entry/Baseline Assessments

Twinkl Recommends

New EYFS 2021 Resource

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Reception Development Matters On-Entry Detailed Baseline Assessment

New EYFS 2021 Resource

EYFS Reception Assessment Pack (New EYFS 2021)

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New EYFS

EYFS Development Matters 2020/2021 Statements Divided into Ages and Stages

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Help



Area of learning and development	Aspect
Prime areas	
Personal, social and emotional development	Making relationships
	Self-confidence and self awareness
	Managing feeling and behaviour
Physical development	Moving and handling
	Health and self-care
Communication and language	Listening and attention
	Understanding
	Speaking
Specific areas	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shapes, Space and measure
Understanding the world	People and communities
	The world
	Technology
Expressive arts and design	Exploring and using media and materials
	Being imaginative







Prof. Ferre Laevers

Leuven University, Flanders

- Well-being
- Levels of Child Involvement
- Levels of Adult Engagement
- Process Orientated Monitoring System (POMS)



Well-being

- The level of well-being in children indicates how they are developing emotionally





Well-being includes...

- Physical needs
- Tenderness and affection
- Security and clarity
- Social recognition
- Feel competent
- Meaning in life



Well-being

When children...

- Feel at ease and enjoy life
- Act spontaneously
- Are open to the world and accessible
- Express inner rest and relaxation
- Show vitality and self-confidence
- Are in touch with their feelings and emotions

...we know that their mental health is secured



Activity signs of well-being

Relaxation and
Inner peace

Emotional
Development

'Fish in Water'

Courage to
stand up for
themselves

Happy -
Life is a pleasure

Vitality

Fighting Spirit



'Open'
'Receptive'
'Flexible'
Attitude

Self Confidence
Self Esteem



Level	Well-being	Signals
1	Extremely Low	The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/herself or others.
2	Low	The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
3	Moderate	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.
4	High	The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
5	Extremely high	The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He /she is open and accessible to the environment. The child expresses self-confidence and self-assurance.



Leuven definition of involvement

Involvement is a quality of human activity. It can be recognised by concentration and persistence and is characterised by motivation, interest and fascination, openness to stimuli and intense mental energy, deep satisfaction and a strong flow of energy.



Involvement

When children are...

- Concentrated and focused
- Interested, motivated, fascinated
- Mentally active
- Fully experiencing sensations and meanings
- Enjoying the satisfaction of the exploratory drive
- Operating at the very limits of their capabilities

...we know that deep level learning is taking place









Characteristics of Effective Learning

Playing & Exploring – Engagement

Finding out and exploring
Playing with what they know
Being willing to 'have a go'

Active Learning – Motivation

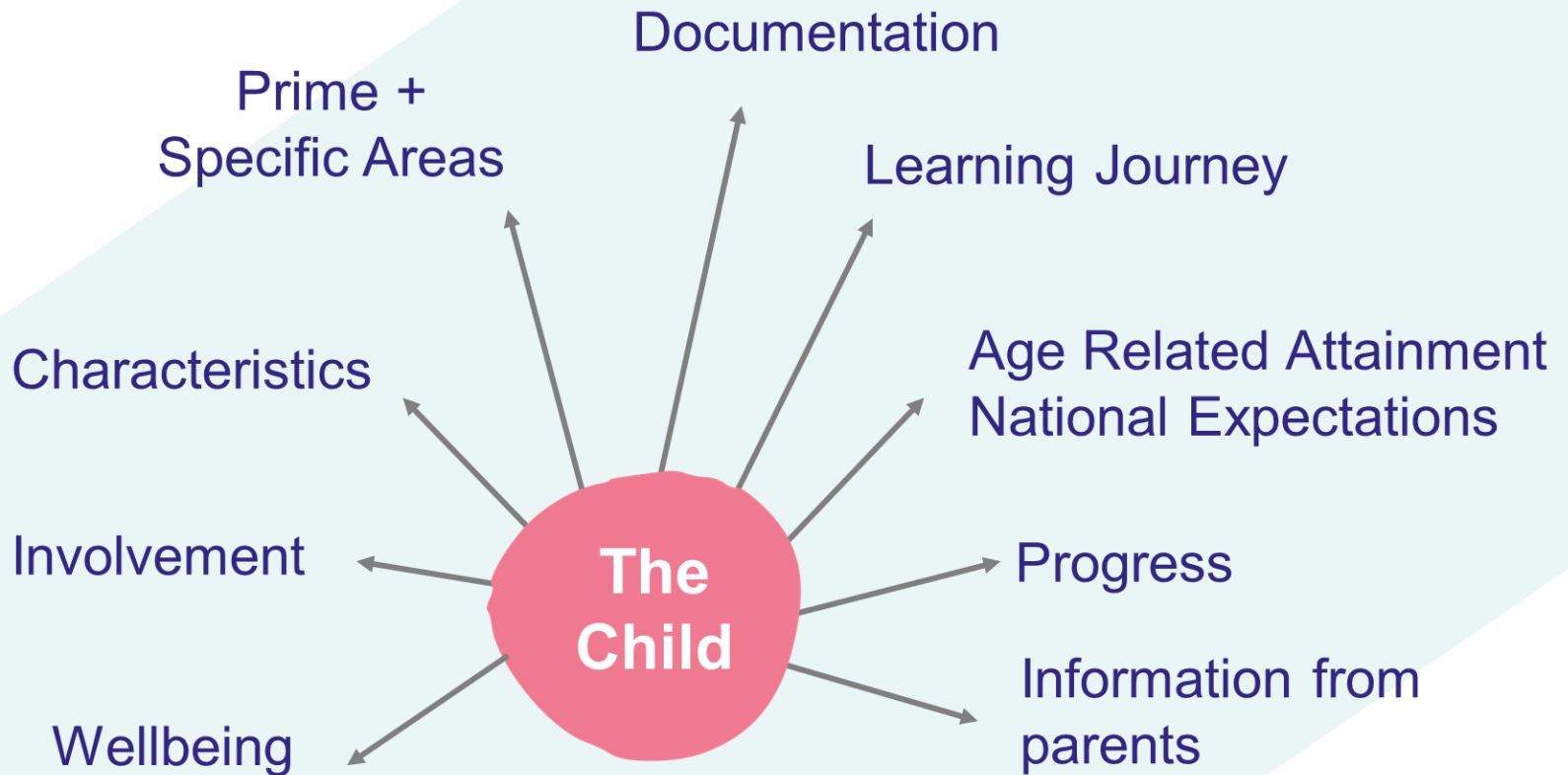
Being involved and concentrating
Keeping trying
Enjoying achieving what they set out to do

Creating and Thinking Critically – Thinking

Having their own ideas
Making links
Choosing ways to do things



Building the picture





Providing a Nurturing Environment



Introduction

1. 'A secure safe and happy childhood is important in it's own right.'

Statutory framework for the
Early Years Foundation Stage
March 2021







The supermarket analogy: continuous provision







WHATEVER
YOU WANT

Wet Sand











Early Excellence
Centre for Inspirational
Learning



Date: November
30, 2020

Exploring Powerful Learning Through Domestic Role Play

Young children have a natural interest in their own lives and their own circle of experience. They will often seek out opportunities to play imaginatively with familiar contexts, exploring the relationships between key people in their lives and the actions that surround them on a daily basis. This powerful drive to learn about their own lives through role play underpins our key advice that domestic role play needs to be a key area of learning in every EYFS setting and should be available consistently throughout the year. Carefully considered **domestic role play**, and the sensitive, skilful adult responses leading from this, offer meaningful learning experiences built on children's natural interests.

Providing a rich learning experience through domestic role play requires careful planning with each available resource earning its place within the area. Let's start with the continuous provision. Alongside the kitchen, with a range of pots, pans, cutlery and utensils there





“A designation for any material to which an infant attributes a special value and by means of which the child is able to make the necessary shift from the earliest oral relationship with mother to genuine object-relationships.”

Transitional objects are self-chosen - a child's first “not-me possession” - like a blanket, teddy bear, pacifier, doll. The reliance on such objects is rooted in sensorial elements that lessen the stress of separation, while they soothe and comfort the child.

D. W. Winnicott, 1951



Duke Street
Nursery



Emotional warmth, cognitive challenge and self regulation

‘We must be sensitively ‘present’ and engaged with the play of children... otherwise they will also lose out on support for their play and language development. That, in turn, is likely to have a negative effect on their developing self-regulation, laying poor foundations for their later learning in school.

Dr Julian Grenier Nursery World 2021



Personal, social and emotional development

- Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. **Underpinning their personal development are the important attachments that shape their social world.**
- Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.
- Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.







Be someone that recognises their interests and feelings





Be someone who values their way of doing things



What we notice...

During over to you time, a group of children decided to build Erddig. They used images of the house to help with their building. There was a big focus on the windows in the house, making sure the house itself was symmetrical and also creating the panes of glass. Max and Lexi used clear cellophane for the windows and masking tape for the window frames.



The children learned that there were animals who lived in Erddig after reading the story of Duke's day. They built their own stable, which had an opening door, sign with a name and even some hay! Max and Madison then made a carriage for the York family to travel in.



After hearing about the lives of the servants who lived in Erddig, the children began to relays the stories they had heard. Ryan took on the role of the cook and can be seen here cooking and serving the food.



Lexi and Madison worked hard to create the gardens of Erddig and made plants and made plants to go outside the doors. Look at those beautiful daffodils! The children learned about the Red Room in Erddig and looked at images in non-fiction books. They recreated the Red Room using fabric and tissue paper.



Oh no! SMASH! The cook dropped a cup and the master of the house was furious! Ryan needed to pay for the smashed cup out of his wages.





Respectful, authentic relationships

- See children as people now, rather than in the process of becoming one
- See children as experts in their own lives
- Value the child's contribution and the child's perspective
- Make room for communication and mutual understanding



- The more practitioners know about each child, the better they are able to support and extend their learning
- Children only respond positively to challenge if they have a good relationship with the practitioner
- Good relationships are crucial to developing the confidence to try things and take risks



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