



Curriculum and Quality Analysis and Impact Review
of European Early Childhood Education and Care

An example of a European ECEC curriculum framework – England Statutory Framework for the Early Years Foundation Stage

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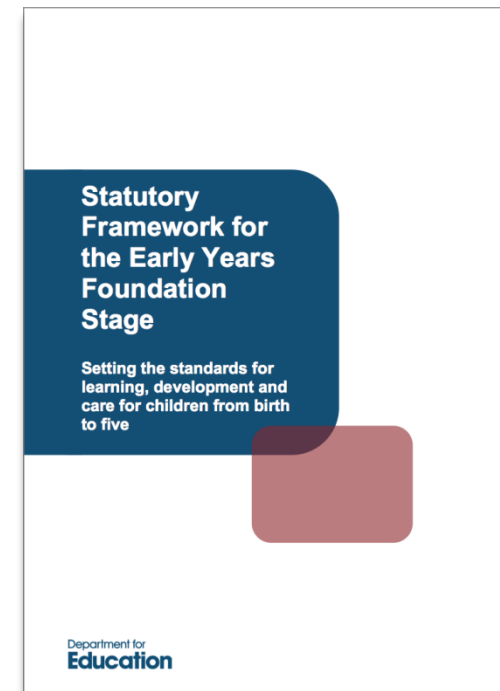
The governmental status of the curriculum document

National Curriculum and Mandatory Framework:
'Statutory Framework for the Early Years
Foundation Stage' (EYFS)

For all early years providers (0-5), including
state, private or charitable schools, as well as
family day care

Responsible Ministry: Department for Education

In place since 2008, revised version
implemented from September 2012



What are the broad ECEC goals with regards to the children, their development, learning and immediate experience?

The EYFS curriculum aims to promote child health, safety, development and learning, as well as school readiness and the right foundation for their future progress through school and life (EYFS Framework, 2).

Emphasis:

- promote all-round learning and development of all children
- promote school readiness
- allow all children to fulfil their potentials

In addition: message that a safe, secure, happy childhood = important in its own right

- aim to provide a place for children to enjoy learning
- keeping children healthy, safe and secure
- aim to provide a place for children to grow in confidence

Which domains of children's development or learning are addressed?

Seven Areas of Learning and Development:

Three *prime* areas- crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive:

- communication and language
- physical development
- personal, social and emotional development

Four *specific* areas, through which the three prime areas are strengthened and applied:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Which domains of children's experience are addressed?

The seven areas of learning are also listed as seven areas of experience in which programmes/practitioners have to offer activities and resources.

The description of those experiences however relies on a more detailed specification of developmental goals within each content area.

Examples:

- **Communication and language** development involves giving 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.
- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

In terms of child learning, are key objectives or goals for each area of children's development/learning stated?

The EYFS defines learning goals for each area of learning and development (17 in total). These describe the specific skills and competencies, and the knowledge and understanding that all young children should have gained by the end of the reception year.

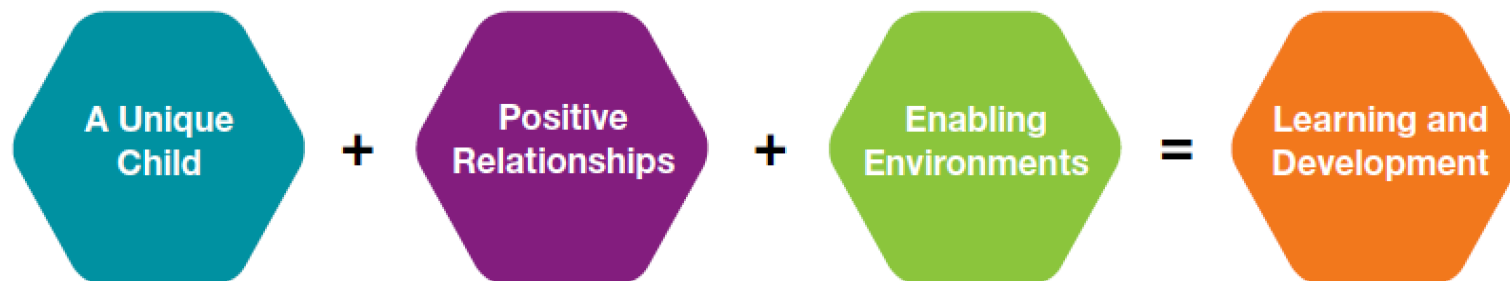
E.g. from Communication and Language

- **Understanding**: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
- **Speaking**: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Stated pedagogical principles of providing care and education for young children 1

Overarching principles which should shape practice in early years settings (EYFS Framework, 3):

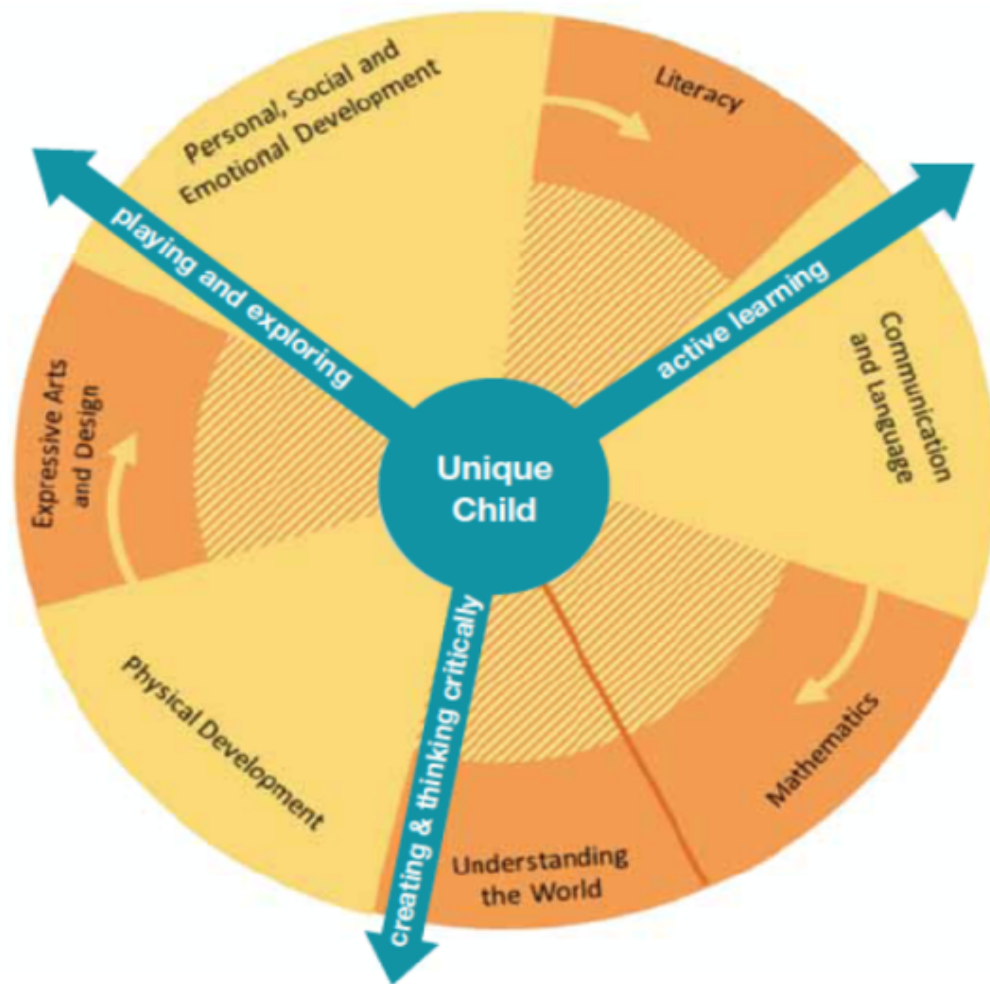
- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through **positive relationships**.
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs.
- **Children develop and learn in different ways and at different rates.**



Stated pedagogical principles of providing care and education for young children 2

Effective pedagogy/learning is characterised by:

- Playing and exploring
- Active learning
- Creating and thinking critically



The role of observation and documentation of children's learning

Observation and documentation of children's learning is the basis for **planning**. Ongoing assessment involves practitioners **observing children** to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.

On-going formative assessment is at the heart of effective early years practice, and part of every-day practice.

In addition all childcare settings have to put together **two assessment reports**:

Progress-check at age 2

Early Years Foundation Stage Profile at age 5

Implementation, Monitoring

EYFS Framework Plan does not give instructions on methods. It does not require local municipalities or individual settings to prepare their own written curriculum. However, local governments have the role to support those centres which inspection found inadequate.

Office for Standards in Education (OFSTED): inspects the quality of the delivery of the EYFS and rates quality and standards on a four-point grading scale

Grade 1: outstanding

Grade 2: good

Grade 3: requires improvement

Grade 4: inadequate

Additional guidance materials for implementation *published by the government* aim to ensure all practitioners meet EYFS requirements and that entitlements are met for all children.

Summary – Key Features

- Offering experiences and activities for children in all seven EYFS learning areas
- Sensitive to gender, culture and individual interests
- Reflecting on the ways in which children learn
- Observation led planning and assessment
- Documentation of children's activities
- Assessments of children's learning and achievements
- Positive relationships
- Enabling environment
- Partnerships with Parents

For materials on the EYFS and other national guidance materials see: <http://www.foundationyears.org.uk/eyfs-statutory-framework/>