



EARLY YEARS POLICY ADVICE:

LEARNING, DEVELOPMENT AND CURRICULUM

IMMEDIATE CONCERNS

- Amend the legal requirements for physical space to ensure settings have sufficient indoor and outdoor space to provide daily opportunities for physically active play that supports young children's physical development.
- Revise the EYFS/training/Standards/assessment to ensure focus on the processes of learning (the diversity of learners and learning, what learning involves, what learners do) and on pedagogy, to inform how learning outcomes (within and beyond the EYFS goals) can be achieved.
- Review the EYFS and ELGs to ensure 'school' literacies take account of current research relating to how children develop and experience literacies within family and community contexts.
- Review the 'overarching principles' and philosophy of the EYFS to include a focus on children's voices and rights to highlight the importance of their agency, participation and engagement.
- Provide guidance on ways to ensure that provision for two-years-olds in school

settings is organised to promote the development of close and sustained relationships between children, key persons and a small number of other staff.

- Review the safeguarding and welfare requirements of the EYFS to ensure they have priority within the Statutory documents.
- Place more prominent emphasis on the importance of children's self-initiated play as a medium for learning.

MID-TERM ISSUES

- Define 'school readiness' in light of children's diverse abilities and backgrounds.
- Review the EYFS to ensure a more explicit focus on inclusive approaches to curriculum implementation and assessment, giving consideration to dimensions of diversity, and the ways in which these intersect and influence children's learning and development (ethnicity, religion, gender, class, disability and date of birth).
- Strengthen the expectations for practitioners (early years teachers and early years educators) across EYFS settings to

work in partnership with parents to support children's learning and development, including expectations to build on children's learning within families and communities.

- Endorse reliable, validated sources of neuroscientific, educational and psychological research that reflects holistic, consilience approaches to learning & development in order to frame a curriculum that effectively integrates the bio-psycho-socio-cultural framework of learning.
- Emphasise the significance of relational pedagogy for children's learning & development, including practices relating to supporting children's behaviour and well-being.

LONG TERM ASPIRATIONS

- Review links between the EYFS and National Curriculum to ensure progression with integrated (child-initiated and adult-led) pedagogical approaches.
- Review international research evidence supporting the EYFS separation into prime and specific areas of learning & development, with particular regard to early mathematical development.
- Integrate the sustainability agenda into early childhood learning, development and curriculum to promote the roles, rights and responsibilities for the promotion of children's sustainable futures.

References

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