Research on early years to inform Ofsted’s proposed new EIF

Members of TACTYC agree with the following statement from Ofsted, and offer further suggestions of research to support policy making in the early years, underpinned by understanding of early years pedagogy in relation to the prime and specific areas of learning in the Early Years Foundation Stage. These are followed by references related to Inclusion, EAL/Bilingualism, Assessment, School Readiness/Self-Regulation and Cultural Capital. Working with parents is another significant dimension.

“Early years educators need a wide range of specific knowledge, including on children’s physical and mental development, communication, and learning and teaching in specific subjects and areas of development. To teach early mathematics effectively, educators need to know how children develop mathematical understanding and how to assess this development. They need to know how children develop language and literacy, and how to teach early phonics (Education Endowment Foundation, 2018b). The types of knowledge early years teachers need are therefore similar too, but also distinct from those of teachers in the later years of primary and beyond. Like other teachers, they require subject knowledge and pedagogical knowledge (though the latter of course here refers to early years pedagogy), but there is a greater stress on knowledge of learners, learning and child development, due to the rapid development of children at this age, and on communication. Teachers need to know how children develop and learn and have a clear understanding of possible next steps in their development and learning. A study in the USA found that quality of the classroom environment was lower in classrooms when teachers lacked formal training in early childhood education (Planta et al, 2002).

“Knowledge of context, in particular suitable learning environments, has also been put forward as particularly important to this phase of education (Education Endowment Foundation, 2018b). There is some evidence that teachers who are confident in their subject knowledge are better at recognising learning opportunities in children’s play (Anning & Edwards, 1999).” (Ofsted p.11 inspection framework: overview of research January 2019, No. 180045)

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Prime areas of learning

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Policy


Mortimore, P. (2013) *Education Under Siege: why there is a better alternative* Policy Press


OfSTED (2013) *Getting it Right First Time: achieving and maintaining high quality early years provision*, London: OfSTED


The Rumbold Report (1990) *Starting with Quality: the report of the Committee of Inquiry into the quality of the educational experience offered to 3- and 4-year olds* DfEE


Sylva, K., Melhuish, E., Simmons, P., Siraj-Blatchford, I. and Taggart, B., Eds., (2015) *Effective Pre-school, primary and secondary education 3-14 project (EPPSE 3-14) Report from Key stage 3 Phase: influences on students’ development from age 11-14* DfE RB455


Early Years Pedagogy


Early Years Curriculum Group (1998) *Interpreting the National Curriculum at Key Stage 1* Open University Press


Fisher, J. (2011) *Building on the Early Years Foundation Stage: developing good practice for transition into Key Stage 1*, Early Years: An International Research Journal, 31(1) 31-42, DOI:10.1080/09575146.2 010.512557


Her Majesty’s Inspectorate 1989 *The Education of Children Under Five* DES


Walsh, G.M., McGuinness, C., Sproule, L. and Trew, K. (2011) *Implementing a play-based and developmentally appropriate curriculum in Northern Ireland primary schools: what lessons have we learned?* Early Years, 30(1) 53-66


**Prime areas of learning**

**Communication and Language**


Iverson, J. (2010) *Developing Language in a Developing Body: the relationship between motor development and language development* University of Pittsburgh Child Language 37(2) @ 229 - 261


See also section on literacy, below

Physical Development


https://www.primedforlife.co.uk/publications


White, J. (2016) Every Child a Mover, London: Early Education


Personal, Social and Emotional Development


Broadhead, P. (2009) Conflict resolution and children’s behaviour observing and understanding social and cooperative play in early years educational settings. Early Years, 29(2), 105-118


Specific areas of Learning

Literacy


Centre for Language in Primary Education, CLPE with EMC, UKLA, NAAAE and NATE Reading and Writing Scales available at https://ukla.org/resources/collection/influencing-policies-through-research


Clark, M. M. (Ed) (2017) Reading the Evidence: synthetic phonics and literacy learning Birmingham: Glendale Education


Clark, M. M. (2013) The Phonics Check for all Year 1 Children in England: its background, results and possible effects Education Journal 177 (160) 6-8
Clark, M. M. (1994) *Young Literacy Learners: how we can help them* Leamington Spa: Scholastic Publications Ltd


DfE (2012) *Research Evidence on Reading for Pleasure* DFE-57519


Ellis, S. & Smith, V. (2017) *Assessment, Teacher Education and the Emergence of Professional Expertise* Literacy 51, 3, pp. 84-93


Hulme, C. and Snowling, M. J. (2013) Learning to Read: what we know and what we need to understand better Child Development Perspectives. 7 (1) 1-5


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Shapiro, L.R., and Solity, J. (2016) Differing Effects of Two Synthetic Phonics Programmes on Early Reading Development British Journal of Educational Psychology 86(2), 182-203


**Mathematics**


MacDonald, A. (2012) Young Children’s Photographs of Measurement in the Home Early Years, 32 (1), 71-85


Pape, S. J., & Tchoshanov, M. A. (2001) The role of representation(s) in developing mathematical understanding Theory into Practice 40(2), 118-127


### Understanding the World


Harlen, W (Ed.) (2010) *Principles and Big Ideas of Science Education* Hatfield: ASE


**Expressive Arts and Design**


Inclusion


Rix, J. and Matthews, A. (2014) Viewing the child as a participant within context Journal of Disability & Society. 29 (9) 1428 – 1442


EAL/Bilingualism


Drury, R. (2007) Young Bilingual Learners at Home and School: researching multilingual voices Stoke on Trent: Trentham Books


Assessment


More Than A Score (2017) Beyond the Exam Factory: alternatives to high stakes testing Northampton, NAPE, available at www.morethanascore.co.uk


Roberts Holmes, G. and Bradbury, A. (2016) *The Datafication of Primary and Early Years Education: playing with numbers* London: Sage


Save Childhood Movement (2016) *Too Much Too Soon* Available at: http://www.toomuchtoosoon.org


**School readiness/self-regulation**


Conkbayir, M. (2017) *Early Childhood and Neuroscience, Theory, Research and Implications for Practice* London: Bloomsbury


Huf, C. (2013) *Children’s Agency During Transition to Formal Schooling* Ethnography and Education, 8(1), 61-76


Cultural Capital


