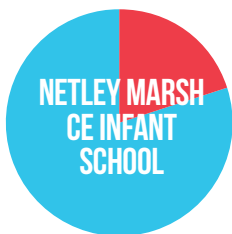


ENVIRONMENTS FOR LEARNING IN THE EARLY YEARS

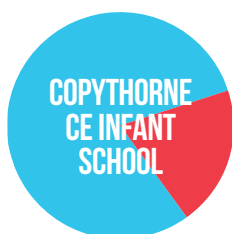
MATT PERRETT
HEAD OF LEARNING
THE OAKS CE
LEARNING
FEDERATION

8

PARTNER SCHOOLS



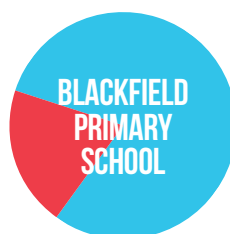
NETLEY MARSH
CE INFANT
SCHOOL



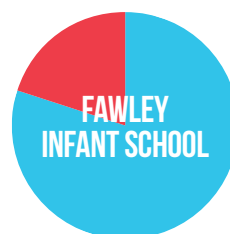
COPYTHORNE
CE INFANT
SCHOOL



ST MICHAEL &
ALL ANGELS
INFANT SCHOOL



BLACKFIELD
PRIMARY
SCHOOL



FAWLEY
INFANT SCHOOL

TOOLS — ECERS

(EARLY CHILDHOOD ENVIRONMENTAL RATING SCALE)

- standardised tools for measuring and improving the quality of provision.
- structured approach to quality improvement and self-evaluation.
- developed with hundreds of researchers and practitioners worldwide.
- used in many countries for research, self-assessment and quality improvement.
- in the UK, they are being used by local authorities and practitioners to improve the quality of provision, guided by the findings of the EPPSE research which indicates a strong correlation between quality early years provision and long lasting positive outcomes for children.

PURPOSE

Improving outcomes of identified groups in specified areas of learning and development by improving specific resources, refining the role of adults and enhancing the language modelled.

SUPPORT

- Support from each school's headteachers for release time for visits and meetings
- 'Chair' provided by ETC Alliance for meetings to ensure focus and meetings stay on track
- Resource support from the ETC Alliance.

RESEARCH TIMELINE

SESSION 1
Identifying gaps
and groups

SESSION 2
Progress shared, issues
discussed and ideas shared

SESSION 3 - JULY 2015
Final review session - including end of
EYFS assessments shared for groups.

Two teachers trained to use the ECERS resources through recognised training provided through Hampshire Early Years Team and funded by the ETC Alliance

ECERS trained teachers visited each schools to review areas

Further visits take place

OUTCOMES

TRAINING TWO TEACHERS IN USING THE ECERS TOOL IS GIVING THE RESEARCH A CLEARER AND MORE MEASURABLE FOCUS

CHILDREN IN THE IDENTIFIED GROUPS ARE MAKING BETTER THAN EXPECTED PROGRESS (FINAL EARLY LEARNING GOAL JUDGEMENTS WILL BE MADE IN JUNE 2015)

ECERS ENABLED VISITS TO EACH SCHOOL TO BE MORE FOCUSED AND MORE OBJECTIVE, MEANING THAT PEER SUPPORT AND REVIEWING IMPACT OF CHANGES WERE A FOCUS OF MEETINGS RATHER THAN MAKING PERSONAL JUDGEMENTS

THE GROUP ARE VERY KEEN TO FURTHER REFINE THIS WORK NEXT YEAR WITH THE SUPPORT OF THE HEAD TEACHERS.

REFERENCES



ECERS

www.ecersuk.org/index.html

EPPSE Effective Pre-School, Primary and Secondary Education research project
www.ioe.ac.uk/research/153.html

EYFS Early Years Foundation Stage
www.foundationyears.org.uk/eyfs-statutory-framework

WHAT NEXT?

STAFF WHO HAVE NOT YET BEEN INCLUDED IN RESEARCH MEETINGS WILL HAVE TRAINING IN THE PROCESS AND PROJECT SO FAR AS WELL AS AN OVERVIEW OF ECERS DURING THE SUMMER TERM (2015) TO ENSURE THAT THE RESEARCH CONTINUES AND IS EVEN MORE EFFECTIVE NEXT YEAR.

CONTINUE TO USE AND SHARE THE SKILLS OF THE ECERS TRAINED TEACHERS WITHIN THE ETC ALLIANCE.