Early Education Autumn conference 2017

Susie Owen, Deputy Director – Early Years Quality, Outcomes and Providers

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Current priorities

The Secretary of State for Education is clear that improving social mobility is her priority …

"I am setting **social mobility** as the Department for Education's **guiding mission**. And we are shifting our culture to become mission-driven on social mobility like never before."

Justine Greening, Speech at Sutton Trust Social Mobility Summit, 12 July 2017

"Ultimately it [social mobility] is about delivering **generational change** - and that means looking right across people's lives, from **early years** through to adulthood."

Justine Greening, Speech at PWC, 18 Jan 2017

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So what does this mean for early years?

The percentage of children reaching a good level of development (GLD) at the end of the reception year is increasing, but the development gap between disadvantaged children and their peers is still too wide and not narrowing quickly enough…
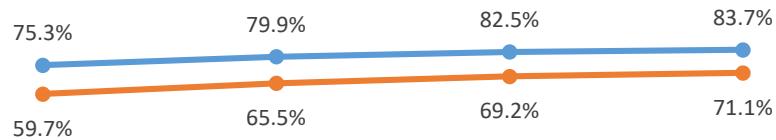
GLD - 17.3ppts gap

% of children achieving a **'Good Level of Development'**

| | 59% | 62% | 67% | 55% | 64% | 69% | 72% |
| | 40% | 44% | 48% | 36% | 45% | 51% | 54% |
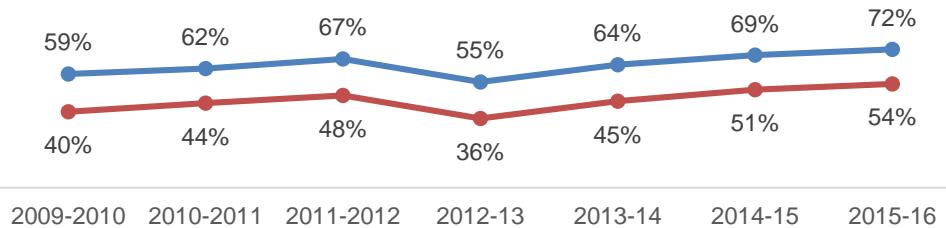
	2009-2010	2010-2011	2011-2012	2012-13	2013-14	2014-15	2015-16
Gap:	19.7%	18%	19%	19%	19%	18%	18%

Language - 12.5ppts gap

% of children achieving at least 'expected' in **Communication & Language**

| | 75.3% | 79.9% | 82.5% | 83.7% |
| | 59.7% | 65.5% | 69.2% | 71.1% |

	2012-13	2013-14	2014-15	2015-16
Gap:	15.6%	14.5%	13.4%	12.5%

Literacy - 18ppts gap

% of children achieving at least 'expected' in **Literacy**

| | 64.8% | 70.0% | 73.2% | 75.0% |
| | 44.4% | 50.1% | 54.8% | 57.0% |
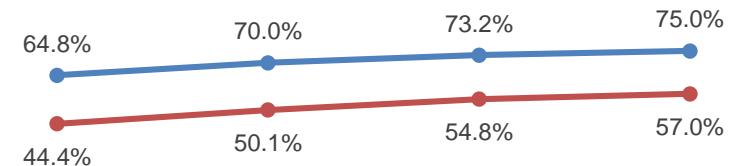
	2012-13	2013-14	2014-15	2015-16
Gap:	20.4%	19.9%	18.5%	18%

Non-FSM · FSM

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Recent announcements

- In her conference speech on October 1st, SoS announced that Government will

  - Establish a £12m network of English Hubs in the Northern Powerhouse to spread effective teaching practice, with a core focus on early language and literacy as their first priority. This is the first step towards creating a national network;

  - Open up the £140m Strategic School Improvement Fund to bids focused on improving literacy and numeracy in the early years; and

  - Use £5m to trial evidence-based home learning environment support programmes in northern England, which focus on early language and literacy.

Maintained Nursery Schools

- The government is committed to supporting maintained nursery schools, as highlighted in the Conservative manifesto.

- In recognition of maintained nursery schools' additional costs, the government's December 2016 response to the consultation on an Early Years National Funding Formula (EYNFF) announced supplementary funding to enable LAs to maintain nursery schools' 2016-17 levels of funding until at least 2019-20.

- We have checked these amounts with local authorities to ensure they receive the correct amount.

- We will continue to work with the sector as we develop our plans, not least through a working group that is supporting an All-Party Parliamentary Group on nursery schools and nursery classes.

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3. Update on 30 hours delivery – the story so far

- Over 216,000 eligibility codes were successfully issued by 31st August

- We have no reports of eligible parents being unable to access a 30 hours place

- Over 200,000 (93%) autumn codes have been validated

- Validating a code is an important step in ensuring a parent secures a 30 hours place

- 97% of LAs now have an accredited IT system.

- LAs are continuing to prepare for the spring and summer term when demand is expected to grow with code validations growing for Spring

- 30 hours is empowering low-income families – a lone parent earning around £6,500 a year can qualify for 30 hours

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Findings from the early implementer and early rollout evaluations

Providers
(Early Rollout evaluation)

- Over **80%** of providers in the Early Rollout areas were willing and able to deliver the 30 hours.

- Only **12%** of all registered providers reported that they did not plan to offer the extended hours. Of these, half reported that one reason was that the funding level was too low, while others reported reasons related to other issues with the policy; resource constraints (such as a shortage of staff or venue space); or lack of demand.

- Around **a third** of providers:
  - had increased occupancy due to the delivery of extended hours.
  - had increased staff hours or the number of staff in order to deliver the extended hours.
  - could definitely offer more free entitlement places;
  - and could possibly (but not definitely) offer more places.

Parents
(Early Implementer evaluation)

- In the Early Implementer areas, almost a quarter (**23%**) of mothers and almost one in ten (**9%**) fathers increased their work hours as a result of the extended hours. This effect was notably stronger for families with relatively lower incomes.

- Over three-quarters (**78%**) of parents reported that the extended hours had given them greater flexibility in their work choices.

- There were positive impacts on family finances:
  - **58%** of parents reported that they had slightly more money to spend, while
  - **26%** reported that they had much more money to spend.

There were no indications during early rollout of any substantial adverse effects on other free entitlement and paid provision.

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4. Primary assessment consultation

Background

- Consultation document published in March

    - best way to prepare children to succeed at school

    - best starting point to measure progress

    - proportionate and effective assessment system

    - improve end of key stage assessments

- Ran for 12 weeks - closed in May 2017

- Over 4,700 responses

- Including over 1,000 headteachers

- Responses from many stakeholder organisations representing the views of many more people with an interest in assessment

- Government response published 14 September….

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Primary Assessment Consultation: Early Years Foundation Stage Profile

The consultation asked for views on:

- Content of the EYFSP – should the Early Learning Goals (ELGs) be improved to better assess a child's development

- Whether the current assessment scales take the right approach

- Appropriateness of assessment scales for SEND pupils

- Impact on teacher workload and how it is moderated

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Government response - EYFSP

- We will explore the possibility of reducing the number of ELGs assessed and reported on and the descriptors for a typical level of development against the ELGs will be made clearer

- Revise communication and language ELG to focus on depth and breadth of vocabulary

- The ELGs will aligned with KS1 – particularly Maths & Literacy

- We will retain the existing categorisation of 'emerging', 'expected' and 'exceeding' assessment scales but will consider introducing an additional band within 'emerging'

- We will review the guidance for administering the EYFSP from a workload perspective and the current approach to moderation

Primary assessment: Baseline assessment

Baseline assessment and progress measures

- **New accountability measures introduced in 2016**

  - Place greater emphasis on progress as a fairer way of assessing school effectiveness

  - Current progress measures use KS1 teacher assessment data as the baseline

- **The consultation asked for views on:**

  - Whether we should move to a reception baseline assessment

  - The content and timing in the reception year

  - Accountability arrangements - infant, middle & junior schools

  - How to make KS1 teacher assessments more robust to use as a baseline

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Government response – baseline assessment

- We intend to develop a new baseline as a statutory assessment, ready for introduction in reception by autumn 2020

- The assessment will take place in the first half of the autumn half-term

- We will continue to discuss the detail of the assessment with a wide range of stakeholders as we develop the assessment

- The prime focus of the assessment will be on skills which can be reliably assessed and which correlate with attainment in English and mathematics at the end of KS2

- We will continue to work with the sector to fully consider the options for progress measures for infant/middle/junior schools

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Thank you

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