National Professional Qualification (NPQ): Early Years Leadership Framework

October 2021

Acknowledgements

This National Professional Qualification Framework was developed in consultation with the following members of an Expert Advisory Group and in collaboration with a wide range of early years leaders, academics and experts:

Contents

Summary

About this guidance

This publication provides guidance from the Department for Education (DfE). It sets out the knowledge, skills and behaviours that will be developed by teachers when they participate in the National Professional Qualification for Early Years Leadership (NPQEYL).

Who is this guidance for?

This guidance is for:

- leaders of Private, Voluntary or Independent (PVI) nurseries, headteachers of school-based nurseries, and childminders with leadership responsibilities applying for, or participating in, this NPQ

- leaders who are encouraging staff to undertake this NPQ

- organisations developing and delivering NPQs.

Introduction

Strengthening the support and development offer for early years leaders during their career

Great leadership is the foundation upon which a world-class education system is built. At the heart of great leadership is shared, evidence-informed understanding of what works.

A child's experiences between birth and age five have a major impact on their future life chances. Our priority is to help early years leaders to continuously develop their knowledge and skills throughout their careers so every child gets the best start in life.

National Professional Qualifications (NPQs) are a set of prestigious professional qualifications, already widely recognised by the school sector. They are voluntary and have to date been designed to support the professional development of teachers and school leaders at all primary and secondary schools. We are now expanding NPQs to include early years.

The NPQ for Early Years Leadership complements the current suite of NPQs aimed at teachers and school leaders by providing training and support for early years practitioners, teachers and leaders, whether they work in Private, Voluntary and Independent nurseries, school-based nurseries, or as childminders. It will support practitioners, teachers and leaders to develop expertise in leading high-quality education and care, as well as effective staff and organisational management.

High-quality provision can be measured through both process quality and structural quality.

Process quality includes the nature of children's interactions with each other and teachers and practitioners, the way staff address children's needs, the type of educational activities conducted, and children's daily experiences in the nursery. Structural quality relates to more tangible areas of provision such as the number of children within the group and staff-child ratios, as well as the characteristics of staff quality linked to their training, development and retention.

The content framework for this NPQ is based on the evidence about leadership in early years as well as high-quality education and care and draws on advice from the Expert Advisory Group mentioned above. It also builds on the expert guidance already established in the Early Years Foundation Stage (EYFS) statutory framework.

The 2021 suite of National Professional Qualifications

In 2021, three existing NPQs in Senior Leadership, Headship and Executive Leadership were reformed to ensure they were underpinned by the latest and best evidence. Our NPQ in Middle Leadership was replaced with three new NPQs for teachers and school leaders who want to broaden and deepen their expertise in specialist areas.

The 2021 NPQs comprise the:

- **National Professional Qualification for Leading Teacher Development (NPQLTD)** – for teachers who have, or are aspiring to have, responsibilities for leading the development of other teachers in their school. They may have responsibilities for the development of all teachers across a school or specifically trainees or teachers who are early in their career.

- **National Professional Qualification for Leading Behaviour and Culture (NPQLBC)** – for teachers who have, or are aspiring to have, responsibilities for leading behaviour and/or supporting pupil wellbeing in their school.

- **National Professional Qualification for Leading Teaching (NPQLT)** – for teachers who have, or are aspiring to have, responsibilities for leading teaching in a subject, year group, key stage or phase.

- **National Professional Qualification for Senior Leadership (NPQSL)** – for school leaders who are, or are aspiring to be, a senior leader with cross-school responsibilities.

- **National Professional Qualification for Headship (NPQH)** – for school leaders who are, or are aspiring to be, a headteacher or head of school with responsibility for leading a school.

- **National Professional Qualification for Executive Leadership (NPQEL)** – for school leaders who are, or are aspiring to be, an executive headteacher or have a school trust CEO role with responsibility for leading several schools.

Reforming the National Professional Qualification content frameworks for 2021

In collaboration with an Expert Advisory Group, we consulted extensively with the sector to design the reformed suite of NPQs for 2021. This included invaluable input from teachers, school and trust leaders, academics and experts.

The frameworks set out two types of content. Within each area, key evidence statements ("Learn that…") have been drawn from current high-quality evidence from the UK and overseas. This evidence includes high-quality reviews and syntheses, including meta-analyses and rigorous individual studies. In addition, the NPQ frameworks provide practical guidance on the skills that teachers and school/trust leaders should be

supported to develop. Practice statements ("Learn how to…") draw on both the best available educational research and on additional guidance from the Expert Advisory Group and other sector representatives.

The NPQs have been designed around how to support all pupils to succeed. This includes those pupils identified within the four areas of need set out in the Special Educational Needs and Disability (SEND) Code of Practice, and children in need of help and protection as identified in the Children in Need Review.

The Education Endowment Foundation (EEF) independently reviewed the frameworks to ensure they draw on the best available evidence and that this evidence has been interpreted with fidelity. References for evidence underpinning each section are provided at the end of each framework.

The NPQ frameworks have also been reviewed by a wide range of sector bodies including unions and special educational needs and disability experts.

National Professional Qualifications available from 2022

From autumn 2022, two further NPQs will be available. They build on the new pathway for teacher and leader development and progression, accessible at all stages of a teacher or leader's career. The methodology for the development of these NPQs remains the same as for the 2021 suite; the EEF has once again independently reviewed the content frameworks to ensure they draw on the best available evidence and that this evidence has been interpreted with fidelity.

The 2022 NPQs comprise the:

- **National Professional Qualification for Leading Literacy (NPQLL)** – for teachers who have, or are aspiring to have, responsibilities for leading literacy across a school, year group, key stage or phase.

- **National Professional Qualification for Early Years Leadership (NPQEYL)** – for leaders qualified to at least Level 3 with a full and relevant qualification[1] who are, or are aspiring to be, managers of Private, Voluntary and Independent nurseries, headteachers of school-based or maintained nurseries, or childminders with leadership responsibilities.

---

[1] "Full and relevant qualifications" are defined as qualifications that demonstrate depth and level of learning appropriate to specified outcomes of full early years, childcare or playwork qualifications. The qualification should have valid, reliable assessment and awarding procedures and must include an element of assessed performance evidence.

Professional Early Years Leadership

Leading a nursery requires a wealth of strategic and operational knowledge. The role is reliant on working with and through colleagues to ensure every child gets the best start in life.

Early years leaders need to have a strong understanding of their context, community and the children and adults they work with. They also need to have expertise across a number of areas related to their role (e.g. high-quality early education and care, parental engagement, additional and special educational needs, and organisational management) and in approaches that, through working with their colleagues, enable their nursery to keep improving (e.g. professional development and implementation). They must understand the relationship between these different areas, how they can change over time, how to set an ambitious vision for their nursery, and how to establish the unique culture and conditions which can shape the experiences of children and be a deciding factor in practitioners, teachers and leaders remaining in the profession.

This framework is a codification of essential knowledge, skills and concepts that underpin successful leadership of a high-quality nursery. It sets out what those leading a nursery should know and be able to do within the areas related to their role and in relation to approaches that enable their nursery to keep improving.

Providers of this qualification will design a curriculum that draws on and blends together sections from across this framework, and which is responsive to the needs of the participants who are taking the course and considering the context of their nursery (or school).

The course curriculum should aim to develop expertise that is flexible and allows participants to respond to the challenges they will encounter in a range of contexts. It should develop expertise that can be applied to both identifying and addressing persistent and common challenges in nursery leadership.

Terminology

Throughout this NPQ framework:

'Nurseries' refers to Private, Voluntary and Independent nurseries, school-based and maintained nurseries, and childminders.

'Children' refers to all babies and children aged 0–5.

Updating the National Professional Qualification content frameworks

The NPQ frameworks will be kept under review as the evidence base evolves. As in any profession, the evidence base is not static and research insights develop and progress.

National Professional Qualification (NPQ): Early Years Leadership Framework

This qualification is for leaders qualified to at least Level 3 with a full and relevant qualification, who are, or are aspiring to be, managers of Private, Voluntary and Independent nurseries, headteachers of school-based or maintained nurseries, or childminders with leadership responsibilities

One – Culture

Learn that…	Learn how to…
1.1. High-quality early years provision has a long-term positive effect on children's life chances, particularly for children from disadvantaged backgrounds.	**Establish and sustain the nursery's strategic direction, including by:**
1.2. Practitioner and teacher expectations can affect child outcomes; setting goals and activities that challenge and stretch children is essential.	1.a. Using a range of data, the expertise of colleagues and experience of the wider community in its creation and ongoing refinement.
1.3. Setting clear expectations can help communicate shared values that improve culture.	1.b. Ensuring the strategic direction sets ambitious standards for all children.
1.4. Early years practitioners, teachers and leaders have the ability to affect and improve the wellbeing, motivation and behaviour of their children.	1.c. Regularly communicating this strategic direction to the whole nursery community.
1.5. Early years practitioners, teachers and leaders are key role models, who can influence the attitudes, values and behaviours of their children.	1.d. Ensuring all aspects of the nursery's approach to continuous improvement are aligned to each other and around this strategic direction.
1.6. Early years practitioners, teachers and leaders can influence children's resilience and beliefs about their ability to succeed, by ensuring all children have the opportunity to experience meaningful success.	1.e. Paying particular attention to securing alignment between curriculum, assessment and teaching, and of these to the nursery's ambitious goals for its children.
1.7. A culture of mutual trust and respect between colleagues fosters effective relationships and supportive professional environments.	**Establish and sustain an effective culture across the nursery, including by:**
1.8. Building practitioners' and teachers' alignment around the intended culture of a nursery can create coherence in a	1.f. Championing evidence-based practice and ensuring that children's teaching is informed by the best available evidence and research.
	1.g. Articulating, modelling and rehearsing practices that contribute to the intended culture of the nursery and the

nursery and give direction and purpose to the practitioners' work teaching children.	responsibilities every member of the nursery community has in its creation. 1.h. Using intentional and consistent language that promotes challenge and aspiration for all children, and professional development and high professional standards for all colleagues. 1.i. Implementing and monitoring the effects of policies to create an environment for all children and colleagues where everyone feels welcome, safe and able to learn from mistakes.

Two – Child Development, Curriculum and Assessment

Learn that…	Learn how to…
2.1. High-quality early education is essential to improve children's outcomes.	**Plan and deliver care and a high-quality curriculum to support child development, including by:**
2.2. Experiences in infancy and early childhood critically shape child and adult development, including physical and emotional health.	2.a. Ensuring there is a clear vision, shared by everyone working within the nursery, regarding pedagogy and curriculum planning, which should be underpinned by formative assessment, tailored to children's needs and grounded in the overarching principles of the EYFS.
2.3. The rate of learning development for children is higher in the period from birth to six years old than any other time in their lives.	2.b. Sharing effective teaching approaches and adapting levels of support and content depending on children's age and stage of development, until children can master activities independently.
2.4. Children are likely to develop and learn at different rates and to require different levels and types of support from practitioners and teachers to succeed.	2.c. Ensuring the curriculum includes a regular amount of time dedicated to developing early numeracy, including approaches that develop specific mathematical skills, e.g. counting or estimating.
2.5. Children make better all-round progress when adults form warm, interactive relationships with them, providing babies and children with a secure emotional base that may have a significant impact on their future emotional and social development.	2.d. Creating opportunities for indoor and outdoor play that balance more structured adult-directed activities with child-initiated play.
2.6. The disadvantage gap already exists in nurseries but can be reduced through high-quality early education.	2.e. Ensuring the key person approach underpins all provision for babies' and children's care and learning and that key persons encourage babies to interact with others, explore their bodies and objects around them, inside and outdoors.
2.7. High-quality early education can maximise outcomes and close gaps in attainment, especially for children from disadvantaged backgrounds, boys and children with special educational needs.	
2.8. Focusing on language and communication is especially	**Establish and sustain communication, language and literacy**

important for young children and will support the development of a range of early literacy skills as well as their wider knowledge and understanding.

2.9. Ensuring children master foundational concepts and knowledge before moving on is likely to build children's confidence and help them succeed.

2.10. Communication and language approaches consistently show positive benefits for young children's development, including their spoken language skills, their understanding of language, and their early reading skills, including for children from disadvantaged backgrounds.

2.11. Early literacy skills provide fundamental knowledge; reading comprises two elements: word reading and language comprehension.

2.12. Early literacy approaches, including activities that aim to develop letter/sound knowledge and phonological awareness, can have a positive effect on early learning outcomes for all children.

2.13. Dedicated time regularly teaching specific mathematical concepts and skills in the early years and using early mathematics and numeracy approaches, including the use of manipulatives, can have a positive impact on teaching for all children.

2.14. Approaches to develop children's personal, social and emotional development (PSED) can have a positive impact on behaviour, social interactions and attitudes to development.

2.15. Self-regulation skills are important for ensuring children

approaches to support children's learning, including by:

2.f. Modelling and supporting quality talk, including the sharing and elaboration of ideas, conversations between adults and children, conversations between children, and supporting the communication skills of babies and toddlers.

2.g. Developing and extending children's language through careful, deliberate planning in each area of teaching, with opportunities built in for plenty of repetition.

2.h. Reading aloud stories and talking with children about them to build familiarity and understanding, and exploring vocabulary in wider contexts once children know a story well.

2.i. Supporting children's language comprehension and awareness of sounds in words, for example by teaching rhymes, poems and songs.

2.j. Supporting children to read unfamiliar words by saying the sounds corresponding to the letters in the words and then blending the sounds together.

Effectively manage children's behaviour and support children's personal, social and emotional development, including by:

2.k. Ensuring practitioners and teachers feel confident in forming supportive relationships with children that put the child's experiences at the centre of their thinking and underpin social and emotional development, e.g. helping them to manage their emotions, have confidence in their own abilities and develop a positive sense of self, or

can effectively manage their thoughts and behaviour, and are consistently linked with successful learning.

2.16. Good relationships between children can be promoted by setting a clear approach to supporting children to understand the importance of respecting nursery rules and routines and behaving correctly towards others.

2.17. Highly trained managers, practitioners and teachers with a good knowledge of child development are crucial in determining the quality of children's early education.

2.18. Targeted teaching and support through one-to-one or small group interventions can have a positive impact on children's outcomes, depending on their age, especially for those from disadvantaged backgrounds. High-quality training for practitioners and teachers is important to support effective delivery of interventions.

2.19. Effective formative assessment, clearly linked to a planned curriculum, is critical to early years education and care because it provides practitioners and teachers with information about children's understanding and needs.

2.20. To be of value, practitioners and teachers must use information from assessments and observations to inform the decisions they make.

2.21. Working with colleagues to identify efficient approaches to assessment is important; recording assessment can be onerous and have a disproportionate impact on workload.

supporting toddlers to develop new close relationships.

2.l. Supporting colleagues in providing adult modelling to children and guidance on how to look after their bodies e.g. through healthy eating and managing personal needs independently.

2.m. Modelling how to resolve problems, supporting interactions between children.

2.n. Understanding the impact of social and emotional teaching strategies on children's behaviour, social interactions, attitudes to education, and education itself, through high-quality teaching and commitment to the approach.

2.o. Understanding the responsibilities for managing children's behaviour in an appropriate way, as outlined in the EYFS.

2.p. Effectively manage children's behaviour and support children's personal, social and emotional development, including by: Ensuring that a positive, responsive, predictable and safe environment is maintained consistently across the nursery e.g. supporting babies and children to learn about getting the support they need through expressing themselves emotionally and physically.

2.q. Developing warm and responsive relationships between staff and children and establishing clear boundaries and routines which are age-appropriate, and enable children to understand the importance of rules and routines and behaving correctly towards others.

	Support practitioners and teachers to develop a strong understanding of how assessment can improve teaching and transition, including by:
	2.r. Ensuring that assessment is used to monitor progress and diagnose specific capabilities and difficulties, and that it informs teaching practices across the nursery, including targeted support where required.
	2.s. Understanding that assessment can be based on professional expertise, interaction with children and observations shared by parents and carers, and should not require excessive paperwork or physical evidence that cause prolonged breaks from child interaction.
	2.t. Using assessments to inform an ongoing dialogue between practitioners to support successful transitions, for example, when a child starts, or moves to, a new childcare setting.

Three – Additional and Special Educational Needs and Disabilities

Learn that…	Learn how to…
3.1. The SEND Code of Practice (2015) and Equality Act (2010) state that all children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.	**Ensure all children experience success, including by:** 3.a. Ensuring that the nursery and all practitioners and teachers fulfil statutory duties with regard to the SEND Code of Practice (2015) and Equality Act (2010).
3.2. The SEND Code of Practice sets out four areas of need (communication and interaction; cognition and learning; social, emotional and mental health difficulties; and physical and/or sensory needs). Considering these primary needs is a useful first step, but a more detailed understanding of an individual child is required for action to be beneficial.	3.b. Ensuring all practitioners and teachers meet the requirements in the EYFS framework to support children's learning and development requirements unless an exemption from these has been granted. 3.c. Developing a curriculum that is designed to be ambitious and meet the needs of all learners, including those with SEND or EAL.
3.3. Children with special educational needs or disabilities are likely to require additional or adapted teaching; working closely with colleagues, families and children to understand barriers and identify effective strategies is essential.	3.d. Supporting practitioners and teachers to make reasonable adjustments or adaptations to ensure that children with SEND can engage in activities, while maintaining high-quality teaching and high expectations for all.
3.4. Adapting teaching and care in a responsive way, including by providing targeted teaching to children who are learning at different rates, is likely to increase children's outcomes.	**Support colleagues to meet individual needs without creating unnecessary workload, including by:** 3.e. Encouraging line managers to promote the use of well-designed resources.
3.5. Seeking to understand children's needs, including their different levels of prior knowledge and potential barriers to learning, is an essential part of education and care.	3.f. Providing opportunities for colleagues to share effective approaches for intervening with individuals and small

3.6. Adaptive teaching is less likely to be valuable if it causes the early years practitioner to artificially create distinct tasks for different groups of children or to set lower expectations for particular children.

3.7. The SEND Code of Practice (2015) states that leaders of early years nurseries should establish and maintain a culture of high expectations for all children, which expects those working with children with additional needs, SEN or disabilities to include them in all the opportunities available to other children so they can maximise outcomes.

3.8. Identifying needs accurately and then putting the right provision in place is important to give children with additional needs and SEND the best opportunity to fulfil their potential; however, identifying needs at an early age offers little value if action is not taken to address them.

3.9. Care should be given when identifying children as SEND; multiple components can affect a child's development or behaviour, such as environment and changes in routine.

3.10. Specialised teaching in early years, especially for language and communication skills, can benefit children from disadvantaged backgrounds and those for whom English is an additional language (EAL).

3.11. The SEND Code of Practice (2015) states that practitioners and leaders should recognise that a delay in learning and development in the early years may or may not indicate that a child has SEND (i.e. that they

groups rather than planning different content or activities for different groups of children or taking children out of their room for interventions, unless this is absolutely necessary.

Ensure all leaders, practitioners and teachers can identify any additional needs early and ensure appropriate referrals, including by:

3.g. Ensuring nurseries have clear policies, processes and procedures in place when considering whether a child may have an additional need (e.g. information sharing between key workers and the Special Educational Needs Co-ordinator (SENCO), or collaboration with other professional agencies).

3.h. Supporting practitioners and teachers to help identify children who need further support, using different forms of assessment (including formative assessment, targeted observations, understanding of their unique personal circumstances) to gather a holistic picture of each child.

3.i. Supporting practitioners and teachers to make appropriate referrals, without over-referring (e.g. through child development and early language training).

3.j. Highlighting that, if needed, practitioners and teachers should draw on specialist support when educating children with SEND, particularly the SENCO.

3.k. Facilitating joint working with education, health and care professionals to communicate a child's additional and special educational needs and disabilities to support a

have a learning difficulty or disability that calls for special educational provision). Equally, difficult or withdrawn behaviour does not necessarily mean that a child has SEND.	tailored transition (e.g. from nursery into reception).

Four – Professional Development

Learn that…	Learn how to…
4.1. Helping practitioners and teachers (including leaders themselves) improve through evidence-based professional development that is explicitly focused on improving learning outcomes/teaching can be a cost-effective way to improve children's academic outcomes when compared with other interventions, and can narrow the disadvantage–attainment gap. 4.2. Effective professional development is likely to involve a lasting change in practitioners' capabilities or understanding so that their teaching changes. 4.3. Professional development should be developed using a clear theory of change, where facilitators understand what the intended educational outcomes for practitioners and teachers are and how these will subsequently impact child outcomes. Ideally, they should check whether practitioners and teachers learn what was intended. 4.4. Whilst professional development may need to be sustained over time, what the time is used for is more important than the amount. 4.5. More effective professional development is likely to be designed to build on the existing knowledge, skills and understanding of participants. 4.6. The content of professional development programmes should be based on the best available evidence on	**Ensure colleagues engage in effective professional development, including by:** 4.a. Aligning professional development priorities with wider improvement priorities and focussing on a shared responsibility for improving outcomes for all children. 4.b. Making use of well-designed frameworks and resources instead of creating new resources (e.g. sources of subject knowledge, the EYFS Framework, early years level 2 and 3 practitioner qualifications, early years teacher standards, the Early Career Framework and associated core induction programme for early career teachers, ITT Core Content Framework where appropriate, and the suite of National Professional Qualifications). 4.c. Ensuring that time is protected for staff to plan, test and implement new, evidence-informed ideas. 4.d. Developing a team of colleagues who can facilitate a range of professional development approaches. 4.e. Making reasonable adjustments that are well-matched to practitioner and teacher needs (e.g. in content, resources and venue). 4.f. Ensuring that any professional development time is used productively and that all colleagues perceive the relevance to their work.

effective pedagogies and classroom interventions and aim to enhance capabilities and understanding in order to improve child outcomes. Professional development that focuses on developing evidence-informed early language and numeracy approaches can be impactful on children's learning.

4.7. Practitioners and teachers are more likely to improve if they feel that they are working within a supportive environment, where both trust and high professional standards are maintained.

4.8. Supportive environments include having the time and resource to undertake relevant professional development and collaborate with peers, and the provision of feedback to enable practitioners and teachers to improve.

4.9. Professional development is likely to be more effective when design and delivery involves specialist expertise from a range of sources. This may include internal or external expertise.

4.10. Practitioner developers should choose approaches that suit the aims and context of their professional development programme. Successful models have included regular, expert-led conversations about practice, teaching development groups, and structured interventions. However, these activities do not work in all circumstances and the model should fit the educational aims, content and context of the programme.

4.11. It is the responsibility of providers to ensure that all practitioners and teachers receive induction training to help them understand their roles and responsibilities.

4.g. Ensuring that the professional environment for all staff is supportive with sufficient time for high-quality dialogue and collaboration.

4.h. Developing staff training plans with practitioners and teachers across the nursery.

4.i. Ensuring that practitioners and teachers are supported during their induction period.

Conduct, and support colleagues to conduct, regular expert-led conversations (which could be referred to as mentoring or coaching) about all aspects of their roles, including by:

4.j. Building a relationship of trust and mutual respect between the individuals involved.

4.k. Tailoring the conversation to the expertise and needs of the individual (e.g. adapting conversations to be more or less facilitative, dialogic or directive).

4.l. Creating strong support for practitioner supervision, including opportunities for teachers and practitioners to raise questions, clarify responsibilities, and strengthen performance and skills related to children's development as well as an opportunity to discuss professional progression.

4.12. All nurseries with early career teachers undertaking statutory induction must adhere to the regulations and relevant statutory guidance.	
4.13. Nursery staff with disabilities may require reasonable adjustments; working closely with these staff to understand barriers and identify effective strategies is essential.	

Five – Organisational Management

Learn that…	Learn how to…
5.1. Leaders have a duty of care to children and practitioners and teachers.	**Ensure the protection and safety of children and colleagues, including by:**
5.2. All practitioners and teachers have a responsibility to provide a safe environment in which children can learn.	5.a. Ensuring safeguarding is the first priority of every colleague in the nursery.
5.3. Nurseries and their practitioners and teachers are an important part of the wider safeguarding system for children.	5.b. Understanding and complying with the law and statutory guidance related to safeguarding (including Keeping Children Safe in Education) and health and safety.
5.4. Good financial, human and educational resource management, strategic planning, employee relations and risk management are the foundations of a good nursery.	5.c. Working with other agencies (e.g. children's social care teams) to share information and support wider child protection work.
5.5. Different types of nurseries are funded through different mechanisms. Each mechanism has different financial regulations associated with it.	5.d. Overseeing and enabling clear, effective safeguarding and health and safety policies, processes and systems within the nursery.
5.6. Different types of employees have different terms and conditions.	**Establish and oversee effective systems, processes and policies for managing admissions, exclusions and appeals, including by:**
5.7. A nursery leader's professional responsibilities include leading, managing, deploying, and developing practitioners and teachers, including appraising and managing performance.	5.e. Understanding and complying with the relevant law and statutory guidance.
5.8. Leaders must follow the ratio and qualification requirements as outlined in the EYFS. A higher staff-to-child ratio, with consideration of qualifications, can have a significant impact on the quality of care that children	5.f. Creating fair and inclusive policies, processes and systems.

receive.

5.9. Practitioners and teachers with higher qualifications are consistently identified as a predictor of higher-quality education and associated with better child outcomes.

5.10. The provision of accessible and sustainable childcare can help protect against poverty and strengthen equality of opportunity by facilitating parental employment, reducing family expenses, and supporting child development.

5.g. Ensuring that colleagues understand and carry out their responsibilities, including complying with data, recording and reporting requirements.

5.h. Ensuring best practice in planning, commissioning and monitoring alternative provision.

Prioritise, allocate and manage resources (including financial, human and educational) appropriately, effectively and efficiently across the nursery to ensure sustainability, including by:

5.i. Understanding the financial mechanisms (and associated regulations) through which the nursery is funded.

5.j. Recognising that there is a strong connection between strategic decisions related to the curriculum, occupancy, deploying practitioners and teachers, and the associated resource implications, and using this knowledge to inform decision making.

5.k. Considering the opportunity cost of any allocation decisions.

5.l. Proposing a prudent budget to those responsible for governance and overseeing and enabling clear, effective financial policies, processes and systems within the nursery (e.g. procurement, audit, expenses).

5.m. Making good use of financial benchmarking information to inform the nursery's spending decisions.

	5.n. Understanding how to read accounts, statements and forecasts and using this to plan finances and appropriately monitor the budget.
	5.o. Considering a range of appropriate income generation activities to maximise funding streams whilst ensuring transparency and fairness of charging practices for parents and carers, and supporting families through providing affordable and sustainable childcare.
	5.p. Learning how to use and implement marketing techniques and plans to increase uptake of places in nurseries.
	5.q. Developing and implementing a technology infrastructure that is good value for money, supports nursery operations and teaching, and is safe and secure.
	5.r. Developing and implementing policies, processes and systems that ensure nursery premises are secure, well maintained and meet any statutory requirements (e.g. health and safety or hygiene in any dining areas).
	5.s. Drawing on the experience and expertise of colleagues with specialist knowledge in organisational management.
	Recruit, develop, support and appropriately manage all colleagues, including by:
	5.t. Ensuring recruitment and appointment processes are broad and inclusive, and based on open and fair criteria, to attract the best range of candidates for all roles.
	5.u. Having high expectations, communicating regularly and clearly, considering practitioner and teacher motivations

and workload, prioritising professional development, and holding colleagues to account for their performance.

5.v. Ensuring appraisal processes are aligned to the core aim of improving teaching quality and child development.

5.w. Ensuring that all nursery leaders recognise that assessing practitioner expertise through singular approaches (e.g. lesson observations) is limited and that they should use multiple methods of data collection to make inferences about practitioner and teacher quality.

5.x. Understanding and adhering to the law and statutory guidance related to employment (including management of misconduct, grievances, redundancy, flexible working, equality and reasonable adjustments) and policy and processes related to pay and conditions.

5.y. Considering the expertise different colleagues have and deploying and delegating to practitioners and teachers to maximise the use of that expertise.

5.z. Creating and regularly reviewing succession plans in collaboration with those responsible for governance, particularly for critical roles across the nursery.

5.aa. Overseeing and enabling clear, effective HR policies, processes and systems within the nursery (e.g. induction).

Ensure rigorous approaches to identifying, managing and mitigating risk, including by:

5.bb. Creating and implementing policies, processes and systems that ensure all colleagues act in accordance with the law and statutory guidance while empowering

	professionals to exercise their judgement where necessary.
	5.cc. Ensuring policies, processes and systems are well designed (e.g. are clear and proportionate) and consistently implemented to avoid significant negative effects on professional culture and workload.
	5.dd. Ensuring the approach to risk management involves regular, reported reviews and considers the likelihood and impact of any risk (including significant emergencies) alongside any mitigating actions and contingencies.
	5.ee. Creating systems for feedback that allow policies, processes and systems to be reviewed and improved.

Six – Implementation

One of the characteristics of effective nurseries, in addition to *what* they implement, is *how* they put those approaches into practice. This section sets out some important principles of implementation: the process of making, and acting on, effective evidence-informed decisions. The principles and activities can be applied to a range of different nursery-improvement decisions – programmes or practices; whole-nursery or targeted approaches; internally or externally generated ideas. The statements should be treated as guiding principles and activities, rather than as a rigid set of steps.

Learn that…	Learn how to…
6.1. Implementation is an ongoing process that must adapt to context over time, rather than a single event. It involves the application of specific implementation activities and principles over an extended period (e.g. implementation planning, ongoing monitoring).	**Plan and execute implementation in stages by:** 6.a. Ensuring that implementation is a structured process, where nursery leaders actively plan, prepare, deliver and embed changes.
6.2. Successful implementation requires expert knowledge of the approach that is being implemented and the related area of practice (e.g. promoting positive behaviour), which is shared amongst practitioners and teachers.	6.b. Prioritising appropriately by making a limited number of meaningful strategic changes and pursuing these diligently.
6.3. Implementation should involve repurposing existing processes and resources (e.g. governance, data collection) rather than creating a separate set of procedures.	6.c. Reviewing and stopping ineffective practices before implementing new ones. 6.d. Recognising the complexity in managing parallel improvement projects within a nursery (e.g. identifying competing and aligned priorities, deploying overall capacity and resources, managing multiple work streams, considering interdependencies between projects).
6.4. Effective implementation begins by accurately diagnosing the problem and making evidence-informed decisions on what to implement.	
6.5. Thorough preparation is important: time and care spent planning, communicating and resourcing the desired	**Make the right choices on what to implement by:** 6.e. Identifying a specific area for improvement using a robust

28

changes provides the foundation for successful delivery. Leaders should keep checking how ready their colleagues are to make the planned changes.

6.6. Implementing an approach with fidelity (i.e. as intended) increases the chance of it impacting positively on practice within the nursery and child outcomes. Any approach should specify which features of the approach need to be adopted closely and where there is scope for adaptation.

6.7. A combination of integrated activities is likely to be needed to support implementation (e.g. training, monitoring, feedback) rather than any single activity. Follow-on support (e.g. through high-quality coaching) is key to embedding new skills and knowledge developed during initial training.

6.8. Delivery of a new approach is a learning process – expect challenges but aim for continuous improvement. Monitoring implementation is an essential tool in identifying, and acting on, problems and solutions.

6.9. The confidence to make good implementation decisions is derived, in part, from confidence in the data on which those decisions are based. Reliable monitoring and evaluation enable nurseries to make well-informed choices, and to see how their improvement efforts are impacting on teacher and practitioner knowledge, nursery practices and child outcomes.

6.10. A nursery's capacity to implement an approach is rarely static (e.g. staff leave, contexts change). Sustained implementation requires leaders to keep supporting and rewarding the appropriate use of an approach and

diagnostic process, focusing on the problem that needs solving, rather than starting with a solution.

6.f. Providing credible interpretations of reliable data, which focus on the knowledge and understanding of children.

6.g. Examining current approaches, how they need to change and the support required to do so.

6.h. Adopting new approaches based on both internal and external evidence of what has (and has not) worked before (e.g. child outcome information collected by the nursery and research-based guidance).

6.i. Ensuring it is suitable for the nursery context, recognising the parameters within which change will operate (e.g. policies) and where the nursery is in its development trajectory.

6.j. Assessing and adapting plans based on the degree to which colleagues are ready to implement the approach (e.g. current staff motivation, expertise, training and development).

Prepare appropriately for the changes to come by:

6.k. Being explicit about what will be implemented, and the overall desired outcomes.

6.l. Specifying the elements of the approach that appear critical to its success (i.e. the 'active ingredients') and communicating expectations around these with clarity.

6.m. Developing a clear, logical and well-specified implementation plan, and using this plan to build collective

checking it is still aligned with the overall strategy and context.

6.11.   Implementation benefits from dedicated but distributed nursery leadership. Senior leaders should provide a clear vision and direction for the changes to come. At the same time, implementation is a complex process that requires feedback from staff and shared leadership responsibilities.

6.12.   Implementation processes are influenced by, but also influence, nursery climate and culture. Implementation is easier when practitioners and teachers feel trusted to try new things and make mistakes, safe in the knowledge that they will be supported with resources, training, and encouragement to keep improving.

understanding and ownership of the approach.

6.n.   Using an integrated set of implementation activities that work at different levels in the nursery (e.g. individual teachers/practitioners, whole-nursery changes).

Deliver changes by:

6.o.   Managing expectations and encouraging 'buy-in' until positive signs of changes emerge.

6.p.   Monitoring implementation (including by clearly assigning and following up on the completion of critical tasks) and using this information to tailor and improve the approach over time (e.g. identifying a weak area of understanding and providing further training).

6.q.   Reinforcing initial training with expert follow-on support within the nursery.

6.r.   Prioritising the 'active ingredients' of the approach until they are securely understood and implemented, and then, if needed, introducing adaptations.

Sustain changes by:

6.s.   Using reliable monitoring and evaluation to review how the implementation activities are meeting the intended objectives and continue to align with nursery improvement priorities.

6.t.   Continuing to model, acknowledge, support, recognise and reward good approaches.

6.u.   Treating scale-up of an approach as a new implementation

	process (e.g. from one area to another).

Seven – Working in Partnership

Learn that…	Learn how to…
7.1. Good relationships and partnerships are a foundation of a good nursery. 7.2. Parental engagement is consistently associated with children's subsequent academic success. Leaders should recognise the importance of effective engagement with parents and, where children lack this support, make additional provisions to support education and development. 7.3. The interactions that take place in and around the home can support children's learning and development. 7.4. Working effectively with parents and carers can be challenging and is likely to require sustained effort and support. 7.5. Sharing effective practice between nurseries and between phases of education, and building capacity and effective mechanisms for doing so, is key to closing the attainment gap. To improve performance, nursery leaders need to collaborate and work with colleagues and other relevant professionals within and beyond the nursery, including local authorities, and other relevant external agencies and bodies.	**Work in partnership with parents and carers, including by:** 7.a. Ensuring the nursery provides practical approaches to support parents and carers to help their children with learning at home including: encouraging families to chat, play and read with their children; and helping them to manage their time, effort, and emotions. 7.b. Communicating carefully to encourage positive, two-way dialogue about learning, focusing on building parents' and carers' efficacy and avoiding stigmatising, blaming, or discouraging parents and carers, and ensuring practitioners and teachers communicate in the same way. 7.c. Enabling careful planning of group-based parenting initiatives (e.g. regular workshops), ensuring that the time and location is convenient, recruitment is face-to-face, relationships are built on trust and the environment is informal and welcoming. 7.d. Ensuring that more structured, evidence-based approaches are offered to provide additional sustained support where needed, starting by assessing needs and asking parents and carers about what would help them. 7.e. Providing clear, specific and targeted information to parents and carers.

	7.f. Building strong communication strategies with parents and carers to support the early identification of children with SEND. 7.g. Handling parental complaints effectively by developing a fair and non-adversarial procedure that is easy to use and understand. **Work in partnership with nurseries, agencies and services, including by:** 7.h. Training and equipping practitioners and teachers within mainstream services to effectively identify and refer families to relevant evidence-based interventions. 7.i. Understanding the full range of organisations around the nursery, how they interact with the nursery and each other, and any statutory relationships or duties that exist between organisations. 7.j. Ensuring that colleagues work with other agencies (e.g. children's social care teams) to share information and support wider child protection work. 7.k. Building partnerships with relevant phases of education to support children and parents during transition.

References

Culture

Bandura, A. (1986). *Social foundations of thought and action: a social cognitive theory*. Englewood Cliffs, NJ: Prentice-Hall.

Campbell Collaboration (2018). School-based interventions for reducing disciplinary school exclusion: A Systematic Review. Accessible from: https://campbellcollaboration.org/library/reducing-school-exclusion-school-based-interventions.html. [retrieved 8 September 2021]

Chapman, R. L., Buckley, L., and Sheehan, M. (2013). School-Based Programs for Increasing Connectedness and Reducing Risk Behavior: A Systematic Review. *Educational Psychology Review, 25*(1), 95–114.

Chetty, R., Friedman, J. N., and Rockoff, J. E. (2014). Measuring the Impacts of Teachers II: Teacher Value-Added and Student Outcomes in Adulthood. *American Economic Review, 104*(9), 2633–2679. https://doi.org/10.1257/aer.104.9.2633. [retrieved 8 September 2021]

Education Endowment Foundation (2018). Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: [Online] Accessible from: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/ [retrieved 5 October 2021]

Education Endowment Foundation (2018). Toolkit: Behaviour interventions. [Online] Accessible from: https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/behaviour-interventions [retrieved 8 September 2021]

Education Endowment Foundation (2019). Toolkit: Social and emotional learning. [Online] Accessible from: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/ [retrieved 8 September 2021]

Gutman, L. and Schoon, L. (2013). The impact of non-cognitive skills on the outcomes of young people. [Online] Accessible from: https://educationendowmentfoundation.org.uk/public/files/Presentations/Publications/Non-cognitive_skills_literature_review_1.pdf

[retrieved 8 September 2021]

Hanushek, E. (1992). The Trade-off between Child Quantity and Quality. *Journal of Political Economy, 100*(4), 859–887.

Institute of Education Sciences (2008). Reducing Behavior Problems in the Elementary School Classroom. [Online] Accessible from https://ies.ed.gov/ncee/wwc/PracticeGuide/4. [retrieved 8 September 2021]

Johnson, S., Buckingham, M., Morris, S., Suzuki, S., Weiner, M., Hershberg, R., B. Weiner, Hershberg, R., Fremont, E., Batanova, M., Aymong, C., Hunter, C., Bowers, E., Lerner, J., and Lerner, R. (2016). Adolescents' Character Role Models: Exploring Who Young People Look Up to as Examples of How to Be a Good Person. *Research in Human Development*, *13*(2), 126–141. https://doi.org/10.1080/15427609.2016.1164552.

Jussim, L. and Harber, K., (2005). Teacher Expectations and Self-Fulfilling Prophecies: Knowns and Unknowns, Resolved and Unresolved Controversies, *Personality and Social Psychology Review 2005, 9*(2), 131–1557.

Lazowski, R. A., and Hulleman, C. S. (2016). Motivation Interventions in Education: A Meta-Analytic Review. *Review of Educational Research*, *86*(2), 602–640. https://doi.org/10.3102/0034654315617832.

Murdock-Perriera, L. A., and Sedlacek, Q. C. (2018). Questioning Pygmalion in the twenty-first century: the formation, transmission, and attributional influence of teacher expectancies. *Social Psychology of Education, 21*(3), 691–707. https://doi.org/10.1007/s11218-018-9439-9.

OECD (2015). Do teacher-student relations affect students' well-being at school? *PISA in Focus*, *50*. Accessible from: https://doi.org/10.1787/5js391zxjjf1-en. [retrieved 8 September 2021]

Rathmann K., Herke M., Hurrelmann K., and Richter M. (2018). Perceived class climate and school-aged children's life satisfaction: The role of the learning environment in classrooms. *PLoS ONE 13*(2): e0189335. Accessible from: https://doi.org/10.1371/journal.pone.0189335. [retrieved 8 September 2021]

Rubie-Davies, C. M., Weinstein, R. S., Huang, F. L., Gregory, A., Cowan, P. A., and Cowan, C. P. (2014). Successive teacher expectation effects across the early school years. *Journal of Applied Developmental Psychology*, *35*(3), 181–191. https://doi.org/10.1016/j.appdev.2014.03.006.

Siraj-Blatchford, I., and Manni, L. (2007). Effective Leadership in the Early Years Sector: The ELEYS Study. Institute of Education, London.

Slater, H., Davies, N. M., and Burgess, S. (2011). Do Teachers Matter? Measuring the Variation in Teacher Effectiveness in England. *Oxford Bulletin of Economics and Statistics*, https://doi.org/10.1111/j.1468-0084.2011.00666.x

Tsiplakides, I. and Keramida, A. (2010). The relationship between teacher expectations and student achievement in the teaching of English as a foreign language. *English Language Teaching*, *3*(2), 22. Accessible from http://files.eric.ed.gov/fulltext/EJ1081569.pdf. [retrieved 8 September 2021]

Wubbels, T., Brekelmans, M., den Brok, P., Wijsman, L., Mainhard, T., and van Tartwijk, J. (2014). Teacher-student relationships and classroom management. In E. T. Emmer, E. Sabornie, C. Evertson, and C. Weinstein (Eds.). *Handbook of classroom management: Research, practice, and contemporary issues* (2nd ed., pp. 363–386). New York, NY: Routledge.

Yeager, D. S., and Walton, G. M. (2011). Social-Psychological Interventions in Education: They're Not Magic. *Review of Educational Research*, *81*(2), 267–301. https://doi.org/10.3102/0034654311405999

Child Development, Curriculum and Assessment

Black, P., & Wiliam, D. (2009) Developing the theory of formative assessment. Educational Assessment, Evaluation and Accountability, 21(1), pp.5-31.

Callanan, M., Anderson, M., Haywood, S., Hudson, R., and Speight, S. (2017). Study of Early Education and Development: Good Practice in Early Education. Accessible from: Study of Early Education and Development: Good Practice in Early Education (publishing.service.gov.uk) [retrieved 5 October 2021]

Cowan, N. (2008). What are the differences between long-term, short-term, and working memory?. Progress in brain research, 169, 323-338.

Department for Education. Statutory framework for the early years foundation stage: setting the standards for learning, development and care for children from birth to five. [Online]. Accessible from: Statutory framework for the early years foundation stage (publishing.service.gov.uk) [retrieved 5 October 2021]

Education Endowment Foundation (2018). Early Years Toolkit. [Online] Accessible from: Early Years Toolkit | EEF (educationendowmentfoundation.org.uk) [retrieved 5 October 2021]

Education Endowment Foundation (2018). Early Years Toolkit: Communication and Language Approaches. [Online]. Accessible from: https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches [retrieved 30 September 2021]

Education Endowment Foundation (2018). Preparing for Literacy Guidance Report. [Online] Accessible from: https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Preparing_Literacy_Guidance_2018.pdf [retrieved 5 October 2021]

Education Endowment Foundation (2019). Early Years Toolkit: Early Literacy Approaches. [Online] Accessible from: Education Endowment Foundation | EEF [retrieved 5 October 2021]

Education Endowment Foundation (2019). Early Years Toolkit: Early Numeracy Approaches. [Online] Accessible from: Education Endowment Foundation | EEF [retrieved 5 October 2021]

Education Endowment Foundation (2018) Teaching and Learning Toolkit: Mastery learning. [Online]. Accessible from: Mastery learning | EEF (educationendowmentfoundation.org.uk) [retrieved 30 September 2021]

Education Endowment Foundation (2020). Special Educational Needs in Mainstream Schools. [Online]. Accessible from: Special Educational Needs in Mainstream Schools | EEF (educationendowmentfoundation.org.uk) [retrieved 1 October 2021]

Elliott, V., Baird, J-A., Hopfenbeck, T. N., Ingram, J., Thompson, I., Usher, N., Zantout, M., Richardson, J., and Coleman, R. (2016) A marked improvement? A review of the evidence on written marking. Education Endowment Foundation. Accessible from: Written marking | EEF (educationendowmentfoundation.org.uk) [retrieved 1 October 2021]

Evangelou, M., Sylva, K., Kyriacou, M., Wild, M., and Glenny, G. (2009). Early Years Learning and Development: Literature Review. [Online]. Accessible from: PEEP RESEARCH: BIRTH TO SCHOOL STUDY (ioe.ac.uk) [retrieved 5 October 2021]

Gibson, S., Oliver, L. and Dennison, M. (2015) Workload Challenge: Analysis of teacher consultation responses. Department for Education.

Grenier, J. (2021). *Working with the revised Early Years Foundation Stage: Principles into Practice. 2nd ed.* Sheringham Nursery School and Children's Centre. [Online] Accessible from: Development Matters 2020 (development-matters.org.uk) [retrieved 04 August 2021]

Hattie, J. (2009) Visible learning: a synthesis of over 800 meta-analyses relating to achievement. London: Routledge.

Hutchinson, J., Dunford, J., and Treadaway, M. (2016). Divergent pathways: the disadvantage gap, accountability and the pupil premium. Education Policy Institute. Accessible from: Report: Disadvantage gap, accountability and the Pupil Premium (epi.org.uk) [retrieved 5 October 2021]

Jerrim, J., & Vignoles, A. (2016). The link between East Asian "mastery" teaching methods and English children's mathematics skills. Economics of Education Review, 50, 29-44.

Kriegbaum, K., Becker, N., & Spinath, B. (2018). The Relative Importance of Intelligence and Motivation as Predictors of School Achievement: A meta-analysis. Educational Research Review.

Lin, Y.-W. and Bratton, S.C. (2015). A Meta-Analytic Review of Child-Centered Play Therapy Approaches. *Journal of Counseling & Development, 93,* 45–58. Accessible from: https://doi.org/10.1002/j.1556-6676.2015.00180.x [retrieved 7 September 2021]

Marmot, M. (2010). Fair society, healthy lives : the Marmot Review : strategic review of health inequalities in England post-2010. Accessible from: https://www.instituteofhealthequity.org/resources-reports/fair-society-healthy-lives-the-marmot-review/fair-society-healthy-lives-full-report-pdf.pdf [retrieved 3 August 2021]

Mickleburgh, J. (2011). Attachment Theory and the Key Person Approach. [Online] Accessible from: https://eyfs.info/articles.html/general/attachment-theory-and-the-key-person-approach-r64/ [retrieved 3 August 2021]

Nation, K. (2019) 'Children's Reading Difficulties, Language, and Reflections on the Simple View of Reading', Australian Journal of Learning Difficulties, 24 (1), pp. 47–73.

OECD (2020). Early Learning and Child Well-being: A Study of Five-year-Olds in England, Estonia, and the United States. OECD Publishing, Paris. *Accessible from:* https://doi.org/10.1787/3990407f-en [retrieved 2 August 2021]

Roskos, K., and Christie, J. (2001). Examining the play-literacy interface: A critical review and future directions. *Journal of Early Childhood Literacy,* 1(1), 59–89. https://doi.org/10.1177/14687984010011004

Sadler, D. (1989) Formative assessment and the design of instructional systems. Instructional Science, 18(2), pp.119-144.

Sibieta, L., Kotecha, M., and Skipp, A. (2016). Nuffield Early Language Intervention: Evaluation report and executive summary. [Online] Accessible from: https://educationendowmentfoundation.org.uk/public/files/Projects/Evaluation_Reports/EEF_Project_Report_Nuffield_Early_Language_Intervention.pdf [retrieved 5 October 2021]

Siraj, I., Melhuish, E., Howard, S., Neilsen-Hewett, C., Kingston, D., de Rosnay, M., Duursma, E., Feng, X., and Luu, B. (2018). Fostering Effective Early Education (FEEL) Study: Final Report. Sydney, Australia: NSW Department of Education. Accessible from: Fostering Effective Early Learning (FEEL) Study: Final Report (uow.edu.au) [retrieved 5 October 2021]

Siraj-Blatchford, I., and Manni, L. (2007). Effective Leadership in the Early Years Sector: The ELEYS Study. Institute of Education, London.

Slot, P. (2018). Structural characteristics and process quality in early childhood education and care: A literature review. OECD Education Working Paper No. 176. Accessible from: https://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU/WKP(2018)12&docLanguage=En [retrieved 5 October 2021]

Stiles, J., and Jernigan, T. L. (2010). The Basics of Brain Development. *Neuropsychol Rev 20*, 327–348. Accessible from: https://doi.org/10.1007/s11065-010-9148-4

Wiliam, D. (2010) What Counts as Evidence of Educational Achievement? The Role of Constructs in the Pursuit of Equity in

Assessment. Review of Research in Education, 34, pp. 254-284

Wiliam, D. (2017) Assessment, marking and feedback. In Hendrick, C. and McPherson, R. (Eds.) What Does This Look Like in the Classroom? Bridging the gap between research and practice. John Catt.

Additional and Special Educational Needs and Disabilities

Curran, H. (2020). Identifying Special Educational Needs in the Early Years: Perspectives from Special Educational Needs Coordinators. NASEN [Online]. Accessible from: https://www.nasen.org.uk/news/nasen-launches-new-report-identifying-sen-early-years [retrieved 3 August 2021]

Davis, P. Florian, L., Ainscow, M., et al (2004). Teaching Strategies and Approaches for Pupils with Special Educational Needs: A Scoping Study. Accessible from: https://dera.ioe.ac.uk/6059/1/RR516.pdf [retrieved 7 September 2021]

Department for Education (2015). Special Educational Needs and Disability Code of Practice: 0 to 25 Years: Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities [Online]. Accessible from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf [retrieved 5 October 2021]

Deunk, M. I., Smale-Jacobse, A. E., de Boer, H., Doolaard, S., and Bosker, R. J. (2018). Effective differentiation practices: A systematic review and meta-analysis of studies on the cognitive effects of differentiation practices in primary education. *Educational Research Review,* 24(February), 31–54. https://doi.org/10.1016/j.edurev.2018.02.002.

Education Endowment Foundation (2018). Toolkit: Individualised instruction. [Online] Accessible from: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/individualised-instruction/ [retrieved 5 October 2021]

Education Endowment Foundation (2018). Toolkit: Learning Styles. [Online] Accessible from: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/learning-styles/ [retrieved 5 October 2021]

Education Endowment Foundation (2018). Toolkit: Within-class attainment grouping. [Online] Accessible from: Within class attainment grouping | EEF (educationendowmentfoundation.org.uk) [retrieved 5 October 2021]

Government Equalities Office and Equality and Human Rights Commission (2013). Equality Act 2010: guidance. [Online] Accessible from: https://www.gov.uk/guidance/equality-act-2010-guidance [retrieved 5 October 2021].

Griggs, J., and Bussard, L. (2017). Study of Early Education and Development (SEED): Meeting the needs of children with special educational needs and disabilities in the early years. [Online] Accessible from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/586240/SEED_Meeting_the_needs_of_children_with_SEND_in_the_early_years_-_RR554.pdf [retrieved 5 October 2021]

Hattie, J. (2009). *Visible learning: a synthesis of over 800 meta-analyses relating to achievement*. London: Routledge.

Kriegbaum, K., Becker, N., and Spinath, B. (2018). The Relative Importance of Intelligence and Motivation as Predictors of School Achievement: A meta-analysis. *Educational Research Review*. https://doi.org/10.1016/j.edurev.2018.10.001.

Ofsted and Care Quality Commission (2017). Local area SEND inspections: one year on. [Online] Accessible from: Ofsted: Local area SEND inspections: one year on [retrieved 5 October 2021]

Siraj-Blatchford, I., and Manni, L. (2007). Effective Leadership in the Early Years Sector: The ELEYS Study. Institute of Education, London.

Sisk, V. F., Burgoyne, A. P., Sun, J., Butler, J. L., and Macnamara, B. N. (2018). To What Extent and Under Which Circumstances Are Growth Mind-Sets Important to Academic Achievement? Two Meta-Analyses. *Psychological Science,* 29(4), 549–571. https://doi.org/10.1177/0956797617739704.

Sylva, K., Melhuish, E., Sammons, P., Siraj-Blatchford, I., and Taggart, B. (2004). The Effective Provision of Pre-School Education (EPPE) Project: Findings from Pre-school to the end of Key Stage 1. Accessible from: https://dera.ioe.ac.uk/18189/2/SSU-SF-2004-01.pdf [retrieved 5 October 2021]

Professional Development

Cordingley, P., Higgins, S., Greany, T., et al. (2015). Developing great teaching: Lessons from the international reviews into effective professional development. Teacher Development Trust. [Online] Accessible from: http://TDTrust.org/dgt [retrieved 8 September 2021].

Cordingley, P., Higgins, S., Greany, T., Crisp, B., Araviaki, E., Coe, R. and Johns, P. (2020). Developing Great Leadership of Continuing Professional Development and Learning [Online] Accessible from: Developing Great Leadership of Continuing Professional Development and Learning | Centre for the Use of Research & Evidence in Education (CUREE) [retrieved 5 October 2021]

Darling-Hammond, L., Hyler, M. E., and Gardner, M. (2017). Effective Teacher Professional Development. Palo Alto, CA: Learning Policy Institute. [Online] Accessible from: https://learningpolicyinstitute.org/product/teacher-prof-dev [retrieved 8 September 2021]

Department for Education (2016). Standard for teachers' professional development: Implementation guidance for school leaders, teachers, and organisations that offer professional development for teachers. [Online] Accessible from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/537031/160712_-_PD_Expert_Group_Guidance.pdf [retrieved 8 September 2021].

Department for Education (2019). Early Career Framework. Accessible from: https://www.gov.uk/government/publications/early-career-framework [retrieved 8 September 2021]

Department for Education (2019). Initial Teacher Training (ITT): Core Content Framework. Accessible from: https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework [retrieved 8 September 2021]

Department for Education. Statutory framework for the early years foundation stage: setting the standards for learning, development and care for children from birth to five. [Online]. Accessible from: Statutory framework for the early years foundation stage (publishing.service.gov.uk) [retrieved 5 October 2021]

Education Endowment Foundation (2018). Embedding Formative Assessment: Evaluation report and executive summary. [Online] Accessible from: https://educationendowmentfoundation.org.uk/public/files/EFA_evaluation_report.pdf [retrieved 24 August 2021].

Education Endowment Foundation (2018). Making best use of teaching assistants. [Online] Accessible from: https://educationendowmentfoundation.org.uk/public/files/Publications/Teaching_Assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable.pdf [retrieved 8 September 2021].

Fletcher-Wood, H., and Zuccollo, J. (2020). The effects of high-quality professional development on teachers and students: A rapid review and meta-analysis. *Wellcome Trust* [Online]. Accessible from: https://epi.org.uk/wp-content/uploads/2020/02/EPI-Wellcome_CPD-Review__2020.pdf [retrieved 8 September 2021].

Kennedy, M. (2016). How does professional development improve teaching? *Review of Educational Research,* 86(4), 945–980.

Kini, T., and Podolsky, A. (2016). Does Teaching Experience Increase Teacher Effectiveness? A Review of the Research. Palo Alto, CA: Learning Policy Institute.

Kraft, M. A., Blazar, D., and Hogan, D. (2018). The effect of teaching coaching on instruction and achievement: A meta-analysis of the causal evidence. *Review of Educational Research,* 88(4), 547 - 588

Kraft, M. A., and Papay, J. P. (2014). Can professional environments in schools promote teacher development? Explaining heterogeneity in returns to teaching experience. *Educational evaluation and policy analysis*, 36(4), 476–500.

Lynch, K., Hill, H. C., Gonzalez, K. E., and Pollard, C. (2019). Strengthening the Research Base That Informs STEM Instructional Improvement Efforts: A Meta-Analysis. *Educational Evaluation and Policy Analysis*.

Sims, S., and Fletcher-Wood, H. (2020). Identifying the characteristics of effective teacher professional development: a critical review. *School Effectiveness and School Improvement,* 1 - 17. https://doi.org/10.1080/09243453.2020.1772841

Stouten, J., Rousseau, D. and De Cremer, D. (2018). Successful Organizational Change: Integrating the Management Practice and Scholarly Literatures. *Academy of Management Annals* 12(2). https://doi.org/10.5465/annals.2016.0095

Organisational Management

Bonetti, S., and Brown, K. (2018). Structural elements of quality early years provision: A review of the evidence. Education Policy Institute. [Online] Accessible from: Early-years-structural-quality-review_EPI.pdf [retrieved 7 September 2021]

Bury, J., Mayer, M., Gogescu, F., Bristow, T., and Husain, F. (2020). Understanding the Early Years Workforce: Qualitative research findings. Accessible from: https://www.natcen.ac.uk/our-research/research/understanding-the-early-years-workforce/ [retrieved 7 September 2021]

Department for Education (2013). Review of efficiency in the schools system [Online] https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/209114/Review_of_efficiency_in_the_schools_system.pdf [retrieved 8 September 2021]

Department for Education (2018). Staffing and employment advice for schools [Online] Accessible from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/750826/Staff_Advice_Handbook_October-2018-edit.pdf [retrieved 8 September 2021]

Department for Education (2019). School teachers' pay and conditions document 2019 and guidance on school teachers' pay and conditions [Online] Accessible from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/832634/School_teachers_pay_and_conditions_2019.pdf [retrieved 2 August 2021]

Department for Education (2021). Keeping Children Safe in Education [Online]. Accessible from: Keeping children safe in education 2021 (part one only) (publishing.service.gov.uk) [retrieved 5 October 2021]

Department for Education. Statutory framework for the early years foundation stage: setting the standards for learning, development and care for children from birth to five. [Online]. Accessible from: Statutory framework for the early years foundation stage (publishing.service.gov.uk) [retrieved 5 October 2021]

GOV.UK Types of School [Online] Accessible from: https://www.gov.uk/types-of-school [retrieved 8 September 2021]

Melhuish, E., and Gardiner, J. (2018). Study of Early Education and Development (SEED): Study of Quality of Early Years Provision in England (Revised) [Online] Accessible from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/723736/Study_of_quality_of_early_years_provision_in_England.pdf [retrieved 3 August 2021]

OECD (2012) Encouraging Quality in Early Childhood Education and Care (ECEC). Accessible from: https://www.oecd.org/education/school/48483409.pdf [retrieved 7 September 2021]

OECD (2020). Is Childcare Affordable? Policy Brief on Employment, Labour and Social Affairs. OECD, Paris. Accessible from: Is Childcare Affordable? POLICY BRIEF ON EMPLOYMENT, LABOUR AND SOCIAL AFFAIRS (oecd.org) [retrieved 22 September 2021]

Paull, G., and Wilson, C. (2020). Providers' finances: Evidence from the Survey of Childcare and Early Years Providers 2019: Research report. [Online] Accessible from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/929325/SCEYP_2019_Finance_Report.pdf [retrieved 3 August 2021]

Siraj, I., Sylva, K., Laugharne, J., Milton, E. and Charles, F. (2005). Monitoring and Evaluation of The Effective Implementation of The Foundation Phase (MEEIFP) Project Across Wales: Final Report of Year 1 Pilot. Welsh Assembly Government. Accessible from: https://dera.ioe.ac.uk/6281/1/meeifp.pdf [retrieved 3 August 2021]

Siraj-Blatchford, I. and Manni, L. (2007). Effective Leadership in the Early Years Sector: The ELEYS Study. *Institute of Education, London,* 13.

Siraj-Blatchford, I., Milton, E., Sylva, K., Laugharne, J. and Charles, F. (2007). Developing the Foundation Phase for 3-7 year olds in Wales. *Welsh Journal of Education,* 14(1), 43 – 68.

Implementation

Aarons, G.A. (2006). Transformational and transactional leadership: Association with attitudes toward evidence-based practice. *Psychiatric Services.* 57(8): p1162–1169. Accessible from: https://doi.org/10.1176/ps.2006.57.8.1162 [8 September 2021]

Albers, B., Pattuwage, L. (2017). Implementation in education: Findings from a scoping review. *Melbourne: Evidence for Learning.*

Anders, J., Godfrey, D., and Nelson, R. (forthcoming). *EEF Projects Review.* London: UCL Institute of Education

Dyssegaard, C. B., Egelund, N., and Sommersel, H. B. (2017). What enables or hinders the use of research-based knowledge in primary and lower secondary-a systematic review and state of the field analysis. Dansk Clearinghouse for Educational Research, DPU, Aarhus University.

Kraft, M. A., Blazar, D., and Hogan, D. (2018). The effect of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence. *Review of Educational Research,* 88(4), 547–588.

Powell, B. J., Proctor, E. K., and Glass, J.E. (2014). A systematic review of strategies for implementing empirically supported mental health interventions. *Research on Social Work Practice,* 24(2), 192–212.

Proctor, E., Silmere, H., Raghavan, R., Hovmand, P., Aarons, G., Bunger, A., Griffey, R., and Hensley, M. (2011). Outcomes for implementation research: Conceptual distinctions, measurement challenges, and research agenda. *Administration and Policy in*

Mental Health and Mental Health Services Research, 38(2), 65–76.

Sharples, J. M., Albers, B., Fraser, S., and Kime, S. (2018). Putting Evidence to Work – A School's Guide to Implementation, London: EEF. Accessible from: EEF_Implementation_Guidance_Report_2019.pdf (educationendowmentfoundation.org.uk) [retrieved 24 August 2021]

Working in Partnership

Callanan, M., Anderson, M., Haywood, S., Hudson, R., and Speight, S. (2017). Study of Early Education and Development: Good Practice in Early Education. Accessible from: Study of Early Education and Development: Good Practice in Early Education (publishing.service.gov.uk) [retrieved 5 October 2021]

Curran, H. (2020). Identifying Special Educational Needs in the Early Years: Perspectives from Special Educational Needs Coordinators. NASEN. [Online] Accessible from: https://www.nasen.org.uk/news/nasen-launches-new-report-identifying-sen-early-years [retrieved 3 August 2021]

Day, C., Sammons, P., Leithwood, K., Hopkins, D., Harris, A., Gu, Q., and Brown, E. (2010). Ten strong claims about successful school leadership. Accessible from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/327938/10-strong-claims-about-successful-school-leadership.pdf [retrieved 2 August 2021]

Department for Education (2015). Special Educational Needs and Disability Code of Practice: 0 to 25 Years: Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities. Accessible from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf [retrieved 5 October 2021]

Department for Education (2020). School teachers' pay and conditions document 2020 and guidance on school teachers' pay and conditions [Online] Accessible from: https://www.gov.uk/government/publications/school-teachers-pay-and-conditions [retrieved 8 September 2021]

Department for Education (2021). Best practice guidance for school complaints procedures 2020 [Online] Accessible from: https://www.gov.uk/government/publications/school-complaints-procedures/best-practice-advice-for-school-complaints-procedures-2019 [retrieved 8 September 2021].

Department for Education. Statutory framework for the early years foundation stage: setting the standards for learning, development and care for children from birth to five. [Online]. Accessible from: Statutory framework for the early years foundation stage (publishing.service.gov.uk) [retrieved 5 October 2021]

Education Endowment Foundation (2018). The Attainment Gap //2017 [Online] Accessible from: https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018.pdf [retrieved 2 August 2021].

Education Endowment Foundation (2018). Early Years Toolkit. [Online] Accessible from: Early Years Toolkit (educationendowmentfoundation.org.uk) [retrieved 30 July 2021]

Education Endowment Foundation (2018). Toolkit: Parental Engagement. [Online] Accessible from: Parental engagement | EEF (educationendowmentfoundation.org.uk) [retrieved 5 October 2021].

Education Endowment Foundation (2018). Working with Parents to Support Children's Learning [Online] Accessible from: https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning/ [retrieved 5 October 2021].

Goodall, J., and Vorhaus, J. with Carpentieri, J., Brooks, G., Akerman, R., and Harris, A. (2011). Review of best practice in parental engagement. [Online] Accessible from: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182508/DFE-RR156.pdf [retrieved 30 July 2021]

Pote, I., Doubell, L, Brims, L., Larbie, J., Stock, L. and Lewing, B. (2019). Engaging disadvantaged and vulnerable parents: an evidence review. Early Intervention Foundation [Online] Accessible from: https://www.eif.org.uk/report/engaging-disadvantaged-and-vulnerable-parents-an-evidence-review [retrieved 5 October 2021]

Siraj-Blatchford, I. and Manni, L. (2007). Effective Leadership in the Early Years Sector: The ELEYS Study. *Institute of Education, London,* 13.

Siraj, Blatchford, I., and Sum, C. (2013). Understanding and advancing system leadership in the early years, Nottingham, NCTL. [Online] Accessible from: https://www.yor-ok.org.uk/downloads/Childcare%20Strategy/understanding-and-advancing-systems-leadership-in-the-early-years1.pdf [retrieved 5 October 2021]

Taggart, B., Sylva, K., Melhuish, E., Sammons, P., and Siraj, I. (2015). Effective pre-school, primary and secondary education project (EPPSE 3 - 16+). Accessible from: DfE study 'Effective pre-school, primary and secondary education project' (EPPSE 3-16+). [retrieved 5 October 2021]

Yeager, D. S., and Walton, G. M. (2011). Social-Psychological Interventions in Education: They're Not Magic. *Review of Educational Research,* 81(2), 267–301. https://doi.org/10.3102/0034654311405999.