



Teaching
Agency

Teachers' standards (early years)

From September 2013

Teachers' Standards (Early Years)

Preamble

Early Years Teachers make the education and care of children their first concern and are accountable for achieving the highest possible standards in work and conduct. Early Years Teacher Status is awarded to graduates who are leading education and care from birth to the end of the Early Years Foundation Stage (EYFS) and who have been judged to have met all of the standards.

Early Years Teachers act with integrity and honesty. They have strong early development knowledge, keep their knowledge and skills up-to-date and are self-critical. They forge positive professional relationships and work with parents in the best interests of babies and children.

An Early Years Teacher must:

1. Set high expectations which inspire, motivate and challenge all children.

1.1 Establish and sustain a safe and stimulating environment where children feel confident and are able to learn and develop.

1.2 Set goals that stretch and challenge children of all backgrounds, abilities and dispositions.

1.3 Demonstrate and model the positive values, attitudes and behaviours expected from children.

2. Promote good progress and outcomes by children.

2.1 Be accountable for children's attainment, progress and outcomes.

2.2 Demonstrate knowledge and understanding of how babies and children learn and develop.

2.3 Know and understand attachment theory, its significance and how effectively to promote it.

2.4 Engage in sustained shared thinking with children.

2.5 Communicate effectively with children from birth to age five, listening and responding sensitively.

2.6 Develop children's confidence, social and communication skills through group learning.

2.7 Understand the important influence of parents/carers, engaging them effectively to support their child's wellbeing, learning and development.

3. Demonstrate good knowledge of early learning and EYFS.

3.1 Have a secure knowledge of early childhood development and how that leads to successful learning and development at school.

3.2 Demonstrate a clear understanding of how to widen children's experience and learning, raising aspirations and knowledge of the world.

3.3 Demonstrate a critical understanding of the EYFS areas of learning and development.

3.4 Demonstrate a clear understanding of systematic synthetic phonics in the teaching of early reading.

3.5 Demonstrate a clear understanding of appropriate strategies in the teaching of early mathematics.

4. Plan education and care taking account of the needs of all children.

4.1 Plan balanced and flexible activities and educational programmes that take into account the stage of development, circumstances and interests of children.

4.2 Promote a love of learning and children's intellectual curiosity.

4.3 Reflect on the effectiveness of activities and educational programmes to support the continuous improvement of provision.

4.4 Lead group activities appropriate to the age range and ability of children.

5. Adapt education and care to respond to the strengths and needs of all children.

5.1 Know when and how to differentiate appropriately, using approaches which enable children to extend their learning and development.

5.2 Have a secure understanding of how a range of factors can inhibit children's ability to learn, and how best to overcome these.

5.3 Demonstrate an awareness of the physical, emotional, social, intellectual development and communication needs of babies and children, and know how to adapt education and care to support children at different stages of development.

5.4 Demonstrate a clear understanding of the needs of all children, including those with special educational needs and disabilities, and be able to use and evaluate distinctive approaches to engage and support them.

5.5 Support children through a range of transitions.

5.6 Know when a child is in need of support and when to refer to other relevant services.

6. Make accurate and productive use of assessment.

6.1 Observe and assess children's development and learning, using this to plan next steps.

6.2 Know and understand how to assess within the framework of the EYFS, including statutory assessment requirements (*see annex 1*).

6.3 Engage effectively with parents/carers and wider professionals in the on-going assessment and appropriate provision for each child.

6.4 Give regular feedback to help children progress towards their goals.

7. Safeguard and promote the welfare of children, and provide a safe learning environment.

7.1 Know and act upon the legal requirements and guidance on health and safety, safeguarding and promoting the welfare of the child.

7.2 Establish and sustain a safe environment and employ practices that promote children's health and safety.

7.3 Know and understand child protection policies and procedures, recognise when a child is in danger or at risk of abuse, and know how to act to protect them.

8. Fulfil wider professional responsibilities.

8.1 Make a positive contribution to the wider life and ethos of the setting.

8.2 Develop effective professional relationships taking a lead in establishing and sustaining a culture of cooperative working between colleagues, wider professionals and parents/carers.

8.3 Model and implement effective education and care, and support and lead other practitioners including early years educators.

8.4 Take responsibility for leading practice through appropriate professional development for self and colleagues.

8.5 Reflect on the effectiveness of provision, and shape and support good practice.

8.6 Understand the importance of and contribute to multi-agency team working.

Annex 1. Early Years Foundation Stage Statutory Assessment Guidance as specified at standard 6

Section 2 – Assessment

2.1 Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress, and observations that parents and carers share.

2.2 Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. Paperwork should be limited to that which is absolutely necessary to promote children's successful learning and development. Parents and/or carers should be kept up-to-date with their child's progress and development. Practitioners should address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.

Progress check at age two

2.3 When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas. This progress check must identify the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child's future learning and development involving other professionals (for example, the provider's Special Educational Needs Co-ordinator) as appropriate.

2.4 Beyond the prime areas, it is for practitioners to decide what the written summary should include, reflecting the development level and needs of the individual child. The summary must highlight: areas in which a child is progressing well; areas in which some additional support might be needed; and focus particularly on any areas where there is a concern that a child may have a developmental delay (which may indicate a special educational need or disability). It must describe the activities and strategies the provider intends to adopt to address any issues or concerns. If a child moves settings between the ages of two and three it is expected that the progress check would usually be undertaken by the setting where the child has spent most time.

2.5 Practitioners must discuss with parents and/or carers how the summary of development can be used to support learning at home. Practitioners should encourage parents and/or carers to share information from the progress check with other relevant professionals, including their health visitor, and/or a teacher (if a child moves to school-based provision at age three). Practitioners must agree with parents and/or carers when will be the most useful point to provide a summary. It should be provided in time to inform the Healthy Child Programme health and development review at age two whenever possible (when health visitors gather information on a child's health and development, allowing them to identify any developmental delay and any particular support from which they think the child/family might benefit). Taking account of information from the progress check (which reflects ongoing,

regular observation of children's development) should help ensure that health visitors can identify children's needs accurately and fully at the health review. Providers must have the consent of parents and/or carers to share information directly with other relevant professionals, if they consider this would be helpful.

Assessment at the end of the EYFS – the Early Years Foundation Stage Profile (EYFSP)

2.6 In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile must reflect: ongoing observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

2.7 Each child's level of development must be assessed against the early learning goals (see Section 1). Practitioners must indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). This is the EYFS Profile.

2.8 Year 1 teachers must be given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning (see paragraph 1.10). These should inform a dialogue between Reception and Year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in Year 1.

2.9 Schools⁶ must share the results of the Profile with parents and/or carers, and explain to them when and how they can discuss the Profile with the teacher who completed it. For children attending more than one setting, the Profile must be completed by the school where the child spends most time. If a child moves to a new school during the academic year, the original school must send their assessment of the child's level of development against the early learning goals to the relevant school within 15 days of receiving a request. If a child moves during the summer term, relevant providers must agree which of them will complete the Profile.

2.10 The Profile must be completed for all children, including those with special educational needs or disabilities. Reasonable adjustments to the assessment process for children with special educational needs and disabilities must be made as appropriate. Providers should consider whether they may need to seek specialist assistance to help with this. Children will have differing levels of skills and abilities across the Profile and it is important that there is a full assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.