



Investing in our youngest children

Early Years Scotland

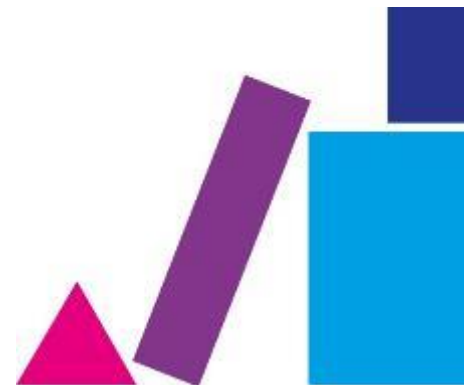
Early Years Scotland
Investing in our youngest children

Scottish National Standardised Assessment P1 Practitioner Forum

Standardised Assessments and Play-based Learning EYS Reflections

Jean Carwood-Edwards,
Chief Executive
Early Years Scotland

University of Strathclyde
Monday 11 March 2019



About Early Years Scotland

Early Years Scotland
Investing in our youngest children

- Early Years Scotland is a national third sector specialist organisation.
- Our purpose is to support Scotland's youngest children 0 – 5 years and their families to have the best start in life and to help reduce the poverty-related attainment gap.
- Our staff are all fully qualified early years practitioners.

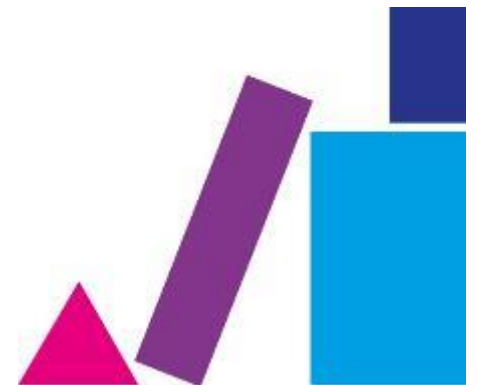
All services that we deliver or support others to deliver are:

.....two-generational, play-based and aim to strengthen and improve children's confidence, attachment, transitions, interactions, shared learning, home learning environment, and narrowing the poverty-related attainment gap.



What do we actually do?

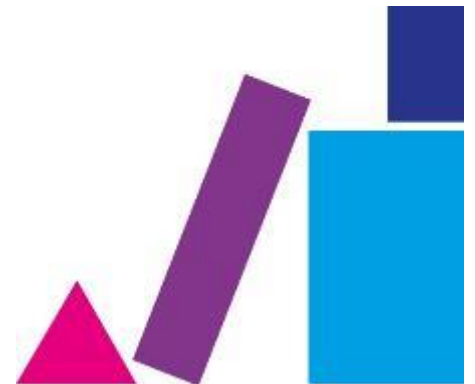
- 1. Working Directly with Children and their Parents*
- 2. Supporting the ELC community to achieve the best outcomes for Scotland's youngest children*
- 3. Advocacy and Advisory Services*
- 4. Professional Learning for the Workforce*



Working with Children and their Parents

EYS Suite of Stay Play and Learn Services Includes:

- **Baby** *Stay Play and Learn*
- **0-5** *Stay Play and Learn*
- **P1** *Stay Play and Learn*
- **2** *Stay Play and Learn*
- **Prison** *Stay Play and Learn*



P1 Practitioner Forum: Remit

The main function of the practitioner forum will be to share experiences and offer advice and support to teachers, schools, local authorities, Scottish Government and Education Scotland in:

- * Early level curriculum planning and assessment*
- * The use of standardised assessments within play based learning*

The Forum will discuss, evaluate and be informed by a range of evidence including; the opinions of practitioners; parents; professional associations and other key stakeholders.

An important focus will be ensuring an appropriate balance is struck between assessment as part of on-going learning, within a play-based learning environment, and the need to ensure teachers are supported in making nationally consistent judgements about children's learning and progress.

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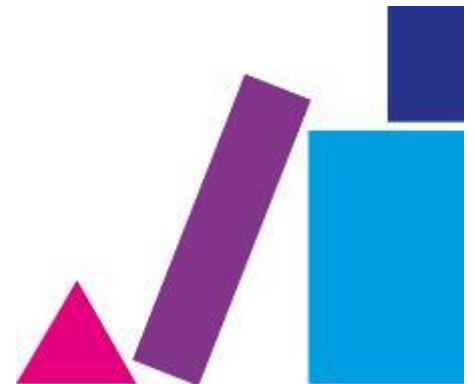


ELC Provision in Scotland

- Quality at the heart of all provision
- Increase from 600 to 1140 hours of ELC for all 3 and 4 year olds and eligible 2s
- ‘Funding Follows the Child’ to be introduced in August 2020
- ‘Provider neutral’ across local authority, voluntary and private ELC providers
- Introduction of the ***National Standard*** for all ELC settings



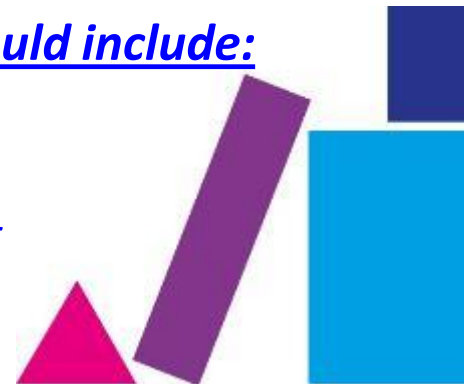
*Maree Todd, MSP
Minister for Children and Young People*



1. We **agree** that there is a need to know where children are in their learning and development (at national level) in P1
2. We **disagree** with the current technological methodology being used for the SNSA
3. We **disagree** that the current assessments are truly **standardised**
(The **intention** is standardised but the children's experience may not be)
4. We **welcome** the new focus on **play-based pedagogy** in primary.
5. We **do not believe** that the SNSA itself has to be wholly play-based
6. We **do believe** that we should explore and find better ways to measure, at national level, where children are in their learning and development at P1
7. We **would welcome** wider national debate about how this could be done effectively and question whether or not P1 is **too late** as a starting point.

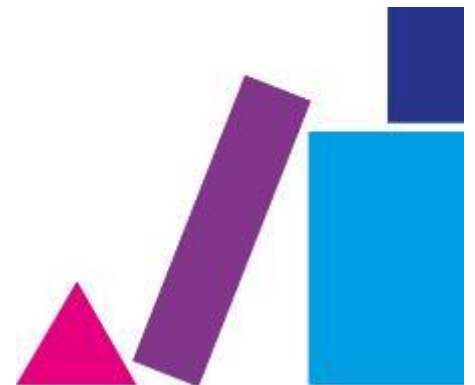
EYS considers critical ingredients of national assessment should include:

- * professional judgement
- * parental participation
- * children being assessed in their naturalistic learning context
- * AiFL





Scotland.....
our
Poverty-related
Attainment Gap
doesn't start at 5



Stop the Gap!

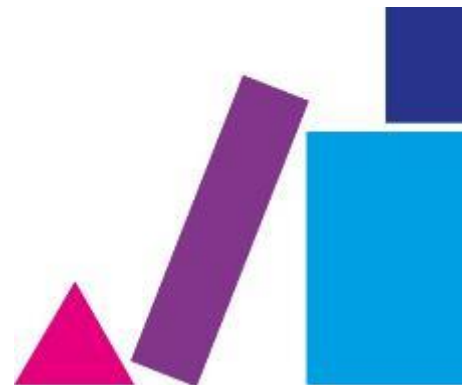
In Scotland today, at age 5, the gap between children from the most advantaged and most disadvantaged families is already:

6-13 months in problem-solving ability
and

11-18 months in expressive vocabulary

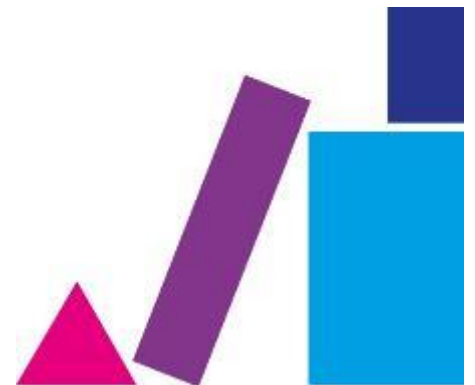
In order *to narrow the gap* for the most vulnerable children, we must provide care and education of the highest quality.

Source: Bradshaw, P. Growing Up in Scotland (2011)



“Children who experience a wide range of activities like being read to, singing nursery rhymes and painting, from an early age score higher in cognitive ability tests at age 3 than those with less experience of activities.”

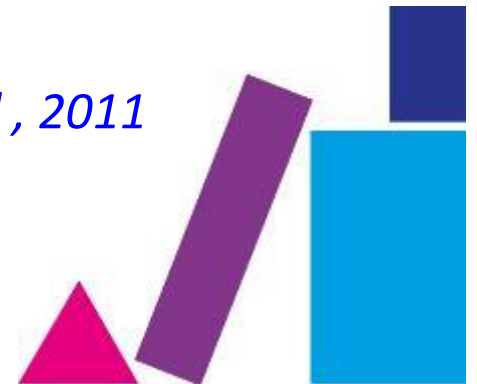
(Growing up in Scotland , 2011)





“Changes in vocabulary ability during the pre-school period are more strongly related to aspects of the child's home environment and the choices and behaviours of parents (such as frequency of reading to the child, and level of infant-maternal attachment) than external influencing factors such as pre-school education.”

Growing up in Scotland , 2011



Home Learning Environment

“To ensure that children's cognitive ability is maximised in the pre-school period, our findings suggest that such strategies should focus on the quality of the parent-child relationship and frequency of home learning activities.”

Growing up in Scotland , 2011





Top speakers to be confirmed



Early Years Scotland Annual National Conference

There is more to learning than play

Hilton Glasgow City Centre | Saturday 14 September 2019

Full details coming soon at earlyyearsscotland.org

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Thank you!

