

Education and Child Care EYE Knowledge Organiser

Core Element 1: Wider Context: OVERVIEW

CORE KNOWLEDGE OUTCOMES

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| 1.1 | the differences between a range of childcare and education provision, 0–19 years; the origins of compulsory education in England and Wales, and the regulation of childcare and education provision |
| 1.2 | the different responsibilities and career opportunities of a range of roles in the education and childcare sectors, 0–19 years |

RELATED EARLY YEARS EDUCATOR KNOWLEDGE OUTCOMES

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| K3.1 | how well-considered planning and provision supports children’s educational and developmental progress |
| K3.5 | practitioner responsibilities to undertake continued professional development and ways to meet own developmental needs |

RELATED ASSISTING TEACHING KNOWLEDGE OUTCOMES

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| K2.1 | different approaches to planning for learning and how they are used in practice |
| K2.2 | different types of assessment and their purpose |

CORE ELEMENT 1: WIDER CONTEXT SUMMARY

In this element, we look at the scope of provision in education and childcare, the features and functions of the services available for babies, children and young people and their families, and how they support them.

As well as exploring this vast and diverse range of service provision, you will be introduced to the different occupational roles that exist across the sector of education and childcare and learn about the responsibilities that staff working in these roles hold.

LINKS TO OTHER CORE ELEMENTS

Element 9	Reflective Practice
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KEY TERMS

Ofsted	The Office for Standards in Education, Children’s Services and Skills inspects and regulates services providing education and skills for learners.
DBS	Disclosure and Barring Service is part of the suitability checks that must be made on individuals in the UK involved in the care of children and young people under 18.
Education, health and care (EHC) plan	A plan for children and young people aged up to 25 who need more support than is available through special educational needs support.
Further Education Colleges	Include general FE and tertiary colleges, sixth form colleges and specialist colleges as well as adult education provision.
Tertiary college	Provides general and vocational further education for students aged 16–19.

CORE SKILLS

CS1	Communicate information clearly to engage children and young people, for example to stimulate discussion and to secure understanding
CS2	Work with others to plan and provide activities to meet children and young people’s needs
CS3	Use formative and summative assessment to track children and students’ progress to plan and shape educational opportunities
CS4	How to assess and manage risks to your own and others’ safety when planning activities

ENGLISH SKILLS

GEC1	Convey technical information to different audiences
GEC2	Present information and ideas
GEC3	Create texts for different purposes and audiences
GEC6	Take part in/lead discussions

MATHS SKILLS

GMC10	Optimising work processes
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DIGITAL SKILLS

GDC1	Use digital technology and media effectively
GDC4	Process and analyse numerical data securely

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Core Element 2: Supporting Education: OVERVIEW

CORE KNOWLEDGE OUTCOMES

2.1	the origin and purpose of the Early Years Foundation Stage and the National Curriculum from KS1 to KS4
2.2	the skills and attributes that support children and young people's education
2.3	the key concepts underpinning a range of theoretical approaches, the strengths and criticisms of each approach, and how they complement each other to inform practice
2.4	how metacognition supports children and young people to manage their own learning
2.5	how practitioners provide effective feedback and why it is important in supporting children's/young people's educational development
2.6	why up-to-date and appropriate technology is important to effectively support children's/young people's educational development
2.7	how personal, educational and environmental factors may affect engagement and development in reading, literacy and mathematics

EARLY YEARS EDUCATOR KNOWLEDGE OUTCOMES

K1.8	the current statutory requirements for the Early Years Foundation Stage and Key Stage 1 National Curriculum Requirements
K1.10	the purpose of a range of pedagogical strategies to support children's development of early literacy and the purpose of systematic synthetic phonics to support the teaching of reading

CORE ELEMENT 2: SUPPORTING EDUCATION SUMMARY

Supporting children's and young people's education is complex. In this element, we look at the education frameworks in England and also the skills that adults need to work effectively with children and young people which include providing feedback. We consider different theories and pedagogical approaches within current educational practice as to how children and young people learn. Both the strengths and criticisms of these approaches will be explored in relation to informing practice. Factors that might affect children's and young people's development including the role of metacognition skills will also be explored. This element also looks at the role of technology in learning. We also consider why some children and young people may find literacy and mathematics challenging.

LINKS TO OTHER CORE ELEMENTS

Element 2	Supporting Education
Element 8	Observation and Assessment
Element 9	Reflective Practice

RELATED ASSISTING TEACHING KNOWLEDGE OUTCOMES

K1.1	The requirements of each key stage of the school curriculum
K1.2	A range of leader and student-led pedagogical strategies and how they are used within a lesson

CORE SKILLS

CS1	Communicate information clearly to engage children and young people, for example, to stimulate discussion and to secure understanding
CS2	Work with others to plan and provide activities to meet children's and young people's needs
CS3	Use formative and summative assessment to track children's and students' progress to plan and shape educational opportunities

ENGLISH SKILLS

GEC1	Convey technical information to different audiences
GEC2	Present information and ideas
GEC3	Create texts for different purposes and audiences
GEC6	Take part in/lead discussions

DIGITAL SKILLS

GDC1	Use digital technology and media effectively
GDC4	Process and analyse numerical data securely

KEY TERMS

Early Identification	Quickly recognising that a child or young person may need additional support.
Tailored Intervention	Designing support to help a child or young person pick up a specific skill or piece of knowledge.
Spiral curriculum	The concept that a subject may be repeatedly taught but in increasing depth.

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Core Element 2: Supporting Education – Core Knowledge 2.1

CORE KNOWLEDGE 2.1: You must understand the origin and purpose of the:

- Early Years Foundation Stage
- National Curriculum from Key Stage 1 to Key Stage 4.
- Post-16 education

You must understand how different settings are governed by the EYFS and the National Curriculum.

WHAT YOU WILL LEARN 2.1:

The scope of the EYFS, the National Curriculum and post-16 education:

- EYFS: 0–5 covering the Early Years Foundation Stage
- primary education: 5–11, covering Key Stages 1 and 2
- secondary education: 11–16, covering Key Stages 3 and 4
- post-16 education: 16–19 (academic and technical).

EYFS – *information provided in Hodder Education existing childcare textbooks, see mapping document*

Primary education, secondary education, post-16 education – see information below

The National Curriculum should be explored with regard to how educational programmes are planned to meet the expectations for individual children within each key stage.

You must examine the range of formative and summative assessments across the stages.

You must understand the ages and key stages covered by each of these stages.

Stage	Age	Years
Early Years Foundation Stage (EYFS)	0–5	Nursery and Reception
Primary education	Key Stage 1	5–7
	Key Stage 2	7–11
Secondary education	Key Stage 3	11–14
	Key Stage 4	14–16
Post-16 education	Key Stage 5	16–19

LINKS TO OTHER CORE ELEMENTS

Element 1	Aspects of 2.1 overlap with Element 1 around the wider context – provision 0–19.
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Note: The Department for Education (DfE) is the central government office responsible for education systems in England.

NATIONAL CURRICULUM IN MAINTAINED AND NON-MAINTAINED SCHOOLS

Maintained

- All maintained schools are required to follow the National Curriculum despite the differences between the provisions (see Element 1.1 on types of provision).
- They are required to follow the Programme of Study that sets out what should be taught for compulsory subjects and the standards that children should meet through each key stage.

Non-maintained

- Non-maintained provision includes academies and private schools (see Element 1.1) who do not have to follow the National Curriculum. However, they are required to offer a broad and balanced curriculum that included the core subjects. These schools must also take part in National Curriculum standard assessment tests (SATs).
- Independent – fee paying schools – are also required to offer a broad and balanced curriculum. All schools must be registered with the government and will be inspected regularly.
- In addition, special schools may also follow the National Curriculum. However, this will be adapted and adjusted to meet the individual needs of the children and young people. This will incorporate working alongside other professionals who offer advice and guidance as to how aspects of the National Curriculum may be adapted to suit the needs of individuals.

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Core Element 2: Supporting Education – Core Knowledge 2.3

CORE KNOWLEDGE 2.3: You must understand the key concepts that underpin a range of theoretical approaches as well as the strengths and criticisms of each approach to inform practice.

You will not be assessed on your knowledge of each individual theorist, but must be aware of which theorists' work underpins each approach.

Theoretical Approaches that must be explored:
Behaviourist, Cognitivist, Constructivist, Humanist

WHAT YOU WILL LEARN 2.3:

Key principles surrounding behaviourist approach:

- Behaviour is shaped by external stimuli, rather than internal cognitive processes
- Positive and negative reinforcement modifies behaviour and learning continuity is central to long – term associations

Key theorists:

Bandura, Pavlov, Skinner, Watson – information provided in Hodder Education existing childcare textbooks, see mapping document

Thorndike – see table to the right

Useful weblink:

www.simplypsychology.org/edward-thorndike.html

Theorist THORNDIKE

Background information

Edward Thorndike (1874–1949) was an American psychologist known for his learning theory that led to the development of operant conditioning within behaviourism.

Key concepts

He believed, through his work with animals, that learning occurs through a process of trial and error. Bonds are formed between the stimulus and response. Thorndike's Puzzle Box experiment allowed him to develop a 'Law of effect' which states that any behaviour that results in a positive consequence is more likely to be repeated whereas a negative consequence is more likely to stop the behaviour.

Strengths

Recognising negative behaviours and responses can be supported and modified to enable the learning of positive behaviours to be developed.

Criticisms

One major criticism of Thorndike's theory was that it restricted psychology by limiting behaviour specifically around events of stimulus and response rather than considering mental aspects of the events.

How it informs practice

The theory emphasises the use of appropriate rewards and punishments used in education. Educators should ensure children and young people are sufficiently motivated to increase their chances of forming strong bonds between the stimulus and response.

WHAT YOU WILL LEARN 2.3:

Key principles surrounding cognitivist approach:

- The act or process of knowing is driven by mental processes, rather than the environment
- Individuals process new information by making links with prior knowledge
- Learning is measured by a change in an individual's schema
- Instruction should be logical and well structured

Key theorists:

Bruner, Piaget – information provided in Hodder Education existing childcare textbooks, see mapping document

Carol Dweck – see table to the right

Useful weblink:

www.learning-theories.com/mindset-theory-fixed-vs-growth-mindset-dweck.html

Theorist DWECK

Background information

Professor Carol Dweck, an American psychologist, found that we all have different beliefs about the underlying nature of ability.

Key concepts

Dweck's theory is based on both social and development psychology through focussing on the self-conceptions individuals use to shape their own behaviours. In her recent work, Dweck coined the terms, *growth* and *fixed mindset* to describe the underlying beliefs that individuals have regarding their learning.

- Growth Mindset – individuals with a growth mindset believe that intelligence and ability can be developed through perseverance and learning through their mistakes.
- Fixed mindset – individuals believe that achievement is something they can't control.

Strengths

Researchers have discovered that by building a growth mindset enables children to be more motivated and engaged and likely to succeed and achieve greater rewards from their learning.

Criticisms

Some believe that despite evidence that growth mindset had been tested and shown to work in ways that were meaningful – it did not identify how to implement this in practice.

How it informs practice

Dweck's research has enabled practitioners to teach children about the brain. This approach is known as 'Brainology' where children are supported in believing that challenges are positive, creating a sense of resilience to overcome obstacles and learning from their mistakes.

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WHAT YOU WILL LEARN 2.3:

Key principles surrounding cognitivist approach:

- The act or process of knowing is driven by mental processes, rather than the environment
- Individuals process new information by making links with prior knowledge
- Learning is measured by a change in an individual's schema
- Instruction should be logical and well structured

Key theorists:

Gagné – see table to the right

Useful weblink:

www2.le.ac.uk/departments/doctoralcollege/training/eresources/teaching/theories/gagne
www.learning-theories.org/doku.php?id=learning_theories:conditions_of_learning

Theorist	GAGNÉ
Background information	Robert Gagné was an American educational psychologist whose idea surrounding conditions of learning were first introduced in 1965.
Key concepts	Gagné's theory (1965) focussed on intentional and purposeful learning. He believed that internal and external events influence the learning process. His theory identifies the general types of individual's capabilities that are learned. The behavioural changes from these capabilities are known as <i>the learning outcomes</i> . Gagné believed that once these <i>learning outcomes</i> had been identified, an analysis of the environmental factors that govern learning and remembering could then occur.
Criticisms	Some believe that in order to achieve these capabilities, individuals require a great deal of guided support which may result in insufficient self-learning. Thus, creating learners that are very dependent on guided information and, therefore, less likely to explore ways to problem solve.
How it informs practice	Obtaining this information allows educators to recognise the right conditions for learning to allow individuals to experience the categories of learning outcomes that include the human capabilities: intellectual skills, verbal information, cognitive strategies, motor skills and attitudes.

WHAT YOU WILL LEARN 2.3:

Key principles surrounding constructivist approach:

- Individuals create their own understanding by linking new information to previous experiences and cultural factors
- Knowledge is constructed through interactions between the teacher and student, in which the teacher scaffolds learning to encourage greater independence
- Instruction is organised around problem-solving, projects and cooperative learning

Key theorists:

Bruner, Piaget, Vygotsky – information provided in Hodder Education existing childcare textbooks, see mapping document

Dewey – see table to the right

Useful weblink:

https://link.springer.com/content/pdf/10.1007%2F978-981-287-532-7_48-1.pdf

Theorist	DEWEY
Background information	John Dewey's work is very well known and influential in the field of educational practice, in particular, educational reforms.
Key concepts	Dewey's approach to education radically changed the way we teach today. At the heart of Dewey's philosophy lies the importance of understanding children's experiences. He became associated with the notion of child-centred education. He had a strong belief that children required clear structure within their education to guide and support their learning linked to prior experiences and knowledge.
Strengths	He believed strongly that educators must acknowledge the uniqueness of each individual child. He argued that the curriculum should offer an inclusive approach to enable everyone an opportunity to learn, based around their individual experiences.
How it informs practice	According to Dewey, children learn best when they interact with their environment and are involved within their own learning. Dewey believed that educators must deal with the present and the future by engaging in the process of understanding children's past experiences to support their learning. This approach is evident today surrounding child-centred practice.

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WHAT YOU WILL LEARN 2.3:		Theorist	KNOWLES
Key principles surrounding humanist approach: <ul style="list-style-type: none"> Learning is a holistic experience in which individuals construct knowledge in the context of their own unique feelings, values and experiences Feelings are as important as knowledge in the learning process Teachers facilitate personalised, student-led education 		Background information	Malcolm Knowles (1913–1997) was a very significant figure in adult learning during the second half of the twentieth century. Knowles stressed that adults are self-directed learners and proposed a theory known as andragogy .
Key theorists: Maslow, Rogers – information provided in <i>Hodder Education existing childcare textbooks, see mapping document</i> Knowles – see table to the right		Key concepts	Knowles recognised through his theory of andragogy that children learn differently from adults. Andragogy is based around four principles. These principles have been simplified below: <ul style="list-style-type: none"> Adults should be in control of their own learning Adults need to learn experientially, building upon prior learning Adults learn best if the subject for learning is relevant and is purposeful Adults learning is focussed on problem solving
Useful weblinks: http://www.learning-theories.com/andragogy-adult-learning-theory-knowles.html https://infed.org/malcolm-knowles-informal-adult-education-self-direction-and-andragogy/		Strengths	Knowles viewed learning as a two-way process between the educator and the adult learner. He later discussed how individuals should be assessed on how much self-direction is required to support their learning.
		Criticisms	Knowles andragogy theory has been known to lack empirical evidence; however, other researchers suggest that self-directed learning applies to various settings as well as online learning environments.
		How it informs practice	Educators can draw upon these concepts of andragogy to support their teaching of adult learners by identifying their unique learning style. Educators may adopt a facilitating role rather than a directive teaching approach to learning.
		Key point	Andragogy is seen as an alternative to pedagogy. Pedagogy is a learner focussed approach for children and adults known as teacher-centred or directed learning. Whereas andragogy is seen as a learner-centred approach to learning.
WHAT YOU WILL LEARN 2.3:		Theorist	DOWNES AND SIEMENS
Key principles surrounding connectivist approach: <ul style="list-style-type: none"> Technology has created new ways for people to share knowledge and learn from others Teachers facilitate students in independently seeking out new information online Students learn outside of traditional classrooms through peer learning networks and massively open online courses (MOOCs) 		Background information	Stephen Downes and George Siemens developed the theory connectivism to meet demands of the digital age. Connectivism is seen as the first theoretical approach that fundamentally explains how communication technologies have created new opportunities for shared learning across the internet.
Key theorists: Stephen Downes, George Siemens – see table to the right		Key concepts	This model of learning recognises how learning in today's society is no longer an internal, individualised activity. Instead, learning is located within technology and organisations. This type of learning is not dependent upon formal institutions as it relies heavily on social media.
Useful weblinks: Downes, S. (2005) An Introduction to Connective Knowledge. www.downes.ca/cgi-bin/page.cgi?post=33034 Siemens, G. (2004) Connectivism: A Learning Theory for the Digital Age. https://jotamac.typepad.com/jotamacs_weblog/files/Connectivism.pdf		Strengths	Connectivism allows educators to guide learners to key aspects of information to support their learning as well as encourage them to explore other networks online to seek out and share information. Siemens (2005) discussed how these connections and flow of information results in knowledge existing beyond the individual. This knowledge is obtained from the learner accessing various flows of information and following those that are significant to their learning.
		Criticisms	A debate exists surrounding whether connectivism is a learning theory or an instructional theory or simply, a pedagogical opinion. Downes and Siemens omit offering clarity on the role of educators within their theory as connectivism focusses on the individual's participation within digital communications and the flow of information that results in new learning.
		How it informs practice	Educators have an opportunity to explore in digital education and rethink how connections may be made to support learning. The theory sheds light on the importance of the learning environment that allows learners to seek out information through various sources of media to help them construct their own personal learning environments.

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Core Element 3: Safeguarding, Health and Safety and Wellbeing: OVERVIEW

CORE KNOWLEDGE OUTCOMES

3.1	the legal requirements and guidance relating to security, confidentiality of information, safeguarding, health, safety and wellbeing
3.2	how statutory guidance informs settings' safeguarding policies and procedures
3.3	how legislation informs organisational policies and procedures for recording, storing and sharing information on children's/young people's progress, needs and welfare
3.4	the importance of children's and young people's emotional health and its impact on their overall wellbeing, and how early years settings, schools and colleges can support children's and young people's emotional health and wellbeing
3.5	the difference between a child/young person 'at risk' and a child/young person 'in need', and the reporting requirements of each
3.6	the possible signs and factors that may indicate that a child/young person is in danger or at risk of abuse
3.7	what constitutes a position of trust, and how power and influence can be used and abused when working with children and young people
3.8	a range of indicators that an adult in the setting may have inappropriate relationships with children and young people and how to deal with this
3.9	how abuse, neglect, bullying, persecution and violence may impact on children's and young people's development and behaviour

CORE ELEMENT 3: SAFEGUARDING, HEALTH AND SAFETY AND WELLBEING SUMMARY

An important aspect of your role is to know and understand how to safeguard children and young people. You will need to know about the legislation and guidelines which exist for safeguarding their welfare, as well as understanding how your own school or early years setting's policies reflect these. You should also know about the signs that a child or young person may be at risk from abuse or harm and how this may affect their development and behaviour. Finally, you should what action to take if you have concerns about a child or young person's well-being.

LINKS TO OTHER CORE ELEMENTS

Element 9	Reflective Practice
Element 10	Equality and Diversity
Element 11	Special Educational Needs and Disability

RELATED EARLY YEARS EDUCATOR KNOWLEDGE OUTCOMES

K4.1	the key principles of safeguarding
K4.2	the different types of abuse and the associated signs of abuse
K4.3	how babies and young children may be groomed or exploited and appropriate action to take when grooming or abuse is suspected

KEY TERMS

Safeguarding	Action taken to promote the welfare of children and protect them from harm
Inclusive Practice	Developing an approach which recognises the diversity of children and young people, and promotes positive attitudes, differentiation and respect
DfE	Department for Education
Regulated activity	Unsupervised activities when teaching, training, instructing, caring for or supervising children
Designated Safeguarding Lead (DSL)	Person in a school or early year setting who is responsible for all safeguarding issues
Hazard	Something in the environment that could cause harm
Risk	The chance, whether high or low, that someone could be harmed by a hazard
Risk Assessment	A check for potential risks so that measures may be put in place to control them
PPE	Personal Protective Equipment

RELATED ASSISTING TEACHING KNOWLEDGE OUTCOMES

K3.1	how different factors can contribute to a pupil becoming physically or psychologically at risk, and the channels for reporting concerns
K3.2	why it's important to share relevant information in a timely manner with the safeguarding lead
K3.3	how to promote the safe use of the technology and the web with pupils, including recognising and dealing with signs of cyber-bullying and cyber-grooming

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Core Element 3: Safeguarding, Health and Safety and Wellbeing – Core Knowledge 3.1

CORE KNOWLEDGE 3.1: You must understand the legal requirements and guidance relating to security, confidentiality and information, safeguarding, health, safety and wellbeing

WHAT YOU WILL LEARN 3.1:

You will learn the legal requirements and guidance relating to security, confidentiality of information, safeguarding health, safety and wellbeing:

- a) Health and Safety at Work etc. Act 1974
- b) Children Act 1989
- c) The Care Standards Act 2000
- d) The Female Genital Mutilation (FGM) Act 2003**
- e) Children Act 2004
- f) Safeguarding Vulnerable Groups Act 2006
- g) The Childcare Act 2006
- h) Equality Act 2010
- i) Children and Families Act 2014
- j) Children and Social Work Act 2017**
- k) General Data Protection Regulations (GDPR) 2018**
- l) Keeping Children Safe in Education 2019**
- m) Guidance for safer working practice 2019.**

a) –c), e)–i) – *information provided in Hodder Education existing childcare textbooks, see mapping document*

d), j)–m) – see information below

You will be assessed on the purpose of legislation and policies used in educational settings and how these are upheld to safeguard and protect children's health and wellbeing.

THE FEMALE GENITAL MUTILATION (FGM) ACT 2003

- FGM has been a criminal offence in the UK since 1985, when the Prohibition of Female Circumcision Act was passed.
- In 2003, the Female Genital Mutilation Act replaced the 1985 Act in England, Wales and Northern Ireland.
- The new legislation modernised the offence of FGM and the offence of assisting girls to carry out FGM on themselves as well as being taken abroad for mutilation.
- The 2003 Act has increased the penalty for any FGM to 14 years imprisonment.

FGM protection orders

It is important for those working with children and young people to understand that the act also provides **FGM protection orders (FGMPOs)** to protect victims and those at risk from FGM. A FGMPO is a family court order that may be made by the victim themselves, a suitable third party (local authorities) or any other person with permission from the court.

The FGM protection order is based on evidence surrounding the victim's health and safety and well-being and aims to prevent the behaviour or conduct of those committing the offences by:

- Removal of passports/travel documents of the girl being protected
- Prevent specified individuals from entering into arrangements for FGM in the UK
- Identifying the behaviour of individuals who may become involved or who may commit or attempt to commit FGM on the person being protected.

Useful weblink:

More information on the FGM Act, 2003:
www.cps.gov.uk/legal-guidance/female-genital-mutilation-prosecution-guidance

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CHILDREN AND SOCIAL WORK ACT 2017

The Children and Social Work Act 2017 brought about changes for local authorities with regard to looked after children, local safeguarding arrangements and regulations of children's social workers. The act includes requirements on how to teach sex and relationships to children in secondary schools and healthy relationships to children in primary schools.

In order to support children and young people's health and well-being, the government have proposed that from 2020, the following subjects will be compulsory:

- Relationship education in primary schools
- Relationship and sex education in secondary schools
- Health education in state funded primary and secondary schools

Schools must apply these subjects to reflect the needs of the children and young people. Schools should use PSHE educational programmes to equip children and young people with a sound knowledge and understanding of the risks in order to make informed decisions about their lives.

In addition, the act focusses on improving support for children in the care system. It offers guidance on how local authorities should deliver their corporate parenting role, additional educational help for adopted children as well as extending support for care leavers up to the age of 25. The act extends the current considerations of the court concerning the long-term placement of children in care through assessments of current and future needs.

Useful weblink:

www.gov.uk/government/publications/changes-to-personal-social-health-and-economic-pshe-and-relationships-and-sex-education-rse/introduction-relationships-education-relationships-and-sex-education-rse-and-health-education

GENERAL DATA PROTECTION REGULATIONS 2018 (GDPR)

In 2018, new elements were made to the Data Protection Act in relation to information sharing.

Organisations and practitioners have a duty towards the principles of the General Data protection Regulations 2018 (GDPR) to process personal information fairly and lawfully.

Personal data can be categorised into two areas.

- **Sensitive data** – this falls within a special category that involves sensitive areas that may pose a risk to children and, therefore, can only be processed under specific circumstances and may require parental permission. These may include:
 - Medication conditions
 - Dietary requirements
 - Genetic data
 - Biometric data, e.g. photos
 - Religious beliefs
- **Personal data** – this comprises of any information that helps identify a child or their family. These may include:
 - Names
 - Addresses
 - Social identity
 - Bank details
 - Criminal activity

There are seven key principles set out within GDPR which should form the foundation of any approach to processing personal data:

1. Lawfulness, fairness and transparency
2. Purpose limitations
3. Data minimisation
4. Accuracy
5. Storage limitation
6. Integrity and confidentiality
7. Accountability

Useful weblink:

www.gov.uk/government/publications/data-protection-toolkit-for-schools

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KEEPING CHILDREN SAFE IN EDUCATION 2019

The Keeping Children Safe in Education 2019 (KCSIE) provides statutory government guidance for all schools, colleges and other educational environments whether they are maintained, non-maintained or independent.

All staff have a legal duty to read this guidance in order to safeguard children and young people.

The guidance sets out the requirements for what schools and colleges in England must do to safeguard and promote the welfare of children and young people. The guidance is for:

- Educational staff
 - Head teachers
 - Teachers
 - support staff
- Governing bodies and proprietors

The guidance is divided into five parts:

1. Safeguarding information for all staff
2. Management of safeguarding
3. Safer recruitment
4. Allegation of abuse made against teachers and other staff
5. Child-on-child sexual violence and sexual harassment.

This document is regularly updated to ensure it reflects aspects of society to ensure children and young people are kept safe.

The new version reflects changes to legislation that include:

- Teaching of Relationship Education, Relationship and Sex Education and Health Education from September 2020
- Support and guidance to protect children and young people from mental health, domestic abuse, child criminal and sexual exploitation and county lines
- Clarification to support the sector better understand and follow the guidance.

Useful weblinks:

<https://www.gov.uk/government/publications/keeping-children-safe-in-education-2>

<https://safeguarding.network/keeping-children-safe-education/#summary>

GUIDANCE FOR SAFER WORKING PRACTICES 2019

- The safe working practice document from the DfE is NOT statutory. It does, however, offer essential up-to-date guidance for working with children and young people.
- It has been created by the Safer Recruitment Consortium which is based on the original document published by the Department for Education and Skill (DfES).
- It came about following concerns staff had regarding their vulnerability when working with children and young people. Educational staff requested clear guidance regarding what constitutes illegal behaviour and misconduct. The guidance is for: Employers, Local Authorities and Safeguarding partners who then decide how best the guidance may be used to inform practice.
- It is recommended that the guidance be used in conjunction with the DfE statutory guidance – *keeping children safe in education 2019* to support the development of policies within the setting.

The principles that underpin this guidance have been summarize below:

1. Welfare of the child is paramount
2. Staff should understand their responsibilities to safeguard and promote the welfare of children and young people
3. Staff responsible for own actions and behaviours
4. Staff should work in an open and transparent way
5. Staff should report and record all concerns
6. If staff are concerned about how they responded, then they should take advice from line manager
7. Staff should apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief and sexual orientation
8. Staff should not consume or be under the influence of alcohol or drugs, which may affect their ability to care for children
9. Staff should be aware of the consequences of breaking the law
10. Staff and managers should continually monitor and review practice
11. Staff should be aware and understand their child protection policy, including allegations against staff – whistle blowing procedure.

Useful weblinks:

Guidance for safer working practices 2019:
<https://www.saferrecruitmentconsortium.org/GSWP%20Sept%202019.pdf>

A supplement with detail around the COVID 19 highlighted to ensure clear guidance is offered.
 Guidance for safer working practices 2020 (COVID 19):
<https://www.saferrecruitmentconsortium.org/GSWP%20COVID%20addendum%20April%202020%20final-2.pdf>

Education and Child Care EYE Knowledge Organiser

Core Element 3: Safeguarding, Health and Safety and Wellbeing – Core Knowledge 3.7

CORE KNOWLEDGE 3.7: You must understand what constitutes a position of trust, and how power and influence can be used and abused when working with children and young people

WHAT YOU WILL LEARN 3.7:

You will learn the the legal definition of a position of trust, as defined by The Sexual Offences (Amendment) Act 2000, and how power and influence can be used and abused when working with children and young people, including but not limited to:

- taking advantage of an individual
- gaining unauthorised access to private or sensitive information for their own or others' advantage
- manipulation of an individual
- using a position of trust to bully, humiliate or undermine
- threatening punishment for non-compliance with unreasonable demands.

POSITION OF TRUST

The legal term 'Position of Trust' refers to certain roles and types of provision where an adult has regular and direct contact with children or young people.

Roles that involve this position of trust may include:

- Educators
 - Teachers, teaching assistants, practitioners, support workers
- Care workers
- Youth justice workers
- Social workers
- Doctors

It is important to note that there are many roles which are not legally defined as a **position of trust**, these may include:

- Sport coaches
- Faith group leaders
- Community event leaders

It is paramount that those in a **position of trust** understand the *power* this may give them over children in their care. Staff and other adults should recognise that this power is an important factor within a professional working relationship and should ensure a balance in order that it does not become abusive.

Under the Sexual offences Act 2003, it is illegal for those within a **position of trust** to engage in sexual activity with a child or young person in their care, this includes a child above the age of consent.

Chapter 2 of the guidance, **Working together to safeguard children 2018, organisational responsibilities** states that settings and agencies must ensure they provide detailed policies for dealing with allegations against people who work with children. Types of allegations against a **person in trust** may include those who:

- behaved in a way that has harmed or may harm a child
- possibly committed a criminal offence against or related to a child
- behaved in a way, towards a child or children, that indicates they may pose a risk of harm.

It is vital that staff and adults are aware of how to report and record any incident they suspect to be a breach of a position of trust. Such allegations should be passed to the designated safeguard lead within the setting. Settings should ensure policies and procedures offer details on:

- how to record and report such incidents regarding a breach in a position of trust
- timescales for investigation
- support and advice available to the individual.

Currently, it is not against the law for people in roles which are **not** legally defined as a position of trust to have a sexual relationship with a 16–17-year-old in their care.

These NSPCC weblinks contain information about a loophole in legislation and how the NSPCC is urging government to respond to closing this loophole in order to safeguard and protect children and young people:

<https://learning.nspcc.org.uk/research-resources/briefings/preventing-abuse-positions-of-trust>

<https://learning.nspcc.org.uk/news/2019/june/protecting-16-and-17-year-olds-from-sexual-abuse>

Education and Child Care EYE Knowledge Organiser

Core Element 3: Safeguarding, Health and Safety and Wellbeing – Core Knowledge 3.9

CORE KNOWLEDGE 3.9: You must understand how abuse, neglect, bullying, persecution and violence may impact on children’s and young people’s development and behaviour

WHAT YOU WILL LEARN 3.9:

You will gain an understanding of how abuse, neglect, bullying, persecution and violence may impact on children’s and young people’s development and behaviour, in relation to:

- a) educational attainment
- b) attachments and relationships
- c) special educational needs
- d) physical health
- e) mental health.

Information provided in Hodder Education existing childcare textbooks, see mapping document

WHAT YOU WILL LEARN 3.9:

You will gain an understanding of how abuse, neglect, bullying, persecution and violence may impact on children’s and young people’s development and behaviour, in relation to:

- f) **unwanted behaviour, such as:**
 - o self-harm/suicide
 - o alcohol and drug misuse
 - o aggression
 - o risky or sexualised behaviour/promiscuity
 - o criminality
 - o socio-economic status.

See information below

SELF-HARM/SUICIDE

- Self-harm and suicidal behaviours are emotional disorders in response to stress.
- The term suicidal behaviour includes suicide and attempted suicide indicating an attempt to die.
- Suicide attempts provide an active reaction to triggers of stresses. This behaviour may be seen as a solution to the stresses and intolerable overwhelming feelings rather than an attempt to die. These stresses may be a direct response to the child being abused, neglected or bullied and, therefore, staff require an understanding of the impact that these may have on a child or young person’s development.
- The differences in self-harming behaviours as opposed to deliberate self-harm or suicide attempts indicate that the child or young person is in touch with their body through the physical reality of pain and do not necessarily have an active wish to die. However, when this self-preservation against danger is absent, it may lead to an attack on the body, and a feeling of helplessness, leading to a sense of relief from the types of abuse they may have experienced.

ALCOHOL AND DRUG MISUSE

Using substances may be seen as a normal part of risk-taking behaviour for young people growing up. This may mean they are less likely than adults to be identified or presented to services with an actual substance misuse problem. It is vital that you are aware of the indicators that may present themselves as a cause for concern as to a child or young person developing a substance misuse problem. These may include:

- exposure to substance misuse in the home
- parental substance misuse
- high levels of social deprivation
- insecure attachments
- bullying and online bullying
- persecution and violent behaviour

Substance misuse includes the harmful use of any psychotropic substance, including alcohol and drugs.

Single encounters may have serious life-threatening outcomes. The use of alcohol and drugs can cause interference with developmental processes occurring in the brain. Regular substance misuse leads to severe disruption to children and young people’s education as well as relationship issues leading to long term physical and emotional health problems.

Education and Child Care EYE Knowledge Organiser

Core Element 4: Behaviour: OVERVIEW

CORE KNOWLEDGE OUTCOMES

4.1	How the stages of children's and young people's social, emotional and physical development may inform their behaviour, and how practitioners can use this information to meet children's/young people's needs
4.2	How a range of individual, environmental and educational factors can influence children's and young people's behaviour
4.3	The link between self-esteem, identity and unwanted behaviour
4.4	The development of self-concept and its impact on children's/young people's behaviour, cognition and social development
4.5	The importance of children and young people knowing how to adapt their behaviour to different social contexts
4.6	Why it is important to set and follow behaviour management policy and processes
4.7	How home, family circumstances and care history can affect children's and young people's behaviour
4.8	How children/young people may respond to both positive and negative verbal and non-verbal communication from adults
4.9	How and why practitioners provide positive approaches to motivate children's/young people's behaviour, attainment and achievement
4.10	Why practitioners use a range of strategies for setting clear expectations of behaviour
4.11	How and why practitioners use a range of strategies to support children and young people to develop self-regulation and resilience
4.12	Why practitioners use a range of strategies to deal with inappropriate behaviour
4.13	How and why practitioners use a range of strategies to motivate children and young people to test and stretch their skills and abilities
4.14	How practitioners assess risks to their own and others' safety when dealing with challenging behaviour

CORE ELEMENT 4: BEHAVIOUR SUMMARY

One of the roles of adults when working with children and young people is to guide their behaviour. This is important so that they can learn to be with others, feel comfortable in a variety of different situations but also attain and achieve well. This element looks at the many factors affecting behaviour, including a child's stage of development and their self-concept. Adults require an understanding of the three elements that make up self-concept, these are: self-image, self-esteem and ideal self, all of which are covered within this element. Recognising the positive and negative aspects of self-concept on behaviour, cognition and social development enables adults to create strategies to support children and young people's learning here.

LINKS TO OTHER CORE ELEMENTS

Element 7	Child Development
Element 12	English as an Additional Language

EARLY YEARS EDUCATOR KNOWLEDGE OUTCOMES

K2.4	Typical behaviours for age and stage of development
K2.5	Implications of a range of behavioural signs and approaches to their management
K2.7	Factors affecting children's behaviour

KEY TERMS

Verbal	the use of words as well as how the words are said
Non-verbal	communication that takes place without words being said
Proximity	the distance between the children or young person and the adult
Gestures	actions involving fingers, hands or feet used when communicating
Sanction	the punishment or consequence of having broken a rule or a boundary
Formative feedback	verbal or written information that helps children or young people to work out how they can improve

Education and Child Care EYE Knowledge Organiser

Core Element 4: Behaviour – Core Knowledge 4.4

<p>CORE KNOWLEDGE 4.4: You must understand the development of self-concept and its impact on children's/young people's behaviour, cognition and social development</p>	<p>WHAT YOU WILL LEARN 4.4:</p>		
<p>You will learn how the following three elements inform children's/young people's self-concept:</p> <ul style="list-style-type: none"> • self-image – how you see yourself • self-esteem – how you value yourself • ideal self – how you wish you could be. 	<p>You will learn how children develop self-concept through 2 defining stages:</p> <ul style="list-style-type: none"> • the existential self: the child realises that they exist as an independent entity, separate from others • the categorical self: the child begins to categorise her/himself as an 'object' in the world, defining her/himself in terms of age, gender, size or skills. 	<p>You will learn about the possible impact of positive and negative self-concept:</p> <ul style="list-style-type: none"> • behaviour • cognition • social and emotional development. 	
<p>SELF-CONCEPT</p>	<p>THE EXISTENTIAL SELF</p>	<p>THE CATEGORICAL SELF</p>	
<ul style="list-style-type: none"> • Our self-concept defines who we are, this is what influences our behaviour. • It is important to understand how an individual's self-concept changes over time through various stages of life. These changes have both positive and negative impacts on behaviour. • As an educator, you will need to understand the impact of self-concept on children's and young people's behaviour, cognition and social development. • Two different experiences of the <i>self</i> may be viewed as the existential self and the categorical self. 	<ul style="list-style-type: none"> • This refers to an individual having a sense of <i>self</i>, realising that they exist as a separate entity. • From the age of two to three months, babies begin to show an awareness of the <i>existential self</i>, partly due to the experiences the child may have had with the world (Lewis, M, & Brook – Gunn, J, 1979). • The children begin to see how they interact with the world and people around them, gaining a sense of their own body. • This may be expressed by babies through reaching and grasping objects around them, noticing that they make a noise or move or even when they smile and others smile back. 	<ul style="list-style-type: none"> • Once the existence of <i>self</i> has been developed, children begin to recognise a sense of who they are in relation to others. • They begin to become aware of their own properties including gender, age, size or skill – this is known as <i>categorical self</i>. • This awareness of <i>self</i> enables children to refer to themselves using these concrete categories such as identifying <i>self</i> as a girl or that they are 3 years old and go to nursery. • As they develop, self-description begins which involves reference to internal psychological traits and making comparisons in relation to others such as declaring they are the tallest or the best at a particular skill. • This recognition of <i>self</i> begins to impact on a child's emotional development and behaviour, therefore, impacting on their self-concept and self-esteem. 	

Education and Child Care EYE Knowledge Organiser

Core Element 5: Parents, Families and Carers: OVERVIEW

CORE KNOWLEDGE OUTCOMES

5.1	the advantages of working with parents, carers and wider families to support children and young people
5.2	the different contexts in which children may grow up and the importance of being sensitive to this
5.3	how to overcome possible barriers to effective partnerships with parents, carers and wider families
5.4	where to find a range of reliable resources to support parents and carers and the wider family

RELATED EARLY YEARS EDUCATOR KNOWLEDGE OUTCOMES

K5.1	the legal rights and responsibilities of parents and carers
K5.2	how a range of family contexts may impact on parenting

RELATED ASSISTING TEACHING KNOWLEDGE OUTCOMES

K2.3	the students must understand how biological and environmental factors may impact on children's learning and development
K3.10	how a range of factors, in relation to family context, may impact on parenting

CORE ELEMENT: PARENTS, FAMILIES AND CARERS SUMMARY

In this element you will consider the important role of parents, families and carers in the lives of babies, children and young people. When working within education and childcare, professional relationships with primary carers contribute to best practice and improved outcomes

As this element develops, you will explore strategies to build professional relationships with parents as well as the challenges and barriers to effective partnership working that may exist and ways that these may be overcome. As a professional in education and childcare, parents may approach you for advice and guidance, and this element will consider where to find a range of reliable resources to support parents, carers and families.

LINKS TO OTHER CORE ELEMENTS

Element 6	Working with Others
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KEY TERMS

Advocacy	Advocacy involves listening to others, providing accurate and relevant information and options to support an individual to make well-informed decisions. An effective advocate will always listen and never judge.
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CORE SKILLS

CS1	Communicate information clearly to engage children and young people, for example, to stimulate discussion and to secure understanding
CS2	Work with others to plan and provide activities to meet children and young people's needs
CS3	Use formative and summative assessment to track children's and students' progress to plan and shape educational opportunities

ENGLISH SKILLS

GEC1	Convey technical information to different audiences
GEC2	Present information and ideas
GEC3	Create texts for different purposes and audiences
GEC6	Take part in/lead discussions

DIGITAL SKILLS

GDC1	Use digital technology and media effectively
GDC4	Process and analyse numerical data securely

Education and Child Care EYE Knowledge Organiser

Core Element 6: Working with Others: OVERVIEW

CORE KNOWLEDGE OUTCOMES

6.1	how agencies and services support children, parents/carers and wider families
6.2	the roles of other professionals in supporting children, parents/carers and families
6.3	how to work collaboratively with other agencies and professionals
6.4	why practitioners establish and maintain professional boundaries and relationships with children/young people, families and other professionals

RELATED EARLY YEARS EDUCATOR KNOWLEDGE OUTCOMES

K5.3	the roles and responsibilities of external agencies involved in early years settings
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RELATED ASSISTING TEACHING KNOWLEDGE OUTCOMES

K4.4	how a range of services can support pupils who have been abused, bullied, persecuted, who are at risk of harm or danger, or becoming involved in offending behaviour
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CORE ELEMENT 6: WORKING WITH OTHERS SUMMARY

In this element, you will consider the range of diverse services that can be accessed by parents/carers, families, children and young people to offer support and guidance. You will explore the roles of other professionals and the significance of professional relationships and boundaries for effective partnership working. Collaborative ways of working for improved outcomes in the care and education of children and young people will be at the core of this section.

You should be well-informed of when, how and why the support of external professionals may be required. You will be able to recognise and appreciate the value of intervention and the role of adults in education and childcare to tailor support in meeting the needs of children and young people.

LINKS TO OTHER CORE ELEMENTS

Element 5	Parents, Families and Carers
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CORE SKILLS

CS1	Communicate information clearly to engage children and young people, for example, to stimulate discussion and to secure understanding
CS2	Work with others to plan and provide activities to meet children's and young people's needs
CS3	Use formative and summative assessment to track children's and students' progress to plan and shape educational opportunities

Education and Child Care EYE Knowledge Organiser

Core Element 6: Working with Others – Core Knowledge 6.1

CORE KNOWLEDGE 6.1: You must understand how agencies and services support children, parents/carers and wider families	WHAT YOU WILL LEARN 6.1: How agencies and services support children, parents/carers and wider families, including but not limited to:		
	Charities, including but not limited to: <ul style="list-style-type: none"> • Family Action • Family Rights Group • Action for Children <i>information provided in Hodder Education existing childcare textbooks, see mapping document</i>	Public services, including but not limited to: <ul style="list-style-type: none"> • the National Health Service • Child and Adolescent Mental Health Services (CAMHS) • Children’s Services <i>information provided in Hodder Education existing childcare textbooks, see mapping document</i>	Local Education Authorities: <ul style="list-style-type: none"> • schools and colleges • Special Educational Needs review team. <i>See information below</i>

LOCAL EDUCATION AUTHORITIES

Each local authority has a legal duty to ensure every child fulfils their educational potential. They must provide a wide range of services and agencies to protect and promote the welfare of children and their families surrounding: Health and wellbeing, careers guidance, post-16, looked after children, school funding and special education needs.	Services and agencies provide tailored support and guidance for children and young people, as well as their families. These may be accessed through a referral process, or directly provided by the school or college.	Useful web links: www.gov.uk/topic/schools-colleges-childrens-services www.gov.uk/topic/schools-colleges-childrens-services/support-for-children-young-people www.gov.uk/government/organisations/department-for-education/services-information
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Support for health and wellbeing	Careers guidance	Support for Post-16	Support for looked after children	School funding
<ul style="list-style-type: none"> • Mental health and behaviour • Counselling • Emotional health and wellbeing • Bullying • Drugs advice • Medical conditions • Sexual violence and harassment 	<ul style="list-style-type: none"> • Helplines for teenagers • Access to education providers 	<ul style="list-style-type: none"> • Bursary funding and financial support • Participation of young people in education, training and employment • Local offer guidance • Care to learn • Extending personal adviser support to 25 years 	<ul style="list-style-type: none"> • Promoting education • Applying parenting principles to looked after children and care leavers • Guidance designed to help local authorities consider the kinds of services that may be offered when having regard to the corporate parenting principles • Designated teachers for looked after children and previously looked after children 	<ul style="list-style-type: none"> • Pupil premium support – virtual school heads (VSHs) roles, plus Service Pupil Premium (SPP) <ul style="list-style-type: none"> ○ VSHs are responsible for managing pupil premium to support children they look after in schools and alternative provision ○ SPP is addition funding to support children and young people with parents in the armed forces • Year 7 literacy and numeracy catch up premium guidance for state funded schools

Education and Child Care EYE Knowledge Organiser

Core Element 7: Child Development: OVERVIEW

CORE KNOWLEDGE OUTCOMES

7.1	the expected patterns of children's/young people's development, in infancy, early childhood, middle childhood and adolescence
7.2	theories of attachment and their application to practice
7.3	how children/young people develop receptive and expressive language, and ways of supporting children
7.4	the role of adults in promoting language development at different ages
7.5	how children and young people develop friendships and the impact of these on wellbeing
7.6	how practitioners use a range of strategies to support children and young people through expected and unexpected transitions

RELATED ASSISTING TEACHING KNOWLEDGE OUTCOMES

K3.8	a range of transitions that a pupil will experience through school and the possible positive and negative effects on pupils' wellbeing
K3.22	the expected levels of self-reliance and social behaviour at different ages and developmental stages
K4.1	theories of language acquisition and make links to why communication and speech play such an important part of pupils' development

CORE ELEMENT 7: CHILD DEVELOPMENT SUMMARY

All adults working with children and young people need to know how they grow and develop. This is needed in order to know how best to work and plan for them. It is also needed in order to carry out observations and assessments which we look at in the next element.

In this element, we look at the stages and patterns of expected development from infancy to adolescence. We look at attachment theories and how they affect healthy social and emotional development as well as the development and importance of friendships. We also focus on the process by which babies and children acquire language and how adults can support language at all ages. We finish the element by thinking about how to support children and young people when there are changes in their lives. These are known as transitions.

LINKS TO OTHER CORE ELEMENTS

Element 4	Behaviour
Element 12	English as an Additional Language

RELATED EARLY YEARS EDUCATOR KNOWLEDGE OUTCOMES

K1.2	how a range of biological and environmental factors may impact on children's learning and development
K1.3	how the following areas of development can impact on children's holistic development within play and early education
K2.1	different forms of attachment that children develop and analyse and evaluate key aspects of attachment theories related to current practice and the key person
K2.2	the features of secure attachment and how it impacts positively on children's development and behaviour
K2.3	the potential positive and negative effects of transitions and significant events on children's relationships and holistic development

KEY TERMS

Social referencing	how babies and young children look at adults' responses as a guide to how they should react
Gender transition	When a child or young person wants to change from their biological gender to the one that they identify with

Education and Child Care EYE Knowledge Organiser

Core Element 7: Child Development – Core Knowledge 7.2

CORE KNOWLEDGE 7.2:

You must understand the theories of attachment and their application to practice

WHAT YOU WILL LEARN 7.2:

The key concepts of attachment theory and how early attachments influence adult relationships, with reference to the following theorists:

- Bowlby – key concepts: innate attachment to one figure, maternal deprivation, internal working model
- Ainsworth – key concepts: the Strange Situation, attachment styles
- Rutter – key concepts: distinction between privation and deprivation, privation is far more detrimental than deprivation
- **Schafer and Emerson – key concepts: babies are more likely to form attachments with carers who are responsive and sensitive, rather than those with whom they spend the most time, 4 stages of developmental progress**

The strengths and limitations of these theories and how they influence practice.

- Bowlby, Ainsworth and Rutter – *information provided in Hodder Education existing childcare textbooks, see mapping document*
- **Schafer and Emerson – see information below**

SCHAFFER AND EMERSON

Rudolph Schaffer and Peggy Emerson were colleagues of John Bowlby. In 1964, they studied sixty babies from the working-class area of Glasgow. The method of the study was to observe the babies every four weeks for the first year and then again at 18 months, this is known as a longitudinal study. The babies were all studied in their home environments. As the studies progressed, Schaffer and Emerson began to notice a regular pattern was present in the development of attachment. They measured strength of attachment by:

- Separation anxiety: How distressed the babies/children became when separated from main caregiver
- Stranger anxiety: Distress shown when the babies/children were left alone with an unfamiliar person.

Schaffer and Emerson believed that the babies /children were more likely to develop attachments with carers who were more responsive and sensitive to their needs. They noted four stages of attachment development (see right)

FOUR STAGES OF ATTACHMENT DEVELOPMENT

1	The asocial stage	0–6 weeks	Short lived. Attention seeking behaviour. Show no favour for a particular individual but prefers human-like stimulus
2	Indiscriminate stage	6 weeks– 6 months	Similar in that baby seeks attention from anyone. More sociable and is able to recognise difference between individuals. No evidence that they fear strangers
3	Specific Attachment	7 months+	Baby is primarily attached to main caregiver. Shows signs of separation anxiety when main caregiver leaves, showing signs of fear of unfamiliar individuals
4	Multi Attachments	10–11 months+	Infants form multiple attachments which may include other members of the family or close friends as well as practitioners from nursery setting.

ROBERT SELMAN'S 5-LEVEL FRAMEWORK

Selman (1980) defined five stages of friendship from early childhood onto adulthood.

These may also be known as levels for understanding developmental trends in children's friendships.

The five levels Selman proposed are as follows:

Level 0 Friendships: Momentary Playmates	3–7yrs, approx.	<ul style="list-style-type: none"> • A friend that is played with at that moment in time – it is all about having enjoyment through play with others who are there at that moment. • Egocentric type of play is seen, as children have limited ability to see others' perspectives which is why they may become upset if others offer their ideas about the play or game.
Level 1 Friendships: One-way Assistance	4–9yrs, approx.	<ul style="list-style-type: none"> • A friend is seen as someone who is kind and caring, although they still think logical about the relationship. • Consideration may not be given to their own contribution to the relationship although friendships are important. • Children may even have friends that are not so kind and caring just so they have someone to call a <i>friend</i>. It may be common to hear children during this level saying, 'I won't be your friend then' or 'I will be your friend if you play with me'.
Level 2 Friendship: Two-way, Fair weather cooperation	6–12yrs, approx.	<ul style="list-style-type: none"> • Children are able to take account of others' perspectives and are concerned about fairness and reciprocity. • A friend would be someone who is able to take turns and share or repay a kind gesture, if this isn't repaid then the friendship may fall apart. • Children may become judgmental of themselves and their friendships. You may hear comments such as 'no one wants to be my friend; I can't play football'. • Jealousy may be a feature as they are concerned with being part of a group. You may hear children talk about clubs or gangs which involve certain rules and who can or can't join in.
Level 3 Friendship: Intimate, Mutually Shared Relationships	11–15yrs, approx.	<ul style="list-style-type: none"> • A friend during this stage is someone who they can confide in – trust is important • Genuine friendships are formed often known as <i>best friends</i> – share similar interests and points of views • Compromises are seen within these friendships as they care about one another • May feel betrayed if the best friend mixes with other groups or individuals.
Level 4 Friendship: Mature Friendship	12yrs, approx. to adulthood	<ul style="list-style-type: none"> • A high value is placed on emotional relationships at this stage and they accept differences between them and their friends • Less possessive behaviour seen as they are not so threatened if their friend has other relationships • Emphasis on trust and support as they develop into longer term friendships.

Education and Child Care EYE Knowledge Organiser

Core Element 8: Observation and Assessment: OVERVIEW

CORE KNOWLEDGE OUTCOMES

8.1	the purpose of national assessments and benchmarks
8.2	the different purposes of formative and summative assessment
8.3	the purpose of accurately observing, recording and reporting on children's and young people's participation, conceptual understanding and progress
8.4	the different roles that practitioners play in assessment processes and requirements

EARLY YEARS EDUCATOR KNOWLEDGE OUTCOMES

K3.2	the purpose of observation, assessment and planning and different approaches towards the assessment of children and planning
K3.4	different types of assessment types and their purpose

RELATED ASSISTING TEACHING KNOWLEDGE OUTCOMES

K1.1	the requirements of each key stage of the school curriculum
K2.2	different types of assessment and their purpose
K3.8	a range of transitions that a pupil will experience through school and the possible positive and negative effects on pupil's wellbeing

CORE ELEMENT 8: OBSERVATION AND ASSESSMENT SUMMARY

Whatever type of educational setting you are going to work in, you will need to know about and use observation and assessment. This is because as educators we need to be able to look at what children and young people know so that we can plan for them and take forward their learning and development. As assessment is an ongoing process, schools and early years settings will use different types of observation and assessment in different situations, and it will serve a range of purposes.

LINKS TO OTHER CORE ELEMENTS

Element 2	Supporting Education
Element 9	Reflective Practice

KEY TERMS

Statutory	Something which is required by law
State funded	Money that the government provides for something
Regulation	Control of a process by a set of rules
Accountable	Required or expected to justify actions or decisions
Open questioning	Questions which cannot be answered with a yes or no response
EYFS Development Matters	Non-statutory guidance to support early years practitioners with observation, assessment and planning
Valid	Whether it should be included
Reliable	Able to be trusted
Intervention	A programme of activities designed to support children who are working below national expectations but who should reach them with the right support

CORE SKILLS

CS1	Communicate information clearly to engage children and young people, for example, to stimulate discussion and to secure understanding
CS2	Work with others to plan and provide activities to meet children and young people's needs
CS3	Use formative and summative assessment to track children and students' progress to plan and shape educational opportunities

ENGLISH SKILLS

GEC1	Convey technical information to different audiences
GEC2	Present information and ideas
GEC3	Create texts for different purposes and audiences
GEC6	Take part in/lead discussions

DIGITAL SKILLS

GDC1	Use digital technology and media effectively
GDC4	Process and analyse numerical data securely

Education and Child Care EYE Knowledge Organiser

Core Element 8: Observation and Assessment – Core Knowledge 8.1

CORE KNOWLEDGE 8.1:

You must understand the purpose of national assessments and benchmarks

WHAT YOU WILL LEARN 8.1:

the purpose of national assessments and benchmarks, including but not limited to:

- tracking and recording children's/young people's achievement
- differentiating between individuals' performance
- **promoting standards and confidence in the National Curriculum**
- **supporting the regulation of state-funded education provision.**

Tracking and recording; differentiating between individuals' performance – *information provided in Hodder Education existing childcare textbooks, see mapping document*

Promoting standards and confidence in the National Curriculum, supporting the regulation of state-funded education provision – see information below

The National Curriculum must be examined to consider the educational programmes: activities and experiences and how these can be planned to meet Key Stage expectations, goals and targets for individual children.

PROMOTING STANDARDS AND CONFIDENCE IN THE NATIONAL CURRICULUM

Organisations that provide education, training and care services in England are subject to inspection by the Office for Standards in Education, known simply as Ofsted.

Ofsted's role in promoting standards and confidence in the National Curriculum is to provide an independent assessment of the quality of provision, which is evidence led, with valid and reliable evaluation tools and frameworks. Ofsted's aim is to make sure that all these organisations provide education and skills to a high standard that allows all children and young people to realise their full potential.

One of the main principles behind Ofsted is to act as an advocate for children and young people, including those from disadvantaged backgrounds and children with SEND to ensure they receive the appropriate standard of education and care in meeting their needs.

The recent Ofsted strategy 2017–2022, was developed as part of the next phase of 'Raising standards, improving lives'. The main principles behind the strategy remains to build confidence in a 'force for improvement' through:

- intelligent, evidence led, valid and reliable
- responsible, reduce inspection burden, making expectations and findings clear
- focused, offer time and resources to support improvements

Useful weblinks

www.gov.uk/government/organisations/ofsted/about

www.gov.uk/government/publications/ofsted-strategy-2017-to-2022

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Core Element 9: Reflective Practice: OVERVIEW

CORE KNOWLEDGE OUTCOMES

9.1	the key concepts of specific models of reflection and how they can be applied in practice
9.2	the current priorities and debates in education
9.3	why practitioners must engage in feedback and continuous professional development
9.4	practitioners can meet their own developmental needs

CORE ELEMENT 9: REFLECTIVE PRACTICE SUMMARY

Whatever your role, whether you work in a school or an early year setting, you will need to be able to engage in reflective practice. This means that you will regularly step back and think about your own practice and evaluate what you are doing. The process is called Continuous Professional Development (CPD), and you will be supported in doing this with your line manager. In this element, you will look at why reflective practice is important and how it will help you to develop in your role when working with children and young people.

LINKS TO OTHER CORE ELEMENTS

Element 1	Wider Context
Element 2	Supporting Education
Element 8	Observation and Assessment

KEY TERMS

Core subjects	Maths, English and Science
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CORE SKILLS

CS1	Communicate information clearly to engage children and young people, for example, to stimulate discussion and to secure understanding
CS2	Work with others to plan and provide activities to meet children and young people's needs

ENGLISH SKILLS

GEC1	Convey technical information to different audiences
GEC3	Create texts for different purposes and audiences
GEC6	Take part in/lead discussions

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Core Element 9: Reflective Practice – Core Knowledge 9.1

<p>CORE KNOWLEDGE 9.1: You must understand the key concepts of specific models of reflection and how they can be applied in practice</p>	<p>WHAT YOU WILL LEARN 9.1: Kolb's Experiential Learning Cycle Four stages of reflecting on experience:</p> <ol style="list-style-type: none"> 1. concrete experience 2. reflective observation of a new experience 3. abstract conceptualisation 4. active experimentation. <p><i>information provided in Hodder Education existing childcare textbooks, see mapping document</i></p>	<p>WHAT YOU WILL LEARN 9.1: Gibbs' Reflective Cycle Six stages of reflecting on experience:</p> <ol style="list-style-type: none"> 1. description 2. feelings 3. evaluation 4. analysis 5. conclusion 6. action plan. <p><i>information provided in Hodder Education existing childcare textbooks, see mapping document</i></p>	<p>WHAT YOU WILL LEARN 9.1: Boud, Keogh and Walker's model Three stages of reflecting on practice:</p> <ol style="list-style-type: none"> 1. experience 2. reflective process 3. outcomes. <p><i>see information below</i></p>
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BOUD, KEOGH AND WALKER'S MODEL OF EXPERIMENTAL LEARNING

<p>As part of continual professional development, you will need to discover ways to improve and enrich your practice. Your learning is not always about what you do in practice, instead, it is about thinking about what you do – reflection.</p> <p>David <u>Boud</u>, Rosemary <u>Keogh</u> and David Walker's reflection model of experimental learning (1985) recognised reflection as 'an important human activity in which people recapture their experience, think about it, mull over and evaluate it. It is this working with experience that is important in learning'. They saw emotion as an integral aspect of the reflection process requiring individuals to think about and reflect on and evaluate experiences.</p> <p>In practice, this allows practitioners to take a step back to explore their experiences in order to gain an understanding and appreciation to support future practice. From this process, practitioners are able to adapt their behaviour, allowing for success in a situation where negativity has previously prevented achievement.</p>	<p><u>Boud</u>, Keogh and Walker's model has three stages and focuses on the user's emotions, rather than taking a purely logical view of the situation or experience. The three stages are:</p> <table border="1" style="width: 100%;"> <tr> <td style="background-color: #4caf50; color: white;">Stage 1: Experience</td> <td>This stage allows opportunity to describe the event based around the experiences encountered – these may be based around positive or negative experiences during an activity or incident.</td> </tr> <tr> <td style="background-color: #4caf50; color: white;">Stage 2: Reflective process</td> <td>This stage is triggered by emotions experienced during the event. This stage has two aspects: thinking through any challenges that may have been encountered and considering ways to resolve them by using positive feelings to re-evaluate.</td> </tr> <tr> <td style="background-color: #4caf50; color: white;">Stage 3: Outcomes</td> <td>This stage involves re-examining experiences to plan changes for future behaviour through the integration and appropriate knowledge gained from the reflection process</td> </tr> </table>	Stage 1: Experience	This stage allows opportunity to describe the event based around the experiences encountered – these may be based around positive or negative experiences during an activity or incident.	Stage 2: Reflective process	This stage is triggered by emotions experienced during the event. This stage has two aspects: thinking through any challenges that may have been encountered and considering ways to resolve them by using positive feelings to re-evaluate.	Stage 3: Outcomes	This stage involves re-examining experiences to plan changes for future behaviour through the integration and appropriate knowledge gained from the reflection process
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Core Element 10: Equality and Diversity – Core Knowledge 10.5

CORE KNOWLEDGE 10.5:

You must understand the possible barriers to children's/young people's participation and how practitioners can use strategies to overcome them.

WHAT YOU WILL LEARN 10.5:

The impact of a range of barriers to children's/young people's participation, including but not limited to:

- a) physical accessibility
- b) mental health issues**
- c) attitudes and expectations
- d) curriculum
- e) family background
- f) socio-economic.

a), c)–f) Information provided in Hodder Education existing childcare textbooks, see mapping document

WHAT YOU WILL LEARN 10.5:

How practitioners can use strategies to overcome barriers to children's/young people's participation, including but not limited to:

- training to understand inclusion
- partnership working, including supporting children's and young people's psychological wellbeing
- adaptations to the physical environment
- providing accessible curriculum/assessment
- reviewing equality, diversity and inclusion policies
- providing information to children/young people about available financial support
- supporting children/young people through transitions.

Information provided in Hodder Education existing childcare textbooks, see mapping document

MENTAL HEALTH ISSUES

Everyone working in childcare and education has a significant role to play in supporting children's and young people's mental health and wellbeing. It is important to understand the meaning of terminology around mental health:



Mental health	This is a state of wellbeing in which the individual realises his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to his or her own community.
Mental ill health	This covers a very wide spectrum, from the worries and grief we all experience as part of everyday life to the most bleak, suicidal depression or complete loss of touch with everyday reality.
Resilience	<ul style="list-style-type: none"> • This is not simply a person's ability to 'bounce back', but their capacity to adapt in the face of challenging circumstances, whilst maintaining a stable mental wellbeing. • Resilience is something that can change over time and individuals have the power to change it. • Resilience can be taught, and learned, and that the elements that build resilience can be introduced into everyday life.
Self-esteem and low self-esteem	Although this is not a recognised mental health problem, self-esteem and mental health are closely related. Negative thinking patterns associated with low self-esteem , such as assuming you will fail at things you do, can develop over time and lead to mental health problems such as depression or anxiety .

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Risk factors	Strategies
<p>It is vital that you understand the risk factors that increase the likelihood of poor mental health. These risk factors form barriers to children's and young people's participation. These risk factors include characteristics relating to the individual's family circumstances, peers, school and wider community which may include:</p> <ul style="list-style-type: none"> • Social and cultural attitudes • Stigma • Stereotyping • Prejudices • Discrimination • Media • Modern technological world • Growing social media • Forms of assessments, testing and exams • LGBTQ+ 	<p>Knowing these risk factors supports the practitioner in recognising the protective factors that are likely to reduce poor mental health either naturally or when a risk occurs. These protective factors include:</p> <ul style="list-style-type: none"> • Home and school environments • Friends, teachers and other professionals <p>These may offer strategies to include:</p> <ul style="list-style-type: none"> • Time to talk • Modelling good habits • Listen and empathise • Sharing five ways to wellbeing <ul style="list-style-type: none"> ○ Connect ○ Get active ○ Be mindful ○ Keep learning ○ Give to others • PSHE lessons • Activities such as: lunch time clubs, open door policy, mental health awareness, wellness week <p>Protective factors help children and young people to sustain mental wellbeing and build resilience to the risk factors. Strengthening children's and young people's resilience allows them to gain the skills to adapt in the face of challenging circumstances, whilst maintaining a stable mental wellbeing. These strategies provide a safety net to support children and young people, preventing them from falling further towards being at risk from significant harm. Every child and young person should be given opportunities to develop positive mental health and wellbeing in order to realise his or her own potential and be able to deal with the stresses of life.</p> <p>Useful weblinks: https://www.mentalhealth.org.uk/sites/default/files/schools-wellbeing-week-pack.pdf https://www.pshe-association.org.uk/news/launching-our-new-guidance-preparing-teach-about</p>

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Core Element 11: Special Educational Needs and Disability: OVERVIEW

CORE KNOWLEDGE OUTCOMES

11.1	the laws, codes of practice and policies affecting provision for children and young people with disabilities and those with Special Educational Needs and Disabilities (SEND)
11.2	how professionals and organisations support children/young people with Special Educational Needs and Disabilities
11.3	the principles of integration and inclusion, and the differences between them
11.4	why practitioners must use appropriate terminology when discussing the needs of children and young people with SEND
11.5	the differences between the medical and social models of disability
11.6	how a primary disability might affect children's/young people's social, emotional and physical development
11.7	a range of cognitive skills necessary for effective educational development, and how single or multiple disabilities might affect these
11.8	cognitive difficulties may impact upon language, communication and educational development
11.9	how a chronic condition may affect children's/young people's emotions, education, behaviour and quality of life
11.10	how adults remove barriers in order to empower and value individuals, depending on their specific learning difficulty, medical condition or disability
1.11	when and how speech can be supplemented or replaced by Augmentative and Alternative Communication

CORE ELEMENT 11: SPECIAL EDUCATIONAL NEEDS AND DISABILITY SUMMARY

Part of your role, whether you are working in a school or early year setting, will be to support children and young people who have special educational needs and disabilities. The number of children and SEND is increasing, and in January 2019, 14.9% of all those in schools in England had special educational needs (*Source: School Census - DfE*) In this element, you will learn about the legislation which is in place to support them as well as consider how their overall development can be affected, and the kinds of strategies you might use as an early years practitioner or teaching assistant.

LINKS TO OTHER CORE ELEMENTS

Element 3	Safeguarding, Health and Safety and Well-being
Element 10	Equality and Diversity

RELATED EARLY YEARS EDUCATOR KNOWLEDGE OUTCOMES

K1.8	The student must understand the current statutory requirements for the Early Years Foundation Stage in terms of SEND
K3.1	how well-considered planning and provision supports children's educational and developmental progress
K3.2	the purpose of observation, assessment and planning and different approaches towards the assessment of children and planning
K3.3	a range of developmental indicators that may suggest a child is in need of additional support
K3.4	different types of assessment types and their purpose
K3.5	practitioner responsibilities to undertake continued professional development and ways to meet own developmental needs
K5.3	the roles and responsibilities of external agencies involved in early years settings
K5.4	the purpose and benefits of working with other professionals and the circumstances in which this would be appropriate and relevant

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Core Element 11: Special Educational Needs and Disability – Core Knowledge 11.1

<p>CORE KNOWLEDGE 11.1: You must understand the laws, codes of practice and policies affecting provision for children and young people with disabilities and those with SEND</p>	<p>WHAT YOU WILL LEARN 11.1:</p> <p>The statutory duties and responsibilities supporting children/young people with Special Educational Needs and Disabilities (SEND) in relation to the following guidance:</p> <ul style="list-style-type: none"> • Early Years: guide to the 0 to 25 SEND code of practice • Schools: guide to the 0 to 25 SEND code of practice • Further education: guide to the 0 to 25 SEND code of practice <p>Early Years: guide to the 0 to 25 SEND code of practice – <i>information provided in Hodder Education existing childcare textbooks, see mapping document</i></p> <p>Schools and Further Education: guide to the 0 to 25 SEND code of practice – see information below</p> <p>You must understand the links between these guidance documents, the Children and Families Act 2014 and the Special Educational Needs and Disability Code of Practice: 0 to 25 years 2015. <i>See information below</i></p>	<p>WHAT YOU WILL LEARN 11.1:</p> <p>The purpose of a range of organisational policies and procedures that support children/young people with SEND, including but not limited to:</p> <ol style="list-style-type: none"> a) SEND policy b) equality policy c) accessibility policy d) alternative provision policy e) anti-bullying policy f) behaviour policy g) medical needs policy h) teaching and learning policy i) complaints policy. <p>a), b), f) – <i>information provided in Hodder Education existing childcare textbooks, see mapping document</i></p> <p>c)–e), g)–i) <i>see information below</i></p>
<p>The SEND Code of Practice 2015 provides statutory guidance for all types of provision and services who support or work with children and young people with special educational needs and disabilities. It sets out policies, procedures and duties in relation to part 3 of the Children and Families Act 2014.</p>		

SCHOOLS: GUIDE TO THE 0 TO 25 SEND CODE OF PRACTICE

<p>In terms of SEND, alternative provision falls under Chapter 10 of the SEND Code of Practice 2015, This includes children and young people who are:</p> <ul style="list-style-type: none"> • looked after • care leavers • have SEN and social care needs • educated out of the area • educated at home • have SEN and are in hospital • children of service personnel • in youth custody 	<ul style="list-style-type: none"> • Alternative provision, as discussed in Element 1, includes provision such as pupil referral units, alternative academies and free schools. The alternative provision must be arranged around the child or young person’s needs as per their EHC (Education Health care plan) (see chapter 9 of SEND code of practice – link below). • Schools may request alternative provision if they believe the child or young person is unable to access education and training through mainstream. If alternative provision is actioned within the EHC plan, then the local authorities must make arrangements for this. Details surrounding children with SEN who are in alternative provision may be found in chapter 10 of the SEND code of practice (link below). • If a child or young person has SEN that is not specified within an EHC plan, then the alternative provision should ensure a graduated approach in meeting their needs. This graduated approach involves the schools carrying out the four-part cycle of: Assess, Plan, Do and Review – to assist in removing barriers to the child or young person’s learning by offering effective SEN provision (see chapter 6 of SEND code of practice for more details on graduated approach) <p>Useful weblink: SEND Code of Practice 2015 link: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf</p>
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POLICIES AND PROCEDURES THAT SUPPORT CHILDREN/YOUNG PEOPLE WITH SEND

Accessibility policy

Schools have a duty under the SEND Code of Practice 2015, to publish detailed information regarding their arrangements for identification, assessments and creating appropriate provision for pupils with SEND.

This information must include:

- arrangements for admission
- steps to ensure equality
- how facilities ensure accessibility – through creating an accessibility plan showing how they aim to improve access over time.

Alternative provision policy

In terms of identifying and addressing the SEN of pupils they support; policies must state how they intend to:

- provide appropriate support to meet the needs of children and young people with SEN
- engage all children and young people with SEN in school activities
- identify how and when reviews will take place
- support children and young people with SEN that are not specified in an EHC plan by making it clear that the setting will employ a *graduated approach* (see chapter 10 SEND Code of Practice 2015) in meeting their needs.

Anti-bullying policy

The school's ethos should encapsulate values to help children and young people understand right from wrong, therefore, should form part of this policy. It should aim to create positive mindsets towards appropriate behaviours. The policy should also include details on:

- what constitutes **bullying and identify those** who are more vulnerable such as children with special educational needs. This may include reference to prejudicial bullying, stereotyping, and discrimination surrounding the SEN or disability.
- how staff will be trained to respond with issues around bullying including how to report and record incidents as part of safeguarding aspects noted with the document **Keeping Children Safe in Education 2019** in terms of safeguarding children and young people.

Medical needs policy

The guidance document 'Supporting pupils at school with medical conditions' 2014, (updated 2017) states that pupils who have medical conditions that require EHC plans should comply with the SEND Code of Practice, this will ensure compliance within this guidance for children with special educational needs and disabilities.

Under the Children and families Act 2014, section 26, it states that local authorities and clinical commissioning groups must make joint arrangement for educations, health and care provision for children and young people with SEND. Policies must be clear on:

how individual health care plans are written to ensure the specific medical needs of the child or young person with SEND will be met. This may include types of additional support and resources and specialised training, particularly around administering medicines to a child or young person with additional needs. How the setting will manage absences due to medical conditions; these may include providing additional support, rest periods as well as extra time to complete assessments.

Teaching and learning policy

Details surrounding this policy should reflect aspects of chapter 9 in the SEND Code of Practice 2015 –

Education, Health and Care needs assessments and plans. These may include:

- how Education Health and Care Plan (EHC) are intended to support children and young people with complex needs that fall outside of SEND provision provided by childcare, schools or colleges
- ways a parent/carer can request an EHC plan if they think it's appropriate for their child
- ways a young person can request an assessment themselves if they are aged 16–25

Teaching and learning policies need to take account of the aspects surrounding a child or young person's EHC to secure the best possible outcomes for them across education, health and social care. They should be 'forward looking' documents that help raise aspirations by identifying types of support required to meet the needs of the child or young person with SEND.

Complaints policy

With regard to this policy, aspects within chapter 11 in the SEND Code of Practice 2015 – **Resolving disagreements** should be considered. This offers guidance on how to resolve disagreements between parents or young people, early year's providers, schools, colleges, local authorities and health commissioners. The policy should reflect the principles outlined within this chapter which includes:

- decisions about provision being made jointly through adopting a person-centred approach
- ensuring transparency by having open lines of communication
- sharing information and offering advice and support
- the need for local authorities to make known to parents and young people the possibility of resolving disagreements through mediation procedures including appealing to the Tribunal.

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Core Element 12: English as an Additional Language: OVERVIEW

CORE KNOWLEDGE OUTCOMES

12.1	the characteristics of the 5 stages of acquiring an additional language
12.2	how a range of factors might affect language acquisition
12.3	how a child's/young person's home language affects their education and development
12.4	the communication, social and emotional needs of children/young people being taught English as an additional language
12.5	how practitioners can use a range of strategies to support children/young people being taught English as an additional language

RELATED ASSISTING TEACHING KNOWLEDGE OUTCOMES

K2.4	understand factors which may indicate a pupil is in need of additional support
K4.1	theories of language acquisition and make links to why communication and speech play such an important part of pupils' development
K4.7	the potential barriers pupils may face in the learning environment and how to overcome them
K4.8	a range of strategies that support pupils to access the curriculum

CORE ELEMENT 12: ENGLISH AS AN ADDITIONAL LANGUAGE SUMMARY

Over the past few years, increasing numbers of children and young people in education settings are able to use more than one language. While this may seem a new development for England, the reality is that the use of more than one language is normal in other countries such as in Wales, or in London. This element looks at the process by which a new language is learnt, the factors affecting how easily children and young people can pick up a new language and also how practitioners can support children. We also look at the social and emotional needs of children and young people who are learning to use more than one language.

LINKS TO OTHER CORE ELEMENTS

Element 4	Behaviour
Element 7	Child Development

KEY TERMS

Early Production	Being able to say or repeat some words
Fluency	Being able to use a language easily
Bilingualism	The ability to use two languages
Sequential language learning	When children and young people learn English after they have already developed their home language
Code switching	Children using a word from their home language if they do not know it in English

CORE SKILLS

CS1	Communicate information clearly to engage children and young people, for example, to stimulate discussion and to secure understanding
CS2	Work with others to plan and provide activities to meet children's and young people's needs
CS3	Use formative and summative assessment to track children's and students' progress to plan and shape educational opportunities

ENGLISH SKILLS

GEC1	Convey technical information to different audiences
GEC2	Present information and ideas
GEC3	Create texts for different purposes and audiences
GEC6	Take part in/lead discussions

DIGITAL SKILLS

GDC1	Use digital technology and media effectively
GDC4	Process and analyse numerical data securely

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Core Element 12: English as an Additional Language – Core Knowledge 12.5

CORE KNOWLEDGE 12.5:

You must understand how practitioners can use a range of strategies to support children/young people being taught English as an additional language

WHAT YOU WILL LEARN 12.5

how practitioners can use a range of strategies to support children/young people being taught EAL, including but not limited to:

- using EAL specialist support
- encouraging peer and group support
- making the verbal curriculum more visual
- providing opportunities to talk before writing
- using drama and role play
- scaffolding learning
- creating language-rich environments
- providing bilingual resources
- working in partnership with parents/carers
- celebrating an individual's culture.

See information below

EAL – English as an Additional Language – refers to children whose first language is not English.

The Department of Education states that a child's first language is defined as any other language other than English that a child was exposed to during early development and continues to be exposed to in the home or community.

Ofsted note that EAL relates to children who may already be fluent in several languages and dialects, therefore, the term English as a second language (ESL) is now deemed inappropriate and should not be used in inspection reports.

STRATEGIES TO SUPPORT EAL

This area of learning should consider a range of strategies to engage learning around EAL.

It is important to remember that EAL presents a vast amount of prospects for the setting whether in early years, schools or post 16 provision and should be viewed as a great opportunity for all children and young people. An environment that promotes being able to speak others languages should be seen as a positive.

Valuing the first language in print and early attempts in mark making in different scripts.

Create **additional adaptations to the environment** with signs and pictures that portray a positive imagery of the child's home language and experiences.

Positively encourage home language

- This is integral to the child's cultural and individual identity.
- Involve parents and carers where possible to form positive partnerships. Encourage them into the setting to share aspects around their culture such as celebrating festivals.
- Gain information regarding the child's background as this will inform the types of support required so that appropriate resources can be offered.

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Talk

- Talk in the same way you would if the child's first language was English
- Although the child may not be ready to talk, it is vital that practitioners still encourage and talk by engaging in conversation
- Remember that understanding language comes first and when a child feels ready, they will speak – so talk is essential
- Use self-talk when carrying out aspects of the daily routine or during an activity to model language – describing what you are doing.
- Modelling language is important for introducing children to new language structures and vocabulary – hearing language used in a meaningful context helps them to understand the structure of language
- Use parallel-talk to describe what the child is doing as a form of commentary to support language – although this needs to ensure it does not become intrusive
- Use repetition through stories and songs and rhymes and encourage children's attempts at speech
- Use open ended questions to encourage speech

ICT – Information and Communication Technology can be a useful tool to support EAL children, A wide range of ICT resources will benefit EAL children of different ages and abilities. These may include:

- iPad
- Laptops and desk top computers
- The internet, social media, emails, video calls
- Interactive white boards
- Word processing tools such as Microsoft word and publisher
- Translation software
- Immersive games
- Apps that support grammar and vocabulary such as 'nessy' and 'getEpic'

Reading

- Reading involves both decoding and reading for meaning and many EAL children are highly literate in one or more languages. Some children may not have had the opportunity to learn to read in their home language as it is seen as a specialised skill in some cultures therefore, they may not have been encouraged to read
- Children who can read in a language that uses the same alphabet as English will manage to decode more than those who use a different script
- Reading for meaning is vital and benefits from the use of visuals
- Reading collaboratively supports EAL children and may be carried out through reading aloud, reading in pairs and reading with an older reader

Use **visual aids** to provide context so that EAL children can make sense of what is being taught. Using visuals helps children to clarify their thinking. Visual aids may include:

- Photos or sketches
- Key visuals, known as graphic organisers
- Media clips
- 3d models
- Real life objects

Provide a **wide range of experiences and activities** that promotes language through play, this includes providing social situations with adults and other children, such as drama and role play, this offers a playful way of learning and supports EAL children from participating in activities with able English speakers so that everyone can join in. These activities may include:

- Working in pairs or small groups to create a scene from a book or film or tv show
- Creating topic areas or scenes within the classroom such as hospital, bakery or vets
- Hot seating and freeze frame activities
- Dress up days – linked to topic or theme

Useful weblinks:

https://www2.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducationandfamilies/informationforchildcareproviders/Toolkit/eal_guidance.PDF

<https://www.gov.uk/government/publications/attainment-of-pupils-with-english-as-an-additional-language>

<https://ealresources.bell-foundation.org.uk/teachers/great-ideas-visuals>



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