

## MODULE 1 ASSESSMENT

This topic has been developed with Neil Leitch. Neil has been a strident leader of the largest early years membership organisation in the country, overseeing its rebrand to the Early Years Alliance in 2019 – a change that reflected its ambition to give a united voice to all involved in caring and educating young children. Neil has fronted numerous sector campaigns on fair funding and notably the mental health of the early years workforce, Minds Matter. This course will support your understanding of Funding in the Early Years.

### QUESTION 1

In 2024 The Government launched its biggest ever initiative and investment into the sector. Could you please summarise your understanding of this initiative?

### QUESTION 2

Neil believes our education system is often based on government strategy and government targets regardless of which government is in place, what does Neil believe our education system should be based on instead?



## MODULE 1 ASSESSMENT CONTINUED

### QUESTION 3

Could you please state the change announced to provision and ratios against overwhelming opposition from both parents and the sector.

### QUESTION 4

Following on from the previous question, what does Neil believe is demonstrated by this announcement after the overwhelming opposition?

### QUESTION 5

In the podcast episode, the reasons why educators are leaving the sector were discussed. Please now state the 3 top factors of why people are leaving the sector.



## MODULE 2 ASSESSMENT

### QUESTION 1

In episode 2, the perception of the Early Years workforce is discussed. Can you please summarise how the perception of Early Years workforce has changed in recent years?

### QUESTION 2

Could you please summarise the difference in perception between Early Years Settings and Schools?

### QUESTION 3

Could you please summarise your understanding of what the term 'The rounded child' means to you?



## MODULE 2 ASSESSMENT CONTINUED

### QUESTION 4

As part of the Government initiatives, there is a recruitment campaign launched by the Department for Education, alongside a trial of £1,000 cash sign-on bonuses. Could you please summarise some of the potential negative impacts this campaign could have on The Early Years Workforce.

### QUESTION 5

Please state how, as a sector, we can actively influence the children who are going to be the adults of the future?



## MODULE 3 ASSESSMENT

### QUESTION 1

In the podcast episode, it is highlighted that in the UK we have a disproportionate number of children who require additional needs support. We have also doubled the average number of children receiving pupil premium, could you please summarise the impact this disproportionate number has on provision and practice?

### QUESTION 2

Neil states that a year ago, 31% of children with SEND were being rejected by early years settings for a variety of reasons, predominantly due to not having the staff or skills to cope at that particular point in time. Could you please state how much this figure has increased by over the last year?



## MODULE 3 ASSESSMENT CONTINUED

### QUESTION 3

Could you please state the area of development that children were affected by the most due to COVID?

### QUESTION 4

We are a post COVID society, this has affected how we view SEND due to the impact COVID had on our children, can you please summarise why this is?

### QUESTION 5

How could you as an individual support the Early Years Sector and have an influence to change policy and government initiatives?



## MODULE 4 ASSESSMENT

### QUESTION 1

Could you please state the gap in children's development that is most prevalent in Early Years?

### QUESTION 2

To encourage and increase children's communication and language, could you please state what is required by educators and why is this challenging to provide?

### QUESTION 3

Could you please summarise why children's communication and language skills have been impacted by COVID and the language gap increase further since this?



## MODULE 4 ASSESSMENT CONTINUED

### QUESTION 4

In the podcast series, dispositions of learning have been discussed throughout, could you please summarise your understanding of what is meant by the term 'Dispositions of learning'?

### QUESTION 5

Following on from the previous question, could you now please list examples of dispositions of learning that children require to be effective and well-rounded children and then adults?





## REFLECTION SECTION

*From listening to all 4 episodes and completing all assessments as part of this module, it is now time to highlight the key takeaways and knowledge you have gained from this Continuous Professional Development module.*

**Key areas to reflect on:**

- *What have you learnt and how this will impact your practice?*
- *What changes you intend to make in your setting from the knowledge you have gained from this module?*
- *What is the desired impact of the changes you intend to make for the children?*

*Please also ensure to give a copy of this assessment including your reflection section to your senior leader, this is a key part of Ofsted 3 I's when reviewing, reflecting and making changes and will support you in your next inspection.*



REFLECTION SECTION CONTINUED



# ANSWER SHEETS



## MODULE 1 ASSESSMENT

This topic has been developed with Neil Leitch. Neil has been a strident leader of the largest early years membership organisation in the country, overseeing its rebrand to the Early Years Alliance in 2019 – a change that reflected its ambition to give a united voice to all involved in caring and educating young children. Neil has fronted numerous sector campaigns on fair funding and notably the mental health of the early years workforce, Minds Matter. This course will support your understanding of Funding in the Early Years.

### QUESTION 1

Answer 1 (Please note, the below are examples and answers may vary)

In 2024 The Government launched its biggest ever initiative and investment into the sector. Could you please summarise your understanding of this initiative?

- The Government will be investing an additional £4.1 billion a year to fund 30 hours of free early education for children aged nine months to two years, where eligibility will match the existing 3–4-year-old 30 hours offer. Local authorities will have special educational needs inclusion funds (SENIFs) for all children with special educational needs (SEN) eligible for or taking up the new and existing entitlements, regardless of the number of hours taken.
- Extending eligibility for EYPP and DAF to eligible children aged 2 years old and under accessing the entitlements from 2024 to 2025, and increases to the value of both funding streams and a major new national recruitment campaign has been launched by the Department for Education alongside a trial of £1,000 cash sign-on bonuses

### QUESTION 2

Answer 2 (Please note, the below are examples and answers may vary)

Neil believes our education system is often based on government strategy and government targets regardless of which government is in place, what does Neil believe our education system should be based on instead?

- Childrens development and wellbeing.



## MODULE 1 ASSESSMENT CONTINUED

### QUESTION 3

Answer 3 (Please note, the below are examples and answers may vary)

Could you please state the change announced to provision and ratios against overwhelming opposition from both parents and the sector.

- Changing the ratio for 2-year-olds from 1:4 to 1:5.

### QUESTION 4

Answer 4 (Please note, the below are examples and answers may vary)

Following on from the previous question what does Neil believe is demonstrated by this announcement after the overwhelming opposition?

- That there is no interest in what the sector says when decisions are made, and that the government are not considering what may be in the best interest of the Early Years workforce and/or in the best interest of the child and their family

### QUESTION 5

Answer 5 (Please note, the below are examples and answers may vary)

In the podcast episode, the reasons why educators are leaving the sector were discussed. Please now state the 3 top factors of why people are leaving the sector.

- Undervalued.
- Exhausted
- Underpaid



## MODULE 2 ASSESSMENT

### QUESTION 1

Answer 1 (Please note, the below are examples and answers may vary)

In episode 2, the perception of the Early Years workforce is discussed. Can you please summarise how the perception of Early Years workforce has changed in recent years?

- The previous perception of the Early Years workforce was that settings 'look after children' and practitioners 'babysit'. This perception has improved in recent years with the media now reflecting and demonstrating appreciation for Early Years role and the profession of early years. Parents have also increased awareness of child development and the importance of sharing of learning through discovery and engagement.

### QUESTION 2

Answer 2 (Please note, the below are examples and answers may vary)

Could you please summarise the difference in perception between Early Years Settings and Schools?

- Early Years settings are perceived as a place that prepares children for education and keep children safe by looking after them so that their parents can go back to work, in comparison to schools which are viewed as places of education for children to learn and develop.

### QUESTION 3

Answer 3 (Please note, the below are examples and answers may vary)

Could you please summarise your understanding of what the term 'The rounded child' means to you?

- Experiences a balanced lifestyle that combines intellectual, emotional, and physical health through diverse activities. Has communication and language enabling them to exhibit empathy, open-mindedness, curiosity, and self-discipline. Develops naturally through play, acquiring self-confidence, creativity, logical thinking, and responsibility



## MODULE 2 ASSESSMENT CONTINUED

### QUESTION 4

Answer 4 (Please note, the below are examples and answers may vary)

As part of the Government initiatives there is a recruitment campaign launched by the Department for Education, alongside a trial of £1,000 cash sign-on bonuses. Could you please summarise some of the potential negative impacts this campaign could have on The Early Years Workforce.

- Encouraging people into the sector who may not have the heart, dedication and passion for working in Early Years and may want to receive the bonus without thinking about the actual role and challenges they may face as it is a hard job, with low pay and requires its workforce to love what they do to stay.

### QUESTION 5

Answer 5 (Please note, the below are examples and answers may vary)

Please state how, as a sector, we can actively influence the children who are going to be the adults of the future?

- Providing a quality workforce, within a quality environment, with quality training.



## MODULE 3 ASSESSMENT

### QUESTION 1

Answer 1 (Please note, the below are examples and answers may vary)

In the podcast episode it is highlighted that, in the UK we have a disproportionate number of children who require additional needs support, we have also doubled the average number of children receiving pupil premium, could you please summarise the impact this disproportionate number has on provision and practice?

- With the increasing levels of additional support required it is impossible to give these children the one to one support they require. This is emphasised even more so with the retention and recruitment issue the Early Years sector faces.
- The quality of care and education is impacted as the children requiring support do not receive this. This not only negatively impacts the child, but also the setting as a whole.

### QUESTION 2

Answer 2 (Please note, the below are examples and answers may vary)

Neil states that a year ago 31% of children with SEND were being rejected by early years settings for a variety of reasons, predominantly due to not having the staff or skills to cope at that particular point in time. Could you please state how much this figure has increased by over the last year?

- Over the last year this has increased by at least 20%. Now this figure has gone into the early 50 percentage scale.

### QUESTION 3

Answer 3 (Please note, the below are examples and answers may vary)

Could you please state the area of development that children were affected by the most due to COVID?

- Communication and language, post covid many children lack language skills due to the isolated environment they experienced through COVID.





## MODULE 3 ASSESSMENT CONTINUED

### QUESTION 4

Answer 4 (Please note, the below are examples and answers may vary)

We are a post COVID society, this has affected how we view SEND due to the impact COVID had on our children, can you please summarise why this is?

- Covid affected children and their development, children coming into settings may require additional support due to their development being affected by COVID rather than them having specialised educational needs.
- Children who do have SEND have their support and intervention narrowed due to many children requiring developmental intervention post COVID meaning SEND children may be missed due to capacity to provide support and the number of children displaying additional needs traits increasing.

### QUESTION 5

Answer 5 (Please note, the below are examples and answers may vary)

How could you as an individual support the Early Years Sector and have an influence to change policy and government initiatives?

- Using your voice, even if in a small way, supports a wider community's voice
- Write to your local MP
- Support social media petitions and discussions



## MODULE 4 ASSESSMENT

### QUESTION 1

Answer 1 (Please note, the below are examples and answers may vary)

Could you please state the gap in children's development that is most prevalent in Early Years?

- The communication and language gap.

### QUESTION 2

Answer 2 (Please note, the below are examples and answers may vary)

To encourage and increase children's communication and language, could you please state what is required by educators and why is this challenging to provide?

- Language and communication requires engagement and attachment which is challenging to provide due to retention and recruitment. This is going to increase with more children entering settings due to funding announcements and policy changes.

### QUESTION 3

Answer 3 (Please note, the below are examples and answers may vary)

Could you please summarise why children's communication and language skills have been impacted by COVID and the language gap increase further since this?

- Children are struggling with their language development due to COVID. This is because many children were in a confined environment with parents who were struggling to manage work and educate their children, an increase of screentime, limited social occasions and interactions which has significantly impacted children's experiences and therefore their development.



## MODULE 4 ASSESSMENT CONTINUED

### QUESTION 4

Answer 4 (Please note, the below are examples and answers may vary)

In the podcast series, dispositions of learning have been discussed throughout, could you please summarise your understanding of what is meant by the term 'Dispositions of learning'?

- Dispositions, such as curiosity, independence, resilience, and perseverance, are often described as innate or natural character traits that children possess from birth. However, children's inborn dispositions vary, and it is important to remember that adult-child interactions and relationships, and the experiences children are exposed to can have an impact on the development of positive learning dispositions.
- Dispositions of learning children need in order to achieve their full potential.

### QUESTION 5

Answer 5 (Please note, the below are examples and answers may vary)

Following on from the previous question, could you now please list examples of dispositions of learning that children require to be effective and well-rounded children and then adults?

- Independence
- curiosity
- concentration
- creativity
- responsibility
- resilience
- patience
- perseverance
- playfulness
- imagination
- being interested in things
- enjoying problem solving
- being a good listener
- assessing and taking risks
- being friendly
- wanting to communicate
- being accepting of others and of differences
- being considerate
- being happy
- cooperating with others

