

## Children and Families, Early Years Division Weekly News Bulletin: 13.10.21



Department  
for Education

### [Managing coronavirus \(COVID-19\) in education and childcare settings](#)

What measures education and childcare settings should be prepared to introduce to manage coronavirus (COVID-19); updated the advice on those previously identified as clinically vulnerable people, shielding and regular testing, and clarified guidance on contacting the NHS Test and Trace self isolation hub.

Updated: 13 October 2021

#### **Updates to contact tracing guidance**

In response to recent queries, we have updated the contact tracing 'frequently asked questions' which can be found on the early years document sharing platform [here](#). Updates have been made to several areas including advice on contacting the NHS Self Isolation Hub and where a child cannot attend their setting because they are reliant on a self-isolating adult for transport

#### **Department for Education COVID-19 helpline**

The Department for Education COVID-19 helpline and the PHE Advice Service (option 1) is available to answer any questions you have about COVID-19 relating to education settings and children's social care.

**Phone: 0800 046 8687**

Opening hours:

Monday to Friday from 8am to 6pm

Saturday and Sunday from 10am to 6pm

#### **Department for Education Guidance**

Our guidance to support education providers, local authorities and parents during the COVID-19 pandemic can be accessed using the links below:

- [Guidance for early years and childcare providers](#)
- [Guidance for schools](#)
- [Guidance for further and higher education providers](#)
- [Guidance for local authority children's services](#)
- [Guidance for special schools and other specialist settings](#)

## National Professional Qualifications (NPQs) Reforms

Today the Department has announced updated funding eligibility criteria for the reformed suite of National Professional Qualifications (NPQs) and published new frameworks for upcoming qualifications in Leading Literacy (NPQLL) and Early Years Leadership (NPQEYL). More information is available online [here](#), or in the attached briefing pack and eligibility leaflet.

## EYFS

### [Early years foundation stage profile handbook](#)

DfE also published the 2021/22 EYFS Profile [handbook](#) to provide guidance for teachers on assessing children's development at the end of reception year. As part of the EYFS reforms, DfE has streamlined all guidance on the EYFSP into one document. The Assessment and Reporting Arrangements (ARA) will no longer be published for the EYFSP, with all guidance and information now in the EYFSP Handbook.

A correction has been made on page 17. Local authorities need to return the EYFS profile data by **29 July 2022**.

Updated: 8 October 2021

### [Videos on implementing the EYFS reforms](#)

Today the DfE has published a small suite of videos on [GOV.UK](#) with direct messages from DfE, Ofsted and early adopter schools on their experiences in delivering the EYFS reforms and how they have changed their approach to delivering the EYFS, including when completing the EYFS Profile assessment. DfE and Ofsted provide a summary of the reforms and the new expectations for early years curriculum and assessment. Then school leaders of early adopter schools share their experiences of the EYFS reforms and how they implemented them in their school, as well as from reception teachers in early adopter schools who share how the reforms have impacted their assessment practices and what was important in their assessments during the early adopter year. View the videos here : [Implementing the early years foundation stage reforms - Case study - GOV.UK \(www.gov.uk\)](#)

### [Blogs](#)

Two blogs have also been published from leaders of early adopter schools discussing their experience of implementing the reforms to the EYFS and how they impacted their practice, as well as sharing key tips based on their experience. The [first](#) is from Sarah Charlton, Head of Early Years at Ark Priory Academy in West London and the [second](#), is from Kate Pounder, Early Years Lead at Caldicotes Primary Academy in Thorntree, Middlesbrough.

Here is the promotional material for October's Public Health campaign.....This month includes information on **Oral health, Mental health and Stop smoking (Stoptober)**

### 1. Toothbrushing for all:

- [Download.ashx \(dentalhealth.org\)](#) poster
- Toothbrushing demo: Slough: <https://youtu.be/667Uh1wLeek>

### 2. These links give information on mental health, and you can see from the attached poster how mental health can also affect oral health...

- [Mental well-being: resources for the public \(who.int\)](#)
- [Feelings and symptoms - NHS \(www.nhs.uk\)](#) feelings and symptoms that may be associated with mental health
- [Behaviours - NHS \(www.nhs.uk\)](#) behaviours that may be associated with mental health; this includes a link to challenging behaviours with teens and children
- [Care for people with mental health problems \(Care Programme Approach\) - NHS \(www.nhs.uk\)](#) support and care for people with mental health problems

### 3. Stop smoking and OH:

- [What is Stoptober | 28 Days Quit Smoking Journey | Stoptober 2021 \(thestoptober.co.uk\)](#)
- [Stop Smoking Now - Help Yourself Through The Quitting Journey \(thestoptober.co.uk\)](#)
- [Quit smoking - NHS \(www.nhs.uk\)](#)
- [Smoking and oral health | Oral Health Foundation \(dentalhealth.org\)](#)



Frimley Health and Care are helping you and your family stay well this winter. They have produced a booklet which covers a range of topics including mental health, carers support, knowing which NHS services can help you when you're unwell, family support and much more.

Download the guide [Helping you to stay well | Frimley Health and Care](#)

## SEND and inclusion

DfE have published a new guide produced by Pen Green Children's Centre – '**A Celebratory Approach to Working with Children with SEND – Giving additional support in the Early Years**' (formerly 'A Celebratory Approach to SEND assessment in the Early Years') to help practitioners who may be supporting children who require additional help or children with Special Educational Needs and Disabilities.

[A-Celebratory-Approach-to-Working-with-Children-with-SEND-FINAL.pdf \(foundationyears.org.uk\)](#)

[A-Celebratory-Approach-to-SEND-Assessment-in-the-Early-Years.pdf \(pengreen.org\)](#)

## Health and safety



Health and safety latest newsletter Autumn 2021



## In the news

A new post, "**Holiday Activities and Food (HAF): How the successful programme improved the mental health of vulnerable children**" has just been published on the Teaching blog.

Nick Limber is a teacher and HAF coordinator at Doncaster Football Academy. He talks us through how the summer camps they ran were able to build on the mental health and wellbeing of attendees just as much as their physical fitness.

Read the new post: <https://teaching.blog.gov.uk/2021/10/08/holiday-activities-and-food-haf-how-the-successful-programme-improved-the-mental-health-of-vulnerable-children/>

## UCL: The Children of the 2020's Study

***“Our early childhoods shape our adult lives and knowing more about what impacts this critical time is fundamental to understanding what we as a society can do to improve our future health and happiness”*** The Duchess of Cambridge

This week, The Duchess of Cambridge visited University College London's Centre for Longitudinal Studies to meet with leading early years researchers and learn more about their study, 'The Children of the 2020s'. This new, nationally representative birth cohort study launching in England will track the holistic development of children from the age of nine months to five years.

The approach of this study has particular resonance with The Duchess as it will deepen evidence and understanding of early childhood development, and provide unique insight on how the next generation of children is impacted by factors including the home environment, the community, early years services and the broader social and economic circumstances of the family.

The research is the latest in a long line of birth cohort studies in the UK and will begin recruiting up to 8,000 families in January 2022 for babies born in April, May and June 2021.

Through her work with The Royal Foundation Centre for Early Childhood, Her Royal Highness is aiming to highlight how what we experience in early childhood shapes the developing brain, which is why positive relationships, environments and experiences during this period are so crucial.

[Building a healthy brain - Centre for Early Childhood](#)

### Competition

Is your child an aspiring young artist? Enter our competition – and they could win an amazing trip to the Houses of Parliament!

Our **Find Your Balance: A day in my digital life** art competition, in partnership with **Google**, is asking children to draw a picture showing how they find a healthy balance in their online and offline lives.

We are looking for a colourful and creative picture that shows how your child makes sure the internet works for them. It could also reflect how you share – and balance – your digital lives at home.

We'll be choosing the top 50 entries to be displayed in the Houses of Parliament in London – and the winners will be invited to attend an event in Westminster to see their artwork on display. We'll also be selecting two national winners (one **aged 5-7**, one **aged 8-11**) who'll have their trip to London paid for (please see the [terms and conditions](#) for full details).

[‘A day in my digital life’ art competition | Parent Zone](#)

---