

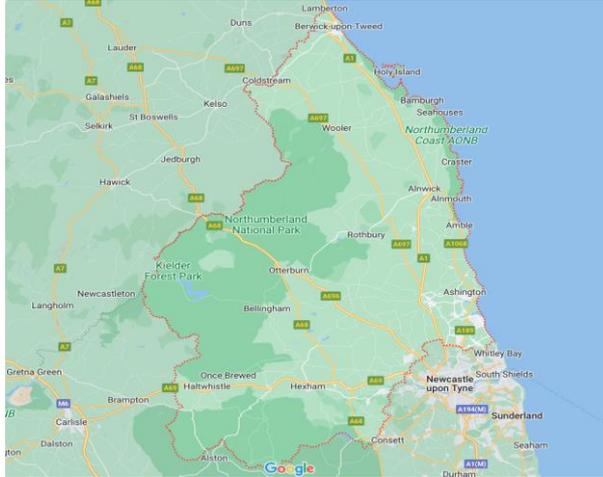


7th February 2024

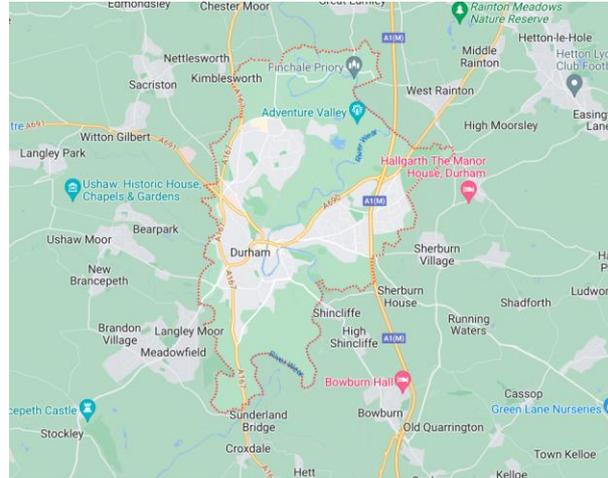
Introduction to the SPH



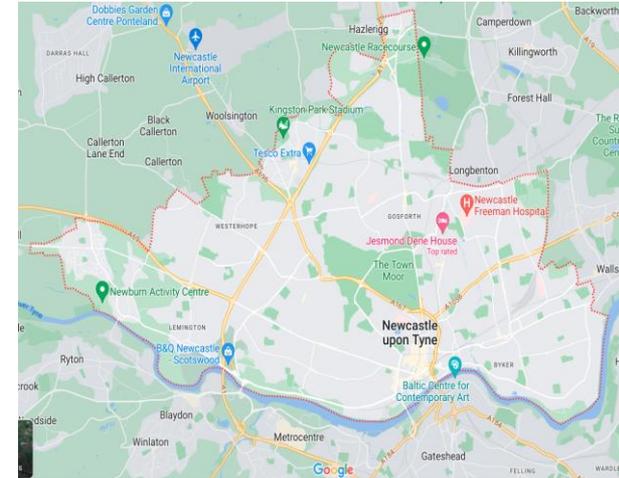
The Great North Hub Regions



Northumberland



Durham



Newcastle

DFE £180 million EYs Education Recovery Package

Practitioners
Leaders
EYs Settings - PVI, Childminders and
Nursery settings

DFE

CPD Package Offer

Additional funding for
Qualifications

EEF

- EEF EYs Evidence Store
- EEF EYs Toolkit
- Evidence based programmes

Stronger Practice
Hub

Funded Support and
Guidance

Experts and Mentors

The Three Strands of the Recovery Programme

DFE



Department
for Education

EEF



Education
Endowment
Foundation

Support





**Evidence Informed Practice
linked to Social and Emotional
Learning (SEL) and Personal,
Social and Emotional
Development (PSED)**

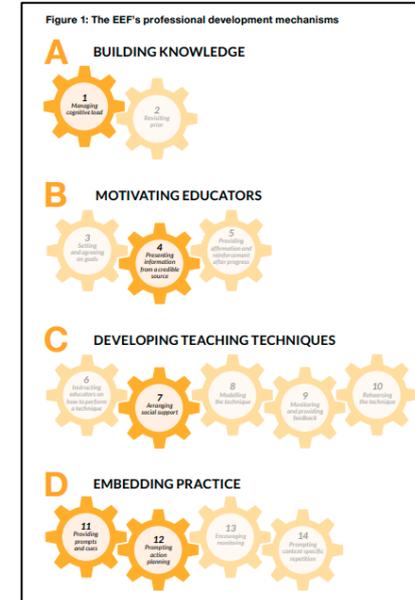
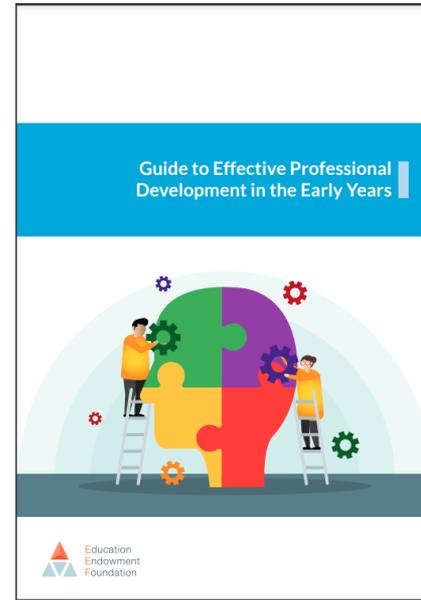
Main Aims



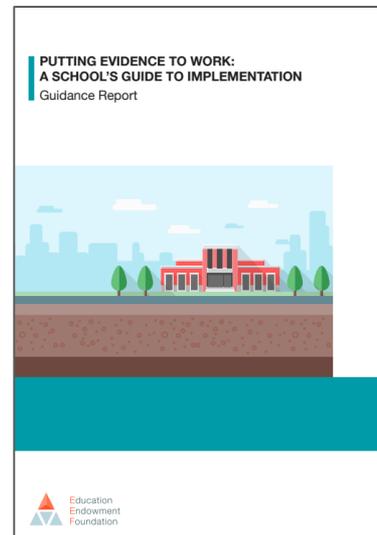
The Aims

- To find out about key Education Endowment Foundation (EEF) documentation.
- To raise your awareness of SEL and PSED research.
- To find out about evidence-informed approaches and practice and the impact they have had at Town End Academy in Sunderland.

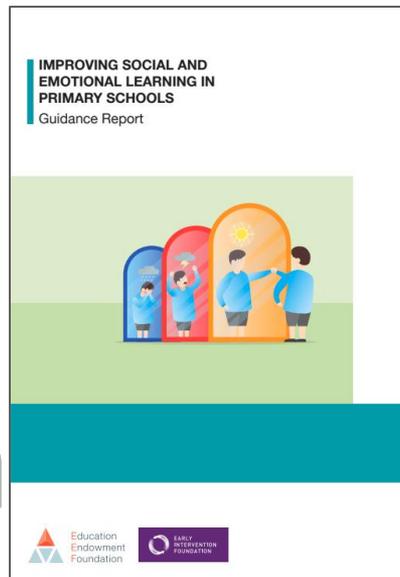
Guide to Effective Professional Development in Early Years



Putting Evidence to Work: A School's Guide to Implementation



Social Emotional Learning and PSED



What is SEL?



Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Weissberg, R. et al. (2015) 'Social and emotional learning: Past, present, and future', in J. A. Durlak, C. E. Domitrovich, R. P. Weissberg and T. P. Gullotta (eds), Handbook of social and emotional learning: Research and practice, New York, NY: Guilford (pp. 3–19).

What does this look like in Early Years?

It's when children learn how to form and sustain positive relationships; experience, manage and express emotions.

A growing body of scientific evidence confirms that children who acquire a strong emotional foundation skill in the early years can better manage everyday social interactions later in life.



Statutory Framework for Early Years Foundation Stage 2023

Personal, Social and Emotional Development

Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

The Challenges in Early Years



What are your challenges in EYs?

Add Menti QR code



The Findings

Children are needing support with the following:

- Entering the setting
- Transitions
- Forming relationships
- Expressing needs, wants and feelings
- Playing
- Sharing
- Turn taking
- Expressing emotion
- Regulate their feelings
- Toileting
- Dressing
- Decision making
- Ability to follow directions
- Ability to follow rules and routines
- Independence
- Pretend play
- Bounce back after difficulties
- Persistence
- Attention
- Retain information
- Confidence
- Solve problems
- Deal with conflict



The Early Years Toolkit



The Early Years Toolkit

The tool kit includes a summary on the evidence linked to SEL and self-regulation. It is low cost with an estimated impact of a 3 month gain if the strategies are used.

Early Years Toolkit

A summary of the best available evidence on key areas for learning and development.

Watch the Toolkit explainer
Read our guide to using the Toolkit

Social and emotional learning strategies

Moderate impact for very low cost based on very limited evidence

Implementation cost ⓘ



Evidence strength ⓘ



Impact (months) ⓘ

+3
months

What is it?
Key findings
How effective is the approach?
Behind the average
Closing the disadvantage gap
How could you implement >
Technical Appendix

Self-regulation strategies

Moderate impact for very low cost based on very limited evidence.




+3

Social and emotional learning strategies

Moderate impact for very low cost based on very limited evidence.




+3

What is it?

Social and emotional learning (SEL) strategies seek to improve learning and wider child development by improving children's social and emotional skills. They can be contrasted with approaches that focus explicitly on the academic or cognitive dimensions of learning. SEL strategies might seek to improve the ways in which children interact with their peers, parents or other adults and are often linked with self-regulation strategies and behavioural interventions.

The statutory framework for the Early Years Foundation Stage includes early learning goals in Personal, Social and Emotional Development (PSED). SEL strategies are linked to this aspect of the framework and may support pupils to develop in PSED.

Key findings from the Early Years Toolkit:

1

Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress on academic outcomes over the course of a year. This finding, however, has very low security, so settings should be especially careful to monitor the efficacy of SEL approaches in their settings.

2

SEL strategies can have a positive effect on aspects of early literacy and numeracy.

3

The studies in the Toolkit focus primarily on academic outcomes, but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions and interact with others will be beneficial to children even if it does not translate directly to reading or maths scores.

4

There is evidence that SEL strategies can be effective in early years settings in both primary schools and nursery schools.

Key EEF Documentation



Early Years Evidence Store

Personal Social and Emotional Development

Approaches and practices to support Personal, Social and Emotional development in the Early Years

7 Approaches
Last updated 3 months ago

EEF Early Years Evidence Store



EEF Early Years Evidence Store



Early Years Evidence Store

Communication and Language

Approaches and practices to support Communication and Language development in the Early Years

5 Approaches
Last updated 2 months ago



Early Years Evidence Store

Personal Social and Emotional Development

Approaches and practices to support Personal, Social and Emotional development in the Early Years

7 Approaches
Last updated 59 minutes ago



Early Years Evidence Store

Early Literacy

Approaches and practices to support literacy in the early years

6 Approaches
Last updated 8 days ago



Early Years Evidence Store

Early Mathematics

Approaches and practices to support mathematics in the early years

5 Approaches
Last updated 7 days ago

PSED Evidence Store



Great North
Early Years



Early Years Evidence Store

Personal Social and Emotional Development

Approaches and practices to support Personal, Social and Emotional development in the Early Years

7 Approaches
Last updated 3 months ago

Approaches and Practices to support PSED in EYs



**Personal Social and Emotional
Development Overview**



**1. Teaching awareness of
emotions and feelings**



**2. Teaching and modelling
managing emotions and
feelings**



**3. Teaching and modelling social
communication**



4. Teaching relationship skills



**5. Teaching how to sustain
positive relationships**



6. Promoting self-care



**7. Teaching children to self-
regulate**

Approaches and Practices to support PSED in EYs

- If you click on each section, it gives you the approaches and how to implement them into action.
- It also includes several videos to bring the evidence to life.

Practices

To show how each approach may be implemented scroll down to see the practices for each approach in action. These are exemplified using short 'spotlight' films and written examples.

Labelling emotions and feelings: Teaching key vocabulary and when to use it to name physical responses, feelings and emotions to build a shared language.

 Watch practice in action  View practice examples

Discussing emotions and feelings: Creating a culture in which children are taught how to talk about and exchange ideas or share experiences, in a learning environment where there are opportunities to make connections with others and build relationships.

 Watch practice in action  View practice examples

Approach in action



Story Talk

Watch how Louis teaches children about emotions and feelings during his story session.



Call the Doctor Role-Play

Watch how Lois teaches a child to notice and respond to emotions.

Evidence Informed Practice at Town End Academy



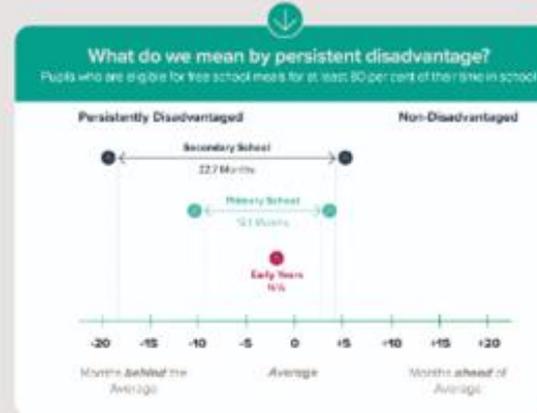
Our starting point!

It measures the number of months of academic progress disadvantaged children are behind their non-disadvantaged peers.

The size of the disadvantage gap in 2019



The size of the persistent disadvantage gap in 2019



What the evidence tells us...



- There is evidence that teaching awareness of emotions and feelings can improve children's understanding of emotions.
- This approach may particularly benefit children who are experiencing more stress or less support at home.
- Proactively and explicitly teaching children strategies for managing their emotions can be effective.
- This is effective through routines.

What Town End put in place...



Routines/Key Person Groups

- Key person groups have always been part of our morning entry routine and first and foremost we greet the children and check how they are feeling. The children's wellbeing is at the centre of everything we do.
- It is important to give the children a forum which they can share their emotions and discuss them and problem solve together so we can respond to them throughout their time in nursery.
- It is vital that the children have a safe environment where they can speak freely and know they will be cared for. Some children disclose sensitive information during this time and it's important that they build relationships with a key member of staff and know that what they say is valued and of importance and will be responded to appropriately.
- Before we ask the children to share, we model how we are feeling. This provides the children with a model of expression, also its important for them to recognise and respond to how staff are feeling that day.



What the evidence tells us...



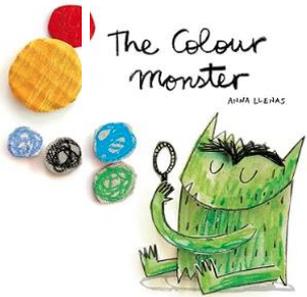
- Discussing emotions using books can support children's awareness of feelings.
- Managing emotions strategies might be taught through role play, puppets and stories.
- Many successful interventions use stories that are rich in emotion language as prompts for discussions. Practitioners may use questions to prompt pupils' reflections on their own experiences. During discussions, pupils may learn to label emotions using specific words, recognise facial expressions and connect events to the feelings they may provoke.

What Town End put in place...



Books

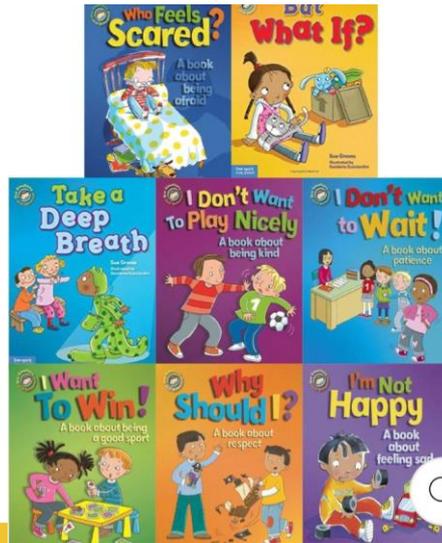
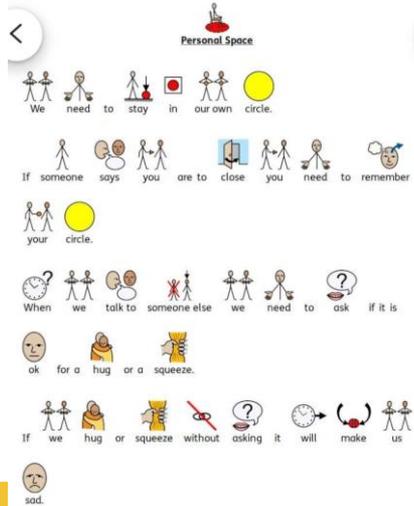
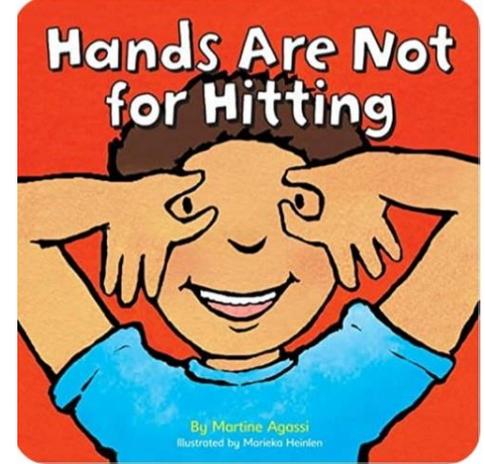
- We use colour Monster to introduce feeling names.
- We then progress to reading a range of other stories which focus on a broader range of individual emotions and how we might deal with these feelings. This supports the children to widen their vocabulary and their understanding of a range of feelings.





Social Stories

- Social stories are a great way of encouraging the children to understand why their behaviours are wrong and also how their behaviours impact others.
- There is a huge selection available online.
- You can access social stories free on Twinkl.
- Also you can make social stories using widgets for children with SLC difficulties.

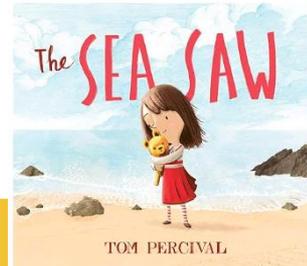
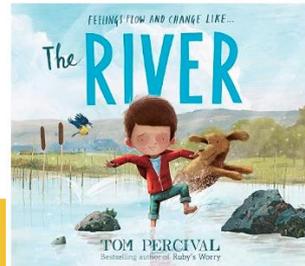
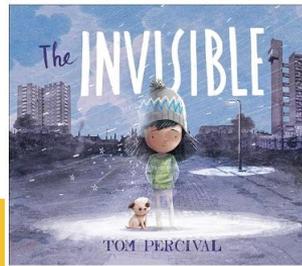


Webinar: How can stories and characters be used to develop PSED? 14/03/24 4pm-4.45pm



Join Stella Jones, Director of Town End Research School, who will share how using books in a targeted way can develop Personal Social and Emotional Development (PSED) with several links to key EEF evidence-informed approaches.

You will take away practical examples of specific books that can be used to develop PSED and a bank of reading strategies that can be integrated into every day discussions. The reading strategies support children to understand and express their emotions by growing the language and vocabulary they need to articulate their feelings effectively.



Approach in Action...



Story Talk
Watch how Louis teaches children about emotions and feelings during his story session.



01:57

Emotion Stones and Feelings Books
Watch how Beverley and Jayne teach young children about emotions and feelings.

What the evidence tells us...



- Child and educator interactions are an important factor when children are learning to regulate their emotions, especially for children experiencing disadvantage.
- Showing children examples of positive social communication and talking to them about these examples can improve children's own social communication.
- Positive interactions modelled by educators and other children can build relationships and improve children's overall relationship skills.
- Oral language skills are an important part of sustaining relationships. Educators can introduce useful vocabulary or scaffolding scripts to support children with maintaining relationships.

What Town End put in place...



Practitioners are your biggest asset. At Town End practitioners...

- Interact
- Facilitate play
- Model and encourage turn taking and sharing
- Talk about feelings
- Teach children to self regulate
- Role model positive behaviour
- Develop relationships
- Teach children to cooperate, negotiate and collaborate with others and build relationships over time
- Develop independence skills and confidence





Practitioners also ensure visual aids are in place in teaching spaces and areas of provision to support PSED, SEL and communication...

- Visual timetables
- Now and Next boards
- Symbols/pictures for children to express wants/needs



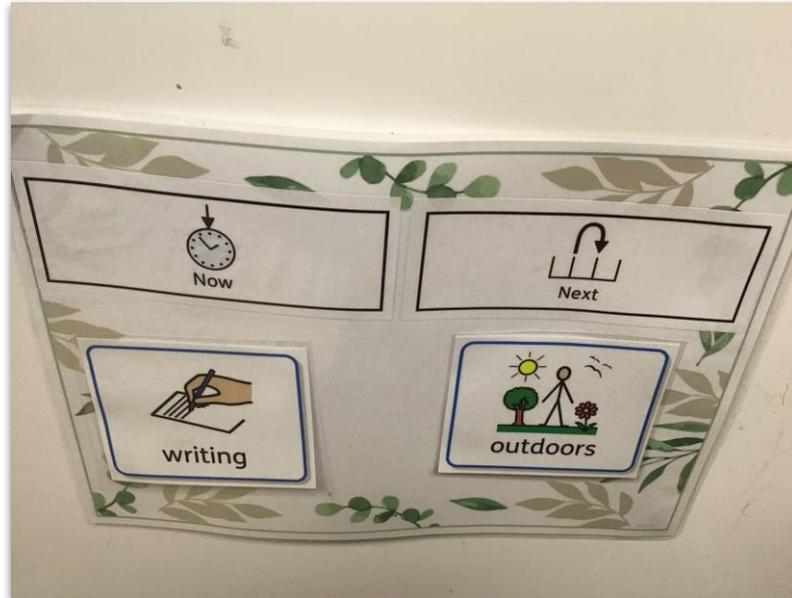


Visual Timetables



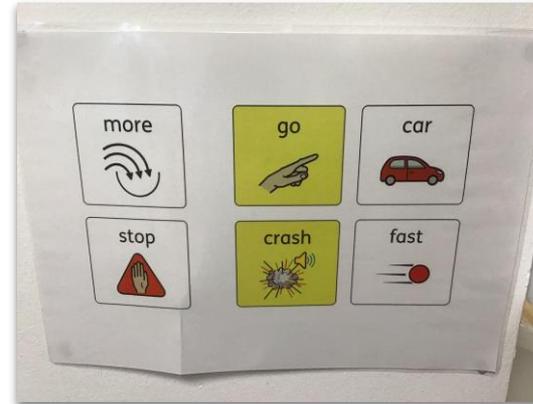


Now and Next board





Signs and Symbol

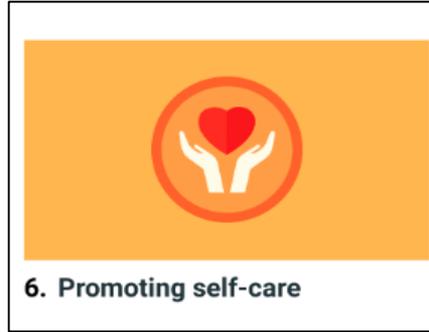


- | | | | | | | |
|---|---|---|--|--|---|--|
|  <p>1. Teaching awareness of emotions and feelings</p> |  <p>2. Teaching and modelling managing emotions and feelings</p> |  <p>3. Teaching and modelling social communication</p> |  <p>4. Teaching relationship skills</p> |  <p>5. Teaching how to sustain positive relationships</p> |  <p>6. Promoting self-care</p> |  <p>7. Teaching children to self-regulate</p> |
|---|---|---|--|--|---|--|

Symbol Instructions



What the evidence tells us...



Teaching focuses on a child's motivation to care for themselves. The child is taught to express their needs in relation to hygiene and bodily functions. They learn to risk assess and stay safe.

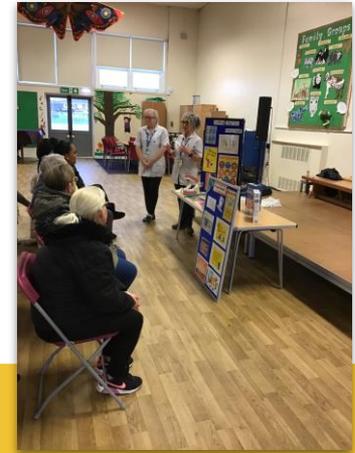
Promoting self-care is a key part of educators' practice.



What Town End put in place...

Self-care strategies

- Working in partnership with the Early Years Practitioner to deliver health initiatives through parent workshops.
- Working closely with parents.
- Initiatives such as terrific teeth bags, tooth brushing in our 2YO provision, weekly cooking and teaching hygiene practices, a big focus on healthy eating throughout our curriculum.
- Benefit risk assessments with the children.



What the evidence tells us...



Supporting children to self-regulate is a key part of educators' practice.

EEF are currently scoping the full breadth of studies that have looked at how educators can support children's development of self-regulation before settling on, if or which, aspects of self-regulation may fit within the theme of PSED.

What Town End put in place...



Sensory Space/Calming corner

- The sensory area has been crucial in developing self regulation and emotional wellbeing for our children.
- It is a safe space.
- Sensory lights create a calming effect.
- There is a range of sensory exploration resources.
- The children can access this freely and for timed focused interventions with the SEND children throughout their sessions to support them with their sensory regulation and to support them to then access the nursery provision.
- Some children require more frequent sessions and for longer periods.
- It's important to remember that each child is unique and we respond to each child individually.



Nurture Nest



7. Teaching children to self-regulate



Sensory Circuits

Alerting section

These activities prepare the brain for learning. They activate the vestibular system and provide proprioceptive stimulation. The vestibular system is our sense of balance and proprioception is our sense of where our body is in space.



Organising section

These activities use motor skills, balance and timing. The child will need to organise their body, plan their approach to the activity and do more than one thing at a time in a set order. This helps to increase focus and attention.



Calming section

It is important to finish the circuit with calming activities. These will focus on proprioception and deep pressure activities so the child leaves the circuit feeling calm, focussed and ready to get the best out of their next activity. Deep pressure works by applying weight or pressure to provide proprioceptive input, which calms our central nervous system.

Sensory circuits can be used at the start of the school day or after lunch because they are a great way to get children settled and ready to engage in the classroom. They can also be used after school or at home.



The Impact at Town End Academy



The Impact

- Children are talking more about their feelings. They have a better awareness and understanding of their own and others feelings.
- There has been improvements in children regulating their emotions and independently self-regulating.
- Children are using the visual aids and/or language to express their wants, needs and feelings.
- Children are more calm, focused and settled.
- Children are forming positive relationships with adults and peers.
- Behaviour has improved across the cohort.

DfE Recovery Programme Training



Early Years SENCO Level 3

For a level 3 practitioner in a private, voluntary or independent setting. It is also appropriate for Ofsted-registered childminders and Ofsted-registered childminder agencies.

This is an important role to ensure the best possible educational outcomes are achieved for children with special educational needs and disabilities.

Apply by February 18 and start in March!



SCAN ME



Early Years Professional Development Programme

Registration for cohort 4 starting April 2024 now open!



Early Years Professional Development Programme

The Early Years Professional Development Programme (EYPDP) is an exciting opportunity for early years practitioners to improve their understanding and skills in supporting the development of the most disadvantaged children between the ages of 2 and 4.

Early Years

Professional Development Programme

EYPDP Discovery Webinars

Recruitment for the FINAL Cohort of the DfE funded Early Years Professional Development Programme, starting April 2024 is now open!

Sign up to a discovery webinar to find out about this high quality CPD, what to expect and how to sign up to secure a place.

Thursday 8th February

1pm-1.45pm

6pm-6.45pm



Early years child development training

This free, online training provides an overview of child development and gives practical advice for supporting the development of children in your early years setting, including reception years.

[Learn more and enrol >](#)



Why should I take this training?

This training:

- is free
- is for childminders and nurseries
- combines theory with practical tips and ideas to use in your setting
- includes opportunities to reflect on your practice
- reinforces your understanding through learning check questions and tests
- links to additional resources
- offers the opportunity to download certificates of completion
- has been developed by expert practitioners



SCAN ME

Other SPH CPD Opportunities

EARLY YEARS
STRONGER
PRACTICE HUBS

[About](#) [The Hubs](#) [Further programmes](#) [Embedding evidence](#) 

The Great North Early Years Stronger Practice Hub



[About the Hub](#) [Evidence Based Programmes](#) [Events](#) [Resources](#) [Sign up to the Hub](#) [Contact Info](#)

The Great North Early Years logo, consisting of five colored bars (green, pink, purple, yellow, blue) arranged in a fan shape to the left of the text "Great North Early Years".

Great North Early Years



Networking/Question Time





Join our Hub:



@greatnorthsph



great-north-stronger-
practice-hub

<https://www.strongerpracticehubs.org.uk/hubs/ne/great-n-ey sph/about-hub>

Email: greatnorthsph@wiseacademies.co.uk.

Advice Line: 0191 7070124 (extension 2)