

An Overview of Non Statutory Documentation



The purpose of this document is to provide information to compare and contrast the two main non statutory guidance materials.

The Government commissioned Dr Julian Grenier to update Development Matters 2012, to bring it in line with the revised EYFS (September 2021), to reflect up to date research, and create a document that moved away from the 'possible tick list practices'. Development Matters 2020 provides curriculum guidance to support the implementation of the EYFS, including, 'The Seven Features of Effective Practice' and a chart depicting typical child development pathways. It is divided into three age groups: 0-3 years; 3-4 years; and reception. In the three Prime Areas there are 'observation

checkpoints' that can be used to assess if children are on track and developing as expected. Dr Julian Grenier has also produced further guidance to support practitioners and managers to become familiar with Development Matters 2020. This is called 'Working with the revised Early Years Foundation Stage: Principles into Practice' (2020) (link included below).

Birth to 5 Matters was created by the Early Years Coalition, a group of major Early Years sector organisations. It provides an alternative guide to the implementation of the EYFS. Contributors include Nancy Stewart and Helen Moylett, co-authors of Development Matters 2012. Birth to 5 builds on much of the original Development Matters material, using a similar format. The guide is very comprehensive, with detailed information on child development and Early Years practice, including understanding self-regulation, attachment and developing high-quality provision.

Both documents are non-statutory. DfE and Ofsted have made it clear that there is no expectation that practitioners should refer to any particular non-statutory guidance. It is completely up to each individual setting to choose to use either, both or neither of these, or any other guidance that you find helpful in your practice to meet the learning and development requirements of the Statutory Framework (2021)



Development Matters
Non-statutory curriculum guidance for
the early years foundation stage

September 2020




[Development Matters](#)

[Birth to 5 Matters](#)

Key points from the two main non-statutory guidance documents

<p>Development Matters (DfE 2020)</p> <p>Julian Grenier)</p>	<p>Birth to 5 Matters (2021)</p>
<p>Written by Dr Julian Grenier, the headteacher of Sheringham Nursery School and Children’s Centre in Newham, London, involving a panel of researchers and academics. Support came from Teach First and PACEY. It was commissioned by the Department for Education as non-statutory guidance to accompany the Statutory Framework</p>	<p>Written by Sixteen early years organisations, including Early Education, KEYU and NDNA, forming the Early Years Coalition. The writers include Nancy Stewart, who helped write the Development Matters of 2012.</p>
<p>Shorter document 77 pages in portrait format. Similar format to Statutory Framework document and other DfE documents Development Matters</p> <p>Dr Julian Grenier has launched further curriculum guidance to support practitioners and managers to become familiar with the new non-statutory Development Matters 2020 guidance document. ‘Working with the revised Early Years Foundation Stage: Principles into Practice’ is available to download free as a PDF or to buy as a book from Working with the revised Early Years Foundation Stage: Principles into Practice</p>	<p>Sizeable document 128 pages, colourful content with photographs included. It is available to view on-line (with links to further information and research), available to print and purchase Birth to 5 Matters</p>
<p>New layout compared to the previous 2012 Development Matters</p>	<p>Taken 2012 Development Matters as a starting point – familiar layout and using principles of the EYFS (unique child, positive relationships, enabling environment)</p>

<p>Structure of the document</p> <p>Seven features of effective practice. The characteristics of effective teaching and learning. The seven areas of learning and development.</p>	<p>Structure of the document</p> <p>Principles of the EYFS. Building and maintaining the highest quality provision for children. A Unique Child. Positive Relationships. Enabling Environments. Learning and Development: The characteristics of effective learning The seven areas of learning and development</p>
<p>Organisation of the areas of learning section</p> <p><i>Communication & Language</i></p> <p><i>Personal, Social and Emotional Development</i></p> <p><i>Physical Development</i></p> <p><i>Literacy</i></p> <p><i>Mathematics</i></p> <p><i>Understanding The World</i></p> <p><i>Expressive Arts and Design</i></p> <p>These seven areas are not sub-divided into different aspects / strands within Development Matters, although the ELGs within the Statutory Framework 2021 are. All areas of learning begin with a summary of each educational programme as detailed in the Statutory Framework 2021</p>	<p>Organisation of the areas of learning section</p> <p><i>Personal, Social and Emotional Development</i></p> <ul style="list-style-type: none"> • Making Relationships • Sense of Self • Understanding Feelings <p><i>Communication & Language</i></p> <ul style="list-style-type: none"> • Listening and Attention • Understanding • Speaking <p><i>Physical Development</i></p> <ul style="list-style-type: none"> • Moving and Handling • Health and Self-Care <p><i>Literacy</i></p> <ul style="list-style-type: none"> • Reading • Writing <p><i>Mathematics</i></p> <p><i>Understanding The World</i></p>

	<ul style="list-style-type: none"> • People and Communities • The World • Technology <p><i>Expressive Arts and Design</i></p> <ul style="list-style-type: none"> • Creating with Materials • Being Imaginative and Expressive <p>(These aspects / strands do not all correspond with those in the Statutory Framework 2021)</p>
<p>For detailed information regarding the content of each area of learning within Development Matters please see the documents on the Preparing for the EYFS reforms section on our website https://www.barnsley.gov.uk/eyfs-reforms</p>	<p>For detailed information regarding the content of each area of learning within Birth to 5 Matters please see the documents on the Preparing for the EYFS reforms section on our website https://www.barnsley.gov.uk/eyfs-reforms</p>
<p>Developmental categories</p> <ul style="list-style-type: none"> • 0-3 • 3-4 • Reception Year <p>Observation checkpoints in the Prime Areas of Learning</p> <p>The guidance for the broader ‘birth to three’ approach suggests some key developmental milestones to keep an eye on in the earliest years (within the Prime areas). These milestones are described within the guidance as ‘observation checkpoints’. The aim of these checkpoints is to ‘help you to notice whether a child is at risk of falling behind in their development’.</p> <p>The guidance for 3 and 4 year olds also suggests some key developmental milestones (Observation Checkpoints) within the Prime areas.</p>	<p>Developmental categories</p>  <p>Typical progression has been grouped in broad ranges</p>

<p>The characteristics of effective teaching and learning – slight amendments to 2012 Development Matters wording but broadly similar. (see diagram 1 below)</p>	<p>The characteristics of effective learning - additional explanations provided (see diagram 1 below)</p>
<p><i>What does the guidance say about play?</i> “Free play is crucial to children’s development. It’s enjoyable and it helps children to develop their social skills and their self-regulation.”</p> <p><i>‘Working with the revised Early Years Foundation Stage: Principles into Practice’ Julian Grenier (page 29)</i></p>	<p><i>What does the guidance say about play?</i> “Children play, not least because it is fun and offers a joyful opportunity for engaging in many activities and being with others.”</p> <p><i>Birth to 5 Matters (page 10)</i></p>
<p><i>What does the guidance say about the adult role in teaching?</i> “Play is central to the EYFS but children can’t learn everything they need” unless adults “also offer guided experiences and engaging teaching sessions with clear learning intentions” as well as supporting their play.</p> <p><i>‘Working with the revised Early Years Foundation Stage: Principles into Practice’ Julian Grenier (page 70)</i></p>	<p><i>What does the guidance say about the adult role in teaching?</i> “Play, while central, is not the only way children develop and learn in early years.” Children “learn from adults both supporting their current development and learning, allowing time for this to deepen and be consolidated, and from adults introducing new possibilities.”</p> <p><i>Birth to 5 Matters (page 32)</i></p>
<p><i>What does the guidance say about the planning cycle?</i> Referring to the Observation, Assessment and Planning cycle diagram from the 2012 version of Development Matters, Dr Julian Grenier describes it as both ‘helpful and limited’. ‘The diagram is helpful because it’s so important that we observe carefully what children can do, and then build on that. If we aren’t clear what children know and can do, we can’t be much help to them. But it’s unhelpful, because it misses out the ‘big picture’ of what we</p>	<p><i>What does the guidance say about the planning cycle?</i> “Keeping the Observation, Assessment and Planning cycle at the heart of our practice enables practitioners to build on children’s motivations.... The curriculum is co-constructed between children, practitioners and families.... Practitioners can support these interests while keeping in mind that they need to introduce children to new ideas and knowledge....”</p>

<p>want children to learn. If we always ‘start here’ observing the child, we might do a good job of noticing and building on their interests. But what about things they have never seen, or done, or been part of?’</p> <p><i>‘Working with the revised Early Years Foundation Stage: Principles into Practice’ Julian Grenier (page 71)</i></p>	<p><i>Birth to 5 Matters (page 39)</i></p>
<p><i>What does the guidance say about excessive paperwork?</i></p> <p>Too much emphasis is being spent on collecting ‘evidence’ and unnecessary data-tracking. “The document is not a tick list for generating lots of data. You can use your professional knowledge to help children make progress without needing to record lots of next steps. Settings can help children to make progress without generating unnecessary paperwork</p> <p><i>Development Matters (2020, page 3)</i></p> <p>In a podcast with family, Julian also explained, “Even with a group of say, ten to 15 children, and two or three next steps each, you are thinking of 30 or 40 different things you are planning for, which is really hard to do, but at the same time, if you are not careful you are missing important sequences of learning that children need to have....” (‘Curriculum and the problem of next steps’, family, 2020)</p> <p>Curriculum and the problem with next steps</p>	<p><i>What does the guidance say about excessive paperwork?</i></p> <p>“Summative assessment should not be a time-consuming process. It should be a straightforward summary, pulling together insights from formative assessment.” Also, “the guidance should not be used as a checklist to steer each unique child through a prescribed path with required ‘next steps.” That said, the guidance does suggest “‘next steps’ adults might take to support children’s development and learning”</p> <p><i>Birth to 5 Matters (pages 40 and 49)</i></p>
<p><i>What does the guidance say about high quality assessment?</i></p> <p>Looking at what are the key milestones to look out for, what we want children to learn. This forms part of a Progress Model rather than categorising children within particular levels.</p> <p><i>‘Working with the revised Early Years Foundation Stage: Principles into Practice’ Julian Grenier (page 69)</i></p>	<p><i>What does the guidance say about high quality assessment?</i></p> <p>In summative assessments, comparing best-fit judgements of ranges with typical age spans can help identify whether children are roughly on track, or are progressing more slowly or quickly.</p> <p><i>Birth to 5 Matters (pages 51 and 126)</i></p>

Diagram 1 The characteristics of effective learning –

Characteristics of Effective Learning (From Development Matters 2020)	Characteristics of Effective Learning (Birth to 5 Matters 2021)	Characteristics of Effective Learning (From Development Matters 2020)	Characteristics of Effective Learning (Birth to 5 Matters 2021)	Characteristics of Effective Learning (From Development Matters 2020)	Characteristics of Effective Learning (Birth to 5 Matters 2021)
Playing and Learning	Playing and Exploring: Engagement	Active learning	Active Learning: Motivation	Creating and thinking critically	Thinking creatively and critically: Thinking
<p>Realise that their actions have an effect on the world, so they want to keep repeating them.</p> <ul style="list-style-type: none"> o Reach for and accept objects. Make choices and explore different resources and materials. o Make independent choices. 	<p><i>Finding out and exploring</i></p> <ul style="list-style-type: none"> • Showing curiosity about objects, events and people • Using senses to explore the world around them • Engaging in open-ended activity • Showing particular interests 	<p>Participate in routines, such as going to their cot or mat when they want to sleep.</p>	<p><i>Being involved and concentrating</i></p> <ul style="list-style-type: none"> • Showing a deep drive to know more about people and their world • Maintaining focus on their activity for a period of time • Showing high levels of involvement, energy, fascination • Not easily distracted • Paying attention to details 	<ul style="list-style-type: none"> • Take part in simple pretend play. For example, they might use an object like a brush to pretend to brush their hair, or 'drink' from a pretend cup. • Use pretend play to think beyond the 'here and now' and to understand another perspective. For example, a child role-playing the billy goats gruff might suggest that "Maybe the troll is lonely and hungry? That's why he is fierce." • Know more, so feel confident about coming up with their own ideas. 	<p><i>Having their own ideas (creative thinking)</i></p> <ul style="list-style-type: none"> • Thinking of ideas that are new and meaningful to the child • Playing with possibilities (what if? what else?) • Visualising and imagining options • Finding new ways to do thing

<ul style="list-style-type: none"> • Do things independently that they have been previously taught. • Bring their own interests and fascinations into early years' settings. This helps them to develop their learning. 	<p><i>Playing with what they know</i></p> <ul style="list-style-type: none"> • Pretending objects are things from their experience • Representing their experiences in play • Taking on a role in their play • Acting out experiences with other people 	<ul style="list-style-type: none"> • Begin to correct their mistakes themselves. For example, instead of using increasing force to push a puzzle piece into the slot, they try another piece to see if it will fit. • Keep on trying when things are difficult. 	<p><i>Keeping on trying</i></p> <ul style="list-style-type: none"> • Persisting with an activity or toward their goal when challenges occur • Showing a belief that more effort or a different approach will pay off, and that their skills can grow and develop (growth mindset) • Bouncing back after difficulties 	<ul style="list-style-type: none"> • Sort materials. For example, at tidy-up time, children know how to put different construction materials in separate baskets. • Make more links between those ideas. 	<p><i>Making links (building theories)</i></p> <ul style="list-style-type: none"> • Making links and noticing patterns in their experience • Making predictions • Testing their ideas • Developing ideas of grouping, sequences, cause and effect
<ul style="list-style-type: none"> • Plan and think ahead about how they will explore or play with objects. • Respond to new experiences that you bring to their attention. • Guide their own thinking and actions by talking to themselves while playing. For example, a child doing a jigsaw might whisper under their breath: "Where does that one go? – I need to find the big horse next." 	<p><i>Being willing to "have a go"</i></p> <ul style="list-style-type: none"> • Initiating activities • Seeking challenge • Showing a "can do" attitude • Taking a risk, engaging in new experiences, and learning by trial and error 	<ul style="list-style-type: none"> • Show goal-directed behaviour. For example, babies may pull themselves up by using the edges of a low table to reach for a toy on top of the table. Toddlers might turn a storage box upside down so they can stand on it and reach up for an object. • Begin to predict sequences because they know routines. For example, they may anticipate lunch when they see the table 	<p><i>Enjoying achieving what they set out to do</i></p> <ul style="list-style-type: none"> • Showing satisfaction in meeting their own goals (I can!) • Being proud of how they accomplished something – not just the end result • Enjoying meeting challenges for their own sake rather than external rewards or praise (intrinsic motivation) 	<ul style="list-style-type: none"> • Review their progress as they try to achieve a goal. Check how well they are doing. • Solve real problems: for example, to share nine strawberries between three friends, they might put one in front of each, then a second, and finally a third. Finally, they might check at the end that everyone has the same number of strawberries. • Concentrate on achieving something 	<p><i>Working with ideas (critical thinking)</i></p> <ul style="list-style-type: none"> • Planning, making decisions about how to approach a task, solve a problem and reach a goal • Checking how well their activities are going • Flexibly changing strategy as needed • Reviewing how well the approach worked

		<p>being set, or get their coat when the door to the outdoor area opens.</p> <ul style="list-style-type: none"> • Use a range of strategies to reach a goal they have set themselves. 		<p>that's important to them. They are increasingly able to control their attention and ignore distractions.</p>	
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