

# RIGHT *from the* START

Effective Planning and Assessment  
in the Early Years



Vicky Hutchin

# Right From The Start Effective Planning And Assessment In The Early Years

**Caroline Jones,Linda Pound**



## **Right From The Start Effective Planning And Assessment In The Early Years:**

**Shaping Early Childhood: Learners, Curriculum and Contexts** Glenda Mac Naughton, 2003-12-16 This should be essential reading for anyone involved in the training and professional development of early years practitioners. It is an impressive analysis of the historical and contemporary big ideas that have influenced societies and practitioners' views of children and the nature of the curriculum. There are powerful sections on parents and communities. I particularly liked the stimulating ideas galleries with their statements from researchers, policy makers and practitioners around the world. Nursery World, October 2004. This key textbook introduces students and practitioners to a wide range of different approaches to early childhood. It provides practical strategies for developing and implementing early learning experiences that promote excellence and equity for children. The book presents the latest research and thinking about good practice, discusses how various philosophies and beliefs influence decisions in early childhood education and identifies the key thinkers behind each approach. By examining different perspectives, the book helps early childhood practitioners to navigate their way through competing views, make informed choices and be critically reflective in their work. In an accessible, lively and user-friendly way, it explores issues such as: What constitutes an appropriate early childhood curriculum? How best to study and assess children? Involving parents and children in early childhood learning. The book features a range of pedagogical devices to inspire early childhood workers to reflect critically on their work and the ideas underpinning it, including: Boxed definitions of key terms; Ideas summary charts and ideas galleries; Clarification exercises; Case studies; Further reading lists. This essential textbook is ideal for students undertaking early childhood qualifications at degree level; Masters courses in early childhood education; and for practitioners who work with children from birth to eight in early childhood settings. *Right from the Start* Vicky Hutchin, 1999. This practical guide shows how to establish an effective system for planning and assessment which is sensitive to individual development and builds on good early years practice with 3, 4 and 5 year olds. **The Manual for the Early Years** SENCO Collette Drifte, 2010-02-15. Written with both new and experienced practitioners in mind and packed with practical advice, suggestions, case studies and useful photocopiable materials, this new edition of a much-loved book will help all SENCOs (Special Educational Needs Coordinators) succeed in what is often a very demanding role. Providing plenty of help with planning and time management, this book contains everything you need to know about your role, information on the current government policies such as Every Child Matters, ECM and the Early Years Foundation Stage (EYFS) and meeting the Early Years Professional Status (EYPS) standards for supporting children with additional needs. New to this second edition are a CD-ROM containing photocopiable materials, PowerPoint presentations for delivery of in-service training, advice on inter-agency working and inter-professional practice, more guidance on working in partnership with parents, guidance on implementing the Early Years Foundation Stage (EYFS) for all children, case studies including several in the Birth to 3 age range. A must-have for new and busy SENCOs working in reception classes, nursery schools, playgroups or any other early

years setting working with the Birth to 7 age range this book is also useful for those studying for a Foundation Degree in Early Childhood Care and Education and for those working towards Early Years Professional Status EYPS Assessment for Learning in the Early Years Foundation Stage Jonathan Glazzard, Denise Chadwick, Anne Webster, 2010-03-12 Are you struggling with the complexities of assessment Demystifying the process of assessment for learning in the Early Years Foundation Stage EYFS Assessment for Learning in the Early Years Foundation Stage explains in straightforward language how to put principles into practice Looking at models of assessment the book draws heavily on examples of real assessments from practice and the relevant theory is explained in context Lessons from research are applied to best practice and issues covered include self assessment and peer assessment collecting evidence as a basis for making judgements how to track the child's development in the six areas of learning using assessment to inform future planning summative assessment in the EYFS involving parents and carers in the assessment process using assessment to support children with additional needs moderation

**EBOOK: Starting from the Child: Teaching and Learning in the Foundation Stage** Julie Fisher, 2013-03-16 Starting from the Child supports early years practitioners to be advocates for young children and their learning needs In the fourth edition of this highly influential and inspirational book Julie Fisher outlines the important theories and research which should underpin best early years practice She takes a robust and principled stand against downward pressure to formalise young children's learning too soon and offers practical and meaningful ways to develop high quality learning and teaching in the early years Starting from the Child challenges all early years practitioners to consider How to build on children's innate desire to learn and their competence and autonomy as effective early learners How to plan environments indoors and out that make learning irresistible How to plan for high quality child initiated learning to take place seamlessly alongside learning that is adult initiated The role of the adult in supporting and extending young children's learning How daily observation of children informs and underpins planning for their individual and unique learning needs Revised and updated throughout this fourth edition includes the latest research on early brain development and reference to recent government initiatives including the revised Early Years Foundation Stage Starting from the Child is essential reading not only for early years practitioners but for all those who manage and make decisions about early learning Julie draws on her extensive work with practitioners to present the everyday realities and complexities of their practice and to sound welcome notes of caution about the ways in which policy frameworks are used The book also reflects deeply held convictions about the moral and ethical responsibilities we have to teach young children in ways that respect their extraordinary enthusiasm for learning Professor Elizabeth Wood University of Sheffield UK The title says it all Julie takes the reader by the hand and says Look and listen give these children your full and respectful attention and they will teach you how to be with them All the practical ideas in the book support practitioners in using their skills and knowledge to recognise early childhood as valuable in its own right to be relished and enjoyed not to be rushed through or seen merely as preparation for the next

stage Helen Moylett Early Years Consultant and writer Julie Fisher's work has been a staple of Early Childhood Education since the first edition of *Starting from the Child* in 1996 Her fourth edition does not disappoint and is a welcome development of her thinking This is a book for students teachers and other early years workers seeking to find their way through the conflicting needs of a rapidly changing area of work Nick Swarbrick Programme Lead for the Undergraduate Modular Programme in the School of Education Oxford Brookes University UK *Shaping Early Childhood: Learners, Curriculum And Contexts* Mac Naughton, Glenda, 2003-12-01 This text is designed to support novice and more experienced early childhood educators working with children from birth to age eight to be critically reflective in diverse aspects of their work Each section contains ideas clarification exercises reflection points summaries and case studies

**Leadership and Management in the Early Years** Caroline Jones, Linda Pound, 2008-03-16 Early childhood practitioners are often reluctant to see themselves as leaders and managers However all those who work with young children and their families whatever their level of experience and competence have to undertake both of these roles on a daily basis This book encourages practitioners to recognise their active involvement in leadership and management in relation to their work as team leader or team member and in their work with parents and other professionals to ensure appropriate and effective provision for young children The authors identify a number of key principles involved in effective early years leadership and management which focus on the idea that Leadership is about influencing others to improve and enhance children's care learning and development Leadership is only effective if it develops the leadership of others by supporting a team or group in meeting their declared aims or vision Leadership is ultimately distributed shared and dispersed in early childhood settings These principles are supported by a detailed exploration of the statutory demands made on practitioners working with young children and their families and reference to relevant literature drawn from both early childhood studies and leadership theories As well as providing guidance on the roles responsibilities and tasks facing early childhood leaders the book features a number of case studies and practical tasks giving life to concepts and ideas and enabling readers to apply theories and policies to their own work settings Additional activities at the end of each chapter further support practitioners in fulfilling their leadership and management roles in practice Leadership and Management in the Early Years is an essential text for early years and early childhood studies students as well as practitioners particularly those who are aiming for Early Years Professional Status

**Language & Literacy in the Early Years 0-7** Marian R Whitehead, 2010-03-03 Apart from any fair dealing for the purposes of research or private study or criticism or review as permitted under the Copyright Designs and Patents Act 1988 this publication may be reproduced stored or transmitted in any form or by any means only with the prior permission in writing of the publishers or in the case of reprographic reproduction in accordance with the terms of licenses issued by the Copyright Licensing Agency Enquiries concerning reproduction outside those terms should be sent to the publishers Book Jacket

**Developing Early Years Practice** Linda Miller, Carrie Cable, Jane Devereux, 2005 This book

provides readers working in a diverse range of early years settings with the underpinning knowledge required to increase their effectiveness in working with young children It will explore a wide range of issues including the roles and responsibilities of practitioners developing reflective practice how children learn and develop early years curriculum working with parents and professionals and developing inclusive environments Appropriate for all SureStart Unit Recognized Awards Helps students meet the learning outcomes of the Statement of Requirement Covers the birth to eight age range Includes Practical work related activities and issues for reflection Combining an understanding of the relationship between practical workplace issues and relevant academic knowledge this is a core textbook for all Foundation Degree students working in early years education and care It is also highly relevant for students following an Early Childhood Studies degree or B Ed PGCE Early Years course

The Foundation Stage Teacher in Action Margaret Edgington, 2004-10-13 A fully revised edition of the author's best selling book this resource now includes an extended section on leadership and managing the foundation stage

*Developing Professional Practice 0-7* Catherine Knowles, 2009 *Developing Professional Practice 0 to 7* provides a thoroughly comprehensive and cutting edge guide to developing the understanding and practical skills necessary for working within early years education Chapter content is directly linked to the early years professional standards and pedagogical features are incorporated throughout the book to guide the student Chapter objectives at the start of each chapter clearly set out the learning goals for that chapter Reflect and relate to practice sections throughout the book encourage the student

Teaching Children 3 - 11 Anne D Cockburn, Graham Handscomb, 2006-02-18 This book has something for all students combining theory with useful practical advice Issues I know students often find challenging such as behaviour management making the most of the tutor's visit and working with other adults are all included a worthwhile investment for students on any ITT course

*Child Education Teaching Children 3 11* is a book for those contemplating a career in primary teaching those about to embark on initial teacher education and those who are simply interested in the business of teaching children aged three to 11 years It provides an overview of the key aspects involved in becoming a primary teacher both in terms of new government initiatives e.g. the National Primary Strategy collaboration and networking and personalization but also in terms of what it is to be a trainee teacher in the rapidly evolving world of primary schooling This Second Edition brings readers up to date with the many changes that have taken place in primary education in the last five years and the book now takes into account the many different ways of becoming a trainee teacher including open learning in school training and modular study New material in this edition includes a look at CPD studies especially reflection lifelong learning and mentoring collaborative practice and further discussion on professional values and working with other adults in the classroom

**Perspectives on Play** Avril Brock, Pam Jarvis, Yinka Olusoga, 2018-10-24 This brand new text breaks the mould of books on the subject of play currently on the market It explores debates and further develops the theory of play relating cutting edge theory to examples of practice taken from a broad range of multi disciplinary perspectives Each author brings their own perspective to the

subject based on rich and diverse experience examining play based activities from a wide variety of settings the classroom the playground the home and local community Each chapter is illustrated throughout with observation notes case studies interviews and discussions encouraging you not only to critically evaluate current research but to reflect on ways in which you could develop and improve your own practice Perspectives on Play will be an invaluable resource for any student studying within childhood studies playwork programmes or training to teach at early years or primary level The book is also ideal for early years primary and play practitioners **Boletin Internacional de Bibliografia Sobre Educacion** ,2001

Successful Teaching Placement in Scotland Primary and Early Years Jane Medwell,Frances Simpson,2008-05-06 The majority of ITE students in Scotland are postgraduates with only one year to grasp the vast skills and knowledge required to become a primary teacher Therefore for many school placement is a source of stress and worry This book combines the information and support that students need to help them prepare for enjoy and maximise the benefits of teaching placements for their professional development It has been specifically written for the education system in Scotland taking full account of the differences in practice and terminology that make English books of little use to trainees in Scotland **The First Year at School: An International Perspective** Peter Tymms,Tiago Bartholo,Sarah Howie,Elena Kardanova,Mariane Campelo Koslinski,Christine Merrell,Helen Wildy,2023-06-26 This book explores an under researched but vital part of education the first year at primary elementary school The work shows that children s progress varies enormously from school to school class to class and child to child This variation is important because the more progress that children make in that first year of school the higher their academic attainment at the end of compulsory schooling The iPIS international Performance Indicators in Primary Schools project upon which this book is based has been able to provide deeper insights into some of the key issues within and across different contexts whilst highlighting new and some ongoing issues Despite all the work there remain unanswered or new puzzling issues which are also explored We need to know how to improve the education at that stage and more broadly we need greater clarity about when children should be taught to read and be introduced to formal arithmetic in other words when they should start school We also need to be clearer about whether when and how young children should be assessed The book will suggest some answers but it will raise important questions and dilemmas for which we do not as yet have answers Early Years Observation and Planning in Practice Jenny Barber,Sharon Paul-Smith,2012-07-05 This title is designed to help early years practitioners in any setting understand clearly and precisely how to best plan for and observe learning in the early years This title covers all the key aspects of planning and observing that affect those in practice including how to Assess and observe children Put children at the heart of your planning Link observation to planning Plan for the Early Years Foundation Stage This title also includes printable photocopiable forms for you to use to structure your own planning and observations with and help you to put the best practice examples in this book directly into practice *Working with Children in the Early Years* Carrie Cable,Linda Miller,Gill Goodliff,2012-11-12

Working with Children in the Early Years is an accessible introduction to early years theories policy and practice offering practitioners in a diverse range of settings the opportunity to develop their knowledge understanding and skills for working with young children This fully updated second edition builds on new government agendas and interests in supporting quality provision for young children and their families Bringing together current research and thinking in a broad range of areas it covers the diversity of practitioner roles and multi agency working working with families listening to children observing and assessing developing professional roles health and well being curriculum and pedagogy the importance of play and learning in the early years All contributions are strongly practical and underpinned by relevant theory and will support students and practitioners studying in the field of early years and early childhood studies as well as those aiming to achieve Early Years Professional Status The book will also appeal to training providers equipping them with a valuable and unique source to support a range of early years courses

English as an Additional Language in the Early Years Malini Mistry, Krishan Sood, 2015-05-08 With the English as Additional Language EAL population growing rapidly it is essential that settings and schools meet individual learner needs and provide an inclusive culture where different languages cultures and religions are accepted and celebrated Packed with essential information on key theories and best practice and written in a highly readable style this book aims to raise awareness of main issues and offer practical support for practitioners working with children with EAL Covering a wide range of topic such as new arrivals working with parents assessment planning resourcing play communication and language each chapter clearly lays out the key concepts ideas and strategies alongside examples of good practice Encouraging a reflective approach the book features Checklists diagrams chapter objectives and summaries and suggestions for further reading Case studies to illustrate practice Reflective activities to develop critical thinking Challenging many assumptions and stereotypes about EAL learners this invaluable text will support students and practitioners in meeting the individual needs of all the children in their care

Beginning Teaching, Beginning Learning: In Early Years And Primary Education Moyles, Janet, Georgeson, Jan, Payler, Jane, 2011-08-01 This collection provides an introduction to the practical skills which all student teachers have to develop as well as celebrating the unpredictability and excitement of working with interested and inquisitive children



## **Right From The Start Effective Planning And Assessment In The Early Years** Book Review: Unveiling the Magic of Language

In an electronic era where connections and knowledge reign supreme, the enchanting power of language has become much more apparent than ever. Its power to stir emotions, provoke thought, and instigate transformation is truly remarkable. This extraordinary book, aptly titled "**Right From The Start Effective Planning And Assessment In The Early Years**," published by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound impact on our existence. Throughout this critique, we shall delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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