

Section 1

The Foundation Phase Framework (2015) in Wales was first piloted from 2006 and outlines the curriculum and learning outcomes for children aged three to seven years old. It is a statutory curriculum which aims to ensure that all young learners experience both an enjoyable and effective education. This curriculum promotes a child centred approach, advocating that each child has the best start in life, secures the best possible physical and mental health and that they are being listened to wherever they may be. The Welsh Government spent a lot of time and money on piloting this approach and undertook a lot of research on best practice internationally from Reggio Emilia in Italy, Scandinavia and New Zealand.

The 2006 Childcare Act was when the UK Government legislated to introduce the Early Years Foundation Stage into schools and settings. Historically, many people have viewed the early years as a preparation for school. This Act drew on the significant amount of evidence that suggests children from the ages of three to five should have equally high standards of education and provision as all other age groups, appropriate to their age and stage of development (Taggart et al, 2015). One statistic showed that children who had attended high quality-settings for two to three years were likely to be around eight months ahead in literacy development in comparison with their peers when starting school. This research started to change people's outlook on pre-schools; if children are exposed to meaningful and appropriate opportunities to learn through play in the early years, then this is directly linked to their future academic performance and well-being.

When the Foundation Phase curriculum was being developed, researchers travelled internationally to visit early years settings and gather a broad range of ideas, theories and examples to ensure the curriculum was based on best practice globally. The Reggio Emilia approach in Italy was an extremely important influence on the development of the Foundation Phase in Wales. The Reggio approach advocates children leading their own learning and using the environment as a third teacher (Busra Kaynak-Ekici, 2020). Early years settings are encouraged to create exceptional learning environments for children, where the whole school day forms an important part of their learning experiences. Real-life resources, such as tools in the construction area, and real-life experiences, such as preparing and serving lunch, all contribute to the children being able to learn in a hands-on way. Children are encouraged to take responsibility for meeting their own needs, caring for others and managing their own risks. The learning environment is full of real items which support children to learn about the world

around them and how to keep themselves safe. For example, children will not know to be careful with glass if they've only ever used plastic cups; they will never learn to use knives safely if they are prevented from using them. Busra Kaynak-Ekici (2020) states that the Reggio approach is centred around first-hand and play-based learning, however there is also a strong focus on cognitive development through play. The role of the teacher, according to Reggio, is to join in with children's activities, to offer further information to take the learning deeper but without taking over to ensure it remains a child-led learning environment.

Montessori had a slightly different theory around the role of the adult (Pound, 2017). She believed that children could only be free when the adult became an acute observer. However, Montessori does share common ground with Reggio; she felt that the role of the adult was to observe children closely so that they knew exactly how to interact with each individual child. She believed that when children were moving, immersed in an environment to meet their needs and exploring using their senses, then deep level learning would be taking place. She also stated that this applied to children learning to read, write and count. This might be seen as a controversial stance as it could be viewed as too formal for pre-school children. However, she did state that this should only happen if children are showing a natural interest in developing these skills. Pound (2017) links this theory to the emphasis on following the child's interests which is evident in many early years' curricula today.

Early years practice in Finland has had a significant impact on the curriculum and provision for the youngest learners in the UK. The curriculum in Finland is called Early Childhood Education and Care (ECEC) and it is interesting that the linking of these elements has had such a strong impact internationally. ECEC in Finland has two main priorities; the first is to fulfil any needs in day care for children of pre-school age and secondly, to provide a high-quality early childhood education. For many years, practitioners in Finland have promoted a holistic approach in the early years. This approach ensures that the curriculum is not carved up into individual subjects but is full of rich and meaningful child-led activities. These might cover several different curriculum areas, but the children would not recognise their learning as subject specific. Their early years settings consist of play-based provision, with the practitioner with them to support and guide their wonderings National Curriculum Guidelines on early childhood education and care in Finland (2004) HEI Schools (2021). However, the Finnish model does not view play as an activity but as an attitude, as each child will decide for themselves what is regarded as play and as work. Like Montessori, they also support the use of observation to contribute to the planning of provision. The outcomes of these observations are then used to

set up a stimulating environment based on an individual child's interest. The outdoor learning environment is even more highly valued than the indoors in Finland as practitioners believe that it supports the physical growth, well-being and health and supports the development of their confidence and self-esteem. The first seven years in a child's life are viewed as so important that these years will have a lasting impact on their future learning and lives. There is a strong emphasis on children's neurological development during these years and all practitioners are expected to take responsibility for their own professional development and understanding of these issues. Early years practitioners are highly valued and trained in the Finnish system and this results in the education they provide being valued just as much as that in other age groups. There has been growing recognition of the positive effect practitioners can have on children's futures when the educational practice supports child development appropriately. But Hanson (2012) would argue that practitioners' professional status, pay or conditions of service do not reflect the difference their work has on the lives of many. The Article states that practitioners should be recognised as educators, carers, family, support workers and much more. Although the importance of early years education in the UK is gradually becoming more recognised and valued, the funding and resources for this are still significantly lower than other sectors of the education system Hanson (2012).

According to the National Health Service (2019), children of ages 1-5 should be spending a minimum of three hours outside every day. This consists of a variety of physical activities spread throughout the day such as exploring in the garden, playing in the park or climbing trees in a forest.

However, debates regarding early years provision remain controversial. Is there enough play-based learning within the Foundation Phase in Wales? Play-based provision plays such a big role in small children's development, they learn best through hands-on experiences as it allows them to really visualise what is happening in front of them and to use all of their senses. Welsh Government (2015) shared the 'Evaluating the Foundation Phase Final Report' in 2015. It highlighted some interesting points regarding the issues around formal teaching still dominating the pedagogy in many schools, particularly for 5-to-7-year olds. It stated that 78% of recorded tasks from observations were adult-initiated. The report suggested that teachers were worried about the children's standards of attainment slipping if they were to lessen their focus on formal teaching. This is going to be an on-going challenge for many practitioners as they move towards the new curriculum in Wales. A sound understanding of child development and how this can be supported through a rich, play-based curriculum is essential to securing

the best possible outcomes for our youngest learners. Training and information sharing networks such as Hwb (2021) are very informative and it is vital that schools and practitioners work together to share best practice and ensure consistency of understanding and expectations. This is also true for school leaders. The evaluation report highlighted significant differences in headteacher perceptions of the benefits of the Foundation Phase and learning through play. It was also suggested that the national focus on standards of literacy and numeracy, and the introduction of annual tests to assess children's levels of attainment in these areas, had a negative impact on the quality and amount of play-based provision which schools were offering. This highlights the importance of a consistent national approach to educational policy, hopefully something that the new curriculum in Wales will provide.

According to Unicef (2018), in order to secure the successful implementation of the new curriculum, there needs to be a focus on removing barriers to ensure play forms the bedrock of pre-school practice and is valued and understood by every practitioner. Unicef focus on five action areas that contribute to a successful pre-school setting. These are curriculum, teachers, families & communities, quality assurance and planning and resource allocation. Unicef advocate that the curriculum needs to be focused on child development and ensuring that children are given meaningful play experiences based on their needs and interests. There needs to be clear guidance for practitioners to support them to create stimulating learning environments where children are able to feel relaxed, happy and confident. Working in close partnership with parents and carers is central to securing the best possible outcomes for learners; if parents are actively involved in their child's learning, they will see the benefits to child-led learning first-hand and hopefully begin or continue this approach at home too. Unicef also stress the importance of effective monitoring procedures being in place in order to ensure that each child's learning journey is focused on their individual needs and interests and that all are able to achieve their full potential.

It is clear that the Foundation Phase Framework in Wales has been drawn from best practice internationally and there is no doubt that the Welsh Government have shown a strong commitment to their youngest learners. As we move towards the new curriculum in Wales, it will be important to ensure that all agencies continue to work together to ensure that children from 0-7 years are getting the flying start in life that they need and deserve.

Section 2

Assessment is a process in which practitioners collect information using a range of methods in order to make judgements on the children's progress and plan appropriately for them to be able to meet their next steps (Hwb, 2021). The purpose in assessing children is to provide practitioners with the knowledge of how to support each learner to make progress based on their individual needs and interests. Regular assessment is essential in order to be aware of the unique needs of every child and it needs to be a central element of the curriculum design. Assessment data should be used by practitioners to plan the next steps in a child's learning to ensure progression (Hwb, 2021). Whilst this is important for academic progress, it is also important to simply get to know pupils on a deeper level. In order to teach children effectively one must have a strong relationship with them. Rita Pierson was a life-long former educator who placed a strong emphasis on having positive relationships with every pupil to ensure the best education possible (TED, 2013). This was not just down to having a positive relationship; she saw that children did not learn from people they did not like.

There are numerous types of assessment, but when assessing in pre-school, a less formal approach is generally regarded as the most appropriate (Cross, 2015). The observational approach is probably one of the most suitable, as it allows practitioners to focus on what the child is interested in and is able to do. The method of 'Narrative Observation', according to Cross (2015), is particularly appropriate. This is where a child is observed, often without them noticing, and the adult can focus on all aspects of a child's behaviour and interactions. Some children can pick up that they are being watched and can be curious about what one is doing although this is less likely when this approach is embedded in everyday practice. It is important for the practitioner to try and stay clear of what is going on as interactions with the adult may change the child's natural behaviour, which might have an impact on the outcomes of the observation. The practitioner writes down as they see, therefore they are written in the present tense. The observations can highlight different outcomes on the same day for the same child depending on the context of the observation and where the child feels most confident. Observations outside, when the child is playing with others, might focus on aspects such as social skills, gross motor skills, interaction or language. Indoor observations in role play areas such as the home corner, would allow the practitioner to focus on different skills such as imagination, language or independence. This form of observation, as with all methods of assessment, does require some preparation to ensure that it has the most powerful impact on an individual child's progress. It is useful to note down the date that the observation was carried

out in order to track a child's progress over time. Using a timeline can also be useful as it enables practitioners to see how long the child was engaged in different types of activity. The date of birth is also a relevant piece of information so that progress within developmental stages can be monitored. Once a practitioner has all the relevant information, they can use it to evaluate the child's progress and draw conclusions. They can assess whether the children are meeting their developmental milestones and plan effectively for progress in meeting their future learning needs (Cross, 2015).

Bradbury (2014) suggests different methods for carrying out observations. This can be little notes, longer observations, photographs, drawings or maybe samples of work. These pieces of evidence are then put into a folder for each child. The method is very reliable as it captures children behaving naturally which will give practitioners the most accurate picture of what children are able to do, what they know and feel, what their interests are and if there are any barriers to their learning. It is a highly personalised approach which ensures that every child's achievements are recognised and recorded. It is, however, important to ensure that this portfolio of evidence is not just a collection of pieces of paper, but it is used to support assessment judgements and inform future learning provision. In Wales when children have reached the end of the Foundation Phase, teachers provide each parent or carer with a Foundation Phase outcome level, which range from 1-6, to show the progress they have made since they started in Reception and were assessed using the Foundation Phase Baseline profile (Bradbury, 2014). In 2014, the Welsh Government set out expectations for schools and settings to be tracking children throughout their Foundation Phase experience but were clear that the end of Year 2 was the main summative assessment. The article shares teachers' views on assessment; some teachers felt that there was an over reliance on the use of teacher knowledge to make assessment judgements. To be precise, it stated that almost 50% of assessment was now based on teacher knowledge because teachers were just expected to know. This is not ideal for ensuring consistency and has serious implications for the training and development of teachers and practitioners who are new to the profession. It does state that the overuse of assessment within the Foundation Phase can take away valuable time that should be put into actually teaching the children, especially observation, which can be very time consuming. However, it does stress that this method is the most age appropriate within the Foundation Phase age group.

Welsh Government (2014) suggest that observing children often is a crucial contribution to children's overall progress. Daily observations, simply noticing what the children are

interested in, are a powerful way of getting to know the children and their needs. These informal types of observation do not necessarily need noting down as it can be very time consuming, but practitioners can use this information to guide their own interactions with the child and contribute to team meetings and discussions where appropriate. Welsh Government highlight observation as a very useful tool if it is fully understood by the practitioner. There is a danger that observations can be carried out with too much input from practitioners which does affect the outcome of the activity. The Bradbury (2014) document gives guidance on when to intervene and when to step back. For example, a practitioner may need to intervene if the child is struggling and it is clear they are about to get upset or frustrated, if they will not get any more out of an activity as they need more challenge, if they are at risk or maybe if they choose to bring you into the activity. If they have invited you into their learning, open-ended questions to take the learning deeper could be appropriate; this can support problem solving and cognitive development effectively.

In Italy, inspired by Reggio Emilia, they also advocate some form of assessment needing to be carried out within the early years, even if this is of an informal nature (Weebly, no date). In Reggio settings they believe that in order to be able to hear a child's 100 languages, there must be respect for their individual abilities. They also believe that when a practitioner is wanting to know if a child understands a specific concept, it is important to observe the child in numerous areas and circumstances as each child could express their understanding in different ways. Weebly (no date) supports this view of assessment needing to be tailored to the unique needs of every child, with educators having a duty and responsibility to take different assessment approaches based on the individual child. Each child is unique so they will show their talents, strengths or interests in different ways. For example, if a child was struggling with their mathematical and numeracy skills, the practitioner would then provide an activity or sequence of activities which were tailored to their particular interests.

Assessment is definitely at the heart of the design for the new curriculum for Wales. The main purpose of assessment is to help each child make progress. The curriculum states that assessment should be approached with each individual child in mind, and therefore might look different depending on the child's needs and interests. Observing children enables the discovery of how they problem-solve and communicate, their fascinations, barriers, and reflection on supporting children to overcome these. The new curriculum promotes a strong focus on progression which is documented within the five progression steps (Hwb, 2021). These will allow practitioners to make summative judgements at the end of each progression

stage. The steps are broadly linked to expected progress at ages 5, 8, 11, 14 and 16. They are rough guidelines on particular milestones as to where children should be, however assessments should be carried out in different contexts, catering for the individual child's needs and interests (Hwb, 2021).

Margaret Carr came up with an alternative assessment method in New Zealand in the 1990s called learning stories (Wang & Hou, 2020). Learning stories are normally a story that a practitioner has put together and been involved in which documents an intense focus on an individual child's learning. This will then go into the child's individual file. They document a learning journey where a child has intensely focused on something they are particularly interested in and the adult has supported them to deepen and further this interest. For example, if a child was fascinated with hair dressing, the practitioner would recognise and respond to this and see how they could possibly take the learning deeper. This could be asking a hairdresser into the setting, taking them to a salon or even setting up a salon in the role play area. This provides so much joy to a child, it will make them feel valued and heard and the documentation of this experience is a wonderful way of sharing this journey with the child and their family. Learning stories are suitable for any age children within early years and can be used whenever an interest is beginning to take place. The Learning stories can be a time-consuming process as it requires observing the child, taking photos of the child and their work and extensive annotation of what was said and observed. The Wang & Hou (2020) article suggests that learning stories can help develop practitioners' observational skills. Te Whāriki is an Early Years Curriculum that promotes the use of learning stories as a valuable assessment tool (Lee, 2013). They are recognised as allowing children to discover themselves and giving them the confidence to become capable and competent learners. The aim of learning stories is to prompt children to get involved and be passionate about their learning as well as being able to learn from making mistakes.

Learning stories as an assessment tool are closely aligned to the principles of assessment through observation (Lee, 2013). Both approaches require needing to know the child well, that individual interests are followed and that the process is all centred around child-led learning. However, the observations are carried out throughout the year in numerous scenarios, which could give a broader perspective on a child's capabilities, achievements and barriers. The learning stories could be seen as more personal to the child and support them to overcome barriers as they are so interested and engaged in the learning that is taking place.

To conclude, it is clear that assessment within the early years plays a big part in securing children's development and progress. It provides teachers and practitioners with the knowledge and understanding of each individual child's attainment and how they can best be supported to thrive. In spite of differences in approach to assessment, most curricular models recognise the importance of assessing young children in order for them to be able to make progress and expect practitioners to be able to achieve this. In a learning environment where child-led play is prevalent, then the method of assessment must complement and support this. Narrative observations, whilst time consuming, are generally regarded as the most effective method to ensure that each child is provided with the best possible start to their educational journey.

Section 3 - Blog: The importance of schools and settings promoting the outdoors as an integral part of their provision.

MAKING OUTDOORS MEANINGFUL



As an early years and forest school practitioner, I see the enormous benefits to children of playing and learning outside on a daily basis. I know that many settings struggle to facilitate this which is why I decided to write a blog to raise awareness of this.

Within recent years, the emphasis on the outdoor learning environment has been increasingly recognised and promoted as beneficial for children's well-being and learning. In Wales, this has certainly been a central aspect of the Foundation Phase Curriculum. However, the extent to which the outdoor environment is valued as a key component of the provision is still questionable in many schools and settings. Far too often, it is seen as a space where children can go to "play" when they have finished their "work". Practitioners seem to lack the confidence and understanding to maximise the use of the outdoors to promote child-initiated learning and spend far less time in planning and setting up the outdoor provision than indoor.

The outdoors can play such a big part in children's physical and emotional development. Opportunities to run, roll, ride and explore freely in a safe environment with their friends are what makes the outdoor environment unique. As much consideration needs to be given to the continuous and enhanced provision on offer outside as inside, and this is an area that is often neglected. An initiative which promotes all the benefits of learning outdoors – having fun, communicating with others, being active, solving problems, team building, taking managed risks and enjoying nature – is Forest School. This allows children to go out and explore the wonders of the natural world first-hand with the support of skilled practitioners. It is now cited as an example of good practice in the Foundation Phase Curriculum; however, many schools and settings appear to have barriers to being able to provide Forest School sessions. This can be due to issues such as limited budget, urban location or site restrictions, but can equally be due to a lack of training or awareness. Robertson (2014) believes the outdoor environment is invaluable to children for both free play and more structured tasks. It teaches children about taking care of their environment, themselves and each other. Many parents

worry about their children being outside in all weathers and in “risky” environments so there is often a lot of work to do with parents in order to gain their support and understanding. Offering Forest School sessions for parents to attend with their children is a really important aspect of our provision. Parents and carers can see first-hand how much their children thrive in the forest environment, exploring and having fun with their friends. Getting parents on board in this way has also given them the confidence to spend more time in the outdoors with their children at home and to try a broader range of activities such as den building, nature hunts and welly walks. Many have also taken their children on adventures further afield as a result of their Forest School experiences, including trips to the beach, the forest and different parks across the city. This is beneficial for the well-being of the children and adults and allows families to focus on spending quality time together without spending a lot of money.

The Foundation Phase Curriculum (2015) includes the area of learning ‘Knowledge and Understanding of the World’ which states that all children should experience the world around them through enquiry. When planning for focused teaching, practitioners should ensure that there is an equal emphasis on this provision in both the indoor and outdoor environments. Any focused teaching with young children is best when promoted holistically and through first-hand experiences. For example, taking the children outside to do a treasure hunt could incorporate map reading, spatial awareness, teamwork, communication skills and turn-taking as well as the scientific, mathematical or linguistic concepts which the treasure hunt clues are focused on. The outdoor environment lends itself particularly well to this approach, offering endless opportunities and space to explore. The environment is ever changing and the health benefits to being active outside are countless.

Wilson (2012) sees play as the most beneficial approach to children’s learning. It is something they do subconsciously, everyday from birth. It develops them physically, socially, cognitively and emotionally. The beauty of the outdoors, with managed risks, is that it is ever changing, and the learning possibilities are endless. It provides children with the drive to push themselves past their limits; for some this could be getting their hands a little muddy or for others, climbing that little bit higher up a tree. They’re all personal goals and whatever the level of challenge, they feel very pleased with themselves for achieving small goals, which supports their confidence and builds on their self-esteem. Wilson directly links this to future academic success in areas such as mathematics and literacy. When children are having fun, experiencing engaging activities and overcoming challenges, this is when deep level learning is taking place and we can see this is happening when children are able to concentrate and focus for sustained

periods of time. For many young children, these levels of concentration are far more evident in the outdoor environment and as practitioners we need to capitalise and build on this so that they are able to achieve their full potential.

Since the coronavirus outbreak in March 2020, many people's perceptions of the outdoors has really changed for the better according to National Statistics (2021). Severely limited opportunities for socialising made people much more inclined to go out walking and spend family time outdoors. Hopefully these changes to people's lifestyles will continue long after the pandemic has gone. In the meantime, practitioners need to be promoting the health and educational benefits of outdoor learning far and wide and making our young children the best advocates for this.

Reference List

- Bradbury, A (2014) *Early childhood assessment: observation, teacher 'knowledge' and the production of attainment data in early years settings*, *Comparative writing*, 50:3, 322339. Available at: https://discovery.ucl.ac.uk/id/eprint/10051923/1/Bradbury_EC%20Assessment%20Comp%20Ed%20Special%20issue%20paper%20NOT%20FOR%20REVIEW.pdf (Accessed: 4 January 2022).
- Busra, Kaynak-Ekici, K, Merve İmir, H et al (2020) 'International Journal of Primary, Elementary and Early Years Education'. *Learning invitations in Reggio Emilia approach: A case study*. 49:6, pp. 703-715. Available at: <https://www-tandfonline-com.ezproxy.uwtsd.ac.uk/doi/pdf/10.1080/03004279.2020.1775272?needAccess=true> (Accessed: 9 January 2022).
- Welsh Government (2015). *Foundation Phase Framework*. Available at: <https://hwb.gov.wales/storage/d5d8e39c-b534-40cb-a3f5-7e2e126d8077/foundation-phase-framework.pdf> (Accessed 20 December 2022).
- Hanson, K (2012) *Early years professionals deserve more recognition*. Available at: <https://www.theguardian.com/teacher-network/2012/sep/18/early-years-professionals-deserve-more-recognition> (Accessed: 12 January 2022).
- Hwb (2021) *Curriculum for wales*. Available at: <https://hwb.gov.wales/curriculum-for-wales> (Accessed: 8 January 2022).
- HEI Schools (2021) *Finland's early education childhood model*. Available at: <https://www.heischools.com/resources/articles/finlands-early-childhood-education-model/> (Accessed: 9 January 2022).
- Lee, W. et al (2013) *Understanding the Te Whāriki approach: early years education and practice*. London: Routledge. pp. 184.
- National Curriculum Guidelines on early childhood education and care in Finland (2004) Available at: <https://www.julkari.fi/bitstream/handle/10024/75535/267671cb-0ec0-4039-b97b-7ac6ce6b9c10.pdf?sequence=1> (Accessed: 9 January 2022).
- National Statistics (2021) *How has lockdown changed our relationship with nature?* Available at: <https://www.ons.gov.uk/economy/environmentalaccounts/articles/howhaslockdownchangedourrelationshipwithnature/2021-04-26> (Accessed: 4 January 2022).
- National Health Service (2019) *Physical activity guidelines for children under 5 years*. Available at: <https://www.nhs.uk/live-well/exercise/physical-activity-guidelines-children-under-five-years/> (Accessed: 9 January 2022).
- Pound, L. (2017) *How children learn*. London: Andrews UK limited.
- Robertson, J. (2014) *Dirty Teaching*. Wales, Camarthen: Independent thinking press.
- Wilson, R. (2012) *Nature and Young Children*. London: Routledge.

Sharman, C, Cross, W, & Vennis, D (2015) *Summative Assessment in the Early Years*, Bloomsbury. London: Publishing Plc.

Taggart, B, Sylva, K et al (2015) *Effective pre-school, primary and secondary education project (EPPSE 3-16+)*. Available at:

https://www.ucl.ac.uk/ioe/sites/ioe/files/rb455_effective_pre-school_primary_and_secondary_education_project.pdf (Accessed: 8 January 2022).

TED (2013) *Every kid needs a champion*. 13 May. Available at:

https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion/up-next?language=en

(Accessed: 12 January 2022).

Unicef (2018) *Learning through play*. Available at:

<https://www.unicef.org/sites/default/files/2018-12/UNICEF-Lego-Foundation-Learning-through-Play.pdf> (Accessed: 8 January 2022).

Wang, S & Hou, Y (2020) *Learning Stories as an assessment: a case study exploring it's local application in China*. 49, pp, 693-710. Available at: <https://link-springer-com.ezproxy.uwtsd.ac.uk/article/10.1007/s10643-020-01092-y> (Accessed: 15 January 2022).

Weebly (no date) *Individual development & assessment*. Available at:

<http://g4gdesign.weebly.com/8203individual-development--assessment.html>

(Accessed: 14 January 2022).

Welsh Government (2015) *Evaluating the foundation phase final report*. Available at:

https://gov.wales/sites/default/files/statistics-and-research/2019-07/150514-foundation-phase-final-en_0.pdf (Accessed: 8 January 2022).

Welsh Government (2014) *Observing children*. Available at:

<https://hwb.gov.wales/api/storage/74f7c7cc-d337-4fd0-9604-27b3d1a5746d/observing-children.pdf> (Accessed: 14 January 2022).