



Early Years Curricula

ECEY6007/C

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Part 1

The foundation phase was introduced in September 2010, it is the curriculum within Wales for children aged three to seven years of age, within maintained and non-maintained settings (Government Social Research, 2012). This curriculum made a radical departure from the formal-based approach of the previous key stage 1 national curriculum and was designed to provide an experimental, developmental, play-based approach to education (Welsh Government, 2015a). The foundation phase encourages children to be imaginative, creative and intends to make learning more enjoyable and effective (Welsh Government, 2015b).

According to Unicef (2018), play is essential within the early years as it teaches children to gain knowledge and skills. Thus, environments that promote hands-on learning, play and explorations are at the core of effective learning for children and pre-primary programmes. Through play, children learn social and intellectual skills, enhance their language skills and develop their emotions. Play can occur in different environments, whether indoors or outdoors and it is here that children are able to take risks, develop their imagination and creativity and independently solve problems (Early Years Matters, n.d). Piaget (1962), regarded play as essential to a child's intellectual development and argued that as a child grows, their environment and play simultaneously encourages their cognitive development.

When the foundation phase was initially implemented, it started as a pilot phase between 2004 and 2005, across 22 schools and 22 non-maintained settings. The pilot phase was developed to help policy-makers and those in charge of the curriculum, to design, prepare and enhance the foundation phase framework, curriculum and pedagogical practice that would later be introduced in all primary schools and non-maintained settings in Wales, some few years later (Welsh Government, 2012; Taylor et al., 2014).

One of the main arguments for implementing the foundation phase was a concern around formal teaching approaches adopted in the early years of schooling and a need to implement developmentally appropriate practices or strategies into the classroom. For example, in one of the first consultation of the foundation phase, it was argued that teachers introduce formal teaching approaches too early, before children can understand, leading to potential underachievement and low attainment (NAfW, 2003). This was particularly concerning in the areas of reading and writing, too much emphasis was placed on teaching children to read and

write before they were able to do so. In comparison to early years education, in countries such as the like of Scandinavia and New Zealand (Te Whāriki), the foundation phase is based on constructivist theories of learning, meaning it is wholly developmental and focus is placed on the individual child (Taylor, Rhys and Waldron, 2016). They adopt socio-cultural concepts of empowerment and play in a child's learning (Maynard et al., 2013). Therefore, it encourages experiential, play-based teaching and learning practices (Taylor, Rhys and Waldron, 2016).

The foundation phase differs from these international approaches in the following ways: despite promoting developmentally appropriate practices, there is still a strong expectation for children to learn key skills by a certain age, particularly in English and Maths. Furthermore, the foundation phase does not completely take away the practice of formal teaching, rather, it adopts a balance of focused provision based on experimental learning (Taylor, Rhys and Waldron, 2016). These divergences highlight the importance of the Welsh Governments intention on raising standards (Rees and Taylor, 2015). As such, it is argued that the foundation phase attempts to adopt a child-focused approach to education, based on a standards-driven system (Taylor, Rhys and Waldron, 2016). According to Wu (2014) and Baker (2015), teachers express that rather than attempting to balance novice learning necessities with a traditional direction on play pedagogies, they describe circumstances in which they find it difficult to adopt play-based activities, in a school culture with an engrained, instructional focus on learning.

An independent stocktake of the foundation phase was carried out by Professor Iram Siraj between 2013-2014, after early reports showed inconsistencies in provision. The stocktake reviewed how the foundation phase was implemented across Wales, focusing on areas that might inform future policy. It looked at how the foundation phase encouraged children's individual learning, how their development can be demonstrated and how literacy, numeracy and language development are implemented within all areas of learning, including aspects of standards, training, leadership and qualification (Welsh Government, 2014)

In summary of the stocktake, it was recommended, amongst others, that improvements and investment needed to be made in workforce training (Lewis, 2014). Many studies have found that teachers were experiencing uncertainties in relation to purpose and content of the foundation phase, which may come from their self-reported lack of understanding of the

policy or with specific concepts and terms introduced, for example ‘inquiry-based learning’ (Gray and Ryan, 2016).

Another issue raised is that alongside policy understanding and parental expectations acting as barriers to implementing effective play-based pedagogies, is the issue of qualification and education amongst teachers. Firstly, teachers note that they have little knowledge and understanding of play-based theory as a concept (Fung and Cheng, 2012; Gray and Ryan 2016; Howard 2010). This level of uncertainty, balancing curriculum demands, alongside parental expectations, leaves only a short window for play and this could affect the teacher’s views and attitude. Howard’s (2010) questionnaire study, involving 26 foundation phase practitioners in South Wales, showed that teachers marked their theory-based understanding of play and training relating to play, between low-moderate. Additionally, in Gary and Ryan’s study (2016), participants who had employed positions in the foundation phase took a more controversial approach by viewing the curriculum as ‘faffing about wasting time’ and ‘pointless.’

In further evaluation of the stocktake, it was suggested that advisory teacher time in non-maintained foundation phase settings, is raised from ten percent, therefore, making it mandatory that a qualified teacher lead practice in all classes of the foundation phase. Other recommendations related to increasing the quality of training for foundation phase teachers and practitioners. This shows that by improving the quality of teaching, instead of focusing on structural changes, children’s attainments and achievements are also likely to increase (Lewis, 2014). Research further evidence’s that teacher beliefs and attitudes fundamentally influence practice, including training and professional development (Vorkapic and Katic 2015; Hegde et al. 2014).

In further analysis, a disparity in the quality of leadership was apparent in maintained schools (Estyn, 2014). The quality of leadership in educational settings, is seen to have a significant effect in all areas of a child’s learning and development (Siraj-Blatchford and Hallet, 2014). Thus, for any real change to take place, particularly in the context of the foundation phase, it entails all those involved, feeling empowered and involved during the process of change and entails the need for professional development and impact evaluation, all of which can come from effective leadership (Rodd, 2013). In the stocktake, leadership training amongst class teachers within the foundation phase, was found to be scarce.

Staff interviewed at maintained schools, expressed that the lower skilled teachers were allocated to classes of the youngest children, as the foundation phase was regarded as an ‘easy option.’ In some schools, the foundation phase Co-ordinator did not teach within these classes, and so, had little knowledge of the complexities within it. Or, had such limited management skills; that they had limited power in making changes, were unable to fully participate in whole-school decision making and influence certain practices with other staff members. As such, it was recommended that skills in leadership, particularly amongst headteachers and foundation phase Co-ordinators, being knowledgeable about the best ways children learn and reflective practice, needed to be strengthened. It was also recommended that those in senior positions, be graded at an adequate leadership level, in order to lead decisions and influence strategic direction within the school (Welsh Government, 2014)

The pedagogy within the foundation phase was evaluated and the stocktake concluded that the strategies employed to implement the foundation phase, were evidence based and showed to have a positive impact on children, practitioners and teachers, leading to improvements in the quality of provision for children and their families (Sylva et al, 2004; Siraj-Blatchford et al, 2006). Foundation phase pedagogies positively correlated to a higher level of wellbeing and involvement, this was particularly evident when physically active and explorative pedagogies were being implemented (Welsh Government, 2014) For example, child involvement rose by 5% when children were physically active in comparison to when they were not. Practitioners and stakeholders also expressed that they believed that when the foundation phase was being implemented correctly, it helped to develop children’s problem solving and thinking skills, alongside peer collaboration. This was often linked to the emphasis placed on explorative pedagogies and ‘must-do challenges.’ (Welsh Government, 2015). However, Mitchell and Cubey (2003, cited in Welsh Government, 2014), pointed out that in order for the foundation to be implemented effectively, there needs to be a change in the culture within many maintained and non-maintained schools.

The stocktake found that there is a large variable across Wales, and it appeared that the quality of implementing the foundation phase within maintained and nursery school seems to be higher in comparison to funded non-maintained settings. Moreover, in a report conducted by Taylor et al., (2015), during interviews with the local authority early years advisors, they stated that although they were pleased in overall terms with how the foundation phase was being implemented, they noted that the extent to which it was being implemented, varied

considerably between schools. The variation was linked to the initial understanding and views of the foundation phase between practitioners and concern amongst headteachers that its implementation would lead to lower educational attainment in literacy and maths, particularly for seven-year olds (Welsh Government, 2015a). However, the extent of the quality differences were difficult to validate, as inspection processes in Wales are conducted differently. Estyn (2014) stated that their inspection procedures are different in maintained and funded non-maintained schools, that implement the foundation phase. Thus, a direct comparison is difficult to substantiate. Despite the variability there were positive results of things going in the right direction. The Foundation Phase Stocktake Task and Finish Group, projected that around one fifth of maintained and funded non-maintained schools were carrying out the foundation phase exceptionally well, although in marginally different ways and sometimes, differently across age groups. One of the reported benefits of implementing the foundation phase, was that it encouraged independence and children being more active. Children seemed to have more involvement and ownership of their learning (Welsh Government, 2014).

The importance of literacy, numeracy and language development is essential within the Foundation Phase Framework (DCELLS, 2008). The National Numeracy and Literacy Framework if followed with the FPHF Framework for children aged between five and fourteen year olds (DfES, 2013b).

Literacy, Language and numeracy skills are not consistent within practice according to the Foundation Phase Stocktake and foundation phase principles where not always followed within practice (Blatchford, 2006). A reduction was found by Siraj Blatchford within the quality of literacy and the children's interactions within the children's second year. It was reported within the stocktake meetings and focus groups The observation of formal methods of teaching literacy before the children have developed sufficient spoken language (Blatchford, 2006). Formal assessment of teaching mathematics was carried out and found teaching methods where not consistent in some schools within the EYFS. Ineffective deployment of staff within schools including Teacher assistants who support Children with additional support may not be able to support the child's development, language and interactions, numeracy and writing, numeracy and reading (The Welsh Government, 2014). Therefore Development training should support all staff to have a good understanding

of the EYFS and the Foundation Phase Framework. Ensuring all children have a good understanding of their language, literacy and numeracy skills (The Welsh government, 2014).

Davies et al., (2013, cited in Taylor, Joshi and Wright, 2014), argues that regular monitoring or evaluation of the foundation phase is challenging, given that no baseline data was gathered for children before entering foundation phase. Moreover, comparing the end of foundation phase assessment and the end of key stage one assessment is not simple, given that they vary in focus and the level of ability that each of them record.

Conclusion

Overall this assignment has analysed the implementation of play based early years Curricula and how essential it is to adopt play based learning within the curriculum in Wales .The international approaches to teaching have been evaluated within this section while adopting Early Years Theorists approach to education and learning stages/cycles.Approaches to teaching and the yearly years curriculum in Wales have been evaluated and several reports have been critically evaluated on the play based curriculum within Wales, and in comparison with the rest of the world. Data was critically analysed when looking at several reports discussing the implementation of the foundation phase and how the new Foundation Phase Framework within schools are going to be implementing play based-learning within the year years Curricula.

Part 2

The Early Year Foundation Stage (EYFS) framework outlines the standards to ensure that children from birth to five years of age, learn and develop well and are kept healthy and safe. The framework is for all early years professionals that are Ofsted registered (Department for Education, 2021). The framework was updated and changed on September 1st 2021 to: enhance outcomes at age five, especially in early language and literacy and to lessen workload relating to unnecessary paperwork so that the time can be utilised to spend on children instead. Changes have been made to the wording within the curriculum. For instance, the age bands have been simplified to avoid tracking activities that fail to support the children's development. The age bands have been reduced from six to three: birth to three, three-four- year-olds and children in reception (Department for Education, 2021)

Additional changes to the EYFS reflect the following four themes: A Unique Child, Enabling environments, positive relationships and learning and development. The themes explain the elements of practice the EYFS is based upon. It emphasises the fact that children are of first importance and that all relationships, experiences and environment influence how the child will develop, learn and play so it is important to treat all children with a significant amount of respect. Every child is unique and children are constantly learning and experiencing new things, are resilient, confident and capable individuals. Thus, practitioners should seek to observe every child's progress and development, assess their progress, come to an understanding on what the child likes/ interested in and plan for next steps. (Early Years Matters, 2021; Early Education, 2012)

Every child should come to an understanding of who they are and their cultures and identity, all staff should be there for additional support and should value and respect each child. Under the United Nations Convention on the Rights of the child, it states that children have the right to provision which allows them to develop their personality, abilities and talents and be respected for their gender, disability, home language, learning difficulties or disabilities, culture or religion and family background (Early Years Matters, 2021; Early Education, 2012).

A fundamental element of the Welsh Government's Early Years Development and Assessment Framework (EYDAF); the Foundation Phase Profile, aims to help with the assessment of children's learning and development during their time in the foundation phase. Its main aim is to provide a nationally consistent baseline assessment which links to the end of phase outcomes (Welsh Government, 2017). By using formative assessments and observations, the foundation phase profile helps practitioners to offer a developmentally based holistic curriculum. The profile is categorised into skills ladders, a set of two in four areas of learning: Language, Literacy and Communication Skills, Mathematical Development and Physical Development, Personal and Social Development, Well-being and Cultural Diversity. The foundation phase profile comes in two sizes: compact and full. The compact profile consists of four skills ladders from each of the areas of learning, as a more narrowed assessment to be used at baseline. The full profile consists of additional skill ladders for comprehensive skill tracking during the length of the foundation phase (Evans, 2015). Each profile generates a score in outcomes (varying from bronze, silver, gold, outcome 1-6) so that any progress can be measured easily and helps to establish the next levels of skills that a child could be developing (Pacey, 2017). The skill ladders evaluate's a child's listening and understanding of spoken language, as well as how they respond to instructions and concepts used by others as part of their receptive language skills.

“This assessment tool will help schools and childcare workers to track and plan the progress of children throughout the important early years. It will also provide incredibly useful information to regional consortia, local authorities and Welsh Government around children's progress in the Foundation Phase.” (Lewis, 2015 cited in WJEC, 2019, para. 3).

As part of the foundation phase profile, practitioners are required to use observations to measure learning (National Day Nursery Association NDNA, n.d; Pacey, 2017). This means, collecting observations after having watched the child practice the skills in different

occasions and situations (Pacey, 2017). With regards to the benefits of the foundation phase profile, several practitioners express their enjoyment in observing children and some were just as positive about recording the evidence of their observations. Some practitioners explained that the observations that were developed across the academic year, were considered and adopted by the child and their family while transitioning to a new setting. However, despite this, the practice of recording observations as evidence of progress, was consistently described as being time consuming and challenging (Department for Education, 2010). Having said that, in a study conducted by the Department for Education (2017) on Early Education and Development, settings discussed adopting online software to assess children's development, with observations being noted on tablets and directly uploaded to online platforms. Several different types of software's were used but the main features included being able to connect observations to EYFS areas of learning; being able to interrogate data from both an individual and cohort perspective and in some cases, sharing data with parents via secure platforms (Department for Education, 2017). The online tools were received positively, as it made analysing easier and the time to complete the assessments were reduced:

‘It saves us a lot of time. It would be just one of those paper-pushing tasks beforehand, where you'd have to take a photo, and then download it, and then print them out, then cut them out, then glue it in, and then write the Post-It note at the time so you don't forget, make sure you match it up to the right photo and stick it on a piece of paper. So now it's much more instant, and we're doing much higher quality observations, because we 32 know as soon as you take the photo the software enables you to write the Post-It note as you're doing it.’ (Setting manager, Nursery class, West Midlands, cited in Department for Education, 2017, p. 32).

In 2015, the foundation phase profile was piloted in approximately 200 schools and settings and 8000 learners. The pilot examined the process of adopting the profile and the appropriateness of the skills, apparent in both the full and compact profiles. The feedback was mostly positive, with practitioners stating the usefulness of the skills ladders and how they worked together (Welsh Government, n.d).

The national Literacy and numeracy Framework (LNF) is also built into the profile. Practitioners are required to follow the LNF when using formative assessment. Practitioners are required to assess children's numeracy and literacy skills across the curriculum using the

LNF. Every year, schools are required to create a narrative report to carers or parents on their child's progressions, including next steps in learning. The profile lines up with this process as the formative assessments of LNF completed over the year, will inform the profile (The Welsh Government, 2017). However, a review of the National Literacy and Numeracy Programmes (NLNP) found educational professionals to state that they found it difficult to back claims about the impact of the LNF and national tests in regards to the quality of learning and teaching. The review found that there was no evidence to suggest any change in attainment levels since the implementation of the NLNP. Public Policy experts, SQW Consulting however, stated that any impact on outcomes will take time and it may be a number of years until a substantial impact can be established or measured (Evans, 2016).

The record form is an optional part of the foundation phase profile, to be used by practitioners who do not have access to online systems. The record form offers a consistent structure when detailing a child's progress. The record form typically consists of initial background data such as the name, date and time of the observation, followed by a large section for recording the context of the observation. The process of the observation usually includes observing the child for fifteen minutes, two-three times a week. As the practitioner develops a picture of the child, five-minute observations occur, then each child is observed every month, one day a week by the teacher and teaching assistant. The observations are then recording onto the records and shared with parents (Williams and McInnes, 2013).

A defining characteristic of the foundation phase framework is the emphasis placed on learners' progression. The main reason for tracking progress is to provide an overview of their development and to identify areas that the child needs support in developing. The Curriculum for Wales guidance has been informed by international evidence of what it means to make progress in learning. The statements of what matters are the basis of learners' progression. It is through exploration of the key ideas and principles contained in these statements, that will develop children's learning (Welsh Government, 2021). The Curriculum for Wales guidance describes principles of progression for the curriculum as a whole and for each individual area. These articulate the ways in which learners make progress in their learning and contribute to the four purposes. The progression steps aim to drive behaviours which enable and support the vision for curriculum and assessment in Wales (The Welsh government, 2021).

Progress tracking is seen as being useful only if it is used productively to aid learning and development, recognise children needing additional support and support curriculum planning. Good practice features that support this include: communication with other staff members to discuss any issues identified, sufficient staff and child ratio so that staff have enough time to carry out observations and the use of digital assessment tools that help practitioners make effective judgements and timely analysis of recorded information (Department for Education, 2017). Having said that, quality assessments and progress tracking may be overlooked through inconsistent practice which does not mirror a child's stage of development accurately or truly reflect the extent of their progression. Thus, trained staff who are well versed in child development; regular quality checks and audits of assessments and moderating judgments are seen as good features to tackle this problem (Department for Education, 2017).

In a study conducted by Callanan et al, (2017) on Good Practice in Early Education, settings expressed the importance of differentiating educational activities in their planning for children of different ages and at different levels of development. In terms of the activities, focus was placed on making sure that they were suitable for different levels and stages of development. For example, in an activity of 'dressing up,' it is useful to have a mix of clothes that are easy to put on, alongside clothes with buttons and zips so that those at a higher level can be encouraged to put on clothes independently. This ensures that the resources can support the progress and stages of development of the unique child accordingly (Department for Education, 2017).

When analysing age or stage related development models, it is evident that there are sample theories relating to childhood development. It is universally accepted that child development stages covering social, emotional, cognitive and physical development have a significant impact on learning. According to Weinert and Helmke (1998, cited in Ojose, 2008), stages of development include a period of months or years when specific development occurs and whilst children are grouped in accordance to their age, their development levels may vary considerably. Piaget's theory of cognitive development postulates that children develop gradually and steadily through a number of stages and that the experiences of one stage, influences the development of the next. Piaget established four stages of development: sensorimotor, pre-operational, concrete operational, and formal operational (Ojese, 2008). The sensorimotor stage starts from birth to two years.

It is known as the period where children think through their motor senses and actions. According to Piaget this allows children to learn about the world around them (Lumen, ND) is crucial to the child's cognitive development to continually touch, listen, looks, smell and even bite and chew objects (Lumen, ND).

within the pre-operational stage children are known to use their new capabilities to represent objects in a wide variety of activities (Lumen, ND). During this stage children learn through pretend play, and taking the point of view of other people (Very Well Mind, 2020). Although children with constancy for example it was found within a study that a lump of clay was put into two pieces, one was lay flat and the other was in a ball. The child took the flat one as it looks like a bigger piece of clay (Very Well Mind, 2020). The Concrete Operational stage ages seven too eleven begin to understand the concept and start to think logically about their current events that they've experienced (Very Well Mind, 2020). The final stage is the formal operational stage for children age twelve and up. The older child begins to think abstractly. Teens begin to think more about ethical, social and philosophical issues that require. Older children begin to abstract thought emerges (Very Well Mind, 2020).

Conclusion

To conclude this section has critically evaluated the concept of the unique child. Progress tracking has been discussed and the consistency within school on progress tracking. This section has also looked at age or stage related development models that are used within play-based curricula and looking at what works and that consistency is key in a child's development. This section discusses the foundation phase profile and the benefits of this within practice as it helps practitioners to offer a developmentally based holistic curriculum, the skill ladders from each of the areas of learning are discussed. To conclude Internationally known theorists such as Piaget and his four stages of learning have been used to demonstrate an understanding of known stages of learning that can support their own professional development.

The implementation of a play based learning environment is supported by education theorists and a significant amount of research (Aiono, 2015; Canning, 2007; Mastrangelo, 2009; Piaget, 1936; Vygotsky, 1978). It was found that the best practice in terms of the implementation of a PBL environment and the role of the teacher is less documented, due to this uncertainty there is a variance within practice (Pyle & Danniels, 2017). This blog aims to help practitioners have a better understanding of their role and responsibilities when considering the implementation of a play-based curriculum (Hunter, 2019).

When implementing a play-based curriculum, it is important for practitioners to be co-constructed by encouraging parents, learners, carers and the local community to contribute to their curriculum development and further take note from experts and stakeholders who can help promote learning. It is important to reflect upon your own practice so that support can be enhanced through revised understanding of teaching and learning and through professional inquiry (The Welsh Government, 2020).

The Curriculum for The Early Years Foundation Stage has been framed as play-based and it is all about new experiences and activities, influenced by famous early years theorists such as Reggio Emilia, Montessori and Steiner (Nursery World, 2018). The curriculum builds on children's existing knowledge that they bring from their homes and communities. When considering implementing a play-based curriculum, practitioners should plan adult-led activities and respond to child-initiated activities. Having a narrow understanding of the curriculum is happening a lot within practice as a lot of teachers are stuck in their old ways of teaching with limited knowledge (Estyn, 2021). I argue that following the up-to-date EYFS framework as well as following Estyn's guidance, not only promotes school activities, play, assessment and school readiness but it also promotes the child's approach to learning.

Learning through play is essential within EYFS, therefore, it is crucial for all EYFS practitioners to encourage play opportunities as this builds children's motivation and confidence within learning (Unicef, 2018). Encouraging this with the children can help get children on board with their own learning. Board games and building can strengthen the children's maths concepts while also building social competence. Interesting books, dramatising stories and other reading games can strengthen a child's literacy skills.

Having a book corner with all different types of colourful books and a wide variety of drawing activities such as painting, chalk boards, can help strengthen children's reading and writing skills. Book clubs and other reading games make it much more likely for struggling

readers to move ahead and not give up. Exploration of a wide variety of printed materials and writing tools at a 'writing corner' can engage reluctant writers and help children learn from one another. Furthermore, play fosters creativity and imagination, critical components in enabling us to cope, to find pleasure, and to innovate. Play opportunities actively engage children learning and strengthens their creative powers (Unicef, 2018).

A key practice to support effective play-based learning include: Creating a classroom to meet the diverse needs and the interest of the students. Using the knowledge of the curriculum to notice and recognise the learning within writhing their play experiences. Building on the child's prior knowledge and understanding, this can be done by participating in purposeful conversations to broaden their ideas and scaffolding the interactions between students ideas to support their social and emotional competence successfully (Hunter, 2019).

For the EYFS to be successful the yearly years curriculum should be carefully structured. Within that structure there should be three main strands within the curriculum in which includes provision for the different starting points where children learn and develop during new experiences and activities while reaching their full potential. The content within the curriculum need to match to the children's different needs and capabilities. The activities within the curriculum need to be planned and organised by the practitioners ensuring every child has a fair opportunity to reach to their full potential during the activity (Unicef, 2018).

For example a practitioner within a childminding setting plans each day so that the the children in her class can reach their full potential including the children that have additional needs to ensure that they have a range of different experiences within the outdoors and indoors. The practitioner plans creative work such as painting and cooking in the kitchen and a reading corner with a couch and books for quiet activities such as puzzles and stories etc. The small garden is used for the children to dig and plant flowers, fruit and vegetables (Hunter, 2019).

The practitioner's small garden is used for digging and planting, and once a week she takes the children to the local leisure centre. There they take part in physical activity in a group for children aged between two and five (Hunter, 2019). On the way to the centre she encourages the children to think about what they will do on the apparatus, in the ball pit and on the

trampolines. During the hour-long session the children take an energetic part in the activities. From the sidelines, the practitioner encourages their growing confidence and independence and joins in as they count the number of jumps they have done on the trampoline (The Welsh government, 2021).

The OECD says that in order for considerations to be taken within the school. A complete reformation of Education to achieve high standard results within schools (Macdonald, 2018). Consistency is the big issue within education although the key to successful progress and observations is Consistency. Therefore it is important within practice to keep consistent within practice and to continue to co-construct policies with key Stakeholder (Macdonald, 2018).

Conclusion

In conclusion this blog has discussed considerations needed when implementing a play-based curriculum. This blog has discussed how teachers can improve on their practice. This Blog was written to help practitioners to implement play-based activities successfully within their curriculum. This blog argues that Following the up-to-date EYFS framework as well as following Estyn's guidance promotes the child's approach to learning and promotes school activities, assessment, play and readiness. The importance of The OECD is discussed how a reformation needs to be taken place within education to achieve high standard results within their curriculum. Consistency is key within education and this blog discusses the importance of consistency throughout the curricula.

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