

# SHEFFIELD EARLY YEARS

## Transition Conference: planning for a new normal



## FREE ONLINE CONFERENCE

TUESDAY 14 – THURSDAY 16 JULY 2020

A three-day online, interactive and flexible conference for all of those working with children aged birth-7 years.

### DAY 1: AN EARLY YEARS RECOVERY CURRICULUM

**Elaine Bennett** (Keeping Early Years Unique), **Dr Kathy Ring**, (EY Drawing to Writing Specialist), **Dr Sue Gifford** (EY Maths specialist, Roehampton University) and **Kath Bransby** (Sheffield Hallam University, Institute of Education)

### DAY 2: MEETING THE NEEDS OF ALL CHILDREN

**Julie Harmieson** (Trauma Informed Schools), **Sally Pearce** (South Yorkshire Futures), **Jenny Smith** and **Shabnam Shah** (EAL and New Arrivals Team, Sheffield City Council) and **Julie Revels** (National Association for Special Educational Needs)

### DAY 3: DIGITAL LESSONS LEARNED

**Dr Alison Buxton** (University of Sheffield), **Andrea Layzell** (50 Things to do before you are 5), **Chris Williams** (Chatta), **Dr Aric Sigman** (Researcher and Academic) and **Ali Carrington** (Bristol Teaching School)

<https://sheffield-transition-conference-july-2020.eventbrite.co.uk>

## DAY 1: TUESDAY 14TH JULY - A RECOVERY CURRICULUM

Conference Chair: Maureen Hemingway (EYFS Quality, Access and Moderation Manager, Sheffield)

8.50 - 9am Welcome  
*Maureen Hemingway (EYFS Quality, Access and Moderation Manager, Sheffield)*

9am - 9.40am **CLIMBING THE STAIRS, RESISTING THE LIFT- DEVELOPMENTALLY APPROPRIATE PRACTICE WHEN RETURNING TO PROVISION IN THE EARLY YEARS AND YEAR ONE.**  
*Elaine Bennett (KEYU) <https://www.keyu.co.uk>*



Elaine began her career over 25 years ago as a Nursery Nurse before moving into teaching. Elaine is currently based in Shoeburyness, Essex as EYFS Leader. She has also worked as an EYFS advisor at Southend On –Sea LA. In 2015 Elaine founded the Keeping Early Years Unique group- 46,000 members later and after a series of highly publicised campaigns including standing against baseline testing and the Bold Beginnings report- it is fair to say that this group is now much more than a Facebook page. It is a movement- from the foundations. She continues to campaign for an EYs stage from 0-7 with child development, relationships and play at the core.

**SESSION DESCRIPTION:** During this session Elaine will explore high quality Early Years Pedagogy and how we can support children as they move back into our schools and settings. Her session will consider EYFS and also Y1 children. Putting play back into KS1 has always been the right thing to do- but now as children return to school after the pandemic- it is going to be essential!

9.40am - 10.00am Break

10am - 10.30am Discussion

10.30am - 10.40am Break

10.40am - 11.20am **MOVING INTO WRITING: GROWING CHILDREN'S CONFIDENCE**  
*Dr Kathy Ring (Early Years Drawing to Writing Specialist)*



Dr Kathy Ring is an independent early years consultant and Early Education Associate. Her extensive experience in Early Years Education includes full-time positions as an infant teacher, deputy head teacher and Senior Lecturer in Early Years Education at York St John University. Kathy researches and writes about how young children (aged between 3 and 7) develop and learn and how this can best be supported in educational settings. She is the co-author of 'Making Sense of Children's Drawings' (OUP, 2003) and contributed to 'Mark Making Matters' (DCSF, 2008). Kathy has regularly presented papers at international research conferences, contributed articles to academic journals, and chapters to early years books.

**SESSION DESCRIPTION:** Dr Kathy Ring wants children to leave the Early Years Foundation Stage being able to use a range of child appropriate tools to communicate and represent their ideas and the things that matter to them. In relation to writing, she wants them to be motivated by their EYFS experiences to want to write and to find the process of writing a satisfying and rewarding way of working through their ideas, telling their stories and communicating what matters to them to others. Throughout, this presentation will focus upon your understanding of children's development across a symbolic continuum. As you recognize and make provision for this within your environment, you will be able to prioritize

the building of young children's confidence, enjoyment and individual progress, as they move into writing.

The presentation is structured by three headings:

- The importance for writing of imaginative play and drawing
- The emergence of writing
- The adult role in supporting progression in writing: what children need everyday access to.

It will combine theory and practical ideas about how to develop provision and draws heavily upon images taken from research projects with early years practitioners.

11.20am - 11.40am Break

11.40am - 12.10pm Discussion

12.10pm - 1pm Lunch Break and Conference Cafe

1pm - 1.40pm

### **NURTURING YOUNG MATHEMATICIANS**

*Dr Sue Gifford (Roehampton University, EY Maths specialist)*



Dr Sue Gifford, recently of the University of Roehampton, works as a mathematics consultant with practitioners and various bodies including NCETM, NRICH and NDNA. Previously a London primary teacher, she has researched early years maths and children with maths difficulties. She is co-author of Making Numbers, Nuffield-funded guidance about the use of manipulatives. Her current interests include the development of pattern and spatial awareness with young children.

**SESSION DESCRIPTION:** We know that firm foundations are essential for children's mathematical learning and their future lives. From research we know the key early predictors and appropriate pedagogy for success. So how do we best develop young mathematicians with diverse home experiences? This session will consider playful approaches and priorities for fostering even our youngest children's mathematical competence and confidence, including those returning after a long break.

1.40pm - 2.00pm Break

2pm - 2.30pm Discussion

2.30pm - 2.40pm Break

2.40pm - 3.20pm

### **TELL ME A STORY, SING ME A SONG: DEVELOPING A RANGE OF READING SKILLS**

*Kath Bransby (Sheffield Hallam University, Institute of Education)*



Kath Bransby lectures in teacher education at Sheffield Hallam University, and works as Education Coordinator for the Steiner Waldorf Schools Fellowship where her focus is teacher development and curriculum. She also delivers training in storytelling and music for Sheffield City Council. Previously a teacher for 15 years, Kath led both a community preschool setting and the early years department of a large primary school.

**SESSION DESCRIPTION:** In this session Kath will explore how adults can foster the development of the wide range of skills required to become a competent and confident reader with a lifelong love of language and literacy. She will highlight evidence of the neurological and educational benefits of storytelling and singing with young children, including making meaning, broadening vocabulary, applying phonological awareness and developing strategies for sequencing and structuring ideas. The session will give practical ideas for ways in which teachers can develop their own skills and improve setting provision.

3.20pm - 3.40pm Break

3.40pm - 4.10pm Discussion

4.10pm - 4.15pm Closing Remarks - *Maureen Hemingway*

## DAY 2: WEDNESDAY 15TH JULY - MEETING THE NEEDS OF ALL CHILDREN

8.50 - 9am Welcome  
*Maureen Hemingway (EYFS Quality, Access and Moderation Manager, Sheffield)*

9am - 9.40am **TRAUMA INFORMED APPROACHES IN EARLY YEARS**  
*Julie Harmieson (Trauma Informed Schools)*  
<https://www.traumainformedschools.co.uk>



Julie Harmieson is Co-Director National Strategy and Educational Development of Trauma Informed Schools UK (TISUK) informing delivering and supporting training and practice in schools in the UK. She has over 18 years experience in education in supporting children and young people at every level with social, emotional and mental health difficulties. She has experience as a Head of a Primary Alternative Provision and has led country provision in nurture. Julie continues to work within the education sector as a member of the Inclusion Team for Aspire Multi Academy Trust, Cornwall, supporting the development of trauma and mental health informed strategy and practice. Julie also offers Independent freelance Consultancy, supporting teachers, education professionals and counsellors with individuals and groups of challenging and/or vulnerable children. Julie is passionate about supporting children and young people to be the best they can be, helping schools and organisations to remove the barriers preventing full engagement in life and learning. She has particular interest and expertise in supporting schools to develop a fully inclusive approach with both students and members of the school community, facilitating an environment where the mental health and well-being of all is central to the school ethos.

**SESSION DESCRIPTION:** The session will cover the theoretical and evidence base for trauma informed approaches and illustrate how this translates into practice using the three models that shape TISUK's approach. Touching on neuroscience, attachment theory and the evidence from the ACE study, it will highlight the significance of approaches within the early years. It will investigate the impact of COVID 19 as a traumatic experience and look at the role of emotionally available adults in supporting recovery and consider the implications for supporting transitions.

9.40am - 10.00am Break

10.00am - 10.30am Discussion

10.30am - 10.40am Break

10.40am - 11.20am

## MAPPING RELATIONSHIPS IN THE EARLY YEARS FOUNDATION STAGE

*Sally Pearse (South Yorkshire Futures) <https://southyorkshirefutures.co.uk>*



Sally is currently the Early Years strategic lead for the Sheffield Hallam University South Yorkshire Futures Project which aims to improve the educational health of the region through facilitating and coordinating partnership working with Local Authorities and settings. Prior to this role Sally was the Head of Area for Early Years Initial Teacher Training (0-5 years) in the Sheffield Institute of Education. Sally worked for many years in community early years provision, establishing a Sure Start project in Sheffield and subsequently running a Children's Centre Nursery. Sally is the Chair of the South Yorkshire branch of the charity Early Education and chair of trustees for a community nursery.

**SESSION DESCRIPTION:** This session will cover the research evidence of the benefits and impacts of warm, loving relationships in the Early Years Foundation Stage and introduce a relationship mapping tool. This tool can be used by early years practitioners to ensure that each child benefits from the support of an emotionally available adult and to track relationships over time. In addition the tool provides settings and schools with a means for staff to reflect on their relationships with children and to facilitate team discussion about this aspect of practice.

11.20am - 11.40am Break

11.40am - 12.10pm Discussion

12.10pm - 1pm Lunch and Conference Cafe

1pm - 1.40pm

## SUPPORTING EAL LEARNERS IN THE EARLY YEARS

*Shabnam Shah and Jenny Smith*

*(EAL and New Arrivals Team, Sheffield City Council)*

Shabnam Shah is an EMA / EAL Consultant, also working within the Sheffield EAL / New Arrivals Team. With over 20 years' experience working and teaching in schools, Shabnam specialises in training, leadership support, school reviews, development of academic language and vocabulary. Shabnam is also a qualified 'Word Aware' Trainer.

Jenny Smith is a Senior Consultant in EAL / EMA and leads the Sheffield EAL / New Arrivals Team. She has extensive experience of working in the field of EAL in an advisory capacity and has a book published on effective EAL teaching. Jenny has worked in London, Nottingham and currently works in Sheffield. In addition to providing leadership support and training, Jenny works at a strategic level to promote the achievement of EAL learners within the city. She is a qualified 'Word Aware' Trainer.

**SESSION DESCRIPTION:** This session will focus on meeting the language needs of EAL learners. We will share strategies and resources that promote talk and develop vocabulary.

The session will cover:

**An introduction to EAL pedagogy and practice**

**Using visual support**

**The importance of maintaining and developing the home language**

**Development of key vocabulary and language**

1.40pm - 2.00pm Break

2.00pm - 2.30pm Discussion

2.30pm - 2.40pm Break

2.40pm - 3.20pm

## FOCUSING ON CHILD CENTRED TRANSITIONS FOR YOUNG CHILDREN WITH SEND

Julie Revels (*nasen*) <https://nasen.org.uk>



Julie is an associate and trainer for NASEN who she is representing at today's conference. Julie's background is rooted in understanding and meeting the needs of children with special educational needs and disabilities, (SEND) with a specific focus on social, emotional and mental health. Julie is highly regarded and has a long-established reputation in the SEND sector. Julie is also a regular speaker at the Nursery World and TES shows and is involved in national projects promoting access and inclusion for children with SEND in the early years.

**SESSION DESCRIPTION:** Transitions happen throughout a child's life, in and outside of their early years setting. This topic always generates interest and is a core part of the early years practice and activity particularly at this time of year. However, children, their families and practitioners in early years and schools have recently experienced considerable unpredictable change and disruption for a prolonged amount of time. This webinar will be an opportunity to pause and reflect upon how we can use empathy and compassion to consider what transitions for young children with SEND and emerging needs will need to focus on. The webinar will also sign post to the wider work that nasen are involved in relating to SEND and early years. There will be an opportunity to ask questions and share thoughts throughout this webinar.

3.20pm - 3.40pm

Break

3.40pm - 4.10pm

Discussion

4.10pm - 4.15pm

Closing Remarks - *Maureen Hemingway*

## DAY 3: THURSDAY 16TH JULY - DIGITAL LESSONS LEARNED

8.50 - 9am

Welcome

*Maureen Hemingway (EYFS Quality, Access and Moderation Manager, Sheffield)*

9am - 9.40am

### DIGITAL LITERACIES & MAKING IN THE EARLY YEARS

*Dr Alison Buxton (University of Sheffield)*

*Twitter: @MakerEdUK*

*<https://makerfutures.org/>*



Alison is an educational developer for makerspace projects in the School of Education at the University of Sheffield and the founder and director at STEAM Works where she provides STEAM and maker education consultancy and training for schools. She is currently project lead for Maker{Futures}, an ambitious programme to support schools, early years settings, libraries and museums in maker education. This includes Maker{Move}, a mobile makerspace for the Sheffield City Region, and Maker{School}, working with schools across the area to enhance maker education through the curriculum. Alison is a keen maker and sits on the advisory board for the international FIRST Lego League programme. She has written 'Maker Workshop', a practical activity book published by Welbeck Publishing and co-written a second called 'Maker Studio'.

**SESSION DESCRIPTION:** Exploring a maker education approach to learning in the early years, incorporating a range of making including using circuits, materials and tools and a range of digital applications to support and nurture curiosity, creativity, and problem-solving skills.

9.40am - 10.00am Break

10.00am - 10.30am Discussion

10.30am - 10.40am Break

10.40am - 11.20am **USING TECHNOLOGY TO ENHANCE INTERACTIONS AND PARENTAL ENGAGEMENT**

*Andrea Layzell (50 things to do before you're 5) and Chris Williams (Chatta)*

<https://bradford.50thingstodo.org>

<https://chattalearning.com/>



Andrea has worked in Early Years for over 30 years. Employed by local authorities, a national membership organisation, as a consultant supporting practitioners, and most recently with the Bradford Birth to 19 Teaching School Alliance. Her work includes the development and delivery of CPD training, engaging with schools and settings in national projects and teaching on the BA (Hons) for the Pen Green Research Base, delivered at St Edmund's Nursery School. She leads on Early Years quality pedagogy in both nationally and locally funded projects. She also manages the day to day work of the 50 Things To Do Before You're Five initiative, in the Bradford District and across a growing number of local authority areas, leading a team of project 'Enthusiasts', engaging with families and developing partnership working to promote the 50 Things project.



Chris Williams is a former special school teacher and founder of the Chatta Approach. The simple teaching method links experiences with images and language and is used by families and schools around the world. Chatta has been voted one of the world's top 100 education innovations for 2019 and 2020 by Helsinki based education charity HundrED.

**SESSION DESCRIPTION:** Join this session to learn about two tech-based tools that schools and settings can add to their repertoire of strategies used in the work of language development and developing effective, successful relationships with parents.

11.20am - 11.40am Break

11.40am - 12.10pm Discussion

12.10pm - 1pm Lunch and Conference Cafe

1pm - 1.40pm

## RECREATIONAL SCREEN TIME IN LOCKDOWN: A HEALTH AND DEVELOPMENT ISSUE?

*Dr Aric Sigman, Researcher and Academic*

<https://www.aricsigman.com/>



Dr Aric Sigman lectures in child health education and publishes medical papers on child health and development subjects including excessive discretionary screen time and screen dependency such as 'Time for a View on Screen Time', published in the BMA/BMJ's Archives of Disease in Childhood, his latest paper on the subject 'Erring on the Wrong Side of Precaution' is published in the Nature research journal Pediatric Research and the paper 'Screen Dependency Disorders: a new challenge for child neurology' is published in the Journal of the International Child Neurology Association, his paper Virtually Addicted was published in the Royal College of General Practitioners' British Journal of General Practice. He is a peer reviewer for the medical journals Acta Paediatrica, Preventive Medicine, the Nature research journal Pediatric Research. He is a member of the All-Party Parliamentary Group on a Fit and Healthy Childhood and contributing author to its 2 recent reports on children's mental health. He is the author of five books on health and development topics including Getting Physical, which won The Times Educational Supplement's Information Book Award.

**SESSION DESCRIPTION:** Children's non-school related screen time throws up cultural questions about how children spend their leisure time, and concerns over the educational value or appropriate/inappropriate content. But is it also a medical issue? The over-use/misuse of electronic media may affect school performance, academic achievement, brain development, physical and mental health, social skills and relationships. In this session, Dr Sigman will explore some of the research around the impact of high levels of recreational screen time, and how practitioners can support children to spend their time healthily as they return to schools and early years settings.

1.40pm - 2.00pm Break

2.00pm - 2.30pm Discussion

2.30pm - 2.40pm Break

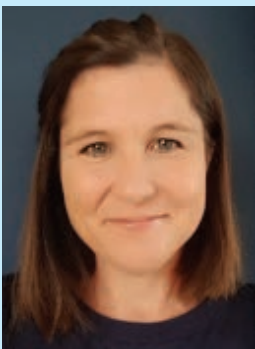
## LEADERSHIP FOR TRANSITION

2.40pm - 3.20pm

### EARLY YEARS LEADERSHIP, PEDAGOGY AND RECOVERY POST LOCKDOWN

*Ali Carrington (Assistant Head Bristol Early Years Teaching School Alliance, SLE St Paul's Nursery School and Children's Centre, Bristol)*

<https://www.bristolearlyyears.org.uk/unique-transition-guidance-for-the-eyfs/>



Ali has over 20 years' experience in the early years sector as a Nursery/Reception teacher, Early Years Leader, Local Authority Consultant supporting schools, PVI settings and Children's Centres and is a Specialist Leader in Education for Communication, Language and Literacy. She is passionate about children's early language development and inspiring environments, practitioners and practice that ignites a lifelong love of learning through play. Ali is based at St Pauls Nursery School and Children's Centre which is an outstanding centre of Early Years excellence, National Support School and leads the Bristol Early Years Teaching School Alliance. She is currently supporting schools and EY settings offering intensive support, facilitating team development and leading a research CPD project centred on EYFS Leadership in Reception.

**SESSION DESCRIPTION:** This session will explore the Unique Transitions Guidance document that Bristol Early Years Teaching School Alliance have produced in partnership with Bristol Local Authority Early Years Team. The document has been developed to support the return of our youngest children to schools and settings with an emphasis on recovery, a sense of belonging, reconnection and re-transition. We will consider the role of leaders in responding to the enormous challenge that Covid-19 has presented and how practice and pedagogy needs to be tailored to support children and their families and their unique experiences.



3.20pm - 3.40pm Break

3.40pm - 4.10pm Discussion

4.10pm - 4.30pm Closing Remarks - *Maureen Hemingway*

## OTHER INFORMATION

### Booking places:

<https://sheffield-transition-conference-july-2020.eventbrite.co.uk>

### Included in your ticket:

12 exciting keynote presentations

12 facilitated discussion forums

3 lunchtime 'cafe' sessions for networking and informal discussions

Access to recordings of many keynote sessions

Conference Facebook page for ongoing discussions and ideas

### Conference sessions will be accessed via Zoom

Link will be emailed with booking confirmation.

### Conference Facebook group:

Conference participants will be invited to join the conference Facebook Group where recordings of many of the sessions will be uploaded and where participants can continue conversations about the conference content.

### Lunchtime conference café:

The conference Zoom Room will remain open at lunchtime for more informal discussions and networking around the conference topics.

### Contact details:

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[Andrea.Lancaster@sheffield.gov.uk](mailto:Andrea.Lancaster@sheffield.gov.uk)