



Alliance  
for Learning  
BRIGHT FUTURES EDUCATIONAL TRUST

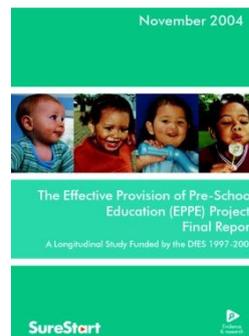
# The Alliance for Learning SCITT Early Years Impact Report

## Impact report

In the last 3 years, demand for our Early Years Teacher programme has grown dramatically from 6 in 2017, to 9 trainees in 2018, to 23 trainees in the 2019/20 cohort.

The standards for early years teachers are clear in the statement that 'Early Years Teachers make the education and care of babies and children their first concern. They are accountable for achieving the highest possible standards in their professional practice and conduct'. This clearly has a significant impact on raising standards across schools and private and voluntary settings and the research evidence obtained through the EPPE Project:

*Research demonstrates that the quality of early education and childcare provision is higher when practice is led by specially trained early years graduate teachers. (EPPE 2004 and EPPSE 2012).*



<https://www.ucl.ac.uk/ioe/research-projects/2019/mar/effective-pre-school-primary-and-secondary-education-project-eppse>

**There is mounting evidence that high quality early years provision can have lasting positive effects, not only on the children who participate but on society overall. According to studies, children who attended high quality childcare with skilled and caring staff started school, on average, three months ahead in literacy and language, were 20 per cent more likely to do better in their GCSEs and earned more as adults than those from low-quality settings.**



This is reiterated in the Study of Early Education and Development:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/867140/SEED\\_AGE\\_5\\_REPORT\\_FEB.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/867140/SEED_AGE_5_REPORT_FEB.pdf)

As a final outcome of the programme trainees completing the Early Years Teacher qualification are required to reflect on their professional journey. Trainees, almost unanimously identify how the course content and opportunities have improved their personal practice and have enabled them to develop their own confidence in leading the curriculum and pedagogical approaches within their own settings. School and setting-based mentors have also commented on how their engagement in the programme has been a valuable professional development experience that has enabled them to reflect and improve their own practice.

When we consider the early years workforce and the real impact of more qualified staff, some studies found a clear link between the quality of provision and the presence among the staff of a person with a degree-level qualification or post-graduate qualification and the improvement of outcomes for children. This was particularly evident in deprived areas, which makes the bursary an important factor in providing settings with diverse

demographics an opportunity to develop their workforce. As one of the few providers still offering 'face to face' training, our reach this year has been as far north as Carlisle, as far west as Whitehaven and down to Crewe in the southern part of our region.

Despite the difficulty in identifying exactly which specific qualifications and characteristics make for highly-qualified staff, both researchers and practitioners tend to agree that a highly-qualified workforce is crucial for high-quality provision.

We surveyed our 2018/19 graduates with remarkable results from their schools and settings:

- 100% of schools and settings agreed that completion of the EY Teacher programme improved practitioner confidence
- 100% of schools and settings agreed that they have seen improvements in outcomes for children
- 100% of schools and settings agreed that EY teachers have had an impact on the quality and also improved practice across their entire setting

Comments were extremely positive and clearly demonstrate the true level of impact:

*"JA has analysed effectiveness of curriculum and enhanced it looking at intent and implementation."*

*"High-quality teaching and interactions are having a profound impact on children".*

*"Transformed SB's level of confidence"*

*"All staff have improved practice as a result"*

*"Taken on role leading on initiatives and is involved in effective quality improvement"*

We truly believe in investing in our nation's future and the evidence of the importance of development in early years is continually growing. This has inspired us to introduce the PGCE in (3-7) Early years and Key Stage 1 to develop experts in their field who can make a difference and improve outcomes for all children.