

# HOW TO USE: FINDING YOUR WAY AROUND THE EARLY YEARS EVIDENCE STORE

The Early Years Evidence Store is a summary of evidence-informed approaches to help educators to understand and reflect on their practice. These are based around the areas of learning that are known to be important for children's recovery from the Covid-19 pandemic.

Each **theme** has a set of evidence informed **approaches** which include information on the strength of the evidence and a definition of the approach. Each one is supported by a list of **practices** which are typically part of the delivery of the approach and help explain how the approach could be implemented with children in early years settings.



## Theme

An area of learning and development. Including a high-level, accessible summary of the evidence related to the theme.



## Approaches

Recommendations for teaching and learning in the early years. Each approach has a summary of the evidence underlying it. Where there is strong and positive evidence the approach is accompanied by a list of practices, video exemplification and a technical summary of the evidence if you want to dig a bit deeper.



## Practices

A list of typical ways to deliver the approach, giving you suggestions on how you might implement it.

Each is accompanied by examples of practical scenarios and videos in a range of contexts to support understanding.

Drawing on the evidence of what has worked in the past for children should empower educators in considering how they can have the most impact on learning and development in the early years.

The Early Years Evidence Store is designed by the EEF for Stronger Practice Hubs to use with early years providers. The aim is to support reflection and discussion about practice, using a shared language. The Evidence Store will be developed over time, so please do keep visiting.

## When using the Evidence Store:

### 1. Focus on the approaches

The review of the evidence was completed at the approach level. The practices are useful to illustrate and explain some of the components that may make up an approach, but they are rarely evidenced themselves. It is therefore worth keeping the overall approach in mind.

Although many of the approaches will seem familiar, take time to engage with the summary of the evidence, what is important in putting these into practice and what it could mean for your setting.

### 2. Consider how to implement the approaches across the Pedagogical Continuum.

The pedagogical continuum spans adult-led and child-led learning experiences including adult-led teaching time, guided play and free play, representing the range of ways educators support with children's learning and development. The Early Years Evidence Store demonstrates that the approaches and practices can be implemented with children across these contexts for teaching and learning.

### 3. Use it alongside your knowledge of your children and your setting

Evidence can support you to reflect on your practice but it can't tell you what to do - use it alongside your professional expertise. Combine your knowledge of the children in your care with research evidence to make informed evidence-based decisions about supporting children's learning and development.

### 4. Consider how to support change and implementation

Changing practice – your own or supporting others – is hard. Adopting or refining an approach takes planning, careful monitoring and support. It is not a one-off event but a process.

## Clicking Through the Evidence Store

The Evidence Store homepage includes a list of themes. Clicking on a theme takes you to:

The theme navigation page: this includes a summary of the evidence for each theme and the relevant approaches that support this area of learning and development.

Each approach includes:

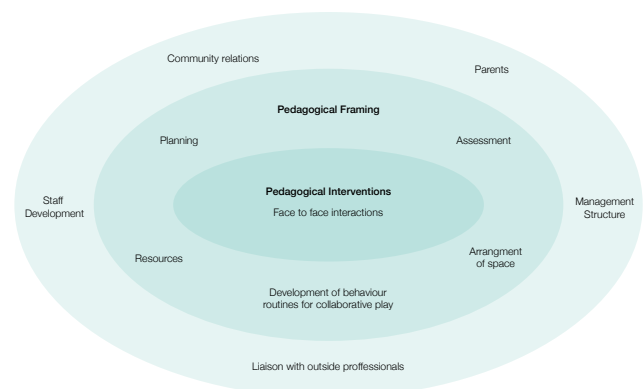
- a summary of the evidence;
- a “snapshot” film showing what the approach might look like;
- a list of practices that may be used to implement the approach;
- short spotlight videos and written scenarios to see the practices in action.

## What the Evidence Store doesn't cover

The Evidence Store doesn't include everything that is important in supporting children to learn and develop in the early years. There are some things that are essential but beyond its scope.

The Researching Effective Pedagogy in the Early Years (REPEY, 2002) report helpfully characterises the differences between pedagogical framing and pedagogical intervention. The Evidence Store aims to support approaches and practices that can be used in face-to-face interactions (pedagogical intervention) with items within pedagogical framing sitting out of scope.

Figure 4: Pedagogical Model



Source: <https://dera.ioe.ac.uk/4650/1/RR356.pdf>