



How to... raise achievement in Early Years education

Getting things right in the early years of education brings significant benefits to children throughout their later learning, and there is much that primary and secondary colleagues can gain from early years inclusive practice. Building on their policy article which opens this issue of PDT, Sonia Blandford and Catherine Knowles now provide HOW TO pieces which explore in practice how to make a difference for children, particularly the most disadvantaged. These contributions cover: how to use formative assessment effectively to track pupil progress; what can be done to enhance children's well-being; how to raise achievement through more effectively engaging parents and carers; and finally how to raise early achievement through leadership and inclusive practice. For each HOW TO piece there are a number of Professional Learning Tasks to enable readers to reflect and consider implications for their own classrooms and schools.