



## Assessment in EYFS

Children are assessed regularly in nursery and this continues in school. At the end of their first year at school teachers will complete an Early Years Foundation Profile for each child. This is based on the 17 Early Learning Goals or ELGs.

### What is the Early Years Foundation Stage profile?

The EYFS profile is a summary of your child's attainment at the end of reception. It's not a test and your child can't 'pass' or 'fail'. It will state if your child is at the "expected" standard for their age.

The profile measures your child's attainment in 17 areas of learning, known as Early Learning Goals (ELGs) These are:

#### Communication and Language

- Listening, Attention and Understanding
- Speaking

#### Physical development

- Gross Motor Skills (running, jumping, hopping, negotiating space)
- Fine Motor Skills (using scissors, paint brushes, cutlery, using the tripod grip when drawing and writing)

#### Personal, social and emotional development

- Self-Regulation
- Managing Self
- Building Relationships

#### Literacy

- Comprehension
- Word Reading

#### Maths

- Number
- Numerical Patterns

### **Understanding of the world**

- Past and Present
- People, Culture and Communities
- The Natural World

### **Expressive arts and design**

- Creating with Materials
- Being imaginative and Expressive

In each of these areas, the ELGs set out what the average child is expected to be able to do at the age of five. For example, the number goal states that pupils should have a deep understanding to 10, including the composition of each number. The Managing Self ELG states that children should be confident to try new activities and show independence, resilience and perseverance in the face of challenge.

In addition to the 17 ELGs, the EYFS profile will include information about how your child is developing in three 'characteristics of effective learning' These are:

- Playing and exploring
- Active learning
- Creating and thinking critically

These three characteristics play an important part in your child's ability to learn. They also enable their Year 1 teacher to understand their level of development and their learning needs as they move into Key Stage 1.

## How are the assessments made?

None of us like to think about our little five-year olds being assessed, but the process of working out your child's attainment according to the EYFS profile is very unintrusive. It's based mainly on their teacher's knowledge of your child and observations of what that can do.

Throughout their time in foundation, the teacher will watch, listen and interact with your child (and the others in their class) as they take part not just in formal learning, but also as they play and go about their daily activities like eating their lunch and getting changed for PE. Some observations will be planned – for instance, the teacher might spend an unbroken 10 minutes with your child on a set activity – but others will be spontaneous.

As the teacher observes and interacts with your child, they'll be looking to see that your child is consistently and independently showing evidence of fulfilling each ELG. Classroom activities will be planned to make sure children can demonstrate as many of the ELGs as possible.

In addition to teacher observations, the EYFS profile will include evidence from you. For example, you may be given slips of paper to write down your child's achievements, which you then pass on to your child's teacher.

This is important because the EYFS profile is supposed to be a complete picture of your child's development, not just a snapshot of what happens at school. Sometimes, children might show skills at home that their teacher doesn't see – for instance, if your child is very shy at school, the teacher might think that they're not reaching the expected level for self-confidence and self-awareness, but at home they might be outgoing and chatty.

## What if your child is under or over-performing?

Don't panic if your child is not "expected" in one of many ELGs. It's important to remember that children develop at different rates, and your child hasn't 'failed' if they're not at the expected standard. It may simply be that the teacher hasn't observed a particular skill at school – but you've seen them demonstrating it at home or that they will achieve it shortly.

Equally there is no level above "expected. However, teachers are trained to provide support as well as challenge.

If you have particular concerns, you should be able to arrange a meeting with your child's teacher. However, bear in mind that one of the main purposes of the EYFS profile is to inform the Year 1 teacher about your child's progress and how they can cater for them in the coming year. If your child isn't at the expected level of development, the Foundation and Year 1 teachers will work together to decide how they can make the transition to Key Stage 1 as easy as possible for them, and how to support them in the coming year.

The profile will also include evidence from your child (for example, the teacher will give them chances to talk about their own learning: 'How did you find that activity? Was it easy or difficult? What could you do differently next time?') as well as other adults who are involved with them, such as teaching assistants, midday supervisory assistant ('dinner ladies') and the special educational needs coordinator (SENCO).

## How are the results reported?

For each of the ELGs your child will be at the "expected" level of development or below.

Teachers will be given clear guidance on how to decide which level of development each child is at, for a child to be at the expected level for an ELG, the teacher has to be confident that they meet the requirements for every part of that goal, although they might be better at some than others. These will be reported in your child's end of year report in July.