



Early Years Foundation Stage Final Assessment Explained

At the end of the Early Years Foundation Stage (end of Reception) children are assessed according to the Early Years Foundation Stage Profile. Teachers make an assessment of children's attainment across seventeen aspects of learning. All children must be assessed to be working in one of three categories:

1. Below the level typically expected for a child of their age - **emerging**
2. At the level typically expected for a child of their age - **expected**
3. Above the level typically expected for a child of their age – **exceeding**

We also have a duty to report on your child's 'Characteristics of Effective Learning'. These are:

- Engagement – Playing and Exploring
- Active Learning – Motivation
- Creating and Thinking Critically – Thinking

Teachers make an informed 'best fit' judgement using a range of evidence over time and taking into account consistency, typical behaviour and your child's characteristics of learning, e.g. their motivation, independence and resilience. Any judgements made about your child are considered carefully and thoroughly. Our decisions are subject to a rigorous moderation process, involving EYFS staff, wider school staff, other schools and the Local Authority.

The statutory assessment process only allows us to identify children as emerging, expected or exceeding. We have to make the most appropriate professional judgement to best reflect your child's attainment. Some children, for a number of different reasons, may be assessed as emerging, but may be working only just below the level typically expected for a child of their age. This often presents no significant concern for their on-going progress.

In some cases, where teachers have concerns about your child's learning or their rate of progress, you will already be aware of this and also the provision that is in place in order to best support your child in their learning. Please do speak to your child's class teacher if you have any concerns about your child's progress or assessment.

Children assessed to be working at the level expected for a child of their age have achieved the following Early Learning Goals:

Prime Areas of Learning

Communication and Language

Listening & Attention - Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding - Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories and events.

Speaking - Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Physical Development

Moving & Handling - Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health & Self-Care - Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal, Social and Emotional Development

Self-Confidence & Self-Awareness - Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.

Managing Feelings & Behaviour - Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules.

Making Relationships - Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Specific Areas of Learning

Literacy

Reading - Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Writing - Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Maths

Number - Children count reliably with numbers from 1-20, place them in order & say which number is one more or one less than a given number. Using quantities and objects, they add & subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape Space and Measure - Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding the World

People & Communities - Children talk about past and present events in their own lives & in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The World - Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology - Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive Arts and Design

Exploring & using Media & Materials - Children sing songs, make music and dance and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being Imaginative - Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

If you have any further questions or would like to talk anything through, please do speak to your child's class teacher; they will be happy to answer any queries.