

Year Reception Parent/Carer Information session - Profile assessment

Tuesday 16th January 2018
5pm



Statutory Assessments

Reception:

- Ongoing assessment (observations) by keyworker/staff within the setting

Year 1 Phonic Screening:

- One to one session to check phonic skills

Year 2 SATs:

- Reading paper
- Grammar, punctuation & spelling
- Maths:

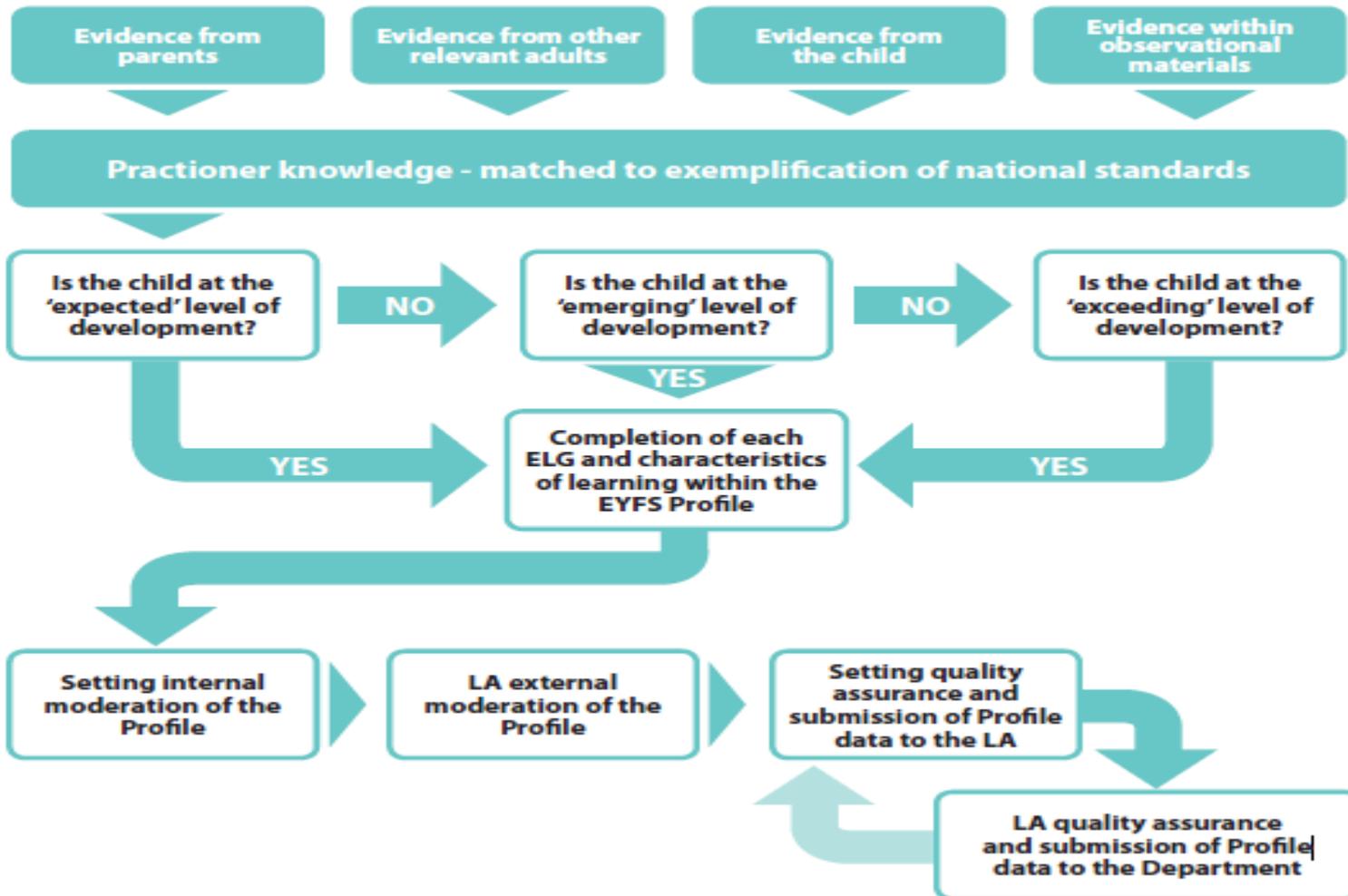
Year 6 SATs:

- Reading paper
- Grammar, punctuation & spelling x2 papers
- Maths:
 - Arithmetic paper- quick recall of facts required
 - Reasoning paper x2

Purpose and use of EYFS Profile

- Primary *purpose*: to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS
- Primary *uses* of EYFS Profile data:
 - To inform parents about their child's development against the early learning goals (ELGs) and the characteristics of their learning
 - To support a smooth transition to key stage 1 by informing the professional discussion between EYFS and Key Stage 1 teachers
 - To help year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children
 - To track children's development and progress throughout Primary School

How an EYFS profile is completed?



Reporting the EYFS Profile assessment

- **Spring report:** Annual Report (Development Matters summary and characteristics of effective learning) to parents
- **Summer report:** EYFS profile summary (17 ELG's and characteristics of effective learning) to parents
- Year 1 copy of EYFS Profile report
- LA submission of EYFSP (17 ELG's only)

What are the 17 areas?

Prime areas

- **Communication and Language**
 - Listening and attention,
 - Speaking
 - Understanding
- **Physical Development**
 - Health and self-care
 - Moving and handling
- **Personal and Social development**
 - Making relationships
 - Self confidence and self awareness
 - Managing feelings and behaviour

What are the 17 areas?

Specific areas

- **Literacy**
 - Reading
 - Writing
- **Maths**
 - Number
 - Shape and Space
- **Understanding the World**
 - People and Communities
 - The World
 - Technology
- **Expressive Arts and Design**
 - Exploring and using media and materials
 - Being imaginative

Document on Child Development

<http://www.opossumed.org/federation-of-schools/>

- **Newport website:** [click here](#) - Look for Early Years Parents Guide
- **Dawlish website:** [click here](#)

Early Learning Goals

Foundation Stage Profile Assessment Grid (ELG expected):

Prime Area: Personal, Social and Emotional Development

Making Relationships				Self Confidence & Self Awareness				Managing Feelings & Behaviour			
1. Play co-operatively, taking turns with others	2. Take account of one another's ideas about how to organise their activity	3. Show sensitivity to others' needs and feelings	4. Form Positive relationships with adults and other children	1. Confident to try new activities, and say why they like some activities more than others	2. Confident to speak in a familiar group and talk about their ideas	3. Chooses the resources they need for their chosen activities	4. They say when they do and don't need help	1. Talks about how they and others show feelings	2. Talk about their own and others behaviour, and its consequences, and know that some behaviour is unacceptable	3. Work as part of a group or class, and understand and follow the rules	4. They adjust their behaviour to different situations, and take changes in routine in their stride

Prime Area: Communication and Language

Listening & Attention					Understanding			Speaking		
1. Listens attentively in a range of situations	2. Listens to stories, accurately anticipating key events	3. Responds to what they hear with relevant comments, questions or actions	4. Gives attention to what others say and respond appropriately, while engaged in another activity	5. Gives attention to what others say and respond appropriately, while engaged in another activity	1. Can follow instructions involving several ideas or actions	2. Answer 'how' and 'why' questions about their experiences	3. Answer 'how' and 'why' questions in response to stories and events	1. Expresses his/herself effectively, showing awareness of listeners' needs	2. Use past, present and future forms accurately when talking about events that have happened or are to happen in the future	3. Develop own narratives and explanations by connecting ideas or events

Prime Area: Physical Development

Moving and Handling				Health and Self-Care		
1. Show good control and co-ordination in large and small movements	2. Moves confidently in a range of ways, safely negotiating space	3. Handle equipment and tools effectively	4. Hold a pencil effectively for writing	1. Knows the importance for good health of physical exercise, and a healthy diet	2. Talks about how to keep healthy and safe	3. Manage their own basic hygiene and personal needs successfully, including dressing and going to toilet

Specific Area: Literacy

Reading				Writing			
1. Use phonic knowledge to decode regular words and read them aloud accurately	2. Can read some irregular common words	3. Read and understand simple sentences	4. Demonstrate understanding when talking with others about what they have read	1. Uses their phonic knowledge to write words in ways which match their spoken sounds	2. Can write some irregular common words	3. When writing, some words are spelt correctly and others are phonetically plausible	4. Writes simple sentences which can be read by themselves and others

Specific Area: Mathematics

Numbers					
1. Count reliably numbers from 1 - 20	2. Place numbers 1-20 in order	3. Say which number is one more or one less than a given number to 20	4. Using quantities and objects, they add 2 single-digit numbers and count on to find the answer	5. Using quantities and objects, they subtract 2 single-digit numbers and count back to find the answer	6. Solve problems, including doubling and halving and sharing

Shape, space and measure									
1. Uses everyday language to talk about size	2. Uses everyday language to talk about weight	3. Uses everyday language to talk about capacity	4. Uses everyday language to talk about position	5. Uses everyday language to talk about distance	6. Uses everyday language to talk about time	7. Uses everyday language to talk about money	8. Compares quantities and objects and use to solve problems	9. Recognises, creates and describes patterns	10. Explores characteristics of everyday objects and shapes and use mathematical language to describe them

Specific Area: Understanding the World

People & Communities				The World				Technology	
1. Talks about past and present events in their own lives and in the lives of family members	2. Knows other children don't always enjoy the same things, and are sensitive to this	3. Knows about similarities and differences between themselves and others	4. Knows about similarities and differences among families, communities and traditions	1. Knows about similarities and differences in relation to places, objects, materials and living things	2. Talks about the features of their own immediate environment and how environments may vary from one another	3. Makes observations of plants and animals	4. Explain why some things occur, and talk about changes	1. Recognises that a range of technology is used in places such as homes and schools	2. Selects and uses technology for particular purposes

Specific Area Expressive Arts and Design

Exploring & Using Media & Materials				
1. Sings songs and experiments with ways of changing them	2. Makes music and experiments with ways of changing it	3. Dances and experiment with ways of changing them	4. Safely use and explore a variety of materials, tools and techniques	5. Experiment with colour, design, texture, form and function

Being Imaginative						
1. Use what they have learnt about media and materials in original ways, thinking about uses and purposes	2. Represent their own ideas, thoughts and feelings through design and technology	3. Represent their own ideas, thoughts and feelings through art	4. Represent their own ideas, thoughts and feelings through music	5. Represent their own ideas, thoughts and feelings through dance	6. Represent their own ideas, thoughts and feelings through role play	7. Represent their own ideas, thoughts and feelings through stories

How it translates to ELG?

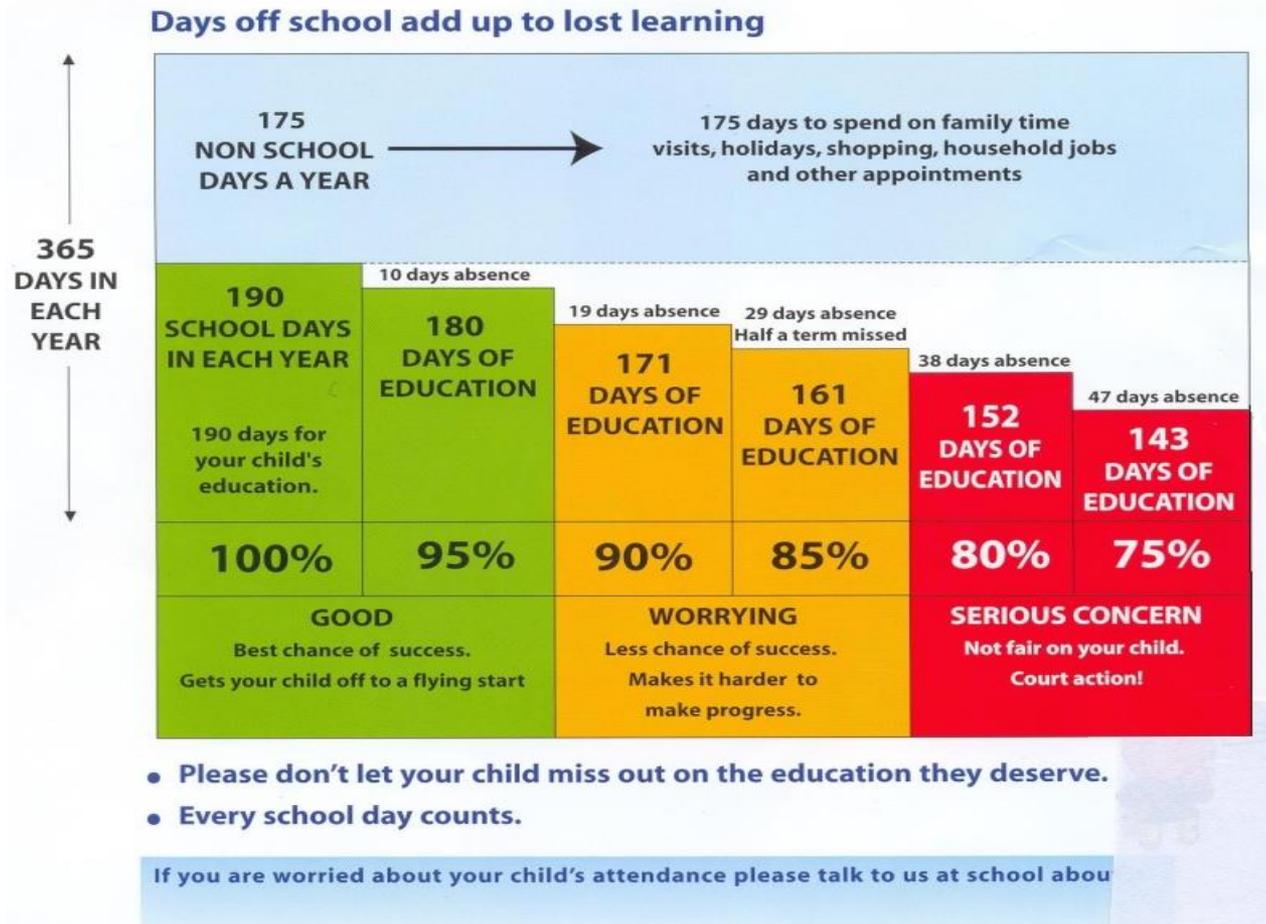
- **Emerging** – below age expectation of development
- **Expected** – at age expected level of development
- **Exceeding** – beyond age expected level of development

Area of learning		Aspect	Emerging	Expected	Exceeding
Communication and language	ELG 1	Listening and Attention		✓	
	ELG 2	Understanding		✓	
	ELG 3	Speaking		✓	
Physical Development	ELG 4	Moving and handling		✓	
	ELG 5	Health and self-care		✓	
Personal, Social and emotional development	ELG 6	Self-confidence and self-awareness		✓	
	ELG 7	Managing feelings and behaviour		✓	
	ELG 8	Making relationships		✓	
Literacy	ELG 9	Reading		✓	
	ELG 10	Writing		✓	
Mathematics	ELG 11	Numbers		✓	
	ELG 12	Shapes, space and measures		✓	
Understanding the World	ELG 13	People and communities		✓	
	ELG 14	The World		✓	
	ELG 15	Technology		✓	
Expressive Art and Design	ELG 16	Exploring and using media and materials		✓	
	ELG 17	Being imaginative		✓	

Moderation

- Internal moderation
- Visits from Local Authority moderators
- Visits and meetings will include a report on the accuracy of practitioner judgements
- All 17 ELG's moderated, including the range of emerging, expected and exceeding
- Quality assure and consistency across all schools

Attendance & Punctuality



At
least
96%+

Thank you for attending today's meeting.

We look forward to working in partnership with you

