Early Years Assessment
How do we work?

Ongoing

Start here
Observation
Look, listen and note. Describing

Planning
What next?
Experiences and opportunities, learning environment, resources, routines, practitioners’ role.

The Child

Assessment
Analysing observations and deciding what they tell us about children.
Assessment

Ongoing

• Analyse what we observe on a daily basis, unpicking which elements the children are demonstrating (Early Years Outcomes) Consider the different things you see...
  https://www.youtube.com/watch?v=HuP3CaVRMg8&index=10&list=PL7914115EB65911A5

• https://www.youtube.com/watch?v=ib5YGs5BKqU&index=11&list=PL7914115EB65911A5

• On a termly basis we then collate this evidence to ascertain the children’s levels.

• We then analyse the information and consider the proportion of children who are at Age Related Expectations and the next steps for all.
F1 Assessment

On entry expectations:

We would expect to see children working at 22-36 months secure.

Expectation at the end of F1:

We would expect to see children working at 30-50 months secure.
F2 Assessment

On entry expectations:

Children working at 30-50 secure

Expectation at the end of F2:

Expected at Early Learning Goals
Assessment
June/July

• End of June we complete the EYFS Profile, reporting each child’s achievement against the Early Learning Goals

• Characteristics of Effective Learning, a blurb which explains how the children approach learning

• Parents and carers will receive an overview of their child’s achievements in the reports given out in July.
Early Learning Goals

Age Related Expectation is 'Expected' 'Best Fit' children do not have to have equal mastery of all aspects of the ELG.

**Expected (2)** the level of development expected at the end of the EYFS.

**Emerging (1)** When a child is not securely working in the ELG, they will be emerging. You will be aware of this for your child from conversations with class teachers.

**Exceeding (3)** When a child is confidently working beyond the expected ELG, there are 'exceeding' descriptors to measure against.

For each of the 17 areas, they are all assessed individually. Your child may be exceeding in some areas and expected in others. Or expected in most areas and emerging in one or two. For other children, they may be emerging in most areas.
A child will be described as having achieved a Good Level of Development if they are expected or exceeding in:

- **All of the Prime Areas** (Personal, Social and Emotional Development, Physical Development and Communication and Language Development).

- **Plus Literacy and Mathematics**

The government considers the prime areas to be essential for a child’s healthy development and that Literacy and Mathematics are essential in preparing children for Key Stage 1.
## Early Learning Goals

### Prime Areas

<table>
<thead>
<tr>
<th>Personal, Social &amp; Emotional Development</th>
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<tbody>
<tr>
<td><strong>Making Relationships</strong></td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>Self-confidence and Self-awareness</strong></td>
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<tr>
<td>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. They say when they do or don’t need help.</td>
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<tr>
<td><strong>Managing Feelings and Behaviour</strong></td>
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<tr>
<td>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 the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</td>
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<th>Communication &amp; Language</th>
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<td><strong>Listening and Attention</strong></td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>Understanding</strong></td>
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<tr>
<td>Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</td>
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<tr>
<td><strong>Speaking</strong></td>
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<tr>
<td>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.</td>
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<th>Physical Development</th>
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<td><strong>Moving and Handling</strong></td>
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<tr>
<td>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.</td>
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<tr>
<td><strong>Health and Self-care</strong></td>
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<tr>
<td>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.</td>
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# Early Learning Goals

## Specific Areas

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<th>Area</th>
<th>Description</th>
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| **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**                     | **Numbers**  
  Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and 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 and 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 & 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. |
Tapestry

Notes

Max related some of his animals to the ones he saw on our farm visit. He liked the tractor ride the best on the visit.
Rainbow Learning Challenges

There are 6 learning challenges in the environment. We change these challenges every week to focus on a different area of learning/skill.

If a child has completed all 6 learning challenges they have made a 'rainbow' and on a Friday they will receive a certificate and a small prize from the treasure chest.
Observation

Types of evidence:
- knowledge of the pupil
- materials which illustrate the pupil’s learning journey, such as photographs
- information from parents or other relevant adults
- observations of day to day interactions
- video, tape or electronic recordings
- the pupil’s view of his or her own learning
Observation continued...

We look for:

• **Embedded learning;** demonstrated spontaneously, independently and in a range of contexts.

**Plan, Do and Review (Child-initiated);** children are highly motivated to learn, play and explore. They demonstrate their embedded learning as they feel confident to use their secure knowledge and skills.
Characteristics of effective learning

The ways in which the child engages with other people and their environment underpin learning and development across all areas and support the child to remain an effective and motivated learner.

Playing and exploring - engagement:
• Finding out and exploring
• Playing with what they know
• Being willing to ‘have a go’

Active learning - motivation:
• Being involved and concentrating
• Keeping trying
• Enjoying achieving what they set out to do

Creating and thinking critically - thinking:
• Having their own ideas
• Making links
• Choosing ways to do things
Any Questions?

A child’s life is like a piece of paper on which every person leaves a mark.

Thank you