

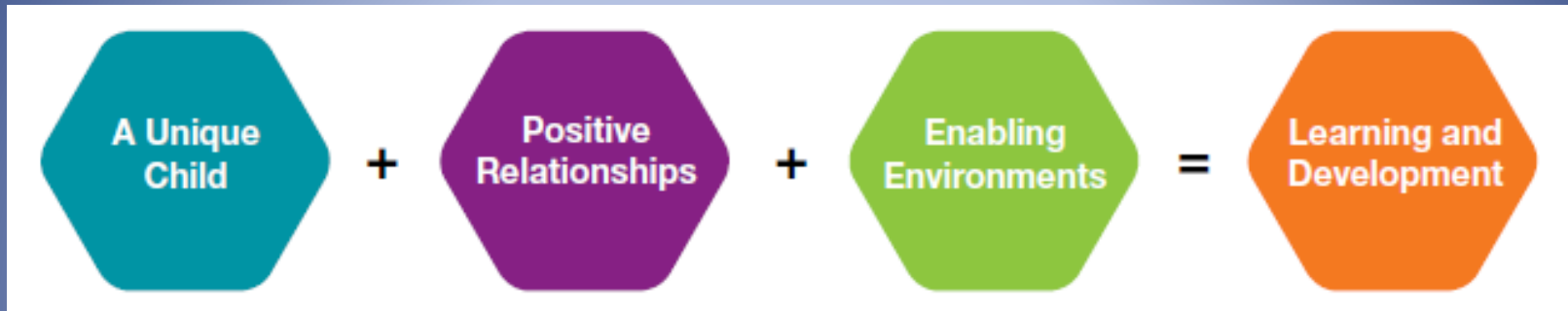


Assessment in EYFS

Aims this evening

- What is the Early Years Curriculum?
- What does assessment look like in reception?
- What you can do at home to support your child.

What is the Early Years Curriculum?



What does assessment look like in reception?

- Baseline assessment of every child.
- Ongoing observations throughout the year.
 - Adult led learning
 - Child initiated learning
 - Captured via Tapestry
- End of year statutory assessment against Early Learning Goals.

What does assessment look like in reception?



Baseline assessment

Ongoing observations

Using development matters



End of year statutory
Assessment
Early Learning Goals
Emerging
Expected
Exceeding
Good level of development

Characteristics of Effective Learning
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

Area of Learning and Development	Aspect
Prime Areas	
Personal, Social and Emotional Development	Making relationships
	Self-confidence and self-awareness
	Managing feelings and behaviour
Physical Development	Moving and handling
	Health and self-care
Communication and Language	Listening and attention
	Understanding
	Speaking
Specific areas	
Literacy	Reading
	Writing
Mathematics	Numbers
	Shape, space and measure
Understanding the World	People and communities
	The world
	Technology
Expressive Arts and Design	Exploring and using media and materials
	Being imaginative

Development Matters in the Early Years Foundation Stage (EYFS)




This non-statutory guidance material supports practitioners in implementing the statutory requirements of the EYFS.

Children develop quickly in the early years, and early years practitioners aim to do all they can to help children have the best possible start in life. Children have a right, spelled out in the United Nations Convention on the Rights of the Child, to provision which enables them to develop their personalities, talents and abilities irrespective of ethnicity, culture or religion, home language, family

background, learning difficulties, disabilities or gender. This guidance helps adults to understand and support each individual child's development pathway. Other guidance is provided at www.foundationyears.org.uk. The EYFS statutory framework is available on the Foundation Years website as well as the Department for Education website: www.education.gov.uk/publications



Personal, Social and Emotional Development: Making relationships

	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
 22-36 months	<ul style="list-style-type: none"> Interested in others' play and starting to join in. Seeks out others to share experiences. Shows affection and concern for people who are special to them. May form a special friendship with another child. 	<ul style="list-style-type: none"> Ensure that children have opportunities to join in. Help them to recognise and understand the rules for being together with others, such as waiting for a turn. Continue to talk about feelings such as sadness, happiness, or feeling cross. Model ways of noticing how others are feeling and comforting/helping them. 	<ul style="list-style-type: none"> Make time for children to be with their key person, individually and in their key group. Create areas in which children can sit and chat with friends, such as a snug den and cosy spaces. Provide resources that promote cooperation between two children such as a big ball to roll or throw to each other.
 30-50 months	<ul style="list-style-type: none"> Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. Initiates play, offering cues to peers to join them. Keeps play going by responding to what others are saying or doing. Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. 	<ul style="list-style-type: none"> Support children in developing positive relationships by challenging negative comments and actions towards either peers or adults. Encourage children to choose to play with a variety of friends from all backgrounds, so that everybody in the group experiences being included. Help children understand the feelings of others by labelling emotions such as sadness, happiness, feeling cross, lonely, scared or worried. Plan support for children who have not yet made friends. 	<ul style="list-style-type: none"> Plan activities that require collaboration, such as parachute activities and ring games. Provide stability in staffing, key person relationships and in grouping of the children. Provide time, space and materials for children to collaborate with one another in different ways, for example, building constructions. Provide a role-play area resourced with materials reflecting children's family lives and communities. Consider including resources reflecting lives that are unfamiliar, to broaden children's knowledge and reflect an inclusive ethos. Choose books, puppets and dolls that help children explore their ideas about friends and friendship and to talk about feelings, e.g. someone saying 'You can't play'.
 40-60+ months	<ul style="list-style-type: none"> Initiates conversations, attends to and takes account of what others say. Explains own knowledge and understanding, and asks appropriate questions of others. Takes steps to resolve conflicts with other children, e.g. finding a compromise. <p>Early Learning Goal</p> <p>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.</p>	<ul style="list-style-type: none"> Support children in linking openly and confidently with others, e.g. to seek help or check information. Model being a considerate and responsive partner in interactions. Ensure that children and adults make opportunities to listen to each other and explain their actions. Be aware of and respond to particular needs of children who are learning English as an additional language. 	<ul style="list-style-type: none"> Ensure that children have opportunities over time to get to know everyone in the group, not just their special friends. Ensure children have opportunities to relate to their key person, individually and in small groups. Provide activities that involve turn-taking and sharing in small groups.

Children develop at their own rates, and in their own ways. The development statements and their order should not be taken as necessary steps for individual children. They should not be used as checklists. The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development.



TAPESTRY

ONLINE LEARNING JOURNAL

We only see your children for 39 weeks of the year for just 6 hours of the day...

By using Tapestry you can help us build a better picture of all the skills and knowledge that your child is gaining...

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Early Learning Goals

Making Relationships
Self Confidence and Self Awareness
Managing Feelings and Behaviour

Listening and Attention
Understanding
Speaking

Moving and Handling
Health and Self Care

Reading
Writing

Number
Shape, Space and Measure

People and Communities
The World
Technology

Exploring using Media and Materials
Being Imaginative

Emerging, Expected or Exceeding GLD

ELG10 – 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.

observations

child initiated writing

guided writing



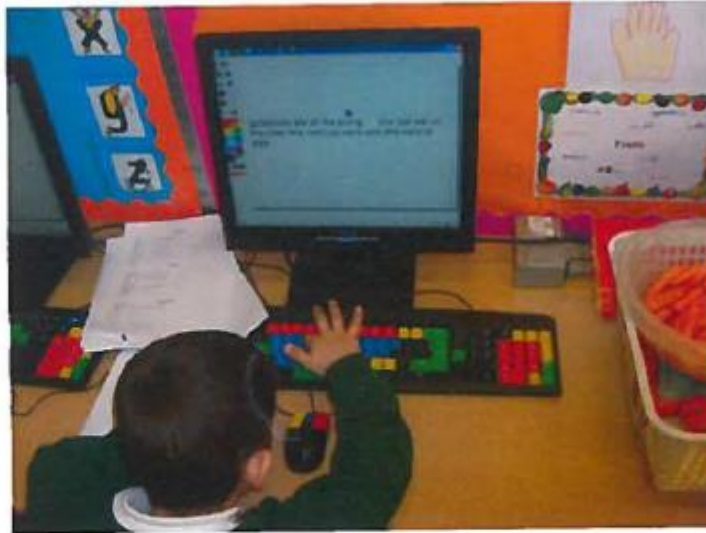
I Watched a
dinosaur Movie
it was sooper
exsiting

Phonic knowledge applied

Sentence makes sense

Can be read by others

'it' 'a' 'was' spelt correctly



goldilocks ate all the porrig. she oso sat on the
chair.she went up sters and she went to
sleep.daniel. ^{also}
^{stairs}

ELG- Writing

Oscar had spent over 40 minutes building a giant's castle with a small group. It was nearing the end of the session and he was keen that it was not taken down. "We need a notice now!" he announced, "I'm going to make it!" He organised himself in the writing area. This is what he wrote!

'Pleze doant BRak the casle' (Please don't break the castle)



pleze doant
BRak the
casle

ELG09 – Reading

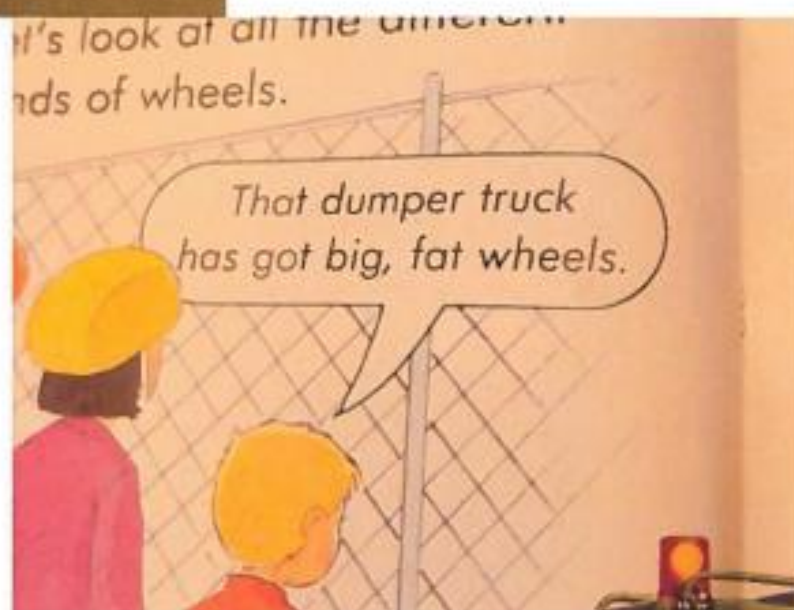
Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

observations

one to one reading

group reading

Alisha is becoming a confident reader, and enjoys choosing a range of books to look at independently. She has competent decoding skills and can sight read some high frequency words.





Avni, reading signs on the wall in the minibeast display area. She read aloud to her friend "Are there any minibeasts in your classroom? Are you sure? Then she said to her friend *"Not a lot - maybe flies - not beetles - and butterflies are in there."* (We had a butterfly hatching kit in the classroom at the time).

Then she read the question "Where does it live?" and answered to herself, *"In a shell."*

She moved on to the spider questions and once again read aloud to her friend "It is an insect? How do you know? Then she said - pointing to the spider *"No, cos it has more than 6 legs."* She then pointed to the ladybird photo and said - *"It has 6 legs and no back." bones."*



Handout



Tricky words in reception

As the children learn to read by segmenting sounds in words and then blending them together, they will also come across words that you cannot do this for. These are called tricky words (non decodable) and the children need to learn these words by sight reading them. In reception the children need to learn the tricky words;

to	go	we	you	are
no	into	me	all	her
the	he	be	my	
I	she	was	they	

- These words are attached to this letter and here are some suggestions of how you can help your child to learn to sight read them;
- Cut them out, turn them over, take in turns to choose a word and read it (without sounding it out)
 - Copy the words out using felt tips, chalk and paints onto large sheets of paper
 - Count how many times you can find one of the tricky words in a reading book
 - Use magnetic letters to spell the word out to match the card

ELG11 – Numbers

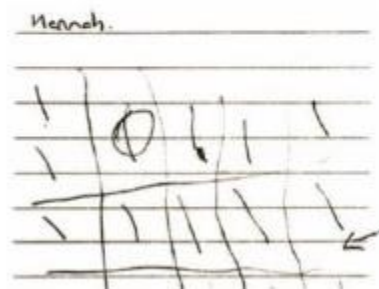
Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving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

ELG-Number



Hannah made a chart of the children outside. She listed how many girls and how many boys were outside. Hannah was able to say that "There are 5 girls and 4 boys. That's 9 altogether".

Hannah counted her chart. "There are 15 children in and one child out. I have put a circle and a line because Brooke came in later".



Hannah made a chart. "This is circles for people who are out and lines for people who are in. It's a bit like a register but it's a chart". Hannah went around looking for children who were in class and who were outside.

Chloe was playing in the maths area. "I need three more" I had come

ELG-Number



C put two
wheels on one side of
his lorry. Now double
it. He put two on
the other side. "That's
four"

ELG-Number



William went to
the tesco roleplay
area outside
and purchased
two items.
* He used fingers
to add $3+3$ together.
He said "it is 6p"

ELG12 – Shape, space and measures

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.

ELG- Shape, Space Measure



Ella and Thomas made a repeating pattern with the plastic bricks (an adult directed challenge). The tower also had to be taller than them. They worked well together...
Ella; "There you go Thomas" and passed him a brick.
Thomas; "Hang on – this one next".
Ella; "It's nearly taller than us!"
Ella; "It's going to fall over. It's getting taller than us".
Thomas; "One more! Hang on!"

When he had finished listening to 'The Giraffe who got in a Knot', Thomas correctly identified that the giraffe was "taller" at the end of the story (spontaneous comment), as he no longer had a knot in his neck.

ELG- Shape, Space Measure

I was building with some 3 D shapes.

"When the sphere is cut in half it has a flat side and a curved side. The flat side is a circle"

I decided to make some butterflies with the shapes in the office.

"I'm using a triangle for the bottom and two squares for the wings but I will turn them around so they look like diamonds".

Playing with 3D shapes



Making a shape butterfly



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Good Level of Development (GLD)

In order for a child to have a GLD at the end of Reception year which means they are ready for learning in year 1, they need to have met the ELGs in all of the first 12 areas.

What can you do at home to support your child?

- Look at tapestry together and reflect on the learning that has taken place
- Record any significant moments of learning at home onto tapestry to share with us
- Read regularly
- Play board games
- Play tricky word games

Any questions

