Welcome to the Early Years Profile meeting

Wednesday 18th April

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We will look at:

- What the Early Years Profile is
- The Early Learning Goals

low we ssess

Throughout the year, we assess at 3 different times

- On entry (baseline)
- Throughout the year (using Tapestry)
- At the end of the year (Early Years Profile)

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rofile?

Early Years Foundation Stage Profile – (by 29th June)

EYFS profile data is used to:

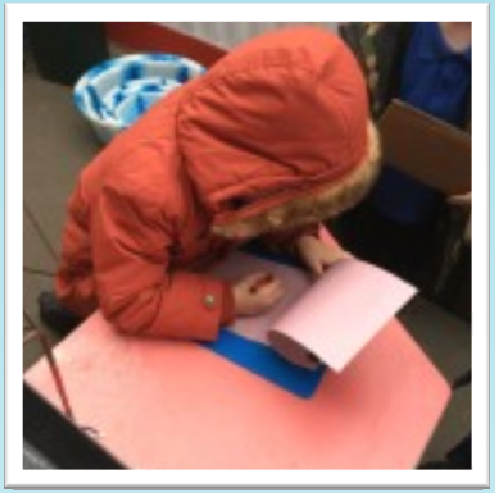
- inform parents about their child's development
- support a smooth transition to key stage 1

What we assess

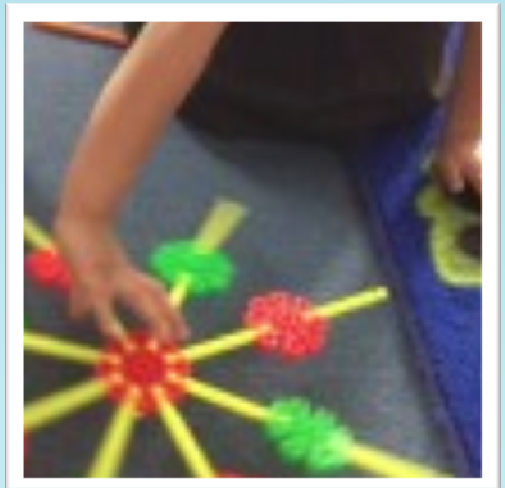
Do children show the Characteristics of Effective Learning?

playing and exploring -
vestigate and experience
ings, 'have a go'

• **active learning** – concentrate, keep on trying, enjoy achievements



ating and thinking critically -
and develop ideas, make
, develop strategies



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notional Development –
king relationships
f-confidence and self-awareness
naging feelings and behaviour

The Prime Areas

The Prime Areas

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oving and handling
ealth and self-care

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mmunication and Language –
tening and attention
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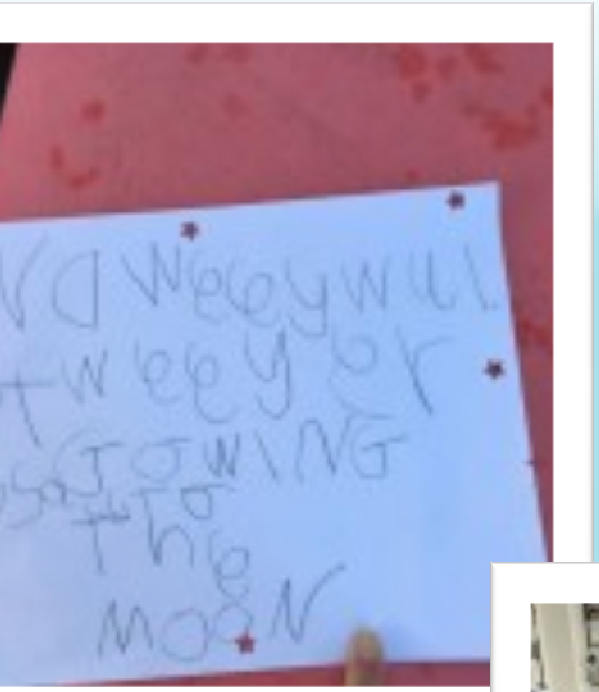
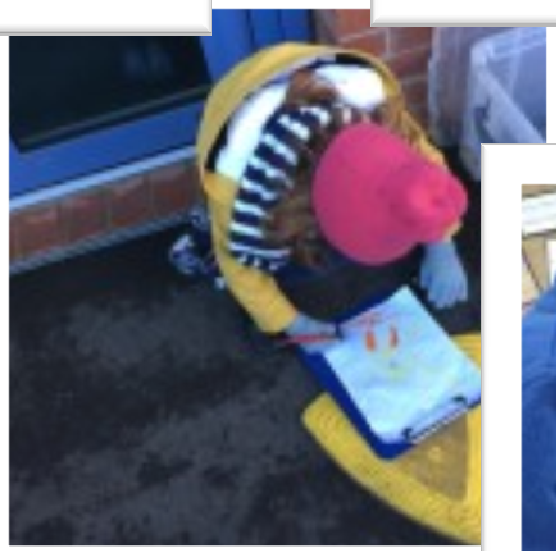
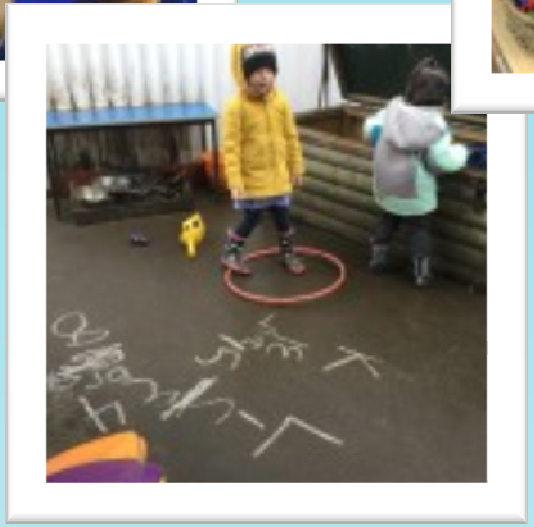
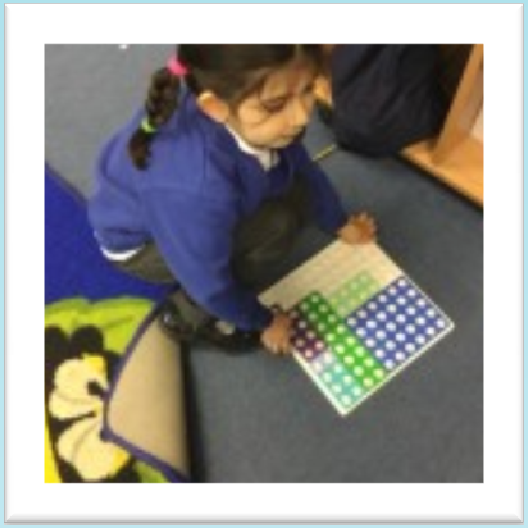


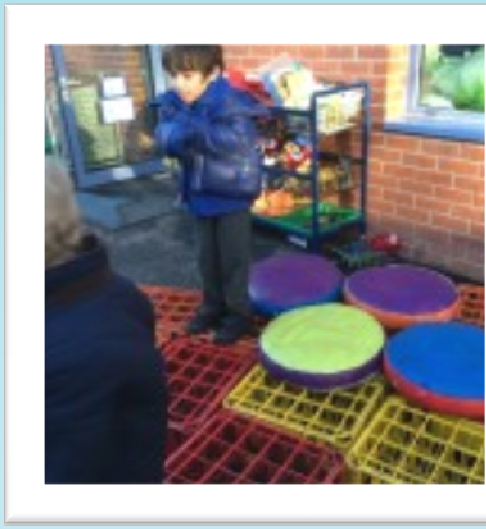


Literacy –
Reading
Writing

The Specific Areas







thematics –
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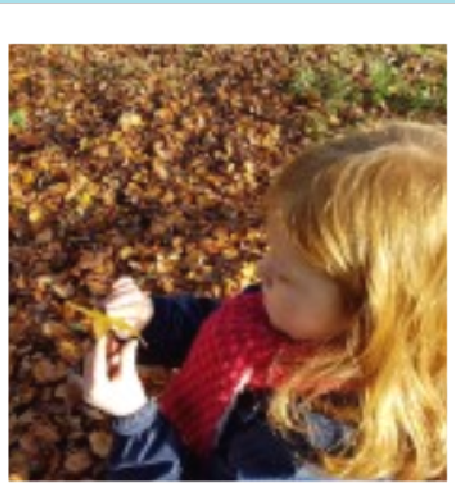
ape, space and measure

The Specific Areas



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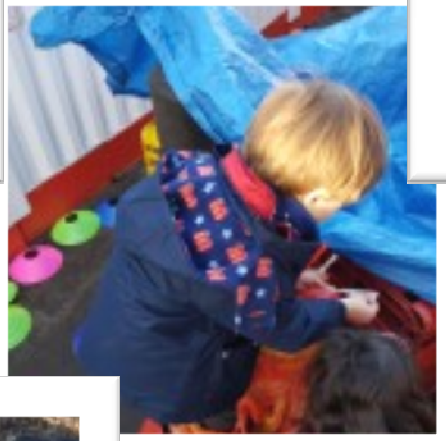
The Specific Areas



Expressive Arts and Design –
Exploring and using media and materials
Being imaginative

The Specific Areas

low we ssess

At the end of the Year, children will be assessed as to whether they are:

- at the level of development expected at the end of the EYFS (**expected**)
- not yet at the level of development expected at the end of the EYFS (**emerging**)
- beyond the level of development expected at the end of the EYFS (**exceeding**)

low we ssess

Children need to show their skills and knowledge **consistently and independently, in a range of situations**.

Information at home can be used and is extremely useful.

Assessments will be made of mostly child initiated activities and some adult initiated activities.

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oals

ELG 01 Listening and attention: pupils **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. The give their **attention** to what others say and **respond** appropriately, while engaged in another activity.

ELG 04 Moving and handling: pupils 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.

ELG 10 Writing: pupils 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**.

ELG 17 Being imaginative: pupils 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**.

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oals –
xceeding
atements

Moving and handling Children can **hop** confidently and **skip** in time to musi
They **hold paper** in position and use their **preferred hand** for writing, using a
correct pencil grip. They are beginning to be able to **write on lines** and
control letter size.

Self-confidence and self-awareness Children are **confident speaking** to a
class group. They can talk about the things, they **enjoy** and are **good** at, and
about the things they **do not find easy**. They are **resourceful** in finding
support when they need help or information. They can **talk about the plans**
they have made to carry out activities and **what they might change** if they
were to repeat them.

Reading Children can read phonically regular words of **more than 1 syllable**
as well as many irregular but **high frequency words**. They use **phonic**
(sounds and blending)**, semantic** (meaning – does it make sense) **and**
syntactic (sentence structure – does it sound right) knowledge to understand
unfamiliar vocabulary. They can **describe** the main events in the simple stori
they have read.

What is GLD?

School is measured on the percentage of children achieving a **Good Level of Development** – GLD

GLD is determined by children achieving expected in the 3 prime plus maths and literacy

Any questions?
Thank you for listening

Wednesday 18th April