

# Welcome to the Early Years Profile meeting

Wednesday 18<sup>th</sup> April

# Early Years Profile Meeting

We will look at:

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

# How we assess

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)

# What is the Profile?

Early Years Foundation Stage Profile –  
(by 29<sup>th</sup> 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

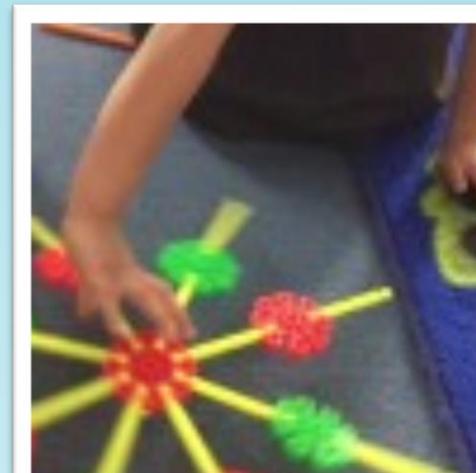
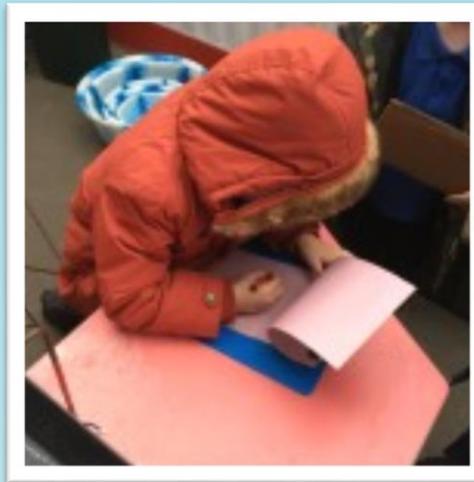
Do children show the  
Characteristics of Effective  
Learning?

- **playing and exploring** - investigate and experience things, 'have a go'



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

- **creating and thinking critically** - have and develop ideas, make links, develop strategies





## Personal, Social and Emotional Development –

Making relationships

Self-confidence and self-awareness

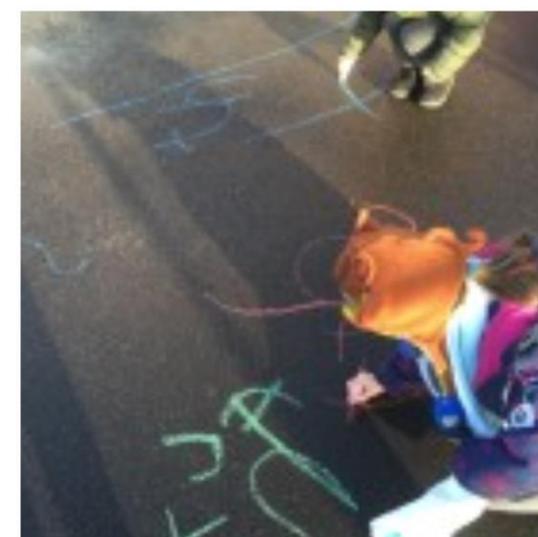
Managing feelings and behaviour

# The Prime Areas

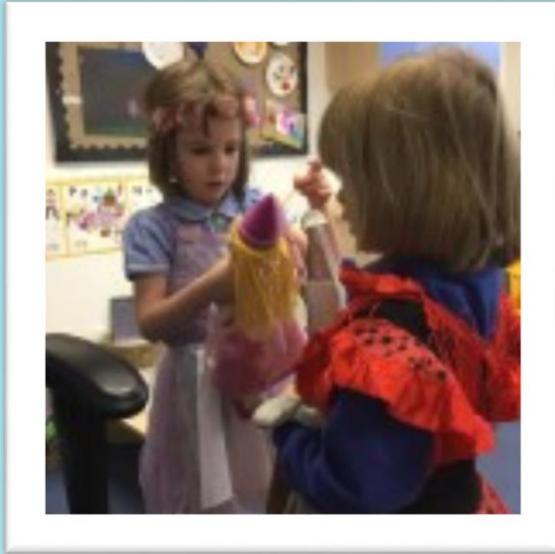


# The Prime Areas

**Physical Development –**  
Moving and handling  
Health and self-care

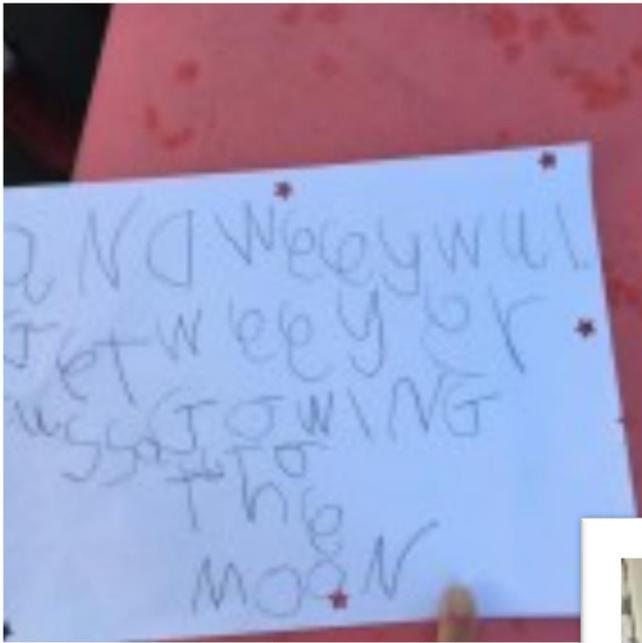


# The Prime Areas

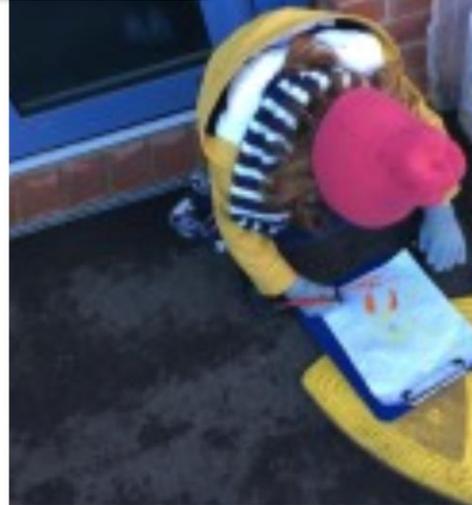


**Communication and Language –**  
Listening and attention  
Understanding  
Speaking

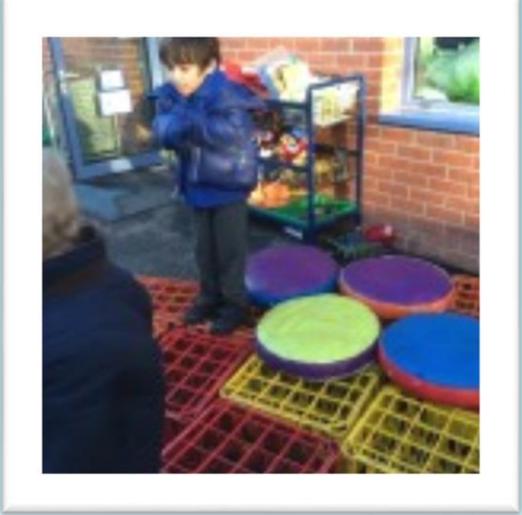
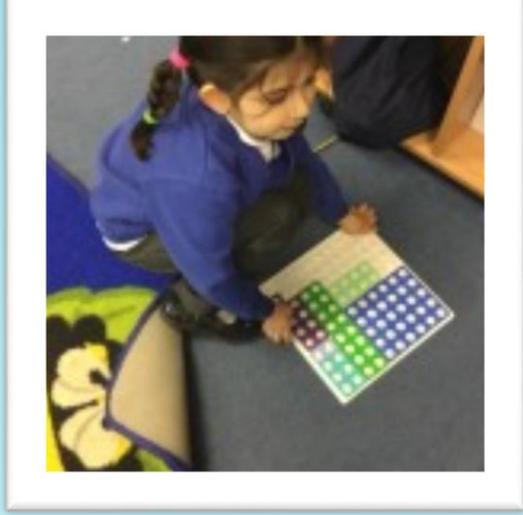
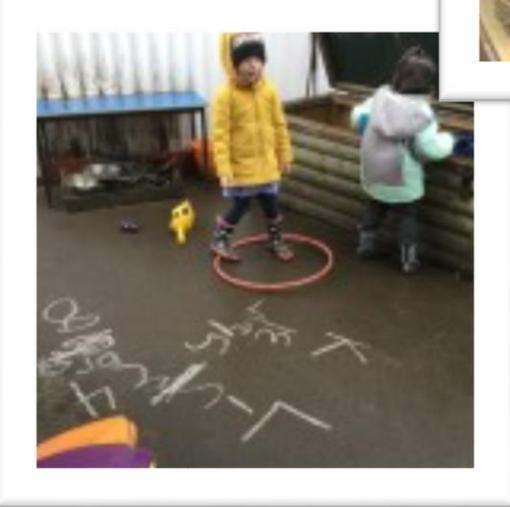




Literacy –  
Reading  
Writing



# The Specific Areas



**Mathematics –**  
Numbers  
Shape, space and measure

# The Specific Areas



**Understanding the World –**  
People and Communities  
The World  
Technology



# The Specific Areas



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

# The Specific Areas



# How we assess

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**)

# How we assess

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.

## Early Learning Goals

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. They 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**.

## Early Learning Goals – Exceeding Statements

*Moving and handling* Children can **hop** confidently and **skip** in time to music. 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 stories 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 18<sup>th</sup> April