



Assessment in the Early Years Foundation Stage (EYFS)

What are the Early Learning Goals?

Throughout Reception year, your child is assessed against the Early Learning Goals (ELGs). These are broken down into **3 Prime Areas** and **4 Specific Areas** of learning (7 Areas in total). Each **Area** is separated into two or three '**Aspects**' (17 Aspects in total). Each '**Aspect**' contains several ELG statements. [A list of all the Areas, Aspects and statements can be seen on page 2 & 3 of this document.](#)

How are these judgments made?

The judgements are based on 'teacher assessment and observation' – the ongoing assessments that your child's teacher (and teaching assistant) make across the year. You will have seen some of these observations via Tapestry – the evidence from this is crucial in enabling the teacher to make their assessments.

Are tests used?

No. Testing is not used in the EYFS. The teacher will often 'check' your child's understanding or progress but there is no 'formal test' in the traditional sense of the word.

What happens at the end of the year?

At the end of Reception year, the teacher has to make a final judgment about your child's achievement against the ELGs. The teacher has to decide if your child is:

- **emerging** (below the expected standard)
- **expected** (at the expected standard)
- **exceeding** (above the expected standard)

The teacher has to make the above judgement for each of the 17 aspects. This is reported to you as part of your child's annual school report.

What is a 'good level of development'?

A 'good level of development' (GLD) is judged as any child who is at the 'expected level' in all the Prime Areas of Learning as well as the Specific Areas of literacy and mathematics.

What happens if my child does not reach the expected standard in one of more of the ELGs?

Whether your child is **emerging**, **expected** or **exceeding**, it is the school's job to ensure they make good progress as they pass through Key Stage 1 (Years 1 and 2).



Early Learning Goals (Prime Areas)

ASPECTS	Prime Area 1 - Personal, Social and Emotional Development
1. Making Relationships	<ul style="list-style-type: none"> 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.
2. Self-confidence and Self-awareness	<ul style="list-style-type: none"> 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.
3. Managing Feelings and Behaviour	<ul style="list-style-type: none"> 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.

ASPECTS	Prime Area 2 - Communication and Language
4. Listening and Attention	<ul style="list-style-type: none"> 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.
5. Understanding	<ul style="list-style-type: none"> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
6. Speaking	<ul style="list-style-type: none"> 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.

ASPECTS	Prime Area 3 - Physical Development
7. Moving and Handling	<ul style="list-style-type: none"> 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.
8. Health and Self-Care	<ul style="list-style-type: none"> 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.

Teacher Assessment Judgements (at the end of Reception)

For each Aspect the teacher will make one of three judgements:

Emerging	Below the expected level
Expected	In line with the expected level
Exceeding	Above the expected level



A **'good level of development'** (GLD) is judged as any child who is at the 'expected level' in all the Prime Areas of Learning as well as the Specific Areas of literacy and mathematics.



Early Learning Goals (Specific Areas)

ASPECTS	Specific Area 1 - Literacy
9. Reading	<ul style="list-style-type: none"> 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.
10. Writing	<ul style="list-style-type: none"> 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.

ASPECTS	Specific Area 2 - Mathematics
11. Numbers	<ul style="list-style-type: none"> 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.
12. Shape, Space and Measure	<ul style="list-style-type: none"> 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.

ASPECTS	Specific Area 3 - Understanding the World
13. People and Communities	<ul style="list-style-type: none"> 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.
14. The World	<ul style="list-style-type: none"> 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.
15. Technology	<ul style="list-style-type: none"> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

ASPECTS	Specific Area 4 - Expressive Arts and Design
16. Exploring and Using Media and Materials	<ul style="list-style-type: none"> 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.
17. Being Imaginative	<ul style="list-style-type: none"> 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.