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| **Entry** | **Date of Assessment** | **Attainment of children (%) in relation to Age Related Expectations within each strand in each area of learning** |
| **PSED** | **Physical Development** | **Communication and Language** | **Literacy** | **Maths** | **Understanding of the World** | **Expressive Arts and Design** |
| **Making relationships** | **Self-confidence and self-awareness** | **Managing feelings and behaviour** | **Moving and handling** | **Health and self-care** | **Listening and attention** | **Understanding** | **Speaking** | **Reading**  | **Writing** | **Number** | **Shape, space and measure** | **People and communities** | **The World** | **Technology** | **Exploring and using media and materials** | **Being imaginative** |
| Children working **significantly below** their ARE **30-50c or below** | **On Entry** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Children working **below** their ARE **30-50a or b**  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Children working **in-line** with their ARE **40-60+c** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Children working **above** their ARE**40-60+b or above** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

NB – Although the youngest summer born are within their developmental age/stage at 30-50, they need to make accelerated progress to attain the GLD, hence their inclusion in the working **below** cell.

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|  **Autumn** | **Date of Assessment** | **Attainment of children (%) in relation to Age Related Expectations within each strand in each area of learning** |
| **PSED** | **Physical Development** | **Communication and Language** | **Literacy** | **Maths** | **Understanding of the World** | **Expressive Arts and Design** |
| **Making relationships** | **Self-confidence and self-awareness** | **Managing feelings and behaviour** | **Moving and handling** | **Health and self-care** | **Listening and attention** | **Understanding** | **Speaking** | **Reading**  | **Writing** | **Number** | **Shape, space and measure** | **People and communities** | **The World** | **Technology** | **Exploring and using media and materials** | **Being imaginative** |
| Children working **significantly below** their ARE **30-50b or below** | **Autumn Term** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Children working **below** their ARE **40-60+c or 30-50 a** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Children working **in-line** with their ARE **40-60+b** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Children working **above** their ARE**40-60+a or above** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Spring**

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| --- | --- | --- |
|  | **Date of Assessment** | **Attainment of children (%) in relation to Age Related Expectations within each strand in each area of learning** |
| **PSED** | **Physical Development** | **Communication and Language** | **Literacy** | **Maths** | **Understanding of the World** | **Expressive Arts and Design** |
| **Making relationships** | **Self-confidence and self-awareness** | **Managing feelings and behaviour** | **Moving and handling** | **Health and self-care** | **Listening and attention** | **Understanding** | **Speaking** | **Reading**  | **Writing** | **Number** | **Shape, space and measure** | **People and communities** | **The World** | **Technology** | **Exploring and using media and materials** | **Being imaginative** |
| Children working **significantly below** their ARE **30-50a or below** | **Spring Term** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Children working **below** their ARE **40-60+b or 40-60+c**  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Children working **in-line** with their ARE **40-60+a** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Children working **above**their ARE**ELG or above** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Summer**

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| --- | --- | --- |
|  | **Date of Assessment** | **Attainment of children (%) in relation to Age Related Expectations within each strand in each area of learning** |
| **PSED** | **Physical Development** | **Communication and Language** | **Literacy** | **Maths** | **Understanding of the World** | **Expressive Arts and Design** |
| **Making relationships** | **Self-confidence and self-awareness** | **Managing feelings and behaviour** | **Moving and handling** | **Health and self-care** | **Listening and attention** | **Understanding** | **Speaking** | **Reading**  | **Writing** | **Number** | **Shape, space and measure** | **People and communities** | **The World** | **Technology** | **Exploring and using media and materials** | **Being imaginative** |
| Children working **significantly below** their ARE **40-60+c or below** | **Summer Term – (June)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Children working **below** their ARE **40-60+a or b** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Children working **in-line**with their ARE. **ELG** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Children working **above** their ARE**Exceeding** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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| **Statutory EYFSP****Assessment** **June / on exit** | **Dev.****Matters****Bands** | **% OF CHILDREN WORKING WITHIN each development band / ELG judgment** |
| **PSED** | **Physical Development** | **Communication and Language** | **Literacy** | **Maths** | **Understanding of the World** | **Expressive Arts and Design** |
|  |  | **Making relationships** | **Self-confidence and self-awareness** | **Managing feelings and behaviour** | **Moving and handling** | **Health and self-care** | **Listening and attention** | **Understanding** | **Speaking** | **Reading**  | **Writing** | **Number** | **Shape, space and measure** | **People and communities** | **The World** | **Technology** | **Exploring and using media and materials** | **Being imaginative** | **Making relationships** | **Self-confidence and self-awareness** | **Managing feelings and behaviour** | **Moving and handling** |
| Emerging (1) | **22-36 c** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **22-36 b** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **22-36 a** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **30-50 c** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **30-50 b** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **30-50 a** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **40-60 c** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **40-60 b** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **40-60 a** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ELG (2) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Exceeding (3) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Key questions to support data analysis.**

* What proportion the of children have made typical or better progress from their starting points, including SEND/EAL/ Pupil Premium/more able?
* What does the data tell you about the attainment and needs of individual children e.g. SEND/EAL/ Pupil Premium/more able?
* How quickly are disadvantaged children, and any groups that are underachieving, catching up?
* What does the data tell you about priorities for your setting? Add any specific actions in response to data analysis to your Action Plan.
* How does the attainment of children at the end of Reception compare with EYFSP national and county figures, including the proportion that achieves a Good Level of Development?