Managing Assessment Data in the EYFS

Reception aged children in schools and settings

|  |  |
| --- | --- |
| \\oxfordshire\Learning and Culture\LifeLong\Foundation Years\Communications\Photos\Catherine - monitoring data booklet\DSC_0933.JPG |  |
|  |

September 2017

The Early Years Foundation Stage

The [EYFS Framework](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2) (Updated March 2017) is statutory for all Early Years providers - maintained schools, non-maintained schools, independent schools, and all providers on the Early Years Register. The EYFS sets the standards that all Early Years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children’s ‘school readiness’ and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

There are seven areas of learning and development that must shape educational programmes in Early Years settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children’s curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the *prime* areas, are:

* communication and language
* physical development
* personal, social and emotional development

Providers must also support children in four *specific* areas, through which the three prime areas are strengthened and applied. The specific areas are:

* literacy
* mathematics
* understanding the world
* expressive arts and design

In planning and guiding children’s activities, practitioners must consider the different ways that children learn and reflect these in their practice. Three characteristics of effective teaching and learning are:

* playing and exploring - *children investigate and experience things, and ‘have a go’*
* active learning - *children concentrate and keep on trying if they encounter difficulties, and enjoy achievements*
* creating and thinking critically - *children have and develop their own ideas, make links between ideas, and develop strategies for doing things*

Early Years Outcomes

[Early Years Outcomes](http://www.foundationyears.org.uk/eyfs-statutory-framework/)  is a non-statutory guide for practitioners and inspectors to help inform understanding of child development through the early years. Oxfordshire County Council recommends the use of ‘Development Matters’ as it gives a more extensive explanation of the developmental levels and characteristics of effective learning, detailing how practitioners can support children’s next steps. ‘Early Years Outcomes’ is an extract from this document.

## Development Matters

[Development Matters (March 2012)](http://www.foundationyears.org.uk/wp-content/uploads/2012/03/Development-Matters-FINAL-PRINT-AMENDED.pdf) is non-statutory guidance material that supports practitioners in implementing the statutory requirements of the EYFS. It states that: “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.” These statements can be used throughout the EYFS as a guide to making ‘best fit’ judgements about whether a child is showing typical development for their age, may be at risk of delay or is ahead for their age.

Individual observations may be linked to Development Matters bands as part of formative assessment. Judgements across all areas of learning should be made on entry and at several points throughout the yearin order toconsider the overall progress a child is making, and whether progress is generally in line with what is typical for a child of that age. Learning and development is compared with the most appropriate band(s) of descriptors and the band which most closely describes the child’s developmental stage is identified.

Using ‘A’, ‘B’ or ‘C’, a level can be awarded within each developmental age/stage band using a ‘best fit’ approach.

* if the child is working just within the band record as a ‘C’ (beginning):
* if the child is working comfortably within the age band record as a ‘B’ (secure)
* If the child is very proficient within the band record as an ‘A’ (high)

Because this is a ‘best fit’ judgement it does not involve recording evidence for or highlighting every single ‘Development Matters’ statement. Rather the child’s key person and the class teacher, in discussion with all others involved with the child, will make professional judgments about which level of development best describes the child at that moment on their developmental journey. These professional judgements will be based upon on-going observational assessment of the child as he/she engages with the environment and interacts in their play and planned activities. It will take account of information from the parents/carers about what the child does outside school.

National expectations on entry

Ofsted no longer refer to ‘on entry’ benchmarks of 30-50 months for Nursery children and 40-60+ months for Reception. A child entering Nursery at the age of three working proficiently within 22-36 months could be considered as ‘age typical’, depending upon their date of birth. Similarly, a child starting Reception at the age of four working proficiently within 30-50 months could still be regarded as ‘age typical’, depending upon their date of birth.

The school inspection handbook states:

**“**Inspectors will take account of current standards and progress, including the school’s own performance information, and make a relevant judgement on academic and other learning outcomes for pupils by evaluating the extent to which all pupils:

* progress well from their different starting points and achieve or exceed standards expected for their age nationally (at the end of a key stage), or within the school’s own curriculum.”

Individual children may be:

* operating at a level **below** that typical for their age **but not significantly so** (this may reflect a lack of pre-school experience)
* showing a **typical level of development** for their age
* operating at a level **above** that typical for their age (indicating the potential to exceed the early learning goals by the end of reception).

Others may be operating at a level significantly below that which is typical for their age. Such children may be at risk of delay, or may have a particular disability or special educational need that has already been identified.

Entry/Baseline Assessment

|  |
| --- |
| To track and support the development of the whole child it is important that schools identify children’s level of development on entry and progress made throughout the year across all 7 areas of learning within the EYFS curriculum and the Characteristics of Effective Learning.  Entry assessment will reflect the knowledge and understanding of children at the start of Reception and should be used as a starting point from which to measure the progress that children make. Assessment should be carried out by Reception teachers within the first half term of a child’s entry to school.  The EYFS Statutory Framework states that:  “Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. Paperwork should be limited to that which is absolutely necessary to promote children’s successful learning and development. Parents and/or carers should be kept up-to-date with their child’s progress and development. Practitioners should address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.” |
|  |

Early Years Foundation Stage Profile

On leaving Reception at the end of the EYFS, national statutory assessment is completed. **The DfE has now confirmed that the EYFS profile will remain statutory for the academic 2017 to 2018.** “The EYFS Profile summarises and describes children’s attainment at the end of the EYFS. It is based on on-going observation and assessment in the three prime and four specific areas of learning, and the three characteristics of effective learning.” [Early Years Foundation Stage Profile Handbook](https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook).

Practitioners are required to make a judgement in relation to each of the 17 Early Learning Goals (ELGs) as to whether the child’s learning and development is best described by:

* the *‘****expected****’* description for each ELG;
* not yet at the expected level *(‘****emerging’***); or
* beyond the level expected at the end of the EYFS (‘***exceeding’)***

To create the most accurate picture of the child’s overall embedded learning, a holistic view of the descriptor should be taken. Practitioners must use a ‘**best fit**’ approach; they should consider the entirety of each ELG and avoid splitting the descriptor into sections. Because children do not necessarily achieve uniformly, the practitioner should judge whether the description within the ELG best fits the child’s learning and development, taking into account their relative strengths and weaknesses. **‘Best fit’ does not mean that the child has equal mastery or knowledge of all aspects of the ELG.**

In making this decision, practitioners must refer to the [exemplification of national standards.](https://www.gov.uk/government/publications/eyfs-profile-exemplication-materials)

The exemplification illustrates the standard ‘expected’ for each ELG at the end of the EYFS. Practitioners should also refer to the EYFS Profile Handbook which contains descriptors which should be used when making judgements about whether a child’s level of learning and development is in the ‘exceeding’ category. There are no exemplification materials for ‘exceeding’.

The Local Authority, in conjunction with colleagues from other authorities, has developed a guidance document “An exploration of the ‘Expected’ and ‘Exceeding’ descriptors within the Early Years Foundation Stage Profile” to support practitioners in identifying the difference between the expected and exceeding level descriptors. Sense checks are included which identify the links between areas of learning. This can be found on the Early Years Toolkit.

When submitting EYFSP data to the local authority only assessments against the 17 ELGs should be submitted. Assessment information relating to the characteristics of effective learning should not be submitted. However, when reporting to parents, Year 1 teachers or new setting that a child will be attending, assessments of the 17 ELGs and the characteristics of effective learning should be shared.

If a child transfers schools before the summer half term holiday, the new setting must report the child’s EYFS profile data to the LA. If a child transfers schools during the second half of the summer term the previous school is responsible for reporting to the LA.

Local authorities are responsible for providing a robust **moderation process** so that practitioner judgements are evaluated in line with statutory requirements.It is important that schools quality assure their data before submitting this to the local authority. The Headteacher is expected to ‘sign off’ the data. Further details on the moderation process can be found in the Assessment and Reporting Arrangements Document which is published annually.

National expectations on exit

The national expectation at the end of the Early Years Foundation Stage is for a child to attain a Good Level of Development (GLD).

**Defining a Good Level of Development (GLD)**

From 2013, children are defined as having reached a GLD at the end of the EYFS if they achieve *at least* the ‘*expected’* level in:

* the ELGs in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and;
* the ELGs in the specific areas of mathematics and literacy

In total there are 12 ELGs within the GLD

Children are judged to be either at an ‘*emerging’, ‘expected’ or ‘exceeding’* level of development in relation to the Early Learning Goals. Point scores are awarded as follows: ‘*emerging’* = 1; *‘expected’* = 2; ‘*exceeding*’ = 3

**Please note that a GLD is a measurement of attainment not progress** and that for a child to attain a GLD they must score 2 or more in all 12 ELGs identified above.

Please see the [Early Years Foundation Stage Profile Handbook](https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook) for further information.

Assessing Progress

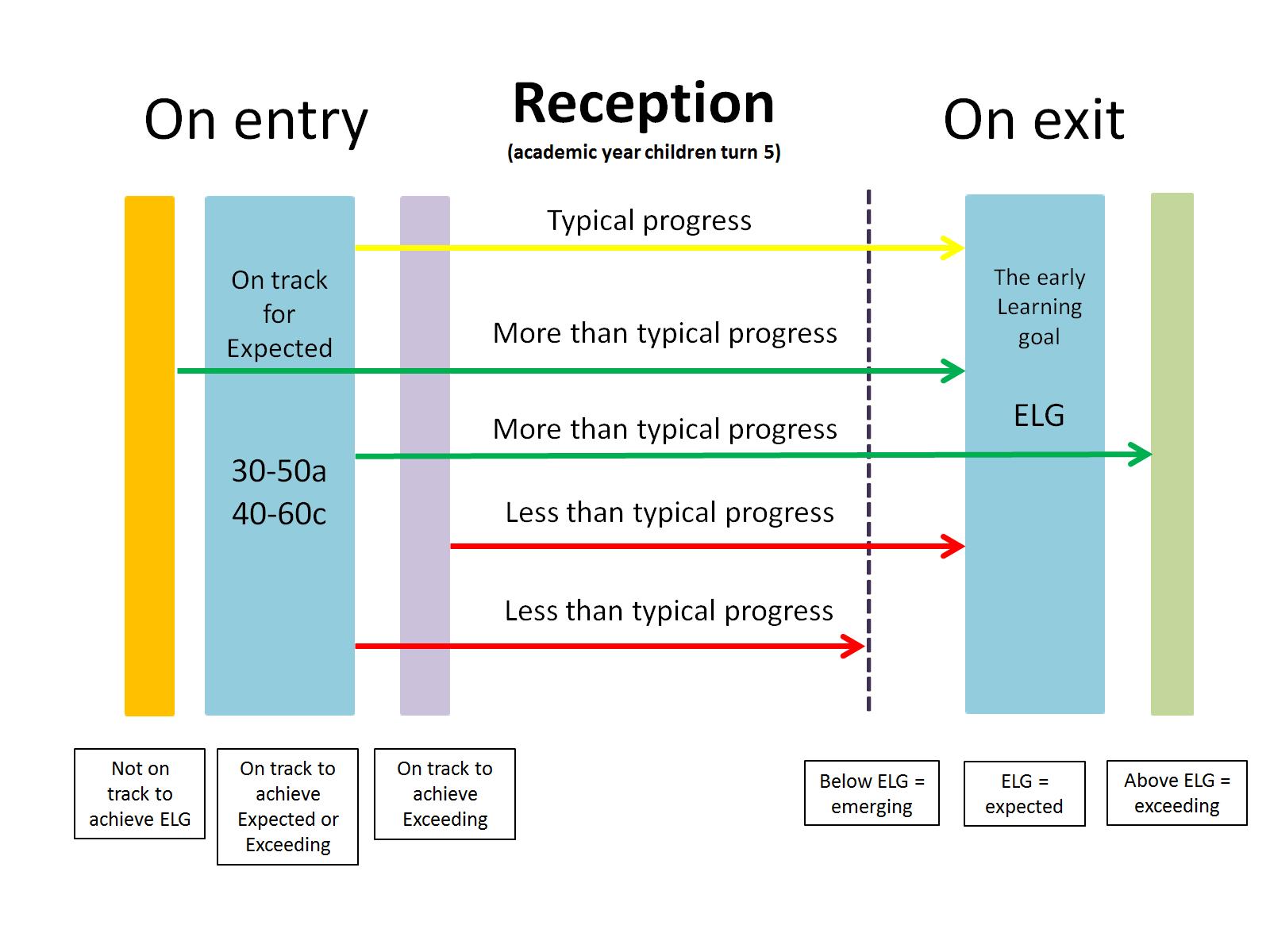
Ongoing/formative assessment is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences based on accurate assessment of children’s learning and development, so that activities and experiences meet their needs.

After recording and analysing data at each given review point, practitioners should ensure that actions are planned in response to trends identified. A template for recording this can be found on the Early Years Toolkit.

Where children progress steadily against what is a **typical** **level of development** for their age, they can be said to have made **typical progress**. Children who meet all the early learning goals but who started at a lower level of development than is typical for their age might be said to be making **more than typical** or **rapid progress**. However, a child starting school at a higher level of development, who meets all the early learning goals but exceeds none of them **is unlikely to have made enough progress**.

“An example of typical progress for a child would be that she or he consistently displays the knowledge, skills and understanding that are typical for her or his age. She or he would be moving steadily towards the early learning goals. Children who start at a lower level of development than would be typical for their age should catch up quickly. A child joining the setting at a higher level of development than would be typical must be given challenges to deepen and extend their learning.”

Early Years Inspection Handbook <https://www.gov.uk/government/publications/early-years-inspection-handbook-from-september-2015>



E.g. A child who enters Reception, at a level ‘typical’ for their age e.g. just beginning to work within the 40-60+ months age banding / working proficiently within the 30-50 months age banding, depending on their age, and leaves having attained the ‘*expected*’ level will have made ‘typical progress’. If this child attained the ‘*exceeding*’ level this would signify ‘more than typical progress’. A child who enters Reception working below, but not significantly below, the level expected for their age will need to make ‘more than typical progress’ in order to close the gap in their learning and reach the ‘*expected*’ level.

A child who enters Reception at a level typical for their age in an area of learning is considered to be on track to achieve ‘Expected’ at EYFS Profile point. A child who enters Reception at a level below that which is typical for their age is not on track to achieve ‘Expected’ and so will need enhanced provision to enable him/her to catch up by EYFS Profile point. A child who enters Reception at a level beyond that which is typical for their age is considered to be on track to achieve ‘Exceeding’ at EYFS Profile point.

Ofsted will consider:

* the proportions of children who have made typical or better progress from their starting points, including disabled children, those with special educational needs and the most able
* the attainment of children at the end of Reception compared with Early Years Foundation Stage Profile national figures, including the proportion that achieve a good level of development, particularly in terms of how well children are prepared for Key Stage 1
* whether outcomes are consistent across areas of learning, particularly in the prime areas and the specific areas of literacy and mathematics
* how quickly disadvantaged children, and any groups that are underachieving, are catching up.”

[School Inspection Handbook 2015](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/436039/School_inspection_handbook_from_September_2015.pdf)

Tracking tools

* **Oxfordshire Pupil Tracker (OPT)** is designed to help primary, infant and junior schools record and track pupil development from EYFS (nursery) to KS2– this operates using SIMS or RM Integris.
* Contact the ICT ServiceDesk [ict.servicedesk@oxfordshire.gov.uk](mailto:ict.servicedesk@oxfordshire.gov.uk) or tel: 03450521000 for more details.
* [**Early Year Tracking Tool (EYTT)**](https://www.oxfordshire.gov.uk/cms/content/early-years-tracking-tool) **-** The tool can be used to track attainment and progress from Birth to 5 and can be configured to suit individual setting requirements. The tool has received many positive comments from Ofsted inspectors, advisors and settings alike.

N.B. other commercial tools are available such as Classroom Monitor, Insight, and ITrack.

Tracking sheets to support more detailed assessment of level of development and progress made are available from the Early Years Toolkit (now available as part of the Early Years Support Package eg. Nursery class (Nursery age children) tracker by term of birth

In addition, a range of electronic tools are available for practitioners working in the EYFS to help record observations, photographs and videos, creating Learning Journals/logs such as 2Simple’s ‘2 Build a Profile’, ‘Tapestry’ from Foundation Forum, ‘Fingertips Online.’ Costs vary. They allow practitioners to involve parents/carers in contributing to the child’s journal electronically.

Identifying and reporting on specific groups of children

Inspection tests the school’s or provider’s response to individual needs by observing how well it helps all children and learners to make progress and fulfil their potential. In making judgements, inspectors will pay particular attention to the outcomes for specific groups of pupils and individuals, including disadvantaged pupils, the most able pupils, disabled pupils and those with special educational needs. Practitioners must identify these children in order to track, monitor and report upon their progress as distinct groups.

## Disadvantaged pupils

**Pupil Premium Funding**

Information about eligibility for Pupil Premium funding is obtained from the January school census and relies on parents making this information known to schools.

Clarification about the definition of Pupil Premium eligibility can be found at <https://www.gov.uk/government/publications/pupil-premium-conditions-of-grant-2016-to-2017/pupil-premium-2016-to-2017-conditions-of-grant>

Children defined as “disadvantaged pupils” are:

* pupils eligible for FSM in last 6 years
* looked After Children
* adopted from care

**Pupil premium plus – LAC**

The LAC Pupil Premium Plus funding is £1900 per child and this money goes directly to the Virtual School.

**Pupil premium plus – Adopted from care**

The adopted from care pupil premium funding is £1900 per child and goes to schools.

**Service Children:**

The service child pupil premium is £300 per child and is based on whether they were recorded as a service child in the last 5 years (Ever5). These children are not necessarily now service children.

The gap in Oxfordshire between the percentage of pupils attracting Pupil Premium funding who achieved a Good Level of Development and other children in 2016 was 22%. The gap in 2015 was 23.7%, compared with 18% nationally (awaiting national 2016 gap data). Although the gap is narrowing very slightly in Oxfordshire, it is still well above national figures.

During inspection particular account will be taken of:

* the progress made by disadvantaged pupils by the end of the key stage compared with that made nationally by other pupils with similar starting points and the extent to which any gaps in this progress, and consequently in attainment, are closing
* the progress and attainment of disadvantaged pupils compared with the national figures for non-disadvantaged pupils and how much any gaps are closing.
* any in-school gaps between disadvantaged pupils’ progress and attainment and the progress and attainment of the other pupils in the school and how much these gaps are closing
* the impact of what a school is doing to narrow any gaps in progress and attainment between disadvantaged and non-disadvantaged pupils.

[school inspection handbook 2015](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/436039/School_inspection_handbook_from_September_2015.pdf)

Developing provision that is data driven and which responds to evidence has been identified by the NFER within its seven building blocks that are common in schools which are more successful in raising disadvantaged pupils’ attainment. Research and analysis about how schools are raising the attainment of disadvantaged pupils can be found at:<https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils>

**Here are some things you could do next:**

Find out where your school ranks among schools with similar intakes

Review your school’s development: do you have all seven building blocks in place?

Interrogate your own data - what is it telling you about the success of your current support strategies for disadvantaged pupils of all abilities?

Look at the ‘pathways to success’ diagram and decide which stage best describes your school. Taking account of your own school’s needs and characteristics, are there actions in earlier stages that you might have missed out? Can you take some of the actions in the next stage?

Consider your own behaviour and actions as a leader: how can you best model and communicate your vision of success for all?

Special Educational Needs and Disabilities

Children within the Early Years Foundation Stage with SEND are entitled to high-quality Early Years provision based on the EYFS framework, its principles and commitments. They should be supported in pursuing unique paths in their learning and development toward the early learning goals. Assessment of their progress should take account of the developmental bands described in Development Matters / Early Years Outcomes, recognising that progress is not linear.

**Note that** **P scales do not relate to the EYFS framework and therefore P scales and the EYFS are not compatible.**

**P scales are not an appropriate assessment or monitoring tool for young children and should only be considered for pupils in year 1 at the start of term three unless, after consultation with the SENCO and/or other agencies, there is a clear need prior to this.**

[Early Years Developmental Journals](https://www.ncb.org.uk/resources-publications/resources/early-years-developmental-journal)are available for young children with very specific needs e.g. Down’s syndrome/autism etc. The Early Years Developmental Journal has been produced to help families find out more about early development and to track change and progress over time. It helps everyone involved with a child to share what they know and discuss how best to work together to support development and learning.

Children who speak English as an additional language

“Children learning to speak English as an additional language is not a special educational need. Practitioners should assess the development of children who speak English as an additional language in their home language as well as in English, where possible. While the children’s skills in communication, language and literacy must be assessed in relation to their competency in English, the remaining areas of learning may be assessed in any language”. Please refer to [Early Years Foundation Stage Profile Handbook](https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook) for more details.

The booklet [Identifying Children who are Learning English as an Additional Language and who may also have Learning Difficulties and/or Disabilities](http://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreneducationandfamilies/workingwithchildren/publicationssettings/EAL_SEN_Booklet.pdf) provides templates for tracking children’s language development over time.

## Most able pupils

The most able pupils in Early Years need to be making progress towards attaining the highest standards. Children whose entry assessments have identified them as working at a level beyond that which is expected for their age would be judged as making less than typical progress if they achieve ‘expected’ at EYFSP. To be judged as having made typical progress, a most able child should be achieving ‘exceeding’ at EYFSP

Analysing EYFS Profile data

In 2016, the percentage of children in Oxfordshire attaining a Good Level of Development was 70% and the national figure was 69%.

Co-ordinators should analyse EYFSP data each year to identify any patterns in attainment. Suggestions for analysis of EYFS Profile:

A Good Level of Development:

* How many children attained a GLD? What is this as a percentage?
* How many of these children were boys, girls, autumn/spring/summer born, EAL, SEND, Pupil Premium, FSM, GRT, LAC, most able, forces families?
* How many of these children were assessed as being below/at/beyond the level expected for their age on entry?
* Were there any children who would have attained a GLD had it not been for one or two ELGs? What were these ELGs? Is there a pattern?
* How does the number of children attaining a GLD in your school compare to county and national figures?

The supporting measure:

This is the average point score for a cohort across all ELGs.

The average point score is the total number of points achieved for the cohort divided by the number of children.

The national measure will be the average of every child’s total point score.

* What is the supporting measure for the cohort?
* How does this compare to the county and national measure?

Areas of Development and the ELGs:

* Look at those children who have attained ‘*emerging*’, ‘*expected*’ and ‘*exceeding*’ for the ELGs. Are there any patterns in attainment? e.g. few children attaining ‘*expected*’ or ‘*exceeding*’ in ‘Writing’ or ‘Numbers’. Are there any correlations between different ELGs such as ‘Writing’ and ‘Moving and Handling’?
* Are outcomes consistent across all areas of learning especially those prime areas including literacy and Maths?
* Do children with high outcomes also have high scores in PSED and demonstrate this through the characteristics of effective learning?
* What aspects of breadth/depth of EYFS provision need further development?
* What are the strengths and key aspects for improvement across the areas of learning and development for this year’s cohort?

Other:

* Are there differences in the data between classes (if applicable)?
* How quickly do disadvantaged children and other vulnerable groups catch up and make good progress?
* What does the data tell us about the future needs of individual children e.g. SEND/EAL/FSM/Pupil Premium/more able?
* How are Year 1 colleagues using the data to inform planning for the start of the next academic year? Do they have copies of ‘Development Matters’/Early Years Outcomes?
* What does the data tell us about priorities for the EYFS? Add any specific actions in response to data analysis to your Action Plan.

Transition into Year 1

The early learning goals do not translate precisely to National Curriculum. However the [Early Years Foundation Stage Profile Handbook](https://www.gov.uk/government/publications/early-years-foundation-stage-profile-handbook/eyfs-profile-purposes-principles-and-processes) states that:

“Practitioners and year 1 teachers should work together to ensure that a child’s transition between the EYFS and year 1 is seamless. (Schools) should make sure children’s experiences in the final year of the EYFS are valuable in themselves, and prepare the ground for year 1. It is important that year 1 builds on the successful principles and approach encapsulated in the EYFS.

It is crucial that EYFS practitioners and year 1 teachers are given time to discuss and expand on the information presented in the EYFS profile. In particular, the characteristic of effective learning narratives will give teachers significant details about each child’s learning and development. The narratives must feature in conversations between practitioners and teachers.

Practitioners may provide additional information about each child’s attainment to help teachers plan an effective curriculum and make provision for all children…This will enable the year 1 teacher to have a fully rounded picture of the attainment of each child in order to plan the curriculum.”

There are no national expectations or conversions from the Early Years Foundation Stage data. It should be possible to assess most pupils on entry to KS1 against the National Curriculum criteria through observation and discussion with their previous teacher and using evidence gathered in the Reception year and the first weeks of the autumn term. **It is suggested that schools treat this initial assessment**, which should be completed as soon as possible, **as the baseline** and measure pupil progress across the year or key stage from this starting point.

Children who reached a Good Level of Development in the Foundation Stage are considered to be “school-ready” on entry to KS1. However, schools should not assume that they will all be at the same level; some may be higher because there is an overlap between EYFS criteria and NC criteria.

Some children may have missed reaching a GLD by only a relatively small number of measures and may still be working in-line with KS1 National Curriculum criteria in some areas of learning.

Other children may be recorded more accurately as “working towards” KS1 National Curriculum criteria. It may be more appropriate to continue to use the EYFS Profile a little longer for this group (e.g. summer born). This should not be necessary beyond Christmas. Additional information (i.e. Development Matters ‘a b c’ banding) should be added to support tracking for these children.

A guidance document “Early Years Foundation Stage Transition Pack for Schools: Reception to Year 1” is available as part of the Early Years Toolkit.

References

* Development Matters in the Early Years Foundation Stage (Early Education May 2012)
* Early Years Outcomes (DfE September 2013)
* Early Years Foundation Stage Profile Handbook (STA October 2014)
* The Common Inspection Framework: education, skills and early years (Ofsted September 2015)
* Schools Inspection Handbook (Ofsted September 2015)
* Early Years Inspection Handbook (Ofsted September 2015)
* EYFS profile: exemplification materials (DfE August 2014)
* Identifying children who are learning English as an additional language and who may also have learning difficulties and/or disabilities (Oxfordshire County Council January 2009)
* Reforming assessment and accountability for Primary Schools. Government response to consultation on primary schools assessment and accountability (DfE March 2014)