

Early years foundation stage Profile handbook

2008



The *Profile handbook* contains information and guidance on early years foundation stage (EYFS) profiles.

Under the *Statutory framework for the early years foundation stage* (published in 2007 by the Department for Children, Schools and Families) an EYFS profile must be completed for every child during the academic year in which they reach their fifth birthday. The framework has legal force through an Order and Regulations made under the Childcare Act 2006.

Please discard (and recycle if possible) all previous *Foundation stage profile handbooks*.

The Qualifications and Curriculum Authority (QCA) wishes to make its publications widely accessible. Please contact us if you have any specific accessibility requirements.

First published in 2008.

© Qualifications and Curriculum Authority 2008.

ISBN 978-1-84721-643-4

Reproduction, storage, adaptation or translation, in any form or by any means, of this publication is prohibited without the prior written permission of the publisher, unless within the terms of licences issued by the Copyright Licensing Agency. Excerpts may be reproduced for the purpose of research, private study, criticism or review, or by educational institutions solely for educational purposes, without permission, providing full acknowledgement is given.

Printed in Great Britain by QCA under the authority and superintendence of the Controller of Her Majesty's Stationery Office and Queen's Printer of Acts of Parliament.

QCA is an exempt charity under Schedule 2 of the Charities Act 1993.

Qualifications and Curriculum Authority

83 Piccadilly

London W1J 8QA

qca.org.uk

Contents

1. Introduction	2
2. Assessment during the EYFS	4
3. Completing the EYFS profile	8
4. Recording children’s attainment	12
5. Inclusion	14
6. Moderating EYFS profile judgements	18
7. Using the assessment scales	24
Glossary	84
Acknowledgements	86

01 Introduction



The early years foundation stage (EYFS) is a comprehensive statutory framework published in 2007 by the Department for Children, Schools and Families (DCSF). The framework sets standards for development, learning and care of children from birth to five.

All registered early years providers will be required to use this framework from September 2008 and to complete an EYFS profile for each child at the end of the academic year in which they reach the age of five.

The primary purpose of the EYFS profile is to provide year 1 teachers with reliable and accurate information about each child's level of development as they reach the end of the EYFS, enabling the teacher to plan an effective, responsive and appropriate curriculum that will meet all children's needs.

This handbook has been developed to support practitioners who have to complete EYFS assessment profiles.

This is one of several documents and web-based resources that have been created to assist practitioners in formulating EYFS profiles. All can be found at naa.org.uk/eyfsp. They are at their most effective when they are used together in an integrated manner and we would urge users to do so.

Chapters 1–6 of this handbook offer advice and guidance on the various elements of EYFS profile assessment, in particular:

- assessment during the EYFS (how and why assessment should be carried out)
- completing the EYFS profile
- recording children's attainment
- inclusion (making accurate, truthful and reliable judgements for all children)
- moderating EYFS profile judgements.

Chapter 7 looks in detail at how practitioners should use the assessment scales. It contains a full description of the 13 assessment scales and the nine points on each individual scale. All scale points are accompanied by written exemplifications that illustrate how they work in practice.



02 Assessment during the EYFS



Ongoing assessment is an integral part of the learning and development process and should be underpinned by the following principles.

- Assessment must have a purpose.
- Observation of children participating in everyday activities is the most reliable way to build up an accurate picture of what children know, understand, feel, are interested in and can do.
- Observation should be planned. However, practitioners should also be ready to capture spontaneous but important moments.
- Judgement of children's development and learning should be based on skills, knowledge, understanding and behaviour that they demonstrate consistently and independently.
- An effective assessment will take into account all aspects of a child's development and learning.
- Accurate assessment will also take into account contributions from a range of perspectives.
- Parents and other primary carers should be actively engaged in the assessment process.
- Children should be fully involved in their own assessment.

Early years settings must ensure that practitioners are observing children and responding appropriately to help them make progress towards the early learning goals.

Practice guidance for the early years foundation stage, published by the DCSF, sets out detailed assessment suggestions under 'Look, listen and note' in the 'Learning and development' section.

As a general rule, practitioners should:

- make systematic observations and assessments of each child's achievements, interests and learning styles
- use these observations and assessments to identify learning priorities and plan relevant and motivating learning experiences for each child
- match their observations to expectations of the early learning goals.

Where practitioners require additional training in order to assess capably and objectively, it is the responsibility of the provider (that is the relevant local authority) to ensure practitioners receive the support that they need.

The early years foundation stage profile (EYFS)

The EYFS profile sums up and describes each child's development and learning achievements at the end of the EYFS. It is based on ongoing observation and assessment in six areas of learning and development, namely:

- personal, social and emotional development
- communication, language and literacy
- problem solving, reasoning and numeracy
- knowledge and understanding of the world
- physical development
- creative development.

Each child's development should be recorded against 13 assessment scales, set out in chapter 7 of this handbook, spread across these six areas and derived from the early learning goals. Judgements against these scales should be made from observation of consistent and independent behaviour, predominantly from children's self-initiated activities.

The primary purpose of the EYFS profile is to provide year 1 teachers with reliable and accurate information about each child's level of development at the end of the EYFS. This will enable them to plan an effective, responsive and appropriate curriculum that will meet children's needs. The process of collecting information about children's learning is a critical part of the assessment process and is vital in order to ensure that the judgements made against the 13 assessment scales produce accurate and reliable data.



EYFS profile assessment scales

Derived from the early learning goals, this set of 13 assessment scales, each of which has nine scale points, captures and describes children's attainment at the end of the EYFS. A full description of each scale and point, with written exemplification, can be found in chapter 7 of this handbook, 'Using the assessment scales'. A summary listing of all scale points can also be found on the *Assessment scales reference sheet*.

EYFS profile scale points and cumulative scale point scores are statutory assessments that exist in their own right. They are not equivalent to any national curriculum levels or sub-levels and no such comparison should be made.

Scale points 1–3

Describe the attainment of a child who is still progressing towards the early learning goals in that scale (which are expressed in scale points 4–8). Practitioners should only describe children's attainment in these terms if no early learning goals have been attained in that scale. Attainment of any early learning goals (scale points 4–8) must include an assessment of scale points 1–3 as these are developmental steps leading to the attainment of scale points 4–8.



Scale points 4–8

Describe the attainment of a child in the context of the early learning goals. They are not hierarchical and a child may achieve them in any order.

Scale point 9

Describes the attainment of a child who has achieved scale points 1–8 and developed further, working consistently beyond early learning goals. Scale point 9 will be attained by children who have significant abilities or experiences in an area of learning. Its purpose is to identify these abilities to year 1 teachers and enable them to ensure that these children's specific development and learning needs will be met.

The importance of EYFS profile data

EYFS profile data describing each child's attainment across all six areas of development at the end of the EYFS serves a number of valuable purposes, for example:

- it supports a child's learning journey, especially as the basis for reports to parents and as core information for other practitioners
- it identifies needs of specific groups of learners
- it helps evaluate the effectiveness of provision and initiatives.

The average national scale point score, which aggregates the summary score data submitted by local authorities, is published annually by the DCSF at www.dcsf.gov.uk/rsgateway/contents/shtml.

How scale point scores are calculated

A score is calculated for each of the 13 individual scales in the following way:

Scale points 1–3	If a child attains scale points 1, 2 or 3, their score is recorded accordingly as 1, 2 or 3 scale points.
Scale points 4–8	A child can attain up to five scale points in this grouping. For each scale point achieved, 1 is added to the base score of 3 (carried over from scale points 1–3 above) to give a total score. For example, if a child attained scale point 4, scale point 6 and scale point 8 on a particular scale, he or she would add 3 to their base score of 3 to create a total score of 6.
Scale point 9	A child attaining scale point 9 will have attained all scale points 1–8 on a particular scale and their total score will be recorded as 9 points.

Assessing and collecting EYFS profile data has a variety of benefits:

- it assures children of the care and interest key adults have in their all-round development and learning
- it provides parents with a rounded picture of their child's attainment
- it gives reception practitioners a picture of the strength of provision across areas of learning for individuals and for groups of children through study of total point scores and scale point level data

- it helps year 1 teachers prepare/plan appropriately for the group of children transferring each year to key stage 1
- for settings, total point score / scale point level data enables comparison of the attainment of individuals, groups and the setting as a whole, of strengths/weakness in provision and the impact of improvements
- for the local authority, it shows the impact of support for vulnerable groups, and identifies where resources and early years support are best targeted
- for the DCSF, it offers a national perspective on outcomes for children and improvements over time.



Quality assuring the data

The usefulness of data depends on its accuracy. Practitioners, school managers, setting leaders and local authorities have the following responsibilities in ensuring the quality, accuracy and reliability of data.

Practitioners

Practitioners should ensure judgements truthfully and accurately reflect the picture of each child's attainment gained from the insights pooled over time by all professionals, agencies, parents and children involved in the process.

Final assessments should be moderated in the setting and with other settings.

Practitioners may do a final check by seeking out the links between separate judgements and seeing if the network of points accredited to individual children makes sense.

In some cases one scale point is fully dependent on another, in others they are closely related. Questions about apparent discrepancies should be explored. For example, you would expect a child attaining writing scale point 5 also to have attained personal development scale point 5. If he or she has not, the practitioner may want to explore the reasons why.

School manager/setting leader

Managers and leaders need to assure themselves that data is accurate. Comparison with the outcomes from previous years can provide early indications that data could be inaccurate. Data needs checking after processing by administration staff since its at this stage that errors, such as incomplete entry, can creep in.

Local authority

Before data is submitted to the DCSF, the local authority should check it setting by setting, to identify outcomes that appear to need further explanation. An example could be a scores profile from a setting that shows variances beyond any found in the national data.

03 Completing the EYFS profile



The EYFS profile summarises and describes children's attainment in every aspect of their development and learning at the end of the EYFS. Effective use of this information will enable parents and year 1 teachers to support a child's continued achievement more fully.

Making the assessments

Judgements are made through assessing behaviour that a child demonstrates consistently and independently in a range of situations. This behaviour will need to demonstrate the child's confidence and ownership of the specific knowledge, skill or concept being assessed.

The most reliable way of building up an accurate picture of children's development and learning is through ongoing observation of children participating in everyday activities. Some of this will be planned and some may be a spontaneous capture of an important moment.

Practitioners should initially consider each scale point separately. For each scale point, the judgement made should represent assessment of the child's typical attainment. While a child's behaviour may vary somewhat from day to day and from context to context, the assessment made should be the best description of their attainment.

It should be remembered that the early years learning goals, and therefore scale points, are often interlinked. While reflecting on a child's relationships with adults and peers (social development scale point 5), a practitioner might also consider how well the child considers 'the consequences of words and actions for self and others' (emotional development scale point 7). Seeing these links will bring coherence to the assessment process and enable practitioners to better capture the nature of each child's learning.

Scale points 4–8 are not hierarchical or linear and must not be assessed or completed in numerical order. One example is scale point 8 on 'Numbers for labels and counting scale', concerning a child's ability to 'develop mathematical ideas and methods to solve practical problems'. This describes the use and application of all scale points 4–7 and therefore scale point 8 needs to be considered alongside these points rather than separately.

Accurate assessment will depend on contributions from a range of perspectives including the child's and should be drawn from all adults who have significant interactions with the child (since all adult interactions with children influence their development and learning). These may include records and any formal or informal discussions with adults involved with the child.

Adults with different roles will have different insights and these must be drawn upon. Assessment must actively engage parents and/or other primary carers, the first educators of children, or it will offer an incomplete picture. Accurate assessment requires a two-way flow of information between setting(s) and home, and reviews of the child's achievements should include those demonstrated at home.

Completion of an EYFS profile by the practitioner alone will offer only a partial and incomplete picture of the child's attainment.

Finally, practitioners should fully involve children in their assessment by encouraging them to talk about and review their own learning.

No supplementary assessments are required in addition to completing the EYFS profile nor is there any expectation that they should take place.



Finalising the judgements

In order to make consistent and accurate judgements, practitioners need to use valid and consistent evidence to inform their assessments. These judgements are made by considering evidence of the child's attainment against the scale points. This evidence will be collected as an ongoing process from a spectrum of circumstances in which children demonstrate their knowledge, skills and understanding.

The majority of evidence will come from the practitioner's knowledge of the child and observation of the child's self-initiated activities.

Much evidence will be gleaned from day-to-day interactions with individuals and groups of children as practitioners build up their knowledge of what children know and can do, as this informs future practice and provision. This evidence, often not formally recorded, provides the basis on which judgements are made.

Practitioners need to ensure that they are observing children as a key way of understanding what they really know and can do. This is demonstrated most effectively when children are engaged in self-initiated activities. Because self-initiated activities will take place within provision in which the adults have made decisions about which resources and equipment are available, it is important to clarify the definition of this.

A self-initiated activity is an activity wholly decided on by the child and is the result of an intrinsic motivation to explore a project or express an idea. In doing this children may make use of a variety of resources and demonstrate a complex range of knowledge, skills and understanding. Although this may sometimes involve engaging in activities initially prompted by an adult, it is the child's choice to extend, repeat or further explore the activity that defines the activity as self-initiated.

Practitioners will also want to take account of information from a range of contributors, such as previous settings, other adults who interact with the child and information gleaned from ongoing dialogue with the child's parents.

Providing a rich learning environment will offer opportunities for children to demonstrate attainment across a wide range of early learning goals. Many objectives are fulfilled as part of everyday activities, and there will be many opportunities to observe children demonstrating their attainment of scale points.

Other more specific scale points are more likely to be demonstrated when opportunities have been planned in advance. This does not mean direct-to-child demands or closely directed activity, but will involve setting up an environment that stimulates relevant activity, or offering suggestions to children that will make it more likely that children demonstrate their knowledge skills and understanding.



Communication, language and literacy scale points for example, will need preparation: carefully scaffolded conversations, examples of print (such as logos, labels or street signs) in everyday environments, and a range of books to share. Creative development scale points will rely on opportunities for children to engage in role play, music activities and two and three dimensional paint and construction, with tools and resources available and accessible.

Particular resources will need to be provided in order for children to be able to choose activities likely to provide evidence of attainment. These are activities that are planned and set up by practitioners but which children choose to engage in themselves. Key evidence of attainment will also be derived from children's own extension of the activities.

An adult-led activity is an activity defined, structured and delivered by an adult to a child or group of children. It focuses on the direct teaching of skills and knowledge with a specific objective in mind. An adult-directed activity is an activity defined by an adult that focuses on a specific objective that the child may complete independently or with adult support. In both cases, it is the adult direction to complete an activity that defines it as adult driven. Although this is a key element of practice in EYFS settings, practitioners need to ensure that no more than 20 per cent of the total evidence for each scale point is gained from this type of activity. The remainder of the evidence should be drawn from knowledge of the child, observations and anecdotal assessments. Practitioners are neither expected nor required to create onerous systems in order to demonstrate this, but need to be aware of this ratio when considering the evidence in order to finalise their EYFS profile judgements.

If there is no evidence of attainment for a particular scale point, practitioners will need to consider whether or not the child is able to attain the scale point and whether or not they have been provided with the opportunity to demonstrate this.

If the child is not responsive to the opportunities provided in the setting, then a sensitive effort should be made to encourage and, if necessary, carry out adult-led and adult-directed assessment activities in order to support and clarify the practitioner's judgement. However, this can only account for up to 20 per cent of the evidence for each scale point for the judgement to be accurate, reliable and consistent.

Judgements are made through assessing behaviour that is demonstrated consistently and independently in a range of situations. This behaviour will need to demonstrate the child's confidence and ownership of the specific knowledge, skill or concept being assessed. Practitioners are reminded that the purpose of this document is to detail approaches to assessment at the end of the EYFS and it is not intended to be a comprehensive guide to learning and teaching practice. Guidance on effective early years practice is detailed in *Practice guidance for the EYFS* and additional supportive documentation is available from www.standards.dcsf.gov.uk/eyfs.



04 Recording children's attainment



The use of the EYFS profile rests on the assumption that practitioners build up their assessments throughout the year on a cumulative basis from ongoing learning and development. With regard to this they may decide to record any particular information about the child's development, for example assessment contexts, observations and next steps.

Settings may choose to record children's EYFS profile attainment by using systems developed by their local authority, using their own recording systems based on the early learning goals, or using the eProfile available from Suffolk County Council¹ at www.schoolsportal.suffolkcc.gov.uk/schools/fsp.

Practitioners are required to make judgements for all children against each of the 13 scales using the nine points of each scale. There is no requirement to record this in any particular way and final presentation may vary depending on how an individual practitioner approaches its organisation and management. However, practitioners should pay close attention to the written exemplifications in chapter 7 of this handbook and the video exemplifications on the NAA website at naa.org.uk/eyfsp to ensure that their existing individual approaches to assessment and recording are consistent with these exemplifications.

Practitioners and EYFS profile moderators need to be aware that the definition of evidence is any material, knowledge of the child, anecdotal incident, result of observation or information from additional sources that support the overall picture of the child's development. There is no requirement that it should always be formally recorded or documented.

Practitioners may choose to record specific evidence in order to secure their own judgements, but it is their final assessment of the child, based on all their evidence (documented or not) that informs the completion of the EYFS profile, and it is this judgement that is moderated by the local authority. Much of the existing NAA guidance refers to observing children in independent or self-initiated activities as a critical way in which evidence is collected and judgements made on what children really know and can do.

EYFS profile assessments should be finalised during the summer term, summarising each child's development at that point. Assessments should be in accordance with the guidelines in this handbook. Transfer of data to the appropriate local authority can be completed by administrative staff if appropriate, as long as the data is quality assured immediately prior to submission. Arrangements for collection of data from the setting will be advised separately by the local authority.

¹ Practitioners are under no compulsion to use any particular format to record evidence. If they elect to use the eProfile developed by Suffolk County Council, they should check that it is supported by their own local authority so that they are able to access technical support.

Some children may have experienced a range of settings during the final year of the EYFS or may have a number of carers. In these cases the EYFS profile must be completed by the provider where the child spends the majority of time between 8am and 6pm. Providers should take account of all available records and of any formal or informal discussions with the parents and with those involved with the child during the previous year.

Some children with special educational needs may require an alternative approach to assessment for some or all of the areas of learning. In these cases providers may use the assessment systems of their local authority or other systems, according to the needs of the child.



05 Inclusion



Practitioners have a responsibility to ensure that the provision, environment and links with family and other professionals are all included to enable a rounded picture to emerge of each child's attainment. Observational assessment is the most effective way of making judgements about all children's development and learning. It enables practitioners to build up a truthful and accurate picture of each child's attainment so that teachers in year 1 are well informed to plan for each child's development and learning.

There are some groups of children for whom this challenge needs particular consideration so that their attainment is not underestimated.

Children who are learning English as an additional language

The communication skills of these children are not homogeneous. They will be at different stages of learning English and possibly one or more other languages. Learning English as an additional language is not a special educational need. Practitioners need to find out as much as they can about a child's prior language experience and any education experienced elsewhere. Parents, as the first educators, are an important source of information.

Underpinning the assessments is the understanding that language is central to our sense of identity and belonging to a community, and that linguistic diversity is a strength that is recognised and valued. Parents may not share this understanding and practitioners may need to explain to parents that a child's home language development will help them learn English.

Parents also need to know that it is perfectly acceptable, even desirable, for the children's home language to be used in the school or setting. Practitioners will need to observe children over time and raise questions with the parents, and/or bilingual support assistants, to be confident about what the child knows and understands.

There are three aspects to assessment of children learning English as an additional language:

- development in their home language
- development across areas of learning, assessed through their home language
- development of English.

All the scales in personal, social and emotional development, problem solving, reasoning and numeracy, knowledge and understanding of the world, physical development, and creative development can be assessed in the home language.

The first three points in all the scales for communication, language and literacy can also be assessed in this way. Scale points 4–9 of the communication, language and literacy scales must be assessed in English.

This has implications for provision. Children must have opportunities to engage in activities that do not depend solely on English for success, and where they can participate in ways that reveal what they know and can do in the security of their home language.

For children to grow in confidence, their learning and development, and their environment must reflect their cultural and linguistic heritage through, for example, signs, resources, bilingual books and displays. Children's learning and development must be supported through auditory, visual and kinaesthetic stimuli so they are given every support to achieve well.

Additional information regarding this topic can be found in a series of case studies published on the EYFS profile assessment pages on the NAA website at naa.org.uk/eyfsp namely:

- *Islington local authority: reception class mother tongue project* (February 2008)
- *Incorporating information from parents* (December 2007)
- *Encouraging schools to participate* (October 2007).



Boys

The EYFS profile provides a rounded picture of children's development and learning. National data shows that boys attain less well than girls across all areas of learning and that more girls are working securely within the early learning goals than boys.

The difference is particularly marked in communication, language and literacy, and may in part reflect that the learning experiences on offer may not capture the interests or allow for the energy of some children. When building provision, practitioners should consider whether they are incorporating a wide enough range of activities to address these issues.

Practitioners must create the right conditions for all children to demonstrate and develop their capabilities. Central to this is finding out what motivates children and what helps them continue to be interested, excited and motivated to learn. This can be as simple as asking them and doing something about it.

The accuracy of EYFS profile assessments depends on the quality of observations of children engaged in self-initiated activities. For children to have the confidence to show initiative, their contributions and ways of learning must be valued and provided for. This requires provision that enables them to flourish regardless of their learning style, whether quiet or exuberant, preferring the outdoors or the classroom, methodical or favouring trial and error.

Social development can be found in classroom role play or in outdoor play provision. Some children will find interest in looking at living things with a magnifying glass in the classroom. Others will prefer to investigate such creatures in the garden. For some the motivation to write will be greater if it has a purpose, such as making a sign to protect a carefully constructed model. Practitioners also need to take account of children's physical development. Some children may find fine motor control difficult and need time and appropriate experiences to develop this.



Children with special educational needs

The EYFS profile has been developed to be inclusive. The range of special educational needs is diverse and includes physical, emotional, sensory and learning needs.

For those with special educational needs, the key person² must ensure the relationships are such that children are resilient, capable, confident and self-assured. It is vital that the communication between all professionals and parents is strong so a clear picture is gained of children's achievements.

Depending on their special educational need, some children will demonstrate their development and learning in different ways. Practitioners observing children involved in their everyday activities must take account of this:

- where any item in the EYFS profile scales contains the word 'talks', children can use their established or preferred mode of communication
- practitioners will be alert to children demonstrating their attainment in a variety of ways, including eye pointing, use of symbols or signs
- any adaptations children use to carry out their activities, such as mobility aids, magnification, adapted ICT and equipment, should be employed so that practitioners come to know children at their most capable.

Where there are scale points that children cannot attain because of their special educational needs, for example in physical development, practitioners should code these as not applicable. Where alternative assessments to the EYFS profile apply, practitioners should record these to discuss with parents and support planning for future learning.

² In the context of children with special educational needs the key person is the person (either a practitioner or a support worker) responsible for supporting a child in all aspects of their learning within a setting.

Children from minority groups

The ethnicity of children in classes can be rich and diverse, particularly in urban settings. The children may be refugees or asylum seekers, their families may have histories of persecution and trauma, or they may have had positive experiences but different cultural conventions governing behaviour and gender roles. They may come from settled communities or travel frequently. This latter consideration affects not only minority ethnic groups such as Gypsy, Roma and Traveller children but also other groups such as children with forced backgrounds.

Practitioners must take particular care that the environment echoes children's own experiences. Children will be able to demonstrate their attainment when opportunities such as role play, cookery, celebrations and visits to special places/events are linked to their cultural experience.

The relationship with parents is crucial. Parents can help practitioners understand the different values that explain their children's responses to the environment and social situations. Children will find it easier to express their feelings and be uninhibited if practitioners listen and respond in ways that show understanding.



06 Moderating EYFS profile judgements



Moderation activities within the context of the EYFS profile involve professional dialogue to ensure practitioner judgements are based on assessments of children consistent with nationally agreed exemplification and that attainment of individual scale points is a reliable, accurate and secure process. The moderation process is a supportive one, designed to develop practitioners' confidence in their approaches to assessment and their understanding of the EYFS profile.

The EYFS profile provides a rounded picture of a child's progress and development in relation to the early learning goals at the end of the EYFS. Agreement of the assessment judgements recorded in the EYFS profile is essential so that all those involved can make full use of the information and data outcomes are accurate and reliable.

Everyone involved needs to feel confident that the recorded judgements are fair and consistent for all children and that the assessment judgements made for any one child are comparable with those made for all other children. Achieving comparability involves processes that need to operate over time as the EYFS profile is implemented and used. These will involve practitioners working with each other throughout the year, supported by an annual programme of agreement activity organised by the appropriate local authority.

Materials

Exemplification materials supporting the assessment scales are the starting point for the agreement process, as they describe and provide examples of the national criteria expected in relation to each scale point.

However, practitioners need to work with each other and with local authority moderators to achieve consistent internalisation of the 'pitch' of these scale points so that comparable judgements can be made. In addition, local authority moderators will need to work with other moderators so that this comparability is consistent across all areas of the country.

Exemplification materials for the EYFS profile based on national criteria can be found in the written exemplifications included in this handbook and via video clips that can be viewed or downloaded from the NAA website at naa.org.uk/eyfsp.

This material should provide the basis for training and agreement. Schools and settings may wish to develop their own portfolios of exemplification to support moderation of their judgements. These can be discussed within the setting and offered for discussion at agreement meetings and during visits from moderators. The purpose of collecting evidence in this way is to develop practitioners' understanding of scale point criteria. There is no need for extensive collections of evidence for individual children, or for individual pupil records.

Visits and meetings

The moderation of EYFS profile assessments starts within the setting and is supported by local authorities and local authority approved agencies through a programme of visits and meetings. Within their own settings, practitioners can agree assessment judgements with others. Informally, this might involve two practitioners, for example a teacher and a learning assistant, discussing an observation about a child's development.

A more formal agreement process might take place during staff meetings and/or staff training days. An example could be discussion of planned paired observations of the development of a group of children in relation to one of the assessment scales. The focus for such planned work should be clear and manageable each time. Local authority EYFS profile moderators will support this work during visits or meetings.

All practitioners and settings implementing the EYFS profile are entitled to access moderation meetings. Moderation could be in the form of:

- a visit carried out by a suitably experienced and trained external moderator, or
- a meeting of a cluster (two or more) of settings or a local authority organised session.

The suggested schedule for the focus and balance of moderation is included in the *Local authority moderation requirements booklet*, which is published annually and sent to EYFS profile moderation managers.

Local authorities and other agencies may wish to refine and modify the focus of moderation suggested in the *Local authority moderation requirements booklet* in order to respond to the specific needs of settings and practitioners. However, moderation should not focus on a specific scale to the exclusion of others and all 13 scales must be moderated as part of a three-year cycle. Local authorities and agencies may wish to increase the percentage of schools and settings visited or offer moderation meetings to 100 per cent of practitioners.

In addition to these minimum requirements, local authorities must demonstrate that their approach to moderation appropriately addresses all associated issues and adopts the most effective practice in order to provide assurance on the accuracy and reliability of outcomes.



Outcomes

Agreement procedures should be supportive and rigorous:

- practitioners need to be reassured that their assessment judgements are accurate and consistent with those made in other settings
- local and national outcomes of agreement activities will secure consistency and accuracy of the judgements made by different practitioners
- moderators must be assured that an acceptable level of accuracy has been achieved for assessments recorded and reported by the settings for which they have responsibility.



Roles and responsibilities in training and moderation

From the 2008/9 school year, there will be a requirement for the EYFS profile to be used in all settings (regardless of whether they are government funded or not) in which children reach the end of the EYFS. Local authorities will have the responsibility for assuring EYFS profile assessments are carried out, in accordance with regulations, in all settings. Local authorities also have responsibility for training and moderation related to the EYFS profile and will work with schools and settings to devise an annual programme suitable for local circumstances.

Practitioners

Practitioners will have the responsibility of ensuring consistency and accuracy of their EYFS profile assessments through:

- participating in internal moderation with practitioners in their own school/setting
- attendance at implementation and moderation training where appropriate
- attendance at moderation events at least annually.

Headteachers and governing bodies

Headteachers/managers and governing bodies have overall responsibility for implementing the statutory regulations for the EYFS profile. The specific responsibilities include:

- quality assuring EYFS profile data before submitting it to the local authority
- arranging for practitioners responsible for the completion of EYFS profiles to take part in local authority moderation activities at least once annually
- permitting the moderator to enter the premises at all reasonable times to carry out moderation visits
- meeting reasonable requests from the moderator to amend assessments and for practitioners to take part in further training/moderation activities
- arranging for moderation within the school or setting
- ensuring practitioners involved in making assessments have adequate opportunities to become familiar with best practice. These opportunities may involve:
 - attendance at training courses
 - visits by moderators to schools
 - moderation meetings within settings
 - moderation meetings with practitioners from other settings.

Local authorities

Local authorities have the following responsibilities:

- ensuring all practitioners responsible for the completion of the EYFS profiles take part in moderation activities at least once annually
- appointing moderators with appropriate EYFS experience to secure consistent standards in assessment judgements
- ensuring moderators are trained and participate regularly in local authority and cross-local authority moderation activities and have a good understanding of how to promote progress within the EYFS profile and ease transition to key stage 1
- ensuring all settings are visited regularly as part of a cycle of moderation visits by a local authority moderator and that settings with identified problems or other particular circumstances are visited more frequently. Local authorities should have a view of what constitutes quality in the EYFS and have systems for auditing this
- after the moderation visit, to notify headteachers/managers of settings of whether (or not) EYFS profile assessments are being carried out in accordance with requirements
- where the moderator judges that the assessment is not in line with exemplified standards, to require the headteacher/manager to arrange for practitioners to participate in further training/moderation activities and to reconsider their assessments as advised by the moderator.

Training for practitioners

Initial training for practitioners will provide the basis for effective moderation processes. Training should be available to all practitioners, but will increasingly be focused on practitioners new to the final year of EYFS and the EYFS profile.

Moderation procedures

Local authorities should work with schools and other settings to develop effective procedures for moderation tailored to local circumstances. Procedures should be designed to promote consistent and accurate assessment judgements, should be supportive to practitioners and should not be burdensome for schools and other settings.

The following guidance provides a framework for the moderation process as a basis for developing procedures and practice in settings and across local authorities. Planning for moderation should aim to achieve coverage of all settings over a realistic timescale and each of the areas of learning.





Moderation visits

Each moderator is responsible for a group of settings, visiting a proportion of these each year. During the visit they could be involved in some of the following activities:

- the practitioner could provide the moderator with a list of children for whom EYFS profiles have been completed. This list would be divided into three categories:
 - those attaining scale points 1–3
 - those attaining scale points 4–8
 - those attaining scale point 9.

a profile would be chosen from each category to form the basis for professional dialogue between the practitioner and moderator. This discussion would focus on evidence of that child's attainment in relation to the criteria for EYFS profile scale points

- joining or conducting a staff meeting agreement trial
- discussing arrangements for the involvement of parents in the completion of the EYFS profiles
- reviewing outcomes from agreement trials held previously
- discussing any scale points practitioners are finding difficult to assess.

Moderation meetings (clusters of schools and other settings)

For those settings that do not receive a moderation visit in any particular year, moderators can organise and conduct half-day moderation meetings for the relevant practitioners from their group of settings. Meetings could be conducted in any of the following ways:

- practitioners would be asked to bring evidence regarding specific scale points for three children across the ability range. They could be asked to talk about their knowledge and observations of these children and discuss how this relates to a particular assessment scale. The range of assessment scales covered by the meeting may depend upon the moderation focus during that year
- the moderator could present sample assessment evidence for the assessment scales/areas of learning that were the focus for moderation during that year of the moderation cycle. This evidence would be for group discussion and agreement
- pairs of practitioners could share EYFS profile assessments for a number of children and discuss the evidence supporting the assessment judgements.

The moderators

- Well-qualified and effective practitioners can be identified by local authorities to form a team of moderators. They can be seconded from their settings for a set number of days each year. They should receive training and attend at least one cross-local authority moderator agreement trial each year.
- In addition, moderators can be local authority advisers/officers with appropriate early years experience who devote an agreed proportion of their time to form the moderation team. They should receive training and attend at least one cross-local authority moderator agreement trial each year.
- Moderation teams should include members with appropriate experience in special educational needs and in teaching children with English as an additional language, as appropriate to local circumstances.
- Moderators will develop effective skills for moderation if they can work in liaison with moderators from partner local authorities, as well as participate in shared training. Pairing arrangements could allow moderators to share or swap responsibilities for moderation to promote cross-local authority consistency.



Local authority moderation materials

Local authority moderation teams may decide to develop their own portfolios. During moderation activities, the team might decide to collect and develop a portfolio of assessment exemplification, which includes observation notes, photographs, audiotape, video film and children's recorded work. The pieces in the portfolio should be annotated to indicate the assessment criteria they provide evidence for. The portfolio can be used, during training and during moderation activities, to expand and support nationally produced exemplification.

Statutory requirements regarding assessment and reporting arrangements for the EYFS profile can be found in the NAA publication *Assessment and reporting arrangements* for key stage 1. An electronic version can be found at naa.org.uk/eyfsp.

07 Using the assessment scales



There are 13 scales, based on the early learning goals and divided between the six areas of development and learning. The scales are:

Dispositions and attitudes (DA)	} Personal, social and emotional development
Social development (SD)	
Emotional development (ED)	
Language for communication and thinking (LCT)	} Communication, language and literacy
Linking sounds and letters (LSL)	
Reading (R)	
Writing (W)	
Numbers as labels and for counting (NLC)	} Problem solving, reasoning and numeracy
Calculating (C)	
Shape, space and measures (SSM)	
Knowledge and understanding of the world (KUW)	
Physical development (PD)	
Creative development (CD)	

Each scale has nine assessment points. A summary listing of all scale points can be found on the separate *Assessment scales reference sheet*, published by NAA and available either as a hard copy or as a download from naa.org.uk/eyfsp.

EYFS profile scale points and accumulative scale point scores are statutory assessments in their own right. They are not equivalent to any national curriculum levels or sub-levels and no such equation should be made.

Scale points 1–3	describe the attainment of a child who is still progressing towards the early learning goals.
Scale points 4–8	describe the attainment of a child in the context of the early learning goals. They are not hierarchical or linear, indeed some scale points require ongoing assessment over time and a child may achieve them in any order.
Scale point 9	describes the attainment of a child who has achieved scale points 1–8 and developed further, working consistently beyond early learning goals. This will be attained by children who have significant abilities in an area of learning. Its purpose is to identify these abilities to year 1 teachers and ensure that these children's specific development and learning needs will be met.





Dispositions and attitudes (DA)

(Personal, social and emotional development)

Scale point

1

Shows an interest in classroom activities through observation or participation

The child shows curiosity, displaying a brief interest in activities, by watching or listening for a short time or by joining in, sometimes with adult support.

Connor stands and watches three of his peers playing in the sand, smiling as he watches. With encouragement from the practitioner, he moves to join the group. He continues watching for a while.

After watching the other children moving their hands in the 'gloop' on the table, Abdul, a child with physical disabilities, smiles and becomes excited as he is assisted to do the same.

Following a healthy eating activity a parent comes into the setting a few days later and comments that their child has been discussing the items going into the family shopping basket.

Scale point

2

Dresses, undresses and manages own personal hygiene with adult support

With some support, the child is able to dress and undress.

Leanne brings her coat to the practitioner, indicating that she wants her to hold the arm while she puts it on. Once the practitioner has engaged the bottom of the zip fastening, she can pull it up herself.

Simon can dress himself after games if his clothes are placed in the correct order in a pile.

Billy is reminded to wash and dry his hands before eating his snack.

Scale point

3

Displays high levels of involvement in self-chosen activities

Through a range of activities that have a particular personal interest, the child shows high levels of involvement, which he or she perseveres to complete.

Gary, who has recently been on a boat with his uncle, has been engrossed building a boat out of Duplo and is reluctant to leave his model when it is time for lunch. He brightens up when the practitioner offers to leave the boat assembled, and he returns to this activity and completes the model the following day.

Sam is at the water tray, pouring water from different size receptacles into each other. His facial expression shows a degree of concentration as he repeatedly explores the activity.

Scale point**4****Dresses and undresses independently and manages own personal hygiene**

The child shows personal independence, putting on outdoor, role play and protective clothing, washing hands or pouring out drinks at snack time.

Senukee goes into the role play area and puts on the wedding dress and adult shoes. Later on, she put her own socks and shoes back on.

Following a chasing game with his friends Adam realises he is hot, takes his jumper off and places it on the bench. He returns to pick it up later.

Before undertaking a painting activity Sara chooses an apron and puts it on independently.

Nancy takes a tissue and attempts to wipe/blow her nose.

Scale point**5****Selects and uses activities and resources independently**

When taking part in self-initiated or adult-directed activities, the child selects tools and resources independently from within the provision to support or extend an idea or project.

Maria came in at the beginning of the session and told everyone it was her mum's birthday. During the morning she went to the workshop area and made her mum a card.

While playing and digging in the sand area, Lizzie and Ben decide to fetch and fill the watering cans to make islands in the sand.

During an adult-directed session making divas, Carole goes to the art area to fetch five silver star sequins, which she adds to her diva.

Scale point**6****Continues to be interested, motivated and excited to learn**

The child engages in a range of activities. He or she displays motivation to learn, through attentiveness and perseverance, and demonstrates high levels of involvement. The child may show excitement when anticipating and participating in some of these activities.

Adam, who has a visual impairment, works with Sarah, looking at leaves magnified on a closed-circuit television monitor. As he removes the leaves, he sees his own hand is also magnified when he puts it under the screen. He becomes excited and with Sarah's help collects other objects, such as coins, Stickle bricks and dice to look at using the monitor.

Shanti listens attentively to a story about the seaside. Later, she finds books about the sea and the shore and looks at them with interest. That evening, she asks her mother to find photographs of the family's recent seaside holiday and, the next day, takes them to show the practitioner and her friends.

Following a topic on space, Harry brings in a junk model of a rocket he has made at home.

Maya insists her granddad comes into the classroom to admire her work on display.



Dispositions and attitudes (DA) *continued*

Scale point

7

Is confident to try new activities, initiate ideas and speak in a familiar group

The child is confident to explore new experiences and talk about them with adults and peers.

Jack and Ellie are playing outside with the cars. Ellie decides to get the blocks to build a garage.

During a visit from the shepherd and his sheep, Zamila confidently stroked the lamb and ran her fingers through its wool and said 'It's soft!'

At a focused activity, in a small group, Sally tastes breads from around the world and says she likes the pitta best.

Scale point

8

Maintains attention and concentrates

The child focuses on an activity and perseveres despite distractions or encountering challenges, showing consistently high levels of involvement.

Haaris and Andy spend about 15 minutes investigating the bottles containing beads, glitter, sequins etc suspended in viscous liquids. They take it in turns to use a torch and a mirror, exploring the effect of light shining through the various bottles.

A group of children are visited by a fire-fighter. He has been invited into the class to talk about his job. The children gather round and sit quietly while he tells them about his job and how they can keep themselves safe.

A small group of children work co-operatively to create a woven pattern in the fence.

Miranda spends a sustained period of time during a session drawing a detailed representation of her garden.

Scale point

9

The child has achieved all the early learning goals for dispositions and attitudes. In addition, the child sustains involvement and perseveres, particularly when trying to solve a problem or reach a satisfactory conclusion

When taking part in a range of challenging activities, the child sustains very high levels of involvement, often showing reluctance to finish until satisfied with the outcome.

The challenging activities include some instigated by the practitioner as well as those initiated by the child.

After sharing the story *Penguins in the fridge*, Steven makes a penguin out of reclaimed materials as part of an adult-initiated activity. Towards the end of the activity, he suggests to the rest of the group that they find 'something that we can make look like ice cubes' to keep the penguins cold. He and the group eventually decide to cut up scraps of white card into squares. They place the penguins they have made into the 'fridge' and scatter the 'ice' around them. Steven then goes back to the reclaimed materials again. He finds some yoghurt pots and puts them in the fridge also. 'There, it looks like a real fridge now!'

Charlotte has chosen to work in the role play area and decides to give the class bear a birthday party. She goes over to the workshop area to make him a birthday hat out of card. When she puts it on the teddy bear the hat drops over his eyes so she returns to the work shop to make it smaller. She removes the tape she had used to fasten the hat together, cuts a piece out of the card and re-tapes it.

Kian explored a flip book at home and decided to make one in school. He selected paper and fixed it into a book and was holding the book up to the light to ensure he copied the picture correctly onto each page. When finished he realised the pages were too short to flip correctly so he takes the book apart and stuck each page onto a longer piece of paper. He then demonstrated his work to others.





Social development (SD)

(Personal, social and emotional development)

Scale point

1

Plays alongside others

The child watches, copies or plays near to another child or group of children. The child is happy to play close to others with little or no interaction.

Max and Oliver are playing in the water tray. Max begins to tip water into the water wheel to make it turn. After watching the wheel for a while, Oliver begins to tip water into the wheel as well.

Jack and Alfie play in the gloop. Jack slaps his hands down into it making it splat out of the tray, The two boys continue to follow each other in play.

Stefan watches a small group of children folding paper to make cards.

Joseph is at a table where some children are playing with Lego. He watches them for a while and then has a go at making something himself. He does not talk to any of them but is happy to explore the Lego by himself.

Elise plays at the small world table. She drives cars around the garage. She searches for more people and fills the car and trailer with playmobil characters. George moves alongside Elise, playing close to her with his own car. Elise continues to manoeuvre her car, chattering to herself as she does so. She occasionally stops what she is doing to watch George.

Scale point

2

Builds relationships through gesture and talk

Relationships are sustained or initiated through talk, which may consist of single words or short phrases.

Communication can also be accompanied by the child's use of body language, such as facial expressions and gestures, to build relationships.

The practitioner usually makes a sign for 'drink' to Shaam, who is autistic. One day, DeAndre sees the practitioner preparing the drinks. He turns to Shaam, smiles and makes the drink sign.

Marek speaks Polish, Hardeep speaks Bengali and they have no common language. However, when playing together they make great use of facial expressions and gestures, especially the use of pointing and thumbs up and thumbs down signs.

Milly picks up two mobile phones and walks over to Emily. She gives her a phone and says 'It's for you'.

Connor is physically unable to speak, but uses some British Sign Language (BSL). He taps Olivia on the shoulder and beckons her over to the table where he is playing.

Max uses a walking frame and usually uses a communicator to make sentences, but during outdoor play he pulls the coat of another child and signals at the ball. He wants the child to play ball with him.

Poppy looks around the setting. She selects play dough on the planning board and joins Olivia and Ben. Poppy sits next to Olivia at the play dough. She watches Olivia using the play dough cutter. 'We're making gingerbread men, do you want to make one?' asks Olivia. Poppy nods and smiles.

Scale point

3

Takes turns and shares with adult support

The child plays with one or more children. The children need occasional reminders about appropriate behaviour from the adult throughout the activity.

The teacher explains to Henry and Joseph about waiting to take turns with a Roamer. She explains that when the sand timer is finished then it is the next person's turn. Joseph watches Henry play with a Roamer but after a while he takes it. Joseph explains 'It is my turn because the sand timer has finished.'

Playing a game of 'Snakes and Ladders', Tia grabs the die out of turn. The practitioner reminds her that it is Ciara's turn. Tia hands Ciara the die.

Scale point

4

Works as part of a group or class, taking turns and sharing fairly

When working as part of a large or small group, the child takes turns and shares fairly, for example waiting patiently for a turn to use popular resources.

Nisha is working with a jigsaw. Derek asks if he can join her, explaining that he wants to do that puzzle too. Nisha wants to finish the puzzle herself and says Derek can have a turn after her. When she has finished the puzzle, she packs it away, finds Derek and gives him the puzzle to play with.

Annika is playing a board game with a small group. The die rolls over and lands in front of her. When it is the next player's turn, Thomas says, 'Come on Annika, your go.' However, knowing that it is not her turn, she passes the die back to Jen.

Olivia passes Poppy the cutter and the rolling pin. Poppy makes a play dough man the same as Olivia's. Ben has also made one. He pretends to eat his and they all laugh.

After sharing out the snack time cups Saskia sits down and waits for the snack bowl and the milk jug. She reminds the children at the table, who are all starting to get up to help themselves, 'It's important to wait you know, we all get some and it's nice to take a turn. We do that in reception.'

A small group is in 'Percy's hut' where there is a limited collection of gardening equipment and they all want to use the tools. Jan says to the girls 'OK, you two can have the tools first. We can wait and sort the seeds, then we can swap can't we?'

Tilly is playing in the vet's role play area. She is the vet and has been using the vet's bag for quite some time. Isla comes along and asks if she can have a turn now. Tilly says, 'Yes, I've already had my go.'

Kiaya brought her doll's pushchair to the setting. Another child began to push it around. Kiaya said 'It's okay, you can play with it when I'm not using it.'

Harriett was eager to play in the outdoor water tray with the bubbles but there were no aprons left. She told the teacher, 'I'm going to do some digging until there's a space.'



Social development (SD) *continued*

Scale point

5

Forms good relationships with adults and peers

The child forms good relationships with both adults and children within the setting, by being helpful and friendly.

Sam takes the register back to the school office. He stays and talks to the secretary for a few minutes before returning to the classroom.

Krishan beckons to a new child visitor to come and see his painting. He takes the visitor by the hand while showing him the BSL for 'painting'.

Ryan asked Megan and Emily if he could help set up the game of pairs for them as they were not able to. He waited and talked them through how to play before joining in with them.

Zara is constructing a model of a car. She is having difficulty keeping the wheels on and is very frustrated. Baljit moves to the table, 'Can I help?' He moves away and finds some little corks saying, 'Let's stick them here, don't worry I'm here to help.'

Three boys are working together to build and fix the plastic playhouse. They independently collect the resources from the road ways box to mark off their building site and warn the others around them 'We're working here, watch out.' They proceed to 'fix' and 'build' the house.

Tariq brought in some pictures that he had drawn to show what happened on his trip to the pantomime. He used no words to express his feelings to the practitioner, however his jumping up and down and pointing to the picture communicated his excitement at the theatre visit.

Sophia, a non-English-speaking Polish child, indicated to the practitioner that she was ready for her snack by holding her hand, taking her to the visual time table and pointing to the 'snack' photo, when the practitioner asked 'Do you want your snack?' Sophia smiled, nodded eagerly and said 'Snack!'

Scale point

6

Understands that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously

The child knows the expectations and routines of the setting and can offer explanations about why they are necessary and important.

Corrine and William are dressing up. Corrine wants to carry on dancing to the music that has just started playing on the tape recorder. 'The music means it's tidy up time', reminds William. As they take off the dressing-up clothes, they hang them on hangers and put them on the clothes rail and remember to put the hats back in the hat box.

Tia came in from outdoors looking for Hassan as he had not tidied up the role play area when he left it. Tia reminded him that it was his job.

Connie is showing some of the new children the class library. She tells them 'You have to choose a book from here (pointing) take it there and read it. You must read, that's what you do... don't just fling the books about, put them back here (pointing). They're very expensive you know.'

Jake has washed his hands and throws the paper towel down on the floor. Charlie notices it and says 'That is naughty, you are making a mess and somebody might slip over on it.'

Mark shouts loudly whilst in the book corner. Charlie says 'Mrs Clifford told us to use quiet voices in the book corner. Stop shouting or you'll be told off!'

Omar told the parent helper 'You have to wear a hat outside when it's sunny or you might get sunburnt.'

Leah said 'I'll get the sand timer for when we're playing on the bikes, then we all have the same time and it's fair.'

Scale point

7

Understands that people have different needs, views, cultures and beliefs that need to be treated with respect

The child's behaviour indicates that he or she is developing awareness of the need to respect and value others.

The child enjoys sharing information about his or her own culture and beliefs and shows interest and enjoyment in cultural and religious differences.

While drawing a picture of himself and his friend, John selects a peachy coloured paint to colour in his own face. 'I will need the light brown paint after, to do Tilak's face', he explains.

Kylie understands that Cory (who has learning difficulties) finds it hard to line up. At the end of playtime, she takes his hand and they walk together to the line.

Harry says, 'I can't understand what Kumari says – she's talking all funny.' Zoe replies, 'She's speaking her family's language. She talks in our language too.'

Eleanor receives Christmas cards but doesn't give them. Shahim told me that Eleanor has other cards in her house.

Sunil spots Aaron (an older child with special educational needs) wandering into the room. He says 'Aaron's here,' and asks if he should take him back to his own class.

During Chinese New Year celebrations at school, William said 'I use these chopsticks at home. I am good at it.' Later he demonstrated to the class how to count to 10 in Mandarin.

Varian tells Alex (who is deaf and able to lip read) someone is talking to him by tapping him on the shoulder first. He also tells Jacob that he has to stand in front of Alex to talk to him.

Niamh said 'When I went to Sarah's house to play we had to take our shoes off when we went in. I keep my shoes on at my house, but Sarah has carpets and we have laminate.'



Social development (SD) *continued*

Scale point

8

Understands that they can expect others to treat her or his needs, views, cultures and beliefs with respect

The child has a positive self-image and is comfortable with differences between self and others.

The child is able to share experiences and views because they trust the reactions of adults and other children with whom they are familiar.

Charlie is a wheelchair user. When the practitioner asks the group for help in finding the repeated phrase in the big book they are using, he volunteers. 'I can read it. I am a good reader.' He propels the wheelchair, unaided, up to the book where he points to and reads the words.

Umar sees Joely fingering the prayer mat which is on display. He tells her that it is a special mat. His dad has one at home and he kneels on it to say his prayers.

Jenna talked freely about her trips to mass and the Ash Wednesday service she had attended. She had an ash cross still visible on her forehead. No child in the group passed comments and simply asked sensible questions.

Latifah spoke confidently in front of the class about how she and her family celebrate Diwali, explaining the special activities and food associated with the festival.

Kieran and Luke were discussing their favourite football teams. Kieran said 'I support Ipswich and you support Norwich but we can still be friends because we both like football.'

A group of children are talking about the *Owl babies* story. They are all saying they are not frightened of the dark. Jamie listens for a while and then says 'Well, I am frightened of the dark.'

Following an adult-initiated discussion about families, Emily drew a picture of her family. She pointed to the two girls she had drawn and said 'These are my sisters, they don't live in my house, but they do have my dad visit them and their mummy at weekends.'

Scale point

9

The child has achieved all the early learning goals for social development. In addition, the child takes into account the ideas of others

During self-initiated and adult-directed activities the child works collaboratively with others, listening and responding to their ideas.

The child shows a willingness to change or adapt plans in response to constructive suggestions from other children.

In discussions the child demonstrates a respect for and non-judgemental acceptance of others, contributions and can accommodate these alongside his or her own ideas.

Some children are acting out *The three billy goats gruff*. Ben is organising the other children and telling them which parts to play. Rizwan is unhappy and doesn't want to play the part of the troll. 'OK, I'll be the troll,' says Ben 'and you can tell everyone what to do.'

Arron and a group of children are trying to build a bridge to cross a 'river'. Arron has been leading the play and telling everyone what to do. The blocks are not quite long enough to reach across the 'river' so Oliver suggests that they should try to put some blocks in the middle. Arron then says 'Yeah. Let's put some in the middle – good idea Oliver.' Together they successfully get a bridge built across the 'river'.

Rebecca was building a town on her own using the community blocks. Jay and Rob came to join her and wanted to build a fire station. Rebecca agreed and told them where they could place it. They disagreed on the location and suggested another position. Rebecca agreed and also asked them to build a hospital for the people in the fires.





Emotional development (ED)

(Personal, social and emotional development)

Scale point

1

Separates from main carer with support

Parting from the carer, the child needs support in identifying a person or activity to provide initial security.

When Patricia arrives, she always looks for her key practitioner. Her granny stays with her as she decides what to do and becomes involved in an activity with other children and the key practitioner.

An adult greets Jack and his mother, who supports him to self-register and select an activity. Once engaged with the activity he is happy to say goodbye to her.

Scale point

2

Communicates freely about home and community

The child will talk about events and experience from home. Sometimes this conversation is triggered by something they see or hear, or it can be inspired by the stories of others.

Mustafa says 'It's Eid tomorrow so I am staying at home for a big party.'

Tanya says 'You know Ellie? I'm going to her house after school till my dad gets home from work.'

Mia brought into school a leaflet that she had picked up in a local shop and said 'I got this from the post office when I went with my gran.'

Scale point

3

Expresses needs and feelings in appropriate ways

Through a range of activities that have a particular personal interest, the child shows high levels of involvement, which he or she perseveres to complete.

Dylan said the classroom was too noisy, and was making her head hurt.

During a trip to the pantomime Victoria was a bit scared and asked if she could hold the practitioner's hand when King Rat came on stage.

Katie asked to go and collect her hair band that she had left in the playground. She asked if a friend could go with her so that she wasn't lonely.

During a structured activity, the practitioner is talking about feelings with a group of children. Saidah says she feels sad. When asked why she says 'Now I'm five my mummy says I have to sleep in my own bed and I'm scared.'

Fred, a child with language delay³, needs to use the toilet. He goes to the symbols on the wall, selects the relevant symbol and gives it to a member of staff.

³Language delay is used as a descriptive term for children whose knowledge, understanding and use of language is significantly below expected levels of attainment for children of that age

Scale point

4

Responds to significant experiences, showing a range of feelings when appropriate

The child responds appropriately to experiences, showing a range of feelings.

In the classroom the tape recorder is playing some music from the film *Titanic*. Owen approaches the practitioner and says 'This music is very sad isn't it?'

Lima is keen to tell the group all about her brother's birthday the day before. She describes his presents and his cake and says she enjoyed joining in his celebration.

Jameela is part of a group which is sharing the big book *Farmer duck*. She notes the contrast between the end papers at the front and back. 'At the beginning it was all cold. It looked sad like the duck was feeling sad. Now it's sunny, the duck probably feels sunny inside. He's happy now.'

Scale point

5

Has a developing awareness of own needs, views and feelings, and is sensitive to the needs, views and feelings of others

The child communicates needs, views and feelings, explaining his or her own needs.

When taking part in a range of activities, the child listens to the ideas and suggestions of others.

The child observes and hears the needs and feelings others express, and may also alert an adult to another's needs.

The child is aware of the needs of others.

Deon is distressed about leaving his carer one morning at the start of the school day. Mason sees that he is upset, and goes to get a tissue for him to blow his nose and quietly hands it to him as he puts his arm around his shoulder.

Abigail falls over in the playground, grazing her knee. As the member of staff on duty makes her way over, Lawrence, who has been playing nearby and saw the accident, comes over and offers to take Abigail in to the first aid room.

At circle time during Ramadan some of the children talk about their parents fasting. Colin looks very concerned. 'That must be very hard – I would miss my chips.'

Paul spends quite some time building a car with a construction kit. Just as he finishes it Jason picks it up and runs off with it. Rather than retaliate, Paul goes to the practitioner and explains that he has built the car and asks for her help.

Ella says to Mrs S 'I am going to make you a badge but I can't put – the best teacher'. Mrs S says 'Why not?' Ella replies 'Because Miss N is my teacher. You are such a lovely teacher Mrs S but I just can't put that you are the best.' Ella's sticker says 'I love you' instead.

Katie helped Joshua, a child with autistic spectrum disorder, in a group time activity and afterwards said to the practitioner that he had sat nicely, listened well and that she said 'Well done Josh'. She commented 'I have been very kind hearted.'

Ian helped Archie collect his coat and put it on, as he knew he couldn't manage it by himself.

Following an activity, making wishes with Aladdin's Lamp, Katie said, 'I wish everyone to have a mummy and daddy.'



Emotional development (ED) *continued*

Scale point

6

Has a developing respect for own culture and beliefs and those of other people

The child begins to develop respect for their own and for others' cultures and beliefs by celebrating cultural and religious events and other activities.

The child may demonstrate through behaviour an understanding that different artefacts, rituals, events, etc are precious or important to different families, communities or cultures.

The practitioner brings in her wedding dress and pictures of her wedding to show the children. Rukhsar looks at the white dress and says how pretty it is. Then she adds 'When my big sister got married she had new clothes but they were red and gold.'

Jake explained that when he goes to his granny's house he has to take off his shoes and leave them by the front door. He said 'Mum doesn't make me take my shoes off at home.'

Ozlem says ' My mummy is making a costume for me to show everyone how to do Turkish dancing. I do this dancing because I am Turkish.'

Scale point

7

Considers the consequences of words and actions for self and others

In discussions, the child shows a developing awareness of the consequences of words and actions.

The child is normally able to reflect this awareness in his or her actions and behaviour.

The children discuss with the practitioner how they will make their room safe for Kayleigh, who has a visual impairment. Barry suggests that they must hang up all the bags and coats and not leave them on the floor.

One child came in to school crying, as she wanted her mum. Her friend said, 'You'll be alright, sometimes we just have to come to school and the thing is we have so much fun here that it will be home time before we know it!'

Following the story *Owl babies*, one child said 'Sarah sat with her brothers to look after them as they were scared, she wanted to look after them.'

One child worked at the water tray and got soaked (as he was wearing the wrong apron). Saabirah noticed and said to Josh, 'Let's take that apron off, I'll help you. That's a painting apron. You're lucky the paint didn't go on your top or your mummy would be cross.' She helped him take off the apron.



Scale point

8

Understands what is right and wrong and why

The child understands and can explain the consequences and reasons why an action is or is not appropriate.

The child is usually able to control his or her behaviour to reflect this understanding.

When Jemma suggests taking Chantelle's crisps out of her drawer, Abbie says, 'No, you shouldn't do that. You mustn't take other people's things.'

Chris spends a lot of time making a junk model boat. Later his friend Mike sees Pete about to pull it apart. 'Don't break it,' he says, 'Chris will be really upset.'

Georgina stretched impatiently across in front of another child to get the paint pot. In her haste she knocked pots of paint over other children's work. She instantly realised what she had done, said sorry as she began to mop up the mess and said, 'I should have asked you to give it to me.'

Following a topic on Goldilocks Victoria said, 'Goldilocks was a naughty girl. You must never go in someone else's house – she should go and say sorry.' She wanted to write a letter to Goldilocks to tell her to say sorry.

Emotional development (ED) *continued*

Scale point

9

The child has achieved all the early learning goals for emotional development. In addition, the child displays a strong and positive sense of self-identity and is able to express a range of emotions fluently and appropriately

This child is emotionally secure, has views and beliefs and is not easily swayed by others.

Jos is in the garden and has lost her glasses. She is very concerned. The adult suggests she starts to look for them in the garden. Maddy sees Jos' concern as she starts to search. She goes over to her and says 'Come on Jos, we'll look together.' Maddy holds Jos' hand and they walk around the garden together looking for the glasses. Within a few minutes they find them and they rush up to the adult to share their success, shouting 'We found them, we found them!'

Louis sees that Amir is crying and goes to ask him in BSL 'What's the matter?' On finding out that Amir is hurt, he goes to the practitioner and reports the problem, then helps to comfort Amir by offering Amir his favourite book.

Ricky has used most of the Lego construction materials to make a number of vehicles, taking a lot of time and care over them. Children are normally allowed to put their models on display, so he asks the practitioner if he can do this. She agrees, adding that she will need to put out a different construction activity for the other children to use. A few minutes later, Ricky goes back to her and says that he knows that the other children really like playing with Lego, so it isn't fair if he uses all of it. He asks if he can save his two favourite models and break up the others, then there will be enough Lego for the other children to use. The practitioner thanks Ricky and suggests that they take some photographs before he breaks up his models.

A child brought in to school a model of a space rocket she had made at home using junk. She said that she could make it even better at school by adding 'hot coloured tissue paper streamers' for the fire and a rope so the astronauts can get out and on to the moon. She told the whole class of her plans and spent a long time making alterations. She then showed her finished model, having achieved her plans, and spoke about planets like Jupiter, Mercury and Saturn. Ella asked if a photo could be taken of the model for her to take home.

Ella talked readily about swimming club and Rainbows and how she had different friends in these groups.



Parag and Jeannine had become very intrigued with the logs in the outdoor area. Every day for about a week, the children went to the logs, turned them over and observed the bugs underneath. After a few times of doing this they commented that the bugs were disappearing. In discussion with each other, they came to the conclusion that the 'area' under the log wasn't dark and damp anymore as they had moved the logs repeatedly. 'What we need to do is leave them for a week.' The children got chalk and wrote on one of the logs 'do not move'. During the week the children visited the logs, but didn't move the marked log. Each day the children ticked the calendar so they knew how long to wait. After the week had passed the children turned the log and they became very excited that the bugs had returned. They then drew pictures to tell the class about the difference between the log that was not moved and the ones that they had turned.



Language for communication and thinking (LCT)

(Communication, language and literacy)

For scale points 1–3, assessment should be made on the basis of the child's attainment in their preferred language. For some children, this may be a recognised sign language or Picture Exchange Communication symbol system. Assessments of scale points 4–9 should be in English (or BSL or sign-supported English) reflecting the child's emerging competence in the language.

Scale point

1

Listens and responds

At this stage, interaction with others is characterised mainly by the child's listening and responding to what others say through words and/or gestures. The child rarely initiates talk.

Jas carries out instructions, points to what she wants to do in child-initiated activities and occasionally makes one-word responses in exchanges with the practitioner.

Mateusz smiles at the funny story – *Pig in the pond*.

Trinity points to the small world area when asked by the practitioner 'What would you like to do now?'

At snack time when asked if she would like milk, Hanna replies 'Tak' (Polish for yes).

Scale point

2

Initiates communication with others, displaying greater confidence in more informal contexts

The child talks and listens with emerging self-confidence in informal contexts. He or she responds willingly but may not initiate talk during more adult-led group activities such as story time.

At snack time and during child-initiated activities, Hannah will talk quietly to another child sitting, playing or working next to her. However, she is very quiet during adult-led group activities, talking only rarely.

Guido shows Cara how to work the tape recorder in the listening corner, explaining in Italian, their shared language.

Gorge says excitedly to the practitioner 'I'm goin' Ben's house tea' as he comes into school.

Scale point

3

Talks activities through, reflecting on and modifying actions

The child reveals his or her thinking through speech or other forms of communication. As the child reflects, he or she may modify actions or solve problems.

Brent is playing on his own with the small world toys. 'This one's going to get the lorry... but the car comes in... this is his dad – no, no, no... now you'd better go to bed.'

Hamdoon goes to the sand area and finds there is no room for him. He says 'I'm going to water.'

Ivy is playing with the train track. She is observed saying 'That one, that one, no, that one' and picks up a different piece.

Dominic gets his coat and says 'I miss my mummy.' The practitioner says 'Why don't you draw a picture for her?'

Dominic puts his coat back and decides to go to the drawing area.

Scale point

4

Listens with enjoyment to stories, songs, rhymes and poems, sustains attentive listening and responds with relevant comments, questions or actions

The child listens attentively and with enjoyment to stories and rhymes from which he or she is able to recall details.

When listening to suggestions or explanations, the child responds appropriately through actions or comments, or by asking relevant questions.

Doug and Dan enjoy miming marching up the hill as they listen to *The Grand Old Duke of York* on the tape in the listening corner.

After listening to the story of Anansi, Sally draws a picture of a spider weaving a web.

Jack asks 'Do the goats still live on the green grass?' after he's listened to *The three billy goats gruff*.

Jodie watches avidly as the practitioner signs the story of the Gingerbread Man. Jodie signs 'Run, run as fast as you can, you can't catch me I'm the Gingerbread Man' at the appropriate times in the story.

George comments 'That music makes me happy' after listening to traditional Chinese music.

Sam sways with the music as he comes to sit down on the carpet.

Eve and Matt enjoy joining in with action rhymes and songs and use symbols to request favourite rhymes and songs.

Scale point

5

Uses language to imagine and recreate roles and experiences

During a range of activities, the child uses language to imagine, act out or develop experiences.

Adam is on the phone in the home corner; he asks the person on the other end if he has reached the local radio station. Imagining he has, he requests a song to be played for his sister.

Tori is dressed up in the outdoor palace role play area. 'I'm the ugly sister. Get my clothes. Get my shoes.' She wags her finger, bossing Cinderella.

On an observation sticker from home a parent writes 'Amar loves playing school. I can hear him taking the register and he has his teddies sitting in a circle.'

Marcel makes a ringing sound for a telephone. He picks up the phone in the hospital role play area and says 'Hello' and passes it to his friend saying 'It's for you, the ambulance is coming.'

Molly goes out to the outdoor area. When she finds that all the wheeled toys are in use, she goes back indoors to the dressing-up clothes, finds the policeman's hat and puts it on. She goes outside and says 'Stop' to the children riding the wheeled toys.





Language for communication and thinking (LCT) *continued*

Scale point

6

Interacts with others in a variety of contexts, negotiating plans and activities, and taking turns in conversation

The child interacts with others, taking account of what they say and attempts to use language to negotiate plans and activities.

It is the process rather than the product that is the focus of the assessment, and negotiation may not necessarily be resolved.

A group of children are planning a journey in a bus they have built. Sue says 'You be the driver and I'll collect tickets.' 'I'd like to do the tickets,' replies Jon. 'OK, I'll drive if you want to be the conductor.'

Joshua and Chloe run to the taxi bike. Joshua says 'I'm getting on the front. You can stand on the back.' Chloe says 'I wanna drive it.' Joshua says 'You drive and I'll push and I will be the driver after.'

Jacob and Salvatore are building a model of the Iron Giant together. Jacob says 'We need two boxes to stick together.' Salvatore says 'OK you get the boxes but I'm going to stick them.' Jacob says 'Well I'm sticking the shiny bits on.'

Scale point

7

Uses talk to organise, sequence and clarify thinking, ideas, feelings and events, explores the meanings and sounds of new words

The child often uses language rather than action to rehearse and reflect on experiences and to clarify ideas and feelings.

The child may talk her – or himself or others through challenging activities and adopt newly learned words in communication.

Uses talk to organise, sequence and clarify thinking, ideas, feelings and events

Carol and Alice discuss how to use the digital camera. Carol shows Alice how to take a photograph and how to look at it on the camera, talking through all the actions as she does so.

Bethany says she is feeling sad. The practitioner asks her why. 'Because my mummy's in hospital and I don't get to see her. I'm staying with nanny.'

Jane says 'I don't know if I want an apple or an orange.' She looks at Declan's plate and says 'I'll have the same as you.'

Christopher takes his model to class to show it to the children. He explains how he makes the wheels go round and points to the axle.

Explores the meanings and sounds of new words

After listening to the big book *No lunch box*, a group of children make sandwiches with bread and butter and a choice of fillings. As they talk through what they have to do, Catherine remembers the word 'filling' from the story and repeats it several times while they are making the sandwiches.

Jordan comes to school and says to the practitioner 'My mummy is going to buy my nanny an ordament.' When asked 'What's an ordament?' Jordan points to the ornaments on the practitioner's shelf and says 'Those are ordaments.'

Whilst making jelly, David chants 'Jelly belly smelly jelly belly.'

A group of children are using bricks to build a path outside. The practitioner explains the word 'tessellation' and Sally enjoys repeating the word.

Scale point

8

Speaks clearly with confidence and control, showing awareness of the listener

The child speaks clearly and with confidence in familiar groups and also with people other than those who are well known to him or her.

There is awareness of the listener, for example by the child's use of conventions or by her/his inclusion of some detail when offering accounts or explanations.

Lorna stands on the role play stage and announces clearly and confidently to the rest of the group 'Ladies and gentlemen, boys and girls, welcome to our show. Please make sure your mobiles are turned off.'

Amar, aware that a child visiting is not deaf and doesn't know BSL, makes good attempts to use his voice and speak in English. He tries signing slowly with extra clarity when showing the visitor a display of boxes.

A parent comments on an observation sticker that Stana always speaks clearly and slowly when talking to her granny.

Scale point

9

The child has achieved all the early learning goals for language for communication and thinking. In addition, the child talks and listens confidently and with control, consistently showing awareness of the listener by including relevant detail. He or she uses language to work out and clarify ideas, showing control of a range of appropriate vocabulary

The child talks and listens confidently in a wide range of situations, sometimes adapting his or her vocabulary and tone of voice to the particular situation. He or she uses appropriate vocabulary in explaining ideas clearly.

The child shows an awareness of the needs of the listener by including relevant details, for example when describing events or activities which took place when the listener was not present.

Conrad is very keen to tell the class about a Meccano model of a windmill he made at home one wet Sunday afternoon. He is unable to bring the model in to class to show as it is too big, but he takes care in selecting some pieces from the class supply to show how he made the sails. He speaks clearly and with enthusiasm about both the task and the end product.

Luke approaches an unknown visitor to the classroom saying 'Hello, my name is Luke. You don't know my classroom. Let me show you around.' The visitor asks to see his favourite place and Luke takes her to the writing area and explains in detail how he made a birthday card for his mum and answers her questions.

Mia shows a group of children how to play 'Duck Duck Goose' after learning the game at her after-school club. The children successfully play the game.





Linking sounds and letters (LSL)

(Communication, language and literacy)

For scale points 1–3, assessment should be made on the basis of the child's attainment in their preferred language. For some children, this may be a recognised sign language or Picture Exchange Communication symbol system. Assessments of scale points 4–9 should be in English (or BSL or sign-supported English) reflecting the child's emerging competence in the language.

Scale point

1

Joins in with rhyming and rhythmic activities

The child takes an active part in singing and rhyming activities, joining in with some of the words and moving to the music.

Pip enjoys singing along to the rhymes on the CD. She claps in time to her favourites.

While the class say *Humpty Dumpty* with the practitioner, Sehmaz pats her knees and nods her head in response to the rhythm.

Jack and Becky sit holding hands and move backwards and forwards to the song *Row, row, row your boat*.

Sasha echoes the practitioner's clapping to her name.

Scale point

2

Shows an awareness of rhyme and alliteration

The child is aware of rhyme in songs and poems and sometimes distinguishes sounds of personal significance from others or notices when words begin with the same sound.

Rosie carries on with an action (touching her knee), thinking the end of a song would rhyme. She laughs when the last word is changed. 'Clap your hands together, one, two, three, put your hands upon your ... head.'

When listening to the tongue twister *Six sizzling sausages* Sarah laughs and says 'They're all 's' like me.'

When listening to rhyming text such as 'Don't put your finger in the jelly, Nelly,' Helen says 'They're the same.'

Scale point

3

Links some sounds to letters

The child hears some sounds and links them to specific letters, for example the letters in his or her name, and is able to recognise a few of them.

A small group of children are suggesting all the objects they can think of beginning with the sound 'd' – door, dog, doll, drink. Suddenly Donna smiles and says 'd' for Donna.'

Karen spots a capital K on the cover of a big book. 'Look, it's the same as at the beginning of my name, it's a 'k'.'

Bailey is fishing for magnetic letters in the water tray. He finds the letter 'm' and says 'mummy'.

Izzy is in the role play area making party invitations for her friends Rosie and Lawrence. After using non-standard marks for the invitations she writes 'r' for Rosie and 'l' for Lawrence on the envelopes.

Scale point

4

Links sounds to letters, naming and sounding letters of the alphabet

Across a range of activities, the child is able to name and sound letters of the alphabet, recognising more letters than not. The child needs to be able to accurately link the letter shape with its sound and name.

Victoria brings in some objects to go on the interest table. 'I've brought a doll, a dog and a picture of my dad,' she explains.

The children play the game 'Noisy Letters'. The practitioner gives each child a letter, and the children attempt to find the other child(ren) who have been assigned the same letter by saying their letter sound out loud.

Whilst pretending to be a teacher, Abigail uses the practitioner's pointer to point out correctly letters of the alphabet as she names them. In a later observation the practitioner observes her sieving letters in the sand tray correctly identifying the sounds. The practitioner uses these observations to correlate the sounds and names of the letters she knows.

Scale point

5

Hears and says sounds in words

When sounding out simple CVC words, the child hears and says sounds in the word.

Danya takes the model of the cat out of the box. When asked to do so, she is able to say the sounds in order 'c-a-t'.

Paul is in the role play area which is a pizzeria. He asks Sharon for a pizza with cheese on. As Sharon writes his order, Paul says 'Cheese, that's 'ch-ee-z'.'

Will and Jess are working in the creative area painting pictures for each other. Jess asks Will 'How do you do your name?' Will says 'W-i-l-l'.

Scale point

6

Blends sounds in words

The child is able to blend sounds together in the order in which they occur to say simple CVC words.

The children are playing the 'Robot' game. The practitioner says 'r-e-d' and Evie says 'red'.



Linking sounds and letters (LSL) *continued*

Scale point

7

Uses phonic knowledge to read simple regular words

The child uses his or her phonic knowledge to read a range of simple CVC words, some of which are new to them.

Scale point 7 cannot be achieved without LSL scale points 4, 5 and 6.

While reading a book in the book area, Craig encounters an unfamiliar word. When the practitioner suggests separating the short vowel sounds within the word, Craig is able to correctly identify the word 'M- e- g' and says 'Meg'.

Amina spells out the words 'jam' and 'eggs' from the recipe card when taking part in a baking activity.

Alice and Connor help the practitioner set up for a car boot sale. They both match labels to the objects and Alice correctly chooses the word 'sheep' and matches it with the toy sheep.

Scale point

8

Attempts to read more complex words, using phonic knowledge

The child attempts to read more complex words, sometimes with adult support.

Walking round the sea life centre Jack noticed the sign 'crabs' and says 'We haven't seen the crabs, yet.'

Whilst the teacher is labelling a lost property jumper box, Areeb says 'J-u-m-p-er. Is that for our jumpers?'

In Santa's grotto, the children are wrapping presents. John reads from a list the word 'handbag' and says 'I need one of those for mummy's present.'

Scale point

9

The child has achieved all the early learning goals for linking sounds and letters. In addition, the child uses a knowledge of letters, sounds and words when reading and writing independently

In his or her independent reading and writing, the child uses a range of strategies when tackling unfamiliar words, including fluent and appropriate use of phonic knowledge.

While writing a story, Yan realises that he does not know how to spell 'beanstalk'. 'I can do the 'bean' bit' he says, and then sounds out the rest of the word phonetically as he writes. 'St-or-k – but 'ork' doesn't look right – I know, it's st-alk, stalk!' he says, and writes down the correct spelling of the word.

When writing, Melissa writes about going to the beach. She sounds out b-ea-ch but writes b-ee-ch.





Reading (R)

(Communication, language and literacy)

For scale points 1–3, assessment should be made on the basis of the child's attainment in their preferred language. For some children, this may be a recognised sign language or Picture Exchange Communication symbol system. Assessments of scale points 4–9 should be in English (or BSL or sign-supported English) reflecting the child's emerging competence in the language.

Scale point

1

Is developing an interest in books

The child takes part in book-sharing activities, listening to stories with interest or choosing to look at books in the book area.

The child handles books appropriately, turning pages and looking at pictures.

Anna likes to sit in the book corner and browse through the book boxes. She often selects a book and 'reads' it to one of the toys. She holds the book the right way up, turning the pages and telling the story in her own words.

Ramon, a child with physical disabilities, loves sitting with an adult and listening to a story, looking at the pictures. In big book time he indicates whether or not the book is the right way up by 'yes' and 'no'. He moves his hand to be assisted to turn the page.

Rashida's mum reads a story with which the children are all familiar from a dual language text. Rashida smiles when she reads it in Urdu and points excitedly to the pictures.

Scale point

2

Knows that print conveys meaning

The child can distinguish between pictures and print and recognises that information can be relayed in the form of print.

On a walk, Tim points to the street name signs and asks the practitioner what they say. At the bus stop, he points to the sign and says 'This is where the bus stops.'

Edward points to the symbol string under his picture and says 'I went to the shops in the new green bus. Look at my writing.'

Scale point

3

Recognises a few familiar words

The child recognises some familiar words, for example his or her own name and common words in the environment.

Andrea feels the names in Braille above the coat pegs. She recognises her name and tells her nan 'This is where I hang my coat.'

Riha reads aloud some of the key words she has become familiar with on captions around the room – 'milk', 'day', 'book' and 'beads'.

While Sam is in the outdoor area, a police car stops outside the fence. Sam points to the writing on the door and says 'That word says 'police'.'

**Scale point****4****Knows that, in English, print is read from left to right and top to bottom**

The child follows print, from left to right and from top to bottom of the page.

Shola is observed sitting on the practitioner's chair. She uses the practitioner's pointer to point to the story left to right across the page as she paraphrases the story to her friends who are listening.

Scale point**5****Shows an understanding of the elements of stories such as main character, sequence of events and openings**

When discussing a familiar story, the child identifies the main characters and basic sequence of events.

Joanna plays with the small world resource acting out and telling the story of *The three billy goats gruff*. She uses a really loud voice for the troll.

Scale point**6****Reads a range of familiar and common words and simple sentences independently**

With encouragement, the child gains meaning from simple story texts, making some use of a range of cues, including knowledge of the story or context, what makes sense grammatically and word/letter recognition. The child reads at least 20 common words in a range of contexts.

During a guided reading session Nisa attempts to read *What's the time Mr Wolf?* She is able to read key words she already has experience of and uses the pictures and context to read the unfamiliar words.

Hamza reads his book, signing each word to support the English. He stops to check the meaning by using BSL.

Sally is reading a non-fiction book about vehicles to her friend Ben. She points to a picture and says 'My uncle has got a white car like that.' Ben says 'No, it's not a car, look, it says v-a-n, that says it's a van.'

Reading (R) *continued*

Scale point

7

Retells narratives in the correct sequence, drawing on language patterns of stories

The child can retell the main points or events of a simple narrative in the correct sequence, using linking language. Particular language patterns, such as 'Once upon a time', or 'Not I, said the cat' (*The little red hen*), are remembered and used.

After hearing the story of Goldilocks a group of children act it out using stick puppets. Naila starts with 'Once upon a time' and then retells the story in the correct sequence, correcting another child who confuses the order of porridge and chairs.

Shona is a child who has cerebral palsy, has little muscle control and is unable to speak. She has a number of pictures with text to sequence. She indicates the correct order by eye-pointing. She presses a switch to say 'Not I' at each appropriate moment in her story.

Scale point

8

Shows an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how

The child distinguishes fiction and non-fiction texts. He or she is developing an understanding of how to find information in non-fiction texts, for example by using the contents page.

Anya and Paulo are tidying up in the book corner. Anya asks Paulo which book box he thinks a particular book should go in. 'I'm not sure,' he says. 'is it about true things, does it tell you information?' They look together and on the basis that it has photographs in it and a contents page, they decide it should go in the non-fiction book box.

Scale point

9

The child has achieved all the early learning goals for reading. In addition, the child reads books of own choice with some fluency and accuracy

The child uses a range of strategies to read simple texts independently with fluency and understanding.

Jessica reads the whole of *The very hungry caterpillar* fluently and with expression, needing no help with the words. She explains that the caterpillar needs to eat a lot so that it can turn into a butterfly and says that people shouldn't be as greedy as that.





Writing (W)

(Communication, language and literacy)

For scale points 1–3, assessment should be made on the basis of the child's attainment in their preferred language. For some children, this may be a recognised sign language or Picture Exchange Communication symbol system. Assessments of scale points 4–9 should be in English (or BSL or sign-supported English) reflecting the child's emerging competence in the language.

Scale point

1

Experiments with mark making, sometimes ascribing meaning to the marks

The child makes marks, choosing from a variety of media. They may not always ascribe a meaning to these marks.

Chloe covers the whole paper and says 'I'm writing.'

Scale point

2

Uses some clearly identifiable letters to communicate meaning

The letters which the child produces may be familiar and from his or her own name. He or she assigns a meaning to what has been written. There is often no sound/symbol match at this stage.

Marcia is playing in the café and notes customers' orders on her notepad. She tells the chef 'They want pizzas.'

The children use squeeze bottles to make marks on the floor in the outdoor area. They make representations of the first letters of their names and jump up and down on their letters.

Scale point

3

Represents some sounds correctly in writing

The child's attempts at writing words include some appropriate letters, usually in the initial position.

Following a trip to the zoo, Rezminster draws a picture of a gorilla and underneath writes the letter 'g'.

Stephanie selects braille blocks to represent her name, including some which are appropriate.

Priya draws a detailed picture of a house. She then makes careful marks under the picture and tells the practitioner that she has written 'This is my house'. Her colleague, who supports children learning English as an additional language, confirms that the caption contains elements of Punjabi script, some of which are correctly written.

Scale point**4****Writes own name and other words from memory**

The child writes his or her first name, as well as some other words. These may be key words that are important to him or her, such as 'mum', 'dad', 'cat' and perhaps the names of other family members.

Aston is making a Mother's Day card. He writes 'To Mum' and his own name by himself.

Millie draws a picture of her family and labels them all appropriately.

Scale point**5****Holds a pencil and uses it effectively to form recognisable letters, most of which are correctly formed**

The child's writing consists of recognisable letters.

When assessing this scale point, the practitioner should observe the child while engaged in a writing activity, to establish that the child is holding a pencil effectively and that letters are generally correctly formed.

In a child-initiated activity, Emily writes 'I', 'am' and 'can' on a whiteboard, taking great care to form the letters correctly.

Scale point**6****Attempts writing for a variety of purposes, using features of different forms**

The child attempts writing for a range of purposes, for example writing a shopping list, a doctor's prescription, instructions for playing a game or a letter to Father Christmas. They may also write stories. Features of different forms such as lists or labels, are evident.

Ella and Graham are playing in the home corner and write invitations for the friends they would like to come to tea.

Marcus says his name begins with 'm', Faraz with 'f' and Tommy with 't'. He writes 'Marcus, fz and tm' on a drawing of them playing together.

Dustin writes a shopping list for a party: 'crisps cake hats (child's amendment of writing) hats presents.'



Writing (W) *continued*

Scale point

7

Uses phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words

The child's efforts are phonetically plausible when he or she writes simple regular words and particularly when he or she attempts to write more complex words.

David writes 'I went to seey fiyuwercs and hat to pc in the pub' (I went to see fireworks and had to park in the pub).

Scale point

8

Begins to form captions and simple sentences, sometimes using punctuation

The child attempts to write simple sentences, sometimes using capital letters and full stops. He or she may need adult support.

Sebastian writes captions for the photographs in his album, with some help from the practitioner with words he does not know. 'I saw my Auntie Flo at the wedding.'

Scale point

9

The child has achieved all the early learning goals for writing. In addition, the child communicates meaning through phrases and simple sentences with some consistency in punctuating sentences

The child attempts writing in a variety of forms using an appropriate range of vocabulary. The text is readable, as words are either spelt correctly or are phonetically plausible.

Letters are reasonably consistent in size and spacing between words is generally consistent.

What is written makes sense and there is some consistency in the use of capital letters and full stops.

The writing expresses and communicates ideas, thoughts and feelings, making imaginative use of words and expressions.

Selecting lined paper, Eileen and Rachel write their own version of the book *Mrs Wishy Washy*. Their story is readable, with most words spelt correctly and the remainder being phonetically plausible.

Examples of independently produced text can be seen on the page opposite.

run run as fast as
you can. You cant
catch me I'm the
gingerbread man. He jump
on the foxs bak.



One day princess
pretyona was walking
in the woods. she was
going in to the wood
~~because~~ because
she lost her pet
cat and all her other
pets. Just then... there
was a little scirel
head popping in an out
of a tree top princess
~~pretyona~~ prety-
ona thought it was
one of her pets
so she ran to it
but it was really a



Dark dark dark
in the pale blue
night night there
lived a girl called Amy
hoppings and she loved
stars like that one
one day she really
very wanted a star
what had fallen from
space. like she ~~thou~~
she wanted wings
from a 'star' what
had fallen. So that
came chroow and she lived
happily ever after

Amy looked
like like this
at the end



Amy hoppings
wanted a star
and she did

about
the story



Numbers as labels and for counting (NLC)

(Problem solving, reasoning and numeracy)

Scale point

1

Says some number names in familiar contexts, such as nursery rhymes

The child joins in number rhymes and songs in practical contexts. The child refers to numbers when involved in activities. This does not require counting showing 1:1 correspondence.

At the music table Arron picks up the tambourine and sings 'One, two, three, four, five, once I caught a fish alive.'

Avril tells her friend 'I live at number 23.'

Michael shows his birthday card covered in 5s and tells his teacher 'I am five today.'

Scale point

2

Counts reliably up to three everyday objects

The child counts up to three objects and counts out or takes a specified number of items from a larger collection of objects.

Julie counts the bears. 'That's one, two, three bears, like the story.'

At the dough table, James and Dominique use farmyard animal cutters. 'Look, I've got three sheep!' says James, and shows the practitioner the three shapes he has cut out.

Richard points to the number 3 and indicates 'stop' when the practitioner is giving the buns to the dolls.

Scale point

3

Counts reliably up to six everyday objects

The child counts up to six objects and counts out or takes a specified number of items from a larger collection of objects.

Brian counts out six sunflower seeds to put in seed packets for the garden centre shop.

While tidying up in the home corner, Alexei counts the knives, forks and spoons. When asked how many spoons he has, he replies 'Six!'

Jantina counts out six bricks, using her fingers to sign the numbers in BSL.

Scale point**4****Says number names in order**

The child recites the number names in sequence, counting to, or backwards from, at least 10. This does not require counting showing 1:1 correspondence.

The children are playing hide and seek. Peter counts down 'Ten, nine, eight ... zero,' before searching for his playmates.
Andy signs the number names in order from one to 10.

Scale point**5****Recognises numerals 1 to 9**

The child consistently recognises numerals in a range of contexts.

Brad and Kruti play a game using a tactile die. Each time Ben says excitedly 'It's a six ... that's four.'
Keith walks past the year 5 classroom. He notices the year group sign and says 'Oh look, a five. I'm five.'
Ravi reads out the numbers on the phone list in the home corner to her friend dialling for a pizza.

Scale point**6****Counts reliably up to 10 everyday objects**

The child counts up to 10 objects and counts out or takes a specified number of things from a larger collection of objects showing reliable 1:1 correspondence.

As the children tidy away the hoops, Petra counts to make sure that all 10 have been found and put away.
The children are planting seedlings into pots. Sunita carefully counts the number of seedlings in the tray, and then counts out eight small pots from the box.
Josh counts out five pennies to pay for his drink at the café.



Numbers as labels and for counting (NLC) *continued*

Scale point

7

Orders numbers up to 10

The child arranges in order a complete set of numbers from 1 to 10.

Jason parks the cars in number order in the garage car park.
Sarah makes a number line using a washing line and pegs.

Scale point

8

Uses developing mathematical ideas and methods to solve practical problems

The child solves or attempts to solve problems and challenges by applying mathematical ideas and methods. The child explores problems such as missing numbers, grouping, sharing and estimation, and responds to questions such as 'What could we try next?' or 'How shall we do it?'.

A group of children are doing a jigsaw together. Toby shares out the pieces and counts to check everyone has the same number.
Mary counts the spots on the ladybirds she finds to see if they are all the same.
Brian counts out the invitations to his party to make sure he has enough for everyone.
Susan checks everyone's favourite food to make sure they have the right items in the café.

Scale point

9

The child has achieved all the early learning goals for numbers as labels and for counting. In addition, the child recognises, counts, orders, writes and uses numbers up to 20

The child has a secure understanding of numbers to 20, counting objects and recognising and writing numbers accurately.
There may be an occasional reversal of numerals or two-digit numbers, but the child is developing a good understanding of place value. He or she is able to order numbers to 20, and demonstrates understanding of numbers up to 20, by using and applying them in practical contexts and problem solving.

Velia counted the number of preferences on the food favourite chart to make sure everyone in the class had been included.
Poppy set out a number line on the fence outside from zero to 20.
Joe counted the stock of different fruits in the greengrocer's to make it up to 15 for each kind.





Calculating (C)

(Problem solving, reasoning and numeracy)

Scale point

1

Responds to the vocabulary involved in addition and subtraction in rhymes and games

The child joins in rhymes and songs in practical contexts and begins to use some of the vocabulary involved in addition and subtraction, for example 'one's gone', 'some left', 'one more'.

Five children sing and act out the song *Five little speckled frogs*. Each time they reach the line, 'One jumps into the pool', one of the children jumps into the centre of the circle.

Acting out and singing *Ten green bottles* the children drop out one by one as the bottles accidentally fall.

Two children are playing with the small world farm animals. One child says 'It's gone away' and the other child moves a horse behind the barn.

Scale point

2

Recognises differences in quantity when comparing sets of objects

The child compares two groups of objects and recognises differences between unequal groups.

The children watch the goldfish swimming around. Terri says 'Those two are playing with each other, but that one is all on his own.'

Jim looks at the pieces of apple and orange and comments that there are more apples than oranges.

Rehan looks at Wahab saying 'You've got more sweets.'

The children are looking at the bulbs that have begun to grow in the outside area. One child says 'There are lots of those little ones.'

Scale point

3

Finds one more or one less from a group of up to five objects

In practical contexts with everyday objects or groups of children the child is able to find one more or less.

Clare puts three biscuits on a plate. James says, 'We need one more for four of us.'

At the easel, Porscha said 'I'm doing another picture' and took some more paper. She said 'Now I've done three.'

Greg presses the correct number on his communication aid to tell the class there are three frogs left when one goes away.

Scale point

4

Relates addition by combining two groups

The child finds how many there are in two groups by combining and counting them.

Adeola enjoys picking up as many conkers as she can, grabbing more and working out how many she has altogether. 'Five and four ... nine! That's my best go.'

Safina picks up two handfuls of bricks and puts them into two circles on the table. She counts one group using signed numbers, then signs 'add more' and continues to count on, using the bricks in the other circle.

Eddie is in the shop talking to the practitioner. 'I bought two strawberries for 2p and an orange for 1p, that's 3p altogether.'

Esther is sorting out a box of assorted fruit. She lines them up. 'I have got three strawberries and one banana. If you add them up that's four altogether.'

Sean plays with Millie using two dice marked 1-3 and finds the total to move his counter on the board.

Scale point

5

Relates subtraction to taking away

Using everyday objects the child says how many objects are left when some are eaten, taken away or hidden, by counting them, taking some away and then counting those that are left.

After reading *The hungry caterpillar* Samee fetches some fruit and the caterpillar from the story bag. 'There are four apples and the caterpillar eats two so there are two left.' Samee acts out the caterpillar eating two apples.

The children are playing a game that involves constructing a tower to have the same number of bricks as the number on a die. Tara rolls the die, and gets the number 4. She builds a five-brick tower but then recounts the bricks and removes one. When the practitioner asks why she did this she says, 'There were too many.'

Susie worked out she only had 3p left after she spent 7p in the shop.

Scale point

6

In practical activities and discussion, begins to use the vocabulary involved in adding and subtracting

In practical contexts the child understands and begins to use vocabulary involved in addition and subtraction, such as 'add', 'take away', 'makes', 'altogether', 'how many', etc.

Two children have chosen to provide the milk for the other children. They find out by counting that five children would like milk. They go to the fridge and return with six. They line them up. 'We need five milks, that's six, we need to take one away.' They take one away. 'There, now we've got five.'

Lilly counts how many more days are needed to get to Christmas.



Calculating (C) *continued*

Scale point

7

Finds one more or one less than a number from 1 to 10

The child is able to find one more or fewer in practical contexts. He or she can talk about 'more' or 'less'.

Larry raises the prices on the fuel pumps by a penny.

Mary reduced the prices in the shop by a penny for the sale.

Scale point

8

Uses developing mathematical ideas and methods to solve practical problems

In a range of contexts, the child explores and solves practical problems such as doubling, halving, grouping and sharing, using her or his own methods.

Mark and Jamie suggest what might be done about the extra biscuit. 'Someone else can have the extra one.' 'No, get one more and then we can both have two.'

Tom and Dominic are making two cars with a construction kit. As Tom looks in the box for wheels he comments. 'There are eight, four for you and four for me.'

While tasting fruit, there are two slices left after each of the four children in the group has had some. Deborah suggests 'If you cut each piece in half we can all have another piece.'

Scale point

9

The child has achieved all the early learning goals for calculating. In addition, the child uses a range of strategies for addition and subtraction, including some mental recall of number bonds

The child uses a range of strategies for addition and subtraction such as counting on, counting back and counting up as appropriate.

He or she displays mental recall of some addition and subtraction facts, including some addition doubles and pairs of numbers that total 10.

The children play a doubling game. Using a die, Vivienne rolls the number five. She says 'double five is ten' and moves her counter to the correct number on the board.

Max is using the board and magnetic numbers. He makes three addition sums. As he is making the number sentences he says, '2 and 4 makes 6, 6 and 5 makes 11, 8 and 3 makes 11. Look, Mrs Ashley you can make 11 in two different ways. Come and see.'

Rushane is making towers out of blocks. 'Look I've made two towers. This one's 10 and this one's 10, that's 20 altogether.'

The class went on a nature walk. They counted out 26 conkers. Then Toby said he had nine. Leanne said that was 35 altogether. She went to the number square and counted on nine from 26 to check her answer.





Shape, space and measures (SSM)

(Problem solving, reasoning and numeracy)

Scale point

1

Experiments with a range of objects and materials, showing some mathematical awareness

The child shows an interest in shape and space.

Elizabeth enjoys making 'pictures' with the magnetic shapes.
Ainsley carefully places the wooden blocks back, matching the shapes to the 'shape shadows' on the shelf.
Lynsey uses blocks and creates a simple 3D model.

Scale point

2

Sorts or matches objects and talks about sorting

The child sorts everyday objects by recognising similarities. The child talks about these activities.

Raef collects the cups after snack time. He tidies them away by making small towers of the same type.
Holly, playing with the 'compare bears' on the carpet, sorts them into three groups. She says 'These are the daddy bears. These are the mummy bears and these are the baby bears.'

Scale point

3

Describes shapes in simple models, pictures and patterns

The child describes simple shapes using everyday language.

Angela and Iram are building houses with large blocks. They look at the blocks and decide 'We need that one, it's flat... and that pointy one.' 'I need a slopey one for my roof,' Iram says, and goes to look for one.
David is printing with different shapes. He tells the practitioner, 'I like that one because it looks like the top of a space rocket!'

Scale point**4****Talks about, recognises and recreates simple patterns**

The child recognises and is able to describe simple patterns. Using a range of media and resources the child makes simple patterns. They may also spot patterns experienced in the environment.

Carrie comments on the children waiting in a queue 'Look it's boy, girl, boy, girl.'

The children are printing patterns with leaves using red, yellow and green paint. Some time later the practitioner observes Avni making a colourful repeating pattern with play dough.

Jane, a child with physical disabilities, indicates which brick to use when making a repeating pattern. She eye-points between two bricks and the practitioner adds the appropriate one each time.

Scale point**5****Uses everyday words to describe position**

The child understands and sometimes uses everyday language to describe position, for example 'under', 'in', 'on', 'between', 'over'.

Bahar says to the practitioner 'Our dog sleeps under the radiator.'

Jo and Debbie are using the Roamer. Jo makes it go forwards several times. Debbie then shouts 'Now, let's make it go backwards and under the table.'

Linda and Karen are playing in the shop. Linda says 'All the food is here in the basket.' Karen says 'Let's put it on the shelves.'

Peter makes a model of a castle. He says 'Watch my Bee Bot go over the bridge and into the castle.'

Scale point**6****Uses language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes**

The child understands and uses the appropriate language when talking about and comparing solid objects and flat shapes. In context, the child understands and uses words such as 'shape', 'flat', 'curved', 'round', 'straight', 'corner', 'side', 'end', 'roll', 'slide'.

'I chose the box to print with,' Alexandra says. 'See, I put that side in the paint and made a square.'

Malcolm signs that the sphere rolled down the slope better than the cube.

A child puts a train track together and says, 'Look I have made a circle!'

'I found balloons and they are like circles, and when you blow them up they are like spheres!'



Shape, space and measures (SSM) *continued*

Scale point

7

Uses language such as 'greater', 'smaller', 'heavier' or 'lighter' to compare quantities

The child understands and uses the appropriate language to compare quantities. He or she may demonstrate understanding without using the comparative term.

Jade takes the longest zip from the collection. She enjoys placing it against the others' clothes, saying, 'Too long for your dress, too long for your coat.'

Falguni chooses two objects out of a box – a plastic dinosaur and a ball. She holds one in each hand and moves them up and down as if balancing. 'The dinosaur is heavier than the ball,' she says, and places them in the balance to check.

Abdi feels the weight of each parcel as they are placed in his lap. He indicates that the 'heavy' symbol should go by the red one and 'light' by the blue one.

Abdi and John are playing with water. John says to Abdi 'Give me your bucket because I can get more water in!'

Scale point

8

Uses developing mathematical ideas and methods to solve practical problems

In a range of contexts, the child demonstrates the ability to solve practical problems.

Danny decides to make a box for his model. He chooses a piece of card that is the right shape for the base, saying that he needs a square.

Dougal searches for a cube among the modelling materials. 'We want to make a die,' he explains, 'So it has to have six sides for all the spots.'

After watching the life cycle of the butterfly in school, Katie made one at home and brought it in to school. As she showed the practitioner she said 'I made it at home with mummy. I made both sides the same.'

Michela tried on a pair of shoes that were too big. Jack found a smaller pair the same colour to see if they would fit better.



Scale point

9

The child has achieved all the early learning goals for shape, space and measures. In addition, the child uses mathematical language to describe solid (3D) objects and flat (2D) shapes

The child can name common 2D shapes and 3D objects such as circle, triangle, square, rectangle, star, cube, cuboid, pyramid and sphere. The child can identify 2D shapes and 3D objects from descriptions of their properties and describes shapes and objects in terms of the number of faces, sides and corners, without adult prompting.

Phoebe is playing 'Guess the Shape' with Josie, using a feely bag. She describes a cube 'It has flat faces and corners and it slides.' Josie asks, 'Is it a cuboid?' Phoebe replies 'That's close, but the faces are square.' 'A cube!' says Josie, and they change over.

Billy and Ahmed are playing with the 3D shapes. Billy says 'I spy with my little eye something with three sides.' Ahmed says 'A triangle', and picks it up.

Sandra and Zainab are in the outdoor area making a model with large 3D shapes. Sandra puts a sphere on and Zainab says 'No you can't use that. It will roll off. Use one with a flat face.'



Knowledge and understanding of the world (KUW)

Scale point

1

Shows curiosity and interest by exploring surroundings

The child is independently motivated to investigate and become captivated by and absorbed in aspects of their surroundings.

Isabella is fascinated by a kaleidoscope and wonders at the moving shapes and colours.

Sam was very involved in using a jug to pour water into the funnels and pipes in the water tray and watch it come out of the bottom.

Tilly is playing outside on a windy day. There are some silk scarves in the 'windy day box' and she throws one in the air. It swirls around and then lands. She tries this with all the scarves in the box. In this repeated activity she does not talk to anyone or make any comments, she is totally absorbed.

Scale point

2

Observes, selects and manipulates objects and materials, identifies simple features and significant personal events

The child chooses items to look at closely, handles them and notices simple features and develops exploratory skills. He or she communicates about special events and experiences of personal relevance.

Patsy looks at and strokes the inside of the horse chestnut case collected on a walk and pricks the spikes of a case against her hands, showing awareness of the different textures.

Joseph has received a certificate at a gymnastics club that he goes to after school. He brings it in to show the class and talks about some of the things he did at the club.

Lydia tells her practitioner about a trip to the seaside and the dead jellyfish on the sand.

During activities about the Chinese New Year, William says 'My family do that' when he is making lucky money envelopes.

On the tufspot, Bethan spent a long time investigating the snails, watching them make a trail, picking them up and looking at their underside. She commented 'Their shell is hard.'

After going on an autumn walk, Freddie looks at all the leaves he has collected and says 'My leaves have got lines on them. The leaves are lots of colours – red and brown and yellow.'

Scale point

3

Identifies obvious similarities and differences when exploring and observing, constructs in a purposeful way, using simple tools and techniques

The child recognises when things have similar or different features. The child uses simple tools and techniques in order to make and build for his or her own purposes.

After a visit to the park, Nicholas wanted to make a slide for the small world park. He selected two kitchen roll tubes and cut one in half and used masking tape and a treasury tag to attach them together. He then drew lines up one cylinder to represent steps.

A group of children are playing in the rainforest role play area. There is only one pair of binoculars and some more are needed. Tilly goes over to the creative area and rolls up some paper, joins the two tubes together with sellotape, attaches some string onto it and goes back to the others, showing off her binoculars.

On a walk Joe notices the different road signs and wants to know what they mean.

Blake is observing some giant snails. He says 'They are bigger than the ones in my garden.'

Scale point

4

Investigates places, objects, materials and living things by using all the senses as appropriate, identifies some features and talks about those features they like and dislike

The child will be naturally inquisitive and willing to explore and investigate independently. He or she will provide reasons for his or her preferences as the investigation progresses.

After being assisted to explore roses and poppies Alia indicates by eye-pointing that the rose smells nice and that it has thorns.

Corin sees a caterpillar in the garden and matches it to a picture in a book. He wants to make a model of it and chooses cotton reels for its body to get the right shape.

Lizzie and Ben help the practitioner to peel and cut the fruit for snacks. They talk about the texture and smell of the different fruits. Lizzie comments that she doesn't like the smell of oranges, but that bananas are her favourite fruit.

Foyzul listens to the sounds of farm animals on a CD following a visit to the city farm, naming some of the animals and joining in enthusiastically with the sounds they make.

While walking in the local area, Jack talks about recent changes (the new flower baskets). He comments that the flowers look nice, but he doesn't like all the litter because it makes everything look untidy.

Scale point

5

Asks questions about why things happen and how things work, looks closely at similarities, differences, patterns and change

The child shows a natural curiosity and desire to find out more, asking questions about their own or others' activity.

The child notes details and will make comments related to these observations, noticing similarities and differences and demonstrating awareness of patterns and change.

Jake and Emily talk about the changes in ingredients as they mix them together during a cooking activity. They watch fascinated as the cake rises in the microwave.

Nadia and Masud discuss the rising level and size of bubbles as they use a whisk in the water tray. They whisk at different speeds and at different depths to try and change the bubbles.

Janice takes apart the pepper grinder to discover its use and moves the parts.

While playing outside Lucy and Jake notice the brown and yellow leaves falling from the trees. They talk about how different the trees are in other seasons (bare in winter, green leaves in spring, etc) and go on to make comments about the weather and the clothes they wear at different times of the year.



Knowledge and understanding of the world (KUW) *continued*

Scale point

6

Finds out about past and present events in own life, and in those of family members and other people they know, begins to know about own culture and beliefs and those of other people

The child has a simple understanding of important personal and family events and differences between 'now' and 'then'. He or she knows that different people have different experiences and different beliefs.

After a visit by her grandmother, Grace talks to a group about the old toys she has brought for display and explains how they were used by her grandmother when she was a girl.

Zara and Helen lay out the laminated pictures in the correct sequence – baby, toddler, child, adult. Then they sort the basket of objects (keys, baby bottle, picture book, lipstick, etc), putting them next to the appropriate picture.

Sanjay takes Toby (the diary dog) home for the weekend. In circle time on Monday he describes what he did with Toby and his family during his stay.

Sally explains to her mum that her friend is having a special family dinner because her uncle is going to Australia.

Michael talks excitedly about his new football strip to his friends who also support Chelsea.

Earl and Poppy cut up the vegetables to make a traditional Caribbean dish. They comment that some of these vegetables only grow in hotter countries and are different from the vegetables grown in England.

Scale point

7

Finds out about and identifies the uses of everyday technology, uses information and communication technology and programmable toys to support her/his learning

The child knows about technology and its use in his or her life and local environment. The child exploits the technological opportunities around him- or herself to enhance his or her learning.

While playing in the role play area, which is set up as a local hospital, Darren takes on the role of the receptionist, types some 'letters' on the computer and prints them out.

Tamsin picks up a tin of beans in the 'shop'. She holds a wooden block against the bar code and makes a beeping noise. 'That's 20p,' she says.

Vanessa uses two switches to scan and select words, symbols and pictures to tell us what she saw at the farm.

The children take pictures of the route they walk to the swimming baths with a simple digital camera. Later they use the photographs as prompts to write about their visit.

Scale point

8

Builds and constructs with a wide range of objects, selecting appropriate resources, tools and techniques and adapting her/his work where necessary

The child independently makes thoughtful choices about the selection of resources, the tools and the techniques employed in his or her construction work. The child will change what has not served its purpose in order to make improvements.

When trying to make a boat that will float, George realises there is a small hole in the base and seals it with a piece of sticky tac.

Louise decides to make a toy vehicle, selects various objects and materials from a wide range available and chooses to use scissors, stapler, elastic bands and glue to join them together. She modifies her initial idea by using masking tape because the glue does not hold.

Ellis is making 'a trap for baddies' outside. He hooks the net over the post and decides it will also need tape to secure the fitting.

Scale point

9

The child has achieved all the early learning goals for knowledge and understanding of the world. In addition, the child communicates simple planning for investigations and constructions and makes simple records and evaluations of her/his work. Identifies and names key features and properties, sometimes linking different experiences, observations and events. Begins to explore what it means to belong to a variety of groups and communities

The child will confidently and independently plan, record and evaluate her or his work. He or she is able to select resources, describe why they are needed and use appropriate vocabulary to effectively explain the thinking behind what is being planned and done.

The child will reflect upon personal experiences of belonging to different groups in the wider community.

The children have been decorating a cake. Milly says that next time she wouldn't make the icing so runny so it doesn't drip off the cake. She also suggests that they take off some of the decorations so there will be more room for candles.

When a small group go out looking for mini-beasts in the local park, they take the digital camera with them and each child has a go at taking a photograph of what they find. On their return, Geri plots his findings on a large-scale plan.

Chrissie draws a plan of the route she walks from home to school, designing a set of simple symbols and a key to explain the main features she sees on the way.

Ella talked readily about swimming club and rainbows and how she had different friends in these groups.

Indajit explains to his friends why he does not cut his hair and how proud he will be to wear a turban when he is older.





Physical development (PD)

Scale point

1

Moves spontaneously, showing some control and coordination

The child reacts to stories, music and rhythm, copying gestures and movements.

Sean hears a plane flying overhead and looks up to watch it. He puts out his arms and moves around, making engine noises. After watching firework displays, the children run around the playground imitating the patterns made when fireworks explode; David pretends to be a rocket and jumps up shouting 'Bang!'

Scale point

2

Moves with confidence in a variety of ways, showing some awareness of space

The child creates gestures and movement in response to stories, music and rhythm and judges body space in relation to spaces available. The child shows some accuracy in activities involving hand-eye coordination.

A favourite tape is playing outside. The children move enthusiastically, using their arms and legs and shaking their heads in time to the music.

Lee crouches down very low to get under the bars of the climbing frame.

Jacob spends a long time pouring water from a jug into containers of different sizes, sometimes accurately and sometimes spilling it over the sides.

Scale point

3

Usually shows appropriate control in large- and small-scale movements

The child adjusts speed and direction purposefully, shows respect for other children's personal space and demonstrates control in large- and small-scale movements.

While watching the geese in the park, Olivia tries to imitate them by standing on one leg, sometimes overbalancing.

Chelsea waits until another child has climbed all the steps on the slide before climbing herself.

Winston carefully sprinkles the cress seeds over the tray of compost.

Sohal uses his wheelchair with accuracy, avoiding bumping into doorframes and taking great care in the outdoor area.

Connie uses large-scale movements to make marks in the shaving foam. She later uses small-scale movements to produce letter shapes.

<p>Scale point</p>	<p>4 Moves with confidence, imagination and in safety, travels around, under, over and through balancing and climbing equipment, shows awareness of space, of self and others</p>
<p>The child negotiates small and large spaces successfully and safely. He or she uses gesture and movement to express feelings and experiences.</p>	<p>A large group of children are 'Going on a bear hunt' and carry out the actions of the story outdoors, interpreting the different ways of moving and carefully avoiding bumping into each other.</p> <p>Jack and Regan have arranged barrels as part of an obstacle course. Jack makes a running jump at the barrels. Regan shouts, 'I'm not standing here because I might get squished.'</p>
<p>Scale point</p>	<p>5 Demonstrates fine motor control and coordination</p>
<p>The child shows fine motor control when manipulating small objects, and demonstrates this when using a range of media that require this skill.</p>	<p>A group of children are playing 'Snakes and Ladders'. They shake the dice carefully and roll them onto the floor in a controlled way. They pick up the counters and move them skilfully up and down the board.</p> <p>Gareth carefully fits the straw into the small hole in his juice carton.</p> <p>Faiza uses the mouse confidently while watching the screen to draw a tree on the computer.</p> <p>Using adapted scissors, Katie carefully cuts out shapes, turning the paper as she cuts. She sticks the shapes to a piece of card and decorates them with sequins and glitter.</p>
<p>Scale point</p>	<p>6 Uses small and large equipment, showing a range of basic skills</p>
<p>The child demonstrates competence in using equipment for a range of purposes.</p>	<p>A group of children turn the role play area into a cave, using rugs, large pieces of material and tables. They secure the covers to the table legs with string, which they cut and tie carefully.</p> <p>Alex balances a koosh ball on a bat and walks forward, weaving between cones.</p> <p>Marshall swings all the way across the monkey bars, pretending to be a chimpanzee in a rainforest.</p> <p>Ciaran selects the skittle set from the ball skills shed. He starts setting up the skittles and selects a large ball. He says 'The skittles need to be in lines and I need a large ball to knock them down.'</p>



Physical development (PD) *continued*

Scale point

7

Handles tools, objects, construction and malleable materials safely and with basic control

The child manipulates materials successfully to achieve the required effect using simple tools and shows awareness of safety issues.

Alistair and Ann are using the woodwork bench to make a wooden frame for their painting. When they have measured and cut the wood, they decide wood glue would be better than nails to join the sides.

Ryan, a child with language delay, points to the 'no' symbol when asked if Angie should take the sharp knife, which they had used with assistance, over to the sink.

Naomi makes a representation of a snake using play dough, and then uses a (sculpture tool) to make a zig zag pattern on its back. She uses a rolling pin to flatten another large piece and wraps the snake in it saying that 'It needs to keep warm.'

Scale point

8

Recognises the importance of keeping healthy and those things which contribute to this, recognises the changes that happen to her or his body when active

The child shows some understanding and knowledge of factors that contribute to good health.

He or she observes and talks about changes that occur during and after periods of activity.

After running outside in the playground, Blandine says to the practitioner 'I'm hot because I've been running – please can I have a drink?'

Aneek, having used the toilet, moves out of the area, stops and checks himself and signs in BSL to the practitioner, 'Oops forgot wash hands go back clean' and goes back to wash them.

After playing 'What's the time Mr Wolf?' the children notice that their hearts are beating faster. They talk with the practitioner about other times this has happened, and why.

Scale point

9

The child has achieved all the early learning goals for physical development. In addition, the child repeats, links and adapts simple movements, sometimes commenting on his or her work. He or she demonstrates coordination and control in large and small movements, and in using a range of tools and equipment

The child varies and combines skills and actions to suit particular activities. He or she understands how to exercise safely and practises appropriate safety measures without prompting when using tools and equipment.

Iain invents ways of getting along a bench. He alternates between swinging his legs from side to side and pulling himself along on his stomach, and repeats the sequence of movements.

Davina is making a model of a robot. She uses a wide range of tools, resources and skills in response to the different media and effects she requires. To make the eyes, she needs to punch a hole through the cardboard with the scissors, which she does, carefully checking that her fingers are not behind the areas as she does so.





Creative development (CD)

Scale point

1

Explores different media and responds to a variety of sensory experiences, engages in representational play

The child is able to explore and respond to sensory experiences and may explore independently, both indoors and outside.

The child may show a range of responses, including facial expression, laughter and curiosity, engaging in experiences that involve recreating familiar situations, using props and resources to represent familiar everyday objects.

The children collect paper and materials for a 'texture wall'. They touch them with their fingers and feel them against their cheeks to get a sense of their properties. Amy holds up a piece of wrinkled shiny paper and is transfixed by the effect of light hitting it.

Ronan loves to hear songs. He moves his head, arms and feet at the appropriate times.

Chadd and Zante make telephones from Mobilo and engage in conversation with each other.

Abby puts her fingers in the foam and moves them around the tray. 'It tickles.' She squeezes it through her fingers and says 'Ugh, Ugh.' She rubs her hands together and puts them back in the foam. She squeezes the foam again 'It's sticky.' Caitlyn says, 'Mine's warm.' Abby says 'Mine's cold.'

Scale point

2

Creates simple representations of events, people and objects and engages in music making

The child may choose to represent personal experiences through a range of media, both indoors and outdoors.

The child engages in music making. This includes singing rhymes or humming a rhythm. The children generate sound with intent by using their voice, body, material or instrument.

The practitioner observes Alexander exploring a 'rotational schema' He uses purple paint, which is his favourite colour. He makes lots of spiral marks and movements on his paper. He repeats this exercise using crayons and again in his lunchtime custard. He goes to the music area and dances round and round to a tape.

Leroy is walking up the stairs. As he goes he sings to himself to accompany his actions 'I'm going up the stairs, I'm going up the stairs, I'm going up the stairs.'

Kate sticks some coloured lolly sticks upright into a ball of play dough. She gives it to Becky saying 'I made you a birthday cake.'

Pam is playing in the sand tray. She uses a large dinosaur to chase after a small world figure that she makes run away screaming 'Help!'

Rushane and Kemar bang on the floor in time with the chorus of *Coconut woman*.

Scale point

3

Tries to capture experiences, using a variety of different media

The child interacts with and responds to a wide range of media, using individual expression to communicate his or her experiences when experimenting.

The children visit the local pond; they are fascinated by a large toad. That afternoon Claire goes to the painting area and chooses to experiment with different colours to paint a picture of a toad.

The class explore an ongoing rainforest theme. Andrea picks up the rain stick and moves through the role play area making the sounds of the rainforest.

During outdoor activities Imran and Joshua see a ladybird. They decide to be ladybirds and to make wings, choosing materials from the creative area. They ask the practitioner to help fasten the wings to their backs, then crouch down and imitate the movements of the ladybird.

Scale point

4

Sings simple songs from memory

The child recalls and sings songs independently often as he or she engages with other activities.

Cameron is painting and sings, *Old MacDonald had a farm*.

Leigh-J is outside sitting on top of the climbing frame. He sings *Humpty Dumpty sat on a wall*. He jumps down as he sings 'had a great fall.' He climbs back up singing 'and all the King's horses and all the King's men couldn't put Humpty together again.'

Jack and Max are making a puzzle. Max begins to sing *The Wheels on the Bus*. He sings it accurately. Jack joins in, they sing the song and make all the actions to match the song.

Scale point

5

Explores colour, texture, shape, form and space in two or three dimensions

The child engages in the process of exploration and investigation to gain knowledge and understanding of the properties of materials in terms of colour, shape, space, form and texture.

There may not be a physical outcome as the exploration is the focus.

The child will have the confidence to select resources enabling the experimentation to take place.

After watching a DVD about dinosaurs, Philip uses lots of boxes to make a large model. He looks for something hard and scaly for the dinosaur's back.

Robbie chooses bubble wrap from a variety of materials to represent clouds on his picture. The assistant asks if he wants it flat or scrunched. He chooses scrunched.

The practitioner put on a CD of *Carnival of the animals* and provided a box of animal masks, as one of the outdoor activities. Cathy puts on a cat mask and moves to the music, using slow, cat-like movements, all around the outdoor play area.

Jago is outside with a selection of powder paint colours. He begins to mix the colours onto the tarmac, saying 'I'm going to get some blue and pink and yellow.' He adds water, saying 'We're making it go all sunny and melty.' He adds 'Blue I need blue, I'm doing the sky.' He wonders what will happen if he tips out the whole pot and notes that it looks like the sun. He observes 'Yellow and blue makes green!' adding 'Black and red, I used all of the colours and it makes brown!'

Hassu paints the board with her brown colour. 'I'm mixing it. I put in the water. It's going a bit dark, it's all a bit dark'. Hassu covers the whole board. 'I'm mixing it, I'm mushing it.'

Hasseen begins to paint his hand, 'Look I'm painting my hand blue! Now red and black, they're changing colour! It makes green!' He places his hand on the ground. 'You can make hand prints on the ground.'

Rozina is absorbed using clay. She flattens it out with her hand. She collects some objects and repeatedly presses them into the clay and looks at the textures and patterns they are making. She then fetches some paint and paints the clay.



Creative development (CD) *continued*

Scale point

6

Recognises and explores how sounds can be changed, recognises repeated sounds and sound patterns, and matches movements to music

The child moves expressively to music. When creating music he or she explores rhythm, tempo, pitch and/or duration and shows awareness of repetition and phrases in music.

Molly wants to make a sound like the rain shaker. She spends a long time dropping beans onto the skin drum and talks about the sounds they make as they bounce on it. She chooses a plastic bottle and puts the beans into it one by one. Molly tries several different ways of making sounds using different beans and pulses, and shows everyone how to make a loud sound and a quiet sound.

A group of children make up their own simple repeated routine to a piece of pop music. This includes the children clapping and stamping with the beat.

Samee brings in his favourite CD from home and dances to it.

Scale point

7

Uses imagination in art and design, music, dance, imaginative play, role play and stories. Responds in a variety of ways to what they see, hear, smell, touch and feel

The child responds using all of the senses. He or she creates, develops and expresses own ideas, or explores the ideas of others, in a variety of ways that will include role play, stories, art and design, music and dance.

Attainment of this scale point rests on the child's ability to draw from all these named forms of expression, using a range of ways to develop and express imaginative thinking and ideas. For the purpose of assessing this scale point:

- 'music' is any generation of sound with intent to represent an idea or feeling
- 'dance' is any form of movement by which children express themselves, emotions or responses.

The class explore an ongoing rainforest theme. Michael decides to use instruments from the music chest to make the sounds of the rainforest. Later in the day he is observed imitating the movements of rainforest animals by slithering across the floor and hissing like a snake.

When talking about her experiences on a woodland walk Zia said 'I smelt marshmallows. I liked eating popcorn. I liked making potions and my potion is called Zia Pia. It smells like delicious mint and it smells like bark. I made a wish but it's a secret...'

The lunchtime supervisor was observing Mason playing outside. He picked up two play bricks, one red, one green, and put one up either sleeve saying 'Press the red one and I turn red, press the green one and I turn green, like a Power Ranger. I'll leave them on until I see monsters!'

Following on from looking closely at the trees outside Esther chooses to create a tree from clay. She says 'It's a magic tree and everything on the tree is magic and it's the prettiest tree in the whole world. It's got lots of roots and the roots are magic and they let the tree grow up in the air. The body that's called the trunk. The branches are girlfriends and boyfriends and the leaves and the branches talk to the tree.'

Context, a theatre company, are working with a group of children creating their own stories.

The children visit the local pond; they are fascinated by a large toad. That afternoon Zaheer chooses to experiment with appropriate colours, materials and tools to create a model of a toad. He tries to recreate the colours and patterns of the toad.

The child uses techniques and knowledge to own and transform them, and to create their own ideas and outcomes in a variety of ways that include all types of expression at different points in time.

Rosie chooses the 'mummy bear' mask from the resource box relating to the story of *The three bears*. She takes on the part of the character, using an appropriate voice, gestures and actions. Rosie's friend joins in and together they develop a new character for the story.

In response to listening to music that represents the sea, the children compose their own sound picture. This leads them into planning and constructing a pirate ship in the role play area. They use materials in the art and technology area to make hats, flags and other props to support their play.

Scale point

8

Expresses and communicates ideas, thoughts and feelings using a range of materials, suitable tools, imaginative play, role play, movement, designing and making, and a variety of songs and musical instruments

The child expresses her or his own ideas, choosing appropriate materials for the purpose. Over time the child will choose a range of different methods and disciplines to communicate ideas to others.

Her parent tells the practitioner that at home Zia loves to perform in front of an audience. She particularly likes making up songs and dances, but also sings a number of songs that she knows by heart. She enjoys painting, drawing and sticking, generally anything creative and messy.

The child will use his or her knowledge of the properties of materials previously explored to make informed decisions about which materials and tools to use for the purpose or project in mind.

Linus and Xavi are sitting in a cardboard box. They put on some sunglasses 'We're Thunderbirds!'

Observations which build up a picture of a child's creative development over time can be cross-referenced for this scale point. Attainment of scale points 4 and 6 focus on the sound element and attainment of scale point 5 focuses on 2D and 3D representation.

In a story tent a child represents a princess from a story she has made up using fabric, tape and glitter. Emily tells the story 'The princess is called Halise and she is six years old. The tent is the princess' palace.' Emily made a special pocket. 'Inside the pocket there was sprinkle dust. The queen sprinkled the dust onto the princess and she fell asleep. The dust makes dreams come true. She went out and she got lost. She couldn't find her way back to the palace. Then the queen came and helped her get back to the palace. The end.'

Alice has been to London and represents her visit as a drawing. 'It's the London Eye. It's a big wheel and it goes round and round. There are little seats. You got no seat belt and they shut the door. I was happy. All the big children were about nineteen and they were scared.'

Jimmy is leading a group of children in 'Tai Chi' movements whilst listening to music.

It is a windy day and the children spend some time outdoors, running around. They watch the way the wind blows the leaves around and the sounds it makes. Some children use musical instruments to recreate the sounds, while others move like the blowing leaves.

Carol and Linda make paper wings. They help each other to stick them on with sticky tape. As they skip around the room, Carol shouts 'We're flying off to fairyland.'



Creative development (CD) *continued*

Scale point

The child has achieved all the early learning goals for creative development. In addition, the child expresses feelings and preferences in response to artwork, drama and music and makes some comparisons and links between different pieces. Responds to own work and that of others when exploring and communicating ideas, feelings and preferences through art, music, dance, role play and imaginative play

The child is involved and achieves in all creative forms, including artwork, drama, imaginative play, music and dance.

The child uses media with clear expressive purpose. (Many children will use a preferred media or discipline; the point is only awarded when all the named forms of expression are used.)

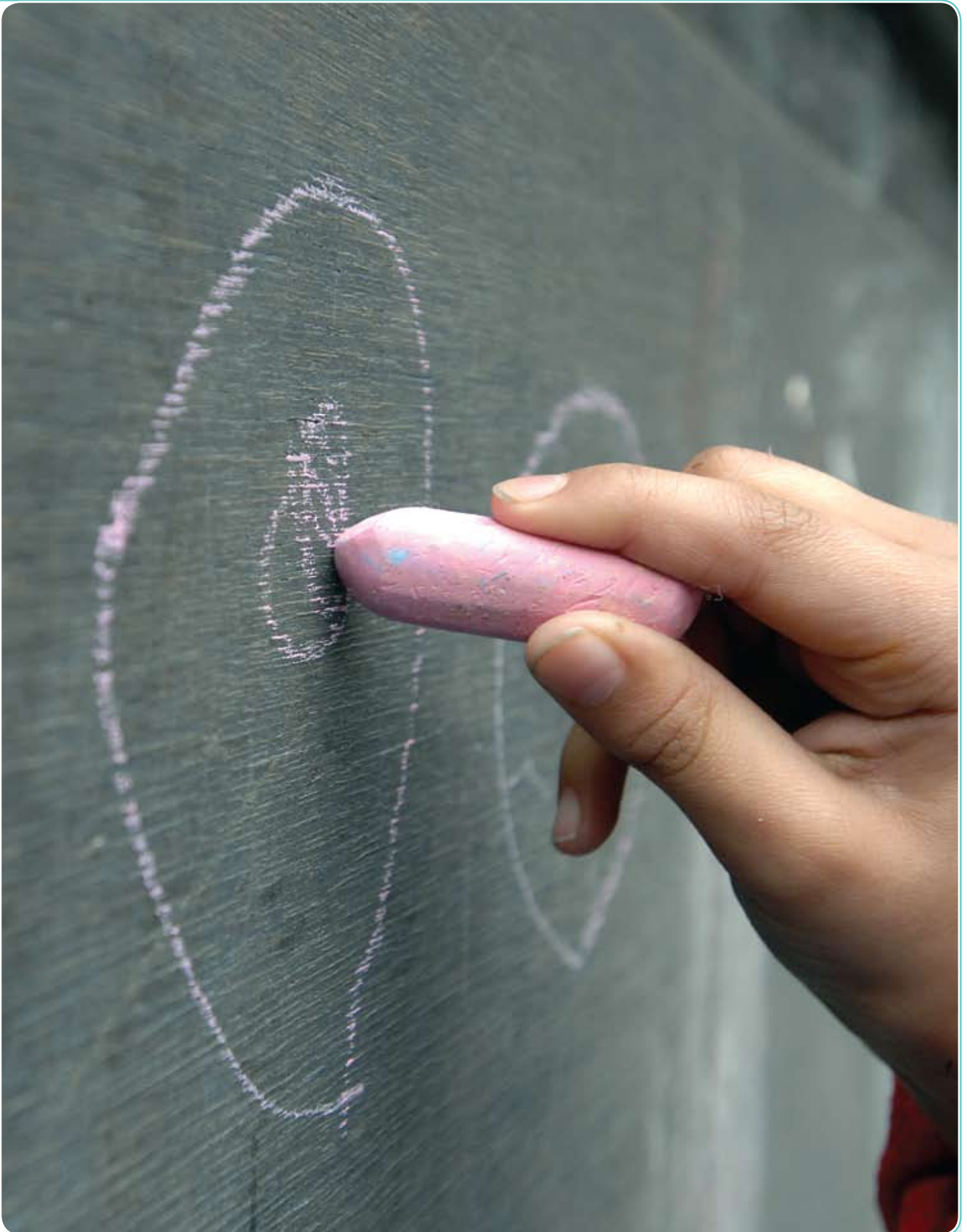
The child will be able to reflect, express, compare and link his or her own activity and with that of others.

Harvey participates in a music workshop run by a visiting musician, in which children are encouraged to experiment with different musical mediums. Harvey's talent for singing is recognised during the workshop and he later sings the song 'Angels' in front of the whole school at assembly, showing accurate and appropriate timing and pitch.

During a physical activity session, Ewan makes up a 'dance'. When asked by the practitioner, he is able to repeat this sequence of movements accurately and describe the ideas he is trying to represent.

Nicky takes part in the role play game. When sitting in the chair of the giant from *Jack and the beanstalk*, she is able to immerse herself fully in this character. She describes not only the giant's actions, but also his thoughts and feelings – 'I'm sad and lonely because no one likes me and everyone thinks I am horrible.'

A group of children make up a piece of music. They make a set of cards with simple symbols for tapping, shaking and scraping instruments, and for loud, quiet, fast and slow. Later, Paul writes out their piece of music, using the symbols to show which instruments play together and the dynamics and tempo.



Glossary

Adult-led activity: An activity defined, structured and delivered by an adult to a child or group of children. It focuses on the direct teaching of skills and knowledge with a specific objective in mind.

Adult-directed activity: An activity defined by an adult that focuses on a specific objective that the child may complete independently or with adult support.

Assessment: Through observing children and by making notes when necessary, practitioners can make professional judgments about children's achievements and decide on the next steps in learning. They can also exchange information with parents about how children are progressing.

Evidence: Any material, knowledge of the child, anecdotal incident, observation or information from additional sources that supports the overall picture of the child's development. There is no expectation or requirement that such evidence is always formally recorded or documented. Practitioners may choose to record specific evidence in order to secure their own judgements.

Independent activity: An activity completed by a child without support. It may be adult-directed or child-initiated.

Observation: In the context of making a judgement for the EYFS profile this is the practice of watching and listening to a child as they engage in an activity and demonstrate specific knowledge, skills and understanding. Sometimes the observations can be very short and can occur as part of another activity, and practitioners may be observing children alongside their ongoing interaction. Sometimes observations may be longer and are the result of targeting a scale point or child to gain specific information.

Parents: Mothers, fathers, legal guardians and the primary carers of looked-after⁴ children. There may also be other significant adults in children's lives and other relatives who care for them.

Practitioner: Any adult who works with children in a setting.

Self-initiated activity: An activity wholly decided on by the child and that is the result of an intrinsic motivation to explore a project or express an idea. In doing this the child may make use of a variety of resources and demonstrate a complex range of knowledge, skills and understanding.

Setting: Any out-of-home provider of education and care for children from birth to five, such as childminders, local authority nurseries, nursery or early years centres, playgroups, pre-schools, or schools in the independent, private or voluntary sector and maintained schools.

⁴This term used to describe any child in the care of the local authority or provided with accommodation by the local authority social services department for a continuous period of more than 24 hours. It is not restricted to children in respect of whom a compulsory care order or other court order has been made; for example, it also covers children subject to accommodation under a voluntarily agreed series of short-term placements like short breaks, family link placements or respite care (definition from *Every Child Matters* published by the DCSF).



Acknowledgements

The NAA gratefully acknowledges the advice, support and guidance of the following organisations and individuals in the development of this handbook:

- Department for Children, Schools and Families (DCSF)
- Early Years Foundation Stage Profile Working Group

Sue Brookes, Oakland Primary School
 Karen Ward, St Stephen's Infant School
 Helen Lovejoy, Castle Batch Primary School
 Ann Blanchard, Capel St Mary Primary School
 Kay Clifford, Castle Hill Infant School
 Tanya Haig, Grange Primary School
 Carolyn Heyburn, Suffolk Early Education Team
 Helen Roscoe, Suffolk Early Education Team
 Pip Whiteside, Stanton Primary School
 Sarah Anderson, EY AST, Windwhistle Primary School
 Sarah Bell, FS Teacher, Ashcombe Primary School
 Linda Roberts, EY AST, Mary Elton Primary School
 Sarah McGahern, CLLD Consultant, North Somerset
 Hannah Taylor, Goodnestone CE Primary School
 Zoe Stembridge, Ethelbert Rd Infant School
 Lynda Wraight, St Alphege CE Infant School
 Dianne Brewer, Wingham Primary School
 Helen Earl, Parkwood Primary School
 Nicola Lavis, Tameside
 Dinah Lord, Lancashire
 Mary Jones, Havering Inspection and Advisory Service
 Jackie Dix, The Manor Primary School
 Julie Lewis, Benhurst Primary School
 Angela Smith, Brookside Infant School
 Lesley Worboys, Branfil Infant School
 Kathryn Pritchard, Birmingham
 Becky Trafford, Support and Development Officer NAA
 Kate Peel, Support and Development Officer NAA
 Pam Mundy, Support and Development Officer NAA
 Brenda Spencer, Independent Consultant
 Lynne Edwards, North Lincolnshire LA
 Jean Clinch, Tameside LA
 Rebecca Robinson, Salford LA
 Carole Jacques, Havering LA
 Judy Venner, Kent LA
 Liz Depper, Suffolk LA
 Belinda Woodcock, Shropshire LA
 David Bartlett, Birmingham LA
 Gale Bruce, North Somerset LA
 Karen Williams, Lancashire LA



National Assessment Agency

29 Bolton Street
London W1J 8BT
Telephone: 08700 60 60 40
Minicom: 020 7509 6546
Fax: 020 7509 5908
Email: eyfsplink@naa.org.uk
Website: naa.org.uk/eyfsp

About this publication

Who is it for?

All early years education providers and education professionals with responsibility for assessing, reporting or moderating early years foundation stage (EYFS) profiles.

What is it for?

To inform settings/professionals of the statutory requirements linked to the assessment, reporting or moderation of EYFS profiles and to offer advice and guidance on how best to comply with these.

What does it cover?

- Why (and how) assessment should be carried out.
- How to complete an EYFS profile.
- How to record children's attainment.
- How to make inclusive judgements for all children that are accurate, truthful and reliable.
- How to moderate EYFS profile judgements.
- Statutory guidance.
- How practitioners should use the assessment scales (with detailed exemplifications for each scale and scale point).

Related materials

Assessment scales reference sheet QCA/08/3657

2009 Assessment and reporting arrangements key stage 1 QCA/08/3662

Information and contacts

Please visit the NAA website at naa.org.uk/eyfsp

For more copies

A pdf version of the EYFS profile handbook can be downloaded from the NAA website at naa.org.uk/eyfsp

QCA/08/3657



Qualifications and
Curriculum Authority

The National Assessment Agency is part of the Qualifications and Curriculum Authority



department for
children, schools and families