

## **Reception Class - Assessment Information**

The information below sets out how we assess children's learning and use this information to plan next steps and support children's progress.

### Statutory assessment in Reception

In Reception, children are assessed against 17 Early Learning Goals (ELG) at the end of the academic year. Each of the 17 ELGS has a separate judgement.

For each individual ELG, children will either:

- Have reached the 'expected' level of development within this area.
- Be working at an 'emerging' level. This is where children have yet to reach the expected level and are working within the ELG level or within an earlier developmental age band.
- Have reached the ELG and are working at an 'exceeding' level. This is where the expected level has been secured and are working at a level beyond the expected and have met the exceeding descriptors.

We report these assessments to you in July as part of the end of year reports. For each of the 17 ELGs there will be a separate judgement of either 'emerging', 'expected' and 'exceeding'.

Our EYFS team work closely with other staff members, particularly with the Year One staff to be able to assess against the Early Years outcomes.

### On-going assessment

At Sound and District Primary School we assess children's progress and their level of learning (attainment) continuously. These assessments are informal, on-going and are taken from our observations of children's learning (through child-initiated activities when children select what and how they would like to learn, as well as adult led activities – 1:1 activities as well as in small group or whole class situations).

We record children's levels of progress and attainment each half term and use these assessments (as well as our on-going observations) to plan relevant and engaging activities to support learning and aim for children to make the best possible progress.

I have again shared the Early Learning Goals with you (which are the end of year expectations) which we assess against formally at the end of the academic year.

## Early Learning Goals

*Expected levels of development **at the end of the Reception Year***

### Prime Areas

#### **Communication and Language**

Listening and Attention	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
Understanding	Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.
Speaking	Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

#### **Physical Development**

Moving and Handling	Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
Health and Self-Care	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

#### **Personal, Social and Emotional Development**

Self-Confidence and Self-Awareness	Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.
Managing Feelings and Behaviour	Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
Making Relationships	Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

Specific Areas

**Literacy**

Reading	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
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Writing	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
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**Mathematics**

Numbers	Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
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Shape, Space and Measure	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
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**Understanding the World**

People and Communities	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
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The World	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
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Technology	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
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**Expressive Arts and Design**

Exploring and Using Media and Materials	Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
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Being Imaginative	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
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### **Some key things to consider when reading at home!**

- Keep sessions active - use the high frequency words as a warm up and then focus on reading the book. Reading the same books again can be great practice as it allows opportunities to revisit familiar books and stories, allowing for discussions.
- Keep sessions relaxed – find a comfortable place where you and your child can settle down
- Give lots of praise and encouragement
- Talk about the book before you begin to read – look at the front cover, and the pictures (if any) and ask your child to think about what the book may be about. Why do they think that?
- Ask questions to check your child's understanding e.g. What might happen next? Why did something happen?
- Talk about the book afterwards – did your child enjoy it? Why? What was the best bit?
- If your child struggles over a particular word, try to find ways to help them remember it e.g. by looking at the 'shape' of the word. – can they remember the word if it comes up again in the book?
- Bedtime stories are a wonderful opportunity to share books and stories!  
Diamond Class love to listen to stories!
- Be a good reading model – let them see you reading – anything and everything – newspapers, magazines, catalogues, books etc. – let them know that reading is a valuable skill.
- Making up a story or making adaptations to familiar stories!
- Taking it in turns to read parts of the story.
- Telling your child something you really enjoy about listening to them read