

Children in Reception follow the Early Years Foundation Stage (EYFS) Curriculum. This is the same curriculum your child will have followed at their pre-school or nursery. The curriculum is separated into seven areas of learning (three Prime areas and four Specific areas). These are:

Prime Areas	Specific Areas
Personal, Social & Emotional	Literacy
Communication & Language	Mathematics
Physical Development	Understanding the World
	Expressive Arts & Design

Whilst the seven areas are separate, many are interwoven when it comes to teaching, for example, communication and language development can take place in every area. For more information about how this relates to teaching and learning, visit the Reception Class Page by clicking [here](#). Take a look at the topic overviews and newsletters for examples of the sort of learning activities children will experience.

Assessment of the EYFS Curriculum

Throughout Reception year children are assessed against the Early Learning Goals (ELGs). The ELGs set out the required standard children are expected to achieve by the time they leave Reception. The teachers Mrs Hanks and their team make on-going assessments of each child by observing them in their learning environment and working alongside them to enable them to make judgements about their learning and progress.

Please click on the link below to view all the ELG's

Keeping You Informed of Your Child's Progress

There are three main points in the year when we will communicate with you about your child's progress. We will also use Class Dojo as our main communication tool. It also enables you to share any learning from home.

- **Autumn term 1** - parent / teacher meeting to discuss how your child has settled and our initial impressions of their achievement
- **Spring term 2** - parent / teacher meeting to discuss your child's progress and achievement
- **Summer term 2** - written report detailing your child's achievements against the Early Learning Goals. For each Aspect your child will be judged as either: **Emerging** (working below the ELG) **Expected** (working in line with the ELG) or **Exceeding** (working above the ELG)

EYFS Profile

The EYFS Profile is the statutory assessment that takes place at the end of the EYFS, during the summer term of the year in which the child reaches five, usually in the reception class. The EYFS profile summarises and describes children's attainment at the end of the EYFS. It gives:

- the child's attainment in relation to the 17 early learning goals (ELG) descriptors
- a short narrative describing the child's 3 characteristics of effective learning.

Key Documents

National EYFS Profile Results for 2017/18

EYFS Profile Handbook 2019 is developed to help teachers make accurate judgements about each child's attainment and to enable effective moderation of judgements.

EYFS: Assessment and Reporting Arrangements 2019 includes the statutory responsibilities for head teachers and local authorities in moderating and reporting on the EYFS Profile data.

EYFS Profile: exemplification materials are a selection of example evidence of children's attainment, categorised into the 17 Early Learning Goals (ELGs) which are part of the EYFS Profile. The materials establish the national standard for the level of learning and development expected at the end of EYFS for each ELG.

EYFS Profile Expected and Exceeding descriptors – comparison document to support teacher judgements, the Early Years Service have developed a document that provides a comparison between the EYFS Early Learning Goals and the exceeding descriptors. This can be used to inform the professional dialogue between Reception and Year 1 teachers to support accurate judgements and effective transitions for children working beyond the expected level at the end of the EYFS. It should be used alongside the EYFS Profile Handbook and the exemplification materials.

