END OF RECEPTION ASSESSMENT
The statutory EYFS framework requires the EYFS profile assessment to be carried out in the final term of the year in which a child reaches age 5, and no later than 29 June in that term.
There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and interconnected.
THREE AREAS ARE PARTICULARLY CRUCIAL FOR IGNITING CHILDREN’S CURIOSITY AND ENTHUSIASM FOR LEARNING, AND FOR BUILDING THEIR CAPACITY TO LEARN, FORM RELATIONSHIPS AND THRIVE

The prime areas are:

- communication and language
- physical development
- personal, social and emotional development
SCHOOLS MUST ALSO SUPPORT CHILDREN IN FOUR SPECIFIC AREAS, THROUGH WHICH THE THREE PRIME AREAS ARE STRENGTHENED AND APPLIED.

The **specific areas** are:

- literacy
- mathematics
- understanding the world
- expressive arts and design
THE MAIN PURPOSE OF THE EYFS PROFILE...

is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS.

EYFS profile data is used to:

• inform parents about their child’s development against the ELGs and the characteristics of their learning
• support a smooth transition to key stage 1 (KS1) by informing the professional dialogue between EYFS and KS1 teachers
• help year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children
CHARACTERISTICS OF EFFECTIVE LEARNING

The EYFS has always highlighted the importance of how as well as what children learn.

These three characteristics of effective learning are:

- **playing and exploring** – children investigate and experience things and ‘have a go’
- **active learning** – children concentrate and keep on trying if they encounter difficulties and enjoy achievements; and
- **creating and critically thinking** – children have and develop their own ideas, make links between ideas and develop strategies for doing things.
RELIABLE AND ACCURATE ASSESSMENT AT THE END OF THE EYFS IS UNDERPINNED BY THE FOLLOWING PRINCIPLES:

- **assessment is based primarily on the practitioner’s knowledge of the child** - knowledge is gained predominantly from observation and interaction in a range of daily activities and events.

- **responsible pedagogy** must be in place so that the provision enables each child to demonstrate their learning and development fully.

- **embedded learning** is identified by assessing what a child can do consistently and independently in a range of everyday situations.

- **an effective assessment** presents a holistic view of a child's learning and development.

- **accurate assessments** take account of contributions from a range of perspectives including the child, their parents and other relevant adults.
An **Early Learning Goal** is the standard that a child is expected to achieve in each curriculum area by the end of their reception year in order to meet the standards for their age.

(Please refer to Handout)
All primary schools should...

- make sure that the teaching of reading, including systematic synthetic phonics, is the core purpose of the Reception Year.

- attach greater importance to the teaching of numbers in building children’s fluency in counting, recognising small numbers of items, comparing numbers and solving problems.

- ensure that when children are learning to write, resources are suitable for their stage of development and that they are taught correct pencil grip and how to sit correctly at a table.
RECOMMENDATIONS

- devote sufficient time each day to the direct teaching of reading, writing and mathematics, including frequent opportunities for children to practise and consolidate their skills

- use the EYFSP as a guide to end-of-Reception expectations rather than to define what should be taught.
THE DEPARTMENT FOR EDUCATION SHOULD...

- review the scope and breadth of the statutory EYFS framework to ensure that schools better understand the nature and purpose of the Reception Year and what should be taught

- review the content of the EYFSP so that there is greater alignment between the ELGs at the end of the Reception Year and the national curriculum for Year 1

- streamline the EYFSP and associated moderation processes so that they reduce teachers’ workload around assessment and become more useful for benchmarking the knowledge and understanding children need for the rest of their formal education

- raise the profile of early mathematics teaching, similar to the investment made in early reading and the teaching of systematic synthetic phonics, by supporting the development of appropriate schemes and resources.
OFSTED SHOULD...

- review and update the guidance for inspectors about evaluating the quality of early years provision in Reception
- sharpen the focus placed on the teaching of reading and numbers during the inspection of schools, including schools inspected under section 8 of the Act 4 and initial teacher education providers
- use the findings of this survey to help shape the new education inspection framework for September 2019
- report regularly on reading in primary schools, aggregated from routine inspections, to identify good practice and highlight the importance of this subject as the gatekeeper to a broad and balanced curriculum.