

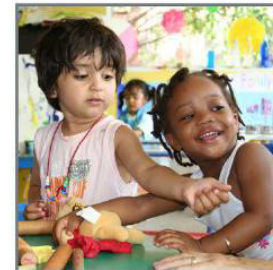
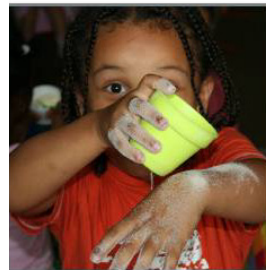
# Ealing EYFS Progress & Profile Early Communication and Language Tool Guidance

Early Years



Included in this toolkit is guidance and tools to track progress and record attainment (EYFS Profile) of children in the Early Years Foundation Stage, including their Early Communication and Language development.

If you are a Headteacher / Manager, EYFS practitioner and/or leader, or an assessment leader in a school, nursery/playgroup or a childminder, this toolkit will guide you in making and recording accurate EYFS assessments.



**Effective Practice**

**Ealing EYFS Progress & Profile Tool**

The Ealing EYFS Progress & Profile Tool is to be started when a child first joins a setting and it is recommended to continue with the child until the autumn term of Year 1.

All children develop in their own way and in their own time. However, the Ealing EYFS Progress & Profile Tool will help to identify any areas of concern. Where there is a small amount of progress in an area/s of learning, this may reveal an underlying need and early additional support can be provided.

It is recommended that this tool is used from birth to year 1 (up to autumn term, if applicable) and is designed to summarise and track the progress of individual children. The individual progress summary completed by the child's key person is a descriptive and quantitative way to record the child's progress across all 6 areas of learning.

A regular and consistent cycle is required (e.g. termly, half termly, monthly) with practitioners using their observations made in the intervening time for accurate judgements.

**Letters and Sounds Phase 1 Tracking tool**

This tool will help monitor the progress of children's speaking and listening skills, phonological awareness and oral blending and segmenting within Nursery and for those children who may require additional support in Reception. When using the **Letters and Sounds Phase 1 Tracking tool** refer to the Letters and Sounds Phase 1 booklet.

**Using the EYFS Profile (Reception Year)**

The Early Years Foundation Stage Profile is a statutory assessment of children in the final year of the Early Years Foundation Stage (reception-aged). The Profile is a tool to record the children's attainment by the end of Reception and has been included in Ealing's EYFS Progress & Profile Tool.

- It is recommended that the EYFS Profile section is completed periodically within Reception and the autumn of Year 1 (if applicable).
- Scale points 1-3 must be attained first before any later scale points can be awarded, as scale points 1-3 are developmental steps leading to the attainment of scale points 4-8.

**Tools to help you know your practice is effective**

*EYFS Practice guidance DCSF 2008*



*Early Communication and Language Tool Ealing*



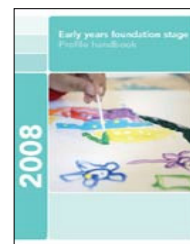
*Progress Matters: Reviewing and enhancing young children's development DCSF 2009*



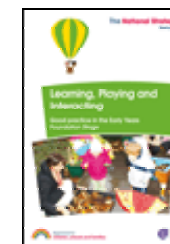
*Letters and Sounds Phase 1 DCSF*



*Early years foundation stage Profile Handbook QCDA 2008*



*Learning, Playing and Interacting: Good practice in the Early Years Foundation Stage DCSF 2009*



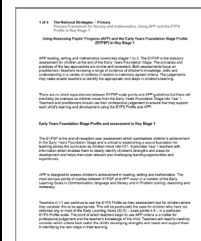
- Scale points 4-8 are not hierarchal and a child may achieve them in any order.
- If a child has attained scale points 1-3 within the summer term of Reception and is still progressing towards the Early Learning Goals, he/ she must be brought to the attention of year 1 practitioners and the SENCO.
- Each child is different, but generally a total scale score of **6 or more in all** thirteen assessment scales indicates a good level of development within the early learning goals.
- A child attaining scale point 9 must have attained scale points 1-8, be working consistently beyond the early learning goals and must be brought to the attention of Year 1 practitioners.
- Some children with SEN may require an alternative approach to assessment for some or all areas of learning.
- **Transition into Year 1: Practitioners teaching Year 1 should be familiar with the EYFS Profile and how it can link with Assessing Pupil Progress (APP). See back page for an overview of practice within Year 1.**

## Making Judgements:

### EYFS Progress & Profile and Early Communication and Language

- Judgements of a child's stage of development are made through a process of ongoing observational assessment.
- Observation involves noticing what children do and say in a range of contexts, and includes information from the family about what children do and say at home.
- Observations are gathered from practitioners, school meal supervisory assistants (SMSAs), outside agency professionals, students, Breakfast-club and after-school practitioners, childminders, supplementary school practitioners, etc.
- Judgements are based on observation of predominantly child-initiated activity (at least 80%).
- Children are involved in their assessment through talking about and reviewing their own learning (see video clip on right).
- **Judgements are based on the child's consistent and independent behaviour in a range of contexts.**

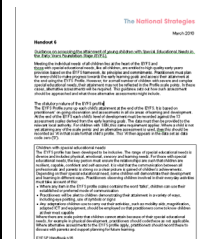
### Using Assessing Pupils' Progress (APP) and the Early Years Foundation Stage Profile (EYFSP) in Key Stage 1 National Strategies 2009



### Finding and exploring young children's fascinations: Strengthening the quality of gifted and talented provision in the early years DCSF 2010



### Guidance on Assessing the Attainment of Young Children with Special Educational Needs in the Early Years Foundation Stage National Strategies 2010



### VIDEO CLIP


<http://www.teachers.tv/videos/monitoring-progress-moving-on>



(Note: Focus on first 5 minutes of clip. Recommend footage to be used as evaluation and reflection tool, identifying effective practice and areas for improvement)



## Checkpoints for Early Communication and Language

- Alongside the 'best fit' judgement, certain 'Checkpoint' statements are included. Marked with a flag  and a specific age, these are particular statements, which should be noted.
- Where a child has not reached a Checkpoint by the age indicated, this is not necessarily a sign of difficulty. The Checkpoint statements serve as an alert for close monitoring including discussion with the family, and perhaps further assessment or support.

## Making good progress and a good level of development

### The EYFS Progress and Early Communication and Language Tool: Progress

- The goal of monitoring children's development is to plan and provide more accurate support for each child to make good progress.
- How well a setting helps children to make good progress can be determined by analysing each EYFS area of learning and each strand of language and communication, in terms of the proportion of children who are (a) at risk of delay / underachieving, (b) progressing as expected, or (c) ahead of expectations. If children are making accelerated progress, the proportion of children at risk of delay should decrease over time.
- In considering whether a child is at risk of delay, progressing as expected, or ahead of expectations in some or all areas of the EYFS and / or in each strand of language and communication, it is necessary to consider the child's actual age in months in relation to the overlapping age bands. If a child is within two months of the end of the age band and development is not yet within the band or is judged to be 'Emerging', then a judgement of 'risk of delay / underachieving' would be appropriate, in acting as an alert to providing more accurate support for that child.
- This is not the only criterion that can indicate a child at risk, and you must use your own professional knowledge in making an informed overall judgement.
- Practitioners should use ALL the sources of information available from a range of contributors (e.g. parents/carers, siblings, your own observations, in-setting and out-of-setting practitioners and other professionals if involved) in making an informed best fit judgement.

### EYFS Profile: Attainment

A total scale score of 6 or more in all thirteen EYFS profile assessment scales indicates a **good** level of development within the early learning goals.

*The Inclusion Development Programme: Supporting children speech, language and communication needs: Guidance for practitioners in The EYFS DCSF 2008*



*Every Child a Talker: Guidance for Early with Language Lead Practitioners DCSF 2008 (First, second and third installments)*



### VIDEO CLIP

<http://www.teachers.tv/videos/communication-early-language>



Babies and Young Children with English as an Additional Language (EAL)

### VIDEO CLIP

<http://www.teachers.tv/videos/developing-communication-for-language-and-thinking>



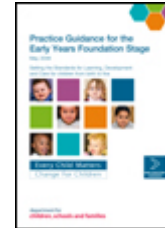
Effective practice in a Childminder setting with children who have English as an Additional Language (EAL)

## Early Years Moderation

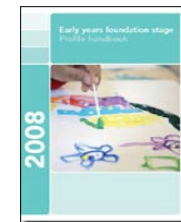
It is good practice for practitioners to:

- moderate their assessment progress and profile attainment judgements internally, within the EYFS, into Year 1 and across the key stages throughout the year.
- moderate the Development Matters and the Look, Listen and Note statements found within the EYFS Practice guidance.
- identify their children's EYFS Profile attainment by using the exemplification materials to support the moderation of their judgements found in the EYFS Handbook and via the QCDA website.
- refer to Ealing's EYFSP moderation prompts when moderating scale points internally and externally (meetings between two or more settings to moderate judgements).
- attend termly cluster moderation meetings and workshops arranged by Ealing.

*EYFS Practice guidance stage DCSF 2008*



*Early years foundation Profile Handbook QCDA 2008*

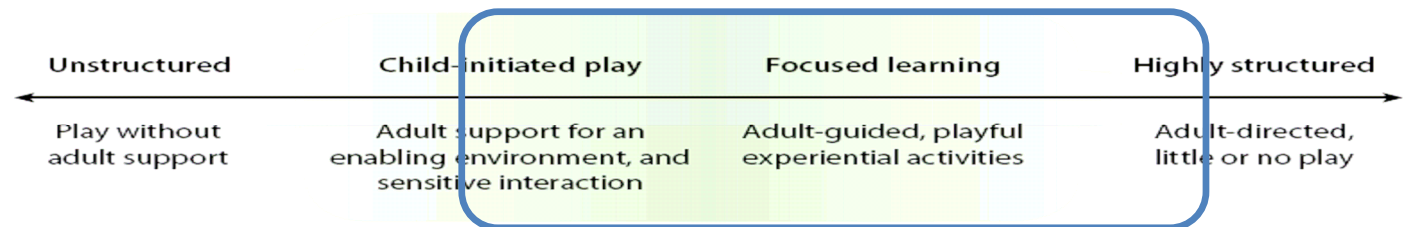


### ONLINE RESOURCE

<http://www.qcda.gov.uk/assessment/352.aspx>

Resources and video clips to support internal training for assessment and moderation

## An overview of practice throughout year 1



The rectangle moves along in Year 1 but the move towards structure is a gradual change over the year

Year 1	AUTUMN	SPRING	SUMMER
<b>Learning Environment</b>	Play based Child initiated, adult-initiated and adult-led opportunities	Play based Adult-initiated and adult-led opportunities	Play based Adult-initiated and adult-led opportunities
<b>Curriculum</b>	EYFS (Development Matters within the EYFS Practice Guidance) / National Curriculum	National Curriculum	National Curriculum
<b>Assessment</b>	EYFSP / APP or schools summative assessment	APP or schools summative assessment	APP or schools summative assessment