



Guidance on using the Foundation Stage Report/Record

Attached are guidelines to assist Foundation Stage practitioners with record keeping and report writing.

Please note it is entirely the decision of early year's settings how and when to report to parents, apart from reception children where there is a requirement for the setting to send at least one written report during the school year.

The Report/Transfer Record can be adapted and used in different ways:

- Summative report for a child who is transferring from one setting to another
- Summative report for transfer from nursery to reception and reception to Year 1
- Annual report to parents at the end of nursery and reception
- Termly report

The document can be adapted to meet your own requirements.



Guidance on using the Foundation Stage Report/Record

Guidelines for using the Report/Record

Purpose of reporting

To inform parents/carers, to encourage dialogue with them and give information about their child's attainment, progress and next steps in his/her learning.

To inform those responsible for the child in the next stage of education about the child's progress and individual needs, interests and capabilities.

Requirements for reception children only

Headteachers are responsible for ensuring that they send a written report to parents/carers on the children's achievements at least once during the school year.

It is open to schools to issue more than one report, provided that the minimum information is sent to parents/carers by the end of the summer term.

The report should include:

- Brief comments on the child's progress in each area of learning. These should highlight strengths and development needs.
- The child's general progress.
- Arrangements for parents/carers to discuss the report with a teacher at the school.
- Copies of each child's report form part of their educational record, and this record must be transferred automatically when a child changes school. (*The Education Regulations 2001*)

Principles of good report writing

Reports should be written for parents/carers in a clear and straight forward way and focus on the following:

- how the child is progressing in relation to their potential, centring on their significant achievements and strengths in all 6 areas of learning
- target areas for development and improvement
- whether the child is happy, settled and behaving well
- how parents can support

Reports should be personal to the child.

Reports should be well written and legible, with correct grammar, punctuation and spelling.

Comments should be succinct.

Educational jargon should be avoided, as it may not be understood.



Guidance on using the Foundation Stage Report/Record

When indicating the Stepping Stone level, the **best-fit** level/colour should be ticked for each of the 6 areas.

Areas of Development and Learning

Areas to focus on when reporting:

1. Personal, Social and Emotional Development

How the child:

- relates to adults
- relates to other children
- responds to the environment
- responds to the learning situation
- responds to change
- responds to relevant cultural and religious events

2. Communication, Language and Literacy

How the child is developing:

- speech
- range of vocabulary
- reading skills
- response to books, stories, rhymes and songs
- mark-making/writing skills
- listening skills
- progress in PIPs (steps 1-4)
- (Reception: Target statements in reading and writing)

3. Mathematical Development

How the child is developing:

- an understanding of mathematical concepts
- a positive approach and response to mathematics

4. Knowledge and Understanding of the World

How the child is developing:

- an understanding of scientific concepts
- a positive approach and response to scientific experiences
- an awareness of self and the wider community
- an understanding of the past

5. Creative Development

How the child is developing a response to:

- malleable materials
- mark-making activities
- musical activities and dance

6. Physical Development

How the child is developing:

- gross motor skills
- fine motor skills



Guidance on using the Foundation Stage Report/Record

Evidence for reporting may come from the following observations:

Personal, Social and Emotional

How the child:

- responds when parting from parents/carers
- responds when parents are present
- interacts with familiar/unfamiliar adults (adult or child initiated)
- gets involved with other children
- responds to new groups of children
- special friendship groups or individuals
- responds to routines
- responds to classroom organisation
- group situations
- boundaries set
- seems happy and secure
- takes up a range of activities
- remains involved in activities, with/without adult support
- shows developing skills of independence and self-help
- expresses a range of feelings in response to experiences

Communication, Language and Literacy

How the child:

- makes him/herself understood
- understands what is said
- communicates with adults/in groups/one to one
- participates in rhymes and songs
- recognises that print is used to carry meaning
- is developing reading skills including phonics
- is developing and shows an interest in mark-making/writing

Mathematical Development

How the child:

- uses and understands mathematical language
- becomes involved and shows interest in mathematical activities, including number rhymes and games
- sorts and matches
- recognises and counts numbers
- recognises, describes and makes patterns
- recognises basic shapes



Guidance on using the Foundation Stage Report/Record

Knowledge and understanding of the World

How the child:

- shows interest and curiosity in the natural and man-made world
- looks closely at things and talks about them
- asks questions about why things happen and how things work
- suggests explanations and offers reasons
- chooses a range of materials and tools appropriately
- makes use of a range of technological equipment and talks about his/her experiences
- knows and talks about the school environment and the journey to school
- talks about self, family and members of the wider community
- shows an understanding of past, present and future

Creative Development

How the child:

- enjoys and is confident in exploring a range of creative materials
- expresses him/herself through the use of a range of media
- is developing the knowledge, skills and techniques to enable him/her to control materials and use these to represent ideas and experiences
- enjoys and is confident in listening to music, exploring sound, rhythm and music making and participating in songs, rhymes and dance

Physical Development

How the child:

- moves around the nursery or classroom
- moves around the outdoor area or playground
- controls his/her body
- runs, jumps, balances, climbs, grips
- throws and catches
- is aware of what his/her body will do and has regard for safety
- is able to control his/her use of small tools and construction equipment
- is developing spatial awareness
- is developing hand/eye co-ordination