

## An EYFS Practitioners Guide to Early Learning Goals and Profile Assessment

The Early Learning Goals (ELGs) are the goals or targets for children to achieve at the end of their reception year. They will be working towards these goals throughout the EYFS. There are 17 ELGs across all the areas of learning, as seen in this table:

Curriculum Area	Aspect	Early Learning Goal
Personal, Social and Emotional Development (PSED)	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.
	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.
Communication and Language (C&L)	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 (PD)	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

Literacy (L)		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.
	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.
	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.
Maths (M)	Number	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.
	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.
Understanding the World (UfW)	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.
	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.
	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.
Arts and Design	Exploring and Using Media	Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a

	and Materials	variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
	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.

At the end of the reception year, practitioners are required to make a 'best fit' judgement for each child, relating to each Early Learning Goal. For each ELG, practitioners must judge whether a child is meeting the level of development expected at the end of the Reception year (expected), exceeding this level (exceeding), or not yet reaching this level (emerging). These levels are sometimes awarded points – with 1 point for the emerging level, 2 points for the expected level and 3 points for the exceeding level. This summary of attainment is called The Early Years Foundation Stage Profile (EYFSP).

The EYFSP is based on ongoing observation and assessment in all areas of learning and also the characteristics of effective learning. This summary of attainment should also take into account information from the child themselves, their parents and other relevant adults e.g. childminders. Practitioners should use the Exemplification Materials to help them decide the level for each child. This detailed guidance provides examples of the 'expected' level of development in a range of situations.

Practitioners use the results from the profile for a variety of purposes:

- Reporting results and progress to parents;
- Reporting to the children's Year 1 teachers to support a smooth transition into Key Stage 1 and enable Year 1 teachers to plan an effective curriculum to meet the needs of all the children in the class;
- Analysing the results to see patterns, areas of strength/weakness and make targets for the following year;
- Comparing to local and national data to see the effectiveness of the setting provision.

## Points and Good Level of Development

Points are sometimes used to describe a child's attainment in the EYFSP. The total number of points is calculated by adding the point levels (1 for emerging, 2 for expected and 3 for exceeding) for each of the 17 goals. The target number of points is 34 - meaning the child achieved the expected level of 2 points for each goal.

The Good Level of Development (GLD) is defined as those achieving at least the expected level within the following areas of learning:

Personal, Social and Emotional Development

Communication and Language

Physical Development

Literacy

Maths