



Understanding the Individual Pupil Report Sheet – Reception Tracking

At the end of the Reception Year, teachers are required to assess the children to say whether they have met the ‘Early Learning Goals’ (ELGs) of the Early Years Foundation Stage (EYFS). Each area of the EYFS curriculum has an Early Learning Goal, which is the standard that a child is expected to achieve by the end of their reception year. The ELGs are descriptors of what is ‘typical’ for the standard, and teachers make a ‘best fit’ judgement about whether a child has met the ELG (see separate sheet for the ELGs).

This year, we have introduced a new format for tracking children in YR to show whether they are ‘on track’ to meet the Early Learning Goals at the end of the year. Although primarily a tool for teachers, this tracking spreadsheet is also able to provide an individual pupil print out which we will be sharing with you at the parents’ meetings next week. (For those of you with older children in the school, the report is similar to that used across Y1-Y6.)

The pupil report gives a breakdown of whether your child is currently ‘on track’ to meet the ELG in each domain for the prime areas of learning, as well as Literacy and Mathematics. The domains included on the report are as follows:

PSED (Personal, Social and Emotional Development)

- Self-confidence and self-awareness
- Managing feelings
- Making relationships

C&L (Communication and Language)

- Listening and Attention
- Understanding
- Speaking

PD (Physical Development)

- Moving and Handling
- Self-care

Literacy

- Reading
- Writing

Mathematics

- Number
- Shape, space and measure

We are sending out this information to you prior to the meeting as we hope this will help you to make sense of the report when you see it. We also hope that teachers will be able to focus more on the progress information for your child in the meeting, rather than explaining how to understand the report. As this is the first year we have used this tracker in YR, we would welcome feedback from parents about whether you find the information provided useful. Below and overleaf are some explanations of the vocabulary used on the report, along with some frequently asked questions. You may find it helpful to take this sheet along with you to parents’ meetings next week.

MILESTONES

These are the dates at the end of each phase of learning where teachers assess whether children are on-track to meet the end of year expectations. Milestone 1: middle of November; Milestone 2: February half term; Milestone 3: end of April; ARE: Age Related Expectations (End of Year). In YR, children who have met the Early learning Goal are deemed to be working at ‘age related expectations’ for that area of learning. (Please note that ‘age related expectations’ relate to the year group the child is in, not their *chronological* age.

DOMAINS

Each area of learning is broken into domains which are covered during every phase of learning.

NOTES FOR ACTION

Teachers have identified individual targets for each pupil in literacy and maths. These are included in the ‘notes for action’ section of the report. Teachers may also give you ideas about how you can support your child in this area at home. For some children, teachers may also include a target for one or more of the other areas of learning, if there is a particular focus for that child.

Common Questions

What does ‘secure’ mean?

‘Secure’ means that the teacher has assessed the child as being ‘on-track’ to meet age-related expectations (ARE) at the end of the year. It does **not** mean that they are already meeting the Early Learning Goal, but it does indicate that the child is demonstrating sufficient knowledge, skills and understanding at a milestone to be able to move on to the next phase of learning. At the start of the year, or as new learning is introduced, a child may be ‘on-track’ even though they still need some scaffolding or explanation in that area. By the end of phase 2, they would be expected to be more independent with this aspect to be considered ‘secure’. By the end of phase 3, teachers will be looking for the ability to apply their knowledge and skills in a range of situations to consider a child as securely on-track.

What does ‘beyond’ mean?

A child who is deemed to be ‘beyond’ is deemed to be further along in their progress towards the ELG than expected at this point in the year. They may already have met or be close to meeting the ELG.

What does ‘close to’ mean?

Children who are ‘close to’ do not yet have sufficient knowledge, skills or understanding in a domain to be securely on-track, but the teacher believes that they will be able to catch up and be ‘secure’ by the end of the next milestone. This may be because the children is not yet sufficiently independent in an area, or because a child is just beginning to grasp a concept but needs a few more weeks to consolidate this. Teachers may not use ‘close to’ in a domain for two milestones in a row; if they haven’t caught up by the next milestone, they must be marked as ‘below’ to indicate that they are not currently on track to meet ARE.

My child was ‘secure’ at phase 1 but is now ‘close to’ or ‘below’ in a domain. Have they gone backwards?

No. As it says above, ‘secure’ means different things at different milestones. If they were secure at phase 1, it meant that they had sufficient knowledge, skills or understanding at this point in time, but may still have had some scaffolding from the teacher. If at phase 2 they still require some scaffolding and are not yet independent, they can no longer be considered as on track. This highlights to the teacher that this is a target area for the child. They may have made some progress in this area, but not enough for them to still be considered on track.

My child is below in many or all domains – does that mean that they aren’t making progress?

No. Some children may not developmentally be ready to meet the expectations for the end of Reception – the ELGs are not based on chronological age, but rather what is typically expected of a child at the end of YR. For those children who are ‘below’ in one or more domains, we will be sharing with you information about how they are progressing through the ‘age-stage’ bands of the Early Years Foundation Stage curriculum (for example, are they working within the 30-50mth stage or the 40-60mth stage). Some children who are ‘below’ at this point may be able to catch up with their peers to meet the ELG by the end of the year. For some children, this catch up can occur later (when they are in Y1 or Y2). In 2017, between 62% and 74% of pupils met the ELG in each area of learning nationally – you therefore should not be overly concerned at this point if your child is not on track, provided that they are making appropriate progress, although we obviously want to support them as well as we can to give them the foundations of learning they will need for Y1. If we do have concerns about a child’s progress, we will discuss with you what actions we are taking, how you can support at home, and whether we need to seek further advice from other professionals.