



Together we learn, Together we succeed

School Report

NAME:

Teacher:

July 2018

Attendance				
Possible Attendance	Actual Attendance	Authorised Absence	Unauthorised Absence	Lates

The Reception Year is the final year of the Early Years Foundation Stage. At the end of this year schools are required to report to parents their child's general progress, including the Characteristics of Effective Learning, and their attainment in the 17 Areas of Learning.

Characteristics of Effective Learning

The Characteristics of Effective Learning are the ways in which the child engages with other people and their environment – playing and exploring, active learning, and creating and thinking critically. These underpin learning and development across all areas and support the child to remain an effective and motivated learner.

Playing and exploring - engagement
Finding out and exploring, Playing with what they know. Being willing to 'have a go'

Active learning - motivation
Being involved and concentrating. Keeping trying. Enjoying achieving what they set out to do

Creating and thinking critically – thinking
Having their own ideas. Making links. Choosing ways to do things

Early Learning Goals

The Early Learning Goals set out the expected level of development for a child at the end of Early Years Foundation Stage. For each area of learning we assess whether a child's learning is best described as the level expected at the end of EYFS (expected); not yet at the level of development expected at the end of the EYFS (emerging); or beyond the level of development expected at the end of the EYFS (exceeding).

Because children do not necessarily achieve uniformly, we take into account whether the description within the ELG best fits the child's learning and development, 'Best fit' does not mean that the child has equal mastery of all aspects of the ELG.



Personal, Social and Emotional Development

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.

Emerging	Expected	Exceeding

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.

Emerging	Expected	Exceeding

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.

Emerging	Expected	Exceeding



Communication and Language

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.	Emerging	Expected	Exceeding

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.	Emerging	Expected	Exceeding

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.	Emerging	Expected	Exceeding



Physical Development

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.	Emerging	Expected	Exceeding

Health and Self-Care			
Children know the importance for good health of physical 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.	Emerging	Expected	Exceeding

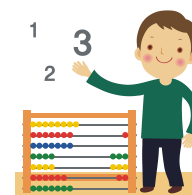
Literacy



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.	Emerging	Expected	Exceeding

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.	Emerging	Expected	Exceeding

Maths



Numbers			
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.	Emerging	Expected	Exceeding

Shape, Space and Measures			
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.	Emerging	Expected	Exceeding

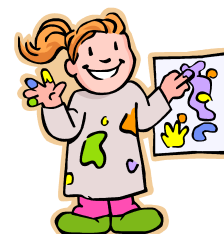
Understanding the World



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.	Emerging	Expected	Exceeding

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.	Emerging	Expected	Exceeding

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.	Emerging	Expected	Exceeding

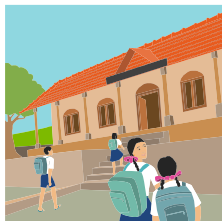


Expressive Arts and Design

Exploring and Using Media and Materials			
Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Emerging	Expected	Exceeding

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.	Emerging	Expected	Exceeding

General Comments	
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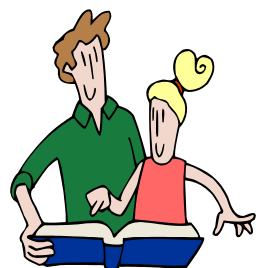
Pupil Comments	
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Headteacher Comments	
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Parent Comments	
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Parent signature	
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If you would like to discuss your child's report further please contact the class teacher.