

Progress And Attainment at John Hampden School Wendover - Early Years and Foundation Stage - Our Terms of Reference 2020/2021

- All children are measured against the national age-related milestones as evidenced in the 'Early Years Foundation Stage Development Matters' or 'Early Years Outcomes'. Summative assessments take place on entry (using data shared by pre-schools, nurseries, childminder's and parents and then every term - Autumn, Spring and Summer.)
- We use the terms entering, developing and secure to best describe a child's stage of development within an age band. To be 'entering in an age band' a child might have demonstrated some (up to 33%) of the statements in Development Matters or similar statements. To be 'developing' a child might have demonstrated many of the statements (between 33% and 66%.) To be 'secure' a child might have demonstrated most of the statements (more than 66%) and may be beginning in the next age band. A best fit judgement is then determined on all seventeen aspects of the EYFS.
- The statutory EYFS framework requires the EYFS profile assessment to be carried out in the final term of the year in which a child reaches the age of 5. The main purpose of the EYFS is to provide a reliable, valid and accurate assessment of individual children at the end of EYFS. Children are assessed against the ELG's. If the ELG description best fits the child's learning and development it is judged as expected. If a child's learning and development has moved beyond the expected level, it is judged as exceeding.
- Typical Journey/ Progress (in line with School's Assessment Guidance BLT)
An example of a possible journey for a child who is operating at a level that is typical for their age:
Entry to Early Years:
 - December/January - 30-50 developing
 - March/April - 30-50 secure
 - Leaving Early Years (June-July) - 30-50 secure / 40-60+ enteringEntry to Foundation Stage:
 - September - 30-50 secure/40-60+ entering (depending on chronological age)
 - December 40-60+ developing
 - March/April 40-60+ secure
 - Leaving Foundation Stage - 'Expected' level assessed against ELG's in the EYFSP

- All children are expected to make a minimum of at least one sub level progress each term. For example, if they move from entering, to developing, or from developing to secure in any age band. An example would be that over three terms a child should at least move from entering 40-60 months to ELG.
- A child making accelerated progress i.e more than one sublevel progress in any term and more than three sublevel of progress over the course of the year would be judged as making outstanding progress. For example, a child who is entering 40-60 months and after three terms is exceeding would be assess as making outstanding progress.
- It is more usual for children in Foundation Stage to make better than expected progress in term two and term three as typically children need time to settle in term one.
- The following groups of children are monitored to ensure gaps in attainment are not missed and help us to precisely target out teaching where it will have most impact on children's improved outcomes:
 - Girls/ boys
 - Children who do not speak English as a first language (EAL)
 - Children with special needs and disability (SEND)
 - Children who receive Early Years Pupil Premium Funding
 - More able children
- If more than 30% of our children make outstanding progress and almost all of the others make expected progress then we consider that to be outstanding overall progress in any given area. For example if 30% of children make four or more sublevels in 'Number' and almost all of the others make three sublevels of progress then that would describe outstanding progress.
- Attainment - we expect the vast majority of children leaving the Foundation Stage at least secure in their age related development band and achieving The Good Level of Development (achieving the Early Learning Goals in all Prime areas, Literacy and Mathematics) if they have been with us for three terms. As approximately 22% of children join us with levels below their chronological age, at least 90% leave us with age expected or above and over 30% of children exceed in Mathematics and 40% of children exceed in Reading and Writing, then this describes outstanding progress.