



## Ashford Park Primary School

'Inspiring a love for lifelong learning'

### Assessment in the EYFS

Every child deserves the best possible start in life and the support that enables them to fulfil their potential. The **Early Years Foundation Stage** (EYFS) sets the standards that all 'early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS specifies requirements for learning & development and for safeguarding children and promoting their welfare. The **learning and development requirements** cover:

- the **areas of learning and development** which must shape activities and experiences (**educational programmes**) for children in all early years settings
- the **early learning goals** that providers must help children work towards (the knowledge, skills and understanding children should have at the end of the academic year in which they turn five)
- **assessment arrangements** for measuring progress (and requirements for reporting to parents and/or carers)

The Department for Education has a '**good level of development**' (**GLD**) performance measure for pupils in the Early Years Foundation Stage (EYFS).

Children will be defined as having a **GLD** if they achieve at least the expected level in:

- the **early learning goals (ELGs)** in the **3 prime areas of learning** (communication and language; physical development; and personal, social and emotional development); and
- the **ELGs** in the **specific areas** of mathematics and literacy

The EYFS profile indicates whether children are:

- **Meeting** the expected levels of development, which is 'graded' as a '**2**'
- **Exceeding** the expected levels, which is 'graded' as a '**3**'
- **Not yet reaching** the expected levels ('emerging'), which is 'graded' as a '**1**'

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