

Will the Profile 'label' my child?

No. There is no intention of labelling a very young child. The purpose of the profile is to simply highlight what a child knows, what they can do and what they need to learn next.

Labelling implies testing, where children have to measure up to a yardstick, with the implication of 'pass' or 'fail'.

The Profile reflects the fact that children develop at different rates and protects their rights to do so in their own individual way; it will not be used to judge your child, only to plan the next step in learning.

Many of the assessments concern children's practical skills, for example, whether they can dress themselves. Other important areas include being able to talk and move confidently, enjoying stories, making music and exploring the world around them.

Can I play a part?

Parents are actively encouraged to participate. The profile recognises that you have a unique knowledge of your child's development, and that this is central to the assessment process.

One of the key principles of the Foundation Stage is that parents and practitioners should work together.



How can I find out more?

www.foundationyears.org.uk

contains **Statutory Framework for the Early Years Foundation Stage (EYFS) 2017** and links to other websites.

Developed by

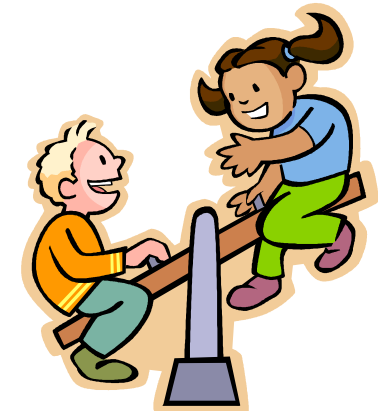
Mrs. C. Stidwell (Early Years Co-ordinator)



Stanhope Barrington Early Years Unit

'Striving for excellence'

The Foundation Stage Profile



A Parents' Guide



What is the Foundation Stage Profile?

It is a new way of summing up the progress and learning needs of children at the end of the Foundation Stage (Reception). All it requires is for staff to observe and assess throughout the year, providing a picture of what a child has achieved, knows and can do. Progress is highlighted on an individual profile sheet.

The Foundation Stage Profile is based on continuous observation and assessment and on all the areas of the early years curriculum. Through this, practitioners can make judgements about your child's achievements and decide on the next steps in learning; this process, known as 'assessment for learning', is central to raising their achievement. It is also the best way of preparing children for Key Stage 1 and beyond. At the end of the year you will receive a written report, based on what the teacher has learned about your child during the reception year.



What will they expect from my child?

As there are no set tasks or tests in the Foundation Stage Profile, and children are not aware of being assessed, there are no 'expectations' placed on children.



Practitioners observe children in all sorts of situations and contexts to get an all-round picture of their development. Some observations will be carefully planned in advance, but many will occur spontaneously, often during play.



Brief notes might be made on an activity, which can then be considered and an assessment comment made for planning purposes.

Foundation Stage Curriculum

Assessment is based on the seven areas of learning in the Foundation Stage Curriculum:

Prime Areas

Personal, Social and Emotional development



Communication and Language

Physical



Development

Specific Areas

Literacy

Mathematical



Understanding the World



Expressive Arts and Design



Play is at the heart of the Foundation Stage.



learning in