A Guide to interpreting and analysing EYFS Profile data 2013

Defining a Good Level of Development (GLD)
From 2013, children will be defined as having reached a GLD at the end of the EYFS if they achieve at least the expected level in:
- the ELGs in the prime areas of learning (personal, social and emotional development; physical development; and communication and language) and;
- the ELGs in the specific areas of mathematics and literacy.
- In total there are 12 ELGs within the GLD

Remember:
- Emerging = 1; expected = 2; exceeding = 3
- Please note that a GLD is a measurement of attainment not progress and that for a child to attain a GLD they need to score 2 or more in all 12 ELGs.
- In the table below Kirsty has scored 2’s in all 12 ELGs (green) and therefore has attained a GLD, however Elma has scored a 1 for writing and therefore she has not attained a GLD even though she has a higher total score.

<table>
<thead>
<tr>
<th>PRIME AREAS</th>
<th>SPECIFIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>01: Listening &amp; attention</td>
<td>13: People &amp; communities</td>
</tr>
<tr>
<td>02: Understanding</td>
<td>14: The world</td>
</tr>
<tr>
<td>03: Speaking</td>
<td>15: Technology</td>
</tr>
<tr>
<td>04: Moving &amp; Handling</td>
<td>16: Exploring &amp; using media &amp; materials</td>
</tr>
<tr>
<td>05: Health &amp; self-care</td>
<td>17: Being imaginative</td>
</tr>
<tr>
<td>06: Self-confidence &amp; self-awareness</td>
<td>Total point score</td>
</tr>
<tr>
<td>07: Managing feelings &amp; behaviour</td>
<td>Good level of development</td>
</tr>
<tr>
<td>08: Making relationships</td>
<td>SPECIFIC</td>
</tr>
<tr>
<td>09: Reading</td>
<td>12: Shapes, space &amp; measures</td>
</tr>
<tr>
<td>10: Writing</td>
<td>11: Numbers</td>
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</tbody>
</table>

Kirsty 2 2 2 3 3 3 2 2 2 2 2 2 38 Y

Elma 2 2 2 3 3 2 2 2 2 2 2 2 2 40 N

Supporting measure
- This is the average point score for a cohort across all ELGs.
- The average point score is the total number of points achieved for the cohort divided by the number of children.
- The national measure will be the average of every child’s total point score.
Suggestions for analysis:

A Good Level of Development:
- How many children attained a GLD?
- How many of these children were boys, girls, autumn/spring/summer born, EAL, SEND, FSM, GRT, LAC, from forces families; starting points e.g. did they attend an on-site nursery or start mid-way through the Reception year?
- Were there any children who would have attained a GLD had it not been for 1 or 2 ELGs? What were these ELGs? Is there a pattern?
- How does the number of children attaining a GLD in your school compare to county and national figures? (County Data and national data published autumn 2013)

The supporting measure:
- What is the supporting measure for the cohort?
- How does this compare the county and national measure? (County and national data published autumn 2013)

Areas of Development and the ELGs:
- Look at those children who have attained ‘emerging’, ‘expected’ and ‘exceeding’ for the ELGs. Are there any patterns in attainment? E.g. few children attaining ‘expected’ or ‘exceeding’ in writing or number. Are there any correlations between different ELGs such as writing and moving and handling?
- Do children with high outcomes also have high PSED and demonstrate this through characteristics of effective learning?
- From the data, what aspects of breadth/depth of EYFS provision need further development in the school?
- What are the strengths/areas to develop in this year’s cohort? Across the areas of learning and development?

Other:
- Are there differences in the data between classes (if applicable)?
- What does this data tell us about the attainment and needs of individual children e.g. SEND/EAL
- How are Year 1 colleagues using this data to inform planning for September 2013? Do they have copies of the Development Matters/ELGs?
- Are APP grids being used for children who are ‘exceeding’ in order to create a year one baseline?
- What does this data tell us about priorities for the EYFS in 2013-14?
Progress and making a judgement:

The following is an extract from the Subsidiary Guidance for inspectors published 8th April 2013 on the Ofsted website. This is the only national guidance on progress in the EYFS. Use this to help decide upon a judgement about progress for your cohort.

Attainment on entry to reception at age four

1. Most children are likely to demonstrate some of the skills, knowledge and understanding described by the development statements in the 'Development Matters' band for 40–60+ months, in addition to those in the preceding band for 30–50 months. This may be referred to as the age-related expectation at the beginning of reception. Attainment on entry is likely to be below age-related expectations where a substantial proportion of children in a school do not demonstrate competence in the 30–50 month band. The statutory early learning goals establish national expectations for most children to reach by the end of Reception Year.

Judging progress in the Early Years Foundation Stage

2. Where children make progress from age-related expectations at the beginning of nursery, to age-related expectations at the beginning of reception and the end of reception (where levels of development can be compared with Early Years Foundation Stage Profile national figures) this is likely to represent expected progress during the Early Years Foundation Stage. Note that these bands overlap and children will not necessarily progress sequentially through each statement within them. It is important that inspectors take account of how children learn their development in relation to their starting points and capabilities together with the proportions that make and exceed the progress expected. For example, children who meet all the Early Learning Goals but who started at a lower level of development than is typical for their age might be said to be making outstanding progress. However, for a child starting school at a higher level of development this might not be enough progress. Inspectors should consider how well prepared children are for the next stage in their education.