

SURBITON HILL NURSERY SCHOOL

Early Years Foundation Stage (EYFS) and Assessments

At SHNS we follow the EYFS to create a child led and play based curriculum.

The EYFS covers 7 areas of learning:

Personal, Social and Emotional Development	Communication and Language	Physical Development	
Literacy	Mathematics	Understanding the World	Expressive Arts and Design

OFSTED (January 2020) commented that our Nursery School 'is an exceptional learning environment. The members of the early year's team are experts at planning the curriculum and creating learning opportunities that enable all children to excel. The staff have ensured that all areas of learning are interwoven, meeting the varied needs and interests of all children.'

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. Practitioners should address learning and development needs in partnership with parents and carers, working with any relevant professionals, where necessary. (Statutory Framework for the EYFS 2021)

At SHNS we continuously assess the children throughout their time with us. OFSTED (January 2020) recognised that 'the members of the early years teaching team know exceptionally well how young children learn so they are able to identify and plan the next steps.'

We use a system called **OPAL** (Observations of Play and Learning) to support our assessments.

We assess through observations of the children in their play and ensure these observations are purposeful:

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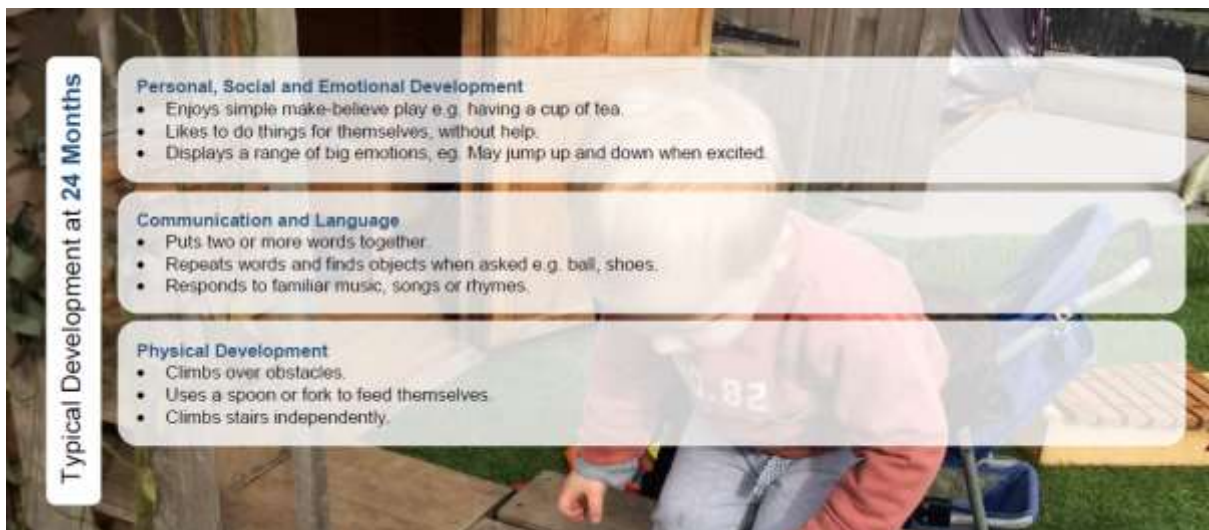
- They tell us information about the child; their needs, interests and thought processes.
- They allow us to respond to individual children's next steps
- They allow practitioners to reflect and inform practice
- They allow us to adapt and amend our environment to provide challenge and meaningful learning experiences

Each month there will be a group of '**Spotlight children**' approaching their next milestone (these are 6 monthly checkpoints based upon child development)

- An OPAL Spotlight will be completed at the end of the month by the Key Person.
- We will consider if your child has met or not yet met their milestones. These will always be based upon your child's current age in months.
- We work as a team to discuss what's next for each child and consider strategies to widen and deepen their learning.
- The Key Person will host a 'Learning Conversation' with you to discuss your child, the Spotlight, current knowledge and next steps, as well as gaining valuable information from you about your child.

This was taken from a document which was created by Barnet Early Years Alliance (2018) and forms part of the 'Observation of Play and Learning' system.

Please see the Milestones as a reference point to support you in our learning conversations created by Barnet Early Years Alliance (2018).



Typical Development at 24 Months

- Personal, Social and Emotional Development**
 - Enjoys simple make-believe play e.g. having a cup of tea.
 - Likes to do things for themselves, without help.
 - Displays a range of big emotions, eg. May jump up and down when excited.
- Communication and Language**
 - Puts two or more words together.
 - Repeats words and finds objects when asked e.g. ball, shoes.
 - Responds to familiar music, songs or rhymes.
- Physical Development**
 - Climbs over obstacles.
 - Uses a spoon or fork to feed themselves.
 - Climbs stairs independently.

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Typical Development at 30 Months

Personal, Social and Emotional Development

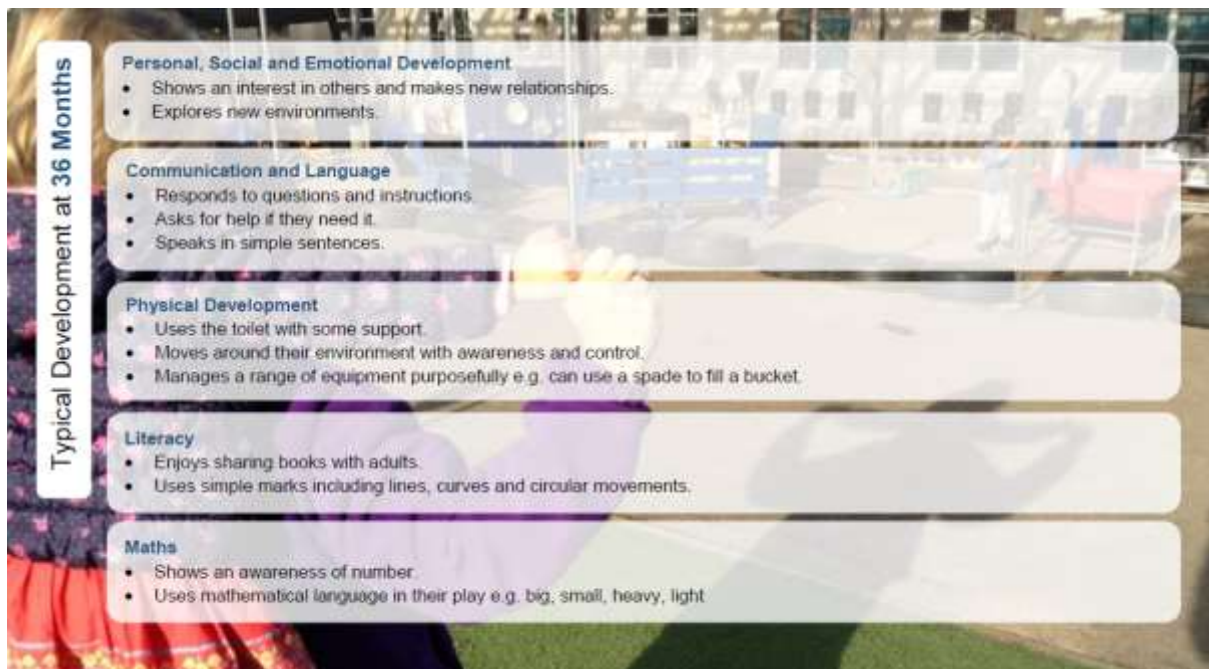
- Watches what friends are doing and joins in with play.
- Likes to help you when you are busy, e.g. putting shopping away.
- Begins to assert independence and challenge boundaries.

Communication and Language

- Is interested in books and stories.
- Can stop what they are doing and can listen to you.
- Uses lots of new words.
- Beginning to use words like, me, I and you.

Physical Development

- Can run around, change direction and slow down so they don't bump into things.
- Can make lines and marks.
- Builds a tower.



Typical Development at 36 Months

Personal, Social and Emotional Development

- Shows an interest in others and makes new relationships.
- Explores new environments.

Communication and Language

- Responds to questions and instructions.
- Asks for help if they need it.
- Speaks in simple sentences.

Physical Development

- Uses the toilet with some support.
- Moves around their environment with awareness and control.
- Manages a range of equipment purposefully e.g. can use a spade to fill a bucket.

Literacy

- Enjoys sharing books with adults.
- Uses simple marks including lines, curves and circular movements.

Maths

- Shows an awareness of number
- Uses mathematical language in their play e.g. big, small, heavy, light

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Typical Development at 42 Months

Personal and Social and Emotional Development

- Shows awareness of the feelings of others.
- Knows what they want to play with and where to find it.
- Plays with others.

Communication and Language

- Sings songs and rhymes.
- Talks with other children.
- Listens and responds to things said by others.
- Able to follow an instruction with two parts e.g. Get your coat and open the door.

Physical Development

- Uses the toilet independently.
- Climbs, runs and jumps with confidence.
- Uses toys and tools safely.

Literacy

- Enjoys listening to stories and making up play scenarios.
- Makes many different marks, including closed shapes, e.g. circles.

Maths

- Knows how to solve everyday problems in their play e.g. how to get water from one place to another.
- Recognises some numbers and shows an interest in counting.

Typical Development at 48 Months

Personal and Social and Emotional Development

- Can play with others, sharing what they are using with help.
- Plays imaginatively with other children.
- Confident to have a go and try new things.

Communication and Language

- Talks about what they are doing and things they remember.
- Starts conversations with familiar people and asks questions.
- Listens when they are in a group with other children.

Physical Development

- Can dress themselves with some support.
- Gives new challenges a go and is aware of their own safety.
- Uses resources with some control, e.g. can pour from a jug into a cup.

Literacy

- Looks at books and has some favourites.
- Makes marks to represent their name and talks about their drawings.
- Knows the difference between pictures and words.

Maths

- Beginning to count objects in their play.
- Understands how different shapes fit together e.g. in their art work or block play.
- Will notice who has more or less e.g. who has more trains or pieces of fruit.

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Typical Development at 54 Months

Personal, Social and Emotional Development

- Stays at activities that they really like without being distracted by other things or people.
- Understands and follows some rules.
- Is able to make friends.

Communication and Language

- Listens attentively in a range of situations.
- Asks and answers questions to find out more.
- Talks in clear sentences about people they know, what they see and how they are feeling.

Physical Development

- Uses a variety of tools with accuracy, e.g. pencils, paint brushes and scissors.
- Independently uses the toilet and keeps themselves clean and dry.
- Can move around spaces with control and co-ordination.

Literacy

- Begins to recognise familiar letters or words e.g. letters in their name, familiar names and shop signs, and sometimes writes them.
- Can form shapes that are starting to look like letters.
- Will talk about stories as they are read to them.

Maths

- Counts to find out how many things they have.
- Recognises numbers in their environment.
- Knows the names of some shapes.
- Notices and compares size, weight and capacity in their play.