

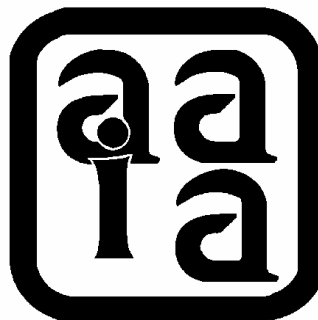
TRICKY SCALE POINTS

UNDERSTANDING AND USING THE EARLY YEARS FOUNDATION STAGE PROFILE ASSESSMENT SCALE POINTS

Updated September 2008 in line with revised EYFS profile handbook

When using this document, please read it in conjunction with the elaboration and exemplification for the scale points in the early years foundation stage profile handbook. This document should not be used without reference to the early years foundation stage profile handbook.

Produced by Midlands AAIA



Association for Achievement and
Improvement through Assessment

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Introduction

The early years foundation stage profile (EYFSP) captures the early learning goals (elgs) from the early years foundation stage curriculum as a set of 13 assessment scales, each having 9 points. The first three points in each scale are derived from the development matters for the early years foundation stage, points 4-8 are derived from the elgs themselves and the final point in each scale reflects performance of children beginning to move beyond the elgs.

While practitioners understand the essence of the scale points, it has become clear through moderation processes for the foundation stage profile over the past five years that there are issues about the interpretation of some of the points. Sometimes these issues are about the pitch of scale points and sometimes the issues are about which aspects of children's behaviour would constitute assessment evidence.

In order to clarify the meaning and interpretation of scale points and ensure consistency in making judgements, 'tricky scale points' documents have been produced over the past five years to support training and moderation processes in local authorities across the Midlands. This new booklet is based on previous 'tricky scale points' documents but has been updated with reference to the early years foundation stage profile handbook published in summer 2008.

Making assessments – guidance for practitioners

- Assessments, based on observing children's behaviour in a variety of contexts, should be made over time (including the whole of the reception year and with as much evidence as possible from previous years) and should include the contributions of practitioners, parents, children and support staff. As the profile builds, periodic reviewing of children's progress can support practitioners in adjusting their planning and provision to identify next steps in children's learning. (The eProfile is particularly useful for this as it summarises the progress of individuals, groups and classes in various charts, as assessments are entered over time.) The profile should build to represent an accurate picture of each child's attainments by the end of the early years foundation stage.
- Judgements should be made from practitioners' accumulated knowledge, as well as from documented evidence, for example observational notes, other informal notes, annotated digital photographs or children's work where appropriate. Practitioners should be able to say how their knowledge and other evidence of children supports the assessment judgements that they have made. Sometimes, for scale points that are particularly 'tricky', it may be appropriate to make further observations of children across a wider range of contexts.
- The majority of evidence should come from practitioners' knowledge of each child and observation of children's self-initiated activities. Further information about this can be found on pages 9 and 10 of the EYFS profile handbook.

- Judgements should be moderated through discussion with colleagues in the setting and, where possible, through moderation with practitioners in neighbouring settings. Moderation opportunities are also available through local authority moderation processes for the profile. Moderation supports the development of observational assessment and the consistent interpretations of the scale points both within settings and across settings. It also provides a valuable opportunity for practitioners to share and develop their practice.
- When establishing an understanding of how children's behaviour relates to the achievement of particular scale points, practitioners must refer to the elaboration and exemplification in the EYFSP profile handbook, not just to a list of the scale points. Practitioners should also refer to the video exemplifications and additional guidance on the NAA website at naa.org.uk/eyfsp. In addition, they may wish to refer to CD-ROMs, 'Seeing the Foundation Stage Profile', published with the original profile handbook, and 'Observing Children - building the Profile', published by the Primary National Strategy and the NAA, using these in conjunction with the EYFSP handbook and 'Tricky Scale Points'.
- Practitioners should remember that this exemplification represents only examples of children's achievement towards particular scale points, rather than definitive evidence that these points have been achieved.
- 'Tricky Scale Points' is presented in note form, to facilitate easy reference. It also includes lists of contexts, to point practitioners to those activities likely to elicit sound observational evidence in different areas of learning and as a guide to good early years practice. Notes about some scales and scale points are more detailed than others, indicating the level of discussion and explanation that has been needed during moderation since the introduction of the profile.

Personal, social and emotional development

Dispositions and attitudes

EYFSP handbook pp 26-29

Some contexts for observation:

- cloakroom/washroom (personal independence)
- self-initiated activities (confidence, independence in choice of activities/resources, involvement, concentration, perseverance)
- adult-led activities (attention, concentration)

Important to provide opportunities for child to choose resources as well as activities, and to allow time for completion of self-initiated projects to enable child to demonstrate perseverance

NB *Assessments for all the scales in personal, social and emotional development can be made through the medium of the child's preferred language, if appropriate support is available (ref. EYFSP profile handbook p 14).*

1st 3 points are broadly hierarchical in most profile scales - however, in this scale the hierarchy of the first 3 points is disrupted by SP 2, which focuses on personal independence.

DA 1

Shows an interest in classroom activities through observation or participation.
Note 'or', not 'and'.

DA 2

Dresses, undresses and manages own personal hygiene with adult support.
Level of support should be commensurate with child's particular needs.

DA 3

Displays high levels of involvement in self-chosen activities.

Does not mean a long period of time, e.g. might be 3 minutes. The phrase 'particular personal interest' is significant. This has implications for practice, in terms of choosing activities and resources (see 'Contexts' above).

NB *Scale Points 4 -8 are not hierarchical - they represent different aspects of children's developing dispositions and attitudes.*

DA 4

Dresses and undresses independently and manages own personal hygiene.
Practitioners should use common sense about difficult aspects of dressing/undressing that may still need adult support, e.g. shoelaces.

DA 5

Selects and uses activities and resources independently.
Note 'and', not 'or' (see 'Contexts').

DA 6

Continues to be interested, motivated and excited to learn.
Note the importance of 'may' in elaboration - need to allow for differences in the ways that children show excitement.
Read comma as 'and' - child must achieve all 3 parts of scale point.

DA 7

Is confident to try new activities, initiate ideas and speak in a familiar group.
'Confident' is a key word. Remember - preferred language is OK.
Read comma as 'and' - child must achieve all 3 parts of scale point.
Practitioners could highlight each part on paper record as child achieves each over time, prior to entering full achievement on eProfile.

DA 8

Maintains attention and concentrates.
Child needs to be absorbed to be a good listener (implications for practitioners vis-à-vis providing interesting and stimulating activities/learning contexts).

DA 9

The child has achieved all the early learning goals for dispositions and attitudes. In addition, the child sustains involvement and perseveres, particularly when trying to solve a problem or reach a satisfactory conclusion.
See handbook elaboration of SP 9 to help understanding of all the requirements to achieve this point - perseverance in addressing challenging activities necessary.

Social development

EYFSP handbook pp 30-35

Some contexts for observation:

- **indoor/outdoor free play area (building relationships)**
- **games/group activities/snack or meal times (sharing, taking turns)**
- **circle time (understanding others, codes of behaviour)**

Important to provide opportunities for listening to others, sharing resources and working collaboratively

NB *Assessments for all the scales in personal, social and emotional development can be made through the medium of the child's preferred language, if appropriate support is available (ref. EYFSP profile handbook p 14)*

1st 3 points are broadly hierarchical and focus on stages in children's social development.

SD 1

Plays alongside others.

Although there is no direct interaction with other children, child can tolerate proximity of others.

SD 2

Builds relationships through gesture and talk.

This applies to relationships in the setting - remember that gesture is different from signing - signing equates to talk. (CD-Rom, 'Seeing the Foundation Stage Profile' has good example.) Gesture alone is not enough, except in the case of children with particular special needs (see handbook p.16, bullet points 1 and 2).

SD 3

Takes turns and shares with adult support.

Note 'and', not 'or', and 'with adult support' (as opposed to adult direction - see handbook elaboration for this SP).

NB *This scale, in particular, shows the way in which points 4-8 are not hierarchical. The points are clearly different from one another but they are not necessarily harder or easier.*

SD 4

Works as part of a group or class, taking turns and sharing fairly.

Make judgements on what child is like most of time, i.e. how s/he is typically - some lapses allowed!

SD 5

Forms good relationships with adults and peers.

Note 'and', not 'or'.

SD6

Understands that there need to be agreed values and codes of behaviour for groups of people, including adults and children, to work together harmoniously.

Best observed through child's understanding of/involvement in developing classroom 'rules' - practitioners can assess child's understanding by asking why, e.g. 'Why don't we run in the classroom?' Child needs to show developing understanding of reasons for rules.

SD 7

Understands that people have different needs, views, cultures and beliefs that need to be treated with respect.

Practitioners need to consider what opportunities they provide for children to demonstrate this scale point. What sorts of activities promote respect for other cultures and beliefs? In a mono-cultural situation it is difficult to promote tolerance and respect for a culture that is beyond the children's experience, so the children may be talking about differences between what they do in their own homes and what others from the same culture do in theirs. Practitioners should try to get a rounded view of the child's understanding rather than look for detailed evidence for each aspect of this scale point. See also ED6.

Read both commas as 'and'.

SD 8

Understands that s/he can expect others to treat her or his needs, views, cultures and beliefs with respect.

Positive self-image will be a characteristic of a child achieving this scale point. S/he will exhibit confidence to talk about needs, etc. The interpretation of the 'and' might need to be tempered for this one (rounded view - see previous point).

NB *'Understands' in Scale Points 6, 7, 8 has implications for curriculum and breadth of experience. Usually shows up in independent activities, e.g. child holds out hand to another who needs help.*

SD 9

The child has achieved all the early learning goals for social development. In addition, the child takes into account the ideas of others.

See handbook elaboration of SP 9 to help understanding of all the requirements to achieve this point. When observing groups working collaboratively, practitioners need to establish which children are actually achieving SP 9, i.e. those really taking account of others' ideas - unlikely to be all the children in a group.

Emotional development

EYFSP Handbook pp 36-41

Some contexts for observation:

- **indoor/outdoor free play area (awareness of own and others' needs, consequences of actions)**
- **adult-initiated activities/circle time (developing respect for own and others' cultures, sense of right and wrong)**
- **creative activities, including music and role-play (responding to significant experiences, showing range of feelings)**

Important to provide opportunities for linking school and community and for developing self-esteem

NB *Assessments for all the scales in personal, social and emotional development can be made through the medium of the child's preferred language, if appropriate support is available (ref. EYFSP profile handbook p 14)*

1st 3 points are broadly hierarchical, covering children's developing confidence and self-esteem.

ED 1

Separates from main carer with support.

Child still needs adult support on a regular basis.

ED 2

Communicates freely about home and community.

Likely to be achieved with support from adult (e.g. verbal responses, comments, open questions). Remember preferred language is OK, provided setting has necessary support.

ED 3

Expresses needs and feelings in appropriate ways.

Note 'and', not 'or' - includes some talk, gesture and facial expression.

NB *Remember that scale Points 4 -8 are not hierarchical - they represent different aspects of children's developing emotional development.*

ED 4

Responds to significant experiences, showing a range of feelings when appropriate. Would include talk within the range of feelings, as well as action/gesture. See example on CD-ROM, 'Seeing the Foundation Stage Profile'.

ED 5

Has a developing awareness of own needs, views and feelings and is sensitive to the needs, views and feelings of others.

Temper the 'and' - broad, overall impression of child's sensitivity is the important thing.

ED 6

Has a developing respect for own culture and beliefs and those of other people.

As for SD 7, practitioners need to consider what opportunities they provide for children to demonstrate this scale point. What sorts of activities promote respect for own and other cultures and beliefs? In a mono-cultural situation it can be difficult to promote tolerance and respect for a culture that is beyond the children's experience, so the children may be talking about differences between what they do in their own homes and what others from the same culture do in theirs. Their experience will be further developed through the celebration of cultural and religious events. Practitioners should try to get a rounded view of the child's understanding rather than look for detailed evidence for each aspect of this scale point.

NB ED5 and ED6 are closely related to SD7 and SD8. However, they focus on the child's developing awareness of and respect for own as well as others' needs, views, etc, so are important aspects of emotional as well as social development.

ED 7

Considers the consequences of words and actions for self and others.

Best assessed through dealing with real, problematic situations and through reflection (e.g. at circle time later in day).

ED 8

Understands what is right, what is wrong, and why.

This should reflect a simple understanding. To understand the difference between this and SD 6, it may help to focus on behaviour towards others, i.e. right and wrong, rather than socially acceptable/unacceptable behaviour.

ED 9

The child has achieved all the early learning goals for emotional development. In addition, the child displays a strong and positive sense of self-identity and is able to express a range of emotions fluently and appropriately.

Read the elaboration and exemplification for this point, particularly example 3 (illustrates self-confidence and esteem as well as concern for others).

For self-discipline/self-regulation, it will probably be best assessed in relation to class rules, i.e. in terms of defining 'appropriately' - could be demonstrated in context of immediate situation or on reflection, after particular event.

(For relevant example see CD-ROM 'Seeing the Foundation Stage Profile' - bricks)

Communication, language and literacy

Language for communication and thinking

EYFSP handbook pp 42-45

Some contexts for observation:

- **informal situations, e.g. role-play, snack time (opportunities for child to initiate talk/take part in real conversation)**
- **self-initiated activities (opportunities to use language in situations other than those led by adults)**
- **small group activities (opportunities to talk to peers, to react, respond, reflect and initiate)**
- **large group activities (talking in pairs, or circle time)**

Important to provide opportunities for children to talk (for example, talking in pairs, or using an object as a symbol for their 'turn', passed round during circle time, to ensure that everyone has opportunity to talk as well as listen and to develop understanding of taking turns in conversation) - using tape/video recorders useful in developing confidence.

LCT SPs 4, 6 and 7 are multi-faceted, so refer to DA7 for advice on recording achievement.

NB *1st 3 points based on children's achievement in their preferred language - may also be a recognised sign language or Picture Exchange Communication symbol system - this applies to all 4 scales of CLL (remember reference to children with language-related SEN - EYFSP handbook p.16, bullet points 1 and 2)*

LCT 1

Listens and responds.

Assessments should be based mainly on child's language use within the setting - most children initiate communication in their home environment, but may not do so in the school setting - so there are links with aspects of PSED (developing self-confidence). Parental evidence may help to support rounded judgement.

LCT 2

Initiates communication with others, displaying greater confidence in more informal contexts.

Practitioners need to observe child unobtrusively in informal contexts (see 'Contexts' above).

LCT 3

Talks activities through, reflecting on and modifying actions.

Can be observed when child is engaged in solitary, imaginative play, such as 'small world' (e.g. dolls' house, garage, Lego village) - child giving 'running commentary' to self, or making brief comments to others nearby.

NB Achievement of Scale Points 4 -9 should be in English (or BSL or sign-supported English).

LCT 4

Listens with enjoyment to stories, songs, rhymes and poems, sustains attentive listening and responds with relevant comments, questions or actions.

Focus of this scale point is on listening and appropriate responses.

Read commas after 'stories' and 'songs' as 'and'.

Read comma after 'comments' as 'or'.

LCT 5

Uses language to imagine and recreate roles and experiences.

Assesses some similar aspects to SP 2 - main differences:

- more complex language,
- more sustained use of imaginative language,
- use of English.

LCT 6

Interacts with others in a variety of contexts, negotiating plans and activities and taking turns in conversation.

Also assesses similar aspects to SP 2 - main differences:

- more complex language,
- wider range of contexts,
- use of English,
- developing awareness of what others are saying
- developing negotiating skills (emphasis on process).

LCT 7

Uses talk to organise, sequence and clarify thinking, ideas, feelings and events, exploring the meanings and sounds of new words.

Assesses similar aspects to SP 3 - main differences:

- more complex language,
- wider range of contexts,
- use of English,
- emphasis on use of new vocabulary
- real interaction with others.

Read all commas as 'and'.

LCT 8

Speaks clearly with confidence and control, showing awareness of the listener.

Confidence is an important feature - child should be able to speak confidently in familiar and less familiar groups.

LCT 9

The child has achieved all the early learning goals for language for communication and thinking. In addition, the child talks and listens confidently and with control, consistently showing awareness of the listener by including relevant detail. He or she uses language to work out and clarify ideas, showing control of a range of appropriate vocabulary.

See handbook elaboration of SP 9 to help understand requirements for this scale point - awareness of listener and adapting vocabulary/tone of voice are key features.

Linking sounds and letters

EYFSP handbook pp 46-49

Some contexts for observation:

- **sharing songs and poems (enjoying/listening for rhymes)**
- **sounds games (e.g. 'Letters and Sounds' - DfES 00281 2007; 'Helping Young Children With Steady Beat' by Ros Bayley and Lynn Broadbent Lawrence Educational ISBN 1-903670-26-8)**

Important to ensure that assessment for this scale involves self-initiated as well as adult-led activities (see EYFSP profile handbook, pp 9-10) - the emphasis should be on fun and enjoyment, not testing

NB 1st 3 points based on children's achievement in their preferred language - may also be a recognised sign language or Picture Exchange Communication symbol system - this applies to all 4 scales of CLL

LSL 1

Joins in with rhyming and rhythmic activities.

This involves active response to both sound and rhythm.

LSL 2

Shows an awareness of rhyme and alliteration.

Reflects the early stages of distinguishing one sound from another, beginning with sounds of personal significance, and of beginning to develop an awareness of rhyme - one way of assessing is to share rhyme games - starting 1st lines of rhyming verses together, then encouraging child to predict rhyme at end of line, or using 'nonsense' rhymes - practitioner changing to non-rhyming word and letting child correct, e.g. 'Hickory, dickory dock, The mouse ran up the...stairs!'

LSL 3

Links some sounds to letters.

Often begins with letters of child's own name, therefore may be a very few letters at first - the key step in the child's development is making the link between the sound and the visual symbol.

NB *Achievement of Scale Points 4 -9 should be in English.*

LSL 4

Links sounds to letters, naming and sounding letters of the alphabet.

Child needs to be able to name and sound more letters than not and must demonstrate the ability to name **and** sound letters.

LSL 5

Hears and says sounds in words.

Focus on sounds. Child should be able to say sounds in words in correct order (beginning with simple CVC words).

LSL 6

Blends sounds in words.

As for SP 5, focus on sounds. Child should be able to blend sounds of simple CVC words s/he hears, then say whole word.

NB *Assessment of Scale Points 4, 5 and 6 likely to involve adult-led as well as self-initiated activities (see Contexts above).*

LSL 7

Uses phonic knowledge to read simple regular words.

Elaboration suggests this SP cannot be achieved without LSL SPs 4, 5 and 6 - however, remember that SP 4 includes naming as well as sounding letters.

LSL 8

Attempts to read more complex words, using phonic knowledge.

The best way to assess these points would be through one-to-one, shared reading sessions.

LSL 9

The child has achieved all the early learning goals for linking sounds and letters. In addition, the child uses a knowledge of letters, sounds and words when reading and writing independently.

Practitioners need to observe child's independent reading and writing activities to assess this scale point - writing activities may provide better evidence.

Some fluent readers may not provide clear evidence of using a range of strategies, as they do not verbalise their thought processes - SP 9 should be assumed to have been achieved in these cases.

Reading

EYFSP handbook pp 50-53

Some contexts for observation:

- **book area or library (interest in books, choosing and handling books, finding information, approaches to reading)**
- **story-time sessions (listening to stories, understanding and re-telling)**
- **group and child/adult reading activities (reading progress)**
- **adult-led and self-initiated activities related to finding information in books/relevant books included in displays and role-play situations (finding information in books to answer questions)**

Important to provide opportunities for enjoying both fiction and non-fiction texts for boys and girls

NB 1st 3 points based on children's achievement in their preferred language - may also be a recognised sign language or Picture Exchange Communication symbol system - this applies to all 4 scales of CLL

R 1

Is developing an interest in books.

Child holds book right way up - may turn pages from back to front of book, possibly depending on preferred language (see NB above).

R 2

Knows that print conveys meaning.

Key developmental point is child's realisation that it is the print/writing that carries the message or tells the story.

R 3

Recognises a few familiar words.

Remember - a **few** words (needs to be more than child's name).

NB Achievement of Scale Points 4 -9 should be in English.

R 4

Knows that, in English, print is read from left to right and top to bottom.

Child needs to follow print/own writing (perhaps using finger or pointer) from left to right and top to bottom of the page, as in English (see NB above)

R 5

Shows an understanding of the elements of stories, such as main character, sequence of events and openings.

Focus on simple stories - practitioners need to phrase questions carefully during discussion, as child may not be familiar with technical terms, e.g. 'main character', 'event'.

NB *'such as' implies that a range, but not all aspects listed, should be achieved*

R 6

Reads a range of familiar and common words and simple sentences independently.

This should include simple sentences as well as familiar words.

R 7

Retells narratives in the correct sequence, drawing on language patterns of stories.

Assessment should be based on simple narratives - practitioner can support but not lead in the re-telling.

R 8

Shows an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how.

Children are not as likely to achieve this unless there have been previous activities where finding information in books has been presented in appropriate and enjoyable ways (teaching implications - see Contexts above).

Read commas as 'and', but use judgement (not all questions apply to all non-fiction texts).

R 9

The child has achieved all the early learning goals for reading. In addition, the child reads books of own choice with some fluency and accuracy.

See handbook elaboration of SP 9 to help understand requirements for this scale point. Remember the range of achievement for SP 9 is very broad, from a competent to a very fluent reader.

Writing

EYFSP handbook pp 54-57

Some contexts for observation:

- **role-play area - equipped with a range of role-play related writing materials (independent writing, writing for a variety of purposes)**
- **writing area - equipped with a wide range of writing and book/card/caption making materials (independent writing, including practising letter formation, writing for a variety of purposes)**

Important for practitioner to observe child in the process of writing, particularly in the early stages of development, to see how writing is attempted - child's concentration, formation of shapes/letters, whether child independently assigns meaning, etc.

NB *1st 3 points based on children's achievement in their preferred language - may also be a recognised sign language or Picture Exchange Communication symbol system - this applies to all 4 scales of CLL*

W 1

Experiments with mark making, sometimes ascribing meaning to the marks.

Establish through observation that child's intention appears to be to write, rather than draw.

W 2

Uses some clearly identifiable letters to communicate meaning.

Letters may be capitals or lower-case - child assigns meaning, i.e. is using combinations of letters to communicate meaning. Remember, letters may be written from right to left, etc. (see NB above).

W 3

Represents some sounds correctly in writing.

There is usually rapid development within this scale point, beginning with use of some appropriate initial letters.

NB *Achievement of Scale Points 4 -9 should be in English.*

W 4

Writes own name and other words from memory.

Child independently writes several words in addition to own name.

W 5

Holds a pencil and uses it effectively to form recognisable letters, most of which are correctly formed.

See Handbook elaboration for this scale point, i.e.

- practitioners need to see writing taking place,
- pencil should be held 'effectively', rather than 'correctly',
- letters 'generally' well formed, **not** with absolute consistency.

W 6

Attempts writing for a variety of purposes, using features of different forms.

To ensure a range of purposes, writing materials should always be available to augment role-play - role-play should be varied and frequently changed - practitioner input essential when new role-play situations are introduced (teaching implications).

NB *Some aspects of SP 5 and SP 6 may be achieved by children who, overall, are achieving at the level of SP 2, but this would not indicate that these scale points have been achieved - see EYFSP profile handbook, p 5 (final para.).*

W 7

Uses phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.

Note use of 'particularly' in handbook elaboration of this SP - implies attempts at more complex words should be particularly plausible - likely to mean that plausible attempts can be more readily identified within complex words.

W 8

Begins to form captions and simple sentences, sometimes using punctuation.

See handbook elaboration of this scale point - emphasis on 'sometimes' in the child's use of punctuation.

Remember the distinction between practitioner support and practitioner instructing child.

W 9

The child has achieved all the early learning goals for writing. In addition, the child communicates meaning through phrases and simple sentences with some consistency in punctuating sentences.

See handbook elaboration of SP 9, to help understand requirements for this scale point:

- text should be readable, but not all words have to be spelt correctly,
- letters should be 'reasonably' consistent,
- there should be 'some' consistency in punctuation
- imaginative use of words/expressions important.

Range is essential - refer to examples in EYFSP handbook, p 57.

Problem solving, reasoning and numeracy

Numbers as labels and for counting

EYFSP handbook pp 58-61

Some contexts for observation:

- **group rhymes, songs and games (enjoyment of counting and simple addition/subtraction)**
- **role-play (opportunities for using numbers and solving problems in practical situations)**
- **registration/snack and meal-times (counting/estimating/practical problem-solving)**

Important to base assessments on children's achievement during self-initiated as well as adult-led activities - emphasis on appropriate adult intervention, using open questions when possible

NB *Assessments for all the scales in problem solving, reasoning and numeracy can be made through the medium of the child's preferred language, if appropriate support is available (ref. handbook p 14).*

The 1st 3 points for all 3 scales for PSRN are hierarchical and reflect the progression within the development matters for problem solving, reasoning and numeracy within the EYFS.

NLC 1

Says some number names in familiar contexts, such as nursery rhymes.

Achievement of this scale point does not necessarily involve a full understanding of counting, i.e. number names are part of child's vocabulary, although s/he might use the wrong ones, or use them in the wrong order.

NLC 2

Counts reliably up to three everyday objects.

The criterion is counting up and counting out up to 3 objects from a larger group, i.e. one-to-one correspondence is a requirement for this (child may also identify groups of 2 or 3, and/or recognise numerals to 3 - see Example 3 in handbook - but this is not a requirement). Note that the elaboration refers to 'counts up and counts out or takes a specified number of things'. For the second part of this, most children will count out 3 objects but some will just pick out 3. The elaboration covers both although the second is a higher order skill and it is not necessary for the child to do

both to be awarded this point. This is also the case for NLC 3 and 6 (note that the wording of the elaboration for all 3 points is identical, with added emphasis on reliable 1:1 correspondence for SP 6).

NLC 3

Counts reliably up to six everyday objects.

As for NLC 2, there is emphasis on 'reliably'. The child is able to count up **and** count out up to 6 objects from a larger group, i.e. the development from NLC 2 is a larger number of objects.

NLC 4

Says number names in order.

Child needs to have had opportunities and practice through games, rhymes, etc., at counting backwards from 10 to zero (curriculum implications).

However, the 'or' indicates that the child might only count on - no requirement to do both to achieve NLC 4.

NLC 5

Recognises numerals 1-9.

This means all the numbers from 1 to 9 - need for numerals (number lines and separate numbers as labels) to be displayed around the room, on walls, tables, etc. - important that child can recognise numerals in and out of sequence.

NLC 6

Counts reliably up to 10 everyday objects.

This represents further development of both Scale Points 2 and 3 but relates to larger number - would include nos. beyond 10 - added emphasis on reliable 1:1 correspondence

NLC 7

Orders numbers up to 10.

Number recognition and ordering skills are both required.

NLC 8

Uses developing mathematical ideas and methods to solve practical problems.

Refer to elaboration for clarification - the emphasis is on process, i.e. how to go about solving practical problems, rather than on 'correct' answers.

Appropriate opportunities for solving practical problems include:

- drinks/snack time - e.g. estimating number of cups needed,
- table games, e.g. Number Lotto (or others, using dice),
- role-play, e.g. setting places for meal, or shop play.

NB *Remember that Scale Points 4-8 are not hierarchical - therefore children will not necessarily achieve all the points from 4-7 before achieving SP 8. Children should have opportunities to demonstrate problem-solving skills when working within points 4-7 (implications for planning). Refer to 'Mathematical Activities for the Foundation Stage' (DfES 0223/2002) for good problem-solving activities that provide assessment opportunities - also 'Seeing Steps in Children's Learning' (QCA 05/1614). Most problem-solving opportunities for this scale will also involve calculating - see Calculating SP 8 - therefore evidence is likely to contribute to both scales.*

NLC 9

The child has achieved all the early learning goals for numbers as labels and for counting. In addition, the child recognises, counts, orders, writes and uses numbers up to 20.

The key word here is 'uses'; implies ability to apply numbers in practical problem-solving contexts. Refer to handbook elaboration of this scale point to help understanding of all the requirements to achieve it.

Read the 3 commas as 'and'.

Calculating

EYFSP handbook pp 62-65

Some contexts for observation:

- **group rhymes, songs and games (enjoyment of simple addition/subtraction)**
- **role-play (opportunities for solving addition and subtraction problems in practical situations)**
- **snack and meal-times (grouping/sharing/practical problem-solving)**

Important to base assessments on children's achievement during self-initiated as well as adult-led activities - emphasis on appropriate adult intervention, using open questions when possible

NB *Assessments for all the scales in problem solving, reasoning and numeracy can be made through the medium of the child's preferred language, if appropriate support is available (ref. handbook p 14).*

The 1st 3 points for all 3 scales for PSRN are hierarchical and reflect the progression within the development matters for problem solving, reasoning and numeracy within the EYFS.

C 1

Responds to the vocabulary involved in addition and subtraction in rhymes and games.

Responds to and sometimes uses appropriate vocabulary as part of rhymes/games.

C 2

Recognises differences in quantity when comparing sets of objects.

Child is likely to respond to/comment on 'more', rather than 'less' (key factor is recognition of difference - not necessarily 'right' answer).

C 3

Finds one more or one less from a group of up to five objects.

'Or' implies an alternative and child is more likely to find one more than one less.

C 4

Relates addition to combining two groups.

This is likely to be achieved using small groups of objects initially (e.g. groups of 2 or 3) - some children physically push groups together, while some keep groups separate and combine by counting on (practitioner may need to prompt response by appropriate intervention, e.g. 'How many are there altogether?').

C 5

Relates subtraction to taking away.

Best assessed through games, rhymes and meaningful practical activities, e.g. shopping - note that process is more important than accuracy for both SP 4 and SP 5.

C 6

In practical activities and discussion, begins to use the vocabulary involved in adding and subtracting.

'Begins to' implies that child will be using some vocabulary, but not as much as s/he understands and responds to. Children may use 'and' before 'add' and 'take away' rather than 'subtract', although practitioners should use appropriate vocabulary (reinforced by use, rather than correction).

C 7

Finds one more or one less than a number from 1 to 10.

Emphasis should be on practical contexts.

Child finds one more or less and can talk about 'more' or 'less' (see handbook elaboration - importance of talk makes this a very challenging SP).

C 8

Uses developing mathematical ideas and methods to solve practical problems.

As for NLC SP 8 - refer to elaboration for this scale point - emphasis on process rather than correct answers.

Appropriate everyday situations for solving practical problems include:

- deliberate mistakes, e.g. providing too few pieces of fruit, or cups, at snack-time, and encouraging children to think of solutions,
- table games involving addition/subtraction.

NB Remember that Scale Points 4-8 are not hierarchical - therefore children will not necessarily achieve all the points from 4-7 before achieving SP 8. Children should have opportunities to demonstrate problem-solving skills when working within points 4-7 (implications for planning). Refer to 'Mathematical Activities for the Foundation Stage' (DfES 0223/2002) for good problem-solving activities that provide assessment opportunities - also 'Seeing Steps in Children's Learning' (QCA 05/1614). Most problem-solving opportunities for this scale will also involve numbers - see Numbers as labels and for counting SP 8 - therefore evidence is likely to contribute to both scales.

C 9

The child has achieved all the early learning goals for calculating. In addition, the child uses a range of strategies for addition and subtraction, including some mental recall of number bonds.

As for NLC, refer to handbook elaboration of SP 9 to help understanding of the requirements to achieve this point - there should be evidence of child's use of a **range** of strategies for calculating.

Shape, space and measures

EYFSP handbook pp 66-69

Some contexts for observation:

- indoor/outdoor free play with large and small equipment (exploring shape/space, properties of objects, position/words to describe position)
- range of construction activities (exploring shape/space by using objects and materials in play and model making)
- creative activities (exploring shape/space, including observing, repeating and making patterns)
- sand and water play (exploring and comparing shape, size, weight, volume)

Important to base assessments on children's achievement during self-initiated as well as adult-led activities - emphasis on appropriate adult intervention, using open questions when possible

NB *Assessments for all the scales in problem solving, reasoning and numeracy can be made through the medium of the child's preferred language, if appropriate support is available (ref. handbook p 14).*

The 1st 3 points for all 3 scales for PSRN are hierarchical and reflect the progression within the development matters for problem solving, reasoning and numeracy within the EYFS.

SSM 1

Experiments with a range of objects and materials showing some mathematical awareness.

Practitioner needs to observe child's purposeful use of objects and materials in play, e.g. choosing the shape or size of brick that fits when constructing a model.

SSM 2

Sorts or matches objects and talks about sorting.

Again, observation of child's sorting/matching activity is important, to judge that criteria are being applied, as the child may not offer a (mathematical) explanation.

NB *Read 'talk' as 'communicate' and refer to p 16 of EYFSP handbook, bullet points 1 and 2, regarding response of children with special needs.*

SSM 3

Describes shapes in simple models, pictures and patterns.

If the child does not talk about shapes, e.g. to others, while constructing a model, the practitioner can ask the child to talk about the model afterwards, taking care not to lead the child, e.g. by specifically asking for names of shapes.

Read comma as 'and'.

SSM 4

Talks about, recognises and recreates simple patterns.

Child needs to have opportunities to observe and make patterns, e.g. threading activities, printing with cut fruit/vegetables, creating patterns using computer programs - classroom displays should be rich in pattern, texture, etc. (curriculum implications).

Talk should demonstrate a developing understanding of pattern. See NB following SP 2.

Read comma as 'and'.

SSM 5

Uses everyday words to describe position.

Outdoor play, e.g. hide-and-seek, small world play, Roamer/Pixie computer activities all provide enjoyable opportunities for describing position.

SSM 6

Uses language such as 'circle' or 'bigger' to describe the shape and size of solids and flat shapes.

Child understands more shape/size vocabulary than s/he uses - uses a mix of everyday and mathematically appropriate terms.

SSM 7

Uses language such as 'greater', 'smaller', 'heavier' or 'lighter' to compare quantities.

As for SP 6, child may use superlative rather than comparative terms, e.g. 'heaviest' rather than 'heavier', when comparing 2 objects, or may show understanding by referring to the 'heavy one'.

Read both commas as 'or'.

SSM 8

Uses developing mathematical ideas and methods to solve practical problems.

Refer to the elaboration for this scale point.

Appropriate opportunities for solving practical problems include:

- basic construction,
- range of designing and making activities,
- choosing appropriate size of paper/envelope for parcel/card/letter.

***NB** Remember that Scale Points 4-8 are not hierarchical - therefore children will not necessarily achieve all the points from 4-7 before achieving SP 8. Children should have opportunities to demonstrate problem-solving skills when working within points 4-7 (implications for planning). Refer to 'Mathematical Activities for the Foundation Stage' (DfES 0223/2002) for good problem-solving activities that provide assessment opportunities - also 'Seeing Steps in Children's Learning' (QCA 05/1614).*

SSM 9

The child has achieved all the early learning goals for shape, space and measures. In addition, the child uses mathematical language to describe solid (3D) objects and flat (2D) shapes.

Refer to handbook elaboration of this scale point to help understanding of all the requirements to achieve it - important that child uses some mathematical language (not all the terms mentioned, but a good range) and that s/he describes shapes and objects without closed adult prompting.

Knowledge and understanding of the world

EYFSP handbook pp 70-73

KUW represents a very broad area of learning in one scale - this area of learning is later categorised within NC as science, geography, history, ICT and D&T. Child should demonstrate skills in a range of contexts.

Some contexts for observation:

- **wide range of outdoor and indoor free-choice activities (exploration/investigation)**
- **construction/creative activities (selecting resources, tools and techniques)**
- **caring for pets/planting/gardening (investigating living things, observing similarities, differences and change)**
- **interactive displays (asking questions about why things happen and how things work)**
- **themes based on self/family/local community and religious/cultural celebrations (finding out about own and others' lives)**
- **use of a wide range of ICT equipment (using ICT to support learning)**
- **access to books/videos/photos/visits/visitors (all aspects of KUW)**

Important to provide a range of resources as indicated, as well as opportunities/time for child to explore and ask own questions - observations need to take into account children's achievement mainly during self-initiated activities.

KUW SPs 2, 3, 4, 5 and 6 are multi-faceted, so refer to DA7 for advice on recording achievement.

NB *Assessments for knowledge and understanding of the world can be made through the medium of the child's preferred language, if appropriate support is available (ref. handbook p 14).*

The 1st 3 points of this scale are hierarchical and based on developing generic skills.

KUW 1

Shows curiosity and interest by exploring surroundings.

Emphasis on showing basic curiosity, i.e.:

- explores surroundings with interest,
- handles and plays with objects and materials,
- is independently motivated.

Observation will focus on children's actions - may be no relevant talk at this stage.

KUW 2

Observes, selects and manipulates objects and materials. Identifies simple features and significant personal events.

Emphasis on becoming more focused, i.e.:

- observes and investigates closely,
- selects and manipulates objects and materials,
- identifies simple features.

Read comma as 'and' - child must achieve all 3 parts covered in 1st sentence of SP 2, as well as identifying features and events.

Expect limited language, e.g. talking about familiar people/places and home experiences.

KUW 3

Identifies obvious similarities and differences when exploring and observing.

Constructs in a purposeful way, using simple tools and techniques.

Emphasis on being purposeful, i.e.:

- purposefully explores and observes,
- identifies obvious similarities and differences,
- constructs using simple tools/techniques.

Children may talk about similarities and differences without adult prompting. However, when they are involved in exploring and investigating, it may be necessary for practitioners to assess children's understanding either by sensitive intervention in their play, or by open-ended questions at a later point.

In the case of children who have particular individual needs (e.g. those with hearing impairment or other language-related difficulties, or who are learning English as an additional language), children may demonstrate their understanding through what they do. In these circumstances, practitioners should observe very carefully, ensuring that appropriate

support and resources are available. (See also EYFSP handbook p 16, bullet points 1 and 2.)

NB Remember that Scale Points 4-8 are not hierarchical - they are based on different aspects of KUW, some of which will later develop as separate curriculum subjects.

KUW 4

Investigates places, objects, materials and living things by using all the senses as appropriate. Identifies some features and talks about those features s/he likes and dislikes.

Reflects the use of investigative skills, ability to identify features and express likes and dislikes - refers to 'places, objects, materials and living things' ∴ covers all aspects of KUW, including sense of space (geography) as well as exploration and investigation (science).

Read both commas as 'and'.

Development from SP 3 to 4 and to all subsequent scale points will be reflected in children's increasing use of appropriate language, e.g. - for SP 4 - to talk about features, including preferences and reasons for these.

KUW 5

Asks questions about why things happen and how things work. Looks closely at similarities, differences, patterns and change.

Covers all aspects of KUW - reflects child's developing ability to observe **closely** and to **ask** as well as respond to questions (implications for practice, i.e. time for close observation and opportunities for children's questions - very important, although **use of children's questions not reflected in handbook examples**).

Read both commas as 'and'.

KUW 6

Finds out about past and present events in own life, and in those of family members and other people s/he knows. Begins to know about own culture and beliefs and those of other people.

This is mainly about sense of time (history) - but also about sense of place (geography) and developing knowledge of cultures/beliefs.

Whereas PSED focuses on children's developing awareness and sensitivity to own and others' cultures and beliefs, KUW is also about their increasing factual knowledge about these.

KUW 7

Finds out about and identifies the uses of everyday technology and uses information and communication technology and programmable toys to support her/his learning.

Focus is mainly on ICT and its applications to all other aspects of KUW, but also covers everyday technology in a broader sense, e.g. telephone, torch (implications for resources - need for range of equipment, e.g. Roamer, Pixie).

KUW 8

Builds and constructs with a wide range of objects, selecting appropriate resources, tools and techniques and adapting her/his work where necessary.

Focus is on D&T, planning and adapting, as well as constructing.

Read comma as 'and'.

KUW 9

The child has achieved all the early learning goals for knowledge and understanding of the world. In addition, the child communicates simple planning for investigations and constructions and makes simple records and evaluations of her/his work.

Identifies and names key features and properties, sometimes linking different experiences, observations and events. Begins to explore what it means to belong to a variety of groups and communities.

Look at range of achievement covered in elaboration for this scale point - needs to be evidence of child's ability to independently plan, investigate and evaluate in a range of contexts and to talk about her/his thinking (implications for practice).

Physical development

EYFSP handbook pp 74-77

Some contexts for observation:

- **use of outdoor/indoor floor space (showing confidence in large-scale movements/awareness of space)**
- **access to a range of large and small equipment (developing control of movement on large apparatus/skills in handling small equipment)**
- **music/dance/role-play opportunities (using imaginative movement)**
- **activities using a variety of tools, objects, construction materials (developing fine motor control)**

Important to provide a range of resources as indicated, as well as opportunities for child to show independence in physical activities, e.g. carrying equipment, using scissors, pouring drinks (in a controlled environment) and to learn about safety issues and about the importance of keeping healthy.

NB Assessments for those aspects of physical development which involve the child's use of language can be made through the medium of the child's preferred language, if appropriate support is available (ref. handbook p 14). The 1st 3 points of this scale are hierarchical and focus on children's developing control and sense of space and their increasing confidence.

PD 1

Moves spontaneously, showing some control and coordination.

Emphasis on spontaneity:

- child not always judging space accurately and not fully aware of safety (can be observed in child's role-play, outdoor play and response to music/stories, as well as in planned physical development sessions).

PD 2

Moves with confidence in a variety of ways, showing some awareness of space.

Emphasis on developing confidence:

- child has some awareness of space, as well as developing hand-eye coordination.

PD 3

Usually shows appropriate control in large- and small-scale movements.

Emphasis on increasing control:

- child negotiates space successfully and is developing control over small as well as large-scale movements.

NB *Remember that Scale Points 4-8 are not hierarchical - they represent different aspects of children's physical development.*

PD 4

Moves with confidence, imagination and in safety. Travels around, under, over and through balancing and climbing equipment. Shows awareness of space, of self and others.

Focus on movement, use of imagination and sense of space:

- child moves with confidence, imagination, awareness of space and regard for safety (implications for resources - a range of balancing equipment - preferably outdoor and indoor - required).

Read all commas in the 3 sentences as 'and'.

See DA7, for advice on recording multi-faceted scale points.

PD 5

Demonstrates fine motor control and coordination.

Focus on using tools and materials:

- child shows fine motor skills/manipulates objects and small tools (again, range of equipment important - implications for encouraging independence and allowing time for this, e.g. pouring own drinks, changing/putting on outdoor clothes, using scissors and other tools, etc. - see Contexts above).

PD 6

Uses small and large equipment, showing a range of basic skills.

Focus on using equipment:

- child uses large and small equipment, specifically small 'sports' equipment (implications for resources - a good variety of this small equipment needed, e.g. balls, bats, beanbags, hoops, ropes, etc.).

PD 7

Handles tools, objects, construction and malleable materials safely and with basic control.

Looks a lot like SP 5 - main differences are:

- focus on use of tools and materials to achieve 'required effect', e.g. when engaged in creative activities,
- awareness of safety, displayed through actions and explanations.

Read both commas as 'and'.

PD 8

Recognises the importance of keeping healthy and those things that contribute to this. Recognises the changes that happen to her/his body when s/he is active.

Focus on health and bodily awareness:

- can be assessed during a range of activities -talking about e.g. effects on body after vigorous outdoor play, washing hands before eating, need for enough sleep (curriculum implications - planned adult input at appropriate level to match children's understanding of these issues).

PD 9

The child has achieved all the early learning goals for physical development. In addition, the child repeats, links and adapts simple movements, sometimes commenting on his or her work. He or she demonstrates coordination and control in large and small movements, and in using a range of tools and equipment.

Look at EYFSP handbook elaboration of SP 9 to help understand requirements for this scale point - focus on:

- coordination and control,
- ability to vary and combine skills to suit particular activities, e.g. by repeating/linking/adapting movements,
- creativity, e.g. creating dance sequence (need to observe carefully if a pair/small group is creating a dance sequence - may be that one child is leading and not all children in group achieving this scale point).

Creative development

EYFSP handbook pp 78-83

Like KUW, CD represents a very broad area of learning in one scale - later categorised within NC as art and design, music, and aspects of English, D&T and PE. Child should demonstrate skills in a range of contexts.

Some contexts for observation:

- **use of a wide range of art/craft and other media and materials (exploration/response to sensory experiences)**
- **access to materials for producing sounds/music/song, including a variety of percussion and musical instruments, made and bought (exploration of and response to sounds/music)**
- **opportunities to explore role-play and dance (using imagination and expressing feelings)**

Important to understand that creativity is a difficult area to assess (judgements can be subjective) - assessment should be based on self-initiated activities where children's own ideas and choices are predominant. CD SPs 1, 2, 6, 7 and 8 are multi-faceted, so refer to DA7 for advice on recording achievement.

NB *Assessments for those aspects of creative development which involve the child's use of language can be made through the medium of the child's preferred language, if appropriate support is available (ref. handbook p 14). The 1st 3 points of this scale are hierarchical and based on the child's widening exploration of a variety of materials and response to a range of experiences.*

CD 1

Explores different media and responds to a variety of sensory experiences.

Engages in representational play.

3 elements - basic exploration - response to sensory experiences - role-play:

- exploring media, e.g. finger-painting (effects of mark-making more important than 'end-product'),
- joining in with singing and dancing,
- representational role-play, e.g. imitating familiar roles in home corner.

CD 2

Creates simple representations of events, people and objects and engages in music making.

2 elements - simple representation - music-making:

- drawings/paintings becoming representational, e.g. use of purposeful or recognisable shapes,
- attempting to sing familiar songs, tapping simple rhythms,
- role-play becoming more imaginative, e.g. use of props to support and extend role-play based on personal experiences.

Read comma as 'and'.

CD 3

Tries to capture experiences, using a variety of different media.

1 element - capturing experiences:

- capturing experiences through variety of media, e.g. drawing picture of birthday party,
- responding to music through movement, related to experience,
- role-play more imaginative, social and complex, e.g. visit to seaside.

Observations for Scale Points 1-3 should focus more on the child's actions than on use of language, although this may be an aspect of role-play.

NB Remember that Scale Points 4-8 are not hierarchical - they are based on different aspects of CD, some of which will later develop as separate curriculum subjects.

CD 4

Sings simple songs from memory.

1 element - singing:

- child independently sings simple songs - ability to remember tune and words (of chorus) both important,
- sometimes sings when engaged in other activities.

CD 5

Explores colour, texture, shape, form and space in two or three dimensions.

1 element - exploration:

- child explores different media - more purposefully than expectation for SP 1 - showing through actions (and possibly speech) that s/he is

developing creative purpose through this exploration. The purpose the child starts with may change during exploration,

- child explores 2D and 3D creative activities.

Remember to read the 3 commas as 'and'.

CD 6

Recognises and explores how sounds can be changed. Recognises repeated sounds and sound patterns and matches movements to music.

3 elements - recognising changes in sounds - recognising sound patterns - matching movements to music:

- child needs time/opportunities for choice, e.g. of instruments, to achieve all elements, particularly the 1st 2 elements - speech may be used to describe feelings about music, although much may be communicated through expression/movement.

CD 7

Uses imagination in art and design, music, dance, imaginative and role-play and stories. Responds in a variety of ways to what s/he sees, hears, smells, touches and feels.

2 elements - use of imagination - responding in a variety of ways to sensory experiences:

- practitioners need to observe use of imagination in several of the 6 media listed.

Read the 3 commas as 'and'.

NB *There should be a more sophisticated response to sensory experiences than would be expected for SP 1 -this includes the ability to talk about feelings as part of the child's response.*

CD 8

Expresses and communicates ideas, thoughts and feelings using a range of materials, suitable tools, imaginative and role-play, movement, designing and making, and a variety of songs and musical instruments.

2 elements - expression - communication:

- child's activities should indicate purpose and planning as aspects of creativity - child should be able to talk about intentions, but care needs to be taken by practitioner as to the appropriate time to talk to the child, i.e. not when child is actively engaged in creative activity.

Read all 6 commas as 'and'.

Cross-reference with evidence towards SPs 4-7.

CD 9

The child has achieved all the early learning goals for creative development. In addition, the child expresses feelings and preferences in response to artwork, drama and music and makes some comparisons and links between different pieces. Responds to own work and that of others when exploring and communicating ideas, feelings and preferences through art, music, dance, role-play and imaginative play. 2 elements - expressing feelings and preferences - responding to own work and that of others:

- child's achievement of all aspects displayed through involvement, purpose and the developing ability to reflect and to make links and comparisons,
- child needs to achieve in all creative forms (artwork, drama, imaginative play, music and dance) in order to achieve SP 9.

NB *Expression of preferences and response to own work may be indicated through actions, e.g. adapting work or adding detail, whereas expression of preferences and response to others' work necessitate choice, e.g. best part of painting or why instrument needs to be played softly.*

The issue of spoken language is important when assessing progress through this scale. Children who are already communicating through various media may not need or wish to talk about what they are doing. However, Scale Points 8 and 9 indicate that children will talk about some aspects of their creative work, where appropriate. Practitioners need to be sensitive about when to talk to children engaged in creative activities, unless the children initiate the discussion themselves.