**End of Year Reports – Reception**

**What are the statutory requirements?**

‘… At the end of the final year of the EYFS, teachers must provide a written report to parents which summarises the results of the EYFS profile. Schools must offer parents the opportunity to discuss the profile with the child’s teacher. Teachers must make the results of the child’s profile available to parents. If parents ask to see a copy of their child’s profile report, the provider must make this available.’ (Early years foundation stage profile 2022 handbook, p.21)

[School reports on pupil performance: guide for headteachers - GOV.UK (www.gov.uk)](https://www.gov.uk/guidance/school-reports-on-pupil-performance-guide-for-headteachers)

Information that must be reported in annual reports (All year groups)

* General progress
* Brief particulars of achievements, highlighting strengths and developmental needs
* How to arrange a discussion about the report with a teacher at the school
* Attendance record

**Please do edit to make your own, e.g. insert your school logo etc.**

**EARLY YEARS FOUNDATION STAGE REPORT 2022**

**ON TRANSFER AT THE END OF THE EARLY YEARS FOUNDATION STAGE**

|  |  |
| --- | --- |
| **Name** |  |
| **Date of birth** |  |
| **Setting/School** |  |
| **Date** |  |
| **Date of admission to Reception** |  |
| **Attendance %** |  |
| **Number of authorised absences** |  |
| **Number of unauthorised absences** |  |
| **Receiving support for SEN/EAL** |  |

(Comments on the Characteristics of Learning are Non-Statutory)

|  |  |
| --- | --- |
| **Characteristics of Effective Learning** | **How (name of child) learns** |
| **By playing and exploring:**   * finding out and exploring * using what they know in their play * being willing to have a go   **Through active learning:**   * being involved and concentrating * keeping on trying * enjoying achieving what they set out to do   **By creating and thinking critically:**   * having their own ideas * using what they already know to learn new things * choosing ways to do things and finding new ways |  |

**Key for assessment at the end of the EYFS:**

**ELG –** Early Learning Goal

**EM**ERGING = not yet at the level expected at the end of the EYFS.

**EX**PECTED = at the level expected at the end of the EYFS**.**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PRIME Areas of learning** | **ELG** | **Aspect** | **EM** | **EX** | **Comments** |
| **Communication and Language** | **ELG01** | **Listening, Attention and Understanding** |  |  |  |
|  | **ELG02** | **Speaking** |  |  |  |
| **Personal, Social and Emotional Development** | **ELG03** | **Self-Regulation** |  |  |  |
|  | **ELG04** | **Managing self** |  |  |  |
|  | **ELG05** | **Building**  **Relationships** |  |  |  |
| **Physical Development** | **ELG06** | **Gross Motor Skills** |  |  |  |
|  | **ELG07** | **Fine Motor Skills** |  |  |  |
| **Specific Areas of Learning** | **ELG** | **Aspect** | **EM** | **EX** | **Comments** |
| **Literacy** | **ELG08** | **Comprehension** |  |  |  |
|  | **ELG09** | **Word Reading** |  |  |  |
|  | **ELG10** | **Writing** |  |  |  |
| **Mathematics** | **ELG11** | **Numbers** |  |  |  |
|  | **ELG12** | **Numerical Patterns** |  |  |  |
| **Understanding the world** | **ELG13** | **Past and Present** |  |  |  |
|  | **ELG14** | **People, Culture and Communities** |  |  |  |
|  | **ELG15** | **The Natural World** |  |  |  |
| **Expressive Arts and Design** | **ELG16** | **Creating with Materials** |  |  |  |
|  | **ELG17** | **Being Imaginative and Expressive** |  |  |  |

|  |  |
| --- | --- |
| Class Teacher’s comments |  |
| Key Learning Priorities for Year One |  |
| Parent / Carers Comments (if you wish to add) |  |

If you would like to arrange a time to discuss the EYFS Profile / Report with your child’s teacher, please contact ……………….

Class teacher’s signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Headteacher’s signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_