**Reception Observation Guidance for Parents**

**March 2020**

Dear Parents and Carers,

I just wanted to send you some information regarding observations of learning during any Coronavirus school shut down.

As you know, observations form a huge part of our assessment of the children’s learning against the Early Learning Goals. When we see the children doing something **independently,** that we are proud of, we make an observation to go in their learning journal. We have really appreciated parents who have been recording when they see their child doing something that makes them proud in the home context. We always use these parent comments to help us assess children’s attainment, alongside our own observations. Your observations will be even more important in the event of any school closures.

You will find some WOW cards attached. These WOW cards are a chance for you to share with us things that your child achieves **independently** at home. If you see them doing something that makes you think WOW then write it down, **with a date**, and keep to share with us.

Below are some examples of the sorts of things you might write on your **WOW cards**. I have also included all the **Early Learning Goals** that we assess the children against in June. We also make comments about characteristics of learning that the children use. For example:

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| **Characteristics of Effective Learning** |
| **Playing and Exploring** | **Active learning - motivation** | **Creating and thinking critically** |
| ‘Being willing to have a go’ refers to the child: • finding an interest • initiating activities • seeking challenge • having a ‘can do’ attitude • being willing to take a risk in new experiences • developing the view that failures are opportunities to learn | Being involved and concentrating’ describes the intensity of attention that arises from children engaged in following a line of interest in their activities. ‘Keeping on trying’ refers to: • The importance of persistence even in the face of challenge or difficulties • An element of purposeful control which supports resilience ‘Enjoying achieving what they set out to do’ builds on the intrinsic motivation that supports long-term success. It refers to the reward of meeting one’s own goals, rather than relying on the approval of others. | Creating and thinking critically ‘Having their own ideas’ covers the critical area of creativity – generating new ideas and approaches in all areas of endeavour. Being inventive allows children to find new problems as they seek challenge, and to explore ways of solving these. ‘Using what they already know to learn new things’ refers to the way children use narrative and scientific modes of thought to: • develop and link concepts • find meaning in sequence, cause and effect • find meaning in the intentions of others ‘Choosing ways to do things and finding new ways’ involves children in: • approaching goal-directed activity in organised ways • making choices and decisions about how to approach tasks • planning and monitoring what to do and being able to change strategies |

**Early Learning Goals Statements (Prime Areas)**

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| **Aspect** | **Early Learning Goal Statement** | **Exceeding Statement** |
| **Making Relationships** | Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and other children. | Children play group games with rules. They understand someone else’s point of view can be different from theirs. They resolve minor disagreements through listening to each other to come up with a fair solution. They understand what bullying is and that this is unacceptable behaviour. |
| **Self-Confidence and Self Awareness** | Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help | Children are confident speaking to a class group. They can talk about the things they enjoy, and are good at, and about the things they do not find easy. They are resourceful in finding support when they need help or information. They can talk about the plans they have made to carry out activities and what they might change if they were to repeat them. |
| **Managing Feelings and Behaviour** | Children talk about how they and others show feelings, talk about their own and others’ behaviour and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class and understand and follow the rules. They adjust their behaviour to different situations and take changes of routine in their stride. | Children know some ways to manage their feelings and are beginning to use these to maintain control. They can listen to each other’s suggestions and plan how to achieve an outcome without adult help. They know when and how to stand up for themselves appropriately. They can stop and think before acting and they can wait for things they want |
| **Listening and Attention** | Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity. | Children listen to instructions and follow them accurately, asking for clarification if necessary. They listen attentively with sustained concentration to follow a story without pictures or props. They can listen in a larger group, for example, at assembly. |
| **Understanding** | Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. | After listening to stories, children can express views about events or characters in the story and answer questions about why things happened. They can carry out instructions which contain several parts in a sequence |
| **Speaking** | Children express themselves effectively, showing awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. | Awareness of listeners’ needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events. Children show some awareness of the listener by making changes to language and non-verbal features. They recount experiences and imagine possibilities, often connecting ideas. They use a range of vocabulary in imaginative ways to add information, express ideas or to explain or justify actions or events |
| **Moving and Handling** | Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. | Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size. |
| **Health and Self Care** | Children know the importance for good health, of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. | Children know about, and can make healthy choices in relation to, healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces. |

**Early Learning Goals (Specific Areas)**

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|  | **Early Learning Goal Statement** | **Exceeding** |
| **Reading:** | Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read. | Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. They can describe the main events in the simple stories they have read. |
| **Writing:** | Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible. | Children can spell phonically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing. |
| **Mathematics** | **Numbers:** children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing. **Shape, space and measures:** children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them. | **Numbers:** Children estimate a number of objects and check quantities by counting up to 20. They solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups. (This descriptor has been amended to reflect the increased level of challenge applied to the expected descriptor following the Tickell review.)**Shape, space and measures:** Children estimate, measure, weigh and compare and order objects and talk about properties, position and time. |
| **Understanding the world**  | **People and communities:** Children talk about past and present events in their own lives and in the lives of family members. They know that other children don’t always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. **The world:** children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.**Technology:** children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. | **People and communities:** Children know the difference between past and present events in their own lives and some reasons why people’s lives were different in the past. They know that other children have different likes and dislikes and that they may be good at different things. They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.**The world:** Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in. They know the properties of some materials and can suggest some of the purposes they are used for. They are familiar with basic scientific concepts such as floating, sinking, experimentation.**Technology:** Children find out about and use a range of everyday technology. They select appropriate applications that support an identified need – for example in deciding how best to make a record of a special event in their lives, such as a journey on a steam train. |
| **Expressive arts and design** | **Exploring and using media and materials**: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. **Being imaginative**: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories | **Exploring and using media and materials:** Children develop their own ideas through selecting and using materials and working on processes that interest them. Through their explorations they find out and make decisions about how media and materials can be combined and changed.**Being imaginative**: Children talk about the ideas and processes which have led them to make music, designs, images or products. They can talk about features of their own and others work, recognising the differences between them and the strengths of others. |