

Table to show the Percentage of Children's Attainment at the end of EYFS 2020-2023

Intake	Number in Cohort		Communication and language		Physical Development		Personal Social and Emotional Development			Literacy			Mathematics		Understanding the World			Expressive art and Design		Total	
			Listening, attention and understanding	Speaking	Gross Motor	Fine Motor	Self regulation	Managing self	Building relationships	Comprehension	Word reading	Writing	Number	Numerical Patterns	Past and present	People, culture and communities	The natural world	Creating and materials	Being imaginative and expressive		
2020 - 2021	1		In 2021, the Early Years Foundation Stage (EYFS) profile was not mandatory / statutory due to impact of COVID 19 throughout the 2020-21 year.																		
2021 - 2022	5	Emerging (1)	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
		Expected (2)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2022 - 2023	11	Emerging (1)	100	100	82	82	100	100	100	82	82	82	82	82	100	100	100	91	100	92.1	
		Expected (2)	0	0	18	18	0	0	0	18	18	18	18	18	0	0	0	9	0	7.9	

As this data does not capture the progress that our students have made since entering Villa Real School, a different approach has been taken to capture data across the 7 areas of learning. Children's attainment and progress is captured in their Learning journals, work books where appropriate and electronically. School use the BSquared assessment tool to support the holistic approach to assessment, using REAL assessment.

Villa Real School were part of the 'Early adopters' of the new EYFS Framework, using it throughout the 2020-21 academic year, before it became statutory in September 2021. The new framework amended the subcategories of the 7 learning areas, as shown above.

Within the new EYFS profile (2021 +), for each ELG, teachers must judge whether a child is meeting the level of development expected at the end of the EYFS (expected); or not yet reaching this level (emerging)