Quality assuring the EYFSP: links between ELGs and CoEL

- High attainment is often associated with interest in learning. It is essential to link the commentary within the learning characteristics to the attainment of the ELGs.

- A child’s ability to communicate effectively threads through many of the ELGs. A child whose outcome for Speaking is at the emerging level may also show emerging attainment for those ELGs with a significant communication element. These include Self-confidence and self-awareness; Managing feelings and behaviour; Understanding; Shape, space and measures; People and communities and Knowledge of the world.

- The Reading ELG includes elements which rest upon a child using significant skills relating to listening and attention.

- A child whose physical development in relation to fine motor movements is at the emerging level may not be a confident and independent writer as expressed by the Writing ELG.

- Some elements of the Expressive arts ELGs depend on a child’s physical ability to explore and manipulate media with confidence, including construction materials. A child with emerging physical (moving and handling) skills may not attain the level of development expected at the end of the EYFS in relation to these creative ELGs.

- A child who is at the level of development expected at the end of the EYFS for Shape, space and measures and Knowledge of the world is likely to be using the skills and attributes which would contribute towards attainment of the level of development expected at the end of the EYFS for Understanding.

- It should be remembered throughout quality assurance that children with specific SEND may be assessed in relation to their ability to communicate, for example, without the need for speech. Any exploration of patterns of attainment should take into account the contextual information for individual children which underpin accurate assessment.