

Progress within the EYFS

Pupils within the EYFS at Middleton School are assessed using the Development Matters profiles as well as being assessed using the M scales. This enables us to use a statutory, nationally recognised means of assessment as well as our own assessment tool which is specifically designed to assess the progress of pupils with SEN.

Table (A) demonstrates the progress of EYFS pupils against the M Scales. It is evident that the average rate of progress in core areas of the curriculum is down slightly on that of previous cohorts. However, when you consider that the expectation for pupils at Middleton is to make two sub levels of progress per year then it is clear that the EYFS cohort have exceeded this expectation and made outstanding progress.

Table (B) demonstrates pupil progress against the Development Matters statements. There is a national expectation that pupils will make one step of progress per term, culminating in three steps of progress over an academic year. Pupils move through emerging, to developing then securing before moving onto the next step at emerging once again. The 2018 cohort consisted of five pupils, one of whom joined the school at Easter and therefore has just one terms worth of progress to measure. Within two key areas, all five pupils made least three steps of progress and four of the five pupils achieved at least three steps of progress in all strands. The pupil who spent just one term at Middleton made one two or three steps of progress in all areas. This table demonstrates that progress made by EYFS pupils at Middleton is in line with national expectation and in many areas has exceeded this!

(The figures in brackets refer to the progress made by the 2017 cohort.)

Table (A)

% of pupils attaining	0 sub levels	1 sub level	2 sub levels	3 sub levels	4 sub levels	5 sub levels	6 sub levels	7 sub levels	Av. gain
English									
'18 cohort	0%	100%	100%	100%	100%	25%	25%	0%	4.5
'17 cohort	0%	100%	100%	100%	66%	66%	58%	50%	6.5
'16 cohort	0%	100%	100%	100%	100%	50%	25%	0%	3.88
'15 cohort	0%	100%	86%	57%	43%	29%	14%	14%	
Maths									
'18 cohort	0%	100%	100%	100%	75%	25%	0%	0%	4.0
'17 cohort	0%	100%	100%	100%	100%	58%	33%	33%	6.3
'16 cohort	0%	100%	100%	100%	100%	100%	25%	25%	4.5
'15 cohort	0%	100%	86%	43%	43%	29%	29%	29%	

PSHE									
'18 cohort	0%	100%	100%	100%	75%	0%	0%	0%	4.25
'17 cohort	0%	100%	100%	100%	100%	100%	56%	56%	7.3
'16 cohort	0%	100%	100%	100%	100%	75%	25%	0%	4.38
'15 cohort	0%	100%	100%	57%	43%	43%	14%	14%	

Table (B)

% of pupils who made:	3 steps of progress	4 steps of progress	5 or more steps of progress
Communication and Language	100% (80%)	60% (80%)	20% (0%)
Physical Development	80% (60%)	60% (40%)	60% (0%)
PSED	80% (60%)	80% (40%)	80% (20%)
Literacy	80% (40%)	80% (40%)	20% (20%)
Maths	100% (40%)	60% (40%)	20% (20%)
Understanding the world	80% (20%)	0% (20%)	0% (0%)
Expressive art and design	80% (60%)	60% (20%)	0% (0%)