

Quality Assurance Handbook

for the Early Years Foundation Stage
2025-26



“Reading and writing float on a sea of talk.” (James Britton, 1976)



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Welcome

Welcome to this year's Quality Assurance handbook. After consultation with the Early Years Sector we are moving towards a process of Quality Assurance which promotes collaboration, sharing of good practice, and professional discussion amongst colleagues. This handbook continues to support our ongoing commitment to providing the best learning and development opportunities for our youngest children, ensuring that they are cared for, engaged and motivated in all schools and settings. This is underpinned by a focus on the wisest of effective early years practice, nurturing the unique child, building positive and trusting relationships, and providing safe and stimulating environments where children can thrive. We continue to use the [Early Childhood Participation Toolkit - Best Start Jersey](#) that supports anyone working with babies and young children, to uphold and support our commitment to the UNCRC. We continue to put the child at the centre of our practice, and our Quality Assurance activities will continue to reflect this.

We are delighted to see, that this year, our data indicates that 92% of children are leaving their Reception year demonstrating high levels of well-being, which is an increase of 6% from 2024.

89% of children are demonstrating high levels of Involvement on leaving Reception, 5% higher than 2024.

91% of children of children demonstrated all 3 Characteristics of Effective Learning, this is an increase of 7% from 2024.

ELG data for 2025 is 67% which is an increase of 4% from 2024.

Our aim has been to maintain 'wise practice'* for our youngest children, with the use of robust educational programmes that ensure our pedagogy and approaches are supported by developmentally appropriate, end of year EYFS indicators. We continue to work closely with teams across CYPES to ensure that our emergent Early Years Curriculum responds to the needs, interests and development of a child, and is supported by knowledgeable adults in environments that provide wide and varied experiences of exploration and play.

Schools and settings should use and familiarise themselves with the non-statutory guidance materials, Birth to 5 Matters and Development Matters 2021, to implement the Early Years Foundation Stage in a pedagogically sound, principled and evidence-based way. Copies of the non-statutory guidance materials should be available in all settings and schools to support daily practice and understanding of child development.

The Early Years Profile for Jersey continues to be used by all school Reception and Nursery classes and Early Years settings. Support and guidance for making judgements on the areas within the profile will continue to be provided by the Early Years Quality Assurance Teams. For 2025-26 we will continue to provide Quality Assurance visits to Reception, Nursery classes and Early Years settings. Moderation visits will no longer continue in the previous format as we move towards more regular cluster opportunities, with smaller groups.

This year the area of focus will continue to be Communication and Language, and Literacy. We will also include Physical Development as this is an area that significantly influences early fine motor development. This aligns with our ongoing work to ensure high quality immersed provision island wide regards Speech, Language and Communication, from birth to age five. This remains a priority.

[Communication and Language \(Birth to 5 Matters Page 44\) Birthto5Matters-download.pdf](#)

Experiences in the womb lay the foundation for communication, and a baby's voice is evident from the beginning. Babies use their bodies, facial expressions, gestures, sounds and movements to seek connections and respond to those around them. Young children depend on back-and-forth interactions with responsive others to develop confidence as effective communicators and language users. Communication and language development are closely intertwined with physical, social and emotional experiences. Communication and language lay a foundation for learning and development, guiding and supporting children's thinking while underpinning their emerging literacy. Language is more than words. As children grow, they begin to be aware of and explore different sounds, symbols and words in their everyday worlds; a language-rich environment is crucial. A child's first language provides the roots to learn additional languages, and parents should be encouraged to continue to use their home languages to strengthen and support their children's language proficiency as they join new environments. Children's skills develop through a series of identifiable stages which can be looked at in three aspects – Listening and Attention, Understanding, and Speaking. While not all children will follow the exact same sequence or progress at the same rate, it is important to identify children at risk of language delay or disorder as these can have an ongoing impact on wellbeing and learning across the curriculum.

(*Wise Practice: The Need to Move beyond Best Practice in Early Childhood Education, September 2001, Joy Goodfellow)

Literacy is about understanding and being understood. Early literacy skills are rooted in children's enjoyable experiences from birth of gesturing, talking, singing, playing, reading and writing. Learning about literacy means developing the ability to interpret, create and communicate meaning through writing and reading in different media, such as picture books, logos, environmental print and digital technologies. It involves observing and joining in the diverse ways that different people and communities use literacy for different purposes. Most importantly, literacy is engaging, purposeful and creative. Developing literacy competence and skills is a complex, challenging yet rewarding journey that requires high-quality pedagogical activities to enhance learning. Young children need to be listened to by attentive adults who recognise and value children's choices. They need enjoyable, playful opportunities of being included and involved in the literacy practices of their home, early years setting, and community environments. They need experiences of creating and sharing a range of texts in a variety of ways, with different media and materials, with adults and peers, both indoors and outdoors, as well as learning about using different signs and symbols, exploring sound and developing alphabetic and phonetic skills.

Physical Development (Birth to 5 Matters page 44)

Intricately interwoven with emotional, social, cognitive and language development, physical development underpins all other areas of a child's learning and development. Extensive physical experience in early childhood puts in place the neurological, sensory and motor foundations necessary for feeling good in your body and comfortable in the world. The intimate connection between brain, body and mind must be understood; when they are viewed as one system, the impacts of active physical play, health and self-care are observed and the effects on a child's early brain development and mental health of adverse childhood experience, including malnutrition, illness or neglect, is recognised. Health, wellbeing and self-care are integral to physical development. Prioritising care opportunities and a collaborative approach with young children supports development of lifelong positive attitudes to self-care and healthy decision-making. Each child's journey relies on whole-body physical experiences. While biologically programmed, the unfolding of this complex, interconnected system requires repeated movement experiences that are self-initiated and wide-ranging. Fine and gross motor control must develop together in an integrated way, so that the child can achieve what they set out to do. We must ensure that children have movement-rich lives indoors and outdoors from birth. This includes the role of the adult's body as an enabling environment itself, embedding movement into everything, and encouraging each child's own motivations for being active and interactive with others.

Our Quality Assurance process is there to support and challenge our thinking but also to consolidate what we know is best practice for teaching and learning in our EYFS.

- children learn best through play,
- promoting the Characteristics of Effective Learning creates strong lifelong learners
- children are motivated if they are supported in the moment by effective adult interactions
- enabling environments encourage play, independence, exploration and curiosity
- ensuring high levels of Well-being and Involvement are a result of children's interests and needs being at the heart of what we do
- honest and sensitive observations shape our assessment and inform our planning

"Nothing matters more than stopping, listening and responding positively to the young child."

Julie Fisher, 2016

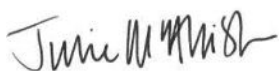
Use the following weeks wisely with children to build positive relationships, establish routines and expectations, develop play skills, understand the environment and make friends.

We look forward to our continued work with you, as we strive to strengthen and embed high quality professional practices across the Early Years sector, giving children the best possible start. Our ambition is always to put children at the heart of our practice.

Thank you for your on-going commitment and hard work.



Nicola Mulliner
Head of Early Years



Julie McAlister
Early Years Adviser



Claire Steel
Quality Development Officer

Overview

This handbook has been developed to support practitioners in Early Years with their ongoing reflection of improvement and development of their provision, as well as assessment of children's development and attainment, and as guidance for making end of year judgements on children's well-being and involvement progress and attainment. It is supplemented with materials that will support these processes and enable a professional dialogue between practitioners, advisory teachers, senior leaders and parents/carers. It also provides support to practitioners in making accurate judgements about each child's attainment at the end of the EYFS. The handbook may be used alongside the EYFS profile exemplification materials. We continue to recommend Siren Films although the cost of this will be down to individual settings.

[Help for early years providers : EYFS profile assessment support](#)

[Child Development video based training - Siren Films](#)

Together, the handbook and exemplification can help practitioners when making effective judgements so that Early Years Profile outcomes are accurate and consistent across all settings.

The Early Years Profile (Jersey) summarises children's on-going attainment and includes judgements on:

- Well-Being and Involvement (High, Medium, Low) both *on entry* and *end of year*
- The Characteristics of Effective Learning (demonstrating these or not) both *on entry* and *end of year*
- Prime Areas 'working at age related expectations' for Nursery both *on entry* and *end of year*
- Prime Areas 'working at age related expectations' for Reception *on entry*
- Judgements to the Early Learning Goals for Reception *end of year*

Practitioners' assessments are primarily based on observing a child's daily learning, involvement and progress. In particular, practitioners should note the learning which a child demonstrates spontaneously, independently and consistently in a range of contexts.

Accurate assessment takes into account a range of perspectives. This should include those of the child, parents/carers and other adults who have significant interactions with the child.

Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their interests, trajectories of their development and level of attainment, and to then provide learning experiences and opportunities for each child reflecting those observations.

Early Years Profile data is used to:

- inform future policy and planning within CYPES and the Government of Jersey, for Early Years

This data should also be used to:

- inform parents/carers about their child's ongoing development and judgements against the ELGs at the end of Reception
- support a smooth transition between phases by informing the professional dialogue between practitioners
- help practitioners plan an effective, responsive and appropriate curriculum that will meet the needs of all children

Settings should develop their own approach to observation, assessment, and planning which meets the needs of their children, parents/carers, staff and curriculum.

Reliable and accurate assessment at the end of the EYFS is underpinned by the following principles:

- assessment is based primarily on the practitioner's knowledge of the child - knowledge is gained predominantly from observation and interaction in a range of daily activities and events
- responsible pedagogy must be in place so that the provision enables each child to demonstrate their learning and development fully
- embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations
- an effective assessment presents a holistic view of a child's learning and development

- accurate assessments take account of contributions from a range of perspectives including the child, their parents/carers and other relevant adults

EYFS clusters

There are 4 cluster groups: Town, North, East and West. The EYFS clusters will take place termly, the expectation is that you attend the cluster meeting of your group.

Purpose of clusters:

- To share effective EYFS Practice
- To work collaboratively (arrange opportunities for visits and shared activity)
- To continue to reflect and focus on shared approaches within our priority areas
- To support the EYFS sector with agreeing judgements for on entry and end of year

Cluster Groups	Cluster Meetings for Quality Assurance (for Nursery practitioners and Teachers, Reception teachers and EYFS leads)		
	Autumn 2025	Spring 2026	Summer 2026
Town (1)	Monday 13 th October Venue D'Auvergne 3.30-5pm	Tuesday 3 rd Feb Venue JET Montessori 3.30-5pm	Tuesday 12 th May Venue JET Dewey 3.30-5pm
North (2)	Wednesday 15 th October Venue Grands Vaux 3.30-5pm	Wednesday 4 th Feb Venue JET Dewey 3.30-5pm	Thursday 14 th May St John 3.30-5pm
East (3)	Tuesday 7 th October Venue JET Montessori 3.30-5pm	Tuesday 10 th Feb Venue JET Montessori 3.30-5pm	Tuesday 19 th May JCP 3.30-5pm
West (4)	Thursday 9 th October Venue JET Malala 3.30-5pm	Wednesday 11 th Feb Venue La Moye School 3.30-5pm	Wednesday 20 th May Bel Royal 3.30-5pm

North	East	Town	West
Grands Vaux	Grouville	Helvetia	La Moye
Janvrin	Plat Douet	La Petite Ecole (St Mark's Road)	Bel Royal
Springfield	Samares	La Petite Ecole (Fort Regent)	Les Landes
St Martin's	St Clement	Nestling Day Care	Mont Nicole
St Saviour	St Luke's	Centre Point Le Hurel	St Peter's
FCJ	JCP	Westmount Day Nursery	St George's School
St John	St Michael's	Busy Bees Castle Quay	Little Squirrel's Nursery
Trinity	Acorn Nursery	Centre Point Rope Walk	Village Pre school
Rouge Bouillon	Charlie Farley's Nursery	Beaulieu	Bethesda Pre-School
Mont a l'Abbe	Happy Hatchlings	De La Salle	Busy Bees La Providence
St Lawrence	Cheeky Monkeys Nursery	Little Oaks Nursery	Busy Beans Nursery
First Tower	Acrewood Nursery		St Mary's
d'Auvergne			Silver Star Pre-School

The form on page 23 of this document is to be completed and submitted at the Autumn Term cluster meeting.

Data Submission Dates

Autumn 'On entry' Friday 24th October 2025

Summer 'End of Year' Monday 29th June 2026

Observations and Assessments

Observational Assessment

Practitioners can use observational assessment to understand children's learning. Practitioners watch, listen and interact as children engage in everyday activities, events and experiences, and demonstrate their specific knowledge, skills and understanding.

Observational assessment is the most reliable way of building up an accurate picture of children's development and learning. This is especially true where the attainment demonstrated is not dependent on overt adult support. Observational assessment is central to understanding what children really know and can do.

Some observations will be planned but some may be a spontaneous capture of an important moment. It is likely that observations of everyday activities will provide evidence of attainment in more than one area of learning.

Observational assessment doesn't need prolonged breaks from interaction with children, or excessive written recording. It is likely to be interwoven with high quality interactions or conversations in words or sign language with children about their activities and current interests.

Responsible Pedagogy

Responsible pedagogy is evident when practitioners have a good understanding about how children develop and because of that they can accurately assess the child when they demonstrate their learning and development. Responsible pedagogy enables each child to demonstrate learning in the fullest sense. It depends on the use of assessment information to plan relevant and motivating learning experiences for each child. Effective assessment can only take place when children have the opportunity to demonstrate their understanding, learning and development in a range of contexts.

Children must have access to a rich learning environment where opportunities and conditions allow them to flourish in all aspects of their development. The learning environment should provide balance across the areas of learning. Integral to this is an ethos which:

- respects each child as an individual
- values children's efforts, interests and purposes as instrumental to successful learning

When practitioners are evaluating the effectiveness of their assessment processes they should consider:

- child development, both the biological and cultural aspects, and its impact on how learning may best be supported
- planning which ensures a relevant, motivating, flexible and interesting curriculum
- provision of an environment which truly enables successful learning by all children in their care
- the need for detailed understanding of the EYFS framework for assessment in order to gather accurate, reliable and meaningful information
- the importance of high-quality adult interaction which is sensitive and adaptive to the needs of individual children and capable of promoting learning
- organisational aspects of provision, resources, curriculum and people

Successful implementation of these aspects of pedagogy and provision will enable practitioners to make an accurate, reliable and consistent assessment of children's learning. This will inform planning for transition into the next phase.

Child-initiated activity

Children with effective learning characteristics:

- are willing to have a go
- are involved and concentrating
- have their own ideas
- choose ways to do things
- find new ways of doing things
- enjoy achieving what they set out to do

To accurately assess these characteristics, practitioners need to observe learning which children have initiated rather than only focusing on what children do when prompted.

Children need rich opportunities to initiate ideas and activities so that they can develop the learning characteristics which are assessed by the Early Years Profile. These characteristics also support lifelong learning.

Embedded learning and secure development

Children can demonstrate embedded learning and secure development without the need for overt adult support. Where learning is secure it is likely that children often initiate the use of that learning. Practitioners will make judgements by observing behaviour that a child demonstrates consistently and independently in a range of situations. Attainment in this context will assure practitioners of the child's confidence and ownership of the specific knowledge, skill or concept being assessed. Skilful interactions with adults and learning which is supported by them are necessary on the journey to embedding skills and knowledge.

Links in the area of learning

Areas of learning, and therefore the ELGs, are often interlinked. These may also be related to the characteristics of effective learning. If practitioners can see these links, it will join up the assessment process. Practitioners will be able to capture each child's learning more effectively and genuinely.

Practitioners can also reflect on these links when they quality assure their assessment judgements. They must consider where the different aspects and levels of attainment make sense when they are put together.

Practitioner Knowledge

Most evidence for EYFS profile judgements will come from practitioners observing a child's self-initiated activities. Adult-led activities can offer insight into children's attainment by making sure the child has the opportunity to demonstrate what they know, understand and can do.

Much practitioner knowledge of what children know and can do will be gathered from day-to-day interactions. This isn't often formally recorded; however, it:

- provides the basis for making judgements
- provides a focus for quality development dialogue
- informs future practice and provision

Contributions to Assessments

Accurate assessment will depend on contributions from a range of perspectives, including the child's. Practitioners should involve children fully in their own assessment by encouraging them to communicate about and review their own learning. Assessment should build on the insights of all adults who have significant interactions with the child. Adults with different roles will be able to make different contributions.

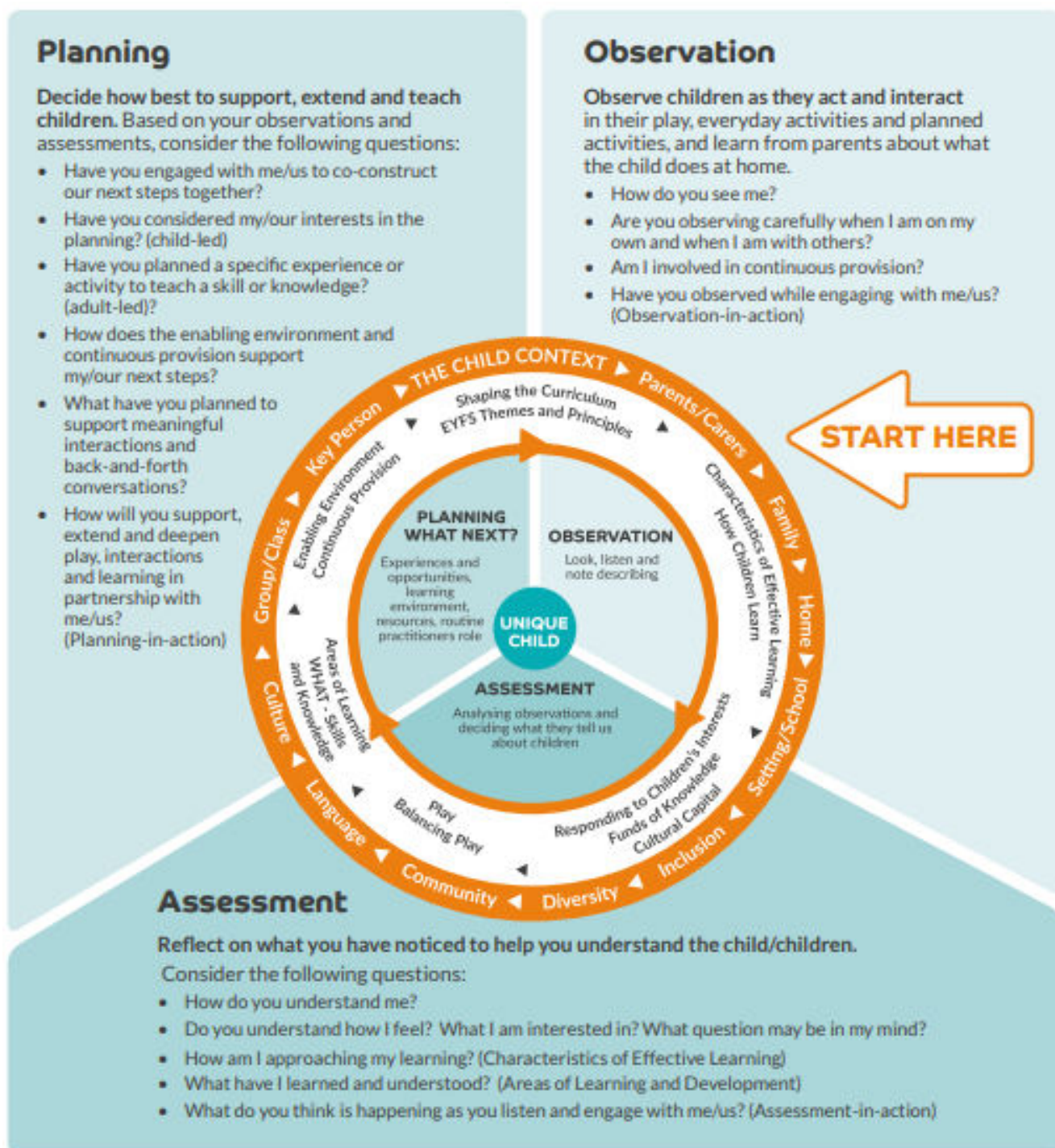
It also requires a two-way flow of information between setting(s) and home. A review of a child's achievements should include those demonstrated at home. Assessments which don't include the parents/carers' contribution give an incomplete picture of a child's learning and development.

Learning and Development

Observation, assessment and planning

Formative assessment is an integral part of teaching young children.

Children's development and learning is best supported by starting from the child and then matching interactions and experiences to meet the child's needs. The observation, assessment and planning (OAP) cycle describes what is frequently called assessment for learning, or formative assessment. On-going formative assessment is at the heart of effective early years practice. It involves observation of children as a part of all activity, which is most often held in the mind of the practitioner but may sometimes be documented, using this rich information to understand how a child is developing, learning and growing, and then planning the next steps for the adults in supporting and extending the learning.



Early Years Profile Assessment Processes

During the EYFS, practitioners should carry out ongoing (formative) assessment to support each child's learning and development. There is no requirement for how this is recorded or specifically when assessments take place. Practitioners should be mindful of their professional responsibility for the learning and development of children in their care and plan the provision needed to enable children to take the next steps in their learning.

End of Reception Year

When compiling the Early Years Profile at the end of the Reception year, practitioners must review the evidence gathered in order to make a judgement for each child, for each ELG. The judgement must say whether the child's learning and development is:

- best described by the level of development expected at the end of the EYFS (ELG met)
- not yet at the level of development expected at the end of the EYFS (ELG not met)

Practitioners may refer to the exemplification materials. These illustrate the standard expected for each ELG at the end of the EYFS. If practitioners are confident in their judgements, there is no requirement to refer to the exemplification material.

Practitioners must consider the whole of each ELG when making their decision. They must avoid splitting the descriptor into sections and 'ticking them off'. The most accurate picture of the child's overall embedded learning will come from a holistic view of the descriptor.

Judging whether to use the 'expected' category

If the ELG description best fits a practitioner's professional knowledge of the child, then their learning and development can be judged as 'expected'. However, children don't necessarily achieve uniformly.

Practitioners should judge whether the child's learning and development is the best fit for the ELG, considering their relative strengths and weaknesses. 'Best fit' doesn't mean that the child has equal mastery of all aspects of the ELG. Practitioners should look at the whole of each ELG description when making this summative judgement.

Evidence and Documentation

Over the course of the year, practitioners should build their knowledge of what each child knows and can do. This will help them to make an accurate end of year judgement. They are not required or expected to carry out other assessments in addition to the Early Years profile. Settings can record children's learning in any way which helps practitioners to support the learning and development and make accurate summative assessments.

Practitioners must make their final Early Years profile assessments based on all their evidence. 'Evidence' means any material, knowledge of the child, anecdotal incident or result of observation, or information from additional sources that supports the overall picture of a child's development.

Evidence should come from day-to-day activity in the setting and can be drawn from a variety of sources. The type of evidence will vary from setting to setting, class to class, and even child to child. The form of evidence supporting a practitioner judgement is entirely up to the practitioner. Practitioners should avoid excessive evidence gathering. Most of the evidence collected should capture children in independent or self-initiated activities and the judgements made on what children really show that they know and can do. Including the voice of the child in observations will further support quality evidence.

Practitioners may include the following to support their judgements:

- knowledge of the child
- observations of day-to-day interactions
- learning journeys and floor books that children make regular contributions to
- materials which illustrate the child's learning journey, such as photographs
- video, audio or electronic recordings
- the child's view of his/her own learning
- information from parents/carers or other relevant adults

- practitioners' professional judgement
- examples of what the child does to demonstrate attainment of particular statements if this is not apparent.

There is no requirement that evidence should be formally recorded. Practitioners should keep paperwork to the minimum needed to illustrate, support and recall their knowledge of the child's attainment.

A setting's approach to assessment should consider how and when it is necessary to record evidence. Practitioner workload should focus on interactions with children that promote quality teaching and learning opportunities rather than completing excessive paperwork.

An Early Years Profile completed by a practitioner alone only offers a partial picture of a child's attainment. Practitioners must actively engage children, their parents/carers and other adults who have significant interaction with the child in the assessment process. Practitioners should use their professional knowledge, and the statutory EYFS framework, to judge whether a child's learning and development:

- is at age related expectations
- meets the level expected at the end of the EYFS (met ELG)
- is best described as 'emerging' (not met ELG)

Practitioners should also use the information in this handbook to help describe each child's characteristics of effective learning.

Making Early Years Profile assessments

When assessing a child, practitioners will make judgements about his or her attainment and the nature of their learning characteristics by:

- considering evidence from a range of sources
- matching their view of a child's attainment to the guidance on characteristics of effective learning (See guidance below)

At the end of Reception for each ELG, practitioners must judge whether a child is:

- meeting the level of development expected at the end of the reception year (YES)
- not yet meeting this level (NO)

Characteristics of Effective Learning

The characteristics of effective learning describe factors which play a central role in a child's learning and in becoming an effective learner. They are vital elements of support for the transition process throughout EYFS and beyond. The characteristics of effective learning run through and underpin all 7 areas of learning and development. They represent processes rather than outcomes.

Information about the child's characteristics of effective learning provides vital background and context about their next stage of development and future learning needs.

The characteristics of effective learning are described below.

Playing and Exploring - engagement

'Finding out and exploring' is concerned with the child's open-ended hands-on experiences which result from innate curiosity. These experiences provide raw sensory material from which the child builds concepts, tests ideas and finds out.

'Using what they know in their play' describes how children use play to bring together their current understandings, combining, refining and exploring their ideas in imaginative ways. Representing experiences through imaginative play supports the development of narrative thought, the ability to see from other perspectives, and symbolic thinking.

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

Active Learning - motivation

'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 which 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 - thinking

'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

Exemplification of Early Years Profile

Exemplification Materials

The exemplification materials may be referred to if guidance is required for the level of learning and development expected at the end of the Early Years Foundation Stage. Links to the Siren Films and Gov.uk exemplification materials are found in the overview section.

The exemplification materials provide a point of reference for:

- practitioners to make accurate judgements for each child's attainment
- transition and internal moderation activities within schools, settings, and clusters
- other stakeholders who wish to evaluate children's learning and development

There is no prescribed method of gathering evidence as a foundation for Early Years Profile judgements. The exemplification materials include a variety of evidence and forms of presentation to demonstrate some of the ways in which information may be gathered.

The judgement of professionals should be trusted, freeing teachers to spend more time teaching and less time gathering and collecting evidence.

The materials include:

- incidental observations
- samples of children's work
- photographs and videos
- contributions from parents/carers

Practitioners will also build up a significant professional knowledge of each child. This professional judgement will be used to make a rounded judgement of the development of pupils against the ELGs. There is, therefore, no requirement for extensive evidence against each of the ELGs.

Using the Exemplification Materials

Practitioners may use the exemplification materials to ensure their judgements are accurate and consistent by considering each child's learning and development in the light of:

- the area of learning
- the level of development expected at the end of EYFS for each ELG

It is important to understand that each set as a whole illustrates the 'expected' descriptor. The information illustrates the pitch and breadth of a particular 'expected' level of learning and development. No one piece of evidence meets the ELG as a standalone item.

Practitioners should always view exemplification materials in the context of a specific aspect of learning in order to retain an accurate focus. However, they should remember that a child's learning and development are not compartmentalised; focusing on one aspect of learning will shed light on several other related areas.

Early Learning Goals

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs) as set out below.

The ELGs should not be used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development, from being read to frequently to playing with friends.

Instead, the ELGs should support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for new experiences and opportunities.

When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement.

Prime Areas

Communication and Language

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Personal, Social and Emotional Development

ELG: Self-Regulation

Children at the expected level of development will:

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

ELG: Managing Self

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

ELG: Building Relationships

Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Physical Development

ELG: Gross Motor Skills

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Literacy

ELG: Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

ELG: Word Reading

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs;
- Read words consistent with their phonic knowledge by sound-blending;
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

Mathematics

ELG: Number Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitise (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

ELG: Numerical Patterns

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

ELG: Past and Present

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The Natural World

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

ELG: Creating with Materials

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;
- Share their creations, explaining the process they have used;
- Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Inclusion and the Early Years Profile

The Early Years Profile is an inclusive assessment, capable of capturing a wide range of children's learning and development outcomes. It may be challenging for practitioners to observe and assess some children. This challenge applies both to understanding:

- how some children might demonstrate attainment they are working at age related expectations, or ELG at the end of the EYFS
- how to capture the attainment of children who are not working at age related expectations, or ELG

Practitioners must address this challenge in order for children's attainment to be accurately judged and recorded.

The needs of individual children

Reaching accurate assessments using the Early Years Profile requires practitioners to enable all children to reach their full potential. Consequently, practitioners must be alert and consider the general diversity of children's interests, needs and inclinations.

Practitioners should reflect on their observations and ensure that the provision enables all children to demonstrate attainment in ways that are motivating to them. This should be regardless of their stage of development or interests, needs and inclinations.

Children with Special Educational Needs and Disabilities

Special Educational Needs and Disabilities (SEND) includes physical, emotional, sensory and learning needs. When working with children with SEND, settings will develop additional relationships with other professionals. It is vital that communication between all professionals and the child's parents/carers is strong and positive so that practitioners can get a clear picture of the child's learning and development.

Observational assessment is the most effective way of making judgements about all children's learning and development.

Children are unique and will demonstrate learning and development in different ways. Practitioners observing a child involved in day-to-day activities must be alert to them demonstrating attainment in a variety of ways, including eye pointing, use of symbols or signs. Children's established or preferred mode of communication should be encouraged and supported.

Children with SEND should use the adaptations they normally use to carry out their activities so that practitioners come to know all children at their most capable. Adaptations include:

- mobility aids
- magnification
- adapted ICT and equipment

If a child's learning and development does not yet meet the ELG, practitioners should record the outcome as 'NO', or 'Not Appropriate' on the Early Years Profile. There is also the option to select from the drop down menu the SEND descriptor on the Early Years Profile.

English as an additional language and The Multi Lingual Learner

The Early Years profile assessment is underpinned by an understanding that language is central to our sense of identity and belonging to a community. The profile recognises and values linguistic diversity.

The communication skills of children for whom English is not their home language will vary. However, learning English as an additional language (EAL) is not a special educational need.

Children will be at different stages of learning English and one, or more, other languages. Practitioners need to find out as much as they can about a child's prior language experience, what language/s they speak at home, and any education they have received elsewhere. Parents/carers as the first educators are an important source of information.

Practitioners may need to help parents/carers understand that a child's home language development will help them learn English. Parents/carers also need to know that it is perfectly acceptable, even desirable, for the child's home language to be used in the setting.

Practitioners will need to observe the child over time and raise questions with the parents/carers, and/or bilingual support assistants, to be confident about what the child knows and understands.

The 3 aspects specific to the assessment of children who are multilingual learners are:

- development in their home language
- development across areas of learning, assessed through their home language
- development of English

Within the Early Years profile, at the end of Reception, the ELGs for communication and language, and for literacy, must be assessed in relation to the child's competency in English. The remaining ELGs may be assessed in the context of any language – including their home language and English. Prior to this the areas of learning may be assessed in the child's home language.

This has implications for provision. The principles of good practice for children learning English are the principles of good practice for all children. Children must have opportunities to engage in activities and first-hand experiences that do not depend solely on English for success. They must be able to participate in ways that reveal what they know and can do in the security of their home language. For children to grow in confidence, and hence demonstrate their embedded learning:

- their environment must reflect their cultural and linguistic heritage
- their learning be supported by a wide range of stimuli and experiences

Children from minority groups

The ethnicities of children within a setting can be diverse. They may be refugees or asylum seekers; their families may have histories of persecution and trauma. Children may come from settled communities or travel frequently. They may have had a positive experience but their cultural conventions, for example governing behaviours or gender roles, may be different. Cultural background may also determine how early education is perceived. It may affect how much experience a child has had of school or other Early Years settings before their EYFS profile assessment.

Practitioners must take particular care to ensure the learning environment echoes children's positive experiences. They will be able to demonstrate their attainment best when opportunities such as role play, cookery, celebrations, visits to special places or events are linked to their cultural experience.

This will also be captured in the narrative relating to the 'Playing and exploring: using what they know in their play' characteristic of effective learning. This is where the child's ability to begin their play and exploration with things which are familiar to them is expressly considered. The narrative also considers how well the child builds new knowledge and learning from this starting point.

A practitioner's relationship with parents/carers is crucial to developing knowledge of the child and the practitioner's ability to make an accurate assessment. Parents/carers can help practitioners understand the values that explain their child's responses to the environment and social situations. A child will find it easier to express their feelings and feel confident in their learning if practitioners listen and respond in ways that show understanding.

Transition to Year 1

Practitioners and Year 1 teachers should work together to ensure that a child's transition between the EYFS and Year 1 is seamless. Early Years practitioners should make sure children's experiences in the final year of the EYFS are valuable in themselves and prepare the ground for Year 1. It is important that Year 1 builds on the successful principles and approach encapsulated in the EYFS.

It is crucial that EYFS practitioners and Year 1 teachers are given time to discuss and expand on the information presented in the EYFS profile. In particular, the characteristics of effective learning narratives will give teachers significant details about each child's learning and development. The narratives must feature in conversations between practitioners and teachers.

Practitioners may provide additional information about each child's attainment to help teachers plan an effective curriculum and make provision for all children. Decisions about this additional information should be made by each setting and reflect the characteristics and requirements of that setting. This will enable Year 1 teachers to have a fully rounded picture of the attainment of each child in order to plan the curriculum. Year 1 teachers should be informed of the profile and have opportunity to discuss the moderation process and outcomes so that they understand the judgements made by Early Years practitioners.

Children not meeting the ELG

Where children are not meeting the ELG, it is likely that this will not provide full information about their learning and development at the end of the EYFS. Additional information should be considered alongside EYFS profile outcomes. This will ensure conversations between EYFS and Year 1 teachers are meaningful so that the child makes a successful transition.

Children not meeting an ELG may mask a wide range of levels of learning and development. The detail behind this outcome is built up over a period of time through observation, interaction with the child and ongoing assessment. There are many sources of information about how children learn and develop, how this may be demonstrated, and how further learning and development might be supported. Practitioners don't need to use any specific source of information in this context.

Specialist professional guidance is available for many specific special educational needs and disabilities. Children with SEND may have records from professionals within and outside of the setting. These records should inform assessment and transition processes. Wherever possible, other professionals working with the child should be invited to contribute to transition conversations.

Settings should consider providing information in addition to the child's EYFS profile, to support their successful transition and ensure a smooth learning journey. Practitioners should think about what information could be useful for the child's new year 1 teacher before the summer term. This will allow processes to be built on a shared understanding and planned and implemented in good time. Decisions about what guidance might be used and what information might be shared should be made at a setting level. They should reflect local needs and circumstances.

Quality Assurance

Quality Assurance is a crucial part of practitioner/teacher assessment. It allows practitioners/teachers to make accurate judgements, while ensuring consistent standards and reliable outcomes. It is important for practitioners to build a shared understanding of the developmental age ranges, the ELGs and the supporting framework. They should have opportunities to discuss their assessment of children's attainment with colleagues against the EYFS framework.

CYPES is responsible for providing a robust quality assurance process so that practitioners' judgements are evaluated in line with statutory requirements.

Quality Assurance of the EYFS profile:

- secures the consistency and accuracy of judgements made by different practitioners
- reassures practitioners that their judgements are accurate, valid and consistent with the standards as set out in the EYFS framework
- assures CYPES that an acceptable level of accuracy and validity has been achieved for assessments recorded and reported by the settings for which they have responsibility

The quality assurance of the EYFS profile is a sampling process and unlike testing, it is not a method for checking each child's attainment. Quality Assurance opportunities through clusters, appropriate training and sharing practice check practitioners' ability to make accurate assessments and apply them consistently.

The process involves both internal quality assurance activities and professional dialogue between teachers and practitioners. This ensures that:

- practitioners' judgements are comparable and consistent with national standards, as set out in the EYFS framework
- the assessment process is reliable, accurate and secure

Internal moderation in schools

Moderation should be a collaborative process with colleagues and undertaken throughout the year. This supports the quality assurance of teacher assessment judgements and provides a valuable opportunity for professional development.

Within each setting, practitioners can informally agree assessment judgements with others, for example discussing an observation about a child's development with a year 1 teacher.

Staff meetings or training days can be an opportunity for more formal agreement processes. For example, practitioners could discuss planned observations or the development of a group of children in relation to one of the ELGs. The focus for planned work should be clear and manageable. Moderators will support this work during moderation visits or meetings.

Cluster opportunities to support judgements

It is important for practitioners to build a shared understanding of the ELGs and the EYFS statutory framework, in addition to formal CEYS cluster meetings. They should have opportunities to discuss their assessment of children's attainment with colleagues against the EYFS framework.

Settings should work together so that practitioners can share experiences and develop their assessment skills. Outcomes of discussions should be recorded.

Questions to consider

- Does the Early Years Profile data reflect your knowledge/expectations of the cohort?
- What percentages of children were working at age related expectations?
- What are the strengths/weaknesses in this year's cohort?
- From the data, what aspects of breadth/depth of EYFS provision need further development in the school?
- Are there any significant differences in outcomes for:-
 - boys and girls?
 - vulnerable groups or children with identified needs (i.e. Jersey Premium, MLL, SEND)?
- How have the needs of these children been addressed?
- Do children with Expected levels of attainment also have strengths in their Characteristics of Effective Learning?
- Is there a difference in the EYFS data where there is a two or three form entry?
- Are there any patterns within the cohort of specific ELG's either being achieved or not achieved?
- How are you planning to support Year 1 staff using the data as the starting point for curriculum planning?
- How are staff internally moderating and how effective is the process?
- How are staff using the EYFS to inform planning for children who have yet to achieve the ELGs?

- How does your school currently use information from EYFS to identify priorities for school improvement?
- What evidence can you share of children's characteristics of effective learning?

Roles and Responsibilities

Teachers and Practitioners are responsible for:

- Ensuring the EYFS guiding principles underpin practice and pedagogy
- Securing the consistency and accuracy of their assessments by participating in internal moderation and by attending cluster meetings and relevant cpd.
- Following all published guidance in respect of preparation of evidence for cluster meetings and submission of data.
- Including other practitioners in the discussion based on the observations and evidence gathered.
- Engaging in positive and constructive dialogue with Quality Development team and colleagues.

Senior Leaders

responsibilities include:

- Quality assurance of assessment data prior to submission to the Education Department, in accordance with the guidance from the Insight Team.
- Ensuring data is used internally to inform teaching, learning and development and monitoring children's progress.
- Facilitating the involvement of teachers/practitioners in activities to support assessment for learning.
- Being available to receive feedback from cluster meetings and cpd from the staff in attendance.
- Meeting reasonable requests from CYPES to amend assessments in light of the evidence presented.
- Following up any concerns identified by CYPES about the quality of assessments seen.
- Arranging regular moderation sessions within the school, or with similar settings, to ensure a depth of understanding in assessment.
- Ensuring teachers/practitioners involved in making assessments have adequate opportunities to become familiar with best practice.
- Supporting opportunities for joint meetings/training with EYFS teachers/practitioners to allow external moderation to take place.
- Supporting the transition process for Reception children as they move from the EYFS to KS1.

Playing and exploring – engagement

Finding out and exploring' is concerned with children's open-ended hands-on experiences. These result from innate curiosity and provide the raw sensory material from which the child builds concepts, tests ideas and finds things out.

Possible lines of enquiry:

- Does the child respond to first hand experiences in an exploratory way?
- How does the child demonstrate natural curiosity?
- Does the child notice patterns, changes, similarities and differences when exploring across the curriculum?

'Using what they know in their play' describes how children use play to bring together their current understandings, combining, refining and exploring their ideas in imaginative ways. Representing experiences through imaginative play supports the development of narrative thought, the ability to see from other perspectives, and symbolic thinking.

Possible lines of enquiry:

- In what ways does the child use what he or she discovers in play and link it to existing knowledge?
- Can the child combine, refine and explore ideas in imaginative ways?
- Can the child see things from other perspectives?

‘Being willing to have a go’ refers to the child finding an interest, initiating activities, seeking challenge, having a ‘can do’ orientation, being willing to take a risk in new experiences, and developing the view of failures as opportunities to learn.

Possible lines of enquiry:

- Does the child initiate activities around own interests?
- Does the child seek challenges and take risks in new experiences?
- Does the child learn from mistakes without becoming disheartened?

Active learning – motivation

Being involved and concentrating’ describes the intensity of attention that arises from children concentrating on following a line of interest in their activities.

Possible lines of enquiry:

- To what extent does the child become completely focussed in activities and experiences and not easily distracted?
- To what extent does the child show intensity of attention for example by being concerned about details in activities, experiences and ideas?

‘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.

Possible lines of enquiry:

- Does the child pursue a particular line of interest in an activity?
- Does the child demonstrate persistence in the face of difficulty or a challenge?
- Can the child refocus and re-plan to overcome difficulties, setbacks and disappointments?
- Does the child know how to seek appropriate help in terms of materials, tools and other people?

‘Enjoying achieving what they set out to do’ refers to the reward of meeting one’s own goals, building on the intrinsic motivation which supports long-term success, rather than relying on the approval of others.

Possible lines of enquiry:

- Does the child become involved in activities and experiences which arise out of personal interest, curiosity and enquiry?
- Does the child demonstrate satisfaction when engaged in and completing personal endeavours?

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.

Possible lines of enquiry:

- Does the child generate new ideas during activities?
- Does the child adapt, refine or make changes when previous ideas were unsuccessful or could be developed?
- Is the child inventive in solving problems, using and synthesising knowledge and skills across areas of learning?

‘Using what they know to learn new things’ refers to the way in which children develop and link concepts, find meaning in sequence, cause and effect and in the intentions of others through both narrative and scientific modes of thought.

Possible lines of enquiry:

- Does the child talk about or explore the idea of cause and effect through actions?
- Does the child use acquired knowledge and skills to explore new learning across and within areas of learning?
- Does the child offer ideas of why things happen and how things work or show this in exploratory play?

‘Choosing ways to do things and finding new ways’ involves 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.

Possible lines of enquiry:

- Does the child explore ways of solving new problems including trial and error?
- Is the child able to plan and monitor what has been done?
- Can the child change strategies when appropriate?

Supportive Material, Forms and Templates

The provided templates of supportive tools and materials can be used alongside other resources to support your team discussions on how you are planning to meet the needs and interests of the children in your setting and how you know that this is being achieved. Self-evaluation tools (like the Leuven Scales and ECERS/ITERS/STEW) provide opportunities for practitioners and settings to reflect on their practice and provision. It is important that you are regularly reflecting on your practice and can show how effective your setting is in supporting children and what you intend to do to develop and improve practice.



Teacher/ practitioner Name:

Setting/School:

Date:

Age Range of Children: **N** **R** (please circle) Number of children in cohort:

SEND details	MLL	JP (schools)	M	F	SB From 1 st May

Section 1: Wellbeing and Involvement on-entry 2025

Measure	H	M	L	Notes (reflect also on last year's data)
Wellbeing				
Involvement				

Section 2: Characteristics of Effective Learning on-entry 2025

Characteristic	Y	N	Notes (reflect also on last year's data)
Playing and Exploring			
Active Learning			
Creating and Thinking Critically			

Section 3: Overview of children working at age related expectations – Prime Areas on-entry 2025

Prime Area	Strand	Y	N	Notes (reflect also on last year's data)
PSED	Self-Regulation			
	Managing Self			
	Building			
	Relationships			

Prime Area	Strand	Y	N	Notes (reflect also on last year's data)
C&L	Listening, Attention and Understanding			
	Speaking			
PD	Gross Motor Skills			
	Fine Motor Skills			

Section 4: Evidence Reviewed

What trends does your evidence show and how are you using it to plan for next steps?

Section 5: Reflection on Transition

Summarise how transition has been supported in your school/ setting (home and Nursery visits, parents as partners, outside agencies and SEND, feedback from families regarding their experience of transition)

Section 6: What approaches are currently used to support the focus areas (Communication and Language, Literacy and Physical Development) within your school/ setting?

Teaching Practice: (eg; introducing and frequently using new vocabulary through the Drawing Club, or introducing story language through Helicopter Stories)

Learning Environment: (eg; Visuals supporting interactions, outdoor water promotes heavy lifting, high quality texts throughout)

Support for Individual Children or Groups: (eg; identified needs of individual children are met and supported by all staff)

Section 7: Key discussion points, actions and next steps

Outline any key themes or insights from the discussion, including agreed actions or follow-up visits to other settings. Has there been internal moderation support regarding your on-entry data?

The Leuven Scales of Well-being and Involvement

The rationale underlying the focus on these two process dimensions is that high levels of well-being and involvement lead in the end to high levels of child development and deep level learning. This latter concept is centred around the notion that learning should result in significant changes in a pupil's capacity leading to better outcomes in the way that he or she approaches work, relationships, and life in general. See Leuven Adult Engagement Scales Template below.

The Leuven Scale for Well-being

Emotional Well-being	
Well-being focuses on the extent to which pupils feel at ease, act spontaneously, show vitality and self-confidence. It is a crucial component of emotional intelligence and good mental health.	
1. Extremely low	The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/herself or others.
2. Low	The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
3. Moderate	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.
4. High	The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
5. Extremely high	The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He/she is open and accessible to the environment. The child expresses self-confidence and self-assurance.

The Leuven Scale for Involvement

Level of Involvement Involvement focuses on the extent to which pupils are operating to their full capabilities. In particular it refers to whether the child is focused, engaged and interested in various activities.	
1. Low Activity	Activity at this level can be simple, stereotypic, repetitive and passive. The child is absent and displays no energy. There is an absence of cognitive demand. The child characteristically may stare into space. N.B. This may be a sign of inner concentration.
2. A Frequently Interrupted Activity	The child is engaged in an activity, but half of the observed period includes moments of non-activity, in which the child is not concentrating and is staring into space. There may be frequent interruptions in the child's concentration, but his/her Involvement is not enough to return to the activity.
3. Mainly Continuous Activity	The child is busy at an activity, but it is at a routine level and the real signals for Involvement are missing. There is some progress, but energy is lacking and concentration is at a routine level. The child can be easily distracted.
4. Continuous Activity with Intense Moments	The child's activity has intense moments during which activities at Level 3 can come to have special meaning. Level 4 is reserved for the kind of activity seen in those intense moments and can be deduced from the 'Involvement signals'. This level of activity is resumed after interruptions. Stimuli from the surrounding environment, however attractive, cannot seduce the child away from the activity.
5. Sustained Intense Activity	The child shows continuous and intense activity revealing the greatest involvement. In the observed period not all the signals for involvement need to be there, but the essential ones must be present: concentration, creativity, energy and persistence. This intensity must be present for almost all the observation period.

Leuven Adult Engagement Scale

Engaging qualities	Totally engaging qualities	Mainly engaging qualities but some evidence of non-engaging qualities	Neither engaging or non-engaging qualities predominate	Mainly non-engaging qualities but some evidence of engaging qualities	Totally non-engaging qualities	Non-engaging qualities
Sensitivity Adult: Has a positive tone. Makes positive body gestures and eye contact. Is warm and demonstrates affection. Respects and values the child. Gives encouragement and praise. Empathises with child's needs and concerns. Listens and responds to the child. Encourages the child to trust.	Point 5	Point 4	Point 3	Point 2	Point 1	Sensitivity Adult: Has a negative tone. Is cold and distant. Puts the child down, does not respect the child. Criticises and rejects the child. Does not empathise with child's needs and concerns. Does not listen or respond to the child. Speaks to others about the child as if the child isn't there.
Stimulation Intervention: Has energy and life. Is pitched appropriately. Matches the child's interests and perceptions. Motivates the child. Is rich and has clarity. Stimulates dialogue, activity or thinking. Shares and enhances the child's activities. Can be non-verbal.						Stimulation Intervention: In a routine way. Lacks energy and enthusiasm. Does not motivate the child. Does not match child's interests and perceptions. Lacks richness and clarity. Is confusing. Is not pitched appropriately. Curtails dialogue, activity, thinking.
Autonomy Adult: Allows child to choose and supports this choice. Provides opportunities for experimentation. Encourages child-initiated ideas and responsibility. Respects the child's judgement of quality of finished product. Encourages the child to negotiate conflict and rules.						Autonomy Adult: Gives child no room for choice or for experimentation. Does not encourage child's ideas. Does not give the child responsibility. Does not allow child to judge quality of finished product. Is authoritarian and dominant. Rigidly enforces rules and boundaries, allows no negotiation.

