



EYFS

Assessment Policy

Date of ratification: November 2021

Date of next review: November 2024

Signed Headteacher: _____ Date:

Signed CoG: _____ Date:

Principles of Progress

‘Assessment is part of the learning journey. And as with most journeys, it helps to know where you’re going, why you want to go there and how you plan to get there. It’s also important to know where you are before you begin the journey!’ (Getting to Grips With Assessment, NFER 2012)

2.1 Assessment plays an important part in helping parents, carers and practitioners to recognise children’s progress, understand their needs and to plan activities and support. (Teacher Standards, Early Years, 2013, Section Assessment)

Teachers are accountable for ensuring children work towards the Early Learning Goals and achieve their highest potential.

2.1 Be accountable for children’s progress, attainment and outcomes

2.4 Lead and model effective strategies to develop and extend children’s learning and thinking, including sustained shared thinking

4.2 Plan balanced and flexible activities and educational programmes that take into account the stage of development, circumstances and interests of the children. (Teacher Standards, Early Years, 2013, Section 2 and 4)

What do we do?

It is vital that teachers spend the maximum time as possible with the children to consolidate and move their learning on further. Therefore paperwork related to assessment need to be kept to a necessary minimum to allow for quality interaction between the adult and the child.

2.2 Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. Paperwork should be limited to that which is absolutely necessary to promote the children’s successful learning and development. (Teacher Standards, Early Years, 2013, Section Assessment)

The EYFS team carry out formative assessment and summative assessments which then feed into the medium term and daily plans.

Formative Assessment:

- takes place during learning, allowing teachers and pupils to assess progress on the learning journey. It begins with diagnostic assessment, indicating what is already known and what gaps may exist in skills or knowledge. If a teacher and pupil understand what has been achieved to date, it is easier to plan the next steps.
- gives teachers, key people and early years practitioners some of the information they need to adjust the curriculum according to specific needs and interests. It also enables staff to identify possible SEND needs; referrals may be made to the SENDCo for further assessments, and/or appropriate interventions may be set up to support children's learning and development.
- takes place daily throughout the day and at the end of the day; further details on this are under 'Next steps in learning' outlined below (p 5).
- is a time of reflection and discussion for planning individualized learning for each child. Daily reflections are specific to each child. Often they are relevant only to that child. Sometimes the discussion will benefit other children too. So, daily reflection can influence overall plans, but that is not their primary purpose; the primary purpose of the daily reflections is to ensure that the team are taking into account individual fascinations and interest.

Summative assessment:

- sums up what a pupil has achieved at the end of a period of time, relative to the learning aims and the relevant national standards.
- is carried out at the end of the Autumn, Spring and Summer terms with additional monitoring carried out at the end of half term.
- includes the 'Early Years Outcomes' which are used alongside evidence gathered throughout the term. Discussions between the team, parents and key people allow for the creation of a holistic picture of where a child is 'at' in terms of their learning and development.

Baseline Assessment

- School baseline assessment happens on entry into Nursery and Reception (for statutory Reception baseline assessment, please see guidance from the DfE [here](#)).
- On entry into Nursery and Reception, children are assessed to ascertain children's starting points across the key learning areas. The Characteristics of Effective Learning are also observed (see the Characteristics of Effective Teaching and Learning outlined in the [Early Years Framework 2021](#)).
- Starting points are recorded and tracked using observation check points throughout the term.

Summary of Assessment Points

Prior to entry to Nursery

- Carry out a home visit (this can be arranged as an online meeting if needed).
- Visit settings and children
- Organise Stay and Play sessions -in house and with support from the local Children's Centre
- Use information from previous setting
- Consult with external professionals

Entry to Nursery

- Complete baseline assessment for each child to identify starting points using Development Matters 2021 for guidance.
- Screen children for speech and language support
- Consult with external professionals

Review progress three times per term

- Continue to assess using Development Matters 2021 for guidance and Birth to 5 Matters for additional support.
- Summarise for pupil progress meetings with the headteacher.

End of Nursery

- Continue to assess using Development Matters 2021 for guidance and Birth to 5 Matters for additional support.
- Pass assessment information on to Reception staff (including Pupil Progress notes).

Entry to Reception

- Review Nursery assessments and carry out baseline assessment for entry to Reception (please note that these are separate from the national statutory Reception baseline assessment. For guidance on the statutory Reception baseline assessment.)
- Carry out home visits if needed (particularly children new to the school). These can be arranged online if needed.
- Use information from previous setting (if applicable)
- Review progress throughout the term

Review progress at appropriate points during the term

- Use Development Matters 2021 for guidance and Birth to 5 Matters for additional support.
- Learning journals (Special Books, Tapestry)
- Use Key person monitoring sheets
- Use speech and language assessments and/or other intervention assessments
- Use learning environment e.g. working walls
- Use other annotated planning e.g. 'focus activity' comments sheets

End of Reception

- Calculate GLD
- Calculate APS
- Return EYFSP data to LA and DFE
- Hand over assessment information to KS1

How do we define 'Next Steps in Learning' in the Early Years at Kobi Nazrul?

'Next steps' in the Early Years at Kobi Nazrul may occur as:

Instant next steps (daily interactions)

- Constant
- Spontaneous
- From the moment the pupil steps in the door to the moment they leave
- Daily interactions with parent/carers
- So many that they cannot be recorded
- Often around sustained shared thinking.... Tell me more about.... Have you thought about what would happen if? How do you know.....? Imagine if.....?
- Building the bank of teacher knowledge which will inform planning, discussions and assessment judgements

End of day discussion next steps- professional dialogue informing next steps (observed from the day, pupil voice, and parent voice)

- What are we going to about it tomorrow? Development matters 'Themes and Principles'.
- "I've noticed this..... I have observed x doing this.... I think we should....."
- Not recorded as an assessment as it needs to be acted on instantly and significance is unclear at this moment in time (see learning journey next step)
- Noted on planning sheet

Curriculum/entitlement/weekly next steps (planning meeting)

- Referring to the Curriculum map
- What do the pupils know already? What do we need to teach them? What are their next steps? Considering groups of children and development ages and stages
- Instant next steps (above) and end of day professional dialogue will feed into this plan

Termly next steps

- Based on previous term's data
- Are there any areas of learning which are scoring below when compared to others and need focussing upon?
- Informs MTP and skills required to be taught to ensure pupils make accelerated progress
- Links with yearly curriculum/entitlement

Group next steps (personalised learning)

- Normally discussed in pupil progress meetings
- Discussion and advice from SLT on how to support groups of pupils to make progress- exceeding, summer born, new starters, pupil premium, girls/boys
- Monitored by middle leaders
- Informs daily/weekly/all planning
- May involve outside agencies with suggestions of next steps

Recorded next steps:

- On daily planning
- On daily record/assessment sheet
- Meeting notes, information share
- Learning journey written up after the next steps have been put in place to ensure a significant piece of learning for a pupil is recorded, encompassing as many skills as possible that the child has demonstrated

Long observations

So that long observations are purposeful and acted upon appropriately, they will be prompted by the following. They will not be timetabled as such; significant learning and spontaneity cannot be planned for!

- Wanting to know more about a child, a day in the life of....
- When 'involvement' and 'well-being' (Leuven) scales are low/high
- A pupil's actions or behaviour puzzles you
- Parents voice, noticing changes in behaviour or emotional wellbeing

Recording of long observation:

- Not always written up, an adult may observe a pupil which then feeds into the daily professional dialogue (see above)
- It may be written up as part of a learning journey (see above)
- Video recording
- Series of photographs that are accompanied by teacher/pupil/parent dialogue.

What makes a good learning journey?

- A series of events that show progress in learning, and where next steps have been given; the duration is undefined and can be as little as 5 minutes to as long as a whole term
- Significant learning - so what?
- Unique child, what's special about this learning journey for this individual child?
- Makes reference to the characteristics of learning
- Pupils voice, parents voice, school's voice
- Holistic development next steps as oppose to a next step for one area of learning
- Could appear in the special book

Next Steps in Learning through the Continuous Provision

The Nature of Continuous Provision

Continuous and Enhanced Provision is the access to resources where children have consistent access to materials, equipment and activities to enable them to learn.

Enhanced Provision

Strong emphasis is placed on our enhanced provision where we enrich and extend the pupils' learning through independent and child-led activities.

Resources are changed when needed, directed by both adults and pupils to assist with problem solving activities. Children are able to take the lead and risks to try things out in non-threatening situations. Children are given opportunities to revisit each area as they are enhanced and to revisit skills and concepts. They can take their time and to make connections when moving forward with their newly acquired skills.

Frequency of planning for the provision to support 'next steps'

The continuous provision is reviewed every after each assessment point to ensure the provision planned for caters for the **needs of the children and supports their development**.

For more on Continuous provision at Kobi Nazrul Primary School, please see our guidance on 'continuous provision in the Early Years'.