



Fradley Park
Primary & Nursery School

Early Years Foundation Stage
Assessment Procedure

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Vision & Aims

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. At Fradley Park Primary and Nursery School our Foundation Stage is for children from 3 to 5 years. Children can join us in Nursery from when they turn 3 years old and in Reception the September before they turn 5. In partnership with parents and carers we enable the children to begin the process of becoming active lifelong learners.

At Fradley Park Primary and Nursery School, we encourage all stakeholders to act with a sense of purpose and urgency when encouraging pupils to aim for excellence and achieve their full potential. This is reflected in our school belief, "What happens early, matters for a lifetime".

On assessment and feedback, the Education Endowment Foundation (EEF) states that, "Providing high-quality feedback to pupils is integral to effective teaching. Equally, gathering feedback on how well pupils have learned a topic is important in enabling teachers to address any misunderstanding and provide the right level of challenge in future lessons." This is a statement that resonates with our understanding of assessment and our practice at Fradley Park.

The aims of assessment:

At Fradley Park Primary and Nursery School we use assessment to ensure that our children make on-going progress and achieve to the very best of their ability. It is important to us that assessment is focused on improving children's achievement and progress, rather than it being used to just document attainment. Assessment provides a tool for communicating with and reporting to parents, gathering information and data for tracking children's progress, and giving feedback to teaching teams to inform the teaching and learning planning cycle.

Our aims are to ensure that:

- The starting point for assessment is the child, not a predetermined list of skills.
- Observations taken are of high quality, showing what a child can do (significant achievements) not what they can't do. The focus will be on high quality observations rather than quantity.
- There is consistency in assessment procedures throughout our school.
- Assessment supports our school's overall belief and intent.
- Assessments are used to inform teaching and learning.
- Feedback to students is constructive and useful.
- Parental contributions are sought, used, and valued as a central part of the assessment process.
- Parents are informed about their child's development against the Early Learning Goals and Characteristics of Effective Learning.

Assessment

Accurate assessment is essential to high-quality Early Years education and care. It plays an important part in helping the school to recognise children's progress, understand their needs, plan learning experiences and outcomes, and assess the need for support to ensure that all children reach their full potential. We begin our assessment process by getting to know the whole child and working in partnership with parents, using close observation in structured and incidental ways. We believe that a responsive pedagogy is needed to recognise what children know, understand, and can do.

In Nursery and Reception, 'Baseline Assessments' are completed within the first six weeks of the Autumn term. These assessments help to determine a baseline, or starting point, for their future learning and are

completed using the Government's baseline test. However, staff will also make their own wider judgements based on a range of observations of children during activities and play and in collaboration with families. Baseline assessments allow us to identify patterns of attainment and need within the cohort and plan, accordingly, adjusting and providing additional provision, for individual children as well as groups of children.

Reception children take part in the Reception Baseline Assessment (RBA) within the first six weeks of starting school. The Reception Baseline Assessment is a statutory assessment and provides a snapshot of where pupils are when they arrive at school. This will provide a starting point to measure the progress schools make with their pupils between Reception and the end of primary school. After completion of the Reception Baseline Assessment, EYFS practitioners will receive a series of short, narrative statements that tell them how pupils performed in the assessment. This information is shared with parents and is used these to inform our teaching approaches.

Throughout Nursery and Reception, the children's knowledge, understanding, skills and achievements are assessed and tracked using the checkpoints outlined in the new 'Development Matters in the Early Years Foundation Stage (EYFS)' document. However, our curriculum is more than a list of skills and knowledge to be achieved. As part of our daily practice, we observe and assess children's development and set next steps for individual children.

Observation and responding to children's thinking;

- informs our planning of experiences and opportunities
- impacts directly on how we create our environment
- dictates the strategies the adults use to extend learning (modelling, scaffolding, questioning, discussion)
- determines how we capitalise knowledge of children's interests to ensure high levels of engagement.

We record our observations in a variety of ways and all staff in our EYFS setting contribute to children's Learning Journals. Our assessment depends on us getting to know our children and, to this end, we gather information from a range of sources; observations of the children in play, in adult led activities, through discussions with parents and carers and through talking to the children. We keep written and photographic evidence to help us build up a picture of children's strengths and achievements and to help us to plan for children's next steps in learning. Every child has a 'Learning Journal' held on Tapestry in which we record our observations and keep samples of the children's work. Parents/carers receive a notification when an observation has been added to their child's Learning Journal and they can then view this observation and any related photographs/videos and assessments. Parents/carers are encouraged to add their own comments and to upload their own observations to share with us what their children can do at home.

Once a half-term, staff assess the pupils against half-termly 'On-track' statements generated in school. These statements are based on practitioner knowledge and experience of progress in Early Years, progression documents and the necessary skills required in the journey towards the Early Learning Goals. Any pupil who is not currently working at the expected level is offered additional interventions to support their progress and development.

In the final term of the Reception year, children will be assessed against the 17 Early Learning Goals (ELG) to ascertain if they have reached the expected levels of development, or if they have not reached the expected levels including whether they have reached a 'Good Level of Development' (GLD). Children are assessed against the Early Learning Goals (ELG) by the class teacher, alongside the wider teaching team, who uses the exemplification documents, and their knowledge of the children to make a 'best fit' judgement.

The children are assessed as achieving a 1 or 2 against each area of the EYFS curriculum:

2 = Expected ELG – meeting the expected level

1 = Emerging ELG – not yet meeting the expected level.

This profile data is the statutory data that is sent to the Local Authority and used to help school benchmark and identify improvements. Parents/carers will be given information of their child's achievements in a written report at the end of the Summer Term.

Whilst the Early Years Framework now stipulates schools do not need to assess children as 'Exceeding' the expectations set in the Learning Goals, at the end of Reception we will inform Key Stage One Staff and parents/carers of those children who have shown real depth and mastery in a particular area of the Early Years Curriculum.

Inclusion & SEND children

Fradley Park Primary and Nursery School is an inclusive school. The following information is complemented by our 'SEND Procedure'.

During children's time in Early Years, staff will use assessment to monitor children's development, progress, and achievements. On occasion it may become apparent that children have a specific barrier to progression/learning. Concerns will be shared with parents/carers and support will be undertaken by the teaching team with guidance from the SENDCo.

Transition

At Fradley Park Primary and Nursery School, we understand the importance of children in Early Years having a successful transition into Year 1. As a result, EYFS practitioners and Year 1 teachers will work together to ensure that a child's transition between EYFS and Year 1 is seamless.

Year 1 teachers will be involved in the Reception end of year assessment so that they understand the judgements made by EYFS practitioners and have a fully rounded picture of the attainment of each child to plan the Year 1 curriculum appropriately.

For further information surrounding transition, please see our EYFS Procedure.

Procedure Review

Relevant Contacts:

Jess Pearson: Assistant Headteacher and EYFS Lead

Chrissie Allen: Headteacher

A copy of this policy is available to all staff and parents and is published on the school website. This policy is reviewed every two years by the Local Governing Body (LGB).

Signature  Headteacher Date: 18.01.23

Signature  Chair of Governors Date: 18.01.23

The scheduled review date for this policy is **January 2025**.