



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 Nursery and Primary 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 Nursery and Primary School, we encourage all stakeholders to encourage our children to respect the rights of others, aspire for success, aim for excellence and achieve their full potential as a vision we can all live. This is reflected in our school mission statement “What happens early, matters for a lifetime”.

### The aims of assessment:

At Fradley Park Nursery and Primary School we use assessment to ensure that our children progress and achieve to the 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 means of reporting to parents, producing data for tracking children’s progress and providing feedback to teachers 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 vision.
- Assessments are used to inform teaching and learning.
- Feedback to students is constructive and useful.
- Parental contributions are 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 activities, and assess the need for support to ensure that all children reach their full potential. We begin our assessment process through getting to know each child, 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 baseline test; however, staff will also make their own judgements based on the adults’ observations of children during activities and play. Baseline assessments allow us to identify patterns of attainment within the cohort and to plan for individual children and 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, we will use 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 inform our planning of experiences and opportunities, how we create our environment for thinking, the strategies the adults use to extend learning (modelling, scaffolding, questioning, discussion) and 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 show us what their children are able to 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 to work 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 - 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 Nursery and Primary School is an inclusive school. The following information is complemented by our 'Inclusion and 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 our Inclusion Department. The Inclusion Department will offer support mechanisms that will compensate for barriers, and they may, if required, begin processes to ensure that children are identified and monitored before leaving the department and entering Key Stage 1.

## **Transition**

At Fradley Park Nursery and Primary 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 in order to plan the Year 1 curriculum.

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

## **Procedure Review**

This procedure is reviewed by the Early Years Lead, Governing Board and the Headteacher.

The scheduled review date for this policy is January 2026.