



# SHANKLEA PRIMARY SCHOOL

## EYFS Assessment Guidelines

| Policy Control Details     |                      |           |      |
|----------------------------|----------------------|-----------|------|
| Date policy approved:      | September 2018       |           |      |
| Prepared by:               | Helen Brown          | Signature | Date |
| Approved for issue by:     | Gareth Pearson       | Signature | Date |
| Review period:             | 1 year               |           |      |
| Review required by:        | September 2019       |           |      |
| Responsibility for review: | Curriculum Committee |           |      |

## **EYFS Assessment - Statement of Intent**

At the start of the year Parents of and Reception children are invited to an informal meeting where curriculum plans and baseline arrangements are shared with them. Individual meetings with families take place at least termly with ongoing dialogue and involvement wherever possible. There will be formal assessments, informal and formal observations taking place that will be recorded onto a child's individual and group records. All those who contribute to the welfare or education of the child are involved in the assessment process. Each child's progress is recorded and progress is shared through ongoing dialogue with parents and during 'opening evenings'. Parents who have children with specific needs meet once a term with the teacher and the school's SENCO to report on achievements and set new learning intentions. At the end of their time in Nursery parents will receive their child's Learning Journal and at the end of Reception, parents will receive a report linked to the Foundation Stage Profile and learning Journals. Learning journeys also act as an ongoing record for children and their families.

### **On entry baseline assessments**

These will be carried out within the first two weeks of children entering either Squirrels, Nursery or Reception classes. Evidence will be recorded on the school tracking system Target tracker. Half termly summary assessments, based on observational evidence for the specific areas of learning will then be recorded in order to judge progress.

### **Formative Assessment**

As the year progresses children are monitored on their development and progress in all areas of development. Examples of children's learning, showing their individual level and stage of development are built up throughout the year. Provision is made for these observations and assessments through experience and play. Progress is recorded by observing and assessing children either using hand written observations, staff notes or by use of IPODs, using the Tapestry program.

### **RWI assessments**

Half termly RWI assessments are carried out in order to target the right RWI support a child needs and which set of sounds they need to work with.

### **Summative data**

At the end of the year we will assess the Reception Class children against the EYFS Profile Early Learning Goals, stating whether they are EMERGING, EXPECTING or EXCEEDING.