



SHANKLEA EYFS

EYFS ASSESSMENT POLICY

Policy Control Details			
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Approved for issue by:	Dawn Nicholson	Signature	Date
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Assessment Policy Early Years Foundation Stage

Observational assessment provides on going information about children's learning and development and is used to inform our planning. It is based around children in action, in their self-chosen play as well as planned activities.

We use the online learning journals – Tapestry.

Our aims are to ensure that

- The starting point for assessment is the child, not a predetermined list of skills.
- Observations show what the child can do – significant achievements – not what they can't do.
- Staff observe as part of their daily routines.
- Children are observed in play and self chosen activities as well as planned adult directed activities.
- Observations are analysed to highlight achievements, needs for further support and planning for what next.
- Parent contributions are used and valued as a central part of the assessment process.
- Children are involved and encouraged to express their own views on their achievements.

Expected Standards for Foundation Stage are;

Squirrels

22-36 months = Inline with ARE (Age Related Expectations)

16 -26 months = Below ARE

Any other lower age band below = Significantly below ARE

Nursery

30-50 months = Inline with ARE (Age Related Expectations)

22-36 months = Below ARE

Any other lower age band below = Significantly below ARE

Reception

40-60 months = Inline with ARE (Age Related Expectations)

30-50 months = Below ARE

Any other lower age band below = Significantly below ARE

The effectiveness of our assessment system rests on the quality and significance of the observations and not the quantity. Over time observations are made in different learning contexts and at different times of the day to cover the breadth of learning opportunities.

What we observe

Observations are carried out when children are involved in different types of learning

experiences and activities both indoor and outdoor.

- Play and child-initiated activities.
- Practitioner led activities.
- Activities which have been planned, but which children will carry out independently for most of the time.

How we observe Participant observations

- When the adult is involved in play with children.
- When the adult is involved in planned practitioner led activities. Incidental Observations
- When you notice something significant that you are not involved in Conversations with children
- Informal conversations and discussions which are noted down.
- 'Interviewing' children about their own learning and interests.

Recording

- Photos of children carrying out a particular activity or involved in play alongside annotated notes describing the learning process.

Samples

- Drawings, independent emergent writing, photos of models, art work.

Planned focussed observations

- Where the observer deliberately stands back to observe and does not become involved.

During the observations we:-

- Write down in short, quick notes what is significant to the child's learning and development.
- Look out for the things we don't already know or anything new (significant achievement).
- Note of the date, time, area of learning and context (stand alone evidence).
- Note down the characteristics of effective learning in order to report on how that child learns.

After the observations we:-

- Decide what it tells us about the child's learning and development.
- Consider the next steps for that child and implications for future planning. Parent and family involvement

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.

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**.

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.

English Marking Policy – See whole school policy.

Maths marking policy – See whole school policy.