



Temple Herdewyke Primary School

Early Years Foundation Stage (EYFS) Assessment Policy

There are two types of assessment that feature in the EYFS

- Formative Assessment
- Summative Assessment

Formative Assessment

Practitioners try to capture children's progression through observation. Observational assessment provides on going information about children's learning and development and is used to inform our future planning. It is based around children in action, in their child initiated play as well as planned activities.

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

When observing children the practitioner will consider which characteristics of learning they are demonstrating. 'How the child is completing the activity as well as what they are doing'. Develop Matters statements will be used as a guide to benchmark and assess the children's observations against. However, we understand every child develops at their own rate and in their own way. Each child is an individual, the statements and their order will be seen as a guide.

Each child will have an individual learning journal which shows their learning and development through the record of observations. At the end of the year, Nursery learning journals will be passed onto the Reception teacher where their learning journey will continue

to be recorded. At the end of Reception, the learning journals will be sent home for the families to keep and reminisce.

Summative Assessment

Baseline

On entry baseline assessments will be carried out within the first six weeks of children entering either reception or nursery class. Reception class will use the Early Excellence Baseline (EExBA) to make a series of judgements about each child based on a clear set of assessment criteria. Nursery will use Development Matters as a guide to make a 'best fit' judgement. This will not disrupt settling in routines, instead as part of our everyday practice practitioners will build our knowledge of each child through observations, interactions and everyday activities.

At the end of each term the practitioners make a summative assessment. Every child is tracked and the Development Matters statements will be used as a guide to make a 'best fit' judgement for each child in all the areas of learning. If a child is **beginning** an age band they will have achieved approximately 25% of the statements in the band. If a child is **developing** they will have achieved at least 50% of the band. If a child is **secure** they will be achieving nearly 100% of the band but have not achieved enough in the following age band.

All summative assessments will be recorded on the schools OTRACK tracking system. This allows us to measure progress in each area of development so we can identify any children who may need additional support. At the end of the year, Reception parents will receive a report linked to the Foundation Stage Profile against the Early Learning Goals.

Two Year Check

The check is completed when reach the age of two and a half. This check is an assessment of the Prime Areas of the Early Years Curriculum (Physical Development, Communication and Language, Personal Social and Emotional Development). This statutory assessment is shared with parents and then will support the Health Visitors Development check.

Parent and Family Involvement

At the start of the year Parents of Nursery 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.

All those who contribute to the welfare and education of the child are involved in the assessment process. Parents are encouraged to participate in their child's assessment and

learning process by providing observations, evaluations and comments which will be included in their child's learning journal and reports. Parents will receive a report about their child's development and summative assessments at the end of each term.