



CHRIST CHURCH CE PRIMARY SCHOOL

AND THE CHILD GREW AND BECAME STRONG (LUKE 2:40)

EYFS Assessment Policy

Introduction

The purpose of this policy is to describe our assessment procedures in the Early Years Foundation Stage (EYFS). Assessment is an essential part of the learning and development of children in Early Years. Our accurate assessment depends on us getting to know our children very well and to this end we gather information from a range of sources including observations of the children engaged within child-led/independent learning as well as during adult-led activities. We also do this through discussions with parents and carers and by talking to the children.

We use the following key documents to underpin our practice in the Early Years:

- Statutory Framework for the Early Years Foundation Stage (DfE, 2017)
- Early Years Foundation Stage Profile handbook (updated yearly)
- Development Matters (Early Education, 2012)
- Early Years Outcomes (2013)

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Our school uses the LA's electronic system to record our data. Data is inputted into an excel document via 'Perspective' each term and is then analysed by teachers and senior leaders when a report comes back from the LA. This data then forms the basis for the cohort strategy meetings held each term. From these meetings teachers are given actions to work on with the children in their class.

1). Assessment Calendar

Baseline assessment

Within the first 4 weeks of Autumn 1 half term, an initial baseline assessment is made. The assessments are made in all of the prime and specific areas of learning. Each child has a tracker linked to Development Matters and each key person highlights the statements children have achieved. Key people within the EYFS then decide on a best fit level which is added to the LA tracking system. See 'How assessments are completed' and 'Expected levels in EYFS' for more information.

Assessment throughout the year

Each half term key people assess children against the broad phases of development. For most half terms we alternate between assessing all 17 aspects of learning one half term and assessing Reading, Writing, Number and SSM the next half term. We do this so we can identify children for Literacy and Maths interventions each half term. It also keeps us in line with the rest of the school who assess Literacy and Maths each half term. Teachers identify aspects of learning where attainment is particularly low at baseline. These aspects are then targeted through systematic precision teaching and interventions. The table below shows our timetable of assessments throughout the year.

2). Expected attainment and progress in EYFS

We use our school tracker which is linked to Development Matters to identify which level and which age band children are working at. Development Matters splits children's first five years into six broad phases of development which overlap.

Emerging: this is when the child has achieved approximately 20% of the statements within the broad phase of development. However a 'best-fit' judgement is used.

Working within: This is when the child has achieved approximately 50% of the statements within the broad phase of development. However a 'best-fit' judgement is used.

Secure: This is when the child has achieved approximately 90% of the statements within the broad phase of development. However a 'best-fit' judgement is used.

A 'best fit' model is used to determine children's levels each half term. Key people are aware that children develop at their own rates and in their own ways. Key people read the statements in each broad phase of development and then reflect on their knowledge of the child and any evidence they have from children's work, writing samples, observations, parental contributions etc. They then make a professional judgement about which age and stage best describes the child (best fit).

Reception expected attainment

On entering Reception children are 4 years old, so should be beginning to work within the Development Matters band for 40–60 months. Our school's expected level on entry to Reception is 30-50 months secure/ 40-60 months emerging. This means the children should have met all or most of the 30-50 months statements and also begun achieving some elements of 40-60 months (approximately 20%). Upon leaving Reception, most children will be 5 years old, so should have met the Early Learning Goal. The class teacher assesses each child against the 17 Early Learning Goals and comments on whether their development is either 'emerging', 'expected' or 'exceeding'. This information is reported to the Local Authority and to parents. Each teacher also completes a brief summary of the child's Characteristics of Effective Learning.

Expected attainment for each term

On Entry (50-61)		Autumn (52-63)		Spring (56-67)		End (58-69)	
0-11E	B	0-11 E	B	0-11E	B	0-11E	B
0-11W	B	0-11W	B	0-11W	B	0-11W	B
0-11S	B	0-11S	B	0-11S	B	0-11S	B
8-20E	B	8-20E	B	8-20E	B	8-20E	B
8-20W	B	8-20W	B	8-20W	B	8-20W	B
8-20S	B	8-20S	B	8-20S	B	8-20S	B
16-26E	B	16-26E	B	16-26E	B	16-26E	B
16-26W	B	16-26W	B	16-26W	B	16-26W	B
16-26S	B	16-26S	B	16-26S	B	16-26S	B
22-36E	B	22-36E	B	22-36E	B	22-36E	B
22-36W	B	22-36W	B	22-36W	B	22-36W	B
22-36S	B	22-36S	B	22-36S	B	22-36S	B
30-50E	B	30-50E	B	30-50E	B	30-50E	B
30-50W	B	30-50W	B	30-50W	B	30-50W	B
30-50S	M	30-50S	B	30-50S	B	30-50S	B
40-60E	E	40-60E	M	40-60E	B	40-60E	B
40-60W	E	40-60W	E	40-60W	M	40-60W	B
40-60S	A	40-60S	E	40-60S	E	40-60S	B
Wt ELG	A	Wt ELG	A	Wt ELG	E	Wt ELG	B
Bf ELG	A	Bf ELG	A	Bf ELG	A	Bf ELG	E
ELG S	A	ELG S	A	ELG S	A	ELG S	E
Wt Exceeding	A	Wt Exceeding	A	Wt Exceeding	A	Wt Exceeding	E
Bf Exceeding	A	Bf Exceeding	A	Bf Exceeding	A	Bf Exceeding	A
Exceeding S	A	Exceeding S	A	Exceeding S	A	Exceeding S	A

Expected progress in Early Years

We judge progress in terms of starting points and age-related expectations. The table below shows expected and better than expected progress in terms of the broad phases of development and our own school's steps.

Expected progress (1 year)	Better than expected progress (1 year)
5 steps	6 steps
e.g. Emer 40-60 mths – Secure ELG	e.g. Secure 30-50 mths – Secure ELG

3). How assessments are completed

Evidence from a range of sources is used to make judgements of children's levels including: written observations, photographs, videos, samples of work (e.g. purposeful writing samples) and information from parents. Key people also use their knowledge of children's abilities from their group lesson times and from interacting with them during continuous provision. If children have attended a previous setting key people will look through the information and use this to help inform their assessments

Observations

Key people use Seesaw to make observations of children using iPads which are used to create online learning journeys. The observations take place on an ongoing basis and key people often choose to focus on one aspect per week to ensure all children have sufficient observations for each area of learning. However this is dependent on the children and key people taking opportunities to observe significant learning experiences when they arise. Informal observations are made, while supporting independent learners, to note any significant achievements towards next steps and understanding. Children's language is recorded whenever possible as this gives insight into a child's thinking, understanding and language development. Adults identify learning objectives from the broad phases of development/ELGs that children have been working towards during each observation. They also identify the characteristics of effective learning. Some planned observations are also made from adult-led activities. These may be documented as a group activity observation.

4). Moderating assessment judgements in EYFS

Internal moderation:

We have a strong internal moderation process and key people meet regularly to ensure validity of assessments. Key people have formal opportunities to agree assessment judgements with others; in addition to daily informal conversations. During moderation meetings we discuss the development of an individual child, or group of children, in relation to the broad phases of development. The discussion also includes reference to the three Characteristics of Effective Learning (Playing and exploring – engagement, Active learning – motivation, Creating and thinking critically – thinking). The EYFS lead who is also a LA moderator will decide on a focus for the moderation meeting each half term and decide which children to moderate. We also moderate across year groups from Reception-Year 1.

Cluster/Consortia moderation:

Three times per year we have a cluster/consortia moderation meeting. We meet with the EYFS teachers from other schools to moderate one or two other identified areas of learning.

External moderation:

Local Authority moderation visits to school generally occur every 4 years and the data and evidence for 5 randomly selected children is moderated across all 17 areas of learning. If school don't receive a LA moderation visit then the Reception teacher attends a LA cluster moderation meeting where evidence for 3 children is moderated with practitioners from schools across the borough on the chosen areas for that year.

5). Parental engagement in observation and assessment procedures

We have an open door policy with parents/carers and they are invited to have informal discussions with key people every morning either at the EY entrance or inside school. Parents can also attend our fortnightly drop in session with the class teacher to discuss progress, concerns or if they need any help to support their child at home. We regularly keep parents informed of children's assessments in many ways including:

- Parents' evenings twice per year
- Termly progress reports sent out at the end of Autumn and Spring Term.
- End of year reports sent out during Summer term reporting on development levels & characteristics of effective learning
- Electronic observations sent daily to parents.

We value the contribution of parents and encourage them to share information on their child's learning and development through Seesaw our online learning journal, providing them with prompts of things to look out for on a weekly basis. Parents can also speak informally to their child's key person about this. Key people then use this information to inform assessments. The Reception teacher shares children's individual targets with parents each term and offers regular advice on how they can support their child at home.

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