



EYFS Assessment Policy

Updated: November 2024

INTENT

In the EYFS at Glade Hill Primary and Nursery School, we see both formative and summative assessment as a core part of how we:

- Check that individual children and groups of children (e.g. those who are identified as potentially vulnerable to underachieving) are making steady progress and, where they are not, to change and adapt planning and provision accordingly.
- Identify gaps in learning and ensure that provision and interventions match need and that next steps are pertinent and planned for.
- Ensure that children who have a special interest or strength in a particular area of learning, have that interest recognised, supported and developed.
- Communicate effectively with parents so that they are aware of their child's next steps and how they can support their child at home.

We aim for all assessment activity to be impactful and to take up the minimum amount of staff time and, with this in mind, any assessment work should not unduly take adults away from working with children.

IMPLEMENTATION

Overview

At Glade Hill Primary and Nursery School, we believe that high quality assessment in the early years is dependent on quality interactions and time spent together between practitioner and child so that adults can know and understand the children, their learning and their needs well.

We value the time that adults spend with the children and expect that it is primarily spent facilitating learning and teaching, not on amassing lots of evidence about what the children know or can do.

To support our assessments of the children, we value and rely upon detailed practitioner knowledge of the children alongside their understanding of typical early childhood development trajectories and the EYFS curriculum as we believe that these things in partnership underpin quality assessment.

Formative Assessments

- EYFS teachers will undertake formative assessments (documented or otherwise) in an ongoing way as part of their daily practice, in order to inform their planning for future sessions. This may be from session to session, day to day, week to week or from term to term. These may (not exclusively) take the form of:
 - Notes against planning
 - Notes taken in a taught or guided session recorded on a specific record sheet
 - Notes recorded on a board in the staff area
 - Practitioner knowledge and incidental observations (which may or may not be recorded)
 - Reading records
 - Phonics Assessments (see Phonics and Early Reading Policy)
 - Maths Assessments (play based focussed activities)

Summative Assessments

- EYFS Teachers will undertake summative assessments for each child, at intervals 3 times/year in addition to a baseline assessment, completed within four weeks of entry

to a year group (this may be extended in exceptional circumstances such as high levels of absence or for children with SEND).

- The timings of these assessments will be consistent with those undertaken across key stage 1 and 2 (see whole school Assessment Policy)/ consistent with the intervals of those undertaken across key stage 1 and 2 but considering the timing of the EYFS Profile
- In N1 and N2, summative assessments will involve the teacher making one judgement for each of the 17 areas but with a focus on the Prime areas.
- In F2, summative assessments will involve the teacher making one judgement for all 17 areas of learning but with a focus on the Specific areas.
- We will continue to make judgements for the prime areas of learning for any children in F2 who did not meet the age-related expectations in these areas at the end of N2.
- Assessment judgements in all year groups will be informed broadly by child development statements in *Development Matters* and *Birth to Five Matters*. These documents will not be used as a 'tick list' to check against but will be used to support a wider overview of where a typical child in a particular year group would be expected to be at different points in the year.
- Consideration will also be given to how old the child is as well as the year group which they are in.
- Assessment judgments will also refer to the EYFS curriculum and reflect how well children have grasped and retained planned and taught content.
- Assessment Judgements will be recorded on INSIGHT as follows, in relation to the child's year group:
 - Below (working below the expected level for their year group) - **Red**
 - Just below (working towards the expected level for their year group) - **Yellow**
 - On track (working at the expected level for their year group) - **Green**
- Where a child is operating Below in two or more areas, the teacher will look in more detail at these areas to determine what the key barriers to progress are and will plan to address specific next steps. This includes liaison with the Inclusion Leader and SENCO to identify whether or not there are any additional needs and whether a specific support plan, provision or intervention needs to be put in place. This may include referral to outside agencies for additional support, assessment or training.
- For any children who are operating at below, where details of their development needs unpicking, the teacher may undertake a more detailed assessment relating to the relevant area of learning, using relevant docs to support and inform future planning and provision e.g.
 - [Development Matters](#) (all areas)
 - [Birth to Five Matters](#) (all areas)
 - [B Squared](#) (for children with complex needs)
 - [AET Framework](#) (PSED and ASD / SEND)
 - [The Bell Foundation EYFS Assessment Framework](#) (for children using EAL)
 - [Universally Speaking](#) (C&L)
 - [NCETM EYFS Progression Frameworks](#) (Maths)
 - [Clements & Sarama Learning Trajectories](#) (Maths)
 - 'Understanding Physical Development in the Early Years' Anne O'Connor & Anna Daly (Physical)

Supporting Evidence

In addition to practitioner knowledge, we will also gather some additional documentary evidence to support summative judgements but only where that evidence:

- does not take lots of time to gather or collate
- can give us more detailed information about learning which has taken place
- can support practitioners to remember what they know or have observed
- can support sharing of knowledge across the team and between school and families

This additional information includes:

- **Individual learning journey folders for all F2 children:** This will help to check progress and identify gaps which need addressing (to be used for adult initiated activities). It also gives mark-making value. Independent and group time writing examples can be included in these books.
- **A teacher reading record file:** This will be used in inform reading planning, and will contain specific assessment notes for each child, completed whenever they are read with individually or as part of a group.
- **A teacher phonics record:** This will be used in inform phonics planning and will be carried out in accordance with the Phonics and Early Reading policy.
- **Displays:** Displays in EYFS will show the learning process which has been happening across learning areas over time and will include photos of the process, examples of what has been produced (if anything), adult comments about what learning has been happening and quotes from the children relating to what they have been doing and learning.
- **Photographic Observations stored on Tapestry:** These will be used to record a limited number of outcomes (using the 'remark only on the remarkable' principle) e.g. details of a process, recording practical outcomes such as den building / paintings etc.
Where this takes place, staff will use small sized devices to reduce intrusiveness / barriers between adults and children. Staff will not constantly have the devices in their hands i.e. they will be kept on a shelf in the room until they are needed. Devices can have 'siri' or equivalent on them to reduce the time spent inputting comments. Staff should tag only the child and the general area of learning. Any photos taken should also be used to support further learning and metacognition e.g. as prompts during C&L sessions to support the children with talking about and discussing the learning which has gone on, or to revisit key aspects of specific language.
- **Information shared by parents or carers:** This may be gathered digitally or manually but will be actively sought by staff.

Moderation and quality assuring summative assessment judgements

At Glade Hill Primary and Nursery School we are clear that, in order to be useful, our assessment data must be accurate. To ensure the integrity of any assessment data, we will undertake the following activities:

- Teachers will attend LA agreement trialling sessions at least annually.
- Teachers will have additional non-contact time, once per term (during the assessment period), in order to allow them to moderate their judgements with each other.
- Senior Leaders will include quality assurance of assessment judgments as part of their annual monitoring and evaluation schedule.
- Internal quality assurance of assessment judgments will include triangulation of the assessment judgements with:

- Practitioner knowledge and verbal descriptions of the children
- Observations of the children in their familiar setting
- Documentary Evidence (see above for examples)

Statutory Assessments

Teachers will undertake all statutory EYFS assessments, in accordance with DfE guidelines, including:

The Reception Baseline Assessment:

- This will be completed within 6 weeks of the child starting school, by a member of staff who has undertaken the relevant training and who knows the child well, in accordance with the guidance laid out in Annex B in The Statutory Framework for the EYFS.

The Early Years Foundation Stage Profile

- This will be completed for all children, in the final term of the year in which they reach age five, and no later than 30 June in that term.
- The EYFS Profile will reflect practitioners' own knowledge and professional judgement of a child and a copy will be provided to year one teachers and shared with parents and carers (including providing an opportunity for it to be discussed with the teacher who completed it).
- The EYFSP data will be submitted to the Local Authority as requested.

IMPACT

At Glade Hill Primary and Nursery School we acknowledge that assessment activity takes up teaching time and so we are committed to any activity being purposeful and impactful.

Assessment data will be analysed each term, in a range of ways by the Early Years Leader in order to provide the following information which will be used to support future medium- and long-term planning. It should help to identify or flag up:

- gaps, strengths or weaknesses in learning and development;
- gaps, strengths or weaknesses in the provision or curriculum;
- individual children or groups of children who are at risk of underachieving (key analysis should examine attainment and progress for groups of children according to gender, EAL, EYPP, SEND, and term of birth).

We expect that the analysis of the assessment data will make a difference to outcomes for children by:

- Informing responsive planning (short, medium and long term) so that teaching is more effective;
- Identifying gaps in provision, gaps in progress or areas of strength to build upon, so that these can then be examined in more detail, through pupil progress meetings discussions and future planning.