

Early Years Foundation Stage (EYFS) Assessment Policy



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March 2024

EARLY YEARS FOUNDATION STAGE ASSESSMENT POLICY

The Statutory EYS Framework 2021 has moved away from the collection of data and "instead, the focus is on careful curriculum design, depth of learning rather than coverage, and on...knowledge of each child." (Tapestry.info)

Within 6 weeks of the child starting Nursery or Reception, they will be given a 'baseline' assessment, focusing primarily on the three prime areas of learning. Reception children will complete the statutory NFER Baseline. Within these six weeks Reception children will also be screened using the Wellcomm Assessment materials to assess their language skills. From this, interventions can be implemented or referrals made to Speech & Language Therapy.

Expected Standards for Foundation Stage are;

Nursery

Children meeting most of the statements in our school EYFS Nursery Curriculum. These are matched to developmental standards for 4 year olds.

Reception

Statutory assessment point: Early Learning Goals

Children meeting all of the statements in our school EYFS Reception Curriculum. These are matched to developmental standards for 5 year olds.

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 written observations, staff notes, videos or photographs. Tapestry online Learning Journal is used to document the children's learning.

All EYFS staff will know that the adult's role, during Continuous Provision, in creating an effective environment and promoting a child's learning and development is to;

- **STOP** - take a moment to reflect on activities and children's involvement within the Continuous Provision.
- **OBSERVE**- stand back and watch what the child is doing.
- **UNDERSTAND**- recognize the child's intentions and what learning is taking place.
- **LISTEN**- take note of what the child is saying and the vocabulary they are using.
- **DECIDE**- Do you need to intervene? Are you going to extend the learning?

If so, can you introduce enhancements to extend that learning? How are you going to record the learning? (sticker, photograph, learning story)

We recognise that an effective environment will always take children's learning forward. We think of the 'enabling environment' as the fifth teacher and as such the team carefully plans the indoor and outdoor classroom areas and resources.

Tapestry Learning Journal

"**Tapestry** builds a very special record of a child's experiences, development and **learning** journey through their early years." (Tapestry.info) Flags enable the EYFS team to reference the areas of learning evident when observing children and allow them to make assessments against the Characteristics of Effective Learning.

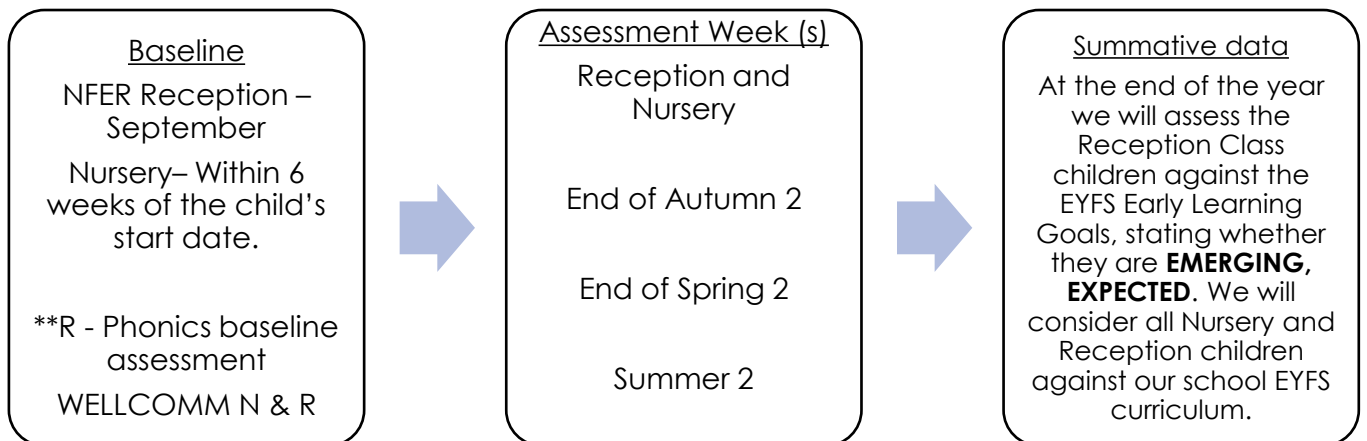
Tapestry Reflections

"Tapestry Reflections are designed to facilitate and support your reflective practice. It provides a place to gather your thoughts and actions, for staff to connect and have conversations, to evidence your reflective journey and staff professional development, and to celebrate and build on the positives in your setting. Together, your reflections will contribute to improving the outcomes for your children and their families." (Tapestry.info) This is a feature that we are introducing in 2024-2025.

Areas of concern

"Our 'Areas of Concern' section allows you to easily refer to observations you've made for each child in each Area of Learning and record whether you have any concerns about their development and the provision you have put in place for them. This will help you to pick out the areas of your curriculum you need to give some more thought to and highlight which children might need a little more support from staff. You can also reflect on the children's progress and record any thoughts or questions you have." (Tapestry.info) This is a feature that we are also introducing in 2024-2025. This will be particularly useful for identifying a child's next steps.

Assessment Cycle



** NB Phonics will be assessed every half term for Reception children.

Parents

We greatly value parents input as to what they know their child can do at home. The Parent's voice is vital and valued by our staff when assessing the children. Parents are encouraged to contribute to their child's learning journey via homework comments, reading record books, home learning stories uploaded to Tapestry, Twitter and by completing parent reflection forms.

We have 2 formal Parents Evening's (Pupil Performance Review Day) in the Autumn and summer term. Parents are also able to view their child's Learning Journey at anytime via Tapestry.

School reports are given out at the end of the year and parents are given the opportunity to discuss them with the teachers.

MONITORING and REVIEW

It is the responsibility of the EYFS staff to follow this policy.

Monitoring and review takes place on a regular basis in accordance with the School Monitoring Cycle.

There is a named Governor who has responsibility for the EYFS. The governor will discuss EYFS practice with the senior management team termly and provide feedback to the whole governing body, raising any issues that require discussion.

The Senior Management Team, EYFS Leader and other school leaders will carry out monitoring on the EYFS. We have good links with other EYFS settings in the Borough where moderation takes place and best practice is shared.

Kerri McIntosh EYFS Lead

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