



Mayville High school Foundation Stage Policy on Assessment

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support.

Record of Achievement

At Mayville we use **on-going assessment** through a range of **observations** to understand the characteristics of learning, interests and the stage each child is at in order to plan for progression.

Our observations are recorded in the learning journey which provides a record of learning through photographs, observations and samples of children's' work.

Where possible learning journeys are completed with the children so that they can be involved in their record of learning and reflect on the progress they have made. Parents and/or carers are invited to view the learning journey as often as they wish.

We also track learning according to the Early Years Outcomes in order to monitor achievement and to identify any child who is not meeting age appropriate expectations so that early intervention can be put in place to support their learning needs.

Reporting to Parents

Parents receive a written report at the end of the Autumn Term and Summer Term which details the child's stage of learning and development in the Foundation Stage curriculum and the next step in learning. We have a parents evening in the Autumn Term and Spring Term for all children in the Foundation Stage.

Progress check at age two

When a child is aged between two and three, practitioners review their progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas which identifies the child's strengths, and any areas where the child's progress is still emerging. If there are significant emerging concerns, or an identified special educational need or disability, practitioners will develop a targeted plan to support the child's future learning and development involving parents and/or carers and other professionals as appropriate.

Parents/ carers are invited to share information from the progress check with other relevant professionals.

It is our policy to always gain the consent of parents and/or carers to share information directly with other relevant professionals.

Tracking Progress

Progress and achievement in reading, writing and Mathematics is recorded on the school tracking system in order to monitor on going progress.

Assessment at the end of the EYFS – the Early Years Foundation Stage Profile (EYFSP)

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile is completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels, and their readiness for Year 1. The Profile reflects: ongoing observation; all relevant records held by the setting; discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development is assessed against the early learning goals and teachers indicate whether children are meeting expected levels of development, exceeding expected levels, or not yet reaching expected levels ('emerging').

Transition to Upper 1

Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning (see paragraph 1.10). It is our policy to discuss the progress and attainment of all children moving up together with information about each child's stage of development and learning needs to assist with the planning of activities in Year 1.

We share the results of the Profile with parents and/or carers, and explain to them when and how they can discuss the Profile with the teachers who completed it. For children attending more than one setting, the Profile is completed by the school where the child spends most time. If a child moves to a new school during the academic year, we will send the assessment of the child's level of development against the early learning goals to the relevant school within 15 days of receiving a request. If a child moves during the summer term, we will agree who is best placed to complete the Profile.

Children with Special Needs or Disabilities

The Profile is completed for all children, including any with special educational needs or disabilities. Reasonable adjustments to the assessment process for children with special educational needs and disabilities will be made as appropriate. We will consider whether we need to seek specialist assistance to help with this. Children will have differing levels of skills and abilities across the Profile and it is important that there is a full assessment of all areas of their development, to inform plans for future activities and to identify any additional support needs.

All Lower 1 children are screened during Lower 1 using the DEST test to identify any potential learning difficulties so that an Individual Education Plan can be implemented if appropriate.

Information to be provided to the local authority

The EYFS Profile results are sent to the local authority in the given timeframe and we are happy to participate in local authority moderation to observe the completion of the EYFS Profile, and to examine and take copies of documents and other articles relating to the Profile and assessments We take part in all reasonable moderation activities specified by their local authority and provide the local authority with such information relating to the EYFS Profile and assessment as they may reasonably request.

A Prismall April 2015

Reviewed April 2016

Reviewed April 2017

Reviewed April 2018

Reviewed April 2019