



MAYVILLE
HIGH SCHOOL
Founded in 1897

Early Years Foundation Stage

Assessment Policy

We recognise that observation and assessment plays an important part in helping parents, carers and practitioners to know the child well, measure children's progress, understand their needs and interests, and to plan activities and support learning.

Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children's levels of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. In our interactions with children, we observe children's progress and make observations that we share with parents and carers through Tapestry.

When assessing whether an individual child is at the expected level of development we draw on our knowledge of the child and form a professional judgement. Evidence may be with a photograph, observation or sample of work and linked to a judgement on the EYFS curriculum. Our chosen curriculum guidance is Development Matters (Sep 2023)

Parents and/or carers are kept up-to-date with their child's progress through Tapestry and through progress meetings and reports. All children are assessed termly to determine if there are any areas of learning that require additional teaching or any interventions that need to be put in place for individual children. In the event that a child is not making expected progress the key person and/or Nursery Manager will meet with parents to discuss how the child is progressing at home and to gain a greater understanding of the child. This also gives the opportunity for parents to discuss any concerns. A plan will be put in place, with parents to support the child's learning and development and if required referrals may be made to outside agencies such as Speech and Language. Progress will be regularly reviewed with the key person and/or SENCO.

Children's learning journeys, progress and next steps are shared with Year 1 colleagues together with transition visits and meetings to talk about each child's learning and development, to support a successful transition to key stage 1.

Progress check at age two

When a child is aged between two and three, and has settled into Nursery, we review their progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas. This is completed in partnership with parents with a meeting with the child's Key person to talk about each child's development. The progress check identifies the child's strengths, and any areas where the child's progress is less than expected. We will also discuss with parents and/or carers how the summary of development can be used to support learning at home.

If there are significant emerging concerns, or an identified special educational need or disability, we will develop an Individual Education Plan (IEP) to support the child's future learning and development involving parents and/or carers and other professionals (for example, the provider's Special Educational Needs Co-ordinator (SENCO) or health professionals) as appropriate.

The summary will highlight areas in which a child is progressing well; areas in which some additional support might be needed; and focus particularly on any areas where there is a concern that a child may have a developmental delay. It will also describe the activities and strategies we intend to adopt to address any issues or concerns. This will be regularly reviewed with parents and carers.

(If a child moves settings between the ages of two and three the progress check we would discuss the child's progress and the summary would usually be undertaken by the setting where the child has spent most time.)

We encourage parents and/or carers to share information from the progress check with other relevant professionals, including their health visitor and the staff of any new provision the child may transfer to. Where possible, the progress check and the Healthy Child Programme health and development review at age two (when health visitors gather information on a child's health and development) should inform each other and support integrated working. This will allow health and education professionals to identify strengths as well as any developmental delay and any particular support from which they think the child/family might benefit. We understand that we must have the consent of parents and/or carers to share information directly with other relevant professionals.

Assessment at the start of the reception year – Reception Baseline Assessment

Children in Reception (Lower 1) will be informally assessed through observations and small tasks undertaken in a play situation during the first six weeks. Assessments are an important part of shaping planning and teaching and following the baseline assessment teachers will assess any need for additional support to ensure there are no gaps in learning and/or the need for additional teaching in specific areas of learning.

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 attainment against expected levels, and their readiness for year 1. The Profile will reflect practitioners' own knowledge and professional judgement of a child to inform 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 will be assessed against the early learning goals. Practitioners will indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). This is the EYFS Profile.

Year 1 teachers will be given a copy of the Profile report together with a commentary on the three key characteristics of effective teaching and learning outlining each child's stage of development and learning needs to assist with the planning of activities in year 1.

The results of the Profile will be shared with parents and/or carers together with an opportunity to discuss the Profile with the teacher who completed it. If a child attends more than one setting, the Profile will be 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 our 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 discuss who is best placed to complete the Profile.

The Profile will be completed for all children, including those with special educational needs or disabilities (SEND). Reasonable adjustments to the assessment process for children with SEND will be made as appropriate. We will seek specialist assistance if appropriate.

We recognise that children will have differing levels of knowledge, 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.

Information to be provided to the local authority

We will report EYFS Profile results to the local authority upon request and understand that local authorities are under a duty to return this data to the relevant Government department.