

Kincraig Primary School and Nursery



Early Years Foundation Stage Assessment Policy



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Rationale:

In the EYFS Statutory Framework 2021 it states:

“ 2.1 - 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. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children’s level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should respond to their own day-to-day observations about children’s progress and observations that parents and carers share.”

At Kinraig Primary School and Nursery our assessments within the Early Years Foundation Stage (EYFS) are based on our accumulating observations overtime, discussions held and knowledge of the whole child. Through adult interaction, practitioners will observe closely what the children can do and draw upon these observations and discussions to form the basis of their assessments; supporting their next steps in planning, ensuring the development of a child’s knowledge and understanding and enabling them to make a professional judgement on the expected level of attainment. Assessments should not entail prolonged breaks from interaction with the children, nor require excessive paperwork.

Parental Involvement:

Parents and/or carers are encouraged to be involved with their child’s development as much as possible and asked to share achievements and experiences they have done at home. Parents and/or carers are invited into setting to work with their child and join in with special events. Parents and/or carers are kept up-to-date with their child’s progress and development, through the use of Seesaw (online platform) discussions with practitioners and progress checks and reports. If a practitioner/teacher has any concerns in regards to a child’s learning and development needs, discussions will be held with the parents and upon consent any other relevant professionals.

Children’s Involvement:

Children’s opinions on their learning will be sought at Kinraig and their ideas and interests incorporated into the planning and delivery of the Early Years Curriculum. The information will be gathered through talking informally with the children during everyday activities and be recorded in the form of personalised planned activities within continuous provision. Taking a child’s interest at the current point and planning a route forward with support and extend a child’s learning.

Collating and Storing Evidence/Assessment Data:

- We use an electronic recording system devised by ITRACK to update progression, track achievements at 3 points throughout the academic year (Nov, Mar and July), and make a judgement on the child's progress.
- Photographic evidence of children participating in activities and accessing the curriculum, observations made by teachers/practitioners and discussions are uploaded onto a online platform called SEESAW. Parents have access to this resource and their own child's account and can communicate with the setting. All photographs/evidence is recorded on a school device only.
- Children have their own learning journey/record of achievement file that will be passed throughout the nursery and onto the Reception class. This will include a hard copy of their assessment data.
- If a child is to leave/move away from the setting before completion of the EYFS, the record of achievement file is passed to the parent and/or carer and a summary of their achievement is forwarded to the new setting in the transition.

Progress Check – 2 Years Old:

"2.4. When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas. This progress check must identify the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan 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." Statutory Framework 2021

During the term after the child's second birthday, Kincaig Primary School and Nursery will carry out a 2-Year-Old Check. This will identify the children's strengths or any areas of concern within the 3 Prime Areas and a report will be written. A discussion will be held between parents and carers and if needed other professionals in order to support a child's development and identify how parents can help at home and any referrals that need to be made. Once completed the 2 Year Progress check is signed by staff and parents and a copy is sent to the Health Visitor, Parent and a copy remains on file.

Reception Base Line Assessment (RBA)

"2.7. The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception."

On entry to Reception, each child will carry out a short online assessment with either the class teacher or a familiar adult. This assessment will assess a child in early mathematics, literacy, communication, and language to form the starting point for cohort-level school progress measures.

Early Years Foundation Stage Profile (EYFSP)

The EYFS Profile is an assessment which provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge and understanding and their attainment against the

expected levels; assessing a child’s readiness for Year 1. The profile reflects a practitioner/teachers’ own knowledge and professional judgement of a child, alongside contributions from parents and carers, other adults who have worked with the child and other professionals. Each child’s level of development must be assessed and recorded against the Early Learning Goals (ELGs) and practitioners/teachers must identify whether a child is meeting the expected levels of development, or if they are not yet reaching expected levels (‘emerging’). The EYFSP must be completed for each child, including those with Special Educational Needs, in the last term (before June 30th) of their Reception year. Once completed a copy must be sent to the parents/carers and then a copy must be provided for the Year 1 teacher. Parents and Carers will have the opportunity to discuss the EYFSP in more detail if they should choose to and Reception and Year 1 teachers will hold a transition meeting to share and pass on information.

Once all EYFSP are completed, the data will be submitted to the Local Authority and then returned to the Department for Education (DFE)

Moderation

Moderation between EYFS staff will take place regularly in order to ensure a consistency in judgements made. Staff will work collaboratively as a team and also alongside other EYFS practitioners from other settings. Opportunities to plan and support each other will also be given and opportunities for CPD to support their knowledge and understanding of the framework and assessment.

Transitions

Using the assessment, ongoing dialogue between practitioners and year 1 teachers will take place to support a successful transition to key stage 1. Copies of the final EYFSP will be shared and teachers will have the opportunities to work with the Reception children before they make the transition to Year 1.

Policy last updated 01/09/2021 The EYFS Assessment Policy will be reviewed and modified on a regular basis at least every two years or when legislation makes this necessary. It is possible to add amendments to this document prior to a review and these will be incorporated into the next issue. To add comments please complete the information on this sheet adding the date and signing where indicated.
 Name of person responsible for policy – Miss Lucy Cross

Policy adopted by the Governing Body –

Signed: _____

| Date | Proposed Amendment | Signed |
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