

EYFS DEPARTMENT

EYFS Assessment Policy

This Policy applies to the Early Years Department and is published to staff and parents.

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This review: July 2020

Next review date: July 2021

General Welfare Requirement: Organisation

Providers must plan and organise their systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs.

Statement of Intent

The aim of this policy is to ensure that every child fulfils their potential; in order to achieve this it is vital that practitioners have, at all times, a clear understanding of each child's starting point in Early Years and an ongoing awareness of the next steps in order to progress socially, emotionally and academically.

Good assessment will inform teachers' planning in order to meet the needs of all children and will enable practitioners to evaluate the effectiveness of teaching and learning. It informs parents, carers and children about their performance and provides information about children who move on from Longridge Towers School.

EYFS key themes and commitments

| A Unique Child | Positive Relationships | Enabling Environments | Learning and Development |
|---|---|---|--|
| 1.1 Child development 1.2 Inclusive practice 1.4 Health and wellbeing | 2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person | 3.1 Observation, assessment and planning 3.2 Supporting every child 3.3 The learning environment 3.4 The wider context | 4.1 Play and exploration 4.2 Active learning 4.3 Creativity and critical thinking 4.4 Areas of learning and development |

As each child enters the EYFS we use our professional judgement to assess the age band children are working 'within' across the areas of learning.

Within 6 weeks of the child starting they will be given a 'baseline' assessment.

Expected Standards for Foundation Stage are;

Foundation 1

30-50 months = Inline with ARE (Age Related Expectations)

2-36 months = Below ARE

Any other lower age band below = Significantly below ARE

Foundation 2

40-60 months = Inline with ARE (Age Related Expectations)

30-50 months = Below ARE

Any other lower age band below = Significantly below ARE

Formative Assessment

As the year progresses children are monitored on their 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 and evidenced in individual Learning Journeys and recorded on the department's iTrack computerised tracking tool. Provision is made for these observations and assessments through experience, play and focussed activities. Progress is recorded by observing and assessing children and using the developmental steps.

Assessment Cycle

Baseline - Within six weeks of the child joining the setting.

Termly – progress against the Developmental Bands for each area of learning.

Summative Data

At the end of Foundation 2 the children will be assessed against the EYFS Profile Early Learning Goals stating whether they are at the emerging, expected or exceeding level.

In addition, there will be a written commentary for each child about how they learn in relation to the Characteristics of Effective Learning.

Any child exceeding the level expected in any area of learning will immediately begin to work towards Year 1 objectives from the National Curriculum.

Throughout the assessment process we acknowledge the importance of working in partnership with parents. Parents / carers are encouraged to contribute to their child's Learning Journey and home/school diary.

Reporting to Parents

- Settling in Report – issued after completion of the first half term for all children joining the setting if parents cannot attend the October Parents Evening;
- Characteristics of Learning reports at October half term;
- Michaelmas term – parents’ evening;
- End of Michaelmas Term – interim report to parents;
- Characteristics of Learning reports at February half term;
- Lent term – parents’ evening;
- End of Lent term – interim report to parents;
- June – parental meetings for F2 parents (upon completion of the EYFS Profile);
- During the Summer term – full written report to parents.

Whilst we meet formally with parents and carers throughout the year, we operate an ‘open door policy’ and are happy to discuss the progress of each child with parents at any time.

Transition to Year 1

At Longridge Towers, the Year 1 teacher is actively involved with both the internal and external moderation of the EYFS Profile. We aim to provide a smooth transition into Year 1 for all of our pupils and will provide detailed transition documentation for any pupils who leave Longridge to start Year 1 at another school.

Monitoring and Review

It is the responsibility of EYFS staff to implement this policy. It will be reviewed by the Early Years Class Teacher, Deputy Head and the Head of the Junior Department annually.