

**Wye Forest Federation**

**St.Briavels and Redbrook Primary Schools**

Approved Full Governing Body:

Review period: Every 1 year

Signed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Executive Headteacher)

Signed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(Chair of Governors WFF)

Date of Review: September 2020\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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 EYFS ASSESSMENT POLICY

**STIVING TO BE THE BEST WE CAN BE**

**READY, RESPECT, SAFE**

**EYFS Assessment Policy 2018**

Observational assessment provides on going information about children’s learning and development and is used to inform our planning. It is based around children in action, in their self-chosen play as well as planned activities.

**Our aims are to ensure that learning is:**

• The starting point for assessment is the child, not a predetermined list of skills.

 • Observations show what the child can do – significant achievements – not what they can’t do.

 • Staff observe as part of their daily routines.

• Children are observed in play and self-chosen activities as well as planned adult directed activities.

 • Observations are analysed to highlight achievements, needs for further support and planning for what next.

 • Parent contributions are used and valued as a central part of the assessment process.

 • Children are involved and encouraged to express their own views on their achievements

The effectiveness of our assessment system rests on the quality and significance of the observations and not the quantity. Over time, observations are made in different learning contexts; and at different times of the day to cover the breadth of learning opportunities.

**What we observe**

Observations are carried out when children are involved in different types of learning experiences and activities both indoor and outdoor.

• Play and child-initiated activities.

 • Practitioner led activities.

• Activities which have been planned, but which children will carry out independently for most of the time.

**How we observe**

* When the adult is involved in play with children. In the moment ‘teaching opportunities’ and next steps. The adult as a facilitator
* When the adult is involved in planned practitioner led activities.
* Incidental Observations
* When you notice something significant that you are not involved in
* Recording conversations with children
* Informal conversations and discussions which are noted down.
* ‘Interviewing’ children about their own learning and interests.
* Photos of children carrying out a particular activity or involved in play alongside annotated notes describing the learning process.
* Samples e.g. Drawings, independent emergent writing, photos of models, art work.
* Planned focused observations Where the observer deliberately stands back to observe and does not become involved.

**During the observations we:-**

* Write down in short, quick notes what is significant to the child’s learning and development.
* Look out for the things we don’t already know or anything new (significant achievement).
* Note of the date, time, area of learning and context (stand alone evidence).

This is mainly recorded on the Online Learning Journey called Tapestry.

**After the observations we:-**

* Decide what it tells us about the child’s learning and development.
* Consider the next steps for that child and implications for future planning. This can be done in the ‘moment’ and recorded after if the practitioner feels this is appropriate.

**Parent and family involvement**

At the start of the year parents of Sunflowers (Playgroup) and Reception (Bluebell) children are invited to an informal meeting where curriculum plans and baseline arrangements are shared with them. Individual meetings with families take place at least termly with ongoing dialogue and involvement wherever possible.

Formal assessments, informal and formal observations take place which are recorded onto a child’s individual and group records. All those who contribute to the welfare or education of the child are involved in the assessment process.

 Each child’s progress is recorded onto the online learning journey ‘Tapestry’ and insight. Progress is shared through ongoing dialogue with parents, focus child parent meetings and during ‘open/parents evenings’.

Parents who have children with specific needs meet once a term with the teacher and the school’s SENCO to report on achievements and set new learning intentions. At the end of their time in Sunflowers (St Briavels), parents will receive their child’s transition record and learning journey. At the end of Reception, parents will receive a report linked to the Foundation Stage Profile. The information will provide parents with their child’s Early Learning Goal outcome. Children will be recorded as emerging, expected or exceeding the ELG.

**The Two year old check**

In the case of children who are attending more than one setting, the progress check would normally be carried out by the child’s key person at the setting where the child spends the greatest amount of time each week. The ‘two year old check’ is reported to parents by their key worker.

The Early Years Foundation Stage (EYFS) requires that parents and carers must be supplied with a short written summary of their child’s development in the three prime learning and development areas of the EYFS: Personal, Social and Emotional Development; Physical Development; and Communication and Language; when the child is aged between 24-36 months.

The aims of the progress check are to:

• enable parents to understand the child’s needs and, with support from practitioners, enhance development at home;

 • review a child’s development in the three prime areas of the EYFS;

• ensure that parents have a clear picture of their child’s development;

 • enable practitioners to understand the child’s needs and plan activities to meet them in the setting;

• note areas where a child is progressing well and identify any areas where progress is less than expected; and

• describe actions the provider intends to take to address any developmental concerns (including working with other professionals where appropriate).

**The two year old check report (Sunflowers only)**

A description of a child’s progress is outlined based on observations of where a child is judged to be in their development at a particular point in time. The Child’s practitioner assesses the stage of development, based on a best-fit model, referring to the statements in Development Matters. The child’s particular interests are noted and next steps for learning are identified. The assessments are based on the practitioner’s knowledge of the child, in partnership with parents, and parents are invited and encouraged to contribute their observations and thoughts.

**On entry baseline assessments**

Within the first two weeks of children entering Sunflowers an initial assessment takes place. Where children attend sessions and might not be full time this can take up to four weeks to fully complete. During the reception year at St Briavels and Redbrook baseline assessments are completed within the first two weeks. Evidence is recorded on the school tracking system INSIGHT.

Termly summary assessments, based on observational evidence for the specific areas of learning are recorded in order to judge progress.

**Moderation**

Moderation is a valued and important part of the assessment process. Each term Sunflowers and Bluebell Class staff moderate. The moderation cycle includes school staff, federation staff, external moderation (every 2/3 years) and cluster moderation each term. A moderation plan is set out at the beginning of every academic year.

**Focus Child**

Focus child is a wonderful way to increase partnerships with parents and increase practitioner knowledge of the child’s interests and next steps. Most children take part in the focus child system three times a year.

Sunflower class chose children who will be the ‘focus children’ of the week.  These children are given a form to take home to complete – asking about current interests of the child, any special events in the family and any questions parents may have. Families are asked to take photos and write about their child.

**End of the Early Years Foundation Stage**

Children develop and progress at different rates and there is no definite ‘norm’ for your child’s achievement at the end of the Early Years Foundation Stage. However, we have high expectations and there are a set of national expectations for children which allow you to gauge your child’s achievement in relation to children of a similar age.

 A ‘good level of development’ (GLD) is judged as any child who is at the ‘expected level’ in all the Prime Areas of Learning as well as the Specific Areas of Literacy and Mathematics. These Judgements are shared with parents and the year one teacher.

The child’s end of year report will contain the child’s scores in each area of learning. This will be judged as ‘emerging’ into the early learning goal, ‘expected’ in the early learning goal or ‘emerging’ into the early learning goal. .