



St Mark's Catholic Primary School



A Community of Faith and Learning

2019-20 EYFS Assessment Policy

Intent

The purpose of this policy is to outline the assessment procedures in Early Years Foundation Stage (EYFS) at St. Mark's. Assessment is an integral part of the learning and development of children. Accurate assessment relies upon staff getting to know the children in their care very well. It involves members of staff observing pupils to determine their level of achievement, progress made, interests and learning styles. This enables the class teacher(s) to shape learning experiences for each child.

Implementation

Summer Term Prior to Admission

A member of the EYFS team visits pupils at their Nursery or preschool setting in the term prior to admission. We aim to meet the key worker for every child and complete a short assessment form based on this discussion. Parents and carers are given the opportunity to attend a 'New Intake Meeting' to discuss school routines and meet teachers and support staff. Children are invited into school for taster sessions with and without their parents to aid the transition process.

Assessment throughout the year

On entry assessment

At the beginning of the Autumn term we hold 'A Meet the Teacher' to welcome parents/carers into school to introduce the Early Years Foundation Stage (EYFS) curriculum. NFER Reception Baseline assessment (RBA) will be completed within the first six weeks of Autumn term 2019 as part of a pilot scheme. This will be a statutory requirement from September 2020.

Information for 'on entry' assessment is gathered through observation, working with pupils and discussion with children. These judgements are then plotted on an attainment chart to show the age band that pupils are working within when they enter school.

This information is analysed; it is used to inform staff as to which pupils are on course to make expected progress, those who may be above the expected level on admission and those who may need to be monitored or require additional support.

How assessments are completed

Judgements are made throughout the year in The Prime Areas: Personal, Social and Emotional Development, Communication and Language and Physical Development. They are also made in The Specific Areas: Literacy, Mathematics, Understanding the World and Expressive Art and Design.

Evidence from a range of sources is used to inform judgements about the levels that pupils have reached and the progress that they have made. The evidence used includes: children's English, Maths and R.E. books, child-initiated/independent paper-based samples from the different areas of learning, observations by the teacher(s) and Learning Support Assistants, photographs, photocopies of white boards, parental contributions and so on. Paper-based evidence is stored in a 'Learning Journey' folder for each pupil.

All of the evidence is used to determine a 'best fit' level of attainment for each individual.



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Observations

Observations are continually taken. All members of staff observe significant learning experiences as and when they arise. EYFS staff currently use Tapestry to make observations of children on iPads. They are used to create an online Learning Journey. Some planned observations are also made as a result of adult-led activities. These may be documented as a group activity observation. Observations are also handwritten and added to each pupil's paper-based Learning Journey. Next steps are usually shared verbally 'in the moment' to develop understanding of a specific concept. Dialogue is often recorded, as this gives an insight into a child's thinking, understanding and language development.

Parental engagement in assessment procedures

We operate an open-door policy with parents and carers. The contribution of parents and carers helps to build up a bigger picture of each individual, therefore enabling teachers to make wider assessments. Parents and carers often share information about their child's learning and development during informal conversations in addition to formal parent consultation evenings. Parents are encouraged to share their child's achievements by sending in pictures, photographs, paper-based pictures/writing and so on, certificates, medals and the like. The class teacher(s) also share targets with parents for their child. Parents and carers are encouraged to view and add to their child's Learning Journey by accessing Tapestry.

Pupil progress and expected attainment

On entering Reception pupils are four years old. Broadly speaking, most children should be beginning to work within the Development Matters band for 40–60 months. This means that the majority of pupils will have met some or most of the 30-50 months statements.

At the end of each term attainment charts are created. These charts show the number of children in the cohort who have made expected, good or accelerated progress in each of the prime and specific areas. The data is analysed to enable staff to implement appropriate interventions and support for individuals.

Upon leaving Reception, most children will be five years old. To achieve the expected level on leaving EYFS, pupils need to meet the Early Learning Goals. The class teacher(s) assesses each child against the seventeen Early Learning Goals and comment on whether their development is either 'emerging', 'expected' or 'exceeding.' Children will be defined as having reached a 'good level of development' or GLD at the end of the EYFS stage if they achieve at least the expected level in the Early Learning Goals for all of the prime areas (Personal, Social and Emotional Development, Physical Development and Communication and Language) in addition to all of the specific areas of Literacy and Mathematics.

This information is reported to the Local Authority. An End of Year Report is given to parents and the class teacher(s) attend Local Authority cluster moderation meetings annually.

Impact

Teachers and support staff are continually assessing pupils in order to support and extend their learning. Assessment for learning enables us to decide if children are on track to meet age related expectations at this point of their academic journey. The assessments we use at St. Mark's are recorded and analysed. In this way we can identify strengths and weaknesses for individuals, cohorts of pupils or groups of children that may be vulnerable to falling behind. This will help us to consider the effectiveness of the provision in Reception Class and enable us to identify areas for improvement.



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