



# St Mark's Catholic Primary School



*A Community of Faith and Learning*

## **EYFS Assessment Policy**

*Jesus said, 'I have come that they may have life and have it to the full.' John 10:10*

### **Intent**

The purpose of this policy is to outline the assessment procedures in Early Years Foundation Stage (EYFS) at St. Mark's Catholic Primary. 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 interacting with, noticing and observing pupils to determine their starting points, progress made, learning styles, interests and level of attainment. This enables practitioners to shape the learning experiences for each individual.

### **Implementation**

#### **Summer Term Prior to Admission**

*"Practitioners know that starting school, and all the other transitions in early years, are big steps for small children."* (Development Matters, 2021).

With this in mind, contact is established with parents and carers in the term prior to joining St. Mark's Catholic Primary, in order to build up a picture of each child before they start school. A member of EYFS staff aims to visit each child at their Nursery or preschool setting, in the term prior to admission. A written record of the conversation with the preschool setting is kept as it may be useful to refer to this in the future. Parents and carers are given the opportunity to attend an induction meeting to discuss school routines and meet EYFS staff. Each family is given a welcome pack with a plethora of information, outlining important aspects of life at St Mark's Catholic Primary. Children are invited to spend time in the provision for taster sessions, with and without their parents or carers, to support the transition process.

### **Assessment throughout the year**

#### **Reception Baseline assessment**

Reception Baseline Assessment (RBA) will be completed within the first six weeks of Autumn term; this is a statutory requirement.

Internal, on entry assessments are carried out to determine the starting point of individuals and assess their progress as the year passes. They are completed in an informal manner, taking the form of interactions and staff noticing and observing the children in the main. This information will enable EYFS staff to support each child as they begin their learning journey at St Mark's.

#### **How assessments are completed: Interactions, noticing and observations**

Assessment should help to shape the teaching and learning experiences for each child. Teachers and support staff aim to notice significant moments in a child's learning and development as and when they happen throughout the school day.

*"Noticing is not just about absorbing information at a superficial level, noticing in effective practice is about: perception; how we use our senses to notice, attention – what we focus on, and attunement – how we tune in and empathise."* Manning-Morton (2018)



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The Statutory framework for the Early Years Foundation Stage (DfE 2021) recognises that practitioners do not need to spend time making unnecessary observations. In-depth, recorded observations will only be taken if the practitioner believes that they are meaningful. They should not be an onerous data-driven task that reduces the time that members of EYFS staff have to support children's learning. The Headteacher and EYFS staff members have discussed the fact that observations do not have to be recorded to be valid.

*"Schools should not include burdensome evidence gathering requirements against any of the areas of learning in their assessment policies so that teachers and practitioners can spend as much time as possible interacting with children and directly supporting their learning and development."* (Early years foundation stage profile 2022 handbook).

Observations can be recorded on Tapestry, an online Learning Journey. Significant, 'Wow Moments' may also be displayed in the classroom. On the whole, EYFS staff aim to move children on 'in the moment' so any next steps are shared verbally, if appropriate, in order to develop an understanding of a specific idea or concept.

Teachers may draw on other sources of information to inform judgements about the levels that pupils are working at, if they feel this is appropriate, such as Literacy, Mathematics and R.E. books. Noteworthy records such as graphemes/numbers known may also prove to be informative as they demonstrate progress made.

### **Parental engagement in assessment procedures**

The contribution of parents and carers helps to build up a more detailed picture of each individual, therefore enabling teachers and support staff to make wider assessments. Parents and carers often share information about their child's learning and development during informal conversations as well as at formal parent consultation evenings. Parents are welcome to share their child's achievements by sharing pictures, photographs, writing, certificates, medals and the like. Parents and carers are able to view and add information to their child's Learning Journey by accessing Tapestry.

### **Pupil progress and attainment**

On entering Reception, pupils are four years old. Upon leaving Reception, most children will be five years old. Day to day informal checking of what children have learnt is carried out by practitioners. This information is used to inform teaching and learning throughout the year. At the end of the reception year, the early learning goals (ELGs) are assessed, but they are not intended to be used as a curriculum.

*"The ELGs are based on typical child development at the age of 5, so most children are likely to meet the 'expected' level of development. Teachers should use their professional knowledge of the child to decide whether each ELG description best fits the child's learning and development."* (Early years foundation stage profile 2022 handbook).

At the end of the Reception year, teachers complete the EYFS profile; this is a statutory requirement. EYFS profile data will be submitted to the local authority. This information will be shared with the Year 1 teacher/s in order to support children as they move into Key Stage One. Sharing this information will enable the Year 1 teacher/s to plan appropriately to meet the needs of individuals. Teachers must judge whether a child is meeting the level of development expected at the end of the EYFS (expected) or not yet reaching this level (emerging). Parents will be informed about their child's development through an end of year written report.



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*“Children are defined as having reached a Good Level of Development (GLD) at the end of the EYFS if they have achieved at least the expected level for the ELGs in the prime areas of learning and the specific areas of mathematics and literacy.” (Early years foundation stage profile 2022 handbook).*

Achieving A Good Level of Development (GLD) enables staff at St Mark's Catholic Primary to broadly recognise how pupils in our care are performing in relation to national expectations.

## ***Impact***

Teachers and support staff are continually interacting with, noticing and observing pupils in order to support and extend their learning. Assessment for learning enables EYFS staff to become more aware of the emotional and academic needs of each child and understand the progress that they have made. This helps to inform teachers and support staff to scaffold the learning for the children. It determines if children are on track to meet age related expectations at this point of their academic journey. Children who are vulnerable to falling behind will be given additional support, as appropriate, so that they keep up with their peers and/or make good progress from their starting points.

## **References**

Manning-Morton J (2018) 'Noticing, recognising, responding and reflecting: the process of observing infants and young children', *Early Education*, 85 Summer (2018) pp 11-13

Early years foundation stage profile 2022 handbook

Development Matters 2021