



Early Years Foundation Stage Assessment Policy



Approved by	Staff	Issue Date	January 2022	Review Date	January 2024	
Audience	Trustees		Staff	✓	Pupils	✓
	Local Academy Council	✓	Parents	✓	General Public	

Assessment focuses on supporting children in overcoming their areas of needs highlighting within their starting points and tracked half termly.

The systems and processes in place at Charnwood focus on what is useful for us and supporting our learners. Assessment at all ages is precise, sharply focused and includes all those involved in the child's learning. It is monitored and used to secure timely interventions and support, based on a comprehensive knowledge of the child and their family. As each child enters Nursery and Reception practitioners use their professional judgement to assess the age band children are working 'within' across the EYFS areas of learning.

As the year progresses children are effectively monitored on their development and progress in all areas of development. Provision is made for observations and assessments through experience and play with a balance of adult led and child initiated opportunities as well as challenges woven into the continuous provision linked closely to assessment.

As each child enters Nursery and Reception we use our professional judgement informed by a range of observations and teacher knowledge gained from interactions, teachable moments and adult led sessions to assess the age band children are working 'within' across the EYFS areas of learning.

Within 6 weeks of the Reception children will complete the Reception Baseline Assessment and Nursery children will be given a baseline assessment devised from starting points which have been informed by data handover/moderation with previous practitioners and transition from previous settings and/or judgements made by key practitioners including information provided by parents.

Expected Standards for Foundation Stage are;

Nursery		Reception	
On-entry	Emerging 3-4	On-entry	Emerging Rec
Aut 1	Emerging 3-4	Aut 1	Emerging Rec
Aut 2	Developing 3-4	Aut 2	Developing Rec
Spr 1	Developing 3-4	Spr 1	Developing Rec
Spr 2	Developing 3-4	Spr 2	Secure Rec
Sum 1	Secure 3-4	Sum 1	Expected ELG
Sum 2	Secure 3-4	Sum 2	Expected ELG

Formative Assessment

As the year progresses children are monitored on their development and 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. Provision is made for these observations and assessments through experience and play with a balance of adult led and child initiated opportunities as well as challenges woven into the continuous provision linked closely to assessment. Progress is recorded by observing and assessing children taking into account the characteristics of effective learning using staff notes and teacher judgements or with the use the "tapestry" app on staff ipads which allow for video footage and photographs to be annotated and linked to areas and stage of learning. Planned observations are "objective led" and are formed through data analysis to ensure the objectives we target are those identified as the weaker areas of learning for that particular term.

Characteristics of effective learning assessments are evident throughout all our observations. Characteristics of Effective Learning are used as a tool to support children in understanding the many ways they learn. At Charnwood we identify and plan for those moments by making the link to Thinkers Moves. We have made the link between the CofEL and Thinkers Moves on tapestry by creating our own set of flags. Therefore, observations can not only be linked to the area of learning it supports but also identifies how the children learn.

These observations drive our planning and questioning and thus, creating a real journey of their learning and how this has developed throughout the year.

The children also take ownership of their own learning commenting upon who they have been learning like and why during our "Let's Look Back, Let's Talk" weeks throughout the year.

Areas of concern are highlighted for children who are not working on track. Effective systems such as this help all practitioners involved in each child's learning to have an overview of their current understanding and attainment as well as supporting them in identifying the gaps in learning and next steps which in turns informs our planning and continuous provision.

Curriculum Progress Model

We have collated a bank of exemplifications that portray an "on-track" child during each term for each area of learning. This provides a picture for all stake holders of what an on-track learner at Charnwood would be achieving across all areas of learning in both Nursery and Reception.

The exemplification materials are stored on share point and are accessible to subject leaders as well as SLT.

Assessment Cycle

Baseline

Reception – On-entry

Nursery– Within 6 weeks of the child's start date.

Progress

Reception and Nursery – End of Autumn Term, End of Spring Term and Final Judgements.

Summative data

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. The Profile must

reflect practitioners' own knowledge and professional judgement of a child to inform discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.

Each child's level of development must be assessed against the early learning goals (see Section 1). Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging'). This is the EYFS Profile.

Year 1 teachers must be given a copy of the Profile report and reception teachers may choose to provide a short commentary on each child's skills and abilities in relation to the three key characteristics of effective teaching and learning (see paragraph 1.15). These should help inform a dialogue between reception and year 1 teachers about each child's stage of development and learning needs and assist with the planning of activities in year 1.

Charnwood Early Learning Goals

We have also developed our own Charnwood Goals that we encourage our to work towards during their time in and Reception. These goals stem from Charnwood values to ensure that we encourage the children within our care to understand and grow within our values in that they are inspired and achieve.



Our Early Learning Goals

Value	Goal for Nursery Leavers	Goal for Reception Leavers
Confidence	To have the confidence to manage themselves.	
	Manage their own basic hygiene and personal needs, including going to the toilet.	Manage their own basic hygiene and personal needs, including dressing, oral hygiene and understanding the importance of healthy food choices.
Local	Children have a strong awareness of their locality.	
	Children can name the city in which they live and place it within the country and world.	Children describe their own immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
Language	To develop a rich vocabulary.	
	Extend children's vocabulary, explaining unfamiliar words and concepts and making sure children have understood what they mean through stories and other activities.	Making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems.
Perform	To perform songs, poems and rhymes with confidence.	
	Children perform nursery rhymes with confidence.	Children perform our super six poems, songs and rhymes with confidence.
Commitment	To show commitment in learning a new skill.	
	Children can ride a balance bike with confidence.	Children can ride a two wheeled pedal bike.
Pride	To take pride in their writing.	
	Children write letters that convey meaning to them. E.G. Their name.	Children produce a piece of writing for purpose. E.G. a letter, postcard or list.
Perspectives	To recognise multiple perspectives and diverse paradigms.	
	Children share experiences and explore the concept of fairness, tolerance and forgiveness through circle time and group activities and in everyday play such as role-play, small world and storytelling.	Understanding that there is more than one answer to most questions and that there are many ways of viewing and understanding the world in which we live in.

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Parents

Parents are included in their child's learning journey via their digital learning together journals, learning together mornings. Parents have access to their children's online learning journeys through the Tapestry app and can comment instantly on observations or upload evidence from home. We have 2 formal Parents Evening's in the Autumn and Spring term. School reports are given out at the end of the year and parents are given the opportunity to discuss them with the teachers on an open evening in July.

MONITORING and REVIEW

It is the responsibility of the EYFS staff to follow this policy. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system.

This policy will be reviewed before the start of each academic year and will evolve to incorporate the views of all staff concerned.