



3.3

## Early Years Assessment Policy

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### Statement of intent

Every child deserves the best possible start in life. At St Chads Community Project, we greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development, and understand our responsibilities in ensuring that children learn and develop well and are kept healthy and safe.

This policy has been developed in conjunction with the relevant DfE guidance and legislation and seeks to provide:

- **Quality and consistency**, so that every child makes good progress, and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between EYFS practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

### 1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Childcare Act 2016
- Children and Young Persons Act 2008
- Childcare (Provision of Information About Young Children) (England) Regulations 2009



- Education Act 2011
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2021) 'Early years foundation stage profile: 2022 handbook'
- STA (2021) 'Early years foundation stage assessment and reporting arrangements'

This policy is intended to be used in conjunction with the following organisation policies:

- 3.1 EYFS Policy
- 3.2 Early Years Teaching and Learning Policy
- 14.1 Data Protection Policy
- 3.4 Transition Policy
- 9.1 Equal Opportunity Policy
- 10.1 Special Educational Needs and Disabilities (SEND) Policy

## **2. Roles and responsibilities**

The Board of Trustees in collaboration with the CEO are responsible for:

- Ensuring the organisation has clarity of vision, ethos and strategic direction.
- Holding leaders to account for the educational performance of the organisation and its children, and the effective and efficient performance management of staff.
- Ensuring that there are appropriate policies, procedures, and practices in place to deliver the 'Statutory framework for the early years foundation stage' in line with statutory requirements.

The Head of Children Services is responsible for:

- Acting in accordance with this policy at all times.
- Upholding ambitious educational standards which prepare children from all backgrounds for their next phase of education and life.
- Ensuring teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensuring valid, reliable and proportionate approaches are used when assessing children's knowledge and understanding of the curriculum, and ensuring effective use is made of formative assessment.
- Understanding and acting within the statutory assessment frameworks which set out the duties, responsibilities and reporting arrangements to be followed.



- Ensuring all relevant staff read and implement this policy.
- Ensuring that staff have received the appropriate training to deliver and report EYFS assessments.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.
- Ensuring they have a thorough working knowledge of:
  - The DfE's current '**Statutory framework for the early years foundation stage**' and the requirements therein.
  - The DfE's current '**Early years foundation stage profile**' handbook.
  - The STA's current '**Early years foundation stage assessment and reporting arrangements**'.
- Using formative and summative assessments to assess, monitor and report on children's progress, plan next steps and shape learning opportunities.
- Identifying any areas of concern relating to children and their learning, development and emotional needs.

All childcare staff are responsible for:

- Having due regard for this policy and the guidance outlined in the DfE's '**Statutory framework for the early years foundation stage**' when making assessments.

### **3. Learning and development**

Educational provision and practice within the early years will be centred around the requirements of the DfE's '**Statutory framework for the early years foundation stage**'.

The educational programmes will be based on an observation of children's needs, interests and stages of development. Activities in setting will be planned to reflect these interests and individual circumstances in order to provide each child with a challenging and enjoyable experience.

In the planning and delivery of educational programmes, staff will have due regard to this policy, as well as the organisation's Early Years Policy, Early Years Teaching and Learning Policy, and the relevant DfE guidance.

### **4. Assessment**

Assessment plays an important part in helping the organisation to recognise children's progress, understand their needs, plan activities, and assess the need for support.

The setting will use three main forms of assessment:

- Ongoing formative assessment – to inform teaching on a day-to-day basis



- In-setting summative assessment – to understand a child’s performance at the end of a period of teaching
- National statutory summative assessment – to understand a child’s performance in relation to national expectations and comparisons

Ongoing formative assessments will be used to assess the day-to-day learning and development of children in the EYFS. EYFS practitioners will interact and observe children to understand their achievements, interests and learning needs, and will use this information to shape the educational experiences for each child.

Parents will be kept up-to-date with their child’s progress and development, and EYFS practitioners will address any learning and development needs in partnership with parents.

In line with statutory requirements, the organisation will undertake a summative assessment of each child’s development at the following stage:

- Progress check at age two – a short written summary of children’s development in the prime areas.

### **Progress check at age two**

Between the ages of two and three, children’s progress will be reviewed, and the child’s Key Worker will provide a written summary to parents. The timing of this will be negotiated between the Key Worker and the child’s parent when it is agreed that the child has settled.

If there are any significant emerging concerns, or a child is identified with SEND, the organisation will work with parents and relevant professionals to develop a targeted plan to support the child’s future learning and development.

Where possible, the Key Workers will liaise with the relevant health visitors and will encourage parents to share information from the progress check with other relevant professionals.

If a child moves to a new provider between the ages of two and three, the progress check will go with them – there is no need for a new progress check unless there is no record.

If a child attends more than one setting, the progress check will be completed by the setting where the child spends the most time, in collaboration between both settings.

The organisation will make staff aware of the need to ensure that the assessment provides a reliable, valid and accurate judgement of each child’s progress.

Throughout the year EYFS practitioners will collect and collate materials, observational records and information within a child’s Learning Journey. Profile judgements will be made on the basis of the cumulative evidence recorded over the course of the year. Evidence will include:

- Knowledge of the child’s learning development.



- Photographs.
- Written and/or drawn evidence.
- Planned and unplanned observations of day-to-day interactions.
- Video, tape, audio or electronic recordings.
- Information from parents or other relevant adults.

EYFS practitioners will use this evidence to judge whether a child's learning is:

- Not yet reaching expected levels (emerging).
- Meeting expected levels (expected).

Assessment will not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, EYFS practitioners will draw on their knowledge of the child and their own expert professional judgement, and will not be required to prove this through collection of physical evidence.

Accurate assessment requires a two-way flow of information between settings and the child's home, so the organisation will ensure that processes are in place to consult parents about their child's development and achievements at home.

## **5. Reporting to parents**

Parents will be encouraged to engage with their child's learning and development and will be involved in the assessment process.

The organisation operates an open-door policy, so that parents can speak to their child's Key Worker about any concerns. To book meetings with Key Workers, whether in-person or virtually e.g. by telephone, parents should speak to the main reception office.

The setting will share the progress at two years check report with parents and ensure they have an opportunity to discuss the report with the Key Worker who completed it. Meetings with parents will be held within the term in which the report has been completed.

Written summaries of children's attainment will include whether the child's attainment level is judged to be emerging or expected.

At the end of the academic year, parents will be given a report which will:

- Be child-specific.
- Be concise and informative.
- Help to identify appropriate next steps.
- State their child's attainment against the ELGs.
- Summarise attainment in all areas of learning.



- Comment on general progress including the characteristics of effective learning.
- Explain arrangements for discussing the report.

Parents will be provided the opportunity to attend termly parents' meetings, in which they will be able to speak to their child's Key Worker. The Head of Children Services will send out more information about parents' meetings one month in advance.

## **6. Transferring records**

If a child moves to a new provider during the academic year, the setting will send its assessment of the child's development against the ELGs to the new provider within 15 working days of the child ceasing to be registered at the setting unless the new provider is not known.

If the new provider is not known, the setting will send the data within 15 working days if the new provider asks to be provided with a copy.

The setting will have due regard to the Data Protection Act 2018 and the UK GDPR at all times, as outlined in the organisation's Data Protection Policy.

## **7. Inclusion**

All children are valued as individuals, irrespective of their characteristics.

The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.

The Child Equality, Equity, Diversity and Inclusion Policy ensures that the needs of all children are met, regardless of any protected characteristics they have.

The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the organisation's SENCO.

EYFS practitioners will reflect on their observations and ensure that the provision enables all children to demonstrate attainment in ways that are motivating to them, regardless of their stage of development or interests, needs and inclinations.

The organisation is aware that, for some children (as outlined below), it may be challenging for EYFS practitioners to observe and assess:

- Those whose development is judged to be at the 'emerging' level.
- Children identified with SEND.



- Children for whom English is not their home language and are learning English as an additional language (EAL).

In these cases, EYFS practitioners will:

- Use their professional knowledge of each child to provide an understanding of how some children might demonstrate attainment.
- Ensure that learning and assessment activities are able to capture children's attainment.
- Ensure that the requirements of all children with SEND are met, e.g. through reasonable adjustments.
- Use the adaptations children normally use to carry out their activities, including mobility aids, communication aids, magnification, and adapted ICT and equipment.
- Develop additional relationships with other professionals when working with children with SEND.
- Consult and liaise with parents to get a clear picture of the child's learning and development at home.
- Ensure that provision has been made for those children with EAL to use their first language in play and learning and arrange for the assessments of ELGs (excluding communication and language and literacy which must be assessed in relation to the child's competency in English) to be made in the context of any language, including their home language and English.
- For children with EAL, find out about their prior language experience and any education they have received elsewhere.

## **8. Monitoring and review**

This policy will be reviewed annually by the Board of Trustees and the CEO. Any changes made to this policy will be communicated to all staff by the CEO.

All staff directly involved with early years teaching are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

The next scheduled review date for this policy is September 2025.