



Braeside School

Assessment Policy - EYFS

Assessments are made with regard to the DfE “Statutory Framework for the Early Years Foundation Stage” and the ‘Development Matters’ contained within the document leading to the ‘Early Learning Goals’. Copies of the “Statutory Framework for the Early Years Foundation Stage” are available for staff.

Profiles

An individual pupil profile is kept on each pupil and assessment is mainly by observations. Evidence and achievements are put into a ‘learning journey’. Each profile and learning journey cover the seven areas of learning:

Prime areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

Specific areas:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

It is the key workers’/teachers’ responsibility to ensure that the profile is kept up-to-date and passed to the child’s next key worker/teacher. The learning journey is available to the parents. The confidential notes for the child’s next teacher in another school can only be passed on with parental permission.

Learning journeys and profiles are ongoing. They are completed as frequently as possible and staff should ensure that a child’s profile is up-to-date at the end of each term i.e. Autumn, Spring and Summer.

Observations are made during the pupil’s first few weeks at school, with particular reference to the area of ‘Personal, Social and Emotional Development’. Thereafter, observations are made to support the child’s individual learning journey.

If a pupil leaves the school, the profile is passed on to the next setting.

Aims

Assessments are made to:

- inform planning on a short-term and long-term basis for activities
- provide information on each child’s progress and learning needs
- identify pupils’ strengths and next steps for progress
- identify any special educational needs

'Cause for Concern'

Any child who is giving 'cause for concern' in any of the areas of development will have the relevant information noted on the appropriate form and the information given to the EYFS Coordinator and/or the SENDCo. Refer also to the Special Educational Needs Policy for the EYFS Department.

Record Keeping

- Notes and observations on individual pupils are confidential and kept as school records. These are available to parents on request. These records must be passed on to the child's next teacher for their information, who, once they have been read, will file these in the child's personal file kept in the school office.
- Notes and observations are recorded electronically and in writing.
- The majority of reporting to parents and carers is done verbally and informally when the pupil is brought to school in the morning or collected at the end of the day.
- A written 'settling report' is sent home at the end of the pupil's first full 3 weeks and a report at the end of the academic year (see appendix 6). See also 'Report Writing Policy'.
- There is a formal parent / teacher meeting in the Spring Term.
- SEN documentation is kept with the SENCO and individual class records are kept with the class teacher.
- Reading records are kept in a reading record book that goes home regularly once pupils begin the reading programme. Both parents and teachers write comments in these books. It is a record of books read, suggestions for improvement and any difficulties encountered.
- Where appropriate, the child's work is marked promptly in discussion with the child, with regard to the learning intentions.
- Individual pupil profiles are kept by the Reception teacher to serve as a record of pupils' achievement for that academic year.
- The following are passed to the Reception team from Kindergarten:
 - Individual pupil profile with evidence
 - Notes and observations on individual pupils.
 - Reading record book.
 - Special Educational Needs records, where appropriate.
- The following are passed to the Year 1 team from Reception
 - Individual pupil profile with evidence
 - Notes and observations on individual pupils
 - Reading Record Book
 - Special Educational Needs records, where appropriate
 - Reading Progress Tests and results (if applicable)

Assessment – EYFS Progress Check at age two

If the child has spent the majority of her time at Braeside by the time she reaches the age of three, the school reviews her progress, and provides parents and/or carers with a short written summary of their child's development in the prime areas. These are usually written and given to parents at the end of the Autumn, Spring or Summer Terms. If parents require a report before this time, they are asked to contact their keyworker.

If there are significant emerging concerns, or an identified special educational need or disability, the school develops a targeted plan to support the child's future learning and development involving other professionals (for example, the SENDCo) as appropriate. The summary highlights areas in which some additional support might be needed and focuses particularly on any areas where there is concern that a child may have a developmental delay (which may indicate a special educational need or disability). It also describes the activities and strategies the staff intend to adopt to address any issues or concerns. Staff discuss with parents and/or carers how the summary of development can be used to support learning at home.

Assessment – Early Years Foundation Stage Profile

Throughout the Foundation Stage, as part of the learning and teaching process, each child is assessed with reference to the EYFS and the scale points of the EYFSP. These assessments are made on the basis of observations and knowledge of the whole child. By the end of Reception, the Early Years Foundation Stage Profile sums up that knowledge. In Reception the profile is completed throughout the year to track individual achievements and set future targets. Assessments against the scales are finalised during the Summer Term, summarising each child's development. At the Autumn Term parents' evenings, the Early Years Foundation Stage Profile is explained to parents. In the Spring and Summer Terms, at both the parents' evenings and in the final reports to parents, in discussions and in the final written report, staff focus on the achievements (E=emerging; Ex=expected; Exc=exceeding) of the individual child against the 17 Early Learning Goals. Parents and/or carers are invited to comment on these.

Year 1 teachers are given a copy of the Profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning.

The Early Year Foundation Stage Profile forms the basis for reports to parents and final scores are sent to the London Borough of Waltham Forest as required. The school permits the local authority to enter the premises to observe the completion of the EYFS Profile, and permits the local authority to examine and take copies of documents and other articles relating to the Profile and assessments. The school takes part in all reasonable moderation activities specified by the local authority and provides the local authority with such information relating to the EYFS Profile and assessment as they may reasonably request. If requested, the school incorporates parents' and/or carers' comments into children's records.

For more information see the 'EYFS Policy' and 'Data Protection Policy'.

Reporting to Parents

- Where applicable, for the children in Kindergarten, we provide the two year developmental check to parents during the term in which they turn three.
- The majority of reporting to parents and carers is done orally when the pupil is brought to school in the morning or collected at the end of the school day.
- A written report on how children are settling in is sent home in the early part of the Autumn Term.
- A Parents' Meeting takes place at the end of the Spring Term.
- Written reports are sent home at the end of the Autumn and Summer Terms.
- In the final term of Reception the EYFS Profile is completed and shared with parents. This reports the children's progress against the Early Learning Goals.
- Parents are welcome to make individual appointments to see teachers on a formal or informal basis, should they have an area of concern or wish to discuss their child's progress. The Head of Juniors and Headmistress are also available by appointment.

Reporting to staff

At the end of the academic year, a hand over meeting is held between the child's current key worker/teacher and the child's next key worker/teacher. Information passed on includes the following:

- academic ability
- personal, social, emotional development
- SEND issues (including Gifted and Talented)
- behaviour issues
- welfare issues
- background information