

4a. EYFS Assessment Cycle

Assessment in the EYFS

We assess children against the EYFS Development Matters curriculum in the prime and specific areas of learning. Teachers build their judgements through quality interactions and observation of the children in order to clearly understand their interests, achievements and learning styles. Early Years practitioners capture these moments using the online assessment tool, 'Evidence Me'. When assessing whether a child is at the expected level of development, practitioners draw on their knowledge of the child and their own professional judgement.

EYFS practitioners use a range of evidence to assess a child's progress. These include:

- Key person and practitioner's own professional judgement
- Observations from Evidence Me
- Child's voice
- Work samples from child initiated play and adult led activities
- Dialogue between practitioners and year 1 teachers about each child's learning and development, to support a successful transition to key stage 1.
- Formal Little Wandle phonics assessments (Reception)
- Guided reading logs
- Data

Observation Cycle

- All early year's practitioners have a group of key children.
- Each child is observed throughout the academic year following an observation/ focus rota.
- During an 'observation' week, all practitioners observe particular children in their play and assess in line with the 'Development Matters' statements to form an overview of that child's progress and interests.
- Practitioners meet to consider 'next steps' for these children at the end of the week, based on what has been observed, what practitioners know about that child, and any additional information acquired from more 'adult-led' activities. These next steps then inform planning for the next day and the week ahead.
- Evidence of a child's progress is collected as and when is appropriate, not only when they are a focus child.
- Practitioners use their knowledge of child development and the EYFS statements along with their understanding of the 'characteristics of effective learning', to recognise and evidence 'significant moments' in their learning.
- All members of the team collect and observe evidence of pupil progress for all key groups.
- Parents are encouraged to capture learning, experiences and development at home.
- Children complete a home learning leaflet with their parents which is then put in their learning book.

The following code is used in learning books for work samples:

- I = Independent
- WS = Supported

Summative Assessment

Individual children's achievements and progress are measured against the Development Matters year group bands, at certain points in the year:

- **Nursery:** Baseline (Prime areas), Dec, June for Prime areas of learning and Literacy and Mathematics
- **Reception:** Baseline, Dec, March, June for Prime areas of learning and Specific areas of learning

Formative assessments that have been collated on an ongoing basis will be used to support and inform these assessments. In Reception, targets for particular areas of learning (number, reading and writing) are agreed and shared with parents at parents evening.

Data is recorded on SIMS, which highlights whether children are working well below, below, above or at age-related expectations. It also shows progress that is made over time for individual children. Groups of children needing extra support and/or skills practise are identified, and specific interventions to address these are planned and delivered.

Summative assessments at the end of Reception Year

The exemplification materials for the Early Learning Goals and additional information for the 'expected' judgments, will be used as a reference source for Reception practitioners and support aspects of our ongoing, in-house profile moderation and CPD for teachers and NNEBs. The 'characteristics of effective learning' underpin assessments we make about children's attainment. Teachers attend EYFS moderation cluster groups with other schools in Haringey, to develop and foster an agreement about what attainment looks like in particular areas. Reception teachers moderate across the cohort to ensure consensus and clarity when making final judgments at the end of the EYFS.