

## **EYFS Assessment and Recording Policy**

### **Objectives**

Assessment is an ongoing process in the Early Years Foundation Stage. Assessment takes the form of observation - looking at what the child is doing, how they approach a task, if they are achieving the goals appropriate to their age and stage of development.

Through observation the staff can plan what an individual child needs to do next in order to extend his or her learning e.g. if a child is unable to use scissors then he will be hampered in carrying out his plans properly, so if he is targeted for some scissors practice he will be enabled to achieve more. If a child is showing interest in, for example, writing or calculating then adult intervention and teaching of some skills and strategies will help that child to progress.

A strong emphasis is placed on giving the children learning opportunities, helping them achieve their potential and to access a variety of experiences.

Children will be formally assessed on entry to Kindergarten using the CEM BASE Assessment. This will allow the teacher to plan appropriately for individuals and groups of children. Children will be reassessed at the end of the Kindergarten year.

### **Role of parents**

Parents are an important part of the assessment process:

- Parents have spent the first three years supporting their child's learning and are continuing to do so all the time. It is from their observations of their children that we can build up relationships with the child and help the child to develop.
- Parents are part of an ongoing exchange of information about how a child is progressing through regular, formal and informal, conversations and through feedback on reports.
- A 'Week Ahead' letter is emailed out to every parent in school informing them of what their child will be doing in the following week. This provides parents with an opportunity to discuss this with their child.
- Seesaw is used to record and share EYFS pupils progress with parents on a weekly basis.

### **Documentation**

Assessments will be made in all seven areas of learning through observation and participation in planned activities. Each child's development and progress will be monitored against the Guidance for the Early Years Foundation Stage, working towards the Early Learning Goals. Across the Early Years Foundation Stage there will be an assessment file with a variety of ongoing assessment checks.

In Kindergarten a Foundation Stage Profile will be produced for each child, recording whether the child is working towards the Early Learning Goals (Emerging) or has achieved the ELGs (Expected).

### **Moving On**

When a child transfers from the Pre-School into school the Kindergarten teacher will meet with the Pre-School teacher to discuss each child's achievements in order to ensure a seamless transition. In the same way, the Kindergarten teacher will liaise with the Transition teacher to share the child's progress and discuss the characteristics of his/her learning in order to ensure that the child's learning continues in an uninterrupted way. Assessment outcomes will be shared between the teachers.