



# Early Years Assessment Policy

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## Statement of intent

Every child deserves the best possible start in life. At Rushton CE First School, 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'
- STA (2021) 'Reception baseline assessment and reporting arrangements'

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

- Early Years Policy
- Early Years Teaching and Learning Policy
- Teaching and Learning Policy
- Data Protection Policy
- Primary Transition Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Special Educational Needs and Disabilities (SEND) Policy

## **2. Roles and responsibilities**

The governing board is responsible for:

- Ensuring the school has clarity of vision, ethos and strategic direction.
- Holding executive leaders to account for the educational performance of the organisation and its pupils, 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 headteacher is responsible for:

- 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.

The EYFS practitioner is responsible for:

- Acting in accordance with this policy at all times.
- Understanding and acting within the statutory frameworks which set out their professional duties and responsibilities.
- 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 teaching 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 school 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 school'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 school to recognise children's progress, understand their needs, plan activities, and assess the need for support.

The school 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 school will undertake a summative assessment of each child’s development at certain stages:

- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting Reception.
- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child’s knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.

### **Reception Baseline Assessment (RBA)**

Within the first six weeks of children starting school, staff will conduct the RBA. The RBA:

- Is an activity-based, age-appropriate assessment of children’s ability in early mathematics, literacy, communication and language.
- Is expected to take approximately 20 minutes per child.
- Can be paused and completed in more than one sitting.
- Will be administered by a Reception teacher, Reception TA or suitably qualified EYFS practitioner, e.g. the SENCO.
- Will be used to create a baseline for school-level progress measures and will measure the progress children make from Reception until the end of Year 6.

When carrying out assessment and reporting functions, the school will administer the RBA in compliance with the provisions outlined within both the [‘Reception baseline assessment and reporting arrangements’](#) document, and Annex B of the [‘Statutory framework for the early years foundation stage’](#).

After completion of the RBA, EYFS practitioners will receive a series of short, narrative statements that tell them how pupils performed in the assessment – the school will use these to inform their teaching approaches.

The school will ensure that confidentiality of assessment materials is maintained and follow guidance on how to keep materials secure when they are received. The RBA materials will not be used for any other purpose.

For children with visual and hearing impairments the school will provide modified and adapted assessment materials. Where it is felt that the RBA is inaccessible to a child, the school will

consider disapplying individual children who, despite the using access arrangements, are unable to participate. Parents will be involved in these discussions.

The headteacher will sign a headteacher declaration form once each academic year and ensure that the RBA is being delivered in line with statutory requirements and the HDF.

### **Early Years Foundation Stage Profile (EYFSP)**

To summarise and describe children's learning and development at the end of the EYFS the school must complete an EYFSP for each child, unless, in line with DfE guidance, an exemption in line with [Exemptions](#) section of this policy applies.

This assessment will take place in the Summer term (no later than 30 June of that term) of the academic year when a child reaches 5 years old.

When carrying out assessment and reporting functions, the school will complete the EYFSP in compliance with the provisions outlined within the '[Early years foundation stage assessment and reporting arrangements](#)' document, and the '[Statutory framework for the early years foundation stage](#)'.

The school will make staff aware of the need to ensure that the assessments provide a reliable, valid and accurate judgement of each child's progress at the end of the EYFS.

The school will assess each child against the ELGs and provide a commentary describing each child's skills and abilities against the three characteristics of effective learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

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.

EYFS practitioners may use observations of the children and physical evidences to support their judgements, these may include:

- Photographs.
- Written and/or drawn evidence.
- Planned and unplanned observations of day-to-day interactions.
- Video, tape, audio or electronic recordings.
- The child's view of their own learning.
- Information from parents or other relevant adults.

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

EYFS practitioners will use their knowledge of the child to judge whether a child's learning is:

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

### **Data collection and submission**

The school will liaise with the LA to agree on a system to collect and submit profile data.

In accordance with the Childcare (Provision of Information About Young Children) (England) Regulations 2009, the school will provide the EYFS profile data to the LA upon request, unless the Secretary of State has granted an exemption from the EYFS learning and development requirements.

The school recognises its responsibility for submitting accurate, reliable and high quality EYFS profile data to the LA. To achieve this, the school will ensure that:

- Staff understand their setting's systems for recording children's profile outcomes and submitting data to their LA.
- EYFS practitioners clearly record EYFS profile information.
- Staff responsible for data collection and submission understand the nature of EYFS profile data.
- Data is transcribed from their setting's records to electronic records accurately.
- Entered data is checked against what was originally provided by the EYFS practitioner.
- Information that accompanies EYFS profile data is accurate, for example postcode and unique pupil number.
- The headteacher checks and signs off data before it is submitted to their LA.

## **5. Exemptions**

The school will participate in the assessment arrangements within the EYFS ARA, unless:

- The Secretary of State has granted an exemption from the profile for the provision.
- The child is continuing in EYFS provision beyond the year in which they turn five.
- The child has attended the provision for an insufficient amount of time for an adequate judgement to be made before the profile submission deadline – professional judgements will be used to determine whether an accurate assessment can be made.

Where a child is exempt or an assessment is not appropriate, this will be recorded as 'A' (no assessment) for each ELG in the child's profile return.

Where a child remains in EYFS provision beyond the end of the academic year in which they turn five, the assessment will continue throughout the child's time at the school; however, the EYFS profile will only be completed once, at the end of the year before the child moves to KS1.

## **6. EYFSP moderation and results**

Moderation is a collaborative process with colleagues. This supports the quality assurance of teacher assessment judgements and provides a valuable opportunity for professional development. The school will ensure that adequate time and resources are available for staff to conduct internal moderation of assessments.

During internal moderation, EYFS practitioners will meet to analyse EYFSPs and collectively discuss and agree assessment judgements. This will include EYFS practitioners and Year 1 teaching staff so that assessment outcomes and commentary can be used to inform future teaching.

All records will be kept in accordance with our Data Protection Policy.

### **How EYFSP results are used**

The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS. The school will use the EYFS profile data to:

- Inform parents about their child's development against the ELGs and the characteristics of their learning.
- Support a smooth transition to KS1 by informing the professional dialogue between EYFS and KS1 teachers.
- Help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children.
- Monitor and evaluate school performance by comparing our results against local and national results.
- Analyse the attainment and achievement of individuals and groups of children.

The DfE uses the EYFS profiles to provide an accurate national data set relating to levels of child development at the end of the EYFS.

## **7. 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 school operates an open-door policy, so that parents can speak to their child's teacher about any concerns. To book meetings with teachers, whether in-person or virtually e.g. by telephone, parents should speak to the EYFS teacher.

The school will share the EYFS profile results with parents and ensure they have an opportunity to discuss the report with the teacher who completed it.

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 Reception, 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 profile.

If requested by parents, the school will provide a copy of their child's profile.

Parents will be provided the opportunity to attend parents' consultations, in which they will be able to speak to their child's teachers.

## **8. Transition**

EYFS practitioners and Year 1 teachers will work together to ensure that a child's transition between the EYFS and Year 1 is seamless.

Year 1 teachers will be involved in EYFS profile moderation so that they understand the judgements made by EYFS practitioners and have a fully rounded picture of the attainment of each child in order to plan the Year 1 curriculum.

The school will ensure that adequate time is made available for EYFS practitioners and Year 1 teachers to discuss and expand on the information presented in the EYFS profile, in particular, the narratives related to the characteristics of effective learning.

EYFS practitioners will provide additional information alongside the profile judgements to ensure that conversations with KS1 staff are meaningful, and to help the child make a successful transition.

## **9. Transferring records**

If a child moves to a new provider during the academic year, the school will send its assessment of the child's development against the ELGs to the new provider.

If a child transfers before the Summer half-term holiday, the new provider will be responsible for reporting the child's EYFS profile data to the LA. If the child transfers during the second half of the Summer term, this school will report the data.

If half-term dates differ to those of the new provider, it is the provider where the child attends, or will attend, for the longest period of time that submits the data.

The school will send the transferring child's education record and CTF (Common Transfer File) to the new provider within 15 school days of the child ceasing to be registered at the school unless the new provider is not known.

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

If the new provider has the capability, the school will send the CTF via School to School (S2S) or over a secure network. If this is not possible, the LA will provide the file, where permitted by local arrangements.

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

## **10. 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 Pupil 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 school'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 school 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.

## **11. Monitoring and review**

This policy will be reviewed biannually by the governing board and the headteacher. Any changes made to this policy will be communicated to all staff by the headteacher.

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 June 2024.