



Newall Green Primary School

Aiming High To Reach Our Goals

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Early Years Assessment Policy 2018

Document Control	
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Amendments	Sections were taken out of school's main assessment policy to create an individual EYFS one.
Related Policies/Guidance	<ul style="list-style-type: none">• Early Years Teaching and Learning Policy (2017)
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Approved by: [Elizabeth Pattenden] **Date:** [10.06.2018]

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Introduction

The purpose of this policy is to describe our assessment procedures in the Early Years Foundation Stage (EYFS). Assessment is an essential part of the learning and development of children in Early Years. Our accurate assessment depends on us getting to know our children very well and to this end we gather information from a range of sources including observations of the children engaged within child-led/independent learning as well as during adult-led activities. We also do this through discussions with parents and carers and by talking to the children. We use the following key documents to underpin our practice in the Early Years: Statutory Framework for the Early Years Foundation Stage (DfE, 2017), Early Years Foundation Stage Profile handbook (DfE, 2016), Development Matters (Early Education, 2012) and Early Years Outcomes (2013).

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1) Assessment calendar

Our school uses the electronic system SIMS to record our data. Data is inputted into SIMS each half term and is then analysed by teachers and senior leaders. This data forms the basis for the RAP (Raising Attainment Plan) meetings held each half term. From these meetings teachers are given actions to work on with the children in their class.

Nursery baseline assessment

Within the first 6 weeks of Autumn 1 half term, an initial baseline assessment is made. The assessments are made in all of the prime and specific areas of learning. Each child has a tracker linked to Development Matters and each key person highlights the statements children have achieved. Key people then decide on a best fit level which is added to SIMS.

Reception baseline assessment

Most of our Reception children have attended our Nursery which means we are able to use Nursery exit data as their baseline. For any children new to our school, an initial baseline assessment is made within the first 6 weeks of Autumn 1 half term. See 'How assessments are completed' and 'Expected levels in EYFS' for more information.

Assessment throughout the year

Each half term key people assess children against the broad phases of development. For most half terms we alternate between assessing all 17 aspects of learning one half term and assessing Reading, Writing, Number and SSM the next half term. We do this so we can identify children for Literacy and Maths interventions each half term. It also keeps us in line with the rest of the school who assess Literacy and Maths each half term. Teachers identify aspects of learning where attainment is particularly low at baseline. These aspects are then targeted through systematic precision teaching and interventions. The table below shows our timetable of assessments throughout the year.

	Baseline/Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
Nursery	All 17 aspects	All 17 aspects	Writing, Reading, Number & SSM	All 17 aspects	Writing, Reading, Number & SSM	All 17 aspects
Reception	New to our school; All 17 aspects Attended our Nursery: Writing, Reading, Number & SSM	All 17 aspects	Writing, Reading, Number & SSM	All 17 aspects	All 17 ELGs (Early Years Profile completed)	Update attainment and progress information for Year 1 – where needed

2) Expected attainment and progress in EYFS

We use our school tracker which is linked to Development Matters to identify which level and which age band children are working at. Development Matters splits children's first five years into six broad phases of development which overlap. Our school has its own system in Early Years where children are given a number to indicate which level they are working at. These numbers are linked to the Development

Matters broad phases of development e.g. 10 = 30-50 Developing, 11 = 30-50 Secure, 12 = 30-50 Beyond.

Developing: This is when the child has achieved **approximately 40%** of the statements within the broad phase of development. However a 'best-fit' judgement is used.

Secure: This is when the child has achieved **approximately 80%** of the statements within the broad phase of development. However a 'best-fit' judgement is used.

Beyond: This is when the child has achieved most or all of the statements from the broad phase and has also achieved **approximately 10%** of the next broad phase. However a 'best-fit' judgement is used.

Best-fit model

A 'best fit' model is used to determine children's levels each half term. Key people are aware that children develop at their own rates and in their own ways. Key people read the statements in each broad phase of development and then reflect on their knowledge of the child and any evidence they have from children's books, writing samples, observations, parental contributions etc. They then make a professional judgement about which age and stage best describes the child (best fit).

Nursery expected attainment

On entering Nursery children are 3 years old so should be beginning to work within the Development Matters band for 30–50 months, having shown they have met the majority of the criteria for the 22–36 months band. Our school expected level on entry to Nursery is **9** which is **22-36 months beyond**. This means the children should have met all or most of the 22-36 months statements and also begun achieving some elements of 30-50 months (approximately 10%). Upon leaving Nursery, most children will be 4 years old so should be beginning to work within the Development Matters band for 40-60 months. Their expected level on exiting Nursery is **12** which is **30-50 months beyond**. This means the children should have met all or most of the 30-50 months statements and also begun achieving some elements of 40-60 months (approximately 10%).

Reception expected attainment

On entering Reception children are 4 years old so should be beginning to work within the Development Matters band for 40–60 months. Our school expected level on entry to Reception is **12** which is **30-50 months beyond**. This means the children should have met all or most of the 30-50 months statements and also begun achieving some elements of 40-60 months (approximately 10%). Upon leaving Reception, most children will be 5 years old so should have met the Early Learning Goal. Their expected level on exit is **16** which means they have met the ELG. The class teacher assesses each child against the 17 Early Learning Goals and comments on whether their development is either 'emerging', 'expected' or 'exceeding'. This information is reported to the Local Authority and to parents. Each teacher also completes a brief summary of the child's Characteristics of Effective Learning.

Expected attainment for each half term

Nursery Expectations	Baseline	Aut2	Spr1	Spr2	Sum1	Sum2
Below	22-36D (7)	22-36S (8)	22-36S (8)	22-36B (9)	22-36B (9)	30-50D (10)
Just below	22-36S (8)	22-36B (9)	22-36B (9)	30-50D (10)	30-50D (10)	30-50S (11)
Typical	22-36B (9)	30-50D (10)	30-50D (10)	30-50S (11)	30-50S (11)	30-50B (12)
Just above	30-50D (10)	30-50S (11)	30-50S (11)	30-50B (12)	30-50B (12)	40-60D (13)
Exceeding	30-50S (11)	30-50B (12)	30-50B (12)	40-60D (13)	40-60D (13)	40-60S (14)

Reception Expectations	Baseline/Aut1	Aut2	Spr1	Spr2	Sum1	Sum2
Below	30-50D (10)	30-50S (11)	30-50B (12)	40-60D (13)	40-60S (14)	40-60S (14)
Just below	30-50S (11)	30-50B (12)	40-60D (13)	40-60S (14)	40-60B (15)	40-60B (15)
Typical	30-50B (12)	40-60D (13)	40-60S (14)	40-60B (15)	ELG (16)	ELG (16)
Just above	40-60D (13)	40-60S (14)	40-60B (15)	Children who have achieved most of the ELG	Children who have achieved some exceeding elements	Children who have achieved some exceeding elements
Exceeding	40-60S (14)	40-60B (15)	ELG (16)	ELG (16)	EXC (17)	EXC (17)

Expected progress in Early Years

We judge progress in terms of starting points and age-related expectations. The table below shows expected and better than expected progress in terms of the broad phases of development and our own school's steps.

Expected Progress	Expected progress (1 year)	Better than expected progress (1 year)
Nursery	One broad phase of development (3 steps) e.g. moving from 22-36 months beyond (9) to 30-50 months beyond (12)	One and 1/3 of a broad phase of development (4 steps) e.g. moving from 22-36 months beyond (9) to 40-60 months developing (13)
Reception	One and 1/3 of a broad phase of development (4 steps) e.g. 30-50 months beyond (12) to ELG (16)	One and 2/3 of a broad phase of development (5 steps) e.g. moving from 30-50 months secure (11) to ELG (16)

3) How assessments are completed

Evidence from a range of sources is used to make judgements of children's levels including: observations, Literacy/Maths books, samples of work (e.g. purposeful writing samples) and information from parents. Key people also use their knowledge of children's abilities from their group lesson times and from interacting with them during continuous provision. If children have attended a previous setting key people will look through the information and use this to help inform their assessments.

Observations

Key people use 2Simple to make observations of children using ipads which are used to create online learning journeys. Observations are sometimes also handwritten and added to the children's file/tracker. The observations take place on an ongoing basis and key people often choose to focus on one aspect per week to ensure all children have sufficient observations for each area of learning. However this is dependent on the children and key people taking opportunities to observe significant learning experiences when they arise. Informal observations are made, while supporting independent learners, to note any significant achievements towards next steps and understanding. Children's language is recorded whenever possible as this gives insight into a child's thinking, understanding and language development. Adults identify learning objectives from the broad phases of development/ELGs that children have been working towards during each observation. They also identify the characteristics of effective learning. Some planned observations are also made from adult-led activities. These may be documented as a group activity observation.

Children's books/focus jobs

Each child has a Literacy and Maths book. These books are used as evidence when assessing children each half term. Adults always write whether work has been completed independently or with support to help when assessing them. Children complete focus jobs which are led by either a teacher or teaching assistant. They will usually take place in small groups depending on the type of activity and the children's abilities. In Nursery children complete one focus job in their books each week which will be focused on Literacy or Maths (alternate weeks). They will also complete at least one other focus job which could be recorded using observations, on a tick sheet, in an intervention file etc. In Reception children complete both a Literacy and Maths focus job each week which is recorded in their books. They also complete at least one other focus job which could be recorded using observations or in a file/tick sheet. Focus jobs can take indoors or outdoors. Some children may complete more focus jobs than others depending on their ability.

4) Moderating assessment judgements in EYFS

Internal moderation:

We have a strong internal moderation process and key people meet regularly to ensure validity of assessments. Key people have formal opportunities to agree assessment judgements with others; in addition to daily informal conversations. During moderation meetings we discuss the development of an individual child, or group of children, in relation to the broad phases of developing. The discussion also includes reference to the three Characteristics of Effective Learning (Playing and exploring – engagement, Active learning – motivation, Creating and thinking critically – thinking). Year group leaders or the EYFS lead will decide on a focus for the moderation meeting each half term and decide which children to moderate. In Reception this would normally be 3 children per class and in Nursery 2

children per key person group. We also moderate across year groups from Nursery-Year 1. Records are kept of all moderation meetings.

Our internal moderation timetable is as follows:

- Nursery – half termly moderation
- Reception – half termly moderation
- Nursery/Reception – moderate together at least 2 times per year
- Reception/Year 1 – moderate together at least 2 times per year

Cluster moderation:

Three times per year we have a cluster writing moderation. We meet with the EYFS teachers from four other schools and moderate pieces of writing which are then added to a central school file. We also meet during Spring 2/Summer 1 half term to moderate one or two other identified areas of learning.

External moderation:

Local Authority moderation visits generally occur every 4 years. Our end of EYFS data was externally moderated by the Local Authority in June 2017. We also arranged for external moderation from an EY2P consultant in April 2017. We will continue to arrange an EY2P moderation each year to validate our data.

5) Parental engagement in observation and assessment procedures

We have an open door policy with parents/carers and they are invited into the classroom each morning to complete a task with the children and to have informal discussions with key people. Parents can also make appointments with key people at any time to discuss their progress. We regularly keep parents informed of children's assessments in many ways including:

- Parents' evenings twice per year
- Half yearly reports sent out during Spring term reporting on levels
- End of year reports sent out during Summer term reporting on levels & characteristics of effective learning
- Electronic observations emailed to parents three times per year

We value the contribution of parents and encourage them to share information on their child's learning and development. In Reception we send out forms three times per year which ask parents to comment on their children's learning/development across all 17 areas of learning. In Nursery, we send out forms regularly throughout the year which include targets so parents can comment on how well the children are working towards them. Parents can also provide notes on their child's learning at home or speak informally to their key person about this. Key people use this information to inform assessments.

Reception teachers share children's Individual targets with parents each half term and offer advice on how they can support their children at home. Nursery key people share targets on a more informal basis each day when they see the parents and also at parents' evening.

For more information on how we encourage parental engagement please see our 'Early Years Teaching and Learning Policy'