

Date: August 2024
Review date: August 2025
Responsibility: AP

Bishop Challoner School



EYFS Assessment Policy



Bishop Challoner School EYFS Assessment and Reporting Policy

Aims

- To ensure that every child in the EYFS is appropriately assessed using the EYFS framework, in order to identify starting points, recognise progress, inform planning and identify next steps in learning.
- To ensure that reporting to parents, both informal and formal, supports each child's learning and progress
- All children in the Nursery are assessed using the Early Years Foundation Stage curriculum. The Development Matters framework is used as guidance.
- Parents are asked to complete an "all about me" form when the child starts to highlight areas of interest and achievement to act as a starting point.
- Children who have attended a previous setting should be able to produce a copy of the previous settings report so that practitioners can use this to judge starting points and for continuity.
- Children who are rising 3 are assessed using the 3 PRIME areas:
 - Personal, Social, Emotional Development
 - Communication and Language
 - Physical Development
- Between the age of 2 and 3 years old, children will have a 2-3 year development check completed and shared with parents. This will help to highlight a child's development within the 3 PRIME areas. Parents of children (as of September 2017) may have access to reports as part of the integrated review if they have attended a setting around the age of 27 months. This should be requested and viewed if available.
- Children who have had their third birthday will be assessed in both the 3 PRIME and 4 SPECIFIC areas:
 - Literacy
 - Maths
 - Understanding the World
 - Expressive Arts and Design.
- All children in the Nursery are assessed as individuals and great focus is placed on their developmental, rather than chronological age.
- All of the Nursery children are supported in their development using a cycle of observation, assessment and planning, using well documented observations to inform planning.
- "Tapestry" is used to record observations and make assessments which is made available to each parent.
- Each child receives a termly report and is "Tracked" termly identifying areas of progress and areas for development, improvement, stagnation or indeed concern. Parents will also receive a full report in June.

- Parents are invited to formal parent meetings during the Autumn and Spring term to discuss their child's progress.
- Children's development is monitored as an individual and as a group to ensure quality assurance.

TRANSITION TO RECEPTION CLASS

- Each child who moves onto Reception has a transition document forwarded to their school of choice in the July prior to transition. This enables the school to have an overview of achievement and or support across the seven areas.

RECEPTION CLASS

- At the beginning of the Reception year, every child completes a baseline assessment. The data produced from these assessments is used to help plan for each child's individual needs. This assessment is repeated at the end of the Reception Year, to clearly identify progress made and to inform and support transition into Year 1.
- The Early Years profile, started in Nursery, is continued for every child in the Reception Class.
- Monitoring of each child will take place through daily observations, discussions, photographs and record keeping using the software program, Tapestry.
- In the final term of the EYFS the information and assessments carried out over the academic year is reviewed and a judgment is made for each child for each ELG. This will be that the child's learning and development is either, Emerging (the child is not yet at the level of development expected at the end of the EYFS), Expected (the child is at the level of development that is expected at the end of the EYFS), or Exceeding (the child is beyond the level of development expected at the end of the EYFS).
- At the end of the year the EYFS profile results are then sent to the L.A. (Bromley) when requested.
- The profile data is discussed with the Year 1 teacher to ensure a smooth transition from the EYFS to Key Stage 1.
- Every child in Reception receives a termly report and a full report in June.
- Parents are invited to formal parent meetings during the Autumn and Spring term to discuss their child's progress.

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Next Review: August 2025