



Aston-By-Sutton Primary School

Early Years Foundation Stage (EYFS) Assessment Policy

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Statement of intent

Aston-By-Sutton Primary School is committed to protecting the health, safety and welfare of our pupils, whilst helping them to develop, progress and learn. This policy has been developed to ensure staff understand the roles they play in pupils' education.

The EYFS promotes teaching and learning to ensure pupils are ready for school and gives them a broad range of knowledge and skills to enable good progress through their academic journey.

This policy outlines how we will seek to provide:

- Quality and consistency in our settings, so that every pupil makes good progress and does not get left behind.
- A secure foundation through learning and development opportunities that are planned around the needs and interests of each pupil and are assessed and reviewed regularly.
- Partnership working between ourselves and parents.
- Equal opportunities and anti-discriminatory practices, ensuring that every pupil is included and supported.

1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2017) 'Statutory framework for the early years foundation stage'
- STA (2019) 'Early years foundation stage assessment and reporting arrangements (ARA)'
- Equality Act 2010
- Childcare (Provision of Information About Young Children) (England) Regulations 2009
- Data Protection Act 2018
- General Data Protection Regulation 2018

1.2. This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Child Protection and Safeguarding Policy
- Health and Safety Policy
- Supporting Pupils with Medical Conditions Policy
- GDPR Policy
- Early Years Policy
- Fire Safety Policy

2. Roles and responsibilities

2.1. The governing board will be responsible for:

- Monitoring the implementation of this policy.
- Ensuring that this policy does not discriminate on any grounds, including in relation to age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity.
- Handling any complaints regarding this policy in accordance with our Complaints Procedures Policy.
- Reviewing this policy annually in liaison with the headteacher.
- Putting quality assurance processes in place to ensure that EYFS profile outcomes accurately reflect the attainment of pupils.
- Ensuring that arrangements are made to allow staff involved in completing the EYFS profiles to take part in moderation activities.
- Meeting reasonable requests during LA moderation visits.
- Ensuring that the LA can examine and take copies of documents in relation to EYFS profiles and assessments.

- Ensuring that the LA is provided with any requested information relating to EYFS profiles and assessments.
- Ensuring that staff involved in assessments are provided with sufficient opportunities to become familiar with effective methods for completing the EYFS profile, whether through training courses, visits by moderators, or moderation meetings held in-house or externally.

2.2. The EYFS link governor will be responsible for:

- Ensuring that EYFS provision remains high on our agenda and reporting on EYFS provision is equitable and consistent with other key stage provision.
- Ensuring there is an Early Years Policy in place and that it is accessible to and understood by all members of staff.
- Contributing to the development of a review schedule for all EYFS policies and ensuring reviews are in line with statutory requirements.
- Monitoring the implementation of the assessment of the early learning goals (ELGs) and target setting procedures to ensure that all groups of pupils within the EYFS, including the most vulnerable, make good and expected progress.
- Ensuring that a SENCO is appointed to oversee EYFS provision.
- Effectively interpreting and analysing performance data and seeking solutions from the EYFS practitioner to address any patterns or issues that are identified.
- Monitoring how parents are kept up-to-date with their child's progress.
- Ensuring that effective partnerships for working with parents and other practitioners are established and that the impact of these partnerships is monitored.
- Monitoring if provision has been made for pupils with EAL to use their home language in play and learning.

2.3. The headteacher will be responsible for:

- The day-to-day implementation and management of this policy.
- Reviewing this policy annually in liaison with the governing board.
- Ensuring that staff have received the appropriate training in regard to EYFS assessments.
- Ensuring that an EYFS profile is completed for all eligible pupils, and that data is quality assured.
- Ensuring that the requirements of all pupils with SEND are met.
- Ensuring that teacher judgements are monitored.
- Ensuring that EYFS profile:

- Outcomes are reliable and accurately reflect levels of attainment.
 - Data is returned to the LA.
 - Assessments are sent to the governing board.
 - Ensuring that statutory requirements for the transfer of records between providers are fulfilled, including the completion of the common transfer file (CTF).
- 2.4. The EYFS practitioner will be responsible for:
- Ensuring they have a thorough working knowledge of the EYFS learning and development requirements.
 - Accurately assessing pupils against the EYFS ELGs.
 - Completing the EYFS profile for each pupil who will be five years of age, except where exemptions apply.
- 2.5. Staff, including teachers, support staff and volunteers, are responsible for following this policy.
- 2.6. Pupils will undergo formative assessment (also known as ongoing assessments), which will involve teachers observing pupils to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each pupil reflecting those observations.

3. Assessment

- 3.1. As pupils enter school, teachers will use their judgement to assess the age that they are working within.
- 3.2. Pupils will be given an 'on entry assessment' six weeks into the first half-term.
- 3.3. To recognise pupils' needs, understand their progress, plan activities and provide support, pupils' development and progress will be monitored by the EYFS practitioner.
- 3.4. Progress will be recorded by observing and assessing pupils using a combination of written observations, letters to parents, photos and samples of work; however, paperwork will be kept to a minimum, and only what is necessary to promote successful learning and development will be used.

EYFS profile

- 3.5. The EYFS practitioner will complete the EYFS profile for each pupil who is five-years-old unless an exemption applies.
- 3.6. Profile judgements will be made on the basis of cumulative observational evidence recorded over the course of the year, and will be completed by no later than 26 June 2020.
- 3.7. The EYFS practitioner will complete the profile in accordance with the EYFS ARA.

- 3.8. The EYFS practitioner will agree on a system to collect and submit profile data with the geographical LA.
- 3.9. In accordance with the Childcare (Provision of Information About Young Children) (England) Regulations 2009, we 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.
- 3.10. For the EYFS profile, the following assessment ratings will be used to indicate the relevant EYFS judgement:
- **An assessment rating of '1'** indicates that a pupil is at the 'emerging' level at the end of the EYFS
 - **An assessment rating of '2'** indicates that a pupil is at the 'expected' level at the end of the EYFS
 - **An assessment rating of '3'** indicates that a pupil is at the 'exceeding' level at the end of the EYFS
 - **An assessment rating of 'A'** indicates a pupil who:
 - Has not been assessed due to long periods of absence.
 - Has attended the provision for an insufficient amount of time for the teacher to make an adequate assessment before the profile submission deadline.
 - Has an exemption.
- 3.11. We will provide additional information alongside the profile judgements to ensure that conversations with KS1 staff are meaningful, and to help the pupil make a successful transition.
- 3.12. We will ensure that provision has been made for those pupils with EAL to use their first language in play and learning.
- 3.13. We will ensure that the requirements of all pupils with SEND are met, e.g. through reasonable adjustments.
- 3.14. The headteacher will monitor all teacher judgements.

4. Reception baseline assessment (RBA)

- 4.1. The RBA will:
- Be carried out within the first six weeks of pupils starting school.
 - Be an activity-based, age-appropriate assessment of pupils' ability in language, communication and literacy, maths, and (subject to trialling) self-regulation.
 - Take approximately 20 minutes per pupil.
 - Be administered by a Reception teacher, Reception TA or suitably qualified practitioner, e.g. the SENCO.

- 4.2. The RBA will be used to create a baseline for school-level progress measures and will measure the progress pupils make from Reception until the end of Year 6.
- 4.3. Pupils will not 'pass' or 'fail', and no numerical score will be shared.
- 4.4. Staff will receive a series of short, narrative statements that tell them how their pupils performed in the assessment – teachers will use these to inform their teaching approaches.

5. How the results are used

- 5.1. We will provide a copy of each pupil's EYFS profile report, alongside a short commentary on their skills and capabilities in relation to the three key characteristics of effective learning, to the Year 1 teacher.
- 5.2. This information will be used to inform discussions between Reception and Year 1 teachers about each pupil's stage of development and learning needs, and help with planning activities in Year 1.
- 5.3. We will also use the information to assess:
 - Levels of learning and development across each area of learning for individual pupils
 - The attainment of pupils born in different months of the year, e.g. the progress of Summer born children against their peers.
 - The attainment of different groups of pupils, e.g. boys and girls.
- 5.4. We will conduct further analysis by comparing our results against local and national results.

6. Exemptions

- 6.1. We 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 pupil is continuing in EYFS provision beyond the year in which they turn five.
 - The pupil 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.
- 6.2. Where a pupil is exempt or an assessment is not appropriate, this will be recorded as 'A' (no assessment) for each ELG in the pupil's profile return.
- 6.3. In exceptional circumstances, a pupil will be permitted to remain in EYFS provision beyond the end of the academic year in which they turn five – parents will be consulted on this decision.

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

7. EYFS profile moderation

- 7.1. Staff will ensure that internal moderation is carried out; for example, this could include two members of staff having informal discussions regarding evidence of a pupil's development.
- 7.2. If we are scheduled to have an LA moderation visit, staff will ensure that interim judgements against each ELG for all pupils in their care are in place.
- 7.3. The EYFS practitioner will be responsible for collecting the evidence to be discussed at moderation visits, including the following:
- Materials
 - Knowledge of the pupil
 - Anecdotal incidents
 - Observation results
 - Information from additional sources that supports the overall picture of the child's development
- 7.4. While we will keep records of information, we will keep paperwork to a minimum.
- 7.5. All records will be kept in accordance with our GDPR Policy.

8. Reporting to parents

- 8.1. EYFS profile assessments will be used as a basis for reports to parents.
- 8.2. We will share the EYFS profile results with parents and ensure they have an opportunity to discuss the report with the teacher who completed it.
- 8.3. Meetings with parents will be held within the term in which the profile has been completed.
- 8.4. We will ensure that parents are involved in the assessment process on a regular, ongoing basis.
- 8.5. Written summaries of pupils' attainment will include whether the pupil is:
- Not yet reaching expected levels (emerging).
 - Meeting expected levels.
 - Exceeding expected levels.
- 8.6. At the end of Reception, parents will be given a report which:
- States their child's attainment against the ELGs.
 - Summarises attainment in all areas of learning.

- Comments on general progress including the characteristics of effective learning.
 - Explains arrangements for discussing the profile.
- 8.7. Reports will also:
- Be specific to the parent's child.
 - Be concise and informative.
 - Help to identify appropriate next steps.
- 8.8. We operate an open-door policy, so that parents can speak to their child's teacher about any concerns. To book meetings with teachers, parents should speak to the school office.
- 8.9. We will invite parents to an annual parents' evening, in which they will be able to speak to their child's teachers. The headteacher will send out more information about parents' evening one month in advance.

9. Learning and development

- 9.1. There are seven areas of learning and development that will shape our education programmes for EYFS pupils. These areas are split into two sections – prime and specific; however, all the sections are interconnected and important.
- 9.2. The “prime” areas of learning and development are:
- Communication and language:
 - **Listening and attention:** pupils listen attentively in a range of situations. Pupils will listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Pupils give their attention to what others say and respond appropriately, while engaging in other activity.
 - **Understanding:** pupils will follow instructions involving several ideas or actions. Pupils will answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.
 - **Speaking:** pupils express themselves effectively, showing awareness of the listeners' needs. They use past, present and future forms accurately when talking about events that have happened or will happen in the future. They develop their own narratives and explanations by connecting ideas or events.
 - Physical development:
 - **Moving and handling:** pupils show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

- **Health and self-care:** pupils know the importance of good health, physical exercise and a healthy diet. Pupils will talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.
- Personal, social and emotional development:
 - **Self-confidence and self-awareness:** pupils are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.
 - **Managing feelings and behaviour:** pupils talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. Pupils will work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
 - **Making relationships:** pupils play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

9.3. The “specific” areas of learning and development are:

- Literacy
 - **Reading:** pupils will learn to read and understand simple sentences. Pupils will use phonic knowledge to decode regular words and read them aloud accurately. They will also learn to read some common irregular words. Pupils will demonstrate understanding when talking with others about what they have read.
 - **Writing:** pupils use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. Pupils write simple sentences which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible.
- Mathematics
 - **Numbers:** pupils count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

- **Shape, space and measures:** pupils use everyday language to talk about size, weight, capacity, position distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore the characteristics of everyday objects and shapes and use mathematical language to describe them.
 - Understanding of the world
 - **People and communities:** pupils talk about past and present events in their own lives and in the lives of family members. They know that other pupils don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
 - **The world:** pupils know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
 - **Technology:** pupils recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
 - Expressive arts and design
 - **Exploring and using media and materials:** pupils sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
 - **Being imaginative:** pupils use what they have learned about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through D&T, art, music, dance, role-play and stories.
- 9.4. Learning and development is implemented through a mix of adult-led and pupil-initiated activity and play, and is reactive to the pupil's lead.
- 9.5. Play is important to learning and development and, therefore, we do not make a distinction between work and play.
- 9.6. We plan pupils' activities to reflect their interests and the synopses written by their parents. Assessment is conducted through observation and a detailed assessment schedule is found in section three.
- 9.7. We support pupils in using the three characteristics of effective teaching and learning from the statutory framework for the EYFS, which are:
- **Playing and exploring:** pupils investigate and experience things, and 'have a go'.

- **Active learning:** pupils concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- **Creative and critical thinking:** pupils have and develop their own ideas, make links between ideas, and develop strategies for doing things.

9.8. We will complete a progress check against the ELGs on a termly basis.

10. The learning environment

- 10.1. Classrooms will be organised so that pupils can explore and learn in a safe environment.
- 10.2. Equipment and resources are accessible and can be located and used independently by pupils.
- 10.3. Enclosed outdoor spaces are secure and offer pupils the ability to explore a different learning environment, which will present them with different challenges and experiences.
- 10.4. Activities will be planned throughout the learning environment to help pupils develop in all areas of learning.
- 10.5. Safety is paramount and we have a robust and effective Child Protection and Safeguarding Policy in place to ensure the pupils in our care are protected.
- 10.6. Our full Health and Safety Policy is available on request at the school office.
- 10.7. Our full Supporting Pupils with Medical Conditions Policy is available on request at the school office.
- 10.8. The following general health and safety safeguards are in place:
 - A supply of fresh drinking water is available on the premises at all times
 - Pupils' dietary needs are acted upon
 - Snacks are available during the morning session
 - A first aider is accessible at all times
 - Accidents and injuries are recorded in an accident book
 - A Fire Safety Policy

11. Relationships

- 11.1. We believe that it is important for pupils to learn social etiquette and to develop relationships with peers and adults.
- 11.2. This aim will be achieved by implementing effective support and practices, e.g. learning through play, in relation to the personal, social and emotional development ELG.

12. Transition period

- 12.1. When pupils transition to Reception, parents will be invited to a meeting to ensure they understand our procedures and allocation of classes, and to voice any concerns.
- 12.2. Pupils are invited to a number of visits throughout the year to their Reception class. The first visits are within their pre-school settings, allowing pupils to feel secure in their new environment. In the summer term, pupils visit at least once without the support of the pre-school practitioners or parents.
- 12.3. Staff make links to feeder settings. The number of meetings/visits will depend on the pupil's needs and how much information gathering is required to support their transition.

13. Transferring records to a pupil's new school or provider

- 13.1. If a pupil moves to a new provider during the academic year, we will send our assessment of their development against the ELGs to the new provider.
- 13.2. If a pupil transfers before the Summer half-term holiday, the new provider will be responsible for reporting the pupil's EYFS profile data to the LA. If the pupil transfers during the second half of the Summer term, we will report the data.
- 13.3. If our 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.
- 13.4. We will send the transferring pupil's education record and CTF to the new provider within 15 school days of the pupil ceasing to be registered at our school, unless the new provider is not known.
- 13.5. If the new provider is not known, we will send the data within 15 school days if they ask to be provided with a copy.
- 13.6. If the new provider has the capability, we 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.
- 13.7. We will have due regard to the Data Protection Act 2018 and GDPR at all times, as outlined in our GDPR Policy.

14. Monitoring and review

- 14.1. This policy will be reviewed annually by the governing board and the headteacher.
- 14.2. Any changes made to this policy will be communicated to all members of staff by the headteacher.
- 14.3. All members of staff directly involved with the early years teaching are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.
- 14.4. The next scheduled review date for this policy is January 2021.