

# Dore Primary School

## Early Years Foundation Stage Assessment Policy

Version	2
Author	Georgina Bradley
Date Approved by Governing Body	03.02.21
Review Date	March 2022

## **Contents:**

### Statement of intent

1. Legal framework
2. Responsibilities
3. Assessment
4. Learning and development
5. The learning environment
6. The parent/teacher partnership
7. Relationships
8. Safeguarding and welfare
9. Health and safety
10. Transition period
11. Monitoring and review



## Statement of intent

**Dore Primary School** is committed to protecting the health, safety and welfare of our pupils, whilst helping them develop, progress and learn. This policy has been developed in conjunction with the relevant DfE guidance to ensure school employees understand the roles they will play in pupil's education.

"The Early Years Foundation Stage (EYFS) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

The EYFS seeks to provide:

- Quality and consistency in all early years settings, 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 individual child and are assessed and reviewed regularly.
- Partnership working between practitioners and with parents and/or carers.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported."

(DfE, 2017)

Signed by:

_____	Headteacher	Date: _____
_____	Chair of	_____
_____	governors	Date: _____

## 1. Legal framework

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

- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2016) 'Keeping children safe in education'
- Equality Act 2010

## 2. Responsibilities

2.1. The **governing body** has the overall responsibility for the implementation of the Early Years Foundation Stage Assessment Policy.

2.2. The **governing body** has overall responsibility for ensuring that the EYFS policy does not discriminate on any grounds, including, but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.

2.3. The **governing body** has responsibility for handling complaints regarding this policy as outlined in the school's **Complaints Procedure Policy**.

2.4. The **headteacher** has responsibility for the day-to-day implementation and management of the EYFS policy.

2.5. Staff, including teachers, support staff and volunteers, are responsible for following the EYFS policy.

2.6. Pupils will undergo formative assessment (also known as ongoing assessment), which involves teachers observing pupils to understand their level of achievement, interests, learning styles and to then shape learning experiences for each child reflecting those observations.

## 3. Assessment

3.1. As each child enters the EYFS learning, teachers will use their judgement to assess the age children are working within. Before the end of the first half-term, around six weeks in, pupils are given an 'on entry assessment'.

3.2. Expected standards for the EYFS are:

- For nursery pupils:
  - Working between 30 and 50 months – in line with age related expectations (ARE).

- Working between 22 and 36 months – below ARE.
- Working with a lower age band – significantly below ARE.
- For reception pupils:
  - Between 40 and 60 months – in line with ARE.
  - Working between 30 and 50 months – below ARE.
  - Working with a lower age band – significantly below ARE.

3.3. In order to recognise pupils' needs, understand their progress, and to plan activities and support, pupils' development and progress will be monitored.

3.4. Progress is recorded by observing and assessing children using a combination of written observations, letters to parents, photos (where necessary) and samples of work; however, paperwork is kept to a minimum, and only what is necessary to promote successful learning and development is used.

3.5. Between the ages of two and three, pupils' progress is reviewed, and teachers provide a written summary to parents. This check identifies the child's strengths and any areas where the pupil's progress is less than expected.

#### 4. Learning and development

4.1. There are seven areas of learning and development that must shape education programmes in EYFS settings. These areas are split into two sections – prime and specific; however, all the sections are interconnected and important.

4.2. The "prime" areas of learning and development are:

- Communication and language:
  - **Listening and attention:** children 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. Children will answer 'how' and 'why' questions about their experiences and in response to stories or events.

- **Speaking:** children 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:** children 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:** children 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:** children 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:** children 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:** children 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.

4.3. The "specific" areas of learning and development are:

- Literacy
  - **Reading:** pupils will learn to read and understand simple sentences. Children 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:** children 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:** children 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:** children 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 characteristics of everyday objects and shapes and use mathematical language to describe them.
  
- Understanding of the world
  - **People and communities:** children talk about past and present events in their own lives and in the lives of family members. They know that other children 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:** children 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:** children 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:** children 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:** children 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.

4.4. Learning and development is implemented through a mix of adult-led and child-initiated activity and play, and is reactive to the child's lead.

4.5. Play is important to learning and development and, therefore, we do not make a distinction between work and play.

4.6. We plan children's 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.

4.7. We support children in using the three characteristics of effective teaching and learning from the statutory framework for the EYFS, which are:

- **Playing and exploring:** children investigate and experience things, and 'have a go'.
- **Active learning:** children concentrate and keep on trying if they encounter difficulties, and enjoy achievements.
- **Creative and critical thinking:** children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

## 5. The learning environment

5.1. The classroom is organised in such a way that children can explore and learn in a safe environment.

- 5.2. Equipment and resources are accessible and can be located and used independently by children.
- 5.3. The enclosed outdoor space is secure and offers children the ability to explore a different environment, presenting them with different challenges and experiences.
- 5.4. Activities are planned throughout the learning environment to help the children develop in all areas of learning.

## **6. The parent/teacher partnership**

- 6.1. The EYFS setting cannot function without the enduring support of parents and carers.
- 6.2. We recognise that parents are the child's primary educator and we understand this important role through regular engagement including:
  - Annual information evening in June.
  - Parent/teachers' association meetings.
  - Asking parents to complete admissions forms, a medical form, and to write a synopsis about their child to help us to understand their character and personality.
  - Asking parents to sign permission slips for visits out of school, use of photographs of their child for assessment purposes and using the internet at school.
  - Having an open-door policy to enable parents to come and speak with teachers, should they have any concerns.
  - **Bi-annual** formal parents evening (October and March).
  - Events and activities throughout the year which bring together children, parents and the school.

## **7. Relationships**

- 7.1. At **Dore Primary School**, we feel it is important for children to learn social etiquette and to develop relationships with peers and adults.
- 7.2. This will be achieved as part of Early Learning Goals eight – making relationships, through playing and interacting with other children and adults. It will be mostly child-led.

## **8. Safeguarding and welfare**

- 8.1. Safety is paramount and **Dore Primary School** has a robust and effective **Child Protection and Safeguarding Policy** to ensure the children in our care are protected.

8.2. Safety and security is a high priority at **Dore Primary School** and it is important that all children in our care are safe. Our requirements, as stated in the statutory framework for the EYFS 2017, are as follows:

- Promote the safety and welfare of the children in our care.
- Immediate action is taken when children are ill, to promote good health and minimise risk of infection.
- Pupil's behaviour is managed in a way that is appropriate for their individual needs and stage of development.
- Adults who have access to children, or who look after children, are suitably vetted and trained.
- The setting is fit for purpose and furniture and equipment is safe.
- Records, policies, and procedures are effectively maintained for safe and efficient management of the setting.

## **9. Health and safety**

9.1. Our full **Health and Safety Policy** is available on request.

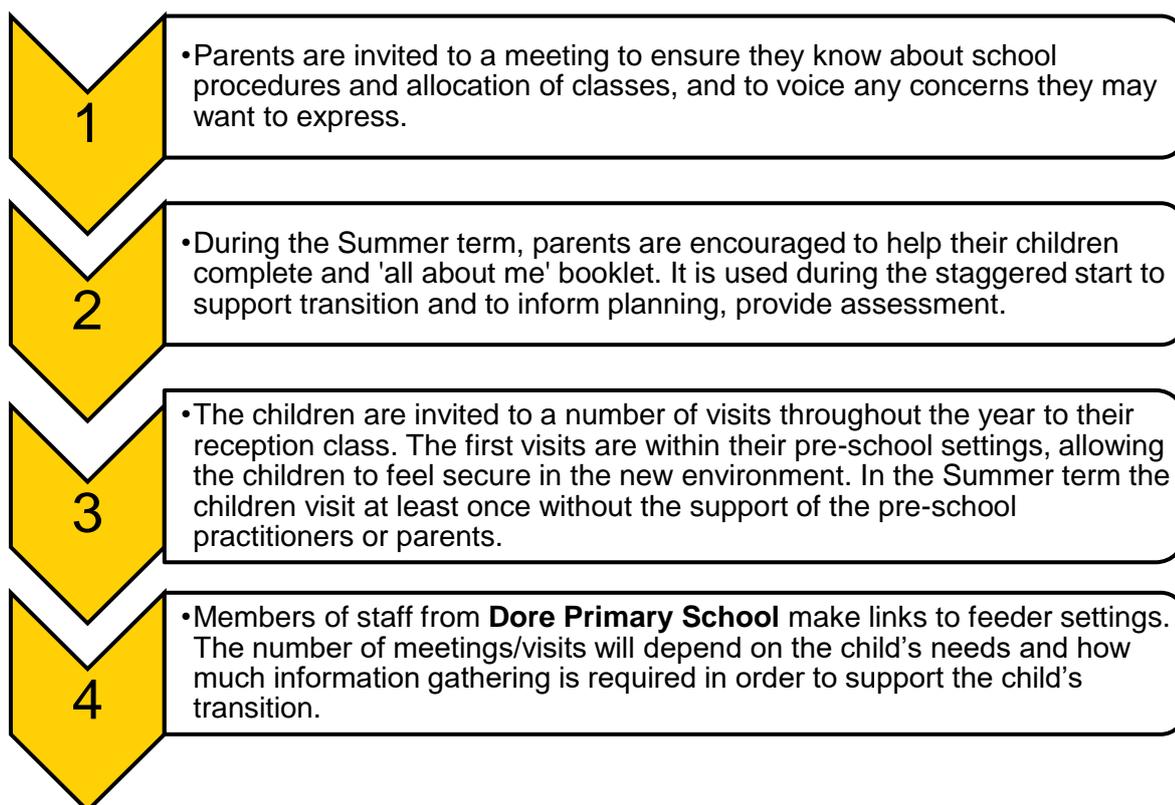
9.2. Our full **Administering Medicines Policy** is available on request.

9.3. The following general health and safety safeguards are in place:

- A supply of fresh drinking water is available on the premises at all times
- Children's 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 and emergency evacuation procedure and policy are in place
- A **Computing Policy** is in place which states that cameras that are used in school must not be used for staff member's own personal use

## **10. Transition period**

10.1. The following process is in place to ensure children's successful transition to reception class:



## 11. Monitoring and review

- 11.1. This policy is reviewed **annually** by the **governing body** and the **headteacher**.
- 11.2. Any changes made to this policy will be communicated to all members of staff.
- 11.3. 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.
- 11.4. The next scheduled review date for this policy is **November 2019**.