

Stradbroke Primary Foundation Stage Observation and Assessment Policy

Supporting the achievement of all children



<u>Written By</u>	<u>Written Date</u>	<u>Review Date</u>	<u>Approved by</u>
Becca Gabbitas	Sep 2023	Sep 2024	Governing Body

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share.

Assessment should 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, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence.

Parents and/or carers should be kept up-to-date with their child's progress and development. Practitioners should address any learning and development needs in partnership with parents and/or carers, and any relevant professionals. Assessment should inform an ongoing dialogue between practitioners and year 1 teachers about each child's learning and development, to support a successful transition to key stage 1.

Progress check at age two

When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas. This progress check must identify the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child's future learning and development involving parents and/or carers and other professionals (for example, the provider's Special Educational Needs Co-ordinator (SENCO) or health professionals) as appropriate.

Assessment at the start of the reception year – the Reception Baseline Assessment (RBA)

The Reception Baseline Assessment (RBA) is a short assessment, taken in the first six weeks in which a child starts reception. The guidance covers all intakes in reception within an academic year including during autumn, spring and summer terms.

Assessment at the end of the EYFS – the Early Years Foundation Stage Profile (EYFSP)

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child. This includes those children who, by exception, complete the EYFS in an Ofsted or childminder agency registered setting and who are due to start school in year 1 in the following academic year.

Methods of observation

In line with the Statutory Guidance (2023) there is no one preferred method of observation. Early years practitioners can use the Development Matters guidance to assess whether children are below, at or above age related expectation. There is no expectation for a large amount of evidence, rather that practitioners use their knowledge and experience of a child to assess their level and gaps.

Children's learning journey

Learning journeys will have samples of the children experiences throughout their time in the Foundation Stage. They will not be passed on to the next age group but sent home for parents.