

Deciding what this tells us about a child

Assessment

Why do we need to do this?

- To make sure we are supporting each child to reach their full potential.

What do we need to know?

- How the child is developing and whether they are making progress from their starting points or last assessment.
- The child's strengths and areas where they may need more support.
- What they are able to do so we can plan effectively.
- Any Special Educational Needs or Disability (SEND) concerns.

Who will do this?

- The key person/ class teacher will coordinate this by reviewing the evidence gathered in the Learning Journal, discussing the child with the wider team and parents.

How can we find it out?

- By linking observations to age related expectations e.g. in the Early Years Outcomes document (DFE, 2013).
- Using Learning Journals to feed into paper/ electronic trackers.
- Discussing each child with a leader/manager to moderate judgements.
- Conversations with parents (e.g. parents evening).
- By completing the 2 year old progress check (if appropriate).
- By carrying out the EYFS Profile assessment at the end of the Reception year.
- Using specialist assessments e.g. language assessment tools, to find out specific information.

When will we do this?

- Review on entry to the provision and at regular times (usually 3) throughout the year by feeding back to senior leaders (Summative Assessment).
- Regular conversations should happen to ensure vital information is always shared and understood by the wider team about each child and not saved until a set date e.g. SEND concern
- Regularly take part in moderation activity to make sure the judgements being made are accurate.

Deciding what this tells us about a group/cohort

Assessment

Why do we need to do this?

- This will help us to build up the bigger picture of how the children across the setting are progressing from their starting points to ensure each child reaches their full potential. This will show how effective the setting is at supporting children and preparing them for future learning (school readiness).
- This bigger picture will help us to direct resources and time to support learners and help us to decide Continuous Professional Development may need to be planned or which practitioners may need more support. We need to be sure that the information being gathered is linked accurately to child development and appropriate next steps are being identified.

What do we need to know?

- Are any trends or patterns in learning and development emerging?
- Monitor groups of children to ensure they are making good progress for example: Looked After Children (LAC) English as an Additional Language (EAL), Special Educational Needs and Disability (SEND), summer born, higher attaining children, funded two year olds, free school meal entitlement, International New Arrivals (INA), ethnicity, gender.
- How are all children progressing from starting points or last assessment?
- Any SEND concerns.
- That the evidence gathered is accurate.

Who will do this?

- The EY lead/ manager will coordinate this by reviewing the evidence gathered in the Learning Journal and on trackers with each key person.
- The EY Lead/ manager may attend wider moderation activity facilitated by the local authority, involving key practitioners within the setting.

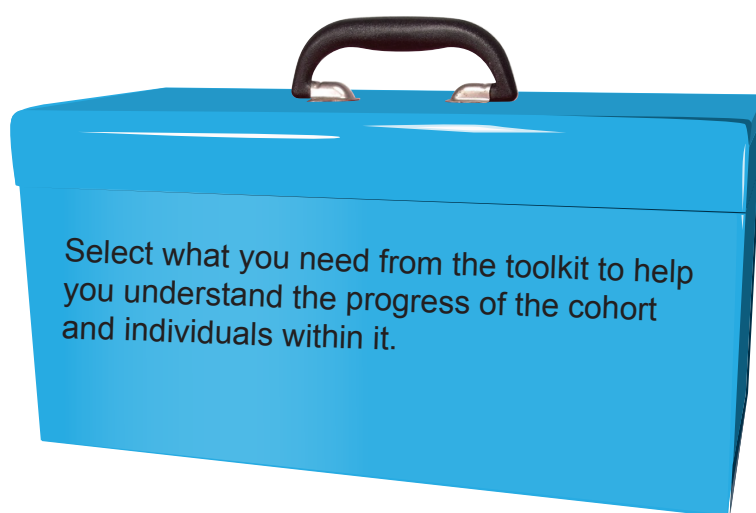
How can we find it out?

- Discussing with each key person to feed into the electronic tracking system or cohort tracker.
- Reviewing the 2 year old progress checks and EYFS Profile (if appropriate).
- Looking at the data collected as a whole and asking questions.
- Holding moderation sessions with the team and using peer support where appropriate.
- Working with your local children's centre and early years provider to understand the needs of children and families as they join the school and to feed back to them on the progress of children at age five.

When will we do this?

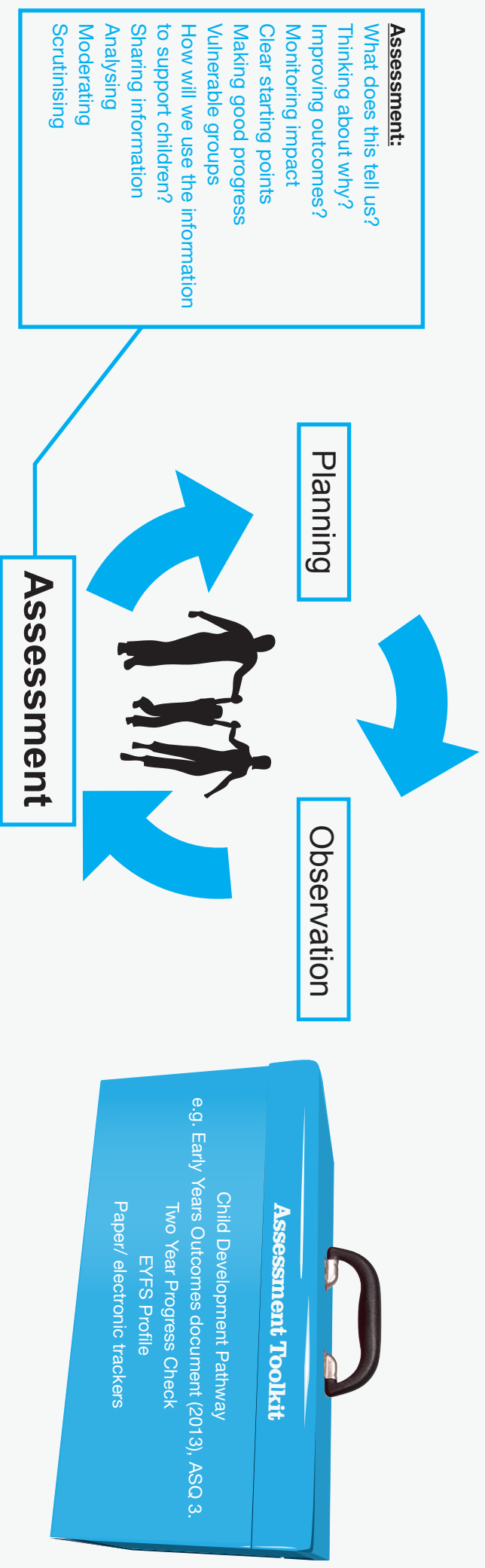
- Moderation needs to take place before the summative assessments are recorded.
- Once the assessments are made the data needs to be checked again for accuracy.
- Cohort information needs to be analysed and a brief summary written identifying any strengths or areas of development/ concern linking to the 7 areas of learning and making reference to vulnerable groups.
- Review starting points and at regular times (usually 3) throughout the year by meeting each key person (Summative Assessment).
- Regular conversations should happen to ensure vital information is always known by the wider team about each child and not saved until a set date.
- Regular moderation sessions with the whole team.
- This knowledge of the cohort needs should be fed into planning, the setting action plan and staff development.

“Assessment plays an important part in helping parents, carers and practitioners to recognise a child’s progress, understand their needs, and to plan activities and support.” (pg. 10, EYFS Statutory Framework, 2012.)



Deciding what this tells us about a child - assessment

Assessment is the link between observing children and effective planning to support their progress



Reflecting on assessment systems:

Are/can all practitioners:

- confident to contribute to the assessment process?
- involved in regular moderation activities?
- confident and secure in their knowledge of child development and the expectations of the EYFS?
- aware of whether individuals and groups of children are on track for their ages and making good progress over time?
- Are robust systems in place to ensure information about children's progress is informed by and shared with appropriate people such as parents and other professionals?

Are leaders and managers:

- confident with the accuracy of the evaluations practitioners make about a child's stage of learning and development?
- ensuring established systems involve parents in reviews of children's progress, and supporting staff to do this effectively?
- organising periodic summative information from individual children onto a central system, and organise this information to give an overview of the progress of all the children in the setting?
- ensuring robust systems are in place which are in line with the EYFS statutory framework and which provide summary information about children's progress across all areas of learning and development, and throughout their time in a setting?
- using the summary data to reflect on and track the progress of the cohort, group or child?
- using the information gathered to plan and implement improvements to practice, provision, the environment, staff skills and knowledge through continuing professional development (CPD) so that children's progress is improved?

Deciding what this tells us about a child - assessment



Assessment in practice

Assessment means responding to what you know, see and hear.

Daily – practitioners should be:

- Supporting children's choices.
- Choosing resources to enhance and extend learning and development.
- Extending children's thinking.
- Identifying 'what next' and responding 'in the moment' to support and extend learning.

Weekly – practitioners should be:

- Gathering information together.
- Analysing what they know.
- Sharing information with others (parents, key person, other agencies)
- Identifying clear levels of attainment and next steps for children's learning.

Regularly – practitioners, leaders and managers should be:

- Summarising information and evidence, clearly linked to EYFS ages and stages. This should be for individual children, groups of children and cohorts making reference to vulnerable groups and the 7 areas of learning.
- Opportunities must be given to enable parents/carers and other professionals to contribute to this process.
- Information should be recorded systematically e.g. using paper or electronic trackers.
- Information should be used to inform planning and deployment of practitioners and resources.
- Assessments should be monitored and moderated regularly by the whole team including leaders and managers.
- The progress check at age two and the assessment at the end of the EYFS (EYFSP) should be carried out as detailed in the EYFS Statutory Guidance sections 2.3 and 2.6

Definitions:

Assessment for learning – analysing observations and other evidence asking, 'what does this tell us about the child's interests, learning styles, achievements and needs, and then deciding what next?'

Summative Assessment – provides a summary of the child's learning and development at a point in time.

Attainment – a summative measure at a set point in time against pre-determined goals/outcomes (e.g. EYFS Profile).

Achievement – progress made towards the Early Learning Goals over a period of time.

Significant Learning – leaps that children take in their learning and development. The important steps that move a child forwards to something new.

Moderation – a dialogue between practitioners to ensure assessment judgements are reliable, consistent and accurate. Can be internal – within the setting, or external – involving Local Authority Consultants/Advisers or other external bodies.