

## **EARLY YEARS ASSESSMENT POLICY OLSPN 2017**

### **OUR MISSION STATEMENT**

Our school is a place where everyone is treated equally, encouraged and respected. We believe that all children should be able to achieve their full potential academically, socially and emotionally. We are committed to our setting being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. We all work for our setting to be a happy place where good behaviour and manners are expected and all children enjoy their educational journey. At OLSPN we believe in providing the very best for every child.

Within 6 weeks of the child starting they will be given a 'baseline' assessment. In Reception, children will be assessed using a Baseline Assessment which will be recorded and discussed at parents evening. At OLSPN, we use the NFER baseline assessment.

On entry to the Nursery and Reception we will use our professional judgement to assess the age band children are working 'within' across the EYFS 17 areas of learning.

Within 10 weeks of a child starting the nursery the children will be given a 'baseline' assessment.

**Children in Reception are five years old between September and the following August so may have almost a years difference between oldest and youngest in their cohort. For this reason the assessments are age adjusted.**

**Expected Standards for Reception with age adjustments are;**

40-60 months = In line with ARE (Age Related Expectations)

30-50 months = Below ARE

Any other lower age band below = Significantly below ARE

### **Formative Assessment**

As the year progresses children are observed and monitored with their attainment and progress tracked in all areas of development. Examples of children's learning, showing their individual attainment and stage of development, are built up throughout the year. Provision is made for these observations and assessments through explicitly taught sessions, varied experience and play based learning. Progress is recorded by observing and assessing children. This can be in the form of written observations, staff notes, conversations within the team or via the 2Simple program. Data is recorded termly using TargetTracker

Book work, photographs, film clips, folders and Learning Journeys are also used to keep a record of children's progress and achievements where relevant, appropriate and in line with age related expectations.

We include home visits in our assessments, either informing the baseline, or the profile itself. Our Home/School link books also contribute to the profile and keep us informed of achievement at home as well as informing parents about our ongoing curriculum and any special tasks or events. The books act as a two way communication between home and school. Children also have reading records for this purpose.

Transition for Reception to a more formal curriculum begins in the Spring/Summer Term for most children. This prepares the children for September starts in yr 1. Children still working towards the Early Learning Goals in year one continue to do so until they are secure. Close links are made throughout the year with the year one teachers and the KS1 Phase Leader. Smooth transitions are ensured by sharing information around the profile and each child's particular needs and achievements.

Transition from nursery to reception takes place as the year progresses with more EYFS and School assemblies to attend as well as Friday shared play times. If nursery children are ready, they can take part in phonics turnaround.

Phonics turnaround enables children to learn at the right level for them and progress through phases at their own speed. The children are assessed once every half term. This, alongside Guided Reading, provides useful information about children's progress in reading and writing.

## **Assessment Cycle**

### **Baseline**

Reception – October

Nursery – Within 10 weeks of the child's start date. (Data entry every term )

### **Progress**

Reception and Nursery - Formal Data entry is Termly. It is expected that children do not make progress uniformly therefore progress will be variable and dependent on each particular child's needs at different stages of development and learning.

Assessment evidence includes: Books, reading records, photographs, observations, child/ parent voice, ActiveLearn, learning journeys, conversations with other practitioners, moderation notes ( internal/external) SLT scrutiny, SENCO input and SLT pupil progress reports plus Target Tracker.

There will also be tracking assessments for phonics half termly and number termly.

## **Summative data**

At the end of the year we will assess the Reception Class children against age related expectations. ( Early Learning Goals)

### **Parents**

Parents are included in their child's learning journey via Homework, Reading Records, WOW stickers and the Website. Parents are also able to view their child's Learning Journey on request.

We have 2 formal Parents Evenings in the Autumn and Spring term. School reports are given out at the end of the year and parents are given the opportunity to discuss them with the teachers on an open evening in July.

It is the responsibility of the early years staff to follow this policy.

The Senior Leadership Team will carry out monitoring on the early years as part of the whole school monitoring system.

This policy will be reviewed before the start of each academic year and will evolve to incorporate the views of all staff concerned.

M A Barlow EYFS Leader  
OLSPN Catholic Primary School  
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