



Assessment in the Foundation Stage Policy

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At Winton Primary School we believe is the task of all the Early Years Practitioners is to work in the interests of the children seeking to understand and articulate those interests and provide stimulating learning opportunities. Assessment is a process that must be purposeful and support children's learning and development.

Nursery

Children starting nursery receive a home visit from the nursery staff. This is an opportunity for the child to meet the teachers in their familiar home environment and for staff to have a relaxed conversation with parents. Some information is gathered at this visit through a parent meeting looking at Development Matters Statements (DMS) in the relevant age bands for the child's development and if possible by sharing the results of the age 2 years check.

Once a child starts at the nursery the first week will focus of settling and gathering as much age related observations as possible. The focus of these will be formed based on the parent conversations, indicating an appropriate age band within the DMS.

Through the home visit, parental conversation and settling in assessment an on entry level should be given by the end of the first week if full time and second week if part time. This then forms the baseline assessment level for the child which will be recorded on the school electronic system (Early Years Target Tracker) as pre summer 2.

Formative Assessment is used during learning activities to gather evidence of what the child has learnt and identify what the next steps should be. It is based on day to day classroom practice. A range of methods are used to gather evidence such as spontaneous quotes and individual observations of the child which are written by practitioners, planned individual, group or whole class observations that focus on specific DMS, photos and video observations. All of these are entered onto EY Target Tracker to create an ongoing record of individual progress and next steps for planning. Parents are encouraged to contribute to evidence gathered through informal conversations with staff, a focus child information sheet and through parent meetings.

Each child has a 'special work book' that is used to hold a range of work. This may be selected by the adult or by the child if they feel it is special enough to go into their book. Work is put into the book on a weekly basis and each

child is encouraged to look through their work from that week and talk about what they have done and the learning that has happened. Staff scribe for the child as they discuss their work. Work needs to be dated and the area of learning recorded.

At key points in the year summative assessments are made. These indicate where a child is at a given point in time and show what has been achieved. This is used to track progress for individual children.

Phonics assessments are ongoing but at the end of each half term children will be tracked against phase 1 (and if applicable phase 2) and an indication given to how secure they are working within the seven aspects of phase 1. Assessments are also made for maths using the school phase tracking format. These are sent to the Early Years Leader at the end of each half term are used alongside the assessments on the EY Target Tracker to inform a discussion of progress for individual children.

Writing assessments are made once a term at the half term point using the school assessment format.

Once children have settled into the nursery routine they will be sharing book activities. Assessments against the DMS are made using the school guided reading format for the Foundation Stage.

Once a term the nursery teacher will meet with SLT for a pupil progress meeting. At this meeting assessments made across the seven areas of learning will be discussed.

At the end of nursery assessments will be moderated by the Early Years team. The summer 2 assessments will be used as baseline levels for entry into reception for all children moving up from the nursery.

Reception

All assessments are shared using the EY Target Tracker system to provide continuous assessment from entry to the school. For children joining the school new to Reception any information forwarded on will be entered onto the Target Tracker system.

Children continue to be assessed against the DMS and then when appropriate through the ELGs using EY Target Tracker.

Phonic and maths assessments are done against the relevant phases at the end of each half term and forwarded to the Early Years Leader. These are used during a meeting at the end of each half term with the early Years Leader to discuss individual progress.

Once a term a writing sample is taken as assessed against the school format beginning with the early years format and when relevant moving to level 1.

Guided reading is assessed during each session using the school guided reading format. Children will work through the DMS and move to level 1 criteria if appropriate.

Once a term these assessments will be used to inform a discussion with SLT during a pupil progress meeting.

At the end of reception assessments will be made against the ELG. Children will be given a judgement of emerging, expected or exceeding. To inform this judgement ELG descriptors and exemplification will be used. Judgements will be moderated internally with the Early Years and KS1 teams and a sample moderated with the SLT. Levels will also be moderated externally through the cluster group network of neighbouring schools that meet termly.

All data will be sent off in line with borough and national guidance.

At the end of Reception all assessments will be shared with the year 1 teacher. Where children have not met the expected level and have been judged as emerging the DMS will be used to inform the year 1 of gaps in a child's understanding and to support planning next steps in their transition.