



Broomhaugh and Corbridge Church of England First Schools

EYFS

Assessment Policy

Inspired by Jesus, we make a difference in God's world by being 'the best that we can be'.

Mrs Nicki Burton
EYFS Lead

EYFS Marking and Assessment policy

This policy applies to all staff, pupils and volunteers across the EYFS phase. The Headteacher and EYFS Subject Leader are responsible for policy implementation and for ensuring staff receive appropriate training. Class teachers are responsible for daily implementation; support staff must follow agreed modelling when working with pupils. Governors (or the governing committee) will receive an annual report on EYFS standards as part of EYFS curriculum monitoring.

Marking and Feedback

Adult led/Adult initiated work annotated in green pen and placed in the child's paper based learning journey and 'busy book' in date order to show progress throughout the year. The learning journey may also include examples of work carried out at home, annotated as necessary.

Paper based resources made by staff should include the date and 'can you' in line with the whole school policy. Short date for PD/MD/UW/EAD and long written date for PSE/C&L/L work.

Where a resource has been downloaded or photocopied from another source the date and 'can you?' should be neatly handwritten and underlined, top left of page, before photocopying for children's use.

Child initiated work – children should be given the option to take this work home. If it is to go home then photos may be taken to be uploaded on to the online learning journal, Tapestry.

Annotating work

Naming work

Children should be encouraged to write their own names on their work in an appropriate place. Adults should encourage children to write their names at the top left of the page to support the left to right - top to bottom orientation of the writing process. Name cards should be displayed in the classroom for children to access.

Annotating code

AL/AI: Adult-led/Adult-initiated activity

AS: Adult support needed (A short comment to indicate the level of independence may be added to support assessment purposes.)

I: Independent

CI: Child-initiated



Next Steps

Any adult led work should include a next step for learning to be shared with staff to inform future teaching. Parents are informed of these next steps via tapestry as appropriate. Where appropriate, children should be made aware of these next steps through verbal feedback.

Written comments/Verbal Feedback

Written feedback/comments should be kept to a minimum. Verbal feedback is preferred in EYFS.

Assessment

What do we assess?

Throughout the child's time in EYFS, on-going assessments will take place in relation to progress in the 7 areas of learning as outlined below. The Statutory framework 2021 states ***'assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork.'*** ***'Assessment should inform an ongoing dialogue between practitioners and teachers about each child's learning and development, to support a successful transition to key stage 1.'*** At the end of the reception year, judgements will be made as to whether children have 'met' or are 'emerging into' the 17 Early Learning Goals (ELG) of the EYFSP.

Areas of Learning (AoL) and Characteristics of Effective Learning (CoEL)

There are 7 AoL within which children will be assessed during the EYFS.

The three prime areas are:

- PSED (Personal, Social and Emotional Development)
- C&L (Communication and Language)
- PD (Physical Development)

And the 4 specific areas are:

- L (Literacy)
- MD (Mathematical Development)
- UW (understanding the World)
- EAD (expressive Arts and Design)

CoEL

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

Further information about the AoL and CoEL are included in the EYFS policy.

Tapestry online learning journal

At Broomhaugh and Corbridge CoE first schools, all children within EYFS have an online learning journal through a Tapestry account. All parents are given the opportunity to sign up to the secure online account. Observations, photos and videos of children working within the setting are uploaded to the child's account. At least one observation per child is published weekly for parents to view and comment. Further observations, evidence of progress and relevant outcomes of work *may* be uploaded to Tapestry but not published to parents. These observations and anecdotes will support the dialogue between practitioners in relation to the child's learning journey.

The EYFS lead will be responsible for setting accounts for new staff to the setting and ensuring appropriate training and guidance is given. Parents will be given the opportunity to download their child's journal at the end of the reception year. Each school will keep electronic copies of each child's journal, on a secure drive, for tracking purposes in line with GDPR.

Parental involvement and other agencies

Parents are actively encouraged to upload observations to their child's online journal. These observations are regularly shared with children during show and tell sessions. Staff acknowledge receipt of the observation by 'liking' but not always commenting. Parents will be invited to a session to learn more about Tapestry during the first half of autumn term if appropriate to the cohort. Any parents who don't have access to Tapestry will be encouraged to share their child's achievements verbally and/or supply photos. Staff will make arrangements to share the online journal with these parents at a convenient time for all.

Other adults working with the children on a regular basis, for example PE specialists and lunch supervision, will be included in the build-up of the child's learning journey. Regular staff members will be responsible for uploading this information to Tapestry.

How do we assess?

Child Initiated

Anecdotal observations

All adults working within EYFS make careful observations of the children in the setting in a range of situations and across all 7 AoL. This may include anecdotal comments from children's play and interactions during CI and AI opportunities. These observations may be added to the child's online learning journal with an appropriate linked AoL. Purposeful enhancements and learning opportunities can then be planned. Photographs, videos and voice recordings may also be used to record anecdotal evidence. These observations will be used to make an informed judgement as to whether a child is 'on track/not on track' to reach the ELG at the end

of the reception year. Where a child is judged to be 'not on track' further provision through the environment, quality first teaching and/or intervention will be actioned as appropriate.

Narrative observations

In nursery, a longer narrative observation will happen on a termly basis. In reception, this will form part of the baseline assessment only unless further observations are needed throughout the year. Pupil progress meetings will determine which children need further observations. The narrative observations will be assessed against the AoL as well as CoEL, next steps to support the individual will be identified and shared with all staff in the setting. Provision and learning opportunities for the child can then be planned and delivered. These observations may not be shared with parents.

Adult led activity

Adults will use the information from the anecdotal and narrative observations as mentioned above, to plan and deliver adult-led activities that take into account the interests and stage of development of the individual. These activities will cover all 7 AoL each half term to support a holistic, best-fit judgement of the child's development. In line with the statutory framework 2021, **'there is no requirement for teachers to record evidence.'** However, photos, comments and paper based outcomes will be collated as appropriate to the activity. Children will have a 'busy book' in which some outcomes will be recorded. Work will be annotated as above and will be used to support the ongoing dialogue between practitioners.

Reading assessments

In Reception, children will engage in daily RWI phonics. An initial assessment will take place to identify baseline levels and determine where they will start on the RWI program. Half termly RWI assessments will then be carried out by the reading lead. Children will progress through the RWI program as appropriate to the assessment outcomes.

Children will also be given high frequency key words to read and learn at home at an appropriate time. Regular assessments of these words will be taken so new words can be allocated.

Quality Assurance

Moderating with other childcare providers

Teaching staff will meet with other childcare providers, including childminders and pre-school/nursery settings, to moderate judgements, discuss progress and share next steps of learning. These meetings should happen termly. Outcomes of the meetings should be shared with the EYFS lead.

In-school moderation

All EYFS staff should be involved in the children's learning journey. In-school moderation of pupil progress should take place regularly with staff drawing on their knowledge of the child and their own expert professional judgement. Termly pupil progress meetings with the head teacher will be used to identify any individuals or groups who may need specific interventions. The SENDCo will be involved where appropriate in line with the school SEND policy.

Cluster moderation

Teaching staff should attend the termly moderation sessions set up by the EYFS Partnership. Feedback should be reported to all relevant staff upon return to school.

Baseline Assessment

Nursery staff will observe across the 7 AoL during the first half term which will form the baseline. Information from induction visits and the child's previous settings will also form part of the baseline. Nursery baseline will close at October half term.

Reception children will take part in the RBA within the first 3 weeks of entering the setting. The RBA will be carried out by a member of the SLT while reception staff carry out internal baseline observations. The internal reception baseline should be completed no later than 30th September. Reception staff and SLT will meet soon after to discuss the outcomes of the baselines.

Transition and EYFSP submission

A clear handover of information from nursery to reception will take place at the end of the summer term. The children's tapestry accounts will continue into reception.

Dialogue between the reception staff and year 1 teachers will take place to discuss the children's readiness for year 1.

Guidelines set out by NCC will be used re: EYFSP submission.

Reporting to parents

As referenced above, parents will receive regular updates about their child's learning journey via tapestry. Alongside this, each term they will receive a progress report outlining attainment, next steps of learning and how they can help at home. Termly parents evening will be used to discuss relevant information about their child's development.

At the end of the academic year, parents will receive a written report detailing their child's progress and achievements in school. In reception, parents will be informed of their child's CoEL as well as whether they have met or are emerging into the ELGs.

Policy review

This policy will be reviewed every two years by the EYFS Subject Leader and approved by the governing body. Annual monitoring outcomes will be reported to the Curriculum Committee and summarised in the Headteacher's report to governors.

Last reviewed 14.9.26

Next review September 2028