



Newton British Academy Barwa City

EYFS Assessment Policy

Policy Date: June 2025 - 2027

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*"An international community of learners striving for
excellence and celebrating success"*

Introduction

The purpose of this policy is to describe the assessment procedures in the Early Years Foundation Stage (EYFS) at Newton British Academy. Assessment is an essential part of the learning and development of students in Early Years. Accurate assessment is dependent on getting to know the students very well and the school gathers information from a range of sources including; observations of the students engaged within child-led/independent learning, as well as during adult-led activities. Discussions with parents and talking to the students also provides opportunities for subjective assessment. The following key document underpins practice in the Early Years:

Statutory Framework for the Early Years Development Matters (Early Education, 2012)

Aim of the Policy

- Assessment calendar
- Expected attainment and progress in EYFS
- How assessments are completed
- Moderating assessment judgements in EYFS
- Parental engagement in observation and assessment procedures

Assessment Calendar

The school uses the electronic tracking system to record data. Data is inputted into the tracking document throughout each term. At the end of each term it is then analysed by teachers and the EYFS coordinator. This data forms the basis for the RAP (Raising Attainment Plan). Once the RAP has been completed and analysed, student progress meetings are held. These take place every half-term and from these meetings teachers are given actions to work on with the student in their class.

Foundation 1 Baseline Assessment

Within the first 4 weeks of Term 1, an initial baseline assessment is conducted. The assessments are made in all the prime and specific areas of learning. Each student has a tracker linked to 'Development Matters' and 'Birth to 5 Matters' and each class teacher highlights the statements the students have achieved. The Class teacher then decides on a best fit level which is added to the electronic tracking document.

Foundation 2 Baseline Assessment

The majority of Foundation 2 students have attended the school's Foundation 1 classes, this enables the school to use the student exit data as their baseline. For any student new to the school, an initial baseline assessment is made within the first 4 weeks of Term 1. The Class teacher then decides on a best fit level which is added to the electronic tracking document.

Formative Assessment

Assessment plays an important part in helping parents, carers and practitioners to recognise a student'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 a student's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with students, practitioners

should respond to their own day-to-day observations about student's progress and observations that parents and carers share.

Every half-term, teachers assess students against the broad phases of development. This is conducted so that the school can identify if students require Literacy and Maths interventions each half-term. It also ensures consistency with the rest of the school, which assesses Literacy and Maths each half-term. Teachers will conduct a number of informal observations of the student's learning through play alongside more formalised Phonics, Reading and Maths assessments which will be conducted on a 1:1 basis. Teachers identify aspects of learning where attainment is particularly low at baseline. These aspects are then targeted through systematic precision teaching and interventions.

At the end of Foundation Stage 2 the children will take part in formal assessments (Pira and Puma) which assess the students Mathematical and Reading abilities. These assessments are used for school purposes only and provide a broad understanding of the students' levels against the National Average from the UK.

Expected Level of Development

The level of development a student should be expected to have attained by the end of the EYFS (Foundation 2) is defined by the Early Learning Goals (ELGs).

The ELGs are not used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development. Instead, the ELGs support teachers to make a holistic, best-fit judgement about a student's development, and their readiness for Year 1.

When forming a judgement about whether an individual student is at the expected level of development, teachers will draw on their knowledge of the child and their own expert professional judgement.

In the final term of the Foundation 2 the EYFS Profile will be completed for each child. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for Year 1.

Each student's level of development will be assessed against the Early Learning Goals. Practitioners will indicate whether students are meeting expected levels of development, or if they are not yet reaching expected levels. This is the EYFS Profile.

Year 1 teachers will be given a copy of the Profile report. These will help inform a dialogue between F2 and Year 1 teachers about each student's stage of development and learning needs and assist with the planning of activities in Year 1.

Teacher Judgement Model

A 'teacher judgement' model is used to determine student's levels each half-term. Teachers are aware that students develop at their own rates and in their own ways. Teachers read the statements in each broad phase of development and then reflect on their knowledge of the student and any evidence they have from the student's books, writing samples, observations, parental contributions etc. They then make a professional judgement about which age and stage best describes the student (teacher judgement).

Once the judgments have been made, teachers will attend a Student Progress meeting with the EYFS Coordinator to discuss the outcomes and the individual needs of the Students. Actions will be put into place to ensure that all students are making progress over the different subject areas.

Implementation

Evidence from a range of sources is used to make judgements of student's levels including: observations, Literacy/Maths learning files, samples of work (e.g. purposeful writing samples) and information from parents. Teachers also use their knowledge of student's abilities from their group lesson times and from interacting with them during continuous provision. If students have attended a previous setting teachers will look through the information and use this to help inform their assessments.

Success Trackers and Feeding Forward

At the end of each focus activity teachers will record on the success tracker if the child has achieved their learning intention for that activity. If the child has not achieved the learning intention then they will be a focus child for the following week. Their target / learning intention is fed forward and all observations and child initiated interactions will be based around that specific learning intention. Observations of the Student achieving the learning intention in their child initiated time is then recorded in the feeding forward book and is reviewed at the end of the week.

Observations

Formal Observations such as Feeding Forward will take place on an ongoing basis by key people such as teachers and TAs. Key aspects of the Early Learning Goals will be identified and learning objectives will be brought forward for adults and students to focus on. These will be based on individual targets set from the previous week's learning. This will support teachers to identify gaps and offer necessary support to individual Students to bridge the gaps and move their learning on.

Informal observations such as on the spot observations will take place dependent on the student and key people taking opportunities to observe significant learning experiences when they arise. These observations are made, while supporting independent learners, to note any significant achievements towards next steps and understanding. A student's language is recorded whenever possible as this gives insight into a student's thinking, understanding and language development, they also identify the characteristics of effective learning.

Student's Learning Files, Tracking and Recording

Each student has a learning file which includes Literacy work, Mathematics work, on the spot observations and feeding forward observations. These files are used as evidence when assessing students each term. Adults always write whether work has been completed independently or with support to help when assessing them. Students complete focus jobs which are led by either a teacher or teaching assistant. They will usually take place in small groups depending on the type of activity and the student's abilities. Students complete both a Literacy and Maths focus job each week which is recorded in their files. They also complete at least one other focus job which could be recorded using observations or in a file/tick sheet. Focus jobs can take indoors or outdoors. Some students may complete more focus jobs than others depending on their ability.

Moderating:

There is a robust internal moderation process and teachers meet each half term to ensure validity of assessments. Teachers have formal opportunities to agree assessment judgements with others, in addition to daily informal conversations. During moderation meetings we discuss the development of an individual student, or group of students, in relation to the broad phases of developing.

Team Leaders or the EYFS Coordinator will decide on a focus for the moderation meeting every half-term and decide which students to moderate. This would normally be three students per class. Records are kept of all moderation meetings.

Parental Engagement and Reporting to Parents

Newton British Academy firmly believes that “parents are Student’s first and most enduring educators.” (QCA Guidance). The school is aware that students need the support of both parents/carers and teachers to make good progress in the school. The school works hard to promote a successful partnership, with a two-way flow of knowledge, information and expertise.

The school has the following initiatives in place to support communication with parents:

- Three parent teacher consultations will take place for parents to share and discuss their child’s progress and attainment
- All students in the Early Years receive a written report at the end of each Term outlining the student’s current level of attainment
- Monthly Proud Parent messages are sent home for parents to write about the learning that has taken place at home

Associated Policies & Documents

- NBA Marking Policy
- NBA Curriculum Policy
- NBA Teaching and Learning Policy
- NBA Students Reports Templates
- IEP (individual Education Plan) Template
- Inclusion Policy