

NEWTON INTERNATIONAL ACADEMY SMASH



EYFS ASSESSMENT POLICY

POLICY REVIEWED

July 2026

POLICY TO BE REVIEWED

July 2027





EYFS Assessment Policy

Purpose

The purpose of this policy is to ensure that assessment is used effectively to support every child's learning and development within the Early Years Foundation Stage (EYFS). Assessment enables practitioners to identify children's strengths, interests, and next steps, informs future planning, and promotes positive outcomes through close partnership with parents and carers.

Principles

Assessment in the EYFS is:

- Ongoing and based on professional knowledge of each child.
- Carried out through observation, interaction, and play.
- Used to inform planning and support children's individual learning journeys.
- Inclusive, recognising that children develop at different rates.
- Shared regularly with parents and carers to promote partnership.

Assessment Methods

Practitioners assess children's learning through:

- Baseline assessments when children join the setting.
- Daily observations during child-initiated and adult-led activities.
- Professional discussions and interactions.
- Learning journals or electronic learning records where appropriate.
- Photographs, work samples, and children's own contributions.
- Information shared by parents and carers.

Recording and Monitoring Progress

Assessment information is used to:

- Monitor children's progress across the seven areas of learning.
- Identify individual strengths and areas for development.
- Plan meaningful next steps in learning.
- Identify children who may require additional support or intervention.

Assessment Tracking and Monitoring

To ensure children's progress is monitored effectively, the setting uses both formative and summative assessment.

Weekly Assessment Tracker

Practitioners complete a weekly assessment tracker to record each child's progress in the areas of learning. Children are identified as:

- **Working Below** – the child is not yet demonstrating the knowledge, skills or understanding expected for their stage of learning and requires additional support.
- **Working Towards** – the child is developing the expected knowledge, skills and understanding but has not yet achieved age-related expectations consistently.
- **Working at Expected** – the child is consistently demonstrating the knowledge, skills and understanding expected for their stage of learning.

Weekly tracking is informed by practitioners' professional observations, interactions, children's independent learning, adult-led activities, and evidence gathered during everyday practice. The information is used to identify next steps, inform planning, and provide timely support or intervention where required.

Termly Summative Assessment

At the end of each term, practitioners complete a summative assessment to provide an overview of each child's attainment and progress.

Children's achievements are reviewed against the relevant **Early Learning Goals (ELGs)** and wider EYFS curriculum expectations to identify:

- Progress made during the term.
- Areas of strength.
- Areas requiring further development.
- Children who may benefit from targeted intervention or additional challenge.

The termly summative tracker provides a clear overview of individual, group and cohort progress and supports discussions with parents during termly meetings. It also informs future curriculum planning, transition arrangements, and monitoring by the EYFS Leader and Senior Leadership Team.

Assessment information is used to support children's learning and development and is not intended to limit expectations or replace practitioners' professional judgement.

Reporting to Parents

Parents and carers are valued partners in their child's education.

The setting will:

- Provide termly written reports summarising each child's progress, achievements, and next steps for learning.
- Hold termly parent meetings to discuss children's development, celebrate achievements, address any concerns, and agree on future learning targets.
- Encourage ongoing communication between home and the setting throughout the year.
- Share assessment information to support continuity of learning between home and school.

Planning

Assessment information informs:

- Weekly and termly planning.
- Individual next steps.
- Targeted interventions where required.
- Enabling environments that support children's interests and development.

Inclusion

Assessment procedures ensure that:

- All children have equal opportunities to demonstrate their learning.
- Children with Special Educational Needs and Disabilities (SEND) receive appropriate support.
- Assessment is adapted where necessary to meet individual needs.

Confidentiality

Assessment records are stored securely and shared only with authorised staff, parents, and relevant professionals in accordance with data protection legislation.

Roles and Responsibilities

Practitioners

- Observe, assess, record, and plan for children's learning.
- Maintain accurate assessment records.
- Communicate regularly with parents.

EYFS Leader

- Monitor the quality and consistency of assessment.
- Support staff in effective assessment practices.
- Ensure statutory assessment requirements are met.

Monitoring and Review

This policy will be reviewed annually or sooner if there are changes to statutory EYFS guidance or assessment requirements.

Review date: July 2027