

Newton International School West Bay

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EYFS Assessment, Reporting Progress and Monitoring Learning Policy 2025-26

Rationale

Assessment should be a continuous process in the classroom. When used effectively, assessment for learning increases learner's motivation, self-esteem, independence, initiative, confidence and improves attainment. By ensuring that children receive feedback on their work, and that adult input is adjusted by teachers following formative assessment, each child in the school will be given the opportunity to reach their full potential.

The Department for Education issued a new EYFS Statutory Framework in 2021 stating that,

'Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence.'

Department for Education, 2020

Our Objectives

At Newton International School, West Bay, we value the importance assessment plays in an effective teaching and learning cycle. This policy supports our aim for teachers and leaders to use assessment well, for example to ensure each unique child is catered for, to help learners embed and use knowledge or to check understanding and inform teaching.

Our Aims

- To ensure that all children make sustained progress in their learning.
- To give parents regular information about their child's progress
- To ensure that each unique child has access to the resources and support they need to further their knowledge, skills and understanding.
- To identify areas for professional development needs.
- To report clear and concise information to all stakeholders in line with the statutory requirements of the EYFS Framework

Our teachers will:

- know and understand how to assess children, using the statutory requirements of the EYFS Framework and their knowledge of child development.
- make use of formative and summative assessment to secure pupils' progress.
- use relevant information to monitor, and ensure each child makes progress.

Our Approach

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We use a range of formative and summative assessment strategies throughout the year in order to inform and measure the impact of our teaching from EYFS to Year 6.

Summative Assessment

Activities associated with *summative assessment* (Assessment of Learning) result in an evaluation of student achievement - for example, allocation to a level or standard or allocation of a letter or numerical grade, which might later appear in a report.

Formative Assessment

Activities associated with *formative assessment* (Assessment for Learning) do not result in an evaluation. Information about what a student knows, understands and is able to do is used by both the teacher and the learner to determine where learners are in their learning and how to achieve learning goals.

Marking and Feedback

At Newton International School, West Bay, we believe:

"Marking practice that does not have the desired impact on pupil outcomes is a time-wasting burden for teachers that has to stop."

Workload Review Group marking report, March 2016

Our Marking and Feedback strategies are:

- **Manageable:** marking practice should be proportionate and consider the frequency and complexity of written feedback, and cost and time-effectiveness of marking in relation to the overall workload of teachers.
- **Meaningful:** Marking varies by age group, subject, and what works best for the pupil and teacher in relation to any particular piece of work. Teachers are encouraged to adjust their approach as necessary and trusted to incorporate the outcomes into subsequent planning and teaching.
- **Motivating:** Marking should help to motivate pupils to progress. This does not mean always writing in-depth comments or being universally positive: sometimes short, challenging comments or oral feedback are more effective.

Effective teacher feedback

Effective teacher feedback focuses on established success criteria and tells the students what they have achieved and where they need to improve. Importantly, the feedback provides specific suggestions about how that improvement might be achieved.

Peer feedback

Peer feedback occurs when a student uses established success criteria to tell another student what they have achieved and where improvement is necessary. Again, the feedback provides specific suggestions to help achieve improvement.

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Student self-assessment

Student self-assessment encourages students to take responsibility for their own learning. It incorporates self-monitoring, self-assessment and self-evaluation.

The strategic use of questioning

Questioning is used not only as a pedagogical tool but also as a deliberate way for the teacher to find out what students know, understand and are able to do. Therefore, questioning should be planned and differentiated.

Our Assessment schedules in EYFS

Assessment in the EYFS is a continuous process where the teaching staff make decisions about what the child has learned or can do already to inform the next steps that are planned with the child.

We use various methods of formative assessment including learning journal scrap books, literacy books, reading journals, phonic records and our online observation system EYFS Tracker which allows us to track children's achievements with the non-statutory framework **Development Matters** and work in each child's Learning Journal and workbooks. At the end of each term, we use our formative assessment to judge whether a child is 'on track' or 'not on track' in each area of learning in line with the Development Matters framework using Early Years Tracker, another online system which generates in depth data analysis which supports the teacher's data analysis and class action plan.

Baseline Assessments

On entry to EYFS a baseline assessment records children's basic understanding of simple age-appropriate concepts. These assessments, along with teacher assessment and a knowledge of their children provide a clear picture of each child on entry and facilitate the measuring of progress over time.

- Baseline Assessments are conducted for all children at the beginning of the year to give teachers and estimated judgement of where each child is working within the Development Matters framework (non-statutory guidance which outlines milestones within each area of learning in the EYFS).

Formative Assessment

Ongoing observations of the children are conducted throughout the term using Tapestry, our online assessment tool. These ongoing assessments inform teachers planning and specific interventions for individual children. These ongoing assessments will be used as evidence for our summative assessments.

Summative Assessment

- Activities associated with **summative assessment** (Assessment of Learning) result in an evaluation of student achievement and whether they are at **expected** levels of development.
- Each class teacher is responsible for completing summative assessments for each child in their class in all areas of learning which will support end of term data.

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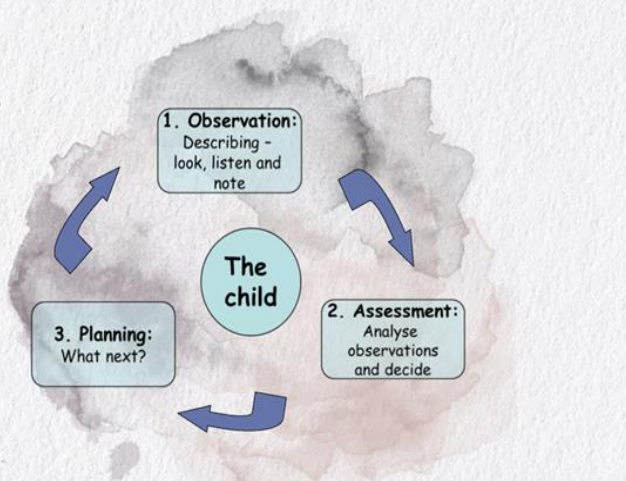
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- At the end of each term Teachers' track children progress using the Early Years Tracker system in line with 'Development Matters' for all areas of learning.
- At the end of each term the coordinator holds Data Analysis meetings with each teacher and the information shared impacts the **Early Years Raising Attainment Plan** and the individual **Class Action Plans**.
- Towards the end of the Early Years Foundation Stage when children are in the final term of Reception, staff 'sum up' into their final report all the different information from on-going assessments that have been made about the child.

How does Assessment link to planning and next steps?

The diagram below shows how Observation, Assessment & Planning all feed into one another and contribute to our knowledge of the child.



Our Approach

Focus Children

Each week children from each class will be selected as the focus for assessment.

During the week teachers will observe the child and plan invitations and provocations to facilitate an observation in each of the areas of learning. These will be entered onto a sheet using the format:

- Context – what was the child doing?
- Teaching – using the words from the Ofsted definition of teaching (this word will be highlighted - see below) how did the teacher move that child's learning to the next level
- Outcome – what was the result of the teachable moment?

At the end of the week, parents will be invited in for a short meeting to discuss the week and the progress the child is making. Next steps may also be discussed.

How we aim to scaffold our children through observation?

We aim to build upon our children's knowledge and understanding in all areas of learning through:

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- communicating
- modelling language
- showing
- explaining
- demonstrating
- exploring ideas
- encouraging
- questioning
- recalling
- providing a narrative for what they are doing
- facilitating
- setting challenges

Using effective questioning techniques

Teachers and teaching assistants will observe carefully so that any interventions are timed carefully so as not to disrupt deep engagement in children's learning.

There will be:

- a high proportion of open questions at times that are relevant to extend children's learning
- time for pupils to think about and discuss their responses to questions
- questions that encourage learners to reason, think critically and reflect
- opportunities for pupils to generate questions.

Types of questions may include:

- What do you think would happen if...?
- What is the same and what is different...?
- How do you...?
- How would you explain...?
- How could we do that differently?
- What is wrong with...?
- Why do you think that happened?

Feedback for children is important:

- to recognise, encourage and reward children's effort and achievement, and celebrate success
- to provide a dialogue between teacher and children
- to identify pupils who need additional support/more challenge and to identify the nature of these
- to enable the teacher to tailor curriculum/planning to the children's individual needs.

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Observation and Assessment should:

- Be manageable for teachers
- involve all adults working with children
- give recognition and appropriate praise for effort
- respond to individual learning needs
- inform future planning and individual target setting
- be accessible to children
- ultimately, be seen by children as positive in improving their learning
- encourage and motivate the children as they become aware of the progress that they are making.

Formative feedback

During lessons, teachers are encouraged to intervene sensitively at the point of learning by offering feedback in order to clear up misconceptions and to encourage children to overcome challenges. Teachers are expected to promote independent learning and to develop routines where children remain focused for extended periods of time, as this deep engagement is where real learning takes place.

Key Performance Indicators

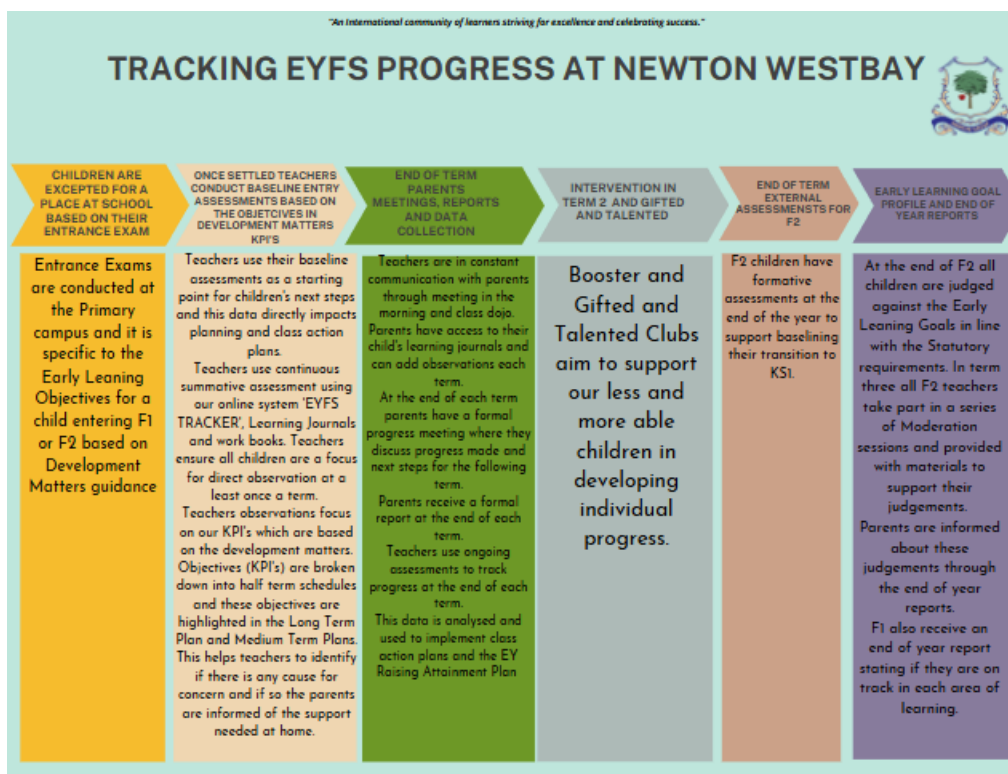
All staff members, led by the teachers, should be familiar with the Early Learning Goals (ELGs) and the objectives set out in the Development Matters Framework. These will be used to assess whether individual children are at the expected level of development. Guidance may be sought in *Development Matters* if there is any uncertainty.

Celebrating Success

- Teachers need to know their children well and use their professional judgment in order to get the desired outcomes when offering feedback to their children.
- Children's success and progress is rewarded and celebrated with the weekly 'star of the week' certificates and showing their work to the coordinator. Teachers adopt their own positive ways of highlighting success within their classes to make children feel special.

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What children do:

Children are encouraged to self-evaluate wherever possible. Children identify successes, alternative ideas and improvements through sustained, shared thinking.

Developing a dialogue

Teachers will extend children's learning by engaging in a dialogue. The OFSTED definition of teaching in the Early Years says,

'Teaching in the Early Years should not be taken to imply a "top down" or formal way of working. It is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities: communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges.'

Phonics

At this school, we teach synthetic phonics using AnimaPhonics which is DfE approved.

All children in EYFS will participate in a phonics check at the end of each phase in order to check that they are ready to move on to the next phase.

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Where appropriate, EYFS will complete phases 1, 2, 3, 4 and 5. After evaluation and entrance into Year 1 the children's phonics skills are closely monitored in order to ensure that children are grouped according to their needs.

Maths

At West Bay as a whole school, we use White Rose Maths which ensures consistency in children's learning. This scheme offers a 'hands-on' active learning approach which deepens children's understanding of the fundamental concepts of maths mastery.

Reporting to parents

At the end of each term a formal report is sent to parents commenting on the children's progress in each area of learning, including Arabic and Islamic Studies. In line with curriculum expectations, progress towards Early Learning Goals is reported for each area at the end of a child's Reception Year. See Appendix 1 for a copy of the report format used in Terms 1 and 2.

Reviewed Date: August 2025

Next Review Date: June 2026

Reviewed by: M Stuart; A Strydom; K Dower

Principal's Signature	Head of Primary's Signature	EYFS Coordinator
		



Appendix 1

	Newton Group www.newtonschools.edu.qa Newton West Bay Campus <i>An international community of learners striving for excellence and celebrating success</i>	
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Early Years Foundation Stage (EYFS) Report: 2022 - 2023			
Student's Name		Term 1: December 2022	
QID		Date of Birth	
Teacher's Name		Class	

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My Picture

Attendance	
Days Late	
Days Absent	

Communication and Language (C&L)
Comments/Observations
Working at age-appropriate level / Working towards age-appropriate level / Working below age-appropriate level *Delete as appropriate

Personal, Social and Emotional Development (PSED)

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Comments/Observations

Working at age-appropriate level / Working towards age -appropriate level / Working below age-appropriate level
*Delete as appropriate

Physical Development (PD)

Comments/Observations

Working at age-appropriate level / Working towards age -appropriate level / Working below age-appropriate level
*Delete as appropriate

Literacy (L)

Comments/Observations

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Working at age-appropriate level / Working towards age -appropriate level / Working below age-appropriate level
*Delete as appropriate

Mathematics (M)

Comments/Observations

Working at age-appropriate level / Working towards age -appropriate level / Working below age-appropriate level
*Delete as appropriate

Understanding the World (UTW)

Comments/Observations

Working at age-appropriate level / Working towards age -appropriate level / Working below age-appropriate level
*Delete as appropriate

Expressive Arts and Design (EA&D)

Comments/Observations

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Working at age-appropriate level / Working towards age -appropriate level / Working below age-appropriate level *Delete as appropriate

Arabic and Islamic Studies
Comments/Observations
Working at age-appropriate level / Working towards age -appropriate level / Working below age-appropriate level *Delete as appropriate

General Comment

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Targets

Recommended Activities

Class Teacher

SMT