

Newton International School Lagoon Campus



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EYFS Assessment Requirements And Procedures Policy

Last Reviewed Date: 29.06.2026

Reviewed by: Head of EYFS

Next Review Date: 29.06.2027

This EYFS Assessment Policy is underpinned by the NISL Flourishing Framework, which provides the shared foundation for character development, wellbeing, belonging and excellence across the school community. Through high expectations, positive relationships and a commitment to inclusion and safeguarding, we seek to create a safe, respectful and purposeful environment in which every pupil and member of staff can flourish.

1. Aims

- To raise standards across the curriculum at NISL
- To inform teachers' teaching in order to meet the needs of all children
- To provide information about attainment and progress
- To evaluate the effectiveness of teaching and learning
- To inform the school's decisions about the deployment of Teaching Assistants and other resources
- To provide information about children who move on from NISL
- To inform parents and children about their performance

At Newton International School Lagoon, assessment is viewed as an integral part of supporting pupils to flourish academically, socially and emotionally. Assessment is not simply used to measure attainment, but to identify strengths, recognise progress, celebrate achievement, remove barriers to learning and ensure every child receives the support and challenge they need to succeed.

Assessment contributes to our culture of belonging by ensuring every child is known, valued, supported and challenged. Evidence gathered through assessment informs teaching, intervention, wellbeing support and collaborative partnerships with families, enabling every pupil to make meaningful progress.

2. This policy is underpinned by the following key principles:

- There will be a reason for each assessment
- The information from each assessment will be used to inform teaching and will be communicated to the relevant people

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- Assessment will show strengths and areas for development and teaching will be adjusted accordingly through action plans and RAPs.
- There will be a clear link between planning and assessment
- The children will understand why and what they are being assessed for and will have feedback from each assessment
- Self-assessment by the children will be included whether oral or written, formal or informal
- Teacher targets will be realistic and include challenge
- The Assessment, Target Setting and Reporting Policy will be regarded as a working document and as such, staff will regularly assess and monitor its effectiveness
- Assessment will recognise and celebrate children's strengths, achievements, effort and personal development as well as academic attainment.
- Assessment information will be used proactively to identify barriers to learning and provide timely support to enable all pupils to flourish.
- Assessment will promote inclusion, equity and high expectations for every learner.

3. Standardised International Assessments

Standardised assessments (PTE/PTM) from GL are completed at the beginning of the academic year and at the end of the year to monitor progress. Previously NISL used PIRA/PUMA (Standardised assessments from Rising Stars) to do this. The use of standardised tests focuses the teachers' subsequent planning whilst also allowing a comparison with the national average through Standardised Age Scores. Through this process, teachers, subject leaders and the SMT can monitor pupil achievement, track progress and set realistic targets for the coming academic year on an individual, group, class or Key Stage basis.

4. Assessment, Wellbeing and Safeguarding

Assessment information contributes to the school's wider safeguarding and wellbeing responsibilities. Staff recognise that changes in academic progress, engagement, attendance, behaviour, communication or emotional presentation may indicate that additional support is required.

Where assessment identifies concerns relating to a child's welfare, emotional wellbeing or development, staff will follow the procedures outlined within the NISL Safeguarding and Child Protection Policy.

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Assessment information forms part of the school's graduated approach to early identification and intervention and contributes to pastoral support, AESN provision and safeguarding processes where appropriate.

Ongoing observational assessment is at the heart of Early Years teaching and learning. At Newton International School Lagoon campus we are using Trackers as our main form of assessment in line with the new EYFS Framework. Assessment is used as an early identification tool to recognise emerging learning, developmental, emotional or wellbeing needs. Early identification allows timely intervention and appropriate support before concerns become barriers to learning.

The **Trackers** allows teachers to accurately monitor student progress with a more reflective approach, which allows teachers to more appropriately plan next steps. This is the main assessment method.

1. Trackers

Trackers are used to assess students in Foundation 1 and Foundation 2. The trackers have been designed whereby we use the ELG's as an end product for where students should be at the end of Foundation two and then work backwards with the objectives until we reach the beginning of Foundation 1. We have also introduced paper learning journeys and are looking to move towards these and away from Tapestry.

2. Assessments

Foundation 1 and 2 students have baseline assessments that are completed within the first 2 weeks of the academic year. Foundation 2 students complete termly assessments based on the Letter Sounds, Tricky Words and Numeracy. Foundation 1 completes similar assessments which cover a smaller range of work.

This information is:

- Used to inform future targets for the child, the class, teachers, subject areas and the whole school.
- Reviewed by SMT and MMT who agree upon consequent future action.
- Teachers will apply interventions for pupils who have not made the expected progress. Focus groups are identified, that are fluid, and parents are informed of this in order to support students from home.

Monitoring the Effectiveness of Assessment

The SMT will meet to look at the results of these assessments in order to:

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- Look at the consequent whole school position and identify trends
- Discuss future CPD needs
- Discuss future subject resourcing needs
- Reconsider allocation of Teaching Assistants if necessary
- Assess the progress and impact of what has been implemented already and agree consequent future actions which may include prioritising future:
 - Observation of staff
 - Learning Walks
 - Book Looks
 - Focus group themes for Whole School Action Plan input
 - Setting of whole school curriculum targets if there is a need
- **Diagnostic Assessment (Baseline):** is crucial to help educators identify students' strengths and weaknesses in core subjects. By using tools such as PTE/PTM, reading assessments and Phonics assessment, teachers can tailor instruction to meet individual learning needs. Furthermore, diagnostic assessments provide valuable insights into students' prior knowledge, enabling educators to build on existing skills and address gaps.

3. iPad Allocation

Each class is allocated one iPad for assessment purposes however teachers may also use these as assessment tools. It is the teachers responsibility to ensure it is well looked after to avoid unnecessary repair costs.

4. Parental Involvement

Students work is collected throughout the term and shared with parents during the parent teacher meetings. We also encourage parents to share pictures and videos of the homework or any learning that takes place at home on Class Dojo with the class teacher.

4. Pupil progress/differentiation

Teachers will meet with the CO every 6 weeks to have Pupil Progress meetings, and at the beginning of each term teachers will meet to discuss the tracker learning objectives as part of moderation. Teachers will reflect on their planning and evaluations weekly. Every half term they will then complete a Pupil Progress form which will be used to identify ability groups (focus groups; All, Most and Some) and to plan for differentiated activities.

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5. Cohort tracker

A key method of demonstrating children's progress is through a cohort tracker. This form of developmental tracker (On track and Not on track) specifically focuses on whether the group as a whole is reaching the appropriate milestones. This form of assessment will be shared in the termly RAP which is shared with teachers in order to prepare for the following term.

6. Feeding forward

Teachers use the feeding forward method in the classrooms to help anticipate misconceptions and to decide what needs to be re-taught and to whom.

7. Student portfolios

Teachers put together a student portfolio of each student which consists of pieces of their work in the different learning areas that get sent home to the parents at the end of the Academic year.

8. Reports

Reports are completed on a termly basis and assessed against students' progress throughout the term. Reports should reflect the Trackers and should be based on the milestones of the curriculum and celebrate what a student is able to do, not what they cannot yet do. From September 2021- Exceeding statement has been removed from termly reports as per the 2021 revised EYFS Statutory Framework.

9. Parent Teacher Evenings

Parent teacher meetings are conducted throughout the year. Parents are actively encouraged to attend the meetings and their child's progress and next steps are discussed along with any support the parents can provide their child with at home.

10. Students with Additional Educational Support Needs

Formative and summative assessment is used to identify and monitor children with Additional Educational Support Needs such as Special Educational Needs, English as Additional Language an/or Social/Emotional/Mental Health Issues . These students' attainment will be monitored closely and according to individual needs they may require:

- Additional time or interventions with Teaching Assistant or Teacher
- In-class strategies
- IEP/AESPs
- Support or Shadow Teacher

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- Referral to one of the AESN departments (SEN/EAL/SEMH)

11. Reporting to Parents

Formal Parent-Teacher Meetings are held twice a year Term 2 and Term 3 after the end of term assessment and reports. However, parents can have meetings throughout the year if requested. The issuance of end of term reports occurs in every term. Teachers also ensure that they can meet with parents at other times when necessary. Parents will have an opportunity to look at their child's work or scores in any arranged parent meeting. Where a parent wishes to see their child's assessment, an appointment must be made with the Head of Primary or Deputy Head of Primary to facilitate this.

The basis for discussions is the student's academic progress, including assessment results, targets, attendance, punctuality and behaviour. Parents or Teachers may request consultations at other times to discuss the outcomes and targets for their children.

At the end of Term 3, parents receive a subject report for their child that comments on their child's progress in each curriculum area, behaviour and effort. Targets are also set for English and Mathematics. At the end of Term 1 and Term 2, parents receive a short report showing the grade for their child's effort and attainment in each subject area and a general teacher comment.

Cause for Concern Parent-Teacher meetings are held after midterm assessment to raise areas to development or student that we may need to refer to one of the AESN departments.

12. Analysis of Results and Data

Analysis of assessment data is undertaken termly and in more detail at the end of the academic year to identify areas of concern and development. This allows the school to analyse key stage and subject strengths and weaknesses which is reflected in the Whole School Action plans and RAPs.

Cause for Concern lists are discussed and concerns for individual pupils are highlighted and interventions put into place. Class Teachers identify areas of strength and development in each subject area and focus group children are identified and updated every half term. Planning reflects additional support provided to focus groups through annotations.

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Interventions are set up for small groups within year groups and focus is given to needs within the year group for those students who require support and those who require further challenge.

Parents are informed of student progress regularly and are encouraged to meet with class teachers to discuss a support plan to maximise progress.

This policy was reviewed	Signed on behalf of the Department	Date for review
June 2023	CH	June 2024
June 2024	CH	June 2025
June 2025	CH	June 2026
June 2026	CH	June 2027