EYFS Assessment, Reporting Progress and Monitoring Learning Policy 2023-2024

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 Academy, Smash, 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.

Aims

The aims of this policy are as follows:

- 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 Aims

We aim for all of our teachers to make accurate and productive use of assessment. 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:

The vocabulary of the Ofsted definition of teaching in Early Years

- 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 improve a child's confidence in reviewing their own work and setting future targets;
- 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.

Feedback 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 Development Matters statements and Early Learning Goals (ELGs). These will be used to assess whether individual children are at the expected level of development. Guidance may be sought in *Development Matters* i̇f there is any uncertainty.

 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.'

<u>Our Assessment schedules in EYFS</u>

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 record evidence that supports our judgments as to whether children are 'on track' developmentally our daily success trackers, which allows us to track children's achievements with the non- statutory framework **Development Matters.**

<u>Baseline Assessments</u>

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.

- Bassline 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).

Development Matters - Non-statutory curriculum guidance for the early years foundation stage (publishing.service.gov.uk)

<u>Formative Assessment</u>

Teachers use the skills from the EYFS framework to plan their weekly lessons. On each weekly lesson plan will be a success tracker, highlighting the skills that the students will learn that week. Each child will be assessed on whether they have achieved the skills using a traffic light system: Green- achieved, orange- supported, red- not achieved. These ongoing assessments inform teachers planning and specific interventions for individual children. These ongoing assessments will be used as evidence for our summative assessments. Any student that has not achieved the skill will have 1:1 or small group work with the teacher or TA of the class to reconsolidate the learning. These observations will be noted down in each class's feeding forward booklet.

<u>Summative Assessment</u>

- 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.

- At the end of each term Teachers' track children progress using an excel 'Development Matters' data tracker 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.

Phonics

At this school, we teach synthetic phonics using:

Jolly Phonics (EYFS) https://www.jollylearning.co.uk/ Phonixcode

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.

Where appropriate, EYFS will complete phases 1, 2 and 3. 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.

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.

 Review date: June 2024

Appendix 1

Newton Group

www.newtonschools.edu.qa

Smash

An international community of learners striving for excellence and celebrating success

Early Years Foundation Stage (EYFS) Report: 2023 - 2024			
Student's Name		Term 1: December 2022	
QID		Date of Birth	
Teacher's Name		Class	

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)
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
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
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

Targets

Recommended Activities

Class Teacher   SMT