



Early Years Foundation Stage  
Assessment Policy

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## 2. Version Control

| Date     | Version | Revision   | Owner                               |
|----------|---------|------------|-------------------------------------|
| 07/05/20 | 1.0     | New policy | Future Generation Trust Policy Team |
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### 3. Statement of Intent (EYFS Vision)

Future Generation Trust believe in providing all children with a safe, nurturing and stimulating environment that builds on each individual's needs and interests. We provide children with a wide range of opportunities to learn through play. Each academy ensures that adult-led learning is fun, engaging and suitably challenging. We value the importance of outdoor learning and ensure children have a wealth of opportunities to develop their thinking and problem-solving skills. We are committed to providing the best possible start for our children and instil a real love of learning. Through fun, creative teaching, we aim to actively engage, inspire and enable our children to flourish and succeed.

This policy outlines how we will seek to provide:

- Quality and consistency in our settings, so that every pupil makes good progress and does not get left behind.
- A secure foundation through learning and development opportunities that are planned around the needs and interests of each pupil and are assessed and reviewed regularly.
- Partnership working between academy staff and parents.
- Equal opportunities and anti-discriminatory practices, ensuring that every pupil is included and supported.

### 4. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- DfE (2017) 'Statutory framework for the early years foundation stage'
- STA (2019) 'Early years foundation stage assessment and reporting arrangements (ARA)'
- Equality Act 2010
- Childcare (Provision of Information About Young Children) (England) Regulations 2009
- Data Protection Act 2018
- General Data Protection Regulation 2018

This policy operates in conjunction with the following Trust policies:

- Early Years Foundation Stage Policy
- Early Years Foundation Stage Teaching and Learning Policy
- Complaints Policy & Procedure
- Child Protection & Safeguarding Policy
- Equality Objectives Statement
- Equal Opportunities Policy: Pupils
- Special Educational Needs and Disability Policy
- Supporting Pupils with Medical Conditions Policy
- Data Protection Policy
- Records Management Policy

## 5. Roles and Responsibilities

### The Future Generation Trust Board will be responsible for:

- Monitoring the implementation of this policy across the Multi-Academy Trust (MAT).
- Ensuring that this policy does not discriminate on any grounds, including in relation to age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity.
- Reviewing this policy annually in liaison with the EYFS leads, Headteachers and EYFS Link Governors at each academy within the MAT.

### The Local Governing Body will be responsible for:

- Monitoring the implementation of this policy at their academy.
- Handling any complaints regarding this policy in accordance with the Trust's **Complaints Policy & Procedure**.
- Putting quality assurance processes in place to ensure that EYFS profile outcomes accurately reflect the attainment of pupils.
- Ensuring that arrangements are made to allow staff involved in completing the EYFS profiles to take part in moderation activities.
- Meeting reasonable requests during Local Authority (LA) moderation visits.
- Ensuring that the LA can examine and take copies of documents in relation to EYFS profiles and assessments.
- Ensuring that the LA is provided with any requested information relating to EYFS profiles and assessments.
- Ensuring that staff involved in assessments are provided with sufficient opportunities to become familiar with effective methods for completing the EYFS profile, whether through training courses, visits by moderators, or moderation meetings held in-house or externally.

### The EYFS Link Governor will be responsible for:

- Ensuring that EYFS provision remains high on our agenda and reporting on EYFS provision is equitable and consistent with other key stage provision.
- Ensuring there is an **Early Years Foundation Stage Policy** in place for the academy and that it is accessible to and understood by all members of staff.
- Contributing to the development of a review schedule for all EYFS policies and ensuring reviews are in line with statutory requirements.
- Monitoring the implementation of the assessment of the early learning goals (ELGs) and target setting procedures to ensure that all groups of pupils within the EYFS, including the most vulnerable, make good and expected progress.
- Ensuring that a SENDCo is appointed to oversee EYFS provision at the academy.
- Effectively interpreting and analysing performance data and seeking solutions from the EYFS practitioner to address any patterns or issues that are identified.
- Monitoring how parents are kept up-to-date with their child's progress.
- Ensuring that effective partnerships for working with parents and other practitioners are established and that the impact of these partnerships is monitored.
- Monitoring if provision has been made for pupils with English as an additional language (EAL) to use their home language in play and learning.

**The Headteacher will be responsible for:**

- The day-to-day implementation and management of this policy at their academy.
- Reviewing this policy annually in liaison with the Trust Board, EYFS lead and EYFS Link Governor.
- Ensuring that staff have received the appropriate training in regard to EYFS assessments.
- Ensuring that EYFS profile assessments are sent to the Local Governing Body.
- Ensuring that statutory requirements for the transfer of records between providers are fulfilled, including the completion of the common transfer file (CTF).

**The EYFS lead will be responsible for:**

- Ensuring that an EYFS profile is completed for all eligible pupils, and that data is quality assured.
- Ensuring that the requirements of all pupils with SEND are met.
- Ensuring that teacher judgements are monitored.
- Ensuring that EYFS profile outcomes are reliable and accurately reflect levels of attainment.
- Ensuring that EYFS profile data is returned to the LA.

**The EYFS practitioner will be responsible for:**

- Ensuring they have a thorough working knowledge of the EYFS learning and development requirements.
- Accurately assessing pupils against the EYFS ELGs.
- Completing the EYFS profile for each pupil who will be five years of age, except where exemptions apply.

Staff, including teachers, support staff and volunteers, are responsible for following this policy.

Pupils will undergo formative assessment (also known as ongoing assessments), which will involve teachers observing pupils to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each pupil reflecting those observations.

## 6. Assessment

As pupils enter the EYFS, teachers will use their judgement to assess the age that they are working within.

Pupils will be given an 'on entry assessment' within the first six weeks of the first half-term.

To recognise pupils' needs, understand their progress, plan activities and provide support, pupils' development and progress will be monitored by the EYFS practitioner.

Progress will be recorded by observing and assessing pupils using a combination of written observations, photos (where necessary) and samples of work; however, paperwork will be kept to a minimum, and only what is necessary to promote successful learning and development will be used.

## EYFS profile

The EYFS practitioner will complete the EYFS profile for each pupil who is five-years-old unless an exemption applies.

Profile judgements will be made on the basis of cumulative observational evidence recorded over the course of the year, and will be completed by no later than the submission date set by the LA.

The EYFS practitioner will complete the profile in accordance with the EYFS ARA.

The EYFS practitioner will agree on a system to collect and submit profile data with the LA.

In accordance with the Childcare (Provision of Information About Young Children) (England) Regulations 2009, we will provide the EYFS profile data to the LA upon request, unless the Secretary of State has granted an exemption from the EYFS learning and development requirements.

For the EYFS profile, the following assessment ratings will be used to indicate the relevant EYFS judgement:

**An assessment rating of '1'** indicates that a pupil is at the 'emerging' level at the end of the EYFS

**An assessment rating of '2'** indicates that a pupil is at the 'expected' level at the end of the EYFS

**An assessment rating of '3'** indicates that a pupil is at the 'exceeding' level at the end of the EYFS

**An assessment rating of 'A'** indicates a pupil who:

- Has not been assessed due to long periods of absence.
- Has attended the provision for an insufficient amount of time for the teacher to make an adequate assessment before the profile submission deadline.
- Has an exemption.

We will provide additional information alongside the profile judgements to ensure that conversations with KS1 staff are meaningful, and to help the pupil make a successful transition.

We will ensure that provision has been made for those pupils with EAL to use their first language in play and learning.

We will ensure that the requirements of all pupils with SEND are met, e.g. through reasonable adjustments.

The EYFS lead will monitor all teacher judgements.

## 7. Reception Baseline Assessment (RBA)

The RBA will:

- Be carried out within the first six weeks of pupils starting school.

- Be an activity-based, age-appropriate assessment of pupils' ability in language, communication and literacy, maths, and (subject to trialling) self-regulation.
- Take approximately 20 minutes per pupil.
- Be administered by a Reception Teacher, Reception Teaching Assistant or suitably qualified member of staff, e.g. the SENDCo.

The RBA will be used to create a baseline for school-level progress measures and will measure the progress pupils make from Reception until the end of Year 6.

Pupils will not 'pass' or 'fail', and no numerical score will be shared.

Staff will receive a series of short, narrative statements that tell them how their pupils performed in the assessment – teachers will use these to inform their teaching approaches.

## 8. How the results are used

We will provide a copy of each pupil's EYFS profile report, alongside a short commentary on their skills and capabilities in relation to the three key characteristics of effective learning, to all Year 1 teachers.

This information will be used to inform discussions between Reception and Year 1 teachers about each pupil's stage of development and learning needs and help with planning activities in Year 1.

We will also use the information to assess:

- Levels of learning and development across each area of learning for individual pupils
- The attainment of pupils born in different months of the year, e.g. the progress of summer born children against their peers.
- The attainment of different groups of pupils, e.g. boys and girls.

We will conduct further analysis by comparing our results against local and national results.

## 9. Exemptions

We will participate in the assessment arrangements within the EYFS ARA, unless:

- The Secretary of State has granted an exemption from the profile for the provision.
- The pupil is continuing in EYFS provision beyond the year in which they turn five.
- The pupil has attended the provision for an insufficient amount of time for an adequate judgement to be made before the profile submission deadline – professional judgements will be used to determine whether an accurate assessment can be made.
- Where a pupil is exempt or an assessment is not appropriate, this will be recorded as 'A' (no assessment) for each ELG in the pupil's profile return.



- In exceptional circumstances, a pupil will be permitted to remain in EYFS provision beyond the end of the academic year in which they turn five – parents will be consulted on this decision.
- Where a pupil remains in EYFS provision beyond the end of the academic year in which they turn five, the assessment will continue throughout the pupil's time at the academy; however, the EYFS profile will only be completed once, at the end of the year before the pupil moves to KS1.

## 10. EYFS Profile Moderation

Staff will ensure that internal moderation is carried out; for example, this could include two members of staff having informal discussions regarding evidence of a pupil's development.

If we are scheduled to have an LA moderation visit, staff will ensure that interim judgements against each ELG for all pupils in their care are in place.

We will comply with our LA's moderation requirements.

The EYFS practitioner will be responsible for collecting the evidence to be discussed at moderation visits, including the following:

- Materials
- Knowledge of the pupil
- Anecdotal incidents
- Observation results
- Information from additional sources that supports the overall picture of the child's development

While we will keep records of information, we will keep paperwork to a minimum.

All records will be kept in accordance with our **Data Protection Policy** and **Records Management Policy**.

## 11. Reporting to Parents

EYFS profile assessments will be used as a basis for reports to parents.

We will share the EYFS profile results with parents and ensure they have an opportunity to discuss the report with the teacher who completed it.

Meetings with parents will be held within the term in which the profile has been completed.

We will ensure that parents are involved in the assessment process on a regular, ongoing basis.

Written summaries of pupils' attainment will include whether the pupil is:

- Not yet reaching expected levels (emerging).
- Meeting expected levels.

- Exceeding expected levels.

At the end of Reception, parents will be given a report which:

- States their child's attainment against the ELGs.
- Summarises attainment in all areas of learning.
- Comments on general progress including the characteristics of effective learning.
- Explains arrangements for discussing the profile.

Reports will also:

- Be specific to the parent's child.
- Be concise and informative.
- Help to identify appropriate next steps.

Parents will receive a copy of their child's profile with the end of year report. Both documents will be discussed with parents at the final parent consultation meetings in the summer term.

## **12. Transition**

All new children have the opportunity to visit the setting for a session with their parents before they start.

New Nursery and Reception children attend a number of play and stay sessions, some of which they attend with a parent to support them with a smooth transition.

Reception children have a transition day with their Year 1 teacher.

In the summer term, the EYFS staff conduct feeder setting visits to build a picture up of the children joining us the following term. Staff are required to find out various important information about the children through discussions with current key workers. If a visit is not possible, the EYFS lead carries out a transition phone call with the feeder setting.

EYFS staff meet to discuss each child's development in order to support a smooth transition to the next year group.

EYFS staff members provide the relevant Year 1 teachers with information regarding pupils, allowing them to accurately plan effective learning during Year 1.

The EYFS lead, Reception class teacher and Year 1 teacher will meet to discuss and expand on the information presented in pupils' EYFS profiles.

## **13. Transferring Records to a Pupil's New School or Provider**

If a pupil moves to a new provider during the academic year, we will send our assessment of their development against the ELGs to the new provider.

If a pupil transfers before the summer half-term holiday, the new provider will be responsible for reporting the pupil's EYFS profile data to the LA. If the pupil transfers during the second half of the summer term, we will report the data.

If our half term dates differ to those of the new provider, it is the provider where the child attends, or will attend, for the longest period of time that submits the data.

We will send the transferring pupil's education record and CTF to the new provider within 15 school days of the pupil ceasing to be registered at our academy, unless the new provider is not known.

If the new provider is not known, we will send the data within 15 school days if they ask to be provided with a copy.

If the new provider has the capability, we will send the CTF via School to School (S2S) or over a secure network. If this is not possible, the LA will provide the file, where permitted by local arrangements.

We will have due regard to the Data Protection Act 2018 and GDPR at all times, as outlined in our Data Protection Policy.

## **14. Monitoring and Review**

The Future Generation Trust Board has overall responsibility for this policy and for reviewing its implementation and effectiveness. The Headteacher has day-to-day operational responsibility for this policy and must ensure that all staff are fully aware of its contents and trained accordingly.

This policy is reviewed annually. Any changes made to this policy will be communicated to all members of staff and parents, and the new version of the policy will also be published on the academy website.

All members of staff directly involved with the EYFS are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction.

The quality of teaching is continuously monitored, and any concerns are raised with the EYFS lead.

**Policy adopted on: 1 July 2020**

**Review Date: May 2021**

**Signed: Fliss Dale Designation: Chair of the Trust Board**