

Policy Document

POLICY TITLE	Early Years Foundation Stage Assessment
RESPONSIBLE COMMITTEE	Curriculum Committee
RATIONALE	To provide effective procedures for Assessment in the Foundation Stage.
PURPOSES	<ul style="list-style-type: none"> To ensure assessments made are accurate. To ensure assessments are used to plan the next stages of learning. To ensure practitioners spend more time facilitating learning.
GUIDELINES	<ul style="list-style-type: none"> Each Reception child will be base-lined using CEM within the first three weeks of the autumn term. Each Reception child will be tested using the CEM at the end of the academic year, in line with CEM timing recommendations. There will be a break between the English and Maths CEM tests. Each child will have a Learning Journey (to be printed off from Educater for parent consultations). The Learning Journey and all assessment information will be held on a secure web based system (Educater) Staff will collate the learning journey which will be shared with parents and used for assessment and moderation and to inform next steps 80% of the evidence in the learning journeys will be pupil initiated. Each piece of evidence in the learning journey will be dated, assessed, levelled, identified as adult/child/parent initiated and ways forward identified Children will have an allocated adult within the unit. A detailed number or literacy observation will be completed in the first week of each half term, using Educater For possible evidence sources see (Appendix 1) Day 1 – 13 staff will facilitate learning by interacting, modelling play, questioning the children for understanding using principals from Bloom’s Taxonomy. Using Educater short “wow” observations will be recorded Day 14-15 An observation summary will be produced (EYFS lead to facilitate) to identify any gaps, and allow practitioners to close gaps in the evidence base Staff will meet at the end of each day to discuss observations and then plan provisions to move that learning forward Staff will have a focus area in which to support and engage children in their learning, with a focus on communication Pupil Progress meetings will be held with the leader of EYFS every three weeks in line with the cycle Assessments will be moderated in house half termly and cross school/academy termly. Staff will have weekly meetings with parents of target children to discuss their child’s well-being, learning, achievements and next steps. These will take place during Phonics Friday were possible. Parents who do not attend will be given a separate appointment.
FURTHER DETAILS CONTAINED IN DOCUMENTS	Teaching and Learning Policy

DATE APPROVED:	NEXT REVIEW DATE (Every two years)
SEPTEMBER 2016	July 2018

Reference Number:	ASSFS2-10
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Appendix 1

Learning Journeys

- Learning Journey to be collated from Educater
- Every piece of evidence should be levelled, dated, stipulating whether independent, or Guided/Adult Led, and next steps identified.

- Possible Evidence Sources:
 - Longer Observations
 - Shorter Observations
 - Photographs
 - Incidentals
 - Children's work –
 - 80% Independent
 - 20% Guided / Adult Led
 - Guided Reading Records
 - Parental Contribution – Pupil Progress Meetings.

