 **St Hilary School**

**Early Years Foundation Stage Assessment Schedule**

 Much evidence will be gleaned from day to day interactions with children as practitioners build up their knowledge of what children know and can do, for assessment purposes and to inform future practice and provision. This evidence, often not formally recorded, provides the basis on which judgements are made and the focus of a moderation discussion.

Accurate assessment will depend on contributions from a range of perspectives including the child’s. Practitioners should involve children fully in their own assessment by encouraging them to communicate, and review, their own learning. The assessment should build on the insights of all adults who have significant interactions with the child. Adults with different roles will have different insights. Accurate assessment requires a two-way flow of information between setting(s) and home. Reviews of the child’s achievements should include those demonstrated at home as assessment without the parents’ contribution provides an incomplete picture of a child’s learning and development.

(Section 10 2014 Early Years Foundation Stage Handbook)

**Summer Term** (prior to starting school)

* Liaison with Sunny Corner nursery ( and other pre - school settings) to gather information about the new cohort – information given in the format of where children are in terms of ‘Development Matters’ age brackets, working at emerging, expected or exceeding in all areas of learning. General information about children (home-life, friends, favourite activities etc) also discussed.
* Children attend sessions in their new class during the school day to get to know the environment and staff.
* ‘Stay and play’ sessions are arranged for children to attend (with their parents) in the last few weeks of the Summer Term.
* SEN transition meetings take place with school SENDCO and actions planned to ensure a smooth start to school life.

**Autumn Term**

* During the first few weeks at school the children are observed in child-initiated play and adults join in, giving staff the opportunity to get to know individual children and build positive relationships with them. Some of this data feeds into the early profile assessments on SPTO and forms a baseline assessment (particularly within the three prime areas.)
* Learning Journeys started- Photographic evidence (dated), Area of learning, Age phase ,Next steps and comments recorded via online Tapestry sysyem
* Autumn Term Reviews. Parents are invited to come into school to talk to the class teacher about how their child has settled into school, and progress made so far.
* Profile assessments- these are completed on SPTO (School Pupil Tracker Online) at half term and end of term.
* Phonics assessments. Baseline assessment of initial sounds using Letters & Sounds assessment sheet. Purple Folders
* Regular observations of each child. During continuous provision, the children are observed in child-initiated activities. The teacher uses the information gathered to build a picture of the characteristics of learning and to feed into their profile with next steps for their learning.

**Spring Term**

* Learning journeys ongoing.
* Profile assessments- these are completed on SPTO (School Pupil Tracker Online) at half term and end of term.
* Phonic assessments (including high-frequency words) mid- term using letters and Sounds assessment sheet. Tracking sheet to be completed, showing the phases children are working within. Purple Folders
* During continuous provision, the children are observed in child-initiated activities. The teacher uses the information gathered to build a picture of the characteristics of learning and to feed into their profile with next steps for their learning.

**Summer Term**

* Learning journeys ongoing.
* Profile assessments- these are updated at half term and then revised in June with Early Learning Goals (ELG’s) assessed, quality assured, before reporting to County. Reporting on Characteristics of Learning and GLD ( Good level of development) is carried out and parents are informed.
* Phonic assessments (including high-frequency words) mid- term using letters and Sounds assessment sheet. Tracking sheet to be completed, showing the phases children are working within. Purple Folders.
* During continuous provision, the children are observed in child-initiated activities. The teacher uses the information gathered to build a picture of the characteristics of learning and to feed into their profile with next steps for their learning.
* Transition meetings are held with the child’s next teacher to ensure transition is as smooth as possible.

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* Observations- all staff observe the children and collect evidence of learning and progress which feeds into learning journeys and profile assessments. Next steps are planned accordingly.

Reporting assessment of children’s development to parents

All EYFS providers must give parents a written summary of a child’s attainment against the ELGs.

Parents should be involved in the assessment process on a regular, ongoing basis and be encouraged to participate in their child’s learning and development.

For children at the end of reception year, providers should report: whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels (‘emerging’) for each ELG;

1. brief particulars of attainment in all areas of learning;
2. comments on general progress including the characteristics of effective learning; and
3. arrangements for discussing the report.

At the end of reception year, parents should receive a written summary reporting attainment against the ELGs. Practitioners may use the information provided by EYFS profile assessment as a basis for their reports to parents. Reports should be specific to the child, concise, informative and help to identify appropriate next steps.

Settings must offer parents a reasonable opportunity to discuss the outcomes of the EYFS profile with their child’s teacher. This meeting should be within the term in which the EYFS profile has been completed. Teachers may wish to consider making the child’s profile available to parents as part of this discussion. If parents ask to see a copy of their child’s profile, the setting must make this available.

( Section 4.1 2014 EYFS Assessment and reporting arrangements)