“A nurturing environment where we all learn and aspire together”

“To be the best we can”
The United Nations Convention of Rights of the Child (CRC) is at the heart of our schools planning, policies, practice and ethos. As we work towards becoming a Rights Respecting school as we not only teach about children’s rights, but also model rights and respect in all relationships. Linked to articles 3, 19, 32, 33 (CRC).

Assessment in the Foundation Stage is carried out in many different ways to ensure the whole child is assessed, not just one aspect. These assessments include:

- Home information sheets (nursery)
- Foundation Stage Assessment Record (Birth to 5 profile)
- Draw a man (nursery and SEN children in Reception)
- Post-its/photos/iPad to record achievements as they occur.
- Significant samples of children's work/achievements (Learning Journey books)
- Literacy, Maths and Topic books (Reception)
- Reading file.
- Reporting to parents.
- Photographs.
- Entry and exit scores recorded through the EExAT assessment tool
- Focussed teaching tasks (Reception)
- Observations
- Parent sessions to share learning (Reception).
- Assessment data is inputted in to EExAT assessment tool to track progress.

Any assessments performed need to take into account each child as an individual and help them to progress in the same way. Assessments also need to be manageable for the staff involved so they can be maintained on a daily/weekly/termly/yearly basis.

- **Home Information Sheets**: parents are asked certain questions to give the Nursery team an idea of the child, his/her abilities, likes, dislikes etc. This is the beginning of the assessment procedure for the child and will form part of the larger picture that will develop once the child is in school. This first assessment also assists the Nursery team in settling the child in during the early part of their nursery education.

- **EExAT Assessment tool**: covers the whole of the Foundation Stage Curriculum. The assessment sheets are split up into the three prime areas of learning: Personal, Social and Emotional Development, Physical Development and Communication and Language. Then there are the specific areas of learning: Literacy, Mathematics, Understanding of the World and Expressive Arts and Design. The skills/abilities under these headings are
recorded by the child's teacher as the child moves forward, with an explanation as to the context if required. Highlighting is undertaken from the birth milestone onwards. This, and progression of objectives for each area throughout the year ensure all assessment areas are covered. There is also a Learning Journey for each child giving their personal information, including a family photo (taken at the home visit). This acts as a first talking point with the child and begins the assessment process. There are also termly overviews, with a summary of their progress for the term and their targets for the next. This document needs to be checked and reviewed half-termly. Any target areas that need work are brought up in planning meetings and incorporated into the plan for the following week. The Learning Journey, with the samples of work acts as the child's report, shared with parents and transferred with them when they move to Reception class. A summary of each child's achievements is also sent home at the end of Nursery and statutory assessment undertaken at the end of Reception.

- **Draw a man:** on entering Nursery children are also asked to draw a man/person to give a baseline assessment. They are then required to draw another man/person each term they are at Nursery to show their progression, this also continues throughout Reception for SEN children.

- **Post-its:** all the staff have their own post-its to jot down achievements made by children e.g. cutting skills, shape/colour knowledge, alphabet, keywords etc. Staff also have iPads/cameras to take photos of children and their learning as it occurs. These notes ensure things are neither missed nor forgotten, and are transferred into the appropriate books to track children progress over time. Time is made for all staff to observe children during child initiated, independent activities as well as adult led ones.

- **Significant samples of work:** each term, in Nursery one sample of children's writing/drawing, cutting and a painting should be collected, dated and annotated with any comments that children make, by staff, and kept in their Learning Journeys. Photos should also be collected as records of children's achievements over time. Numerous pieces of work are not required, just a small sample/photocopy of those pieces which really signal an achievement for that child. The journey of learning to write their names must also be captured termly. In Reception the learning Journey is used to capture children's independent learning achievements to document progress over time.

- **Reading file:** all children in Nursery have a page in the reading folder for their reading assessment, to record the books they take home and comments from the adult about the child's response to the story. All children in Reception also have assessments for guided reading, and keyword/phonics sheets updated regularly, and a reading record for parents to comment on weekly. Children begin guided reading once they can recognise most of the initial letters and the associated phoneme and 5-6 keywords.

- **Reporting to parents:** there are parent conferences in the autumn and summer terms and those parents who wish to, can come and discuss their children's progress with staff. However, staff also have regular day-to-day contact, and therefore any problems that arise can be rectified on a daily basis. Parents are always encouraged to come to staff and discuss their child's progress. Individual targets are also sent to parents on a termly basis along with a curriculum newsletter. There is also a parent conference during the Spring term for targeted children to support them meeting end of year expectations.

- **Parental Partnership:** in Reception we also have a rolling rota for each parent to come in to school (1 day per week). These meetings are for the parent and the child to attend. The child shares their learning/books with their parent, teachers are on hand to answer any questions at this time. Parents write a comment in their child's learning Journey
books. In Nursery we hold topic launch days at the start of our topics to support the parents to interact with their child with the learning. We also give ‘Wow’ cards out each half-term (linked to topic) for parents to report on learning experiences at home. These are stuck into the learning Journeys to document school/parent partnership.

- **Photographs:** are taken of children on an ongoing basis to catalogue their achievements i.e. good models, art work etc. These need to be annotated by staff in the child’s Learning Journey to give a context to their learning. Photos are also used in the maths, topic and literacy books in Reception.

- **Baseline assessments:** In Reception (on entry) a range of observations are undertaken to gain a school entry level for all children. This assessment has to be undertaken in English so for those who do not speak fluent English on entry to school results can be low in areas that require oral communication. At Blair Peach we use the Early Excellence EExAT assessment. This gives a baseline on entry to Nursery, Nursery exit is the baseline to Reception and demonstrates progress across EYFS. This information is then analysed by the EYFS Lead and information given to teachers and SLT to support teaching and learning for specific groups.

- **Observations:** children will have 1 observation (5-10 mins) in their first term at nursery and in Reception where possible. The school’s observation form must be used to document this and stick into the child’s record of achievement. SEN children will have at least 1 per term, a minimum of 3 over a year to provide greater information, document progress made and assist in the statementing process (EHCP) if necessary. These observations MUST be carried out when the child is at FREE PLAY, indoors or out but NOT at an adult led or initiated activity. Observations should look at children’s interactions with others, the language or gestures they use, time spent at activities and what the activities are, and their attitude to them. These observations MUST then be used to inform planning and be written up and placed in the child’s achievement book to document progress over the term and then the year.

**SEND:** all assessments and work undertaken to assess children in the EYFS is fully inclusive and children can access it at their own developmental level. We do however, also identify and assess children for a variety of SEND needs, in order to provide early support and intervention. The most common SEND need in our EYFS however is social communication needs/speech and language delay. We work towards early identification at Blair Peach and support both parents and children to access the support they need for advice, so they can make the accelerated progress required to close the gap. In EYFS we work closely with a range of other professionals (outside agencies). These include:

- Speech and Language Therapists (SALT)
- Child Development Team (CDT)
- Social Communication Assessment Pathway (SOCA)
- Occupational Therapy (OT)
- Educational Psychologist (EP)
- Special Educational Needs Assessment Service (SENAS) for EHCP’s.

To ensure that our use of assessment is as meaningful and useful as possible, we place great emphasis on achieving accurate and reliable judgements. Teachers and EYFS as a whole are supported in realising this through a number of internal and external opportunities. These include:
• **Moderation opportunities**: between teachers in the same year group.

  The importance of moderation is recognised and valued at our school. Teachers in the same year group are expected to include an element of moderation in their weekly schedules and a form is provided for teachers to record completed work.

• **Moderation opportunities**: across EYFS

  Though school based INSET teachers have opportunities to moderate across EYFS.

• **Moderation opportunities**: work scrutinies by SLT

  Feedback from work scrutinies is given to all staff involved with an emphasis on supporting them to be reflective and helping to decide the next steps for improvements.

• **Moderation opportunities**: external visits.

  These experiences occur through a variety of opportunities including: teacher visits to other schools as well as participation in external CPD focussing on moderation.

• **Moderation opportunities**: external visitors/borough moderation.

  As well as participation in formal types of moderation such as borough (Ealing) or an OFSTED inspection, the school also employs a diverse array of consultants to assist with moderation of the school’s work.

• **Performance Management**:

  Observations are used to help moderate the performance of pupils against teacher judgements. Goal-setting and related CPD opportunities are used to develop skills as appropriate.

• **Pupil Progress Meetings**:

  Pupil progress meetings play a critical role in questioning judgements made, as well as next steps forward. Teachers meet SLT members on a termly basis following data entry to discuss progress, refine practice and plan ahead for the following term.