

Assessment in Early Years

The EYFS seeks to provide:

- a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly.

Assessment plays an important part in helping us to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment is an integral part of the learning and development process. It involves us observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations.

Our Approach to Assessment



Assessment should have a purpose at every level:

- Pupils should get relevant feedback on their learning.
- Parents should get an accurate sense of their child's development as well as areas where they can support.
- Teachers should be able to use assessment to support planning and meet the needs of pupils.
- Leaders and teachers should be able to use assessment as a tool for monitoring progress and attainment.
- Governors and leaders should be able to use data to monitor and evaluate the work of the school.

If you would like to learn more about how we assess pupils in the Early Years Foundation Stage at Maidstone Infant School, please talk to any member of the Early Years Team.

At Maidstone Infant School we use a document called '**Early Years Outcomes**' to identify the developing knowledge, skills, understanding and attitudes that children need if they are to achieve the Early Learning Goals. These statements are used throughout the year to highlight your child's development and identify areas where they may need further support.

Here are some examples of the formats that we use in class to assist us in tracking the children's progress:

We complete these **Individual Observation Records** whilst the children are actively learning in the classrooms.

| Long Observation | | | | | | |
|--|---|---|----------------|---|-------|-----|
| Name of child: | | | Date: | | Time: | |
| Activity: | | | In/out | CI | AI | AD |
| | | | | | | |
| Areas of Learning and Development | | | | | | |
| Prime areas | | | Specific areas | | | |
| PSED | P | CL | L | M | UW | EAD |
| Characteristics of Effective Learning | | | | | | |
| PLAYING AND EXPLORING <i>(engagement)</i> | | ACTIVE LEARNING <i>(motivation)</i> | | CREATING AND THINKING CRITICALLY <i>(thinking)</i> | | |
| <i>Finding out and exploring</i> | | <i>Being involved and concentrating</i> | | <i>Having their own ideas</i> | | |
| <i>Playing with what they know</i> | | <i>Keeping trying</i> | | <i>Making links</i> | | |
| <i>Being willing to 'have a go'</i> | | <i>Enjoying achieving what they set out to do</i> | | <i>Choosing ways to do things</i> | | |
| NEXT STEPS FOR LEARNING? | | | | | | |

We listen to the children read individually and in Guided groups. We make a note of their progress against the Early Years Outcomes during their **Guided Reading** sessions.

Group:
Term:

Early Years Outcomes: Reading (30-50 months)

- 1) Enjoys rhyming and rhythmic activities
- 2) Shows awareness of rhyme and alliteration
- 3) Recognises rhythm in spoken words
- 4) Listens to and joins in with stories and poems, one-to-one and also in small groups
- 5) Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories
- 6) Beginning to be aware of the way stories are structured
- 7) Suggests how the story might end
- 8) Listens to stories with increasing attention and recall
- 9) Describes main story settings, events and principal characters
- 10) Shows interest in illustrations and print in books and print in the environment
- 11) Recognises familiar words and signs such as own name and advertising logos
- 12) Looks at books independently
- 13) Handles books carefully
- 14) Knows information can be relayed in the form of print
- 15) Holds books the correct way up and turns pages
- 16) Knows that print carries meaning and is read from left to right and top to bottom.

Early Years Outcomes: Reading (40-60 months)

- 1) Continues a rhyming string
- 2) Hears and says the initial sound in words
- 3) Can segment the sounds in simple words and blend them together and knows which letters represent some of them
- 4) Links sounds to letters, naming and sounding the letters of the alphabet
- 5) Begins to read words and simple sentences
- 6) Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books
- 7) Enjoys an increasing range of books
- 8) Knows that information can be retrieved from books and computers

Reading ELG:

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

| Name: | Book/Activity: | Book/Activity: | Book/Activity: |
|---------------------------------|----------------|----------------|----------------|
| | Focus: | Focus: | Focus: |
| | | | |
| | | | |
| | | | |
| | | | |
| Next we need to: (next step) | | | |

We make a note of our observations and record any significant barriers on a **Class Assessment List** to give an overview of the range of abilities in the class and to inform future planning.

| Date: | Task: | | | |
|--------------------------|-------|---|---|----------|
| Early Years Outcome | 1 | | | |
| | 2 | | | |
| | 3 | | | |
| Name | 1 | 2 | 3 | Comments |
| | | | | |
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| Notes/ Next Steps | | | | |

We provide this **Autumn Term Report** to parents, summarising your child's learning and development.

Child's Name:

Class:

| | Current Early Years Foundation Stage Attainment | |
|---|---|----------|
| | Early Years Outcomes Age Band | Comments |
| Personal, Social, Emotional Development | 30-50 | Entering |
| Physical Development | 30-50 | Entering |
| Communication and Language | 30-50 | Entering |
| Literacy | 30-50 | Entering |
| Mathematics | 30-50 | Entering |
| Understanding the World | 30-50 | Entering |
| Expressive Arts and Design | 30-50 | Entering |

| | Good | Variable | Cause for concern |
|--------------------------------|------|----------|-------------------|
| Behaviour | ✓ | | |
| Attendance | ✓ | | |
| Punctuality | ✓ | | |
| We are really pleased with ... | | | |
| • | | | |
| Next steps ... | | | |
| • | | | |

Class teacher:..... (Signed) Parent Signature:..... (Signed)

Your child will be learning skills, acquiring new knowledge and demonstrating their understanding through 7 areas of learning and development.

There are 3 prime areas in the Early Years curriculum:

- Communication and Language;
- Physical Development; and
- Personal, Social and Emotional Development.

There are 4 specific areas. These are:

- Literacy;
- Mathematics;
- Understanding the World; and
- Expressive Arts and Design.

These 7 areas are used to plan your child's learning and activities. The professionals teaching and supporting your child will make sure that the activities are suited to your child's individual needs and interests.

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

At the end of the Reception year, teachers will make a judgement against 17 Early Learning Goals. For each goal, teachers determine whether children are meeting expected levels, are exceeding them, or are below the expected level ('emerging').

We provide this **Spring Term Report** to parents, detailing your child's development in each of the seven areas of learning.

| Characteristics of Effective Learning | Prime Areas |
|---|--|
| Playing and exploring - engagement Finding out and exploring Playing with what they know Being willing to 'have a go' | Personal, Social and Emotional Development |
| | |
| Active learning - motivation Being involved and concentrating Keeping trying Enjoying achieving what they set out to do | Physical Development |
| | |
| Creating and thinking critically - thinking Having their own ideas Making links Choosing ways to do things | Communication and Language |
| | |
| | Specific Areas |
| | Literacy |
| | |
| | Mathematics |
| | |
| | Understanding the World |
| | |
| | Expressive Arts and Design |
| | |

Signed: _____ (parent/carer) _____ (teacher)

We provide an end of year **Summer Term Report** to parents, detailing your child's attainment in the Early Years Foundation Stage Profile.

| Area of Learning | Aspect | Attainment against the Early Learning Goal | | |
|--|-------------------------------------|--|----------|-----------|
| | | Emerging | Expected | Exceeding |
| Prime Area | | | | |
| Personal, Social and Emotional Development | Making Relationships | | ✓ | |
| | Self-confidence and Self-awareness | | ✓ | |
| | Managing Feelings and Behaviour | | ✓ | |
| Communication and Language | Listening and Attention | | ✓ | |
| | Understanding | | ✓ | |
| | Speaking | | ✓ | |
| Physical Development | Moving and Handling | | ✓ | |
| | Health and Self-care | | ✓ | |
| Specific Area | | | | |
| Literacy | Reading | | ✓ | |
| | Writing | | ✓ | |
| Maths | Numbers | | ✓ | |
| | Shape, Space and Measures | | ✓ | |
| Understanding the World | People and Communities | | ✓ | |
| | The World | | ✓ | |
| | Technology | | ✓ | |
| Expressive Arts and Design | Exploring Using Media and Materials | | ✓ | |
| | Being Imaginative | | ✓ | |

Emerging - not yet reaching expected levels

Expected - meeting expected levels

Exceeding - exceeding expected levels

Characteristics of Effective Learning

| Playing and Exploring | Active Learning | Creating and Thinking Critically |
|-----------------------|-----------------|----------------------------------|
| | | |

| | 100% | 99 - 95% | 94 - 90% | <90% |
|-------------|------|----------|----------|------|
| Attendance | ✓ | | | |
| Punctuality | ✓ | | | |

Review of Learning

Executive Head Teacher Comments

Teacher _____
 Head of School _____
 Executive Head Teacher _____

We assess the position of our **EAL pupils** against a five point scale of reading, writing and spoken language proficiency outlined below.

| <p>English Proficiency of EAL pupils</p> <p>Key: Autumn Term 2016 Spring Term 2017 Summer Term 2017</p> | <p>New to English [Code 'A']: May use first language for learning and other purposes. May remain completely silent in the classroom. May be copying/repeating some words or phrases. May understand some everyday expressions in English but may have minimal or no literacy in English. <u>Needs a considerable amount of EAL support.</u></p> | <p>Early acquisition [Code 'B']: May follow day to day social communication in English and participate in learning activities with support. Beginning to use spoken English for social purposes. May understand simple instructions and can follow narrative/accounts with visual support. May have developed some skills in reading and writing. May have become familiar with some subject specific vocabulary. <u>Still needs a significant amount of EAL support to access the curriculum.</u></p> | <p>Developing competence [Code 'C']: May participate in learning activities with increasing independence. Able to express self orally in English, but structural inaccuracies are still apparent. Literacy will require ongoing support, particularly for understanding text and writing. May be able to follow abstract concepts and more complex written English. <u>Requires ongoing EAL support to access the curriculum fully.</u></p> | <p>Competent [Code 'D']: Oral English will be developing well, enabling successful engagement in activities across the curriculum. Can read and understand a wide variety of texts. Written English may lack complexity and contain occasional evidence of errors in structure. Needs some support to access subtle nuances of meaning, to refine English usage, and to develop abstract vocabulary. <u>Needs some/occasional EAL support to access complex curriculum material and tasks.</u></p> | <p>Fluent [Code 'E']: Can operate across the curriculum to a level of competence equivalent to that of a pupil who uses English as his/her first language. <u>Operates without EAL support across the curriculum.</u></p> |
|---|--|---|--|---|--|
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