Assessment in the Early Years

Assessment in EYFS plays an integral role in helping parents, carers and practitioners to recognise children's progress, understand their needs and plan activities and support.

The EYFS Statutory Framework sets out the standards for learning, development and care for children from birth to five and is statutory for all providers working with these age groups. At Tilery Primary school we also use Birth to Five Matters (non-statutory guidance developed by the Early Years Coalition, composed of 16 early years sector organisations) to support adults understanding and each individual child's development pathway.

Summative Assessment

Throughout a child's EYFS journey there are three points of statutory assessment.

Progress check at age 2

When a child is aged between 2 and 3, early years practitioners must review their progress in partnership with parents and/or carers. A short written summary of their child's development in the prime areas of the Early Years Foundation Stage (EYFS) should be provided. It is also recommended that the Characteristics of Effective Learning are included in the progress check.

This progress check must identify the child's strengths and any areas where the child's progress is less than expected.

If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child's future learning and development. This should involve parents and other professionals (for example the setting's SENCo and/or health professional) as appropriate.

Reception Baseline Assessment (RBA)

The Reception Baseline Assessment (RBA) is taken in the first six weeks in which a child starts in Reception. The RBA assesses a child in early mathematics, literacy, communication, and language. The outcome of the test is solely intended

for use as a progress measure when compared with the end of Key Stage 2 outcomes 7 years later. The RBA has been designed to be inclusive and accessible to the majority of pupils, including those with SEND and learning English as an additional language.

The assessment consists of

- mathematics tasks
- early number
- early calculation (early addition/subtraction)
- mathematical language
- early understanding of pattern
- literacy, communication, and language tasks
- early vocabulary
- phonological awareness
- early comprehension

The RBA is a short, interactive assessment. Although the assessment is not timed, it has been designed to take around 20 minutes. The assessment can be carried out by a teacher, teaching assistant, early years practitioner or any other trained education professional who should be familiar with the child taking the assessment.

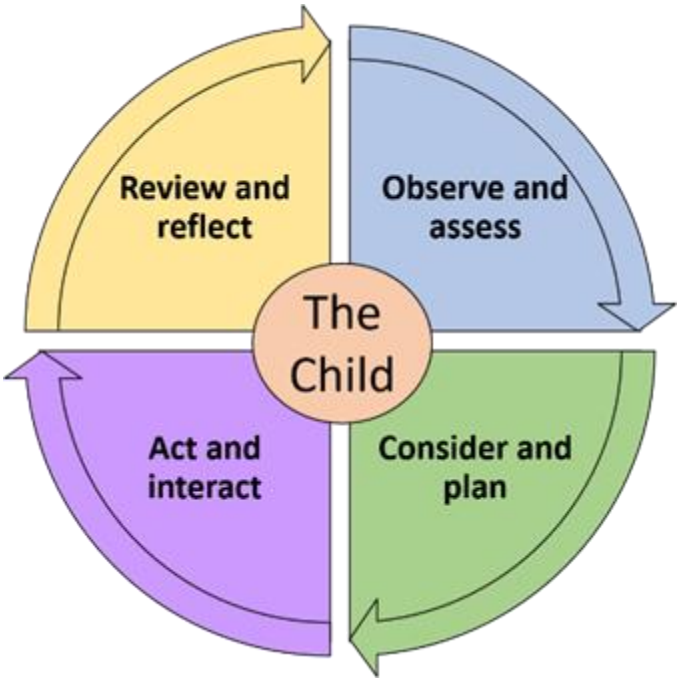
Early Years Foundation Stage Profile

The Early Years Foundation Stage Profile is completed in the final term of the year in which children reach the age of five, usually at the end of Reception. It assesses the child's attainment in relation to the 17 Early Learning Goal (ELG) descriptors. Practitioners may also choose to provide a short narrative describing how the child demonstrates the three key characteristics of effective teaching and learning. For each ELG practitioners should use their professional knowledge of the child to decide whether a child is

- meeting the level of development expected at the end of the EYFS (**expected**); or
- not yet reaching this level (**emerging**)

Parents/carers should be involved in the assessment process and a child's profile must be made available to parents. Year 1 teachers must be given a copy of the Profile report.

Formative Assessment

Formative assessment is an important part of the learning and development process and ensures practitioners know children's level of achievement and their interests. Practitioners can then shape teaching and learning experiences for each child reflecting that knowledge. Observing children as they act and interact in their play, everyday activities and planned activities will give the information needed for assessment and planning. Practitioners should notice a range of significant information, learning, and development.

The Observation, Assessment and Planning Cycle