

Goonhavern Pre-School



Nurture the seed and together we will grow

Goonhavern Early Years

Assessment Policy

At Goonhavern Pre-School ongoing assessment is an integral part of the learning and development processes. Staff observe pupils to identify their level of achievement, interests and learning styles. These observations are used to shape future planning. Staff also take into account observations shared by parents and/or carers.

When a child first starts at Goonhavern Pre-School staff review their progress and provide parents and/or carers with a written summary of the child's development in the 3 prime areas. This 'progress check' highlights the areas in which a child is progressing well and the areas in which additional support is needed.

Within the first 6 weeks that a child starts reception, staff will administer the Reception Baseline Assessment (RBA).

At the end of the EYFS, staff complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile reflects ongoing observations, and discussions with parents and/or carers. The results of the profile are shared with parents and/or carers for their child.

The profile is moderated internally (referring to the Development Matters) and in partnership with other local schools, to ensure consistent assessment judgements. EYFS profile data is submitted to the local authority.

Baseline assessments -

Pre-School:

Within 4 weeks of child's start date

Reception:

September within 6 weeks of child's start date.

Formative Assessment

As the year progresses children are continually monitored and observed on their development and progress in all areas of development. Examples of children's learning, showing their individual level and stage of development are built up throughout the year and filed in the child's Online Learning Journey. Provision is made for these observations

and assessments through experience and play. Assessment does not entail prolonged breaks from interaction with the children. Progress is recorded by

Any learning and development needs are addressed with parents (and any relevant professionals) as an ongoing process.

Formative – online profile

In Pre-School and Reception, observations of child initiated and adult initiated activities are recorded and shared with parents on Tapestry. Tapestry allows ongoing assessment and analysis of individual pupils or cohorts. The information is used by staff to facilitate planning and next steps of learning for their key children and to celebrate, document and share successes.

PARENTS

Parents' contributions are highly valued. We are keen to instil an excellent three way partnership (teacher, parent, pupil) to ensure continued learning is robust, informative and effective.

Parents are included in the following ways:

- Online Learning Journey – TAPESTRY
- Newsletters
- Formal Parents/Carers Evenings (2 x during the school year)
- Informal chats at drop off and pick up
- School reports are shared with parents during the Summer term.

MONITORING and REVIEW

The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system with the inclusion of the EYFS co-ordinator. Internal moderation for the whole Early Years team is planned regularly.

This policy will be reviewed before the start of each academic year and will evolve to incorporate the views of all staff concerned.

