



THOMAS'S BATTERSEA EARLY YEARS ASSESSMENT AND OBSERVATION POLICY

INTRODUCTION

Assessment is ongoing throughout the year and is used to inform planning. Observations are an essential part of the assessment process and are undertaken in the 7 areas of learning in the EYFS. Observations are made to provide proof of attainment for the Early Learning Goals covered in the Reception Year. Evidence is collected for each individual child to then make judgements on their Learning Journeys. The observations provide evidence for the Foundation Stage Profiles and this data is submitted both locally and nationally in the summer term (legal requirement). In addition, class assessments are undertaken at regular intervals to supplement observations and provide further evidence of progress throughout the Reception year and to inform Year 1.

Assessment, recording and reporting

In the Reception classes at Thomas's Battersea we:

- baseline test the children entering Thomas's in September. We use PIPS & NFER and supplement these with individual observations to assess what the children are capable of on entry. This information is recorded on the Foundation Stage Profiles and provides a starting point to record progress.
- make ongoing observations of teacher led and child initiated learning for the EYFS Outcomes and ELGs
- make observations which take the form of direct quotes from the children and evidence of achievement from any recorded work. Photographs of the children are a vital part of the observation process. These are recorded on Tapestry, our secure online learning journal.
- use Tapestry to track children's development against the 7 areas of learning.
- ask all staff to participate in making Tapestry observations of the children, including specialist teachers and assistants. Specialist teachers observe at least once per half term.
- invite parents to share the information in the children's Learning Journey folders.
- meet regularly with parents, both formally and informally as a need arises.
- use observations to inform the Foundation Stage Profiles, which record progress.
- share the information in the Learning Journey with the children, asking for their opinion and investigating what they have learned.
- compare individual scores on entry and exit to record progress.
- use EYFS Outcomes and Early Learning Goals to plan activities.
- annotate planning to inform future planning, which is brought to weekly Year group planning meetings.
- use consistent marking schemes throughout the year group using visual target stamps and a clear colour code (green=great, pink=think).

- use internal assessment to supplement observations. Children complete Sounds–Write initial code assessments, Mathematics practical and written assessments and emergent writing assessments termly. These are kept in Class Assessment folders and show progress. They are colour coded to show progress each term.
- write a Foundation Stage report in the Michaelmas term and a full report at the end of the Summer term.
- complete PIPS assessment at the end of the Reception year.
- make assessment integral to teaching and learning.

The Head of Lower School and EY coordinator analyse profile data annually and compare this over time and against local and national norms.

At the end of the Reception year there is a thorough hand over meeting and children’s progress and attainment is communicated in depth to Year 1 teachers including information on the Characteristics of Learning. (See Transition Policy) FSP’s are analysed and children’s progress is expressed as emerging, expected or exceeding the ELG’s.

See also: [Thomas’s Battersea Early Years Policy](#)

This policy will be reviewed annually			
Latest Review: February 2017	By:	Megan Greenall, Early Years Co-ordinator	Changes made
Next Review: February 2018	By:	Megan Greenall, Early Years Co-ordinator	