



Colyton Caterpillars Early Education

Early Years Assessment and Reporting Policy

This policy was agreed by trustees/staff:	
Date of last review:	December 2023
Date of next review:	July 2024
Reviewed by:	K.Clode

Assessment in the EYFS 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)
- Draw a man (nursery)
- Post-its/photos to record achievements as they occur
- Significant samples of children's work/achievements (learning journey books)
- Reporting to parents
- Photographs
- Entry recorded through observation
- Observations
- Parent sessions to share learning
- Next steps
- Half termly reports

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.

- **All about me forms;** 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.
- **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.
- **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.
- **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.
- **Observations:** children will have 1 observation (5-10 mins) in their first term at nursery where possible. The nursery's observation form must be used to document this and stuck 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. 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 Caterpillars 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. Staff as a whole are supported in realising this through a number of internal and external opportunities.