



## Assessment policy in Early Years (KG1-KG2)

Implement on	September 2021
Review Date	September 2023
Next Review	September 2024

### Statement of intent

Every child deserves the best possible start and learning opportunities in life.

At Our Own English High School, we greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development, and understand our responsibilities in ensuring that children learn and develop well and are kept healthy and safe.

This policy has been developed in conjunction with the relevant Statutory Framework for the Early Years Foundation stage, Best Practices and keeping in mind the national and local requirement which seeks to provide:

- Quality and consistency, so that every child makes good progress, and no child gets left behind.
- A secure foundation through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- Partnership working between practitioners and parents.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

The EYFS Practitioner will be responsible for the ongoing assessment, and the end of year summative assessment which is based on a holistic view of what the child can demonstrate against each ELG at the end of the reception year. ELGs to be observed on Continuous basis to give timely support and Next Step to the learner.

### Assessment:

Assessment plays an important part in helping the school to recognize children's progress, understand their needs, plan activities, and assess the need for support.

The school will use:

- Ongoing formative assessment – to inform teaching on a day-to-day basis
- Ongoing formative assessments will be used to assess the day-to-day learning and development of children in the EYFS.

### Pictorial Evidence:

The practitioner will observe each child against the ELGs and provide a commentary describing each child's skills and abilities against the three characteristics of effective learning:

- Playing and exploring
- Active learning
- Creating and thinking critically.

### Learning Journey portfolio & Anecdotal records:

Throughout the year EYFS practitioners will collect and collate materials, observational



records and information within a child's Learning Journey. Profile judgements will be made on the basis of the cumulative evidence recorded over the course of the year. Evidence will include:

- Photographs.
- Written /or drawn evidence.
- Planned and un-planned observations of day-to-day interactions.
- Video, tape, audio or electronic recordings.
- The child's view of his or her own learning.
- Information from parents or other relevant adults.

#### **Early learning goal tracker:**

EYFS Practitioners will use this evidence to judge whether a child's learning is:

- Not yet reaching expected levels (emerging).
- Meeting expected levels (expected).
- Exceeding their ELG expectations (Exceeding level)

This tracker will be handed over to the Year 1 teacher during the moderation meeting at the end of the academic year. Children are assessed against the ELG's in all seven areas of learning.

The Early learning goals for the prime areas are:

### **A. Communication and Language**

#### **1. Listening, Attention and Understanding ELG**

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

#### **2. Speaking ELG**

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.

### **B. Personal, Social and Emotional Development**

#### **1. Self-Regulation ELG**

Children at the expected level of development will:



- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

## 2. Managing Self ELG

Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

## 3. Building Relationships ELG

Children at the expected level of development will:

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs.

## **C. Physical Development**

### 1. Gross Motor Skills ELG

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### 2. Fine Motor Skills ELG

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

## **D. Literacy:**

### 1. Comprehension ELG

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate – where appropriate – key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.



## 2. Word Reading ELG

Children at the expected level of development will:

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

## 3. Writing ELG

Children at the expected level of development will:

- Write recognizable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

## **F. Mathematics**

### 1. Number ELG

Children at the expected level of development will:

- Have a deep understanding of number to 10, including the composition of each number;
- Subitize (recognise quantities without counting) up to 5;
- Automatically recall (without reference to rhymes, counting or other aids)
- number bonds up to 5 (including subtraction facts) and some number bonds to
- 10, including double facts.

### 2. Numerical Patterns ELG

Children at the expected level of development will:

- Verbally count beyond 20, recognising the pattern of the counting system;
- Compare quantities up to 10 in different contexts, recognising when one quantity
- is greater than, less than or the same as the other quantity;
- Explore and represent patterns within numbers up to 10, including evens and
- odds, double facts and how quantities can be distributed equally.

## **G. Understanding the World**

### 1. Past and Present ELG

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society
- Know some similarities and differences between things in the past and now,
- drawing on their experiences and what has been read in class
- Understand the past through settings, characters and events encountered in
- books read in class and storytelling

### 2. People Culture and Communities ELG

Children at the expected level of development will:



- Describe their immediate environment using knowledge from observation,
- discussion, stories, non-fiction texts, and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

### 3. The Natural World ELG

Children at the expected level of development will:

- Explore the natural world around them, making observations and drawing pictures of animals and plants;
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

## **H. Expressive Arts and Design**

### Creating with Materials ELG

Children at the expected level of development will:

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

### Being Imaginative and Expressive ELG

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.

**Moderation:** The EYFS teacher will discuss the development of each child with the year1 teacher and hand over the assessment documents. This helps the Year1 teachers to plan their curriculum.

How the results are used: The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS.

The school will use the EYFS profile data to:

- Inform parents about their child's development against the ELGs and the characteristics of their learning.
- Support a smooth transition to KS1 by informing the professional dialogue between EYFS and Year1 teachers.
- Help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children.





EYFS Practitioners will interact and observe children to understand their achievements, interests and learning needs, and will use this information to shape the educational experiences for each child.

Parents will be kept up-to-date with their child's progress and development every 45 days and during the PTM she will share a:

- Pictorial evidence of their active learning
- Learning journey profile
- Early learning goal tracker
- Anecdotal records
- Progress report with next step.
- During this meeting the practitioners will address any learning and development needs in partnership with parents.

**Inclusion :** All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability, or gender. The EYFS curriculum is planned to meet the needs of the individual child and support them at their own pace. The Equal Opportunities Policy ensures that the needs of all children are met, regardless of any protected characteristics they have.

The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the school's SEND department.

EYFS Practitioners will reflect on their observations and ensure that the provision enables all children to demonstrate attainment in ways that are motivating to them, regardless of their stage of development or interests, needs and inclinations.

The school is aware that, for some children (as outlined below) it may be challenging for practitioners to observe and assess:

- Those whose development is judged to be at the 'emerging' level.
- Children identified with SEND.
- Children for whom English is not their home language and are learning English as an additional language (EAL).

In these cases, early years practitioners will:

- Use their professional knowledge of each child to provide an understanding of how some children might demonstrate attainment.
- Ensure that learning and assessment activities can capture children's attainment.
- Ensure that the requirements of all children with SEND are met, e.g. through reasonable adjustments.

**Reception BASE LINE Assessment:** Is an activity-based, age-appropriate assessment of children's ability in early mathematics, literacy, communication and language.

- Is expected to take approximately 20 minutes per child.



- Can be paused and completed in more than one sitting.
- Will be administered by a Reception teacher.
- This data is used to understand their starting point and plan accordingly.

**Monitoring and review:** This policy will be reviewed annually by the EYFS teachers and leaders. Any changes made to this policy will be communicated to all members of staff by the Section Leader.

## Performance Indicators-EYFS (CBSE & IGCSE) 2021-22

Inspection Frame work	Terms
Almost all	Greater than 90%
Most	75% to 90%
Large Majority	61% to 74%
Majority	50% to 60 %
Large Minority	31% to 49%
Minority	16% to 30%
Few	Up to 15 %

EYFS	Legend	Grades
Exceeding	90 To 100	A
Expected	70 To 89	B
Emerging	50 To 69	C
Beginning	1 To 49	D

Judgements	Expectations of UAE
Outstanding	Substantially exceeds
Very Good	Exceeds
Good	Meets
Acceptable	Meets minimum
Weak	below
Very weak	significantly below

## Performance Indicators (Revised as per Early Years Foundation stage (2022) handbook) - EYFS (CBSE & IGCSE) 2022-23

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Policy reviewed by: Ms. Diba Siddiqui

Principal's approval: \_\_\_\_\_