

## **Flagg Nursery School Assessment Policy**

“Assessment should not involve long breaks from interaction with children or require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement. Practitioners are not required to prove this through collection of any physical evidence. Practitioners should keep parents and/or carers up to date with their child’s progress and development. Practitioners should address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.” EYFS Statutory framework 2025

### **Principles for Early Years Childhood Observational Assessment**

Assessment should be

- based on on-going observation of children participating in everyday activities
- include spontaneous and planned observations
- take equal account of all aspects of the child’s development and learning
- actively engage parents in developing an accurate picture of a child’s development
- based on judgements of children’s development and learning including skills, knowledge, understanding and behaviour, demonstrated consistently and independently

Assessment should not:

- entail prolonged breaks from interaction with children
- require excessive paperwork; paperwork should be limited to that which is absolutely necessary to promote children’s successful learning and development

### **The Assessment Cycle at Flagg Nursery School**

#### **Formative assessment**

On entry to Flagg Nursery School staff will observe and assess the child’s stage of development referring to the “Flagg Milestones” document. This initial entry assessment will include a written observation of the child once they have settled into the nursery and will also include the parent’s views. Parents are encouraged to let staff know about their child’s needs and interests on our entry form. Informal discussions will also take place during the settling in period.

All children will be observed formally three times a year. Evaluation of the observation will note evidence of learning in the different areas of the curriculum. Information from this observation will be used to inform planning for future activities: on the weekly enhancements planning form (the planned environment), weekly plans (planned activities), focus plans and individual targets or individual learning plans as appropriate. Targets are set termly in Communication and Language, Literacy and Maths, also in Physical Development if necessary. These are shared with the child, using appropriate language.

Daily observations of children's achievements will be recorded using i-pads and the "Class Dojo" app which will then form part of the child's learning journey. Parents are encouraged to contribute to their child's "Class Dojo" profile so they can share their child's achievements and development at home with staff.

A portfolio of work will also be collected for each child and will include a piece of work from the following areas of the curriculum three times a year: name writing, fine-motor (physical development), self-portrait, creative (expressive arts and design), maths, ICT (understanding the world). Each piece of work will be annotated with the date and linked to the Flagg Milestones document.

Children's views are taken into account during child conferencing which will be carried out once a year. Informal daily chats with parents and formal parent consultations twice a year allow parents the chance to contribute to the formative assessment of their child. Planning is based on assessment of children and used as a tool to ensure children's progression.

### **Summative Assessment**

Information from formative assessments of the child will be used to assess which stage of development best describes the child at that point (using the Flagg Milestones document) three times a year: in September, February and July. Entry assessments for each child will be entered in their first or second term depending on their date of entry. This information will be kept on paper and also on Tracker Plus which is kept in school electronically. Teachers will write a summative report on children during their final year in the summer term which will be shared with parents/carers. Parents/carers and children's views will be sought and included in the report. Although Ofsted only require that we assess whether a child is working at age-related expectations or is working towards age-related expectations, we also record whether they are working above age-related expectations or not to ensure that children who require extension work are provided for.

If a child is working well below the expected stage of development in any area, a School Support Plan will be written by our SENDCO (special educational needs and disabilities co-ordinator who is responsible for teaching children who need extra support) and shared with parents. The child will be included on the special needs register. Other professionals will be

involved: eg Speech and Language Therapist, Health Visitor or Educational Psychologist if the SENDCO thinks this is necessary to aid the child's development. All information will be shared with parents.

Information will be shared with governors via the Headteacher's termly report to governors and using data from Tracker Plus every term.

### **Integrated Review checks**

All children entering Flagg Nursery school at the age of two will have an integrated review check (shared with the health visiting service) during their first year (except rising threes: those turning three in their first term). The views of the parent will be sought and included in the check. Any significant delay recorded will be shared with the appropriate professional partner: eg Speech and language therapist, Health Visitor. Children showing language delay will be included in the school's ECAT (every child a talker) programme. Children showing a delay in physical development will be included in the school's ECAM (every child a mover) programme. Children showing a delay in PSED will be supported with individual interventions. These intervention groups will be monitored termly and individual targets re-set.

All information from formative and summative assessments will be passed on to the child's primary school, including their portfolio, report and learning journey. **March 2025**