



Assessment Policy September 2021

To be reviewed September 2023

**Rationale:** The DFE has implemented a new EYFS framework (September 2021) for all schools and settings for children aged birth to five years of age. To ensure not only each individual child is flourishing in their learning by either making good progress and/or achieving expected levels of attainment; this policy is designed to provide a clear pedagogical map to achieving this. The term parent includes parents, carers and guardians.

**What the EYFS 2021 says:**

*Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share.*

*Assessment should not entail prolonged breaks from interaction with children, nor 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*

*Parents and/or carers should be kept 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. Assessment should inform an ongoing dialogue between practitioners and year 1 teachers about each child's learning and development, to support a successful transition to key stage 1*



In assessing children we at Wentworth recognised the interplay between teaching and learning ensures our practice incorporates the EYFS core principles ( *a unique child, positive relationships, enabling environments, partnership with parents and learning and development*) coupled with the **importance of early intervention**. By understanding where a child is, identifying appropriate next steps and the scaffolding (strategy) to enable her/him to reach these next steps is critical. *Children learn and develop more from birth to five years old than at any other time in their lives. If children are at risk of falling behind the majority, the best time to help them to catch up and keep up is in the early years. Every child can make progress, if they are given the right support. Development Matters Framework 2021.*

| <b>EYFS principles</b>                 | <b>What we are expected to do at Wentworth Nursery School and Children’s Centre</b>  |
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| <b><i>A unique child</i></b>           | Meet with parents/carers via zoom meetings throughout the child’s time at Wentworth at least on a termly basis.<br>Spend time with each individual child identifying their strengths, interests and any areas requiring additional support   |
| <b><i>Positive relationships</i></b>   | Keyworker system: planning for learning experiences for one’s key children<br>Focus observations of children on a termly basis   |
| <b><i>Enabling environments</i></b>    | Interactions which achieve the following (characteristics of effective teaching and learning)<br>playing and exploring - children investigate and experience things, and ‘have a go’. We plan concrete learning experiences such as making fires, learning to sculpt with clay, acting out stories.<br>active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements. At Wentworth we recognise the importance of a multi-sensory/multi communication approach to learning .<br>creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things. We recognise the value of using thinking language such as <i>pondering, I wonder, what do you think.</i>   |
| <b><i>Partnership with parents</i></b> | <i>Keyworkers will meet with parents on a termly basis</i><br><i>There will be incidental feedbacks to parents on a weekly basis by every keyworker</i><br><i>A weekly blog goes out highlighting the learning that takes place within the nursery <a href="https://wentworthnurseryschool.co.uk/news-events/heads-blog/">https://wentworthnurseryschool.co.uk/news-events/heads-blog/</a></i><br>Bi termly newsletters sharing information about the school<br><a href="https://wentworthnurseryschool.co.uk/news-events/newsletters/">https://wentworthnurseryschool.co.uk/news-events/newsletters/</a><br>Key points summarised following every governing body meeting:<br><a href="https://wentworthnurseryschool.co.uk/about-us/governance/governor-news/">https://wentworthnurseryschool.co.uk/about-us/governance/governor-news/</a><br>Parent’s Whatsapp group |
| <b><i>Learning and Development</i></b> | Learning is enhanced through a recognition of both rigor and high expectations. As such the following are in place within Wentworth:<br>End of day evaluations: focusing on the following:<br><u>Adult directed learning</u>   |

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|  | <p>Clarity of learning including vocabulary</p> <p>Analysis of learning to what extent was the learning achieved</p> <p>Assessment: What are the next steps</p> <p>Scaffolding: strategies to implement to achieve the next steps</p> <p>Child initiated play</p> <p>What learning was the play illustrating</p> <p>How can the play be extended: play partnering, resources, move to adult directed learning.</p> <p>A broad, balanced and in-depth curriculum which incorporates all seven areas of learning where vocabulary, equity, progression and ambition are at the heart of our curriculum. Where the curriculum is seen as a <i>woven blanket of entitlement</i> for each individual child: which captures memorable and challenging learning experiences at its core.</p> <p>Communication and Language: A explicit focus on Standard English, vocabulary, talk and an integrated approach with reading and writing.</p> <p>Personal, Social and Emotional Development: A focus on developing children's independence, concentration, self regulation, collaboration and understanding about healthy life styles including the dissecting of a heart.</p> <p>Physical Development: Challenging gross motor experiences such as climbing up a tree; fine motor skills including knowing how to hold a pencil, using scissors and wood work tools.</p> <p>Literacy: Exposing children to rich vocabulary through Wentworth's core book list. Children being read to, including the acting out of stories on a daily basis outside of daily story times. Regular sharing of books at home. Scribbling and enabling children to mark make with children being exposed to conventional writing alongside both books and a systematic system of teaching phonics. All children's writing is highly valued, we always ask children where we may want to write about the child's writing, including where to put the date.</p> |
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**Pedagogy.** *At Wentworth we recognise for children to flourish in their learning they benefit from a myriad of approaches including: adult directed, child initiated, play partnering, observations and practitioners modelling learning*

***Where do we want our children to be able to do when they leave Wentworth Nursery School at age four years.***

At Wentworth we want all children to make good progress in their learning. To have an understanding of what a child can do (skill), know (knowledge), understand (concept) display (dispositions) now in comparison to where the child was before. At Wentworth our goal is the majority of children ***are School Ready***. This means the following:

- To display effective self regulation and executive function. Children are able to adjust their behaviour appropriate to the context, to use inside voices when inside. To be able to adjust to new experiences or changes calmly. To be attentive in group sessions.
- To be confident to share ideas and express any needs clearly and effectively to an adult
- To listen and understand a range of stories
- To be able to re-tell a range of stories sequentially using story language
- To be able to hear and distinguish a range of sounds including initial letter sounds
- To be able to take turns
- To be able to make choices and sustain concentration
- To be able to jump and climb safely and effectively
- To be able to display effective dexterity including holding a pencil with a pincer grip and using a range of tools.
- To be able to write my name, clearly with most letters correctly formed.
- To be able to ask questions and display curiosity
- To be able to create a narrative in their play
- To display their imagination throughout their play
- To know how to hold a paint brush and mix secondary colours.
- To be able to recognise and count with 1:1 correspondence at least to 5.
- To be able recognise and describe some two dimensional shapes
- To have an understanding of measurement

**Our Assessment cycle/Approach.** Our approach is based on the excellent work of Barnet Early Years Alliance, Development Matters Framework 2021 and Statutory Framework for the Early Years Foundation Stage 2021.

At Wentworth Nursery School and Children's Centre we will have a series of Spotlights on the child. They will take place on the following times:

First 4 weeks the child has started

Second spotlight 6 months prior to the child's birthday

Third Spotlight the month of the child's birthday

Then every six months after that.

There will be a summative assessment encapsulating where the child is before she/he goes onto Primary School

The Foundation Profile will be undertaken for all Reception Aged children along with the Reception Baseline within the first six weeks of the child being of Reception age.

Reporting to the Governing Body will be formative statements in the context of how many children are at appropriate age related milestones as indicated by the Development Matters Framework by subject, gender, ethnicity, dual/multi languages, SEND and deprivation including children known to social services and two year old funded places and children eligible for EYPP.

### ***What are practitioners need to do***

There will be three observations for each child. Observations are only useful if they enable us to fully understand where the child is in her/his learning and how to best move the learning on. Observations will have images, but the school recognises the greatest value is in interacting with children not standing behind an ipad. Therefore uploading images on Tapestry will only be required to support the observations. We want our time maximized on interacting with children or reflecting and enhancing our practice so we are better placed to move learning on.

Practitioners should have a comprehensive understand about their key children incorporating all seven areas of learning.

### ***At Each Spotlight***

*The following pedagogical discourse will be undertaken with the Headteacher or Deputy Headteacher. The Spotlights are a supportive professional conversation to celebrate the child's achievements and consider the most effective ways of moving the learning on.*

- *What do I know about the child? What do I know about her/his skills, knowledge, dispositions and concepts.*
- *What are her/his interests?*
- *How is my child developing in relation to typical broad milestones as illustrated within the Development Matters Framework 2021*
- [Development Matters - Non-statutory curriculum guidance for the early years foundation stage \(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/development-matters-non-statutory-curriculum-guidance-for-the-early-years-foundation-stage)
- *Are there any areas where my child is not developing appropriately? If so, what strategies are required to further enable the child to make rapid progress.*

*At the end of each Spotlight the practitioner will determine whether the child is making progress in relation to a typical two, three, four or five year old.*

