



THE ORATORY
PREPARATORY SCHOOL

Early Years Foundation Stage Assessment and Reporting Policy

September 2021

Early Years Foundation Stage Assessment Policy

Assessment at the Oratory Preparatory School plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support their child as much as possible. The staff respond to their own day-to-day observations about children's progress and observations that parents and carers share.

As each child enters the Early Years Foundation Stage (EYFS) we use our professional judgement to assess whether the child is on track or not within the 7 main areas of development within the EYFS framework. Within 3 weeks of the child starting school they complete a 'baseline' assessment and the results are recorded on an Early Years Tracking Tool.

During the final term of the year in which a child reaches age 5, the EYFS profile assessment is carried out. This is used to provide a reliable, valid and accurate assessment of the individual child at the end of the EYFS

Observation checkpoints for the Early Years Foundation Stage are;

Nursery

0-3years on track / not on track

Kindergarten

3-4 years on track/ not on track

Reception

Reception- on track/not on track

ELG (Early Learning Goals)- emerging, expected, exceeding.

Formative Assessment

Ongoing assessment (also known as formative assessment) is an integral part of the learning and development progress. At the OPS we use a programme called Tapestry to record examples of children's learning which shows their individual levels and stages of development throughout the year. Parents are encouraged to upload experiences observed out of school.

Provision is made for observational assessment in school through experience and play based learning. Practitioners can use observational assessment to understand the child's learning, and to watch, listen and interact as the child engages in everyday activities, events, and experiences. Assessment does not entail prolonged breaks from interaction with the children nor require excessive paperwork by the class teacher. Progress is recorded by observing and assessing children daily and recording in a variety of ways, e.g. hand written observations and notes, highlighting developmental steps on charts,

photographs, videos or directly onto Tapestry. Teachers will upload information on a weekly basis and in some cases every two weeks.

Any learning and development needs are addressed with parents (and any relevant professionals) as an ongoing process.

ASSESSMENT CYCLE

Baseline – written and practical

Nursery – Within 3 weeks of child's start date (unless a Progress Check at Two is required)

Kindergarten– Within 3 weeks of the child's start date

Reception – September within 3 weeks of child's start date.

The assessment is completed with the class teachers on a 1:1 basis and the results are recorded on the Early Years Tracking Tool to enable tracking of progress and development from one assessment to another.

Progress Meetings

Nursery – Progress Check at Two – between the ages of 24 and 30 months and parent/teacher meetings in Michaelmas and Lent terms

Kindergarten and Reception – Parent/teacher meetings in Michaelmas and Lent terms

Parents may request a progress meeting at any time during the school term by communicating with the class teacher.

Summative data – written

Nursery – End of term report – Michaelmas– with emphasis on the Prime areas of learning, and Summer - with attainment judgements (made against the EYFS criteria for each area of learning) characteristics of effective learning and next steps.

Note: if a child has received a Progress Check at Two report in the Michaelmas or Summer terms they will not receive an end of term report.

Kindergarten – End of term reports – Michaelmas (with emphasis on the seven areas of learning) and Summer – with attainment judgements (made against the EYFS criteria for each area of learning) characteristics of effective learning and next steps.

Reception – At the end of the Michaelmas term parents receive a full school report - with emphasis on the seven areas of learning. At the end of the Reception year the children are assessed against the EYFS Profile Early Learning Goals, stating whether they are EMERGING, EXPECTING or EXCEEDING. The EYFS profile is shared with parents as part of their Summer Term report, which also includes: characteristics of effective learning and next steps for development and progress.

Parents are offered the opportunity to discuss the outcomes of the EYFS profile (attainment) with their child's teacher before the end of term.

Transition

Year 1 teachers are provided with a copy of the children's profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning.

Reception teachers meet with Year 1 teachers to discuss the child's stages of development and learning needs. Assistance with planning of activities in Year 1 will be provided if required.

Reception class teachers meet with Kindergarten teachers to discuss each child on an individual basis, highlighting their stages of development and learning needs.

TAPESTRY – online profile

In Nursery, Kindergarten and Reception daily observations of child initiated and adult initiated activities are recorded and shared with parents within a working week. The programme used is **Tapestry**. Tapestry allows ongoing assessment and analysis of individual pupils or cohorts. The information is used by staff to facilitate planning and next steps of learning for their key children. Parents have private email access to Tapestry and are encouraged regularly to contribute to their child's progress and development. Information about Tapestry is provided when their child joins the school. Parents may request relatives to have access to their child's online journal. A permission form must be signed and dated before access is granted.

PARENTS

Parent's contributions are highly valued in the Oratory Preparatory School. We are keen to instil an excellent three way partnership (teacher, parent and pupil) to ensure continued learning is robust, informative and effective.

Parents are included in the following ways:

- ✓ Online Learning Journey – TAPESTRY
- ✓ Home Sharing/Communication Books
- ✓ Parent Notice Boards – planning documents
- ✓ Parent/teacher meetings upon request
- ✓ 1:1 meetings with class teachers
- ✓ 1:1 meetings with the Head of Pre-prep
- ✓ Formal Parents' Evenings in the Michaelmas and Lent terms
- ✓ Informal chats at drop off and pick up
- ✓ School reports are released to parents on the last day of the Michaelmas and Summer term. The contents of the Michaelmas report form part of the discussion with parents on Parents' Evening.

LOCAL AUTHORITY

The EYFS profile results are sent to the Oxfordshire County Council every summer (and upon request). The local authority is under duty to return this data to the relevant Government department.

The Oratory Preparatory School takes part in all reasonable moderation activities and provides the local authority with information relating to the EYFS profile and assessment as they may reasonably request.

Early Years Advisors visit the school upon request to discuss good practice and enhance our setting.

MONITORING and REVIEW

It is the responsibility of the EYFS staff, Head of Early Years and the Head of Junior Prep to follow this policy. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system with the inclusion of the Head of Early Years.

This policy will be reviewed before the start of each academic year and will evolve to incorporate the views of all staff concerned.