



مدرسة سمارت فيجن
SMART VISION SCHOOL

Foundation Stage (FS) Assessment Policy 2022-2023

This procedure is reviewed annually to ensure compliance with
current regulations

Date of Original Policy: 2016

Date of Full Revision: August 2022

Date of Next Review: August 2023

Assessment

Formative and Summative Assessment tools are only chosen at SVS School after the following considerations:

- Is this an appropriate tool for the age range and stage of the child? Will it show the 'best' of what a child can do?
- How effectively will this demonstrate relevant information about the children's development in lessons and over time? What will we do with the information?
- How will it help the child and teacher to understand and set immediate next steps and targets over time?
- What information will this provide the teacher and leaders to inform class and cohort rates of attainment and progress, allowing for effective analysis and action?

Formative Assessments

EYFS

Assessments in the EYFS are play based and mostly captured through practical activity and observations. Each child's learning journey is documented through photos, observations, targets and assessment trackers. Teachers make observations throughout the week and as well as assess children during different periods throughout the term and academic year.

Summative Assessments

During the summative assessment period teachers will use all the evidence collected through their formative assessment practices, along with their professional teacher judgement to ensure the data tracking and assessments track the current attainment of each child across the key learning areas. Our Assessment guidelines allow teachers to make formal judgements about where each child is working in relation to the expected attainment for the year.

Internal

At SVS we use our Attainment and Progress tracker that allows us to track and analyse children's attainment and progress over the academic year. This tracking system allows teachers to track children's attainment and progress throughout the year at specific assessment periods. Using this tracker teachers are able to provide a judgement of each child's current attainment in key subjects and across groups to help inform planning, targets and implement intervention if and when required to ensure children are working at expected level and above.

In addition, FS teachers will track curriculum coverage for each child, these trackers are updated as and when appropriate to reflect children's achievement throughout the year. This helps to inform planning, targets and the Attainment & Progress tracker data.

Our FS teaching staff record their Teacher Judgments using the new and revised development matters 2021 updating on our SVS curriculum and A&P tracker for all 7 areas and in FS2 the individual aspects of development (ELG's).

Teacher judgements are made following regular in class observations, assessment, phase or school moderation sessions and individual Progress meetings with SLT. Our teachers will use the information from their curriculum and A&P trackers to inform their decisions around class groupings, lesson differentiation, and additional or individual support.

External

EYFS – FS2

We no longer use external testing.

Tracking Attainment and Progress

A record of every child's academic performance will be kept on the school's computerised tracking system and through the paper-based records in class.

Attainment and Progress Trackers will assist school teachers and leaders to:

- Monitor academic standards
- Analyse the performance of individuals and different groups of pupils.
- Ascertain individuals, groups, classes or cohorts that require additional support.
- Allocate additional support to pupils in an equitable way, on a need related basis.
- Identify which pupils might need to participate in the school's enrichment classes.
- Hold informed discussions with parents and carers regarding the progress being made by an individual pupil.

Each individual tracker will be used as part of a teachers' day-to-day assessment and form a foundation for the summative assessment process. The tracking tools used across the school are identified below by phase:

EYFS

Learning Journals on Seesaw

Learning Journals provide evidence of each child's specific learning journey within the Foundation Stage.

Learning Journals have 3 key assessment purposes that directly inform planning and next steps:

- To capture and record individual significant achievement as and when it occurs.
- To capture and record children's individual interests.
- To record achievement during focused teaching and learning activities, if it is appropriate and significant to that child.

Learning Journal Policy & Guidelines are in a separate document, this document is continually evolving to ensure it is purposeful and is updated each academic year.

Curriculum tracker - Development Matters; 7 Areas of learning

Each child is tracked across the Curriculum using the Development Matters objectives across all 7 areas of learning and at the end of FS2 using the 17 ELG's. The evidence on this tracker supports the teacher when planning and setting next steps. It will also allow teachers to inform planning by ensuring curriculum coverage and ensuring that students who are not at the expected level in certain areas are supported and planned for. The curriculum tracker also helps to support teacher judgements during end of term assessment periods that will then inform the A&P tracker.

Literacy

Big Write - Writing Portfolio

Each child in FS1 & FS2 will have an individual writing portfolio which will record their Baseline and end of each term writing/mark making progress through 'Big write' writing assessments throughout the year and marked using the Ros Wilson Big write marking guidelines. This is also tracked on the whole school Big write tracker.

Guided Reading Records

Guided Reading Skills Tracker

Reading skills will be recorded using the Guided Reading Skills Tracker. This demonstrates their achievement and next steps throughout weekly guided reading activities in FS2 and will clearly show how the child is progressing over the year. In FS1 it will be used as and when appropriate for the child and will then be updated accordingly usually in Term 2.

PM Benchmarking

In FS2 Children will be benchmarked using the PM Starters Kit, once a child is able or is starting to read, they will be benchmarked and placed on the PM tracker. PM Benchmarking occurs on a termly basis or when it is time for a child to move up a level or the teacher feels is appropriate.

Phonics

Phonic assessment is ongoing and recorded on our Phonics tracker across all levels as part of the Twinkl Letters & Sounds programme.

Ongoing assessment is carried out through observation and during taught sessions (planned assessment activities). Using the tracker supports children's knowledge of sounds, graphemes, words and skills. Gaps in knowledge are then planned for within intervention groups or morning activities.

Twinkl Letters & Sounds programme assessment resources are used to support end of term assessment of children alongside planned activities to assess children's knowledge and inform phonics trackers.

EYFS Attainment Grid

Teachers in EYFS will use their effective practice of using their SVS Attainment & Progress Tracker to record children's achievement across the year to ensure no loss of key information.

The attainment tracker uses the core skills and age bands of Development Matters: a non-statutory guidance for EYFS. Each child's individual grid is updated throughout the year to support the class teacher in:

- Demonstrating how the child is progressing in specific outcomes and more holistically over time using a colour coding scheme.
- Showing the depth to which a child is working, allowing leaders and teachers to identify if the child is making appropriate progress in lessons. See EYFS Trackers Assessment Guidelines below.

SVS FS Assessment Guidelines:

FS1 – Attainment:

Children in FS1 are expected to enter school within the '**Three and Four Year Old Stage**' (Development Matters).

In FS1 we will assess the children 4 times, the first is the baseline on entry (2 – 4 weeks into first term, or when they are settled), end of term 1, end of term 2 and the final assessment at the end of the academic

year (end of term 3).

The expectations for each assessment period for an FS1 child are that they are within age related expectations and are maintaining the expected (working within - WW) level of achievement. As we know every child is unique and develops at different rates, it is important to be aware that a child may join below expectations but make more than expected progress throughout the year to meet expected levels of attainment by the end of the academic year.

A child's Overall Attainment across the 7 areas of development is tracked using the following descriptors on our A&P tracker and in learning reviews:

- WT - Working Towards (age related expectations)
- WW - Working Within (within age related expectations)
- WD - Working in Depth (working in depth/above at the expected level)

FS1 - Progress:

Children should be making expected or more than expected (accelerated) progress throughout the year, this means they should be working towards the objectives outlined within the Development matters and within the age related expectations across more specific areas in Literacy, Mathematics, Communication & Language and Phonics.

Example:

If Child A came in for Physical Development at the expected level for their age by the end of the academic year the child should continue to be at that expected level for his/her age or above. Children will steadily progress throughout the academic year and it is the expectation that a child is making that expected progress or above. Progress is determined by Teachers making judgements based on assessment trackers and observations made throughout each term.

A child's Overall Progress across the 7 areas of development is tracked using the following descriptors on A&P tracker and in learning reviews:

- WT/Below - Delayed Progress
- WW/Expected - Typical Progress
- WD/Above - Accelerated Progress

FS2 - Attainment

Children in FS2 are expected to enter school within the 'Children in Reception Stage' Stage (Development Matters & Reception on Learning Ladders).

In FS2 we will assess the children 4 times, the first is the baseline on entry (2 – 4 weeks into first term or when settled), end of term 1, end of term 2 and the final assessment at the end of the academic year (end of term 3).

The expectations for each assessment period for an FS2 child are that they are within age related expectations working within (WW) attainment and expected to meet the 17 ELGs.

A child's Overall Attainment across the 7 areas of development (17 ELGs) is tracked using the following descriptors on our school A&P trackers and learning reviews:

- WT - Working Towards (age related expectations)
- WW - Working Within (within age related expectations)
- WD - Working in Depth (working in depth/above at the expected level)

FS2 - Progress

Children should be making expected progress throughout the year this means they should be working within the objectives outlined within the Development matters to ensure meeting of the 17 ELGs and within the age related expectations across more specific areas in Literacy, Mathematics, Communication &

Language and Phonics which we track using additional assessment criteria.

Example:

If Child A came in for Physical Development at the expected level for their age by the end of the academic year the child should continue to be at that expected level for his/her age or above. Children will steadily progress throughout the academic year and it is the expectation that a child is making that expected progress or above to ensure they meet their ELG's in attainment. Progress is determined by Teachers making judgements based on assessment trackers and observations made throughout each term across all 7 areas of learning and against the ELG's..

A child's Overall Progress across the 7 areas of development (17 ELG's) is tracked using the following descriptors on A&P tracker and learning reviews:

- WT/Below - Delayed Progress
- WW/Expected - Typical Progress
- WD/Above - Accelerated Progress

Individual starting points for children / Baseline Assessments

Baseline assessments take place at the beginning of the year, once children are settled into school and have begun to build a supportive relationship with the teachers. They take place over a 2 – 4 week period depending on the phase. Baseline Assessments support the school in making accurate predictions of attainment at the end of the year and phase and give teachers an individual starting point for every child so that progress can be tracked over time.

EYFS

Baseline Assessments targets all areas of learning in a play based and observational manner. Judgements will be made about where the children are working by completing the curriculum tracker and A&P tracker for every child.

Moderation

A variety of moderation tasks will be undertaken throughout the year after each assessment period to ensure our assessments and judgements are consistent and accurate across each phase or year group and are now added to an internal moderation padlet. External moderation with BSME schools also takes place throughout the academic year.

Progress Meetings

Progress meetings will be conducted following each assessment period to support teachers in making judgements regarding attainment and progress and analysing their class data. Senior Leaders will then support teachers in setting extra targets and actions to meet the children's individual needs and ensure they are on track to meet or exceed their end of year prediction.

Learning Data Reviews

At the end of each assessment period class teachers will carry out learning data reviews for their class attainment and progress. FS1 and FS2 end of Term 1,2 and end of year.

The learning reviews will detail attainment and progress across all 7 areas of development (EYFS).

Teachers will collate attainment and progress data and analyse this data. The analysis will provide information to key children who may be working below or above that need to be targeted and where intervention groups or SEN observations may be appropriate.

The Review will also allow for teachers to identify any specific standouts in groups or individual children as well as Key actions.

Attainment and Progress Learning Review Reports by SLT

Senior Leaders will collect and analyse data provided by the class Learning Data Reviews as well as the attainment and progress trackers, information from Progress meetings, external assessment data and information from the SEN reports and provide recommendations for actions in light of raising attainment and rates of progress. An attainment and progress report will be provided for the Principal and or Governors at the end of every term.

Reporting to Parents

How each child is progressing over the year and information around whether they are on track to meet their end of year expectation is shared with parents at various points through the year:

Informally:

- Parents Meeting: Half termly throughout the academic year.

Formally:

Reports are created and shared as follows:

- End of Term 1 & Term 2: Short reports allowing us to share significant achievement across all 7 areas of development.
- End of Year Report: To share attainment and progress information regarding every area of learning.