



Highfields Academy and Nursery

Assessment in the EYFS - Statement of Practice

Baseline and Assessment

At Highfields Academy and Nursery, assessment in EYFS is ongoing, purposeful and rooted in professional judgement. Practitioners use assessment to build an accurate picture of each child's development and to inform the next steps in teaching, provision and support.

At baseline, practitioners use the Leuven scales on Insight to track involvement, wellbeing and belonging.

Alongside this, all areas of learning are assessed using the agreed checkpoints document to inform judgements of 'Below', 'Just Below' and 'On Track'. Where a child is judged 'Below', this is supported by evidence from the highlighted checkpoints document to ensure judgements are consistent, secure and well substantiated. Assessment is drawn from a range of everyday experiences, adult-led opportunities and observations in provision, rather than from isolated tasks.

This assessment process is repeated termly in autumn, spring and summer, with the statutory requirements detailed below.

In Reception, children also undertake half-termly phonics assessments (in line with Little Wandle, our chosen SSP). Alongside this, they are assessed termly for handwriting (dominant hand preference and letter formation), and against arithmetical proficiency objectives to track number sense and foundational knowledge. These assessments help staff to identify strengths, gaps and barriers early, so that provision can be adapted accordingly.

Statutory Requirements

In Nursery, the agreed 2-year check proforma is used. These checks are quality assured by the EYFS Lead/Deputy Headteacher or Headteacher before being shared with parents/carers.

In Reception, the Reception Baseline Assessment is completed on entry. The Early Years Foundation Stage Profile is submitted in the summer term, informed by the EYFS government exemplification materials and following a moderation exercise with the EYFS Lead/Deputy Headteacher. Practitioners ensure that evidence is secure, current and representative of the child's learning across the year.

Interactions

High-quality interactions are central to our EYFS practice within both indoor and outdoor provision. We use ShREC to underpin daily adult-child interaction, ensuring that children's learning is extended through skilled questioning, sensitive responses, repetition, expansion and conversation. Adults are intentional in their interactions, using sustained shared thinking to model vocabulary, deepen understanding and support children's language development. This is further supported by NELI assessments and intervention, where appropriate, to identify and address communication and language needs early.

Observations and Tapestry

Observations are a key part of assessment in EYFS and are used to understand how children learn, develop and engage with the world around them. Practitioners observe children in the moment, focusing on their self-chosen play and natural learning behaviours. Children are given time to wait, watch and wonder before adults intervene, so that staff can see genuine interests, confidence and problem-solving.

We use both spontaneous observations and planned observations to capture meaningful evidence of learning in real and everyday situations. When used, observations are brief and purposeful, with quick notes and, where helpful, photographs. Staff record the child's voice wherever possible, including exact quotes, to show thinking, vocabulary and understanding. Observations also note how the child responds, interacts and feels, and are linked to the characteristics of effective learning: playing and exploring, active learning, and creating and thinking critically. An agreed observation template is used to support consistency, clarity and secure judgements across EYFS.

Tapestry is used purposefully and with professional judgement. It is not used for arduous photographs and observations that lack meaning and impact staff workload. Instead, observations record 'wow' moments that are individual to the child and directly linked to EYFS expectations, supporting parents to understand progress and helping staff build a fuller picture of each child's development and next steps.

Planning

Planning follows agreed proformas but remains responsive and flexible, with observations used to inform in-the-moment decisions, adapt provision and make necessary changes to teaching and learning. Practitioners use observations to identify what children need next, connect learning across areas and plan meaningful experiences and resources. Practitioners use their ongoing knowledge of each child to ensure provision remains ambitious, purposeful and responsive to need.