Early Years Assessment Policy

Approved by:	FGB	**Date:** Autumn 2026
Last reviewed on:	Autumn 2026	
Next review due by:	Autumn 2027	

Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Learning and development
4. Assessment
5. Exemptions
6. EYFSP moderation and results
7. Reporting to parents
8. Transition
9. Children transferring schools
10. Inclusion
11. Monitoring and review

Our Vision

At Brierley, God guides us as one family.

We learn, grow, and shine together in our community,

Nurturing hope, resilience, aspiration and forgiveness

Everyone is loved, celebrated, and supported to flourish.

Living God's love through our words, actions, and journey beyond our school,

following the example of Jesus.

Though we are many, we are one body, together we learn and grow.

Statement of intent

Every child deserves the best possible start in life. At Brierley CE Primary School we greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development, and understand our responsibilities in ensuring that children learn and develop well and are kept healthy and safe.

This policy has been developed in conjunction with the relevant DfE guidance and legislation and seeks to provide:

- **Quality and consistency**, so that every child makes good progress and no child gets left behind.
- **A secure foundation** through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- **Partnership working** between EYFS practitioners and parents.
- **Equality of opportunity** and anti-discriminatory practice, ensuring that every child is included and supported.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Childcare Act 2016
- Children and Young Persons Act 2008
- Childcare (Provision of Information About Young Children) (England) Regulations 2009
- Education Act 2011
- Equality Act 2010
- UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2022) 'Early years foundation stage profile: 2023 handbook'
- STA (2021) 'Early years foundation stage assessment and reporting arrangements'
- STA (2022) 'Reception baseline assessment and reporting arrangements'
- DfE (2022) 'Progress check at age two'

This policy is intended to be used in conjunction with the following school policies:

- Early Years Policy
- Early Years Teaching and Learning Policy
- Primary Teaching and Learning Policy
- Data Protection Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Special Educational Needs and Disabilities (SEND) Policy

2. Roles and responsibilities

The governing board is responsible for:

- Ensuring the school has clarity of vision, ethos and strategic direction.
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff.
- Ensuring that there are appropriate policies, procedures, and practices in place to deliver the 'Statutory framework for the early years foundation stage' in line with statutory requirements.

The headteacher is responsible for:

- Acting in accordance with the 'Headteachers' standards' and the expectations of the school community.
- Creating a culture where children experience a positive and enriching school life.
- Upholding ambitious educational standards which prepare children from all backgrounds for their next phase of education and life.

- Ensuring teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensuring valid, reliable and proportionate approaches are used when assessing children's knowledge and understanding of the curriculum, and ensuring effective use is made of formative assessment.
- Understanding and acting within the statutory assessment frameworks which set out the duties, responsibilities and reporting arrangements to be followed.
- Ensuring all relevant staff read and implement this policy.
- Ensuring that staff have received the appropriate training to deliver and report EYFS assessments.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.

All EYFS practitioners and teaching staff are responsible for:

- Acting in accordance with this policy at all times.
- Understanding and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Ensuring they have a thorough working knowledge of:
  - The DfE's current 'Statutory framework for the early years foundation stage' and the requirements therein.
  - The DfE's current 'Early years foundation stage profile handbook'
  - The STA's current 'Early years foundation stage assessment and reporting arrangements'.
- Using formative and summative assessments to assess, monitor and report on children's progress, plan next steps and shape learning opportunities.
- Identifying any areas of concern relating to children and their learning, development and emotional needs.

3. Learning and development

The educational programmes in the EYFS underpin the curriculum that will be taught, and educational provision and practice at the school will be centred around the requirements of the DfE's 'Statutory framework for the early years foundation stage'.

Activities in school will take into account children's needs, interests, stages of development and individual circumstances in order to provide each child with a challenging and enjoyable experience.

In the planning and delivery of educational programmes, staff will have due regard to this policy, as well as the school's Early Years Policy, Early Years Teaching and Learning Policy, and the relevant DfE guidance.

4. Assessment

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support.

In line with statutory requirements, the school will undertake a summative assessment of each child's development at certain stages. These are:

- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting Reception, regardless of what time of the year this occurs.
- The EYFS Profile (EYFSP) – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), and their readiness for Year 1.

Ongoing formative assessments will be used to assess the day-to-day learning and development of children in the EYFS. Practitioners will interact and observe children to understand their achievements, interests and learning needs, and will use this information to shape the educational experiences for each child.

Parents will be kept up-to-date with their child's progress and development, and EYFS practitioners will address any learning and development needs in partnership with parents.

When undertaking assessment activities, all staff members will have due regard to this policy, the 'Early Years Foundation Stage Profile Handbook' and Assessment and Reporting Arrangements (ARA) for that year, along with any LA advice.

The school will ensure that it is compliant with the SEND code of practice and will remain alert to any child who appears to demonstrate:

- A delay in learning and development.
- Instances where a child may be displaying difficult or withdrawn behaviour.

If there are any significant emerging concerns, or a child is identified with SEND, the school will work with parents and relevant professionals to share information and develop a targeted plan to support the child's future learning and development.

Reception Baseline Assessment (RBA)

Within the first six weeks of children starting school, staff will conduct the RBA. The RBA:

- Is an online activity-based, age-appropriate assessment of children's ability in early mathematics, literacy, communication and language.
- Is expected to take approximately 20 minutes per child.
- Can be paused and completed in more than one sitting.
- Will be administered on a one-to-one basis by a practitioner who is known to the child, such as the Reception teacher, Reception TA or suitably qualified EYFS practitioner, e.g. the SENCO.
- Will be used to create a baseline for school-level progress measures and will measure the progress children make from Reception until the end of Year 6.

When carrying out assessment and reporting functions, the school will administer the RBA in compliance with the provisions outlined within both the 'Reception baseline assessment and reporting arrangements' document, and Annex B of the 'Statutory framework for the early years foundation stage'.

After completion of the RBA, EYFS practitioners will receive a series of short, narrative statements that tell them how pupils performed in the assessment – the school will use these to inform their teaching approaches.

The school will ensure that confidentiality of assessment materials is maintained and follow guidance on how to keep materials secure when they are received. The RBA materials will not be used for any other purpose.

For children with visual and hearing impairments the school will provide modified and adapted assessment materials. Where it is felt that the RBA is inaccessible to a child, the school will consider disapplying individual children who, despite them using access arrangements, are unable to participate. Parents will be involved in these discussions.

The headteacher will sign a headteacher declaration form (HDF) once each academic year and ensure that the RBA is being delivered in line with statutory requirements and the HDF.

EYFSP

At the end of the EYFS the school must complete an EYFSP for each child to summarise and describe children's learning and development, unless, in line with DfE guidance, an exemption applies (see the Exemptions section of this policy).

This assessment will take place in the Summer term of the academic year when a child reaches 5 years old, and no later than 30 June of that term.

When carrying out assessment and reporting functions, the school will complete the EYFSP in compliance with the provisions outlined within the 'Early years foundation stage assessment and reporting arrangements' document, and the 'Statutory framework for the early years foundation stage'.

The school will assess each child against the Early Learning Goals (ELGs) and provide a commentary describing each child's skills and abilities against the three characteristics of effective learning:

- Playing and exploring.
- Active learning.
- Creating and thinking critically.

Throughout the year EYFS practitioners will collect and collate materials, observational records and information within a child's Learning Journey. Profile judgements will be made on the basis of the cumulative evidence recorded over the course of the year, and practitioners' knowledge of the child. Evidence may include:

- Photographs.
- Written and/or drawn evidence.
- The child's view of their own learning.

- Information from parents or other relevant adults.

EYFS practitioners will use their knowledge of the child to judge whether their learning is:

- Not yet reaching expected levels (emerging).
- Meeting expected levels (expected).

Assessment will not entail prolonged breaks from interaction with children, nor require excessive paperwork.

When assessing children, practitioners will draw on their knowledge of the child and their professional expertise and experience, and will not be required to prove their judgements through the collection of physical evidence.

To provide a fully-rounded picture of a child's development, practitioners will actively engage the child, their parents and other adults who have significant interaction with the child in the assessment process.

Data collection and submission

In accordance with the Childcare (Provision of Information About Young Children) (England) Regulations 2009, the school will provide the EYFSP data to the LA upon request, unless the Secretary of State has granted an exemption from the EYFS learning and development requirements.

The school recognises its statutory duty to implement the EYFS, and the responsibilities placed upon it. The headteacher will:

- Ensure an EYFSP is completed for all eligible children and that the data is quality assured.
- Ensure provision is made to meet the requirements of all children with SEND.
- Take responsibility for the reliability of their EYFSP outcomes and ensure that the data accurately reflects the level of development of the current cohort of children.
- Ensure EYFSP data is returned to the LA in accordance with Section 4.4 of the handbook.
- Provide EYFSP assessments to their school's governing board to enable it to comply with national data submission requirements and report to parents.
- Ensure the statutory requirements for the transfer of records between schools are fulfilled, including the completion of the common transfer file (CTF).
- Ensure parents are provided with a written report of their child's development against the ELGs and the opportunity to discuss the EYFSP.

5. Exemptions

The school will complete the EYFSP unless:

- An exemption has been granted for the school or an individual child.
- The child is continuing in EYFS provision beyond the year in which they turn five.

Where a child is exempt or an assessment is not appropriate, this will be recorded as 'A' (no assessment) for each ELG in the child's profile return.

Where a child remains in EYFS provision beyond the end of the academic year in which they turn five, the EYFSP will only be completed once, at the end of the year before the child moves to KS1.

In these circumstances the school will discuss its intention to defer the child's statutory assessment with the LA to ensure the child's data is not considered missing when the school submits EYFSP outcomes for the current cohort. Care will be taken when entering the child's EYFSP assessment into any electronic recording system, as the child's date of birth may now be outside the expected range for the cohort.

6. EYFSP moderation and results

To support the quality assurance of teacher assessment judgements, the school will ensure that systems are in place for internal or peer-to-peer moderation conversations to take place.

The EYFSP data will be used to:

- Support a successful transition to KS1 by informing the professional dialogue between EYFS and Year 1 teachers.
- Inform Year 1 teachers about each child's stage of development and learning needs to help them to plan the Year 1 curriculum.
- Inform parents about their child's development.
- Provide the DfE with a national child learning and development data set at the end of the EYFS that can be used for analysing and monitoring levels of children's learning and development at a national and regional level.

All records will be kept in accordance with the school's Data Protection Policy.

7. Reporting to parents

Parents will be encouraged to engage with their child's learning and development and will be involved in the assessment process.

The school operates an open-door policy, so that parents can speak to their child's teacher about any concerns. To book meetings with teachers, whether in-person or virtually e.g. by telephone, parents should speak to the school office or their child's class teacher.

The school will share the EYFSP results with parents and ensure they have an opportunity to discuss the report with the teacher who completed it. Meetings with parents will be held within the term in which the profile has been completed.

Written summaries of children's attainment will include whether the child's attainment level is judged to be emerging or expected.

At the end of Reception, parents will be given a report which will:

- Be child-specific.
- Be concise and informative.

- Help to identify appropriate next steps.
- State their child's attainment against the ELGs.
- Summarise attainment in all areas of learning.
- Comment on general progress including the characteristics of effective learning.
- Explain arrangements for discussing the profile.

In Early Years (Nursery and Reception)

Parents will be provided the opportunity to attend parent consultations in the Autumn and Spring term, in which they will be able to speak to their child's teachers.

8. Transition

EYFS practitioners and Year 1 teachers will work together to ensure that a child's transition between Nursery and Reception and Reception and Year 1 is successful.

At the end of the final year of the EYFS, reception teachers will give Year 1 teachers a copy of each child's EYFSP, including a record of the child's outcomes against the 17 ELGs, and stating for each ELG whether the child is meeting 'expected' levels or not yet reaching 'emerging' levels.

The school will ensure that adequate time is made available for EYFS practitioners and Year 1 teachers to discuss and expand on the information presented in the EYFSP, in particular, the narratives related to the three characteristics of effective learning.

In cases where children have an outcome at the 'emerging' level, teachers will provide additional information to help the Year 1 teacher plan an effective curriculum. This will include information about any specific assessment or provision in place for children with SEND.

9. Children transferring schools

If a child moves to a new provider during the academic year, the school will send its assessment of the child's development against the ELGs to the new provider.

If a child starts a new school before the Summer half-term holiday, the new provider will be responsible for submitting the child's EYFSP data to the LA. If a child starts a new school during the second half of the Summer term, this school will submit the child's EYFSP data to the LA.

If half-term dates differ to those of the new provider, it is the provider where the child attends, or will attend, for the longest period of time that submits the data.

The school will send the transferring child's education record and CTF to the new provider within 15 school days of the child ceasing to be registered at the school, unless the new provider is not known. If the new provider is not known, the school will send the data within 15 school days of receiving a request from the child's new school.

If the new school is unknown, the school will complete the CTF and load it onto the school to school (S2S) secure transfer system.

If the new provider has the capability, the school will send the CTF via S2S or over a secure network. If this is not possible, the LA will provide the file, where permitted by local arrangements.

The school will have due regard to the Data Protection Act 2018 and the UK GDPR at all times, as outlined in the school's Data Protection Policy.

10. Inclusion

All children are valued as individuals, irrespective of their characteristics.

The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.

The Pupil Equality, Equity, Diversity and Inclusion Policy ensures that the needs of all children are met, regardless of any protected characteristics they have.

The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the school's SENCO.

EYFS practitioners will reflect on their observations and ensure that the provision enables all children to demonstrate attainment in ways that are motivating to them, regardless of their stage of development or interests, needs and inclinations.

The school is aware that, for some children (as outlined below), it may be challenging for EYFS practitioners to observe and assess:

- Those whose development is judged to be at the 'emerging' level.
- Children identified with SEND.
- Children for whom English is not their home language and are learning English as an additional language (EAL).

In these cases, EYFS practitioners will:

- Use their professional knowledge of each child to provide an understanding of how some children might demonstrate attainment.
- Ensure that learning and assessment activities are able to capture children's attainment.
- Ensure that the requirements of all children with SEND are met, e.g. through reasonable adjustments.
- Use the adaptations children normally use to carry out their activities, including mobility aids, communication aids, magnification, and adapted ICT and equipment.
- Develop additional relationships with other professionals when working with children with SEND.
- Consult and liaise with parents to get a clear picture of the child's learning and development at home.
- Ensure that provision has been made for those children with EAL to use their first language in play and learning and arrange for the assessments of ELGs (excluding communication and language and literacy which must be assessed in relation to the

child's competency in English) to be made in the context of any language, including their home language and English.
- For children with EAL, find out about their prior language experience and any education they have received elsewhere.

11. Monitoring and review

This policy will be reviewed annually by the governing board and the headteacher. Any changes made to this policy will be communicated to all staff by the headteacher.

All staff directly involved with early years teaching are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

The next scheduled review date for this policy is Autumn 2027.