



This document has two parts, the first is the general principles of assessment in our school, and the second is the specific methodology for formative and summative assessment in this curriculum subject.

1. General Principles of Assessments

Why is Assessment Important?

Along with pedagogy and curriculum, assessment is a critical aspect in the learning continuum.

Assessment is very important for monitoring the progress pupils make in the curriculum, including the knowledge and skills that the children have acquired. Assessments help teachers and assistant teachers to plan next steps, to help set targets and goals, report to and involve parents in their children's learning and most importantly of all to encourage, inspire and motivate children to address misconceptions, to recall and to improve.

There are two main types of assessment: formative assessment and summative assessment. These are sometimes referred to as **assessment for learning** and **assessment of learning**, respectively. At some level, both happen in almost all classrooms.

Formative Assessments

Formative assessment takes place on a day-to-day basis during teaching and learning, allowing teachers and pupils to assess attainment and progress more frequently. It begins with diagnostic assessment, indicating what is already known and what gaps may exist in skills or knowledge. If a teacher and pupil understand what has been achieved to date, it is easier to plan the next steps. As the learning continues, further formative assessments indicate whether teaching plans need to be amended to reinforce or extend learning.

Effective formative assessment encourages learning by stressing the importance of recall, critical thinking, reasoning, and reflection thus creating a quality learning environment. Many techniques may be used to formally assess student learning. These include questioning (either directed or no-hands up), concept mapping, writing two or three sentences, the teacher observing (e.g. listening to reading) and recommending specific improvements, low stakes quizzes and so on.

Often formative assessments may not be recorded at all, except perhaps in the lesson plans drawn up to address the next steps indicated.

Assessment for learning is an ongoing iterative process that arises out of the thoughtful and sensitive interaction between teacher and learners.

“Human Learning presupposes a specific social nature and process by which children grow into the intellectual life of those around them.” Lev S. Vygotsky

Summative Assessment

Summative assessment sums up what a pupil has achieved at the end of a period of time, relative to the learning aims and objectives and the relevant national standards. The period of time between summative assessments may vary, depending on what the subject is and what the teacher or assistant teacher wants to find out. A summative assessment may take place at the end of a unit of work, at the end of a term or half-term, at the end of a year or, as in the case of the national curriculum tests, at the end of a key stage.

Typically summative assessments take place no more than three times a year. The results of summative assessments are reported to parents regularly so that they are fully involved in the child's learning journey and are able to monitor the progress their child is making at useful intervals over the course of the academic year. To distribute workload and make the summative assessment meaningful, the school provides short termly assessments rather than one long one at the end of the year.

A summative assessment may be a written test, an observation, a conversation or a task. It may be recorded through writing, through photographs that the child takes themselves and shared with families via SeeSaw, through presentation and performance including Expert Showcase, other visual media, or through an audio or video recording. Whichever medium is used, the assessment will show what has been achieved. It will summarise attainment at a particular point in time and may provide individual, cohort and whole school “snap shot” data that will be useful for tracking progress, for informing stakeholders (e.g. parents, governors, etc.) and for defining whole school improvement plans.

To optimise the benefit of summative assessment the outcome data is analysed by teachers inform whole class next steps and teaching and learning (therefore also having formative benefits). The school uses the NFER PIRA and PUMA tests in this way, results are diagnosed to inform formative next steps.

Recording and Reporting Summative Assessments

All summative assessments in Core Subjects such as PIRA (Progress in Reading and Language Assessment) and PUMA (Progress in Understanding Mathematics Assessment) and Foundation Subjects take place on Insight.

The Termly Reports to parents/carers use the same language as the Assessment Grids to inform parents whether their child is Working Towards Age Related Expectation/Standard (ARE), At Expected Age Related Expectation/Standard or Above Expected Age Related Expectation Standard.

2. Specific Methodologies for This Curriculum Subject – EYFS

Curriculum Subject - EYFS
Curriculum Subject Leader – Nicola Turpin
Formative Assessment Methods <p>At Milton Road Primary School, formative assessments are used throughout EYFS to gather an insight into how children are developing within the seven areas of the curriculum. They are also used to assess if interventions are having an impact on the child's progress, or what can be altered to improve.</p> <p>Adults use a range of assessment methods throughout the year including;</p> <ul style="list-style-type: none">- Observations to determine if children are engaged in directed/ undirected learning opportunities and if they are grasping essential knowledge/ vocabulary within that context.- Samples of children's work is recorded via Seesaw and used to consolidate, inform next steps or address misconceptions quickly.- Interactions between adults and children and peer on peer are vital to assessing communication, vocabulary and social interaction.- Family communication is an essential use of assessment as it provides a picture of the 'whole child', not just the 'school child'. We use Seesaw, which enables practitioners to communicate with family regularly.- Termly reports are sent to parents with a summary of the learning intentions and the progress their child has made- Focussed, guided activities are used to monitor understanding and ability within a certain area of learning. <p>During directed teaching times, EYFS staff include formative assessment methods such as questioning, low stake quizzes, recall games and collaborative learning opportunities to assess understanding and draw upon any misconceptions. Whole class feedback sheets are used to support this.</p>

Summative Assessment Methods

The Reception Baseline Assessment (RBA) is a statutory assessment, taken in the first six weeks in which a child starts reception. It provides a snapshot of where pupils are when they arrive at school and provides a starting point to measure the progress schools make with their pupils between reception and the end of primary school.

Our summative assessments are gathered throughout the year in forms of half termly assessments, observations, conversations or directed tasks/activities which should be completed independently. Our assessment system aligns with our curriculum to ensure children have the next steps to progress. We strongly encourage children to photograph, videos and record activities and give ownership to the child's learning journey through our platform Seesaw. Children are also given the opportunity to present and perform their knowledge through Family Sessions and Expert Showcase opportunities.

At the end of the year. All children will complete the Early Years Foundation Stage Profile (EYFSP) In the final term of the year in which the child reaches age five, and no later than 30 June in that term. The Profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. The Profile reflects practitioners' own knowledge and professional judgement of a child to inform discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution. Each child's level of development must be assessed against the early learning goals (attached). Practitioners must indicate whether children are meeting expected levels of development, or if they are not yet reaching expected levels ('emerging').

Communication and Language Listening, Attention and Understanding <ul style="list-style-type: none">Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.Make comments about what they have heard and ask questions to clarify their understanding.Hold conversations when engaged in back-and-forth exchanges with their teacher and peers. Speaking <ul style="list-style-type: none">Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. Understanding the World Past and Present <ul style="list-style-type: none">Talk about the lives of the people around them and their roles in society.Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.Understand the past through watching, observing and events encountered in books read in class and storytelling. People, Culture and Communities <ul style="list-style-type: none">Draw on their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. The Natural World <ul style="list-style-type: none">Explore the natural world around them, making observations and drawing pictures of animals and plants.Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Personal, Social and Emotional Development Self-Regulation <ul style="list-style-type: none">Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.Give focused attention to what the teacher says, responding appropriately even when engaged inactivity, and show an ability to follow instructions involving several ideas or actions. Managing Self <ul style="list-style-type: none">Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.Explain the reasons for rules, know right from wrong and try to behave accordingly.Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships <ul style="list-style-type: none">Work and play cooperatively and take turns with others.Form positive attachments to adults and friendships with peers.Show sensitivity to their own and to others' needs. Expressive Arts and Design Exploring with Materials <ul style="list-style-type: none">Safely use and explore a variety of materials and techniques, experimenting with colour, design, texture, form and function.Show their creations, explaining the process they have used.Make use of props and materials when role playing characters in narratives and stories. Being Imaginative and Expressive <ul style="list-style-type: none">Invent, adapt and recount narratives and stories with peers and their teacher.Sing a range of well-known nursery rhymes and songs.Perform simple rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	Physical Development Gross Motor Skills <ul style="list-style-type: none">Negotiate space and obstacles safely, with consideration for themselves and others.Demonstrate strength, balance and coordination when playing.Move energetically, such as running, jumping, climbing, hopping, skipping and climbing. Fine Motor Skills <ul style="list-style-type: none">Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.Show control of small tools, including scissors, paintbrushes and crayons.Begin to show accuracy and care when drawing. Literacy Comprehension <ul style="list-style-type: none">Demonstrate understanding of what has been read to them by retelling, drawing and answering using their own words and recently introduced vocabulary.Anticipate (where appropriate) key events in stories.Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay. Phonics <ul style="list-style-type: none">Use a sound for each letter in the alphabet and at least 10 digraphs.Read words consistent with their phonics knowledge by sound blending.Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words. Writing <ul style="list-style-type: none">Write recognizable letters, most of which are correctly formed.Spell words by identifying sounds in them and representing the sounds with a letter or letters.Write simple phrases and sentences that can be read by others.
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<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Early Learning Goals can be found from page 11 within the Foundation Stage Handbook.

References: <https://blog.cambridgeinternational.org/describing-coherence-of-curriculum-pedagogy-and-assessment/>

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>