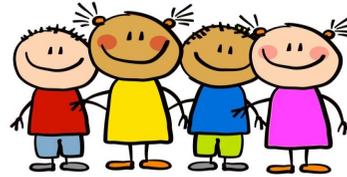
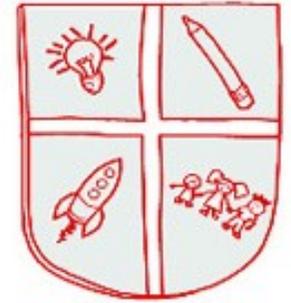




# Assessment in Early Years



## Transition

At Barrow we recognise that all children are individual and develop at different times and rates. We also acknowledge the importance of gaining information from parents, carers and previous settings when assessing the children in our care.

Our assessment of the children's needs, levels and progress starts during our robust transition process. During this process we observe the children in their current setting, talk to staff and look at Learning Journeys. This enables us to plan a curriculum which encompasses the children's interests and needs, whilst developing their knowledge and learning further. We also gain vital information from our home visits, when we meet with parents, carers and children in their home to discuss the interests and needs of each child.

## Baseline Assessments

Once the children have started at school, we informally assess them using our baseline assessment programme. Information is collected in all seven aspects of the Early Years Foundation Stage Curriculum (EYFS), through observations of the children, as well as individual one to one conversations. These initial assessments focus on what the children can do, as well as provide next steps for their learning.

Throughout their time in Early Years, children will be judged against the Development Matters Statements in all seven areas of the EYFS Curriculum. The children's progress across these statements will be carefully monitored to ensure progress is being made and teaching, learning and the environment reflect the children's strengths and areas for development. Observations of the children's development will be shared with parents through the online Learning Journey Tapestry and regular parent consultation meetings. Parents are also strongly encouraged to add to their child's learning journey, with observations from home to ensure staff gain a full and accurate picture of

## End of Year Assessments

At the end of the year the children will be assessed against the Early Learning Goals (ELG) in all areas of the Early Years Curriculum. A child working at age appropriate expectation for the end of Early Years will be expected to have completed all aspects of the Early Learning Goals in Communication and Language, Personal, Social Emotional Development, Physical Development, Mathematics and Literacy, in order to be given a Good Level of Development (GLD) overall. We also report to parents on their child's "Characteristics of Effective Learning" (CoEL) which covers areas such as their ability to remain focussed, to take risks in their learning and learn independently, amongst other things. Your child's final assessment level will be shared with you in their end of year report and you will be given the opportunity to discuss the assessment levels given.