



At Emmaus, we believe that the assessment and observation of our youngest children is an essential part of supporting them to make appropriate progress. Our assessment system is the cornerstone for ensuring the provision in the EYFS is of high quality and appropriate for all children.

Robust assessment enables EYFS staff to plan provision and develop next steps in learning for all pupils. Practitioners observe children to understand their level of achievement, interests and learning styles and then shape learning experiences in light of the observations.

Entry assessments for the prime areas of learning (PSED, Communication & Language and Physical Development) are undertaken when children enter the Nursery. Baseline assessment (RBA) is carried out in Reception to determine each child's developmental starting point in Literacy, Communication and Language and Mathematics.

To ensure that we have evidence of a child's progress and can effectively plan next steps, Emmaus staff use a range of strategies and tools including anecdotal notes, photographs and observations to build a complete picture of achievement.

Attainment and progress is measured against the criteria in *Development Matters, the non-statutory curriculum guidance for the EYFS (2023)*. We acknowledge the following key characteristics of effective assessment, as outlined in Development Matters:

- Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence.
- Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do
- Accurate assessment can highlight whether a child has a special educational need and needs extra help.
- Assessment should not take practitioners away from the children for long periods of time.

EYFS expected standards are set out in the Early Years Foundation Stage Statutory Framework, covering children from birth to the end of the Reception Year. At Emmaus, we assess children and judge whether they are working at the expected standard when they demonstrate consistent progress towards the Early Learning Goals appropriate for their age and stage of development:

Nursery

Working at **expected standard for 3 to 4 year olds**

Reception

Working at **expected standard for 4 to 5 year olds**

At the end of Reception, children are assessed against the 17 Early Learning Goals:

Emerging (not yet reaching the expected standard/ELG)

Expected (meeting the standard/ELG)

Attainment and progress judgements are made against the criteria in *Development Matters* are shared with parents/carers at least termly.

Reception Baseline Assessment (RBA)

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

- Is an 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 by a Reception teacher or suitably qualified 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.

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

Early Years Foundation Stage Profile (EYFSP)

To summarise and describe children's learning and development at the end of the EYFS, Reception staff complete an EYFSP for each child, including those with SEND, in compliance with the provisions outlined within the *EYFS assessment and reporting arrangements (ARA)*, 2025 document, and the *Early Years Foundation Stage Statutory Framework (2025)*.

Reception staff assess each child against the Early Learning Goals. EYFSP judgements will be made based on the cumulative evidence recorded over the course of the year.

Evidence will include:

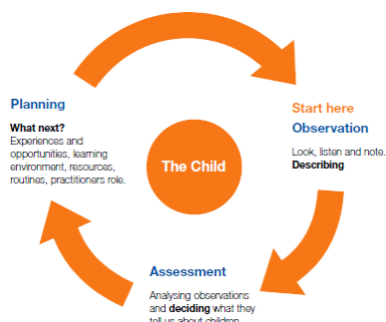
- Knowledge of the child.
- Photographs.
- Written and/or drawn evidence.
- Planned and un-planned observations of day-to-day interactions. Video, tape, audio or electronic recordings
- The child's view of his or her own learning.
- Information from parents/carers

EYFSP results are shared with parents/carers who are provided with an opportunity to discuss the outcomes.

Formative Assessment

As the year progresses children are monitored on their development and progress in all areas of learning. Formal assessments such as Read Write Inc, Whiterose Maths and Welcomm provide information for planning and intervention.

Assessment Cycle



Observation, Assessment, and Planning (OAP) cycle

Observation – watching, listening, and noting what the child does.

Assessment – analysing those observations and deciding what they tell us about the child's development.

Planning – deciding what experiences, opportunities, and support to provide next, then the cycle repeats. Pupil Progress meetings take place three times per year. These ensure that staff have the opportunity to analyse their classes and devise interventions to support children in making next steps progress. This system is managed robustly to ensure that all children make progress from their starting points. Interventions are robustly monitored, evaluated and tracked by **all** staff to ensure their efficacy.

Assessment at the end of EYFS

In addition to the EYFSP in Reception, annual reports chart children's progress in Nursery and Reception and comment on their preferred learning styles, characteristics of learning and achievements. Assessment information is shared with Year 1 staff to inform their future planning and support them in making preparations for entry to KS1.

Parents/Carers

Parents/carers are included in their child's learning journey via learning log homework, EYS curriculum maps, social media, online communication, parent app, special books, wonder walls and challenge activities and tasks.

Parents Evenings take place in the autumn and spring term and annual reports are sent out at the end of the year and parents/carers given the opportunity to discuss them with teachers during an open evening in July.

Monitoring and Review

It is the responsibility of all EYFS staff to follow this policy.

The Senior Leadership Team will carry out monitoring in the Early Years as part of the whole school monitoring system.

This policy will be reviewed before the start of each academic year and will evolve to incorporate the views of all staff concerned.

September 2025