

Assessment

- Children entering school are observed during their first weeks, to provide baseline information.
- Monitoring of each child will take place through daily observations, discussions, photographs, videos, record keeping and planned assessment. All self - initiated activities are collected and collated in each child's Tapestry Account, which parents are welcome to contribute to.
- SNAP (Diagnostic Infant Check) and informal assessments to gauge individual children's abilities will take place throughout the year.
- The Early Years Foundation Stage Profile is updated at the end of each half term and Provision Maps are updated. Pupils' progress discussed at Pupil Progress Meetings with the Headteacher and Deputy Head (Inclusion Manager). During these meetings the impact of previous interventions are discussed and new interventions relevant to meet the children's needs are identified.
- At the end of the year the E.Y.F.S. profile results are sent to the L.A. (Essex County Council).
- Termly parent meetings are held to discuss children's progress and next steps. Reports are sent out to parents each term summarising achievements from the Early Years Foundation Stage Profile.
- The profile data is discussed with the Year 1 teacher so that she/he can continue to help the children to achieve the early learning goals if they have not done so before they can access the K.S.1 curriculum.

Assessment through Observation

Children give indications of their learning all of the time through what they say, what they do, how they approach activities etc, and ***it is primarily by observing children in their play that judgements are made to inform records and planning.***

Each member of the Foundation Staff is allocated **Key Children** for a period of two weeks. The Key children are rotated around all the staff members to ensure that we all have a good knowledge of the children that we are working with. Staff are made aware of the children's next step targets via. Tapestry 'Next Step Targets', which suggests areas where there are gaps in observations linked to child-initiated activities, and through Next Steps based on Target Tracker information.

Specific time for planned observations is allocated each week, which may take place in the form of a general classroom observation, e.g. of an activity, an observation on a particular child during provision, or focussed on a challenge activity based on one of the targets from the Early Years Foundation Stage Profile. These observations are recorded in a variety of ways e.g. via Tapestry (photographs, videos and observations linked to the Characteristics of Learning and Developmental Matters statements), annotations on work, longer observation sheets and reading records (Guided and Individual).