



Eastwood at the heart of the community with community at heart

## Assessment Policy

**Date Adopted:**  
Spring 2017

**Policy Category:**  
Curriculum

**Revised:**  
Spring 2019

### Definition:

Observing children is the starting point of assessment. Effective assessment involves analysing and reviewing what is known about each child's development and learning in order to make informed decisions about the child's progress and to plan the next steps to meet their development and learning needs. Not all observations and not all assessment is documented- unwritten assessment carried out each day is also important in judging progress and planning next steps and often forms the basis of the most effective evaluation and planning meetings.

Two types of assessment routinely used at Eastwood are

- **Formative assessment** or **assessment for learning** is made on daily basis through child observations that note their interests- this is continuous process and not all of this is documented
- **Summative assessment** gives a summary of a child's achievement at a particular point on time so that their progress can be tracked

In addition, staff are sometimes required to contribute to

- **The Early Help Assessment (EHA)** this enables effective communication between the various agencies involved with children who have additional needs, or a child about whom there are concerns. It is used alongside the formative and summative assessment.
- **Diagnostic Assessment** helps practitioners and specialist partners to work out what exactly needs to happen to help a particular child make good progress. This could be in the context of behaviour, special need or disability

### Rationale:

The purpose of assessment is to ensure that :

- We identify and celebrate the child's uniqueness, strengths, interests and personalities
- We identify and plan for the appropriate next steps for our children
- Development and learning moves forward at an appropriate rate for the child so each child is making good progress which we can track and monitor
- Achievements are reported sensitively and honestly to parents and carers and where appropriate compared to age related expectations
- Additional needs and unexpected developmental patterns are identified early and accurately and shared with partner professionals
- A child's learning continues to develop at an appropriate pace with targets set and incorporated into curriculum planning

## **Aims**

- We aim to ensure children make good progress and achieve their full potential using ongoing assessment
- We aim for assessment to inform the next steps and opportunities that we provide for children
- We aim to ensure that assessment involves parents, helps to keep parents informed of their child's development, progress and needs and supports successful transition
- We aim to ensure a shared understanding on the achievement and attainment of children, especially at key points of transition

## **Objectives:**

Observational assessment and record keeping involves building up an accurate picture of what a child knows, understands, feels, is interested in, and can do in order to:

- plan the next steps in development and learning
- plan the provision and the activities that will enable these steps to be successful
- help children as they are learning
- identify significant stages in development and learning.
- Identify groups of children that may require a different approach to ensure their achievement

We believe that good and effective practice at Eastwood is based on observational assessment that:

- is on-going and focused on children participating in everyday activities
- is both planned and spontaneous to capture important moments
- is balanced between child-initiated and adult-led activities and ensures that judgements are made on skills, knowledge, understanding and behaviour that are demonstrated consistently and independently
- takes equal account of all aspects of the child's development and learning
- involves contributions from a range of adults
- actively engages parents
- involves children in their own assessment and reflection on achievements and progress
- Is of high quality and meaningful- observations and assessments have a point to make and provide an insight into learning and progress

## **Procedures and Practices:**

- All key persons are provided with a detailed assessment handbook
- New staff members are trained on the Eastwood Assessment System
- Assessment data is logged and analysed and kept securely in Key Person's assessment folders and on the G Drive in the assessment folder applying the principles of data protections
- All key persons are issued with an assessment folder- they must protect the confidential data and take every step to ensure data is retained securely
- Parents are routinely provided with commentary both written and verbal about their child's attainment, achievements and progress including settling report, 2 year old progress check and end of year report as appropriate.
- Parents are not routinely provided with raw-attainment data about their child but can ask to see their child's assessment data. They will be provided with this on request and have assessment data interpreted for them by a key person, manager or teacher
- Parents are only allowed to see assessment materials and data in relation to their own child
- Assessment data in a simplified form will be provided as appropriate to multi-professional meetings with the parent's consent

**Links to Other Documents:**

EYFS learning and development requirements (set out the legal minimum requirements)

Early Years Outcomes and Development Matters

Eastwood Assessment Handbook

**Written By:** Curriculum and Achievement Committee**Headteacher****Chair of Governors:****Date: March 2017**