



Gulf British Academy

Assessment Guidelines

Early Years Foundation Stage

Introduction

Assessment is a continuous process integral to learning and teaching. It is how teachers gain knowledge of their pupils' needs, achievements and abilities, enabling planning and delivery to be more effective and thereby raising attainment for every child.

Principles of assessment in EYFS

- To provide information for target setting for individuals, groups and cohorts
- To provide evidence to support progression in learning through planning
- To share learning goals with children
- To raise standards of learning
- To identify children for intervention
- To inform parents and other interested parties of children's progress
- To complete a critical self-evaluation of the school

Assessment for learning

Assessment opportunities, which are a natural part of teaching and learning, are constantly taking place in the classroom through discussion, listening and analysis of work.

It is essential that teachers know how well a child has progressed and that pupils understand how well they are doing and what they must learn to help them improve.

To achieve this at GBA, we will:

- Evaluate pupils learning during and after each lesson to identify pupils with particular needs (including those who are more able) so that any issues and misconceptions can be addressed immediately and in subsequent lessons (use of plenaries).
- Adjust plans to meet the needs of the pupils, differentiating objectives

Observations

Observational assessment involves watching, listening and noting what children say and do as they play together, interact with adults and engage in everyday activities and experiences.

From this you will be able to build up an understanding of individual children by seeing how they demonstrate their specific knowledge, skills and understanding. Each child will be different in this respect as everyone has their own unique way of approaching and building their learning.

Observational assessment is the key to understanding what children really know and can do, and it is the most reliable way of building up an accurate picture of a child's development and learning.

How and when observations are made will vary depending on the circumstances, the child and the type of activity. Although some observations may be planned, there will be others that are more spontaneous and capture an important moment or event.

The key to capturing these moments is to know the children well and to be aware of the sorts of things that are likely to spark their imagination. This also supports your planning, which will come from previous observations of young children's interests and fascinations.

All observations should be recorded in the child's Learning Journal.

Marking

Formal marking is not expected in KG and Reception. Instead, teachers should spend time observing children to assess their readiness for the following key stage and develop targets for their next steps in learning. Teachers should give oral feedback and partake in discussions with children.

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Responsibility: Foundation / KS1 Coordinator