

Principles and Practice of Assessment



The EYFS seeks to provide:
“a secure foundation through planning for the learning and development of each individual child and assessing and reviewing what they have learned regularly”.

“Before assessing children, it’s a good idea to think about whether the assessments will be useful”.
(Development Matters 2020)

“The Revised Framework and DMs is not just about reducing workload. Its about improving the way we use assessment”.

(Julian Grenier NW 2020)

*“Assessment is most effective when it guides professional judgement.
Helpful assessments will pinpoint how well a child is progressing towards the setting’s curricular goals”.*
(Curriculum guidance - Julian Grenier).

The most important role assessment has, is to improve the child’s learning and overall experience. So most assessment is minute-by-minute. It’s scaffolding children’s learning. For older children in the EYFS, it’s about giving kind but precise feedback that helps them to reflect on and develop their learning.

Where you see 
click to find out
more

Does the glove fit? A unique child.

“Every child can make progress, if they are given the right support”.
DM 2020

What ‘fits’ one child may not necessarily fit another. Poor fitting curriculum and assessment can hinder learning and progress. Being flexible, and responsive, and using observation and assessment to truly see the child can enable a good ‘fit’.

What do I need to know about this child in order to provide for him/her?

Is what we (practitioners) provide, in terms of care and learning, suited to the individual children we support? How do we know?

‘Who is the child holistically?’ rather than ‘Is the child at a predetermined place in their development/learning?’

We need to be clear on what we want to achieve first – and find a way of assessing that allows this to happen.



Key
Materials
Statutory



**Statutory framework
for the early years
foundation stage**

Setting the standards for learning,
development and care for children from
birth to five

Published: 31 March 2021

Effective: 1 September 2021



Statutory Assessments

- EYFS progress check at age two
- Reception Baseline
- EYFS Profile

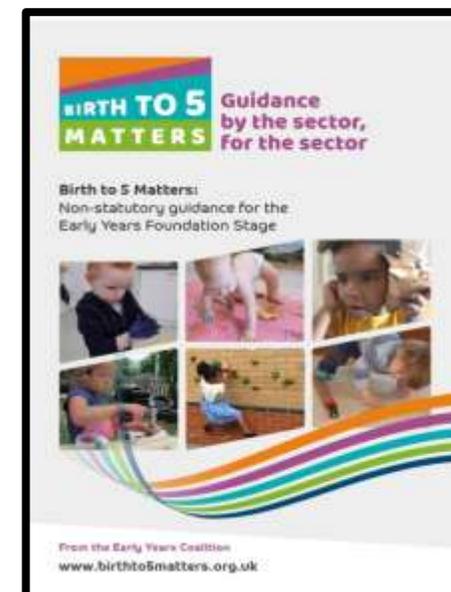
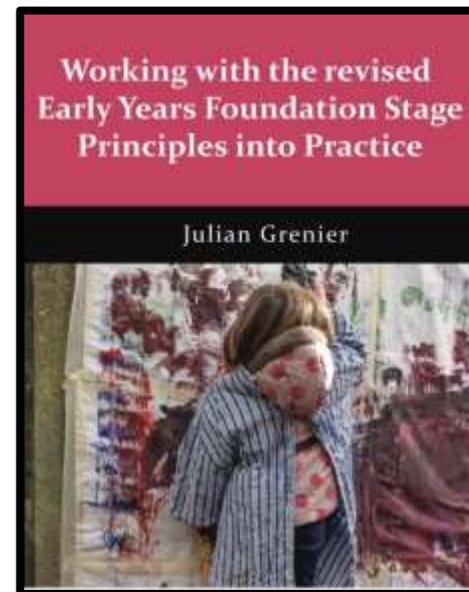
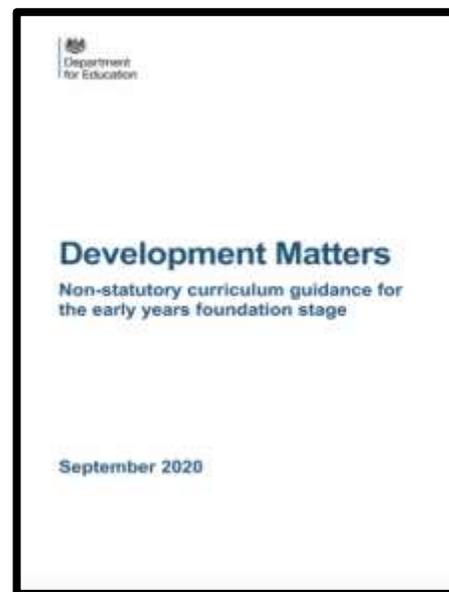
Key Materials non-statutory



Non-statutory Documents

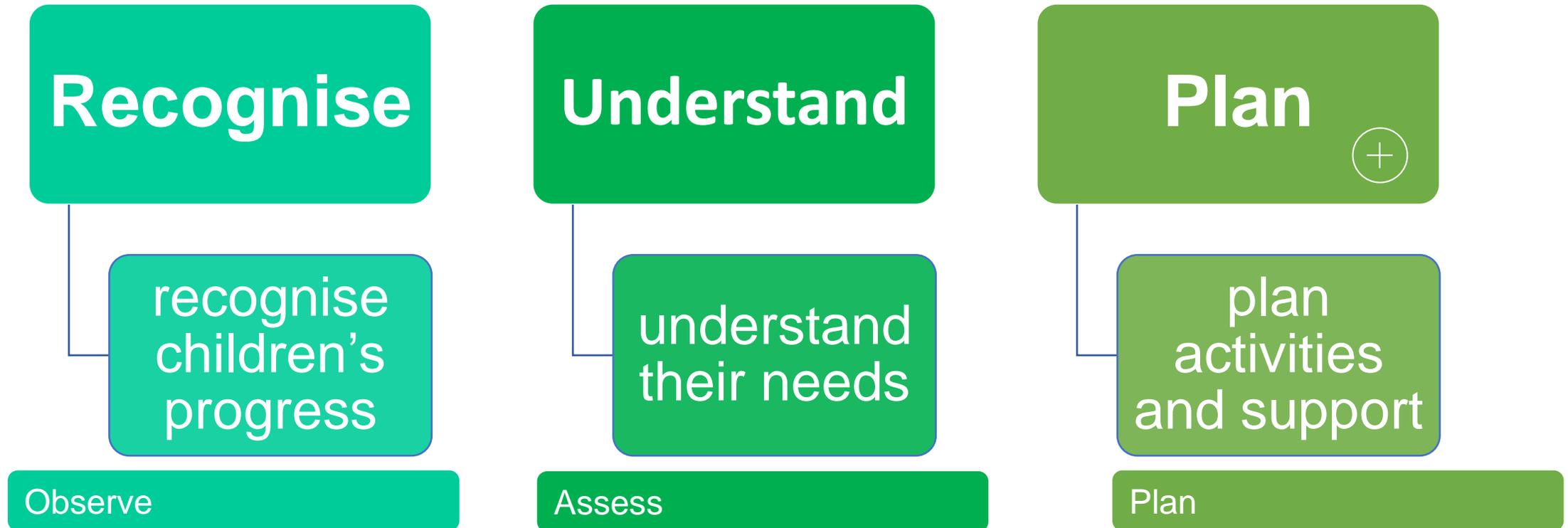
- Development Matters (DMs) and Birth to Five Matters provide non-statutory guidance to support curriculum and assessment.
- DMs has checkpoints. Use these as a guide to help identify any concerns. If a concern is identified go to something more detailed*

(*more information will be available in the Leaders and Managers section on <https://www.suffolklearning.co.uk/early-years/eyfs-in-suffolk/assessment>)

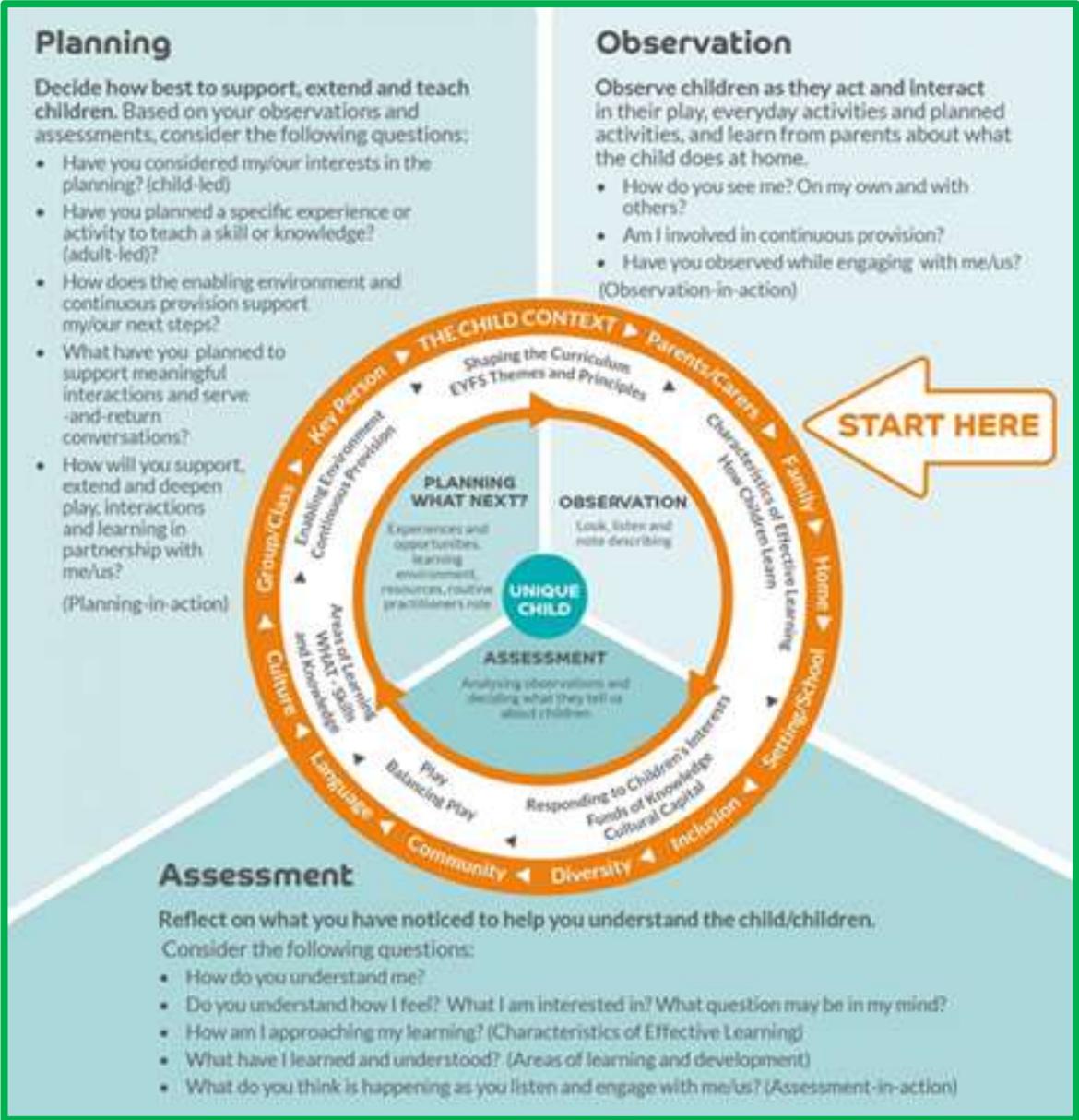


Expectations of assessment in the EYFS

EYFS 2.1. Assessment plays an important part in helping parents, carers and practitioners to:



The Observation, Assessment and Planning (OAP) Cycle

Find out more about the OAP cycle 

Expectations of assessment in the EYFS

EYFS 2.1. Ongoing assessment:

Is an integral part of the learning and development process,

it involves practitioners knowing children's level of achievement and interests

and shaping teaching and learning experiences for each child reflecting that knowledge regularly.

Expectations of assessment in the EYFS

EYFS 2.2. Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork.

Where practitioners can make the biggest difference is spending more time playing with children. This will allow:



more time to
listen to
children



more time to develop
respectful
relationships with
parents



more time for
quality
interactions (+)

Expectations of assessment in the EYFS

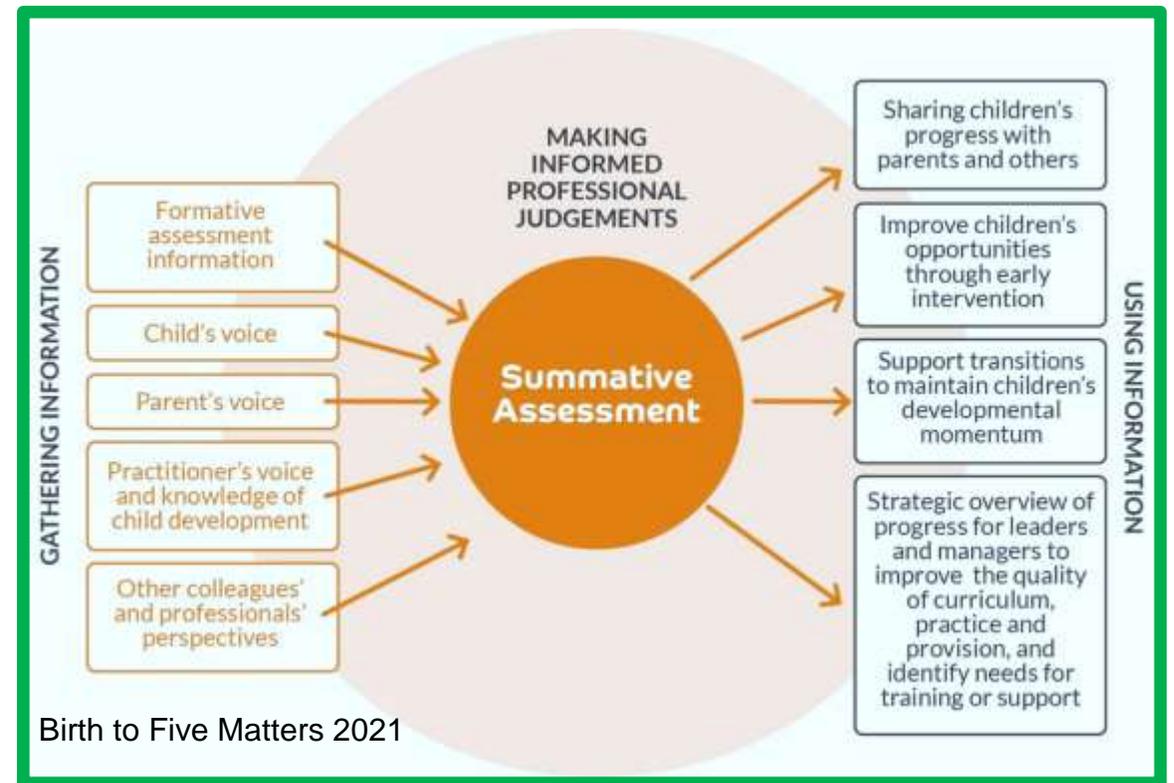
EYFS 2.2 When assessing whether an individual child is at the expected level of development:



Practitioners should draw on their knowledge of the child and their own expert professional judgement.



Practitioners should not be required to prove this through collection of physical evidence.



Expectations of assessment in the EYFS

EYFS 2.3. Parents and/or carers should be kept up-to-date with their child's progress and development.

Practitioners should address any learning and development needs in partnership, with:



parents and/or
carers



any relevant
professionals

Expectations of assessment in the Ofsted Education Inspection Framework

[Inspectors] will talk to practitioners about their **assessment** of what children know and can do and how they are building on it. (2.1)

Criteria for good Leadership and Management

Leaders focus on improving practitioners' knowledge of the areas of learning and understanding of how children learn to enhance the teaching of the curriculum and appropriate use of **assessment**.

Criteria for good Quality of Education

Practitioners and leaders use **assessment** well to check what children know and can do to inform teaching. This includes planning suitably challenging activities and responding to specific needs. Leaders understand the limitations of **assessment** and avoid unnecessary burdens for staff or children. (P34)

Expectations of assessment in the Ofsted Education Inspection Framework

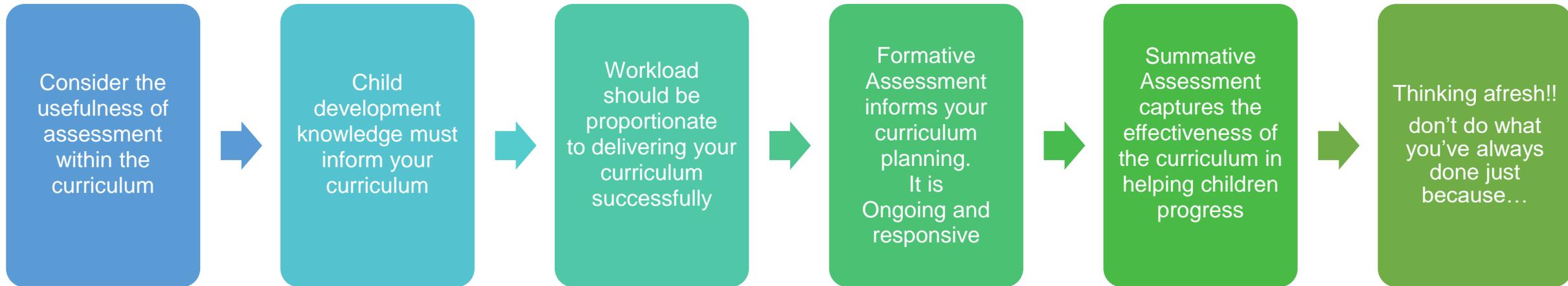
Criteria for Inadequate Quality of Education:

Assessment is overly burdensome. It is unhelpful in determining what children know, understand and can do.

Criteria for Inadequate Leadership and Management:

Leaders are not doing enough to tackle the poor curriculum or teaching, or the inappropriate use of **assessment**. This has a significant impact on children's progress, particularly those who are disadvantaged and those with SEND.

Top tips for you to evaluate your current assessment practice



Suffolk Learning
Achieving Excellence Together



Visit the Assessment pages to find more information about:

Finding and listening to the children's voice

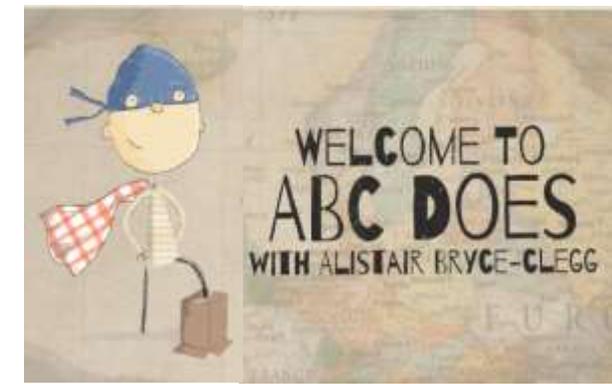
Involving Families Parents as Partners

Assessment to support children with additional needs

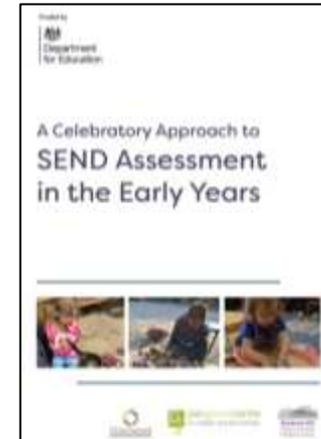
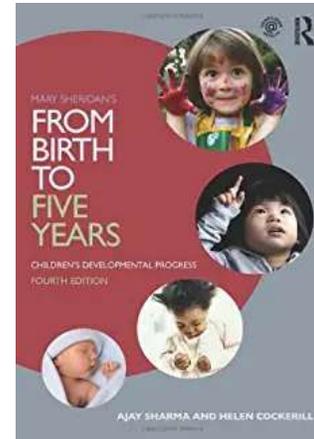
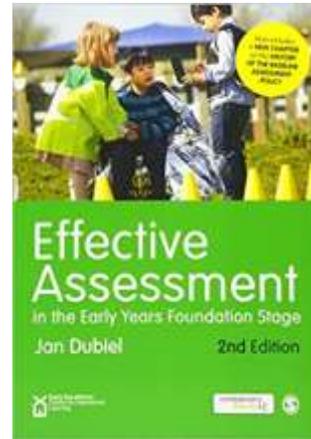
Developing Practice for Leaders and Managers



Explore the 6 steps and watch the video. Step 3 is about assessment



EYFS Framework Webinar



The resource offers stimulus for professional dialogue and discussion and invites practitioners to reflect critically on their own practice in relation to how observations of learning are gathered, analysed and used to improve learning.

