



**THE ORATORY**  
PREPARATORY SCHOOL

# **Early Years Foundation Stage Assessment and Reporting Policy**

## **September 2024**

Early Years Foundation Stage Assessment Policy  
Updated: Head of Junior Prep September 2023  
To be reviewed: Head of Junior Prep September 2024

# Early Years Foundation Stage Assessment Policy

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Assessment at the Oratory Preparatory School plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support their child as much as possible. The staff respond to their own day-to-day observations about children's progress and observations that parents and carers share.

As each child enters the Early Years Foundation Stage (EYFS) we use our professional judgement to assess whether the child is on track or not within the 7 main areas of development within the EYFS framework. Within 6 weeks of the child starting school they complete a 'baseline' assessment and the results are recorded on an in The Oratory Prep's data tracking system.

During the final term of the year in which a child reaches age 5, the EYFS profile assessment is carried out. This is used to provide a reliable, valid and accurate assessment of the individual child at the end of the EYFS

Observation checkpoints for the Early Years Foundation Stage are;

## **Nursery**

0-3years on track / working towards

## **Kindergarten**

3-4 years on track/ working towards

## **Pre Reception**

4-5 years on track/ working towards

## **Reception**

Reception- on track/working towards

ELG (Early Learning Goals)- emerging, expected, exceeding.

## **Formative Assessment**

Ongoing assessment (also known as formative assessment) is an integral part of the learning and development progress. At the OPS we use a software programme called Tapestry to record examples of children's learning which shows their individual levels and stages of development throughout the year. Parents are encouraged to upload experiences observed out of school. Provision is made for observational assessment in school through experience and play based learning. Practitioners can use observational assessment to

understand the child's learning, and to watch, listen and interact as the child engages in everyday activities, events, and experiences. Assessment does not entail prolonged breaks from interaction with the children nor require excessive paperwork by the class teacher. Progress is recorded by observing and assessing children daily and recording in a variety of ways, e.g. hand written observations and notes, highlighting developmental steps on charts, photographs, videos or directly onto Tapestry. Teachers will upload information on a weekly basis and in some cases every two weeks.

Any learning and development needs are addressed with parents (and any relevant professionals) as an ongoing process.

## **ASSESSMENT CYCLE**

### **Baseline – written and practical**

**Nursery** – approx within 6 weeks of child's start date (unless a Progress Check at Two is required)

**Kindergarten** – approx within 6 weeks of the child's start date

**Pre Reception** - approx within 6 weeks of the child's start date

**Reception** – September within 6 weeks of the child's start date.

The assessment is completed with the class teachers on a 1:1 basis and the results are recorded on the Early Years Tracking Tool to enable tracking of progress and development from one assessment to another.

### **Progress Meetings**

**Nursery** – Progress Check at Two – between the ages of 24 and 30 months and parent/teacher meetings in Michaelmas and Summer terms

**Kindergarten, Pre Reception and Reception** – Parent/teacher meetings in Michaelmas and Trinity terms.

*Parents may request a progress meeting at any time during the school term by communicating with the class teacher.*

### **Summative data – written**

**Nursery** – End of term report – Michaelmas and Lent – with emphasis on the Prime areas of learning, - with characteristics of effective learning and next steps.

**Kindergarten** – End of term reports – Michaelmas and Lent (with emphasis on the seven areas of learning) – with characteristics of effective learning and next steps.

**Pre Reception** - End of term reports – Michaelmas and Lent (with emphasis on the seven areas of learning) – with characteristics of effective learning and next steps.

**Reception** – At the end of the Michaelmas and Lent terms parents receive a full school report - with emphasis on the seven areas of learning. At the end of the Reception year the children are assessed against the EYFS Profile Early Learning Goals, stating whether they are EMERGING, EXPECTING or EXCEEDING. The reports will include characteristics of effective learning and next steps for development and progress.

### **Transition**

Year 1 teachers are provided with a copy of the children's profile report together with a short commentary on each child's skills and abilities in relation to the three key characteristics of effective learning.

Reception teachers meet with Year 1 teachers to discuss the child's stages of development and learning needs. Assistance with planning of activities in Year 1 will be provided if required.

Reception class teachers meet with Pre Reception teachers to discuss each child on an individual basis, highlighting their stages of development and learning needs.

### **TAPESTRY – online profile**

In Nursery, Kindergarten, Pre Reception and Reception regular observations of child initiated and adult initiated activities are recorded and shared with parents. The programme used is **Tapestry**. Tapestry allows ongoing assessment and analysis of individual pupils or cohorts. The information is used by staff to facilitate planning and next steps of learning for their key children. Parents have private email access to Tapestry and are encouraged regularly to contribute to their child's progress and development. Information about Tapestry is provided when their child joins the school. Parents may request relatives to have access to their child's online journal. A permission form must be signed and dated before access is granted.

## **PARENTS**

Parent's contributions are highly valued in the Oratory Preparatory School. We are keen to instil an excellent three way partnership (teacher, parent and pupil) to ensure continued learning is robust, informative and effective.

Parents are included in the following ways:

- ✓ Online Learning Journey – TAPESTRY
- ✓ Home Sharing/Communication Books
- ✓ Parent Notice Boards – planning documents
- ✓ Parent/teacher meetings upon request
- ✓ 1:1 meetings with class teachers
- ✓ 1:1 meetings with Little Oaks manager
- ✓ 1:1 meetings with the Head of Junior Prep
- ✓ Formal Parents' Evenings in the Michaelmas and Trinity terms
- ✓ Informal chats at drop off and pick up
- ✓ School reports are released to parents at the end of the Lent term.

## **LOCAL AUTHORITY**

The EYFS profile results are sent to the Oxfordshire County Council every summer, upon request. The local authority is under duty to return this data to the relevant Government department.

The Oratory Preparatory School takes part in all reasonable moderation activities and provides the local authority with information relating to the EYFS profile and assessment as they may reasonably request.

Early Years Advisors visit the school upon request to discuss good practice and enhance our setting.

## **MONITORING and REVIEW**

It is the responsibility of the EYFS staff and the Head of Pre-Prep to follow this policy. The Senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system with the inclusion of the Head of Junior Prep and the manager of Little Oaks.

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