**Outcomes for Children**

In his book Working with the revised Early Years Foundation Stage: Principles into practice, (2021, p43), Dr Julian Grenier tells us that: “Effective assessment requires practitioners to understand child development and they need to be clear about what they want children to know and be able to do…accurate assessment can highlight whether a child has SEND and needs extra help…before assessing children we need to think about whether the assessment will be useful…assessment should not take practitioners away from children for long periods of time.”

| **Areas to consider about your setting** | **Supporting evidence** | **Actions you have identified** | **Date actions need to be completed** |
| --- | --- | --- | --- |
| Have you identified clear starting points for each child, using information from parents as well as observations of children from the start? |  |  |  |
| Is it used effectively to support next steps in children’s learning and devleopment? |  |  |  |
| How are you ensuring that all staff are making accurate best-fit judgements about how a child is developing against all the areas of learning? |  |  |  |
| Are staff able to identify whether a child is showing typical development for their age, may be at risk of delay or is exceeding typical development for their age? |  |  |  |
| Are children identified as at risk of delay supported appropriately to make progress? |  |  |  |
| Do you undertake periodic systematic summative reviews to see how well children are learning and developing across all areas  of the EYFS and plan targetted intervention accordingly? |  |  |  |
| Do you use information from your assessments to identify **gaps in your provision** as well as targetting individual needs? |  |  |  |
| Do moderation activities take place within the school to quality assure assessment information? |  |  |  |
| Do moderation activities take place across schools e.g as part of school improvement clusters, academy chains? |  |  |  |
| Are you monitoring the progress of different groups of children within your setting ie boys/girls, children with SEND, children eligible for pupil premium, most able children?  How are you ensuring that gaps in attainment are being addressed? |  |  |  |
| How do you use the attainment data from the EYFS profile to inform your conversation with Year 1 colleagues and your future provision? |  |  |  |
| Do you ensure that barriers to learning for children with special educational needs or disabilities are removed in order to support good progress for all children? |  |  |  |
| How do you ensure that children with English as an additional language are making good progress in their communication skills? |  |  |  |
| **Nursery Classes including 2 year olds in school** |  |  |  |
| Does the assessment information you pass on to reception include information about when children started at the setting and how often they attend? |  |  |  |
| How do you effectively monitor children’s progress to ensure that you know if there are any gaps in any area of learning for the youngest children in your provision? |  |  |  |
| Are you able to show that those children who started at a lower level of development than would be typical for their age are making good progress and catching up quickly?  Are you able to show that those children who started at a higher level of development than would be typical have been provided with the appropriate opportunities to extend their learning? |  |  |  |
| Are 2-year-old progress checks completed effectively and in partnership with parents?  Are actions/ next steps that have been identified followed up? |  |  |  |

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