**Assessment: checking what children have learnt**

Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence.

Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do. (The curriculum)

Accurate assessment can highlight whether a child has a special educational need and needs extra help.

Before assessing children, it is a good idea to think about whether the assessments will be useful.

Assessment should not take practitioners away from the children for long periods of time**.**

| **Areas to consider about your setting** | **Supporting Evidence** | **Links to support and identify improvements**  | **Actions you have identified**  | **Date actions need to be completed**  |
| --- | --- | --- | --- | --- |
| Do all staff have a good understanding of the Early Years Foundation Stage (EYFS) Statutory Framework including the four guiding principles? |  | [Early Years Foundation Stage Statutory Framework](https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2)  |  |  |
| Do all staff have a good understanding of the learning and development requirements of the EYFS Framework? |  |  |  |  |
| Do you use information about what children know and can do to inform your curriculum planning and sequencing to build cumulatively sufficient knowledge and skills for their future learning? |  |  |  |  |
| Do you use assessment information when reviewing the learning environment to ensure it continues to meet the needs of the children within your setting? |  |  |  |  |
| Do you currently have systems in place to monitor the teaching – through use of assessment and tracking information - within your setting to ensure that practitioners * consider the individual needs, interests, and stage of development of each child in their care?
* Take account of dispositions to learn (characteristics of effective learning),
* use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development?\*
 |  |  |  |  |
| **Starting points** |  |  |  |  |
| Do parents contribute to the initial assessment of children when they start at your setting (establishing starting points)? |  | Transition section of Quality Matters |  |  |
| Does each Key Person have a good understanding of children’s prior experiences and are these built on within the setting? (Cultural Capital) |  |  |  |  |
| Do you ensure that information from any previous/additional providers is included in assessment information?  |  |  |  |  |
| **Formative assessments** focus on the ongoing process of learning and development, helping to inform and adjust teaching practices. **Summative assessments**, on the other hand, evaluate and summarize learning outcomes at specific points in time. |
| **Formative / Ongoing Assessment** |  |  |  |  |
| Do practitioners use questions skilfully and listen perceptively to children during activities in order to re-shape activities and give children explanations that improve their learning? |  |  |  |  |
| Are assessments based on observations and are these observations used to identify learning priorities and plan relevant and appropriate learning opportunities for each child? |  |  |  |  |
| Are practitioners able to identify children who are at risk of delay in their learning and need extra support? |  |  |  |  |
| Are practitioners able to identify those children who are developing well and may need more challenge to support and extend their learning? |  |  |  |  |
| Have you identified clear learning and development starting points for each child, using information from parents as well as observations of children from the start? |  |  |  |  |
| How do practitioners ensure that children are making the best possible progress from their starting points? |  |  |  |  |
| Is the progress of children of different ages, developmental stages, and interests supported through planned, responsive, and ongoing interactions with adults, that support sustained shared thinking? |  |  |  |  |
| Are all adults in the setting able to identify barriers to learning for individual children or groups of children? |  |  |  |  |
| How do you ensure that children with English as an additional language are making progress in their communication skills? |  |  |  |  |
| How do you ensure that children at risk of disadvantage are making progress in their communication skills? |  |  |  |  |
| Are children with SEND supported effectively within the setting? |  |  |  |  |
| **Summative Assessment** |  |  |  |  |
| Are robust observation, assessment, and planning systems in place? (Intent, Implementation, and Impact) |  |  |  |  |
| Does the assessment information include information about when they started at the setting and how often they attend? |  |  |  |  |
| Is this information shared with parents? |  |  |  |  |
| How do you regularly monitor each child’s progress to ensure that they are making progress from their starting points? |  |  |  |  |
| Are children identified as at risk of delay supported appropriately to make progress? |  |  |  |  |
| How are you ensuring that all practitioners are making accurate best-fit judgments about how a child is developing against all the areas of learning? Is this consistent across your setting? |  |  |  |  |
| Do you undertake periodic systematic reviews to see how well children are learning and developing across all areas of the EYFS? |  |  |  |  |
| How do you use the information from your periodic systematic reviews to ensure that gaps in learning are addressed? |  |  |  |  |
| Are 2-year-old progress checks completed effectively and in partnership with parents? |  |  |  |  |
| Are Integrated reviews completed in partnership with the family hub and parents? |  |  |  |  |
| Are actions/next steps that have been identified followed up? |  |  |  |  |
| How is assessment information used to monitor teaching to ensure that it supports children on their learning journey? |  |  |  |  |
| Do you regularly share information about each child’s progress with their parents? |  |  |  |  |

**\* Definition of teaching from the Early Years Inspection Handbook April 2024**

Teaching is a broad term that covers the many different ways in which adults help young children learn. It includes their interactions with children during planned and child-initiated play and activities, communicating and modelling language, showing, explaining, demonstrating, exploring ideas, encouraging, questioning, recalling, providing a narrative for what they are doing, facilitating and setting challenges. It takes account of the equipment that adults provide and the attention given to the physical environment, as well as the structure and routines of the day that establish expectations.

**Integral to teaching is how practitioners assess what children know, understand and can do, as well as taking account of their interests and dispositions to learn (characteristics of effective learning), and how practitioners use this information to plan children’s next steps in learning and to monitor their progress.**