

CHEADLE PRIMARY SCHOOL

Early Years Foundation Stage

Assessment Policy

Assessment is ongoing and informs planning.

It helps to monitor a child's progress in all aspects of development and it helps staff to plan individual needs and provide appropriate activities.

Pre-school information is the initial form of assessment which is compiled by parents and children on entry to school along with any information from pre-school groups. This is built on during the child's school career.

In both Nursery and Reception settings, informal notes are kept by practitioners and assessment opportunities noted.

In both settings we have files with samples of children's work, observational notes and photographs all of which are used as evidence for our assessments- We use the E profile to record the child's achievements and track through the year, for each individual child.

In the Nursery and Reception classes we use our ongoing assessments, both formal and informal, to inform our weekly planning.

Planning

Long Term

This covers work undertaken throughout the Foundation Stage (for detailed plans see separate Curriculum File).

Medium Term

This is a much more detailed topic based termly plan based on the six areas of learning.

Children's development and any learning opportunities which these topics offer are taken into account.

If a topic is found to cover some areas of the curriculum to a greater depth than others, this is balanced by a greater emphasis on these weaker areas in the next term's topic.

Short Term

This is the weekly/daily plan, which targets assessment opportunities.

Staff take activities from the medium term planning, and develop these on a daily basis.

Each day there is a curriculum focus for adult led activities. The other children will have access to different areas of the curriculum through child initiated activities in continuous provision.