

# Teaching and Learning

## Assessment - checking on what children have learnt



Assessment in the EYFS is of two main types- On-going assessment which is what practitioners do on a daily basis to make decisions about what the child has learned or can do already so as to help the child move on in their learning- this is sometimes called 'formative' assessment because it informs the next steps that are planned with the child and parent. Another type of assessment is 'summative' assessment this takes place twice in the revised EYFS.

### Task

Below are the statements from Development matters that help us think about how we can use assessment to support effective practice. Use these themes and questions to dive deeper into how you are ensuring assessment is part of your practice.

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

Q - When does assessment take place in your setting?

Q - How do you communicate what you notice to your staff team and to parents?

Q - Do you collate any written 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.

Q - Do your staff have a good child development knowledge? How do you know this? Which staff members may need more support in this?

Q - Have you established what you would like the children to learn in each area of your setting?

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

Q - Do you know how to make a referral for a child with additional needs?

Q - How do you know that your assessments are accurate?

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

Q - Do you consider what assessments you are making and why?

Q - Do you complete unnecessary assessments?

Q - Are your assessments monitored for quality?

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

Q - Do assessments take the staff away from the children? If so, why?

Q - Do staff have time planned away from the children to allow for reflection and evaluative assessment?

**Be sure to reflect on the Assessment Q card from the Observation Assessment and Planning section.**