

Teaching and Learning

Assessment



Carrying out meaningful assessments of children's development is an integral part of your curriculum. The EYFS reforms in 2021 saw changes to the focus Ofsted inspectors would have on written assessments during an inspection. Instead, the emphasis would be on practitioners being able to clearly articulate their knowledge of the children's development, their identified strengths and next steps established.

Misinterpretation of the reforms led to some believing that written assessment was no longer needed, when in fact the importance of assessment remains. What is imperative is that the assessments used, have value to the adults using the information. By maintaining information that allows you to monitor and track children's development in a meaningful way, we enable the practitioner to maintain a sound overview of children's development.

Removing unnecessary paperwork is not the same as removing paperwork altogether.

Types of assessment

Formative – this type of assessment refers to information acquired through your observations and interactions with a child, that will inform the learning opportunities and experiences you plan to offer to support their development.

Summative – this type of assessment summarises the child's development at a point in time. This information can help to determine any delays in development, any identified strengths and any additional support needed etc.

Statutory Assessments

- The 2year progress check is a summative assessment completed when the child is aged between 24 -36 months.
- The EYFS Profile is the summative assessment of children's development at the end of the early year's foundation stage. It consists of the assessment of the child's outcomes in relation to the 17 early learning goals.

Task

Review your current assessment methods as a team.

- What type of assessment do you implement and when? e.g., cohort trackers, individual trackers, visual illustrative assessment summaries etc. weekly, monthly, half termly – are they scheduled?
- Do they allow you to capture meaningful information about the children's development in a comprehensive and consistent way?
- Do they enable you to identify delays in children's development swiftly?
- Does your preferred method of assessment suit staff's learning styles and preferred ways of working?
- How do you use your assessments of children's development to inform your planning?
- Do you share your findings with parents, carers and other professionals?
- On reflection, do you feel your assessment processes are relevant, purposeful and impactful?

Capture any areas for development identified and be sure to action plan as a part of a team.

Be sure to reflect on the Assessment Q card from the & Key Features of Effective Practice subsection.