



Gawber Primary School

EYFS Assessment POLICY

September 2025



Rationale

Our assessment system in FS2 is essential in ensuring all children make good progress across each area of learning. Practitioners observe and interact with children to assess their level of ability, interests and learning styles. We then use these assessments to plan appropriate provision and adult-led activities linked to their next steps. We assess children's progress in a range of ways. These include notes of observations and interactions with children in the environment, photographs of key achievements ('wow' moments), and evidence of adult-led tasks and children's work. Evidence is compiled in individual learning journey folders and in online portfolios on Class Dojo. Parents can view their child's portfolio, and are encouraged to comment and share their child's home learning.

Reception Baseline Assessment (RBA)

The RBA is a statutory, age-appropriate assessment of communication and language, early mathematics and literacy. It is administered within the first six weeks of a pupil starting reception. The assessment has two components, each consisting of practical tasks using physical resources. There is an online scoring system for the practitioner to use as the pupil engages with the tasks. The RBA will be used to create school-level progress measures for primary schools which will show the progress pupils make from reception until the end of Key Stage 2.

Gawber Milestones

At Gawber Primary, our aim is to ensure that children in FS2 are ready to meet the learning expectations in Year 1. We have broken down the Early Learning Goals and age-related statements in Development Matters into smaller, specific targets for each area of learning, to ensure that children progressively build on knowledge and key skills. These small steps, or 'milestones', help staff to identify each child's individual next steps for learning, which then guides us to plan appropriate activities which support and challenge all children. We feel it is vital that teachers and teaching assistants have regular opportunities to discuss children's individual progress, and to assess the 'whole child' using our collective professional judgement.

Assessments Points

Formative assessment is key to ensure all children make good progress in Early Years, and planning is regularly reviewed and amended in response to staff judgements of children's abilities and understanding. In addition to formative assessment, children are assessed at key points throughout the year to ensure they are on track to meet age-related expectations. These key points are:

- RBA and Teacher baselines - the first six weeks
- End of Autumn Term 1 (October)
- End of Autumn Term 2 (December)
- End of Spring Term 1 (February)
- End of Spring Term 2 (April)
- EYFS Profile - end of June

Assessment at the end of EYFS

The EYFS profile is completed for each child by the end of June in the FS2 year. The profile provides information about each child's knowledge, understanding, abilities against expected levels and readiness for Year 1. This assessment is completed against the criteria set out in the Early Learning Goals using the exemplification provided by DFE. Practitioners assess whether a child has met expected levels ('expected') or whether they have not yet met the expected level ('emerging'). Profiles are completed for all pupils, including those with special educational needs and disabilities, although reasonable adjustments are made as necessary.

Results from the profile are shared with parents and carers, who are provided with an opportunity to discuss the outcomes. Profiles are shared with Year 1 teachers to inform planning and preparation for entry to Key Stage 1.