

At Hargate Primary School the learning journals need to have the following in order to show the whole picture of a child and to have a consistent approach;

- Progress summaries sheets completed half termly – detailed one every half term
- Wellcomm data
- Parents questionnaires or comments from home
- Evidence should be child initiated and in chronological order
- Split child initiated from adult led
- Characteristics of effective learning threaded throughout (observations, post-its, photos and any other evidence collected)
- Link back observations to development matters age bands
- Long observations completed (at least 2 every term – more if practitioners feel child requires them)
- EMU and RML evidence can be used if it has been seen in child initiated learning (Reception record all other children's work in RML and EMU books)

**Remember all your evidence to support your judgements will come from the child initiated learning within your learning journals.**

- **Learning journals should be updated every two weeks to avoid pile up of work**
- **Be selective with what you are keeping. Think about the following:**
  1. Is it already in folder?
  2. Share with staff evidence you have collected so that you avoid repetition
  3. Does it tell you anything more about the child?
  4. Can it be used to form judgements?
- **Every two weeks PB will choose 3 children's learning journals to moderate.**
- **Learning journals should be updated before pupil progress meetings to help you make your judgements**

## EYFS Assessments 2014

### Autumn term 1

- Base lines (ON SMIS)
- Observations with characteristics of effective learning – The child's story baseline summary

### Autumn term 2

- Complete progress summaries on each child (Paper)
- New age bands on SMIS
- Learning journals moderating

### Spring term 1

- Complete progress summaries on each child (Paper)
- New age bands on SMIS
- Reception make predictions
- Learning journals moderating (Before pupil progress– on the cusp children)
- Planning moderations

### Spring term 2

- Complete progress summaries on each child (Paper)
- New age bands on SMIS
- Learning journals moderating (Before pupil progress– on the cusp children)
- Planning moderations

### Summer term 1

- Complete progress summaries on each child (Paper)
- New age bands on SMIS
- Learning journals moderating (Before pupil progress– on the cusp children)
- Planning moderations

### Summer term 2

- Complete progress summaries on each child (Paper)
- New age bands on SMIS
- Learning journals moderating (Before pupil progress and when reception data is handed in– on the cusp children)

**The Child's Story – Significant Steps: Is** a prompt sheet for making observations of young children at different developmental stages (It is used as an initial starter)

You then **must** refer to the **Development Matters in the EYFS 2012** for greater detail regarding the fuller aspects of development in each age band and area of learning.

Progress summaries should be kept in your learning journals and can be completed as an ongoing document by key workers

You need the following; (On shared area)

- The Child's Story – Significant Steps
- Development Matters in the EYFS 2012
- The child's story baseline summary
- Progress summaries

## **Making age band assessments 2014**

- Children need to get the majority of an age band before thinking about putting them as an emerging in the next. It is teacher judgement and you need to be able to justify your assessments. If not sure bring them to moderation meetings or discuss with EYFS staff.
- If they have all aspects but 2 and some of the aspects in the next you can then think about putting them in the next age band (but it does depend on the aspects). These children need to be moderated in moderation meetings.
- Emerging is majority in previous age band and 25% in the next  
Developing is roughly 50%  
Secure is 80%+ and some aspects in the next  
All this does depend on the child and teacher judgements
- Amount of evidence needed to meet an aspect in an age band should be seen at least on three occasions but again it depends on the aspect and teacher judgement
- Moderation meetings – will produce a portfolio of what we feel represent an emerging, developing, secure in a certain age band

### Things to remember

- Assessment must have purpose
- Observation of children participating in everyday activities is the most reliable way to build up an accurate picture of what children know, understand, feel, are interested in and can do.
- Observation should be planned. However, practitioners should also be ready to capture spontaneous but important moments.
- Judgement of children's development and learning should be based on skills, knowledge, understanding and behaviour that they demonstrate consistently and independently.
- An effective assessment will take into account all aspects of a child's development and learning.
- Accurate assessment will also take into account contributions from a range of perspectives.
- Parents and other primary carers should be actively engaged in the assessment process.
- Children should be fully involved in their own assessment.
- To evaluate the quality of provision provided for the children in our care

### **We use a variety of methods of observations:**

Our assessment is developed through formal/informal observations of the children across the whole EYFS: Free choice play, outside play, planning/review groups, large group activities, story time, small group work, 1-1 work etc.

- ◆ By observing children at 'agreed' activities or areas of the environment and observing the children's response to them. By recording these observations to inform planning. (Observations are recorded in a variety of ways, which are filed by the key worker).
- ◆ By using additional extra help to focus on a particular task or activity. (Checklists, success criteria's).
- ◆ By observing the children during free choice of activities e.g. Social interaction, Timed Observations
- ◆ By focusing on 1 or 2 children and writing notes about their accomplishments/patterns of group or solitary activity.
- ◆ By observing individual children at play.
- ◆ By following a child's IEP and addressing through observation and assessment the targets set.
- ◆ By observing how different children/groups of children respond to routines and practices in EYFS.

### **In our recording of children's progress we have the following purposes:**

- ◆ To find a child's stage of development so that appropriate aims and objectives can be set through planning.
- ◆ To monitor children regularly and check on their progress.
- ◆ To identify strengths and areas for further development.
- ◆ To help us to provide a balanced curriculum.
- ◆ To enable us to provide continuity and progression between home, Nursery and primary school.
- ◆ To inform our short term, medium and long term planning.
- ◆ To monitor the provision and organisation of resources supporting the classrooms.
- ◆ To evaluate the teaching and learning and to communicate the information to other staff, parents and outside agencies that support us in our work.

### **Our records are compiled in the following way:**

- 1) Photographs of children at play and of projects/visits the children have been involved in.
- 2) Learning journals– developed over the year documenting each child's progress against Early Years Foundation Stage Guidance.
- 3) A record of parent conversations and reports, shared with parents.
- 4) Parent consultation sessions give parents a chance to contribute to record keeping putting the child in a wider context.

### **Child's Voice**

- To be recorded through observations
- Photographs of play choices/likes/dislikes/environment etc.
- Planning and recall opportunities
- Questionnaires mid/end of year to capture the views of children