

# ASSESSMENT AND TRACKING

## Assessment

*“Assessment plays an important part in helping parents, carers and practitioners to recognise children’s progress, understand their needs, and to plan activities and support. Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork”*

*“Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children’s level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should respond to their own day-to-day observations about children’s progress and observations that parents and carers share”.*

Statutory Framework for the Early Years Foundation Stage, September 2021, page 18

## Summative assessment

Summative assessment provides a summary of the child's learning and development at a particular moment. Observations of children provide the basis for a summative assessment. Practitioners use their knowledge of child development to judge progress and attainment.

Summative assessment should happen throughout the year and at key times of transition. It is up to an individual setting to decide the frequency. You are likely to assess children who are 'not yet on track' more frequently than those who are.

The following are statutory summative assessments and must be recorded:

- the progress check at the age of two
- reception baseline assessment (RBA)
- the Early Years Foundation Stage Profile (EYFSP)

In East Sussex, the Integrated Progress Review is the name for the progress check at age two. It is a joint approach between Health Visiting and early years providers. The details are all found on Czone. <https://czone.eastsussex.gov.uk/early-years/ipr/>

In all other cases the provider can adopt a system to record progress that works for them and families.

*“When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence”.*

## Why do we assess?

- to inform discussions and share insights with parents and carers.
- to identify next steps for each child that embed and extend prior learning (next steps can be verbal)
- to have a regular overview of each child's learning and development
- to know a child's interests.
- to reflect with the children on what they have learned.
- to identify any additional needs and barriers to learning.
- to share information with other settings that children attend. This will support continuity of learning and development.
- to share information when a child leaves to attend school or another setting. This will support the child's transition and continuity of learning and development.
- to identify where to make changes to continuous provision.
- to reflect on the role of the adult in supporting children's play, development and learning.

## Reflection points:

- Practitioners need a solid understanding of child development to make age appropriate judgements.
- Practitioners must make age appropriate judgements in all areas of learning. Don't forget the characteristics of effective learning.
- Involve parents in the observation and assessment process
- Share information between home and setting and vice versa
- It is a statutory duty to keep parents and carers up to date with their child's progress and development. For example:
  - through daily chats
  - sharing of observations
  - informal or formal update of progress.
- Share information with other professionals when appropriate for advice or extra support. Sharing information requires parental permission. An assessment is usually required to make a referral to another agency. For example, the Communication and Language Individual Child Monitoring Tool. You may also be using a Setting Based Support Plan (SBSP).

## Tracking

*“Inspectors should take account of all the judgements made across the evaluation schedule. In particular, they should consider ..... the progress children make in their learning and development relative to their starting points, and their readiness for the next stage of their education.”* Ofsted Early Years Inspection Handbook April 2021, point 170

Assessment includes the tracking of an individual’s progress over time. It is also very useful for leaders and managers to review the progress and attainment of a whole cohort. Cohort tracking does not have to be complicated, but you do need to have an overview of progress.

## Why track?

Leaders and managers need to know how well the setting supports children to progress. They also need to know how well the setting is meeting the needs of particular subgroups of children e.g.

- boys/girls
- children with additional needs
- children with English as an additional language (EAL)
- different ethnic groups
- children with SEND
- funded two-year olds
- children in receipt of EYPP.

Tracking groups of children helps to identify weaker areas of learning and provision. Leaders and managers can then address this. It may also identify areas of good practice to celebrate and share with other settings.

Cohort tracking can help:

- identify any particular groups of children whose needs are not being fully met
- to check that all groups are making at least expected progress
- to identify the setting’s strengths and weaknesses
- spot trends and patterns in development
- ask questions about gaps that can lead to improvements in practice and provision
- offer the right environment and opportunities to ensure children reach their potential
- to ensure all children are making at least expected progress
- to identify children who need extra support or challenge
- to ensure that the key person and SENCO are reviewing progress for those children with individual support plans.

### **PLEASE NOTE:**

The assessment and tracking templates are examples only. You may already have a system in place that works for you. If you wish to use these templates, you might need to adapt

these to suit the needs of your setting. Add in any extra information that is important to you, such as the Leuven Scales for wellbeing and involvement.