



Assessment in the EYFS
September 2025

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1. Statement of intent

Every child deserves the best possible start in life. At Caldecote Primary School we greatly value the importance of the early years foundation stage (EYFS) in providing a secure foundation for future learning and development, and understand our responsibilities in ensuring that children learn and develop well and are kept healthy and safe.

This policy has been developed in conjunction with the relevant DfE guidance and legislation and seeks to provide:

- Quality and consistency, so that every child makes good progress, no child gets left behind, and children are ready for their next stage of learning.
- A secure foundation through learning and development opportunities which are planned around the needs and interests of each child and are assessed and reviewed regularly.
- Partnership working between practitioners and parents.
- Equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

2. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Childcare Act 2016
- Children and Young Persons Act 2008
- Education Act 2011
- DfE (2021) 'Statutory framework for the early years foundation stage'
- STA (2020) 'Early years foundation stage assessment and reporting arrangements (ARA)'
- Equality Act 2010
- Data Protection Act 2018
- General Data Protection Regulation 2018
- Early Year Foundation Stage Profile Handbook 2024

This policy is intended to be used in conjunction with the following school policies:

- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equal Opportunities and Race Equality Policy
- Complaints Policy
- Data Protection Policy

Roles and responsibilities

The governing board is responsible for:

- Acting in accordance with the advice and guidance outlined within the Governance Handbook to support and challenge the SLT.
- Ensuring the school has clarity of vision, ethos and strategic direction.
- Holding senior leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff.
- Ensuring that there are appropriate policies, procedures, and practices in place to deliver the 'statutory framework for the early years foundation stage' in line with statutory requirements.

The headteacher is responsible for:

- Acting in accordance with the 'Headteachers' standards' and the expectations of the school community.
- Upholding ambitious educational standards which prepare children from all backgrounds for their next phase of education and life.
- Ensuring teaching is underpinned by high levels of subject expertise and approaches which respect the distinct nature of subject disciplines or specialist domains.
- Ensuring valid, reliable and proportionate approaches are used when assessing children's knowledge and understanding of the curriculum and ensure effective use is made of formative assessment.
- Understanding and acting within the statutory assessment frameworks which set out the duties, responsibilities and reporting arrangements to be followed.
- Ensuring all relevant staff members read and implement this policy.
- Ensuring that staff have received the appropriate training to deliver and report EYFS assessments.
- Ensuring parents are informed about their child's progress, development and targets, and are aware of relevant early years policies, practices and procedures.

The EYFS team will be responsible for:

- Acting in accordance with this policy at all times.
- Understanding and acting within the statutory frameworks which set out their professional duties and responsibilities.
- Ensuring they have a thorough working knowledge of the DfE's 'Statutory framework for the early years foundation stage' and the requirements therein.
- Using formative and summative assessments to assess, monitor and report on children's progress, plan next steps and shape learning opportunities.
- Identifying any areas of concern relating to children and their learning, development

and emotional needs.

- Analysing data and identifying key trends.
- Setting up intervention groups to ensure accelerated progress where necessary.
- Modelling teaching to other practitioners within the setting.

All Early Years practitioners are responsible for:

- Having due regard for this policy and the guidance outlined in the DfE's 'Statutory framework for the early years foundation stage' when making assessments.

3. Learning and development

Educational provision and practice within the early years will be centred around the requirements of the DfE's 'Statutory framework for the early years foundation stage', and Development Matters (Non-Statutory Guidance for the EYFS).

The educational programmes will be based on an observation of children's needs, interests and stages of development. Activities in school will be planned to reflect these interests and individual circumstances in order to provide each child with a challenging and enjoyable experience, incorporating 'awe and wonder' and opportunities to build cultural and social capital.

In the planning and delivery of educational programmes, staff will have due regard to the school's EYFS Policy, Assessment in the EYFS Policy and the DfE guidance: 'Statutory framework for the early years foundation stage', and Development Matters (Non-Statutory Guidance for the EYFS).

4. Assessment

Assessment plays an important part in helping the school to recognise children's progress, understand their needs, plan activities, and assess the need for support. Effective assessment:

- *Puts the child at the centre*
- *Ensures that every child is known and included.*
- *Recognises that every child is unique, and brings with them their own individual experiences and personal histories, needs and interests, knowledge and skills.*
- *Is built on trusting and honest relationships*

- *Is a collaborative process including the voice of the child, the parent/carer, practitioners and other professionals.*
- *Provides a celebratory model*
- *Focuses on strengths and what a child can do. Helps the child to think about what they have learned and experience success.*
- *Is underpinned by good child development knowledge and understanding of how children learn through play*
- *Is based on practitioners knowing key developmental milestones and understanding that a child's learning does not always go in a straight line; it is like a spider's web. Warm, responsive and supportive adults are key.*
- *Is purposeful*
- *Informs a varied, rich and meaningful curriculum for all children.*
- *Uses children's interests and experiences to inform planning*
- *Provides first-hand experiences which enrich children's lives further, leading to support and challenge and driving progress.*
- *Is part of everyday practice*
- *Should not take practitioners away from playing and interacting with children.*

The school will use three main forms of assessment:

- Formative assessment – to inform teaching on a day-to-day basis
- Summative assessment – to understand a child's performance at the end of a period of teaching
- National statutory summative assessment – to understand a child's performance in relation to national expectations and comparisons

Formative assessment

Formative assessment will be used to assess the day-to-day learning and development of children in the EYFS. EYFS practitioners will interact and observe children to understand their achievements, interests and learning needs, and will use this information to shape the educational experiences for each child. Assessments will be used to inform teaching, adapt

provision and identify needs. Focused tasks, conducted in a small group with the class teacher, will also be used to make formative assessments.

Practitioners will use their professional judgement when making assessment of children during: play, interactions and adult-led tasks.

Parents will be kept up-to-date with their child's progress and development through parent consultations and an annual written report. Parents and carers will be able to share in their child's learning experience through open classroom events, parent presentations and workshops and online posts via an online app. EYFS practitioners will address any learning and development needs in partnership with parents.

Summative assessment

Summative assessment provides a holistic summary of a child's progress, strengths, needs, interests, how the child learns and how the child is supported. Summative assessment informs our improvements to provision and practice which enhance children's development and learning.

We pull together insights from formative assessment and information about the child from a range of sources:

On entry:

- Nursery visits – to gain the voice of the previous practitioners
- Pre-school reports are shared during transition handover meetings
- 'All about Me' booklet – completed by parents and shared with school staff prior to start date

Within the first half term:

- Discussing pupils with colleagues and other professionals, where necessary
- Observations using the Leuven scales to assess wellbeing, engagement and involvement, as needed.
- External professional visits to gain the voice of external professionals, where necessary
- Individual phonics/reading check with a familiar adult

Individual assessments are scheduled through the year on the Caldecote Primary Assessment Calendars.

Planning for summative assessments

Teachers are expected to create an assessment schedule to map individual assessments onto a half termly overview and plan timescales for completion, as follows:

Example: Planning individual assessments ahead of data drops

4/11 (Week commencing) Complete Phonics checks on a 1:1 basis

11/11 Complete any missed assessments due to absence

22/11 Analyse data and formulate judgements.

This is to ensure that teachers have adequate time to complete assessments, analyse results and consider next steps for teaching.

Baseline and end point assessments

Baseline assessments in Reception are completed in the first half term of the academic year to assess starting points. Assessments are completed again at the end of the academic year to measure progress. These assessments include, but are not limited to:

- Reception Baseline Assessment (All pupils – First 6 weeks)
- In-school Baseline – defined by contextual need

Half termly progress checks

Phonics phase reviews (Little Wandle) are completed each half term to assess the progress of pupils and the quality of teaching. These provide teachers the opportunity to address gaps in knowledge.

Ongoing assessment

Teachers complete ongoing assessment against Caldecote Assessment Framework statements. Detailed recording is completed for 10 pupils, who are selected to provide a benchmark.

Monitoring of assessment

Senior leaders monitor pupil progress and check the accuracy of the assessment through: data analysis, book scrutiny, lesson drop-ins or when speaking to the children.

Termly moderation and standardisation exercises by teachers and senior leaders ensure that there is consistency in teacher assessment. Caldecote Primary School moderation documents

and Department for Education documentation is used to support staff in making accurate judgements:

EYFS Handbook:

https://assets.publishing.service.gov.uk/media/6747436ba72d7eb7f348c08b/Early_years_foundation_stage_profile_handbook.pdf

Exemplification materials:

<https://www.gov.uk/guidance/early-years-foundation-stage-exemplification-materials>

Target setting

How do we set targets?

At Caldecote Primary School, we use prior assessment data to set aspirational and ambitious targets for pupils. To ensure continuous progress across year groups, end of year targets are set and are carried into the next academic year. These are reviewed in pupil progress meetings.

Discussing progress

Pupil progress meetings take place once each term. These meetings are to establish how the children are performing in relation to their age-related expectations and to find ways to ensure that all children are supported in their learning in a manner that reflects their individual needs. Children that may be in danger of falling behind are also identified; the SLT are then able to discuss how these children might be supported with the teachers to ensure that actions are taken to accelerate the children's learning. Likewise, children that are exceeding age-related expectations are discussed and extension work put in place as appropriate. Teachers complete a review sheet using most recent data prior to this meeting.

If a child is identified as not making sufficient progress, then the following measures may be put into place:

- Targeted support in class by the class teacher
- Intervention programme put in place (this may be 1:1 or group intervention)
- Parents/carers invited to a meeting to discuss their child's progress

Capturing assessment outcomes

Making judgements using the Caldecote Assessment Framework

The Caldecote Assessment Framework is used as a measure of pupils' attainment. We assess carefully-selected pupils against the statements, to ensure that all groups within our school are considered. This may be pupils who are disadvantaged, new to school, speak English as an additional language, and those working at a range of abilities, including pupils working below their national curriculum age group.

Teachers make judgments against the statements periodically throughout the term and can record their judgements on our data tracking system at any point, using the following criteria:

Four-point scale:	
	0 – Taught, but not yet understood.
	1 – Some evidence but not yet secure.
	2 - Objective secured.

Teachers are expected to ensure that their judgements are up to date by the agreed data submission point. By the end of the academic year, children should demonstrate their capacity to apply all aspects of the assessment framework with sufficient fluency, independence and resilience given their age and expectations of their year group. Judgements are informed by the formative and summative assessment strategies and tools outlined within this document, and evidence is taken from a range of sources.

'On track' judgements

At the end of Autumn 2, Spring 2 and Summer 2, class teachers submit a judgement for all pupils as to whether they are on track to achieve below, working towards, working at and greater depth against end of year expectations, against the Caldecote Assessment Framework. Early Years teachers submit this for all 17 areas of the Early Years Foundation Stage curriculum.

Data submission points

Data submission points are scheduled for the end of Autumn 1, Spring 1, Summer 1 and Summer 2, with specific dates outlined on the assessment calendar. The scheduled data submission points are an opportunity to 'stop and think' strategically about the degree of understanding that a pupil has at that point in time.

Data recording

Two types of information are recorded onto the Insight tracking system:

1. Teacher assessments against the Assessment Framework for selected pupils.

2. Teacher judgements as to whether children are on track to achieve emerging or expected against end of year expectations, for all pupils.

Quality assurance

The data is quality assured by SLT by triangulating samples of evidence leading to the teacher judgement. This includes working with pupils, observing pupils in lessons, scrutinising pupil books and analysing test scores. Teachers may make their own informed judgement if they deem that a child's test data is vastly different to their teacher assessment.

National statutory summative assessment

In line with statutory requirements, the school will undertake a summative assessment of each child's development at certain stages:

- Reception Baseline Assessment – a short assessment which is taken within the first six weeks of a child starting Reception.
- The EYFS Profile – a comprehensive assessment completed at the end of the EYFS to provide a well-rounded picture of a child's knowledge, understanding and abilities, attainment against the early learning goals (ELGs), to inform Year 1 practitioners of their starting points.

Reception Baseline Assessment (RBA)

Within the first six weeks of children starting school, staff will conduct the RBA. The RBA:

- Is an activity-based, age-appropriate assessment of children's ability in early mathematics, literacy, communication and language.
- Is expected to take approximately 20 minutes per child.
- Can be paused and completed in more than one sitting.
- Will be administered by a Reception teacher, Reception TA or suitably qualified practitioner, e.g. the SENCO.
- Will be used to create a baseline for school-level progress measures and will measure the progress children make from Reception until the end of Year 6.

When carrying out assessment and reporting functions, the school will administer the RBA in compliance with the provisions outlined within both the 'Reception baseline assessment and reporting arrangements (ARA)' document, and Annex B of the 'Early years foundation stage framework.'

After completion of the RBA, EYFS practitioners will receive a series of short, narrative statements that tell them how pupils performed in the assessment – the school will use these

to inform their teaching approaches.

The school will ensure that confidentiality of assessment materials is maintained and follow guidance on how to keep materials secure when they are received. The RBS assessment materials will not be used for any other purpose.

For children with visual and hearing impairments the school will provide modified and adapted assessment materials. Where it is felt that the RBA is inaccessible to a child, the school will consider disapplying individual children who, despite the using access arrangements, are unable to participate. Parents will be involved in these discussions. The headteacher will sign a 'Headteacher Declaration Form (HDF)' once each academic year and ensure that the RBA is being delivered in line with statutory requirements and the HDF.

Early Years Foundation Stage Profile (EYFSP)

To summarise and describe children's learning and development at the end of the EYFS the school must complete an EYFSP for each child, unless, in line with DfE guidance, an exemption in line with section 5 of this policy applies.

This assessment will take place in the Summer term (no later than 30th June of that term) of the academic year when a child reaches 5 years old.

When carrying out assessment and reporting functions, the school will complete the EYFSP in compliance with the provisions outlined within the 'EYFS assessment and reporting arrangements (ARA)' document, and the 'Statutory framework for the Early Years Foundation Stage.'

The school will make staff aware of the need to ensure that the assessments provide a reliable, valid and accurate judgement of each child's progress at the end of the EYFS.

The school will assess each child against the ELGs the three characteristics of effective learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

Profile judgements will be made on the basis of the cumulative evidence gathered over the course of the year. EYFS Practitioners will judge whether a child's learning is:

- Not yet reaching expected levels (emerging).
- Meeting expected levels (expected).

Data collection and submission

The school will liaise with the LA to agree on a system to collect and submit profile data.

In accordance with the Childcare (Provision of Information About Young Children) (England) Regulations 2009, the school will provide the EYFS profile data to the LA upon request, unless the Secretary of State has granted an exemption from the EYFS learning and development requirements.

The school recognises its responsibility for submitting accurate, reliable and high quality EYFS profile data to the LA. To achieve this, the school will ensure that:

- Staff understand their setting's systems for recording children's profile outcomes and submitting data to their LA.
- EYFS Practitioners clearly record EYFS profile information.
- Staff responsible for data collection and submission understand the nature of EYFS profile data.
- Data is transcribed from their setting's records to electronic records accurately.
- Entered data is checked against what was originally provided by the practitioner.
- Information that accompanies EYFS profile data is accurate, for example postcode and unique pupil number.
- The Headteacher checks and signs off data before it is submitted to their LA.

5. Exemptions

The school will participate in the assessment arrangements within the EYFS ARA, unless:

- The Secretary of State has granted an exemption from the profile for the provision.
- The child is continuing in EYFS provision beyond the year in which they turn five.
- The child has attended the provision for an insufficient amount of time for an adequate judgement to be made before the profile submission deadline – professional judgements will be used to determine whether an accurate assessment can be made.

Where a child is exempt or an assessment is not appropriate, this will be recorded as 'A' (no assessment) for each ELG in the child's profile return.

Where a child remains in EYFS provision beyond the end of the academic year in which they

turn five, the assessment will continue throughout the child's time at the school; however, the EYFS profile will only be completed once, at the end of the year before the child moves to KS1.

6. EYFSP Moderation

Moderation involves both internal moderation activities and professional dialogue between external moderators and practitioners. The school will ensure that adequate time and resources are available for staff to conduct internal moderation of assessments.

To ensure that EYFS practitioners are fully aware of the principles and processes of EYFS profile assessment and the accuracy of judgements, the school will ensure that staff are able to attend appropriate LA training and CPD opportunities.

During internal moderation, EYFS practitioners will meet to analyse EYFSPs and collectively discuss and agree assessment judgements. This will include EYFS practitioners and Year 1 teaching staff so that assessment outcomes and commentary can be used to inform future teaching.

All records will be kept in accordance with our Data Protection Policy.

7. How the results are used

The main purpose of the EYFS profile is to provide a reliable, valid and accurate assessment of individual children at the end of the EYFS.

The school will use the EYFS profile data to:

- Inform parents about their child's development against the ELGs and the characteristics of their learning.
- Support a smooth transition to KS1 by informing the professional dialogue between EYFS and KS1 teachers.
- Help Year 1 teachers plan an effective, responsive and appropriate curriculum that will meet the needs of all children.
- Monitor and evaluate school performance by comparing our results against local and

national results.

- Analyse the attainment and achievement of individuals and groups of children, for example boys and girls and summer born children.
- The DfE uses the EYFS profiles to provide an accurate national data set relating to levels of child development at the end of the EYFS.

8. Reporting to parents

Parents will be encouraged to engage with their child's learning and development and will be involved in the assessment process.

The school operates an open-door policy, so that parents can speak to their child's teacher about any concerns. To book meetings with teachers, whether in-person or virtually e.g. by telephone, parents should speak to the school office.

The school will share the EYFS profile results with parents and ensure they have an opportunity to discuss the report with the teacher who completed it. Meetings with parents will be held within the term in which the profile has been completed.

Written summaries of children's attainment will include whether the child's attainment level is judged to be emerging or expected. At the end of Reception, parents will be given a report which will:

- Be child specific
- Be concise and informative.
- Help to identify appropriate next steps.
- State their child's attainment against the ELGs.
- Summarise attainment in all areas of learning.
- Comment on general progress including the characteristics of effective learning.

Parents will be provided the opportunity to attend a termly parents' evening, in which they will be able to speak to their child's teachers.

9. Transition

EYFS Practitioners and Year 1 teachers will work together to ensure that a child's transition between the EYFS and Year 1 is seamless.

The school will ensure that adequate time is made available for EYFS practitioners and Year 1 teachers to discuss and expand on the information presented in the EYFS profile, in particular, the narratives related to the characteristics of effective learning.

EYFS Practitioners will provide additional information alongside the profile judgements to ensure that conversations with KS1 staff are meaningful, and to help the child make a successful transition.

The pedagogical approaches of EYFS practitioners will make sure that children's experiences in the final year of the EYFS are valuable in themselves, and prepare the ground for Year 1.

When children transition to Reception, parents will be invited to a meeting to share information about the curriculum, what their child's day will look like and the expectations for school.

Children will be offered a number of visits throughout the year to their Reception class. The first visits are within their pre-school settings, allowing children to feel secure in their new environment. In the Summer term, children visit at least once without the support of the preschool practitioners or parents.

Staff will make links to feeder settings. The number of meetings/visits will depend on the child's needs and how much information gathering is required to support their transition.

10. Inclusion

All children are valued as individuals irrespective of their ethnicity, culture, religion, home language, background, ability or gender.

The EYFS curriculum is planned in order to meet the needs of the individual child and support them at their own pace.

The Equal Opportunities and Race Equality Policy ensures that the needs of all children are met, regardless of any protected characteristics they have.

The Special Educational Needs and Disabilities (SEND) Policy ensures all children receive the support they need and are given the best learning experience possible. SEND in the EYFS setting will be monitored and managed by the school's SENCO.

EYFS Practitioners will reflect on their observations and ensure that the provision enables all children to demonstrate attainment in ways that are motivating to them, regardless of their stage of development or interests, needs and inclinations.

The school is aware that, for some children it may be challenging for practitioners to observe and assess:

- Children identified with SEND.
- Children for whom English is not their home language and are learning English as an additional language (EAL).

In these cases, early years practitioners will:

- Use their professional knowledge of each child to provide an understanding of how some children might demonstrate attainment.
- Use the ***Cambridgeshire Developmental Journal*** (assessment framework) to assess small steps in progress
- Ensure that learning and assessment activities are able to capture children's attainment.
- Ensure that the requirements of all children with SEND are met, e.g. through reasonable adjustments.
- Use the adaptations children normally use to carry out their activities, including mobility aids, communication aids, magnification and adapted ICT and equipment.
- Develop additional relationships with other professionals when working with children with SEND.
- Consult and liaise with parents to get a clear picture of the child's learning and development at home.
- Ensure that provision has been made for those children with EAL to use their first language in play and learning and make arrangements for the assessments of ELGs (excluding communication and language and literacy which must be assessed in relation to the child's competency in English) to be made in the context of any language – including their home language and English.
- For EAL children, find out about a child's prior language experience and any education they have received elsewhere.

11. Transferring records to a child's new school or provider

If a child moves to a new provider during the academic year, we will send our assessment of their development against the ELGs to the new provider.

If a child transfers before the Summer half-term holiday, the new provider will be responsible for reporting the child's EYFS profile data to the LA. If the child transfers during the second half of the Summer term, this school will report the data.

If half term dates differ to those of the new provider, it is the provider where the child attends, or will attend, for the longest period of time that submits the data.

The school will send the transferring child's education record and CTF to the new provider within 15 school days of the child ceasing to be registered at our school unless the new provider is not known.

If the new provider is not known, the school will send the data within 15 school days if they ask to be provided with a copy.

If the new provider has the capability, the school will send the CTF via School to School (S2S) or over a secure network. If this is not possible, the LA will provide the file, where permitted by local arrangements.

The school will have due regard to the Data Protection Act 2018 and the UK GDPR at all times, as outlined in our Data Protection Policy.

12. Monitoring and review

This policy will be reviewed annually by the governing board, the Early Years team and the headteacher.

All members of staff directly involved with the early years teaching are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.