



Doc. Ref: **BerkeleyPrimary-33-003**
Page No.: **1 of 7**
Doc. Date: **Autumn Term 2020**

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Teaching, Learning and Assessment in Early Years

Written by	Katie Ferris
Verified by	The Head Teacher
Approved by	School Development Board
Review Date	Autumn Term 2021

Berkeley Primary School
Berkeley
Gloucestershire
GL13 9AZ
T: +44 (0) 1453 810254
Email : admin@berkeley.gloucs.sch.uk



Little Jesters

1 Planning for Provision

Each member of staff plans at least one activity related to the current topic, as well as one adult led group time activity per week. All staff contribute to planning the continuous provision within the setting, ensuring all areas of learning are being supported across the week, including the characteristics of effective learning.

2 Recording Progress

We will use Evidence Me to record observations and WOW moments. Observations will be made for all areas of learning, including assessments from the Development Matters (DfE 2012) age band indicators. Next steps will be shown through observation and the practitioner's role within the observation to progress learning will be recorded. Observations need to be purposeful and inform future planning for both individual children and for the whole cohort.

It is the responsibility of the key person to keep track of their children's observations and ensure all areas of learning are covered and observed termly. LJ will use a tracking system ([Appendix A](#)) to track observations termly to ensure all children are being observed regularly within the 7 areas of the curriculum.

3 Assessment – Formative

A baseline assessment is completed within three weeks of a child starting at Little Jesters. This is recorded using Evidence Me and is completed with reference to the Development Matters (2012) document. Each child will have at least one observation/ WOW moment per week depending on the amount of time they spend in the setting. All areas of learning need to be observed and formatively assessed within each half term.

4 Assessment – Summative

Summative assessments will be completed at the end of each half term on the child's Evidence Me profile. These assessments are used to identify progress and gaps for individual learners and whole cohort. This information then helps to inform the next terms planning and provision. [Appendix B – EYFS Assessment Timetable](#)

5 The Whole Child

'My Early Years' books are kept for each child and used as a scrap book for independent learning moments, these are available for parents to see at various points in the year. These books will go home at the end of the academic year if the children are moving onto school. A cohort 'Book of Adventures' is kept to show group learning and experiences within all areas of development, across each academic year.



Reception

6 Planning for Provision

The class teacher is responsible for planning the provision within the Reception class. Ensuring all areas of development are supported through 'a good balance of adult led and child initiated learning.' The teaching of phonics and maths is embedded into the continuous provision and contribute to an enabling environment.

7 Recording Progress

Literacy Skills books: Must be in use from September. On-Entry baseline assessment of Early Literacy ([Appendix C](#)) will be completed on the first page of book. An adult directed activity will be recorded once per week in this book.

Maths books: Must be in use from September. On-Entry baseline assessment of Early Maths ([Appendix C](#)) will be completed on the first page of book. An adult directed activity will be recorded once per week in this book.

Evidence Me: We will use Evidence Me to observe all areas of learning, including assessments from the Development Matters (DfE, 2012) age band indicators. Next steps will be shown through observation and the practitioner's role within the observation to progress learning will be recorded. Observations need to be purposeful and inform future planning for both individual children and for the whole cohort.

It is the responsibility of the class teacher to keep track of children's observations and ensure all areas are being covered and observed termly. Reception will use a tracking system ([Appendix A](#)) to track observations termly to ensure all children are being observed regularly within the 7 areas of the curriculum. Observations will be purposeful and contribute to creating an individual profile which demonstrates progression towards the Early Learning Goals and GLD.

8 Formative Assessment

A baseline assessment is completed within the first three weeks of a child being in school full time (see [Appendix A](#) for format).

Each child will have at least one observation/ WOW moment per week relating to Development Matters. Each child will also complete one literacy and one maths activity per week in their books. This evidence will be used to inform children's next steps and inform provision.

9 Summative Assessment

Assessments are completed at the end of each term on the child's Evidence Me profile. These assessments are used to identify progress and gaps for individual learners and as a whole cohort. This information also plays a part in informing the next terms planning and provision. [Appendix B – EYFS Assessment Timetable](#)



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11 Appendix B – EYFS Assessment Timetable

Task	Who?	Date	Monitoring
Autumn 1			
Baseline assessments	Little Jesters and Reception	End of September	Frances/ Katie
2 year progress checks (if applicable)	Little Jesters	2 nd October	Frances
Tracking	Little Jesters	14 th and 21 st October	
Autumn 2			
Autumn term assessment	Little Jesters and Reception	9 th December	Katie
Tracking	Little Jesters	16 th December	
Spring 1			
Baseline assessments and 2 year old progress checks for new starters	Little Jesters	22 nd January	Katie
Tracking	Little Jesters	3 rd and 10 th February	
Spring 2			
Spring term assessment	Little Jesters and Reception	17 th March	Katie
Tracking	Little Jesters	24 th and 31 st March	
Summer 1			
Tracking	Little Jesters	20 th and 27 th May	
Summer 2			
Summer term assessment	Little Jesters and Reception	16 th June	Katie
Reports	Little Jesters and Reception	TBC	Katie



12 Appendix C – On Entry Assessment

On-Entry Assessment – Early Literacy Skills



Book talk:

Language:

Self-portrait:

Name:

Sequencing:

General mark-making:

Additional comments:



On-Entry Assessment – Early Mathematics Skills

Number recognition:

Ordering numbers:

Mathematical language:

Counting:

Shape:

Number writing:

Additional comments: