



Assessment in the Early Years Foundation Stage

Assessment for Learning

At Boughton Leigh Infant School, assessment is an integral part of teaching and learning in the Early Years Foundation Stage. We use assessment to understand each child's strengths, interests and next steps, enabling us to provide learning experiences that build secure foundations for future success.

We recognise that children develop at different rates and in different ways. Assessment helps us ensure that every child receives the support, challenge and opportunities they need to thrive.

Our approach reflects the principles outlined in the EYFS Framework and supports our commitment to developing strong foundations in communication and language, personal, social and emotional development, physical development, early reading and mathematics.

Getting to Know Your Child

Assessment begins before children start school through discussions with parents, information from previous settings and our transition arrangements.

During the first few weeks, staff spend time getting to know each child, observing their interests, learning behaviours and developmental needs. These observations help us establish children's starting points and ensure they settle quickly into school life.

Supporting Communication and Language Development

Communication and language are at the heart of our curriculum. To help identify children's strengths and any areas where additional support may be beneficial, we use the WellComm Language Assessment.

This screening tool enables staff to identify children's speech, language and communication needs at an early stage and put appropriate support in place where needed. Progress is monitored regularly to ensure children continue to develop the language skills that underpin all future learning.

Wellbeing and Involvement

We recognise that children learn best when they feel safe, happy and fully engaged in their learning.

Staff use the Leuven Scales of Wellbeing and Involvement to help understand children's levels of engagement, confidence and emotional wellbeing. This information helps us create



learning environments and experiences that support children's emotional development, resilience and positive attitudes to learning.

By prioritising wellbeing and involvement, we help children develop the secure foundations needed to become successful learners.

Ongoing Assessment

Assessment in EYFS is an ongoing process and takes place through:

- Daily observations of children's learning and development
- Interactions and conversations with children
- Observations of children's play and independent learning
- Adult-led activities
- Examples of children's work
- Information shared by parents and carers

Staff use these observations to identify what children know and can do, and to plan learning that builds progressively on prior knowledge and experiences.

Assessment is used to inform teaching, adapt provision and ensure that all children make strong progress from their starting points.

Reception Baseline Assessment

In Reception, all children complete the statutory Reception Baseline Assessment (RBA) within the first six weeks of starting school.

The assessment is carried out on a one-to-one basis by the class teacher and provides a snapshot of children's early literacy, communication, language and mathematics skills when they begin Reception.

The RBA is a national assessment used by the government to measure progress across primary school and does not provide individual attainment outcomes for children or schools.

Tracking Progress

Staff regularly review children's progress across all areas of learning and development.

Assessment information helps us to:

- Identify children who may need additional support or challenge
- Monitor the progress of different groups of children
- Adapt teaching and provision to meet children's needs
- Ensure children develop secure knowledge, skills and understanding over time
- Support successful transitions between Nursery, Reception and Key Stage 1



Children's progress in Read Write Inc. Phonics is assessed regularly to ensure teaching is closely matched to children's developing knowledge and skills.

Our focus is always on ensuring children develop secure foundations and are well prepared for future learning.

Working in Partnership with Parents

Parents and carers play a vital role in their child's development and learning.

We value the information parents share about their child's interests, achievements and experiences outside school. Regular communication, parent consultations and end-of-year reports ensure that parents are fully involved in their child's learning journey.

By working together, we can provide the best possible support for every child.

End of EYFS Assessment

At the end of Reception, teachers complete the Early Years Foundation Stage Profile (EYFSP) for every child.

The profile is based on ongoing assessment and professional judgement across the seven areas of learning and development. Teachers assess whether children are meeting the expected level of development against the Early Learning Goals.

The EYFSP provides valuable information for parents, teachers and Year 1 staff and supports a smooth transition into the next stage of education.

Building Strong Foundations for the Future

Assessment in the Early Years is not about testing children. It is about understanding each child as an individual, recognising their achievements and identifying how best to support their next steps.

Through careful observation, professional knowledge and strong partnerships with families, we ensure every child develops the strong foundations they need to become confident, capable and enthusiastic learners.