

# Quality Improvement Framework

## Section 3 – Teaching and Learning

### Subsection: Assessment

Guidance Notes	Reflective Questions	Resources	Your Evidence
<p>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’</p> <p style="text-align: right;">Statutory Framework for early years foundation stage 2017</p> <p>Assessment is based primarily on the practitioner’s knowledge of the child. Knowledge is gained predominantly from observation and interaction in a range of daily activities and events.</p> <p>Responsible pedagogy must be in place so that the provision enables each child to demonstrate their learning and development fully.</p> <p>Embedded learning is identified by assessing what a child can do consistently and independently in a range of everyday situations.</p> <p>An effective assessment presents a holistic view of a child’s learning and development.</p> <p>Accurate assessments take account of contributions from a range of perspectives including the child, their parents and other relevant adults.</p> <p>Practitioners should know the difference between summative and formative assessments and have a sound understanding of how the Development Matters Book supports the observation, assessment and planning process.</p>	<ul style="list-style-type: none"> <li>• How well does each practitioner know the child?</li> <li>• Do the observations give enough relevant information to enable reliable assessments, based on what a child can do?</li> <li>• Is the environment rich enough to offer a range of opportunities and activities that encourages the children to demonstrate their learning in a playful, relaxed way?</li> <li>• Are practitioners using information gained from assessment to plan creatively for next steps?</li> <li>• Can practitioners react instinctively and responsively during play, based on ongoing assessment?</li> <li>• Do they interact with children to ensure there are many teaching and learning opportunities across a range of activities?</li> <li>• Does the key worker make sure that he/she talks to parents and other significant adults in the child’s life, forming a partnership assessment?</li> <li>• Is it evident in the assessment that other views are sought and recorded including the voice of the child?</li> <li>• Is the tracker accurately completed and has effective and clear observations to back up assessment decisions?</li> </ul>	<p><b>Q Cards</b></p> <p><b>Training</b></p> <p><a href="#">EED team training programme</a></p> <p><b>Useful Links</b></p> <p><a href="#">Foundation Years</a></p> <p><b>Resources and templates</b></p> <p><a href="#">Pupil tracker</a></p> <p><a href="#">Cohort tracker</a></p> <p><a href="#">Two-year progress check</a></p>	<p>Guidance note: Remember to date your evidence to allow you to revisit and review relevance.</p>

**2 year progress check**

‘When a child is aged between two and three years, practitioners must review their progress and provide parents and./or carers with a short-written summary of their child’s development in the prime areas.’

Statutory Framework for the Early Years Foundation Stage 2017 – Section 2, Assessment.

- How do you analyse progress for specific children?
- Do you record children’s starting points?
- When and how is this information completed and analysed?
- Does it show clearly, each child’s progression during a period of time and does this assessment link to the child’s next steps?
- How does your setting quality-assure and monitor summary assessments?
- Is the 2 year progress check based on the prime areas of learning?
- Do practitioners encourage parents/carers to share information from the 2year progress check with other relevant professionals?