

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"> • How well does each practitioner know the child? • Do the observations give enough relevant information to enable reliable assessments, based on what a child can do? • 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? • Are practitioners using information gained from assessment to plan creatively for next steps? • Can practitioners react instinctively and responsively during play, based on ongoing assessment? • Do they interact with children to ensure there are many teaching and learning opportunities across a range of activities? • 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? • Is it evident in the assessment that other views are sought and recorded including the voice of the child? • Is the tracker accurately completed and has effective and clear observations to back up assessment decisions? 	<p>Q Cards</p> <p>Training</p> <p>EED team training programme</p> <p>Useful Links</p> <p>Foundation Years</p> <p>Resources and templates</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?