

Teaching and Learning

Let's Reflect – Assessment



'Assessment plays an important part in helping parents and carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process'.

Statutory Framework for the EYFS 2023

Assessment is based primarily on the practitioner's knowledge of the child. Knowledge is gained predominately from observation and interaction in a range of daily activities and events. Responsible pedagogy must be in place so that the provision enables each child to demonstrate their learning and development fully.

Embedding learning is identified by assessing what a child can do consistently and independently in a range of everyday situations. Effective assessment presents a holistic view of a child's learning and development.

Practitioners should know the difference between summative and formative assessments and have a sound understanding of how the Development Matters supports the observations, assessment, and planning process.

'Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork.'

'a secure foundation through planning for the learning and development of each individual child and assessing and reviewing what they have learned regularly'.

Statutory Framework for the EYFS 2023

Task

Consider the questions below and reflect on how you can further develop the quality use assessment in your setting:

- 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?
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- 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 person 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 including the *voice of the child*?
- How do you analyse progress for specific children?
- Do you record children's starting points?
- When and how is this information completed and analysed?
- Is the practitioner able to articulate a child's progress?
- 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?