

## Measuring progress in EYFS at Horsley Primary School

### Establishing a holistic overview of each child

Teachers form a holistic impression of a child's strengths and areas for development. This includes:

- Making a judgement against the 17 early learning goals (ELGs).
- Referring to the EYFS profile exemplification materials and/or Development Matters non-statutory guidance documents to form a judgement of whether or not a child is working within the expected level for his/her age
- Speaking to parents and observing the child at play to establish his/her strengths and areas for development
- Using Tapestry to collect a range of evidence for each child, these include targeted observations and 'wow moment' observations.
- Literacy books and maths books to collect evidence of children's work and photographs of children engaged in activities.
- This body of evidence and professional knowledge provide a basis from which practitioners can begin planning around each child's specific needs.
- Using the Government Baseline assessment on entry into school.

### Monitoring progress termly

- Data is added to whole school 'Insight' system each term in line with school policy.
- This information is used to track pupil progress against age related expectations.
- Mrs Everett (EYFS lead) holds termly progress meetings with the school's EYFS practitioners where each child's progress is discussed to monitor how the child has improved in certain areas. Professional conversations also take place on weekly in order to discuss particular children/groups of children and their progress/next steps.

### We review each child's progress by:

The direct teaching of aspects of the curriculum is vital to introduce what 'needs to be learned'. This is consolidated by the day to day, moment by moment interactions, build curriculum outcomes by consolidating and extending knowledge, skills and behaviours and thus deepening what is being learned.

- Discussing, in holistic terms, a child's progress, strength and areas for development
- We judge against Development Matters until Easter, then Early Learning Goals until the end of year.
- Making sure that each practitioner links progress with the EYFS profile exemplification materials and/or Development Matters documents, to establish whether or not a child is on track.
- Exchanging and discussing a range of evidence to support professional judgement
- Focusing on a child's abilities in the Prime areas, literacy and mathematics, and their progress towards the GLD.
- Examining each child's progress in phonics. ('Little Wandle SSP' Assessment Tracker – every 5 weeks).
- Children are grouped for 'Reading Practice Sessions' (supplied by 'Little Wandle' assessment tracker)
- In Literacy and Maths books we use purple pen to indicate 'next steps'.
- Mathematics (Mastery Maths) misconceptions are addressed through assessment for learning with on the spot 'Mop Up' intervention.
- Discussing the child's social development in relation to the characteristics of effective learning.
- Making adjustments to the provision map throughout the year in order to ensure children are given support or challenge as appropriate.
- Each of these areas raises questions as to how to best help the child develop further. This process may reveal a particular skill that the child needs to develop. However, it may also present several more general areas in which practitioners will support each child.

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### What constitutes an 'expected' level of development?

- Staff use their knowledge of each child. If a child works confidently and independently in a particular ELG, practitioners would generally consider this to be 'expected'
- We refer to the information in children's Literacy and Maths books, a range of evidence may demonstrate that a child can perform a particular skill confidently, supporting a judgement made by practitioners
- A key element of reaching 'expected' levels of development is in performing a skill independently. Practitioners must therefore be confident a child can perform the ELG, and its constituent areas of learning and development, on his/her own.

### We monitor provision by:

Learning walks occur termly to monitor and evaluate the Early Year's provision, creating focused questions to answer when walking around the environment which help Teachers and practitioners look for particular things. We consistently monitor and evaluate the provision.

- Termly audits of the provision, giving a more in-depth insight of the environment as a whole, e.g., the areas of continuous provision, both indoors and outdoors. Any findings from these audits are then included in an action plan or an improvement plan.
- Termly EYFS cluster meetings where EYFS Teachers from local schools meet to discuss updates to the EYFS Framework and to moderate children's learning.
- Mastery Maths termly peer observations with cluster schools to ensure continuity of first quality teaching.