



Impact

The RBA (Statutory Reception Baseline Assessment)

This assessment focuses on our Reception children's Language, Communication and Literacy and Mathematics during the first 6 weeks of their time in Reception. The purpose of this is to show the progress children make from Reception until the end of KS2 but can also measure impact of children's time in Nursery.

NELI (Nuffield Early Language Intervention)

NELI is an evidence-based oral language intervention for children who show weakness in their oral language skills and who are therefore at risk of experiencing difficulty with reading. The assessment informs us if the child is at expected for their age or requires intervention from trained NELI practitioners.

Child's Voice

Our children's voice is a powerful way of measuring impact of our curriculum. Practitioners use skilled interactions to capture learning and assess progress and retention of learning.

Learning Journeys

Each child has a Learning Journey tracking their time through our Early Years Foundation Stage. This is a record of experiences, the child's voice, progress and attainment. They are a wonderful collection of photographs and observations of this crucial learning time.

Transition into Year 1

Impact is also evident through our successful transitions into Year 1. EYFS staff have a good understanding of how ELGs link to the National Curriculum in Year 1, and children leave the EYFS stage with the skills, knowledge and confidence to continue their journey as scientists, historians, artists and geographers.

Assessment

Ongoing Observation

All ongoing observations are used to inform weekly planning and identify children's next steps. This formative assessment does not involve prolonged periods of time away from the children or excessive paperwork. Practitioners draw on their knowledge of the child and their own professional judgements through discussions with other practitioners, photographs and physical examples such as a child's drawing/making.

Assessment for learning/Summative assessment

This form of assessment underpins all of our learning. Teachers constantly review and reflect on children's learning in every session.

Summative Assessment

Assessments are completed three times per year and shared with parents where the Class Teacher updates the progress children have made.

In Reception, Phonic assessments are carried out at planned points to quickly identify pupils that are not making expected progress.

In Reception in the Summer Term, the EYFSP is completed where teachers judge whether the child has met each of the 17 ELGs. They will be assessed as either 'emerging' or 'expected.' Whilst there is no judgement to state if a child is exceeding beyond an ELG, teachers, have a duty to provide a narrative for both parents and the Year 1 teacher.