



**ST BERNARD'S PREPARATORY
SCHOOL**

**EARLY YEARS ASSESSMENT,
RECORDING AND REPORTING POLICY**

ADVENT 2018

St Bernard's Preparatory School

Early Years Department:

Assessment, Recording and Reporting

Mission Statement

With God as our shelter and Christ as our guide, the mission of St Bernard's Preparatory School is to educate towards love and service to God, each other and the wider community. Through our broad balanced curriculum we will develop an understanding of each faith and the values we share. We will treat each person with respect, knowing we are special and unique.

St Bernard's is part of the St Benedict's family of schools. All schools in the group share a similar Catholic and Benedictine/Bernardine ethos.

Assessment for Learning

At St Bernard's Preparatory School throughout the Foundation stage, as part of the learning and teaching process, we assess each child's development in relation to the Development Matters, The Early Years Outcomes and the Early Learning Goals. We work together to ensure that information gathered from a baseline starting point can be used to build on what the children know, understand and can do already and plan next steps for learning.

Entry Assessment

At St Bernard's Preparatory School when starting in the Early Years Department we gather background information, details of previous experience, children's preferences and interests and health issues by completion of an entry profile form entitled 'All About Me'. This is completed by the parent and child and forms a baseline for our assessment process. An informal discussion is also held with the parent to discuss any queries they may have.

Formative Assessment / Observations

At St Bernard's Early Years Department we recognise that observations form the key to successful assessment. We use our observations to assess and identify learning priorities. In both classes regular observations are recorded for each child in a variety of ways:

- Tapestry
- Individual observations of self initiated activities
- Daily notes

- Target Groups- to assess a specific aspect of a Prime or Specific Areas or to obtain an overview of the children's needs to plan for their future learning
- Target Individual- carried out on a rolling programme and when specific concerns are highlighted by members of staff or parent
- 'Snapshot' observations
- SEND – detailed, specific observations to check children's progress of Pupil Passport targets and determine particular learning difficulties
- EAL- to monitor and assess development of fluency, target groups to support / extend development in English. To assess EAL children's progress towards the ELG's.
- Gifted and Talented

Involvement of the Children

- 'A Learning Journey' is compiled on Tapestry for each child throughout the Foundation Stage recording and acknowledging their achievements. This contains annotated photographs, observations and samples of work by the children marking their progression through the stages of Development Matters/EYFS Outcomes. As the child progresses through the Foundation Stage they are encouraged to select their own achievements to put on to Tapestry. (EY2)
- SEND – Pupil Passports or specific targets are shared with the children if appropriate and in some cases a home / school book is used to involve the parent, child and school in working towards the target.
- Individual learning targets are set for the children during discussion with members of staff and parents. These are recorded and displayed as appropriate.
- Children in the Reception class are also involved in setting their own targets/next steps and these are displayed and annotated where appropriate.

Home /School Links

- Parents are involved in the Learning Journey of their child by being invited to contribute significant events and achievements from home through Tapestry.
- We have an 'open door' policy where parents/carers are welcomed to talk to their child's key person or any team member regarding their child's progress
- Parents are involved in the assessment of their child's reading by a home/ school reading diary in which they are welcome to comment on their child's progress
- Home activity sheets are sent home in connection with topics and enable the parent to see progress
- Parents are invited to termly parent meetings to discuss their child's achievements, progress and share in target setting.
- SEND –Parents of children who have SEND are involved in setting SMART targets with their child's key person/class teacher and are invited to a twice yearly review with Early Years staff and the SENDCO.
- Transition Meetings making parents aware of next steps and expectations.
- Pre-Early Years Home Book- shares the activities that the children participate in at school, sent home daily.

Summative Recording

- We complete the PIPS Baseline assessment with all Reception age children during the first seven weeks in EY2. The assessment is then repeated in the Pentecost Term. Data from the baseline is used to plan next steps for individual children and for the entire cohort.

- We complete the EYFS profile in June and submit data to Slough. We check to see that the children have achieved a GLD. Analysis of the Profile Data helps feed in to our EYFS Action Plan.
- A written report is sent to parents at the end of the Foundation Stage and parents are given an opportunity to discuss this during a consultation meeting.
- Information from each child's progress in the ELG's is passed on to Key Stage 1 teachers and discussed fully.

Applies to:

Whole School including Early Years Foundation Stage (EYFS), all staff, peripatetics, clubs and extra-curricular activity providers, volunteers, Trustees, Governors.

Related Policies:

Data Protection, whole school Assessment, Recording and Reporting, Curriculum, Teaching and Learning

Availability:

This policy is made available to parents on our website www.stbernardsprep.org or a copy may be obtained from the school office on request.

Monitoring and Review:

This policy will be subject to continuous monitoring, refinement and audit by the Headmaster.

The Trustees will undertake a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed by _____

Headmaster _____

Date _____

Chair of Governors _____

Date _____