



General Statement

Assessment is regarded as a positive process to improve the learning and motivation of the pupils in the Centre. We are concerned to encourage and reinforce the achievements of pupils. Learning difficulties are seen positively as an indicator to the next step in the learning process.

Assessment is an integral part of teaching and learning.

- Formative provides information for teachers to plan the next appropriate stage in the learning process
- Diagnostic provides more detailed information about individual pupils' strengths and weaknesses
- Summative provides an assessment of a pupil's progress and attainment at a particular time.
- Self evaluation provides pupils with ownership of their learning against known objectives.
- Evaluative provides information on the effectiveness of teaching approaches, curriculum organisation and resources.

The aims of assessment are:

- To meet the statutory requirements for assessment, recording and reporting.
- To identify pupil attainment in order to inform planning and promote learning.
- To provide details of what pupils know, understand and can do,
- To improve the quality of teaching and learning.

The principles of assessment are:

- To recognise and praise pupils' efforts and achievement.
- To provide feedback to pupils on their attainment and guidance for improving their performance
- To inform planning

Foundation Stage

Throughout the Foundation Stage, as part of the learning and teaching process, each child's development is assessed in relation to the Individual Learning Journey, Stepping Stones and Early Learning Goals, in accordance with the curriculum guidance for Foundation Stage. These assessments are made on the basis of the teacher's observations and knowledge of each child. Evidence of progress is collected in the form of the child's work and photographs.

The Foundation Stage Profile provides a summing up of the achievements of individual pupils.

Assessment takes the form of a 'Pupil Profile.' Assessment is carried out through continual observation of focus groups

Strategies for assessment at the centre;

Long term plans

Assessment criteria are included as part of the Early years Foundation Stage Curriculum

Medium term plans

Teachers will identify more focused assessment opportunities. Formal assessment will take place at the end of a unit study. 'Assess and Review' weeks are timetabled at the beginning of each half term.



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Formative Assessment of pupils is ongoing throughout their time in Nursery and is recorded on the Target Tracker Foundation Stage program. Any progress/concerns arising from these assessments are shared with the parents as and when they occur.

Summative Assessment for each pupil is made on transfer from Foundation one to two

Continuous observations are made in line with the National Foundation Stage Profile within the seven identified areas:

Progress of pupils is recorded on the Target Tracker for each area of learning Foundation Stage program. Foundation Stage Profile results are translated into National Curriculum Levels for Speaking and Listening at the end of Foundation 2.

The Foundation Stage Profile forms the basis for reports to parents.