



EYFS & TPPS Curriculum Policy for Assessment, Learning and Teaching

Curriculum Policy

Taunton Nursery and Pre-Prep School EYFS/KS1 Planning and Assessment Framework Policy for learning and teaching

Assessment for learning

Assessment is the process of analysing and reviewing what we know about children's development and learning – for example, what we observe. It is also linked very closely to the feedback and marking policy.

We need to ask ourselves: **What does our observation and any other evidence of learning we have collected tell us about the children's learning and development and how can we link this to their next steps?**

At Taunton School Pre - Prep we use both formative and summative assessments in a variety of ways:

- Using examples of the child's mark-making, recorded work, models and play etc.
- Information from parents (starting school books, medical/info forms and induction interviews)
- Photographs, observations and video recordings we have made
- Look, Listen and Note
- Pathway and EYP, Baseline Data, GL assessment data, AFL data, RWInc. Data and Maths check up data.....
- Specific and targeted questions e.g. Mental oral starters in Maths on the carpet, spelling test or ticks on sight words etc.
- Personal pathway evidence and learning journey evidence
- Mental Oral Starter Maths and Literacy activities
- Phonic wheel and Read Write Inc. assessment activities
- Communication diary feedback and notes for parents and children
- Differentiated tasks, questions and materials, The children's voice and self reflection-what do you think you could have done better? How would you change your design? What do you think you are really good at?
- *I enjoy/like ...attached to reports twice a year and reports on SIMS and I would like to....*
- Attitude to learning/use of time and confidences
- A day in the life of observations (for monitoring purposes and SMT led) More info and discussion necessary for this concept to follow when we review this doc together
- SLT book monitoring
- peer mentoring for children and adults
- ❖ Parallel planning and moderation in each year group etc.

When we do this regularly we have evidence of children's progress over time and we gain insights into children's learning, development and their needs. The model we use is child centred and outcomes based and The Development Matters documents and 'I Can' Statements provide the success criteria (all documents in 2 Simple and Classroom Monitor)

Effective assessment involves evaluation or decisions about the child's progress and their learning and development needs and gives us the information we need to plan for the next steps.

Assessment for Learning (AFL) the **formative assessment**, based on observations, which informs or guides everyday planning.

**AFL IS NOT A SPECIAL TASK IT IS OBSERVATION AND MODERATION OF WORK IN PROGRESS.
LINKING AND EMBEDDED IN SCHEMES OF WORK THUS ENABLING TARGETS AND NEXT STEPS TO BE SET AND IDENTIFIED AND LINKED TO WEEKLY PLANNING**

Other forms of assessment are:

Summative Assessment

A summary of all the formative assessments carried out over a long period and these are used to make statements about the child's progress.

The **EYFS Profile (I profile) 2Simple** is the summative assessment completed by Nursery and Reception teaching teams at the end of the Nursery and EYFS. It summarises children's progress towards the early learning goals. It can also be formative in that it informs or guides the long- and medium-term planning carried out by Year 1 teachers to support and extend children's learning as they move into Key Stage 1

Key Stage 1 are using **Classroom Monitor**.

This assessment programme covers all subjects and is filled with I can Rising Star statements (these are more challenging the NC and link very well with our creative Curriculum. They use the terms we use on our reports to parents and involve Mastery and beyond. They also fit very well with Abacus EVOLVE assessments, which are done at the end of units as quizzes and tests.

Classroom monitor also has P scales if a child has SEND requirements.

The **Common Assessment Framework (CAF)** enables effective communication between the various agencies involved with a child about whom there are concerns. We have one child with a CAF currently in our setting and school.

Observation, Assessment and Planning cycle: assessment for learning in action

Effective teachers and practitioners pull together the information they gather in their observations to identify aspects of the child's learning and development.

This pulling together of information and thinking about what it tells us forms the basis of what is termed assessment.

When we assess we are making a judgement or decision about the child's progress and needs in one or several areas of Learning and Development.

We use this judgement to plan what we will provide for the child in the future.

Judgements can be made through 'Learning Story' type observations-usually based on 'play scenarios' or assessments can be teacher led from the taught curriculum from watching how the children use the skills taught in a follow up activity. Look Listen and Note...(as detailed above).

Assessment Rationale at Taunton School Pre-Prep

We use a variety of methods to collate the information about our children. We use this information to plan for progression and the next steps of learning, individually tailored to meet the needs of all our pupils. As an experienced team of teachers and practitioners we acknowledge each others professionalism and wish to state clearly in our Assessment and Planning framework that our Small groups enable us to know our children very well and information regarding our children can be shared and exemplified verbally as well as on the classroom walls, in trackers, notebooks and e profiles. . Children are tracked and data from base line

to end of year are all stored on a System Information Management data base. These records can go from the age of zero to 18 as many of our Nursery children will transfer. We use computerised profiling systems that track the children from their baselines, identify gaps and record outcomes and next steps. These systems are easy to use and accessible for all staff. We all have I PADS and regular discussion and training. These devices have transformed the learning and teaching and assessment process. They have bought the staff more time and energised the recording and assessment processes, particularly the data analysis apps which the leadership team and staff discuss.

We feel confident that our children speak for themselves and that our rooms reflect an enabling environment evidencing the children's progress and participation. Children's recording, books and photographic evidence shows clearly their progression and attainment.

Our new feedback and marking policy and practice show that learning can be accelerated and dealt with in the moment.

Attainment and data is moderated and compared nationally by SCC Education Dept. (EYFSP) and use of GL Assessment materials ensure our KS1 levels sit in the context of the wider national picture. (KS1)

- We acknowledge and understand that decisions made from the Assessments for learning influence the planning; meeting individual and/or group needs and has a very real impact on the well-being and cognitive development of each child.
- Observations are perhaps the most powerful of all the methods we have available when working with children.
- The diagram below shows how Observation, Assessment and planning all feed into one another and contribute to our knowledge about the child and is a key element of our planning process at Taunton School.

Plan

Review

Do

- We recognise the EYFS skill based guidance and our KS1 skill based schemes of work underpins all we do.
- Supporting our skills based curriculum framework are resources and schemes that enable us to deliver the taught curriculum in English, Science, Problem Solving and Numeracy, Phonics, Handwriting and Reading.
- We use a topic and cross curricula approach to deliver the taught programmes of our curriculum in EYFS and KS1

Assessment

Analysing observations and deciding what they tell us about children.

Planning

What next?
Experiences and Opportunities, learning Environment, Resources, routine practitioner's role.

Look
Listen
Note

Our Planning Cycle

We have three stages of planning:

Long-term planning (basic provision and curriculum framework)

Medium-term planning (schemes of work and Numeracy and Literacy frameworks)

Short-term planning (weekly planner/ daily lesson plans)

Long-term Planning

Concerns the overall guidance for the children contained in the EYFS Framework Document or Creative Curriculum, Rising Stars success criteria for skills and PSB skills. We actually deliver far more than the basic provision and basic statutory requirements through an extensive enrichment programme. Physical Education specialist teaching, Speech and Drama/Dance programme, swimming lessons from the age of two and outdoor learning opportunities are all part of our unique curriculum offer. Plus, the curriculum is supported by an extended day and varied enrichment hobby opportunities.

Long-term planning provides a structure for the skills to be taught and practised which helps us:

- Ensure that we cover all the areas of Learning and Development and the Principles in the EYFS Framework and National Curriculum framework.
- Identify the links between the different areas of Learning and Development and the Principles.
- Think about how we balance activities both indoors and outdoors with quiet times, reflection opportunities and quiet spaces throughout the day.
- Identify the key areas for supporting our younger children 2-4 (Nursery)
- For older children, think about the balance of opportunities for supporting children to benefit from a wide range of freely-chosen play opportunities and well-planned interesting adult-led activities. (Reception transition to Year 1, Year 2 transition to Year 3)

Long-term planning informs or helps us focus on our medium-term planning.

Medium-term Planning

This outlines in some detail the overall programme for anything from two to six weeks at a time or each term. It must include Learning Objectives and Outcomes. Key questions and problem solving opportunities and cross curricular opportunities, particularly in Numeracy and ICT.

Medium-term planning generally outlines:

- Types of experiences and activities appropriate to our group of children supporting the different EYFS Principles.
- Overall daily routines which will include: snack or mealtimes for children and timetabled events - time for unhurried arrival, settling in and leaving, provision for outdoor activities as well as indoor, quiet time or times for rest or sleep, time for stories and for individual or very small group interaction with staff.
- Main resources such as: planning for room areas to include comfort or quiet areas, home corners, messy play, clear access to equipment for older children to use independently (for example, books at child height).
- Planning for observation and assessment to further evaluate individual needs within class group settings.
- We have schemes of work to support activities in Maths (Abacus), Science (LCP), Handwriting (Think Write), Phonics and writing/spelling (Read Write Inc.) and an extensive selection of reading schemes. We use Talk 4 Writing (phonic/rhyme/sight-look and say etc) offering breadth and choice for a variety of learning styles and needs. Gross motor Physical Development and play is supported by a PE curriculum including swimming, dance and Gymnastics. All part of our unique offer and flexible approach as an Independent School.
- These schemes of work provide ideas and activities that support and extend the children's learning and enhance the taught programmes, offering more variety and exciting starting points. Thus extending the children's experience and learning.
- They provide focused learning objectives

- They also provide ‘outcomes and expectations’ with success criteria we can use to assess their Knowledge and Understanding.

Medium-term planning informs or helps us focus on short-term planning.

Short-term planning

This involves setting out what is to be included on a day-to-day basis (depending on the needs of the children) within the broad framework outlined above, based on our observations from the previous day/week etc.

This enables much more focus on what specific needs the children have, and how these will be met. Such plans will include:

- Resources – for example, some of the children may want to set up a supermarket in the role-play area and you will need to indicate the materials and equipment that will be needed for the children and yourself. What space or room arrangement will be required, and what health and safety considerations will be appropriate?
- Putting the Principles into practice – you may decide that you would like to introduce some different types of music and singing. You would be focusing on the Principle of Learning and Development and assess how this would meet many of the sections within the Principle, but also how the fun and enjoyment arising would also support A Unique Child and engender positive interactions.
- Cooking activities arising out of someone’s birthday, a festival or other celebration is another type of activity which could be included in the short-term planning, fitting in with a particular focus identified by both observations and knowledge and understanding of the social and cultural environment of our setting. E.g. Diwali, Chinese New Year, Easter, Christmas etc.
- Learning Objectives-taken from the EYFS guidance
- Learning and Development/Activities to be offered
- Assessment opportunities or an outcome you wish to assess from the profile guidance
- Basic provision/independent self chosen equipment and how you intend to enhance from look, listen and note.

Alongside this document sits our [Assessment and Reporting Timetable \(attached\)](#)

[TPS curriculum handbooks for year one onwards and our marking and feedback policy](#)

1. [Observation, Planning and Assessment in action - AFL folders](#)
2. [Add our own examples/case studies/Pathways/Portfolios/SIMS – levelling and tracking.](#)
3. [Levelling workshops Termly](#)
4. [Golden Literacy/Numeracy Portfolio,](#)
5. [Science and Maths Investigations.](#)
6. [2 Simple, 3SYS DATA BASES AND TRACKING SYSTEM FOR ALL PUPILS FROM NURSERY TO YEAR 8](#)
7. [Classroom Monitor](#)
8. [Creative curriculum documents](#)
9. [Creative Curriculum Topic Grids](#)
10. [Skills and Schemes](#)