



TAUNTON
— SCHOOL —

PRE-PREP & EYFS CURRICULUM POLICY

Policy Lead – Head of Pre-Prep and Nursery

Last Review – September 2025

Review Schedule - Annually or following a change in legislation

Assessment for learning

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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 and Nursery 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 sharing home learning and activities on Dojo
- Photographs, observations and video recordings we have made
- Evidence Me, Baseline Data, GL assessment data, Supersonic Phonic Friends. Data, Whiterose Maths data.
- Specific and targeted questions e.g. Mental oral starters in Maths on the carpet, spelling test or ticks on sight words etc.
- 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?
- Attitude to learning/use of time and confidences
- Work scrutiny and book monitoring
- Peer mentoring for children and adults
- Lesson observations
- 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 are based on Development Matters documents and the Early Learning Goals for EYFS and National Curriculum standards for Year 1 & 2.

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)

Formative Assessment

Based on observations, which informs or guides everyday planning.

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 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

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. 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 observations-usually based on 'play scenarios' or teacher led assessments from the taught curriculum from watching how the children use the skills taught in a follow up activity.

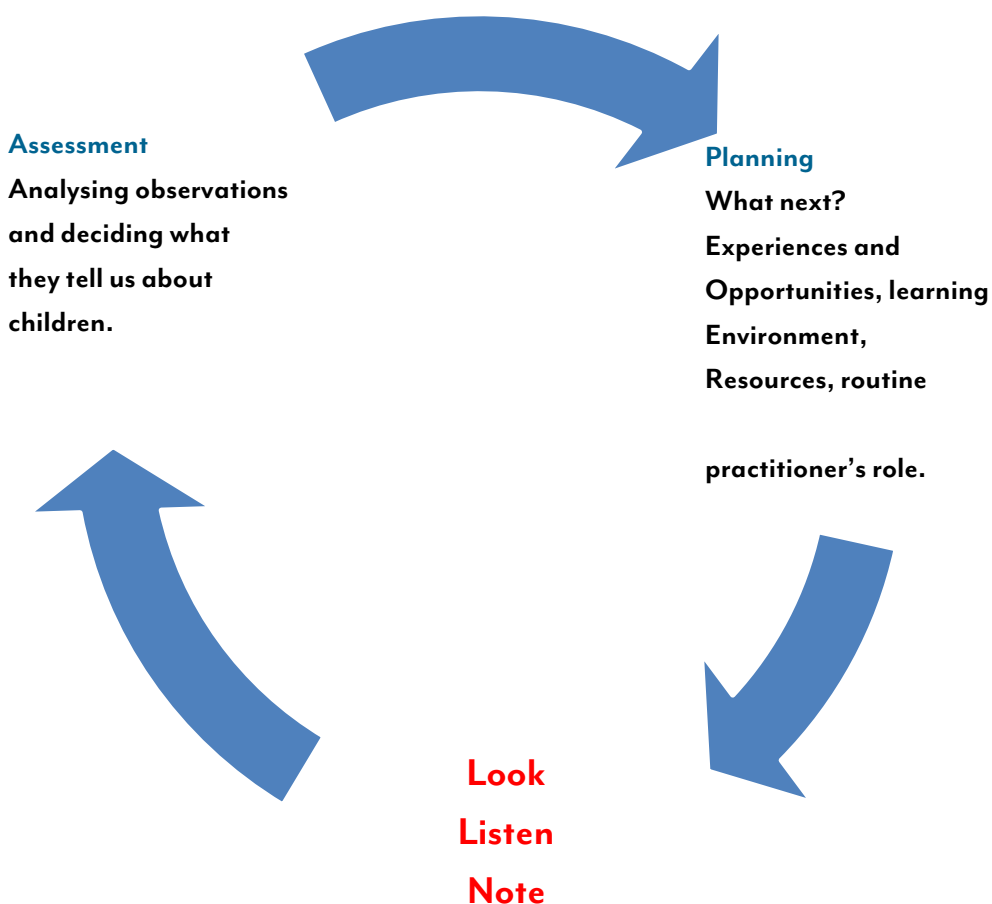
Assessment Rationale at Taunton School Pre-Prep and Nursery

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 other's 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 into our Pre-prep. 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 IPADS and regular discussion and training.

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.

Attainment and data are moderated and compared both internally and nationally by the use of GL Assessment materials, ensuring our KSI levels sit in the context of the wider national picture.

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.



- We recognise the EYFS skill-based guidance and our KSI 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 KSI

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 or National Curriculum. 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.
- 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 includes 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.
- 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 (Whitrose), Science (Developing Experts), Handwriting (Think Write), Phonics and writing/spelling (Supersonic Phonic Friends.) 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 as well as '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.
- 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 or National Curriculum standards
- 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.