

Assessments and the revised EYFS - an overview

There are 3 types of statutory assessments in the revised EYFS -

Formative assessments

Assessment should always be done for a reason - so when you write observations about children, think about why you are writing them and what they tell you about...

- What the child already knows, likes, dislikes, is interested in and is learning
- How the child learns - focussing on their learning styles, any schemas they might be using to learn etc.

All observations should be assessed using the Development Matters document as a guide. The guidance must not be used as a tick list.

The Development Matters guidance (unique child) gives lots of ideas for how to extend children's learning and development linked to the other themes and principles of the EYFS...

- Positive relationships - how can relationships be improved to better meet the child's needs?
- Enabling environments - does the learning environment help the child to enhance their learning journey? The environment includes inside, outside, outings, your resources etc.
- Characteristics of learning - what does the observation tell you about how the child learns and how can you use that knowledge to improve the child's learning in the future?

Progress check - ages 2 - 3

The progress check should be timed to coincide with the child's health visitor check which will happen between the ages of 2 and 3 years.

The progress check needs to talk about what the child can do... and where the child is struggling. This is important so that further observations can be made and early interventions can be put in place to support the child.

The progress check must be shared with and discussed with the child's parents who should be encouraged to show it to the health visitor.

Early Learning Goals

These are the goals for the end of reception and will be observed by the child's class teacher. There is a new section in the requirements (requirement 1.3) which talks about wrap around and holiday providers (including childminders) and states that we do not need to deliver the full EYFS for these children.