



Assessment in the Early Years Foundation Stage (EYFS)

At Yatton Schools, assessment in the Early Years Foundation Stage is ongoing, purposeful and closely linked to teaching and learning. It is used to understand each child's development, celebrate progress and plan next steps that support continued learning.

Assessment is primarily based on:

- Careful observation of children during play and learning
- High-quality interactions and discussions with children
- Professional judgement of Early Years staff
- Information shared by parents and previous early years settings

These approaches allow us to build a holistic picture of each child's learning and development across all seven areas of the EYFS curriculum. Assessment informs daily planning and ensures that learning experiences are appropriately challenging and supportive, based on children's individual starting points.

Reception Baseline Assessment

As part of national requirements, children complete the **Reception Baseline Assessment** within the first six weeks of starting school. The baseline is carried out through practical, age-appropriate activities and interactions with a familiar adult.

The purpose of the Reception Baseline Assessment is to provide a starting point for measuring progress across primary school. It does not affect children's day-to-day learning, is not used to label children, and is not reported to parents as a score.

Working in Partnership with Parents

Parents and carers are valued partners in the assessment process. We encourage families to share learning from home and maintain regular dialogue with staff about children's progress and achievements.

At the end of Reception, children are assessed against the **Early Learning Goals** as part of the statutory EYFS Profile. This provides a summary of each child's attainment and supports a smooth transition into Year 1.

Assessment in EYFS is never about formal testing. Instead, it reflects children's learning in meaningful, age-appropriate contexts and supports our commitment to nurturing confident, motivated and capable learners.