



Hoylandswaine Primary School

EYFS Assessment Policy

September 2026

Our assessment system is the key to ensure the provision in the EYFS is of a high quality and appropriate for all children. Practitioners observe children to understand their level of achievement, interests and learning styles and then shape learning experiences in light of these observations.

To ensure that we have evidence of a child's progress and can effectively plan next steps, we use a range of strategies and tools including anecdotal notes, photographs and detailed observations to build a complete picture of achievement. This information is summarised on each child's Learning Journey via the Seesaw online system. Parents and carers are invited to share and contribute to these learning journeys on a regular basis.

Reception Baseline Assessment (RBA)

The RBA is an age-appropriate assessment of early mathematics and literacy, communication and language. It is administered within the first six weeks of a pupil starting reception. The assessment has two components, each consisting of practical tasks using physical resources. There is an online scoring system for the practitioner to use as the pupil engages with the tasks. The RBA will be used to create school-level progress measures for primary schools which will show the progress pupils make from reception until the end of key stage 2.

Teacher Judged Baseline Assessment

As each child enters our EYFS setting observational evidence is collected and uploaded onto children's Learning Journeys. This observational evidence is used alongside the Development Matters document to determine each child's developmental starting point. Practitioners use professional judgment to assess the age band in which children are working, at an emerging, developing or secure level across the EYFS 17 areas of learning which will be reported as their baseline assessment.

For those children entering our FS2 setting from external providers their learning journeys from previous settings will be used alongside observations collected within our setting to inform professional judgements to form their baseline assessment. All children entering FS2 will have a baseline reported within 4 weeks of starting to ensure sufficient observational evidence is collected. Baseline observations will focus on the Prime areas of learning as well as Literacy and Maths. Any areas of learning which haven't been observed during initial weeks will be base lined using professional judgment and a best fit model.

Age Related Expectations for Foundation Stage are;

	Baseline	Assessment point 1	Assessment point 2
FS2	3-4 Secure	4-5 Developing	ELG Developing

Assessment at the End of EYFS

The EYFS profile is completed for each child by the end of June in the FS2 year. The profile provides information about each child's knowledge, understanding, abilities against expected levels and readiness for Year 1. This assessment is completed against the criteria set out in the Early Learning Goals using the exemplification provided by DFE. Practitioners assess whether a child has met expected levels or whether they have not yet met the expected level (emerging). Profiles are completed for all pupils, including those with special educational needs and disabilities although reasonable adjustments are made as necessary.

Results from the profile are shared with parents/carers who are provided with an opportunity to discuss the outcomes. Profiles are shared with Year 1 teachers to inform planning and preparation for entry to KS1.