

Merstone School



EYFS

Assessment at Merstone Early Years Foundation Stage

- **Earwig Online Learning Journal: Merstone Learning Through Play (see appendix 1 for example)**

Regular "wow" moments and observations of individual pupil progress are recorded in each pupils' learning journal using an online platform called Earwig. All EYFS staff make observations for each pupil either directly onto Earwig or by using a post-it note which is then uploaded onto the electronic system. Earwig enables staff to take photographs, videos and make written observations of the activities that each child does at school and record them electronically online. Parents then have access to this information (using their own email address and a secure password to log in) so they can celebrate this learning at home too. Parents/carers can also add their own photos and comments to the journal. Observations are assessed according to the Merstone Learning Through Play assessment framework and are used to inform staff of next steps for learning and future activity planning.

- **Merstone Learning Through Play (MLTP): (see appendix 2 for example)**

Each child is tracked termly in every area and summative progress is completed using SOLAR. Evidence is evaluated and linked to MLTP assessments and levelled for each level descriptor as either Awareness (emerging), Specific Circumstances (developing) or Generalised (embedded). Termly summative assessments are used to inform planning next steps for both the individual and the group as a whole, and allows staff to have knowledge of which development area the child is largely falling into currently. This assessment data is used to inform pupil EHCP and annual review processes and is also used for progress data to the Local Authority regarding each pupils EYFS profile.

- **IEPs and playplans** (see appendices 3 and 4)

Foundation stage pupils identified as having SEN each have a playplan or IEP detailing specific educational targets to be worked on within a term. Playplans are completed for pupils who have not yet received a completed EHCP, with IEPs completed for those with an EHCP. Targets for IEP's and playplans are SMART and evaluated termly. IEP assessment "flags" are marked on Earwig and Evidence For Learning observations.

- **EYFS Moderation** (see appendix 5)

The moderation files contain a range of evidence from annotated work, photos, certificates and formal Earwig or Evidence for Learning observations. Moderation is completed for a range of pupils each term with focus being placed on a specific area of learning. completed in each area every term depending upon the ability of the co-hort at any given time. Assessment of these observations are linked to MLTP assessments and Early Learning Goal descriptors where appropriate, covering all areas of the EYFS. Moderation pieces are co-evaluated and signed by a second member of EYFS staff or subject leader. External moderation with a wider range of SEN settings takes place once a year with moderated evidence shared and additionally validated.

- **Pupil Progress Report (including 2 year check)** (see appendices 6 and 7)

Individual pupil progress reports are completed by the class teacher once a year, and shared with parents, providing information on the progress pupils have made in each of the 7 areas of the EYFS as relevant to their developmental and learning needs. There is a separate progress report for pre-nursery pupils in line with the government's requirements for each pupil to have a '2 year check' which only provides information on the 3 core areas.

- **Earwig Assessment Baseline** (see appendix 8 for example)

At the end of their reception year, before moving into Merstone pathway classes, a baseline is completed using Earwig to provide an accurate description of the levels pupils are working at in all areas across the curriculum.