

# **ST PHILIP'S CE PRIMARY ACADEMY**

## **Early Years Foundation Stage Assessment Policy**

Date of policy:	May 2025	Signed: Head Teacher – Chair of Governors
Review date:	May 2026	Signed: Head Teacher Chair of Governors

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## **Safeguarding Statement**

At St Philip's Primary Academy, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all academy activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at St Philip's Primary Academy. We recognise our responsibility to safeguard all who access the academy and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.

## **Vision Statement**

Fostering curiosity and a love of learning is at the heart of our teaching. Broadening horizons enables all children to flourish and be fulfilled. Successes are celebrated and failure learned from, allowing us to shine through challenges. Together, we develop qualities of character necessary to be positive future citizens.

## **Our Guiding Principles**

At St Philip's CE Primary Academy we pride ourselves on developing a positive ethos built on the foundations of the Christian faith, whilst taking into consideration that most of our pupils, staff and community follow the faith of Islam. We endeavour to ensure we are always 'Working together with hope in our hearts'

This ethos is based on the following principles that, as stakeholders, we all aim to uphold:

### **Value 1: NURTURING**

We demonstrate kindness and caring towards each other so that we can find happiness and fulfilment. We promote and support children's wellbeing to support their growth and development.

### **Value 2: OPTIMISTIC**

We believe that having a positive attitude towards situations enables us to be forward thinking and supports us in our goal of providing a good and better education for all of our pupils.

### **Value 3: ASPIRATIONAL**

We have high aspirations for the futures of the children in our Academy. Through a high-quality curriculum and planning of lessons that are specifically tailored for our pupils, they will have the opportunity to achieve and surpass their potential.

### **Value 4: HOPEFUL**

The value of hope is interwoven into our teaching and is and is an expression of our faith. Hope supports our spirituality, and through that, virtues such as forgiveness, empathy and compassion come to the fore.

### **Value 5: SINCERE**

We are united as a whole to ensure integrity, honesty and trust are maintained. This quality within our academy means that we follow our values to ensure that we always do our best for pupils, staff and community.

### **Value 6: ASSURED**

Our goal is to see our pupils confident, armed with independence and conviction, echoing 'Let your light shine' – Matthew 5:16

**Value 7: RESPECTFUL**

All members of our academy, including pupils, staff, governors, visitors and the wider community, should be treated with respect. We hold politeness in high regard and we are accepting of each individual's uniqueness.

**Value 8: KNOWLEDGEABLE**

By fostering resilience, collaboration and risk-taking, we craft an environment where pupils are ready to be lifelong learners.

**Policy Statement**

Bradford Diocesan Academies Trust (BDAT) regards the excellent attendance of children as integral to the success of the pupils and thus the success of their academies. For the purpose of this policy, the term Trust refers to BDAT. The Trust is committed to ensuring that pupils and parents/carers understand the absolute importance of full attendance at our schools.

As part of our focus on diversity and inclusion, BDAT pledges that our policies will seek to promote equality, fairness, and respect for all staff and pupils. Our policies reflect the BDAT values of inclusion, compassion, aspiration, resilience, and excellence. By working closely with a range of stakeholders, such as our school, union, and HR colleagues, we have ensured that BDAT's policies do not unlawfully discriminate against anybody.

**Purpose of the Early Years Foundation Stage Assessment Policy**

The children in the EYFS are ready, able and eager to learn. They develop rapidly in the early years and practitioners understand that, accurate assessments and actions that follow, enable swift progression.

**Statutory Assessments**

There are two statutory assessment that occur during a child's time in Early Years Foundation Stage. These are the Reception Baseline Assessment at the start of Reception and the Early Years Foundation Stage Profile at the end. The Reception Baseline Assessment provides a snapshot of where children are when they arrive a

school and is a starting point to measure the pupils progress between Reception and end of Primary School. Early Years Foundation Stage Profile is a summative assessment at the end of Reception, assessing the child's outcomes in relation to the Early Learning Goals.

## **Assessment**

Our approach to assessment is consistent with guidance from the DfE that says “when assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through the collection of physical evidence”.

At St Philip's we aim to capture the 'right' amount of evidence to enable practitioners to articulate a child's learning – progress and attainment. This should include;

- Knowing children's level of achievement and interest
- Knowing how this has shaped teaching and learning experiences for each child, based on the knowledge of level and interest.
- Keeping parents and carers up to date with their child's progress and development.
- Allowing us to address any learning and development needs or concerns in partnership with parents and/or carers, and any relevant professionals.
- Demonstrating how educational programmes are being delivered in EYFS
- Identifying children's starting points ensures that the children make progress in their learning through effective planning, observation and assessment.

Assessments will be a celebration of learning and achievements that focus on children's interests and strengths. They will be used to share and recognise children's development with their parent or carers and the child themselves. They will also include

any barriers to learning, including support and next steps the child needs to access the curriculum.

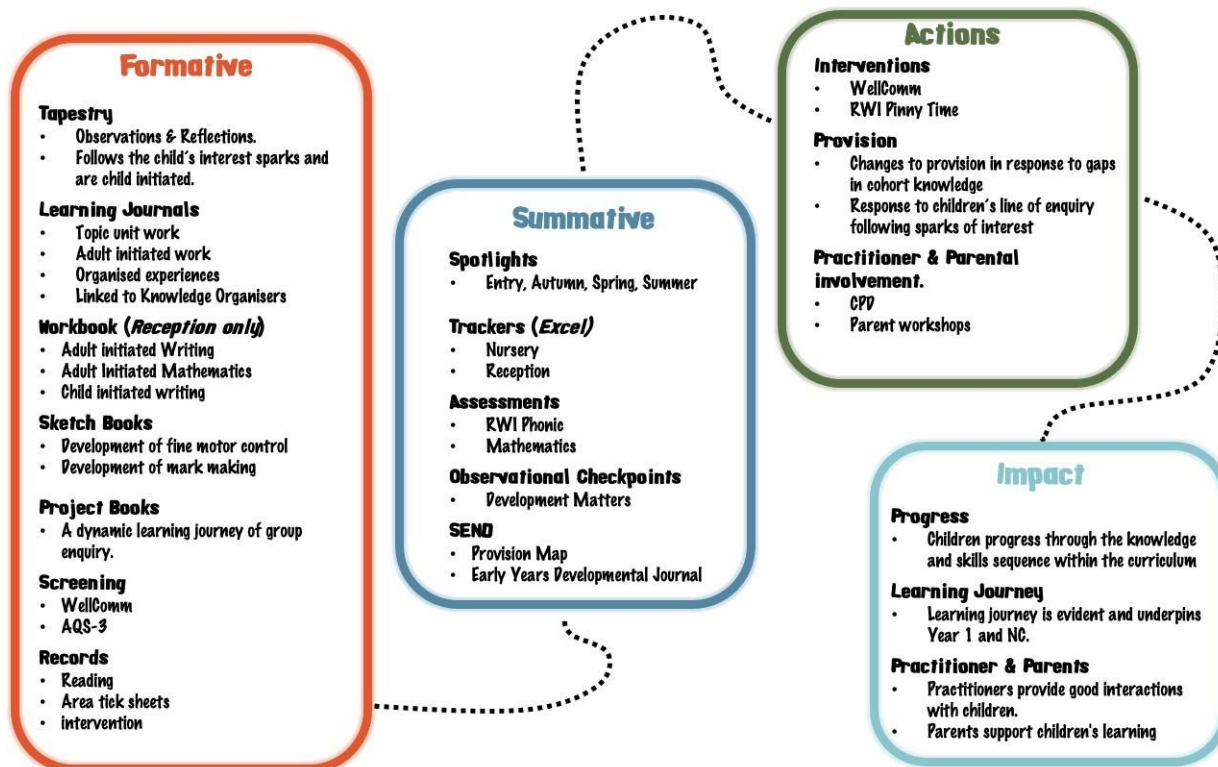
## Summative Assessment

We compile four summative assessments per year; baseline, Autumn, Spring and Summer. These are completed at times aligned with the MAT's data collection schedule. Our summative assessments are in the form of 'Spotlights' which identifies whether a child is 'Age Related' against a variety of diagnostic tools and teacher judgement. It also details next steps and strategies to support the child's learning.

## How we capture Learning at St Philip's

The following infographic details the process followed to capture children's learning.

### A Journey of Learning for the Unique Child



## **Monitoring**

It is the responsibility of the Early Years Foundation Staff to follow this policy. The senior Leadership Team will carry out monitoring on the EYFS as part of the whole school monitoring system.

## **Review**

This policy should be reviewed and ratified by the Governing Body of St Philip's Primary Academy every two years.

## **Appendices:**

Early Years Foundation Stage Framework

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

Early Years Assessment and Reporting

<https://www.gov.uk/search/guidance-and-regulation?parent=%2Feducation%2Fearly-years-curriculum&topic=07299ca5-bc4d-48dd-a3f1-edd3b170bb4a>

