



Principles and Practice of Assessment

Principles and Practice of Assessment

“The Revised Framework and Development Matters is not just about reducing workload. Its about improving the way we use assessment”. (Julian Grenier NW 2020)

“Before assessing children, it’s a good idea to think about whether the assessments will be useful”. (Development Matters 2021)

“Assessment is most effective when it guides professional judgement. Helpful assessments will pinpoint how well a child is progressing towards the setting’s curricular goals”. (Curriculum guidance - Julian Grenier).

The most important role assessment has, is to improve the child’s learning and overall experience. So most assessment is minute-by-minute. It’s scaffolding children’s learning. For older children in the EYFS, it’s about giving kind but precise feedback that helps them to reflect on and develop their learning.

The EYFS seeks to provide: “a secure foundation through planning for the learning and development of each individual child and assessing and reviewing what they have learned “regularly”.

Does the glove fit? A unique child

“Every child can make progress, if they are given the right support”. Development Matters 2021

What ‘fits’ one child may not necessarily fit another. Poor fitting curriculum and assessment can hinder learning and progress. Being flexible, and responsive, and using observation and assessment to truly see the child can enable a good ‘fit’

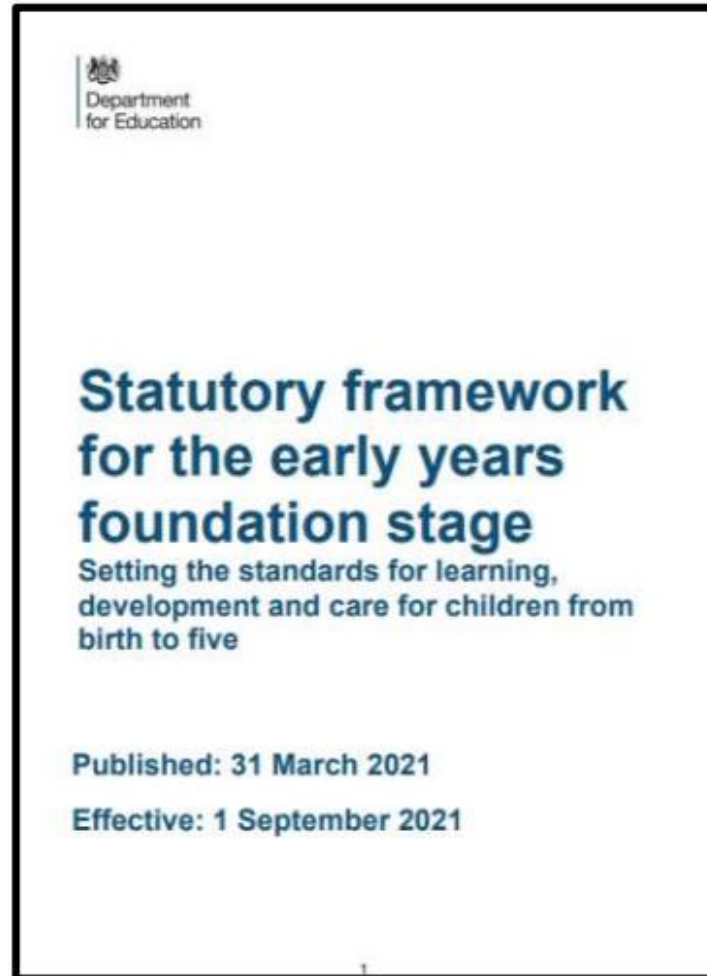
What do I need to know about this child in order to provide for him/her?

Is what we (childminders) provide, in terms of care and learning, suited to the individual children we support? How do we know?

‘Who is child holistically?’ rather than ‘is the child at a predetermined place in their development/learning’

We need to be clear on what we want to achieve first- and find a way of assessing that allows this to happen.

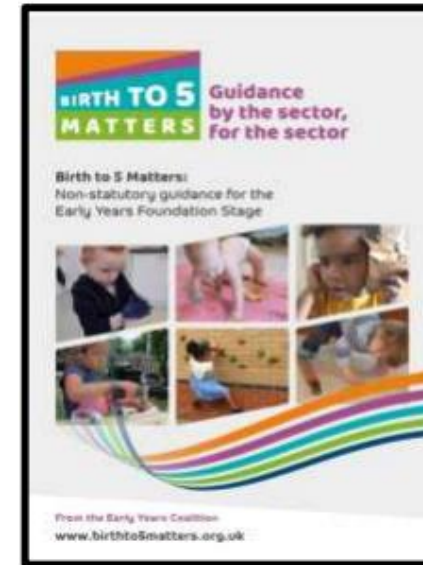
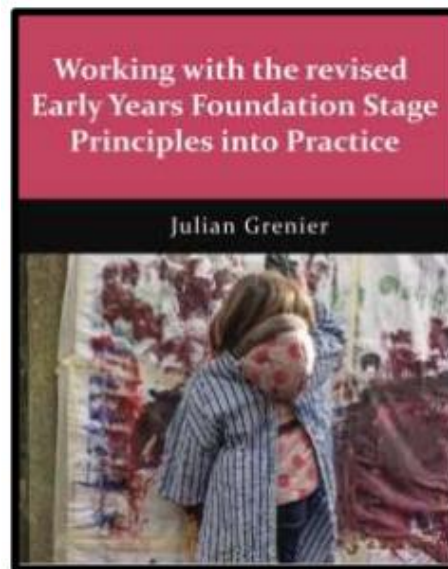
Key Materials Statutory



Statutory Assessments

- EYFS progress check at age two
- Reception Baseline
- EYFS Profile

Key Materials Non-Statutory



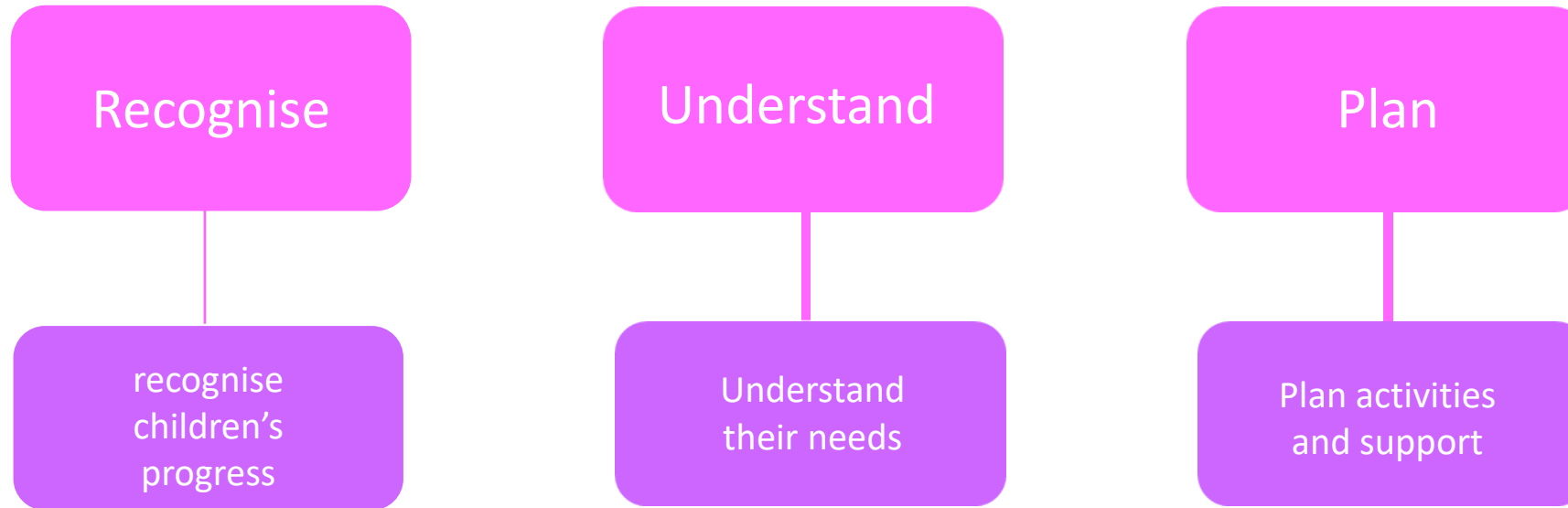
Non-Statutory Documents

- Development Matters (DMs) and Birth to Five Matters provide non-statutory guidance to support curriculum and assessment.
- Development Matters has checkpoints. Use these as a guide to help identify any concerns. If a concern is identified please speak to your Agency Manager.



Expectations of Assessment in the EYFS

EYFS 2.1. Assessment plays an important part in helping parents, carers and childminders to:



The Intent (Planning), Implement (Delivery), Impact (Assessments) Cycle

Planning : Cycle

Successful activities are carefully planned, starting with what you know the child can already do and what you want them to learn now. From here, you can decide if new learning can be child led or needs direct adult teaching.



Expectations of Assessment in the EYFS

EYFS 2.1. Ongoing assessment:

- Is an integral part of the learning and development process,
- It involves childminders knowing children's level of achievement and interests
- Shaping teaching and learning experiences for each child reflecting that knowledge regularly.

Expectations of Assessment in the EYFS

EYFS 2.2. Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork.

Where practitioners can make the biggest difference is spending more time playing with children. This will allow:

More time to
listen to
children

More time to
develop
professional
relationships with
parents

More time
for
quality
interactions

Expectations of Assessment in the EYFS

EYFS 2.2 When assessing whether an individual child is at the expected level of development:

Childminders should draw on their knowledge of the child and their own expert professional judgement.



Childminders should not be required to prove this through collection of physical evidence.

Expectations of Assessment in the EYFS

EYFS 2.3. Parents and/or carers should be kept up-to-date with their child's progress and development.

Practitioners should address any learning and development needs in partnership, with:

Parents and/or
carers

Any relevant
professionals

Expectations of Assessment in the Ofsted Education Inspection Framework

[Inspectors] will talk to practitioners about their assessment of what children know and can do and how they are building on it. (2.1)

Criteria for good Leadership and Management

Leaders focus on improving practitioners' knowledge of the areas of learning and understanding of how children learn to enhance the teaching of the curriculum and appropriate use of assessment.

Criteria for good Quality of Education

Practitioners and leaders use assessment well to check what children know and can do to inform teaching. This includes planning suitably challenging activities and responding to specific needs. Leaders understand the limitations of assessment and avoid unnecessary burdens for staff or children. (P34)

Expectations of Assessment in the Ofsted Education Inspection Framework

Criteria for Inadequate Quality of Education:

Assessment is overly burdensome. It is unhelpful in determining what children know, understand and can do.

Criteria for Inadequate Leadership and Management:

Leaders are not doing enough to tackle the poor curriculum or teaching, or the inappropriate use of assessment. This has a significant impact on children's progress, particularly those who are disadvantaged and those with SEND.

Top tips for you to evaluate your current Assessment practice

Consider the
Usefulness of
assessment
within the
curriculum

Child
development
knowledge
must
inform your
curriculum

Workload
should be
proportionate
to delivering
your
curriculum
successfully

Formative
Assessment
informs your
curriculum
planning.
It is
ongoing and
responsive

Summative
Assessment
captures the
effectiveness of
the curriculum in
helping children
progress

Thinking
afresh!!
don't do what
you've always
done just
because...