



St William of York Catholic Primary School

2025-2026 EYFS Assessment Policy

Together, as God's family we are learning through love, forgiveness, respect and courage to use our unique gifts, challenging and transforming our world.

Summer Term Prior to Admission

Parents, carers and children are invited into school to meet teachers and explore the learning environment. Parents are also invited to an introductory meeting to find out more about the school, discuss routines and ask any questions.

Teachers in EYFS work closely with feeder Nursery's to gather information that will help them to support any new children. They also contact health visitors and other external services for children with identified learning needs.

First Six Weeks of Autumn Term

Initial 'On Entry Assessment' is carried out through:

Spending time with the children to get to know them and form relationships with them. Co-play to find out what interests the children have, what type of learner they are and what motivates them. Building relationships with parents and discussing any developmental concerns they may have.

The assessment tool 'Wellcomm' will be used to screen all new children for communication and language. This will help children with speech and language delay to be identified early so that they can be supported to overcome this barrier.

Regular team meetings allow time for EYFS professionals to discuss how well the children are settling in, how they are able to express their emotions, communicate their needs and manage their own personal care. Before the Autumn half term, teachers meet to discuss which children are developing appropriately using guidance from Development Matters 2021. This shows which children need extra support that can be managed within the setting and which children need to be referred to specialists such as speech and language therapy or behaviour support.

In September 2021, the statutory baseline assessment was introduced. Each child starting in the Reception class receives the same test which will be conducted 1:1 with a member of staff. These are conducted using a school iPad following the government guidance. The results of these tests will not be used to inform planning or affect provision for individual children. The data gathered will be stored and sent off securely following government guidelines.

Continuing Assessment

Throughout the year formative assessment is continuous. Staff use their knowledge and experience of early childhood development to respond to the interests and needs of the children. In most cases this will be done 'in the moment' or used to inform short term planning.

Every half term the staff team meet to review which children are meeting age related expectations, identify any new concerns and to review any children previously identified. They evaluate the effectiveness of any

extra provision put in place and put further plans in place for the coming half term. This process is aided by teachers creating a working document that is adjusted termly to illustrate which children are meeting the expected standard or who need extra support. This document allows teachers to create a plan for next steps to ensure every child flourishes and makes progress. Throughout the year this will create an overview of each child.

Teachers identify any trends using this system such as the areas of learning with most concerns or any vulnerable groups that are emerging. They use this information to adjust their curriculum and put extra interventions in place when needed.

End of year arrangements

In the final Summer term, the Reception teacher assesses each child against the Early Learning Goals. This is completed using their knowledge and experience of the child. Discussions with the head teacher and professionals in other schools are arranged to make sure that judgements are secure. This information is used to assess the effectiveness of the EYFS curriculum and provides important transition information for Key Stage 1.

An end-of-year written report is sent to parents in July. In Nursery, this communicates the strengths of the child and areas in which they may need support when moving to Reception. In Reception this will indicate if the child has met the Early Learning Goals and will describe how the child learns using the 'characteristics of effective learning'.

Candice Baldwin- November 2025
Early Years Lead