



## **Ridgeway Farm CE Academy**

### **EYFS Assessment Policy**

In Reception at Ridgeway Farm CE Academy, assessment is rooted in professional knowledge and high-quality interaction. We use online observations sparingly to capture significant learning and communicate with parents. Floor books are used to document shared learning journeys and lines of enquiry across the EYFS areas. This approach ensures assessment remains purposeful and proportionate, supporting learning while protecting staff workload

#### **Purpose**

At Ridgeway Farm CE Academy, assessment in Reception is used to:

- Develop a secure understanding of each child's learning and development
- Inform high-quality teaching and provision
- Identify next steps and any additional support required
- Support meaningful communication with parents and carers

Assessment is formative, ongoing, and rooted in practitioners' professional knowledge. We believe assessment should be purposeful and proportionate and must never detract from high-quality interactions with children.

#### **Principles**

We follow the EYFS statutory framework and believe that:

- Children learn best through play, exploration, and interaction
- Professional judgement is central to accurate assessment
- Recording should be light-touch and purposeful
- High-quality adult interaction has greater impact than excessive documentation
- Assessment should support learning, not create unnecessary workload

#### **How We Assess**

##### **a) Ongoing Formative Assessment**

Practitioners:

- Observe children in play and routines
- Engage in high-quality interactions
- Respond to learning in the moment

- Share knowledge of children through daily professional dialogue

The majority of assessment takes place through professional knowledge and interaction, not written recording.

### **b) Recorded Observations (Online Learning Journeys)**

Ridgeway Farm CE Academy uses an online platform to:

- Capture significant moments of learning
- Record new achievements or notable progress
- Identify patterns over time
- Support communication with parents and carers

We do not:

- Record everything children do
- Set numerical targets for observations
- Use online evidence as proof for inspection

Recorded observations are:

- Brief and purposeful
- Focused on what the child can do
- Used to inform next steps in provision and interaction

### **c) Summative Assessment**

Practitioners use professional judgement to:

- Build an accurate overall picture of each child's development
- Complete statutory assessments (Reception Baseline Assessment and EYFSP)
- Identify children who may require additional support

Judgements are informed by:

- Daily interactions
- Team discussions
- Knowledge of the child over time
- A small number of recorded observations

## **Using Assessment to Inform Planning**

Assessment informs:

- In-the-moment teaching
- Weekly enhancements to provision
- Targeted support and intervention
- Curriculum development

Next steps are:

- Responsive to children's interests
- Embedded within play and routines
- Flexible and reviewed regularly

## **Working with Parents and Carers**

Parents and carers are:

- Encouraged to share learning from home
- Kept informed about their child's development
- Valued as partners in learning

We recognise that families engage in different ways and value all forms of communication.

## **Monitoring and Review**

Leaders ensure that:

- Assessment remains proportionate and manageable
- Staff workload is protected
- Practice is reviewed regularly
- Systems support learning rather than administration

## **Reception Floor Book Structure & Guidance**

### **Purpose**

Floor books in Reception are used to:

- Capture shared learning journeys
- Record children's thinking and questions

- Document lines of enquiry
- Support reflection and revisiting learning
- Show how learning connects across EYFS areas

Floor books are not used as:

- Scrapbooks
- Evidence folders for inspection
- A record of every activity
- A replacement for professional judgement

### **Structure**

Reception uses:

One enquiry floor book per topic/project

Each floor book:

- Weaves together learning across EYFS areas
- Reflects children's interests and emerging questions
- Shows how learning develops over time
- Is accessible to children and revisited regularly

### **What Goes in the Floor Book**

Floor books may include:

- Children's questions and comments (adult scribed)
- Photographs of learning in action
- Children's drawings, mark-making, or models (or photos of them)
- Brief adult reflections
- Evidence of how learning has developed
- Links to future learning and next steps

Content should be:

- Child-led
- Purposeful
- Brief

- Manageable

### **What Floor Books Are Not For**

We do not use floor books to:

- Track individual progress
- Evidence every EYFS area separately
- Record routine activities
- Create display-only books
- Increase workload unnecessarily

### **Frequency of Use**

- Floor books are updated when there is meaningful shared learning to capture
- Not every session or activity needs to be recorded
- Quality is prioritised over quantity

### **Using Floor Books to Inform Planning**

Floor books are used to:

- Identify children's interests
- Capture lines of enquiry
- Shape future provision and enhancements
- Support curriculum reflection

Staff revisit floor books with children to:

- Recall learning
- Extend thinking
- Celebrate progress

### **Roles and Responsibilities**

#### **Reception staff:**

- Contribute to floor books
- Capture children's voices

- Use floor books to support reflection and planning

**EYFS Lead / Leaders:**

- Ensure floor books remain purposeful
- Monitor workload
- Review impact on learning and teaching

***Structure for each double-page spread:***

**Our Question/Interest:**

What were we curious about?

**Children's Voice:**

What did the children say or wonder?

**What We Explored/Found Out:**

Photos, drawings, brief notes.

**Where Next?:**

How might we extend this learning?