

# FIRST BRIDGE CENTRE



## ASSESSMENT POLICY

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Review date: September 2021

## ASSESSMENT POLICY

“Assessment plays an important part in helping parents, carers and practitioners to recognise children’s progress, understand their needs, and to plan activities and support. On-going assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their levels of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. In their interactions with children practitioners should respond to their own day-to-day observations about children’s progress and observations that parents and carers share.” EYFS Statutory Framework 2012

### Principles for Early Years Childhood Observational Assessment

Assessment should be

- based on on-going observation of children participating in everyday activities
- include spontaneous and planned observations
- take equal account of all aspects of the child’s development and learning
- actively engage parents in developing an accurate picture of a child’s development
- based on judgements of children’s development and learning including skills, knowledge, understanding and behaviour, demonstrated consistently and independently

Assessment should not:

- entail prolonged breaks from interaction with children
- require excessive paperwork; paperwork should be limited to that which is absolutely necessary to promote children’s successful learning and development

Tracking information will be shared with the Board of Directors via the Headteacher’s report to the board (three time per year), using data from the EYFS tracker.

## The Assessment Cycle

### Baseline Assessment

On entry to the EYFS, the 'Development Matters in the EYFS' Profile is used as a baseline assessment to identify current skills, behaviours and to plan for 'next steps'.

The baseline assessment is carried out during each child's first three weeks in the classroom and is scored in blue. The assessment is based on a variety of evidence including direct observations from staff, evidence of engagement in activities and play and the comprehensive range of ABA (Applied Behaviour Analysis) intake assessments which are criterion-referenced and designed to evaluate barriers to learning as well as baseline skills in all areas of functioning.

This initial entry assessment will include the parents' views. Parents are encouraged to let staff know about their child's needs and interests.

Once the Baseline Assessment has taken place the child is given a developmental age bracket so that all staff are aware of the child's ability levels and how to plan for their next steps. The developmental age groups are coded as follows:

-  = 0 to 10 month age range
-  = 8 to 20 month age range
-  = 16 to 26 month age range
-  = 22 to 36 month age range
-  = 30 to 40 month age range
-  = 40 to 60 month age range

By colour coding the age ranges it also allows for planning to happen accordingly throughout each of the seven areas of learning. For example, one child may be working within the 8-20 month age range for Physical Development, but may be working within the 30-40 month age range for reading. All planning is individualised and based on assessment and ongoing progress. This enables the child to continue to develop within each of the seven areas of learning specific to their abilities.

## **Formative assessment**

Ongoing, day to day assessment is a key aspect of the work at First Bridge. Regular, planned and focused assessments are made of children's learning and individual needs.

Day to day assessment and observation is primarily carried out by the child's ABA tutor. Additional general observations and evidence are also collected by parents, other practitioners, BCBA's and the Headteacher. This is to ensure that a variety of people involved with the pupil are part of their learning and development.

The majority of the EYFS assessment is informed by practitioners' observations of children in different teaching and learning contexts, capturing significant moments of children's learning. Observations and assessments are recorded in different formats e.g. narrative style and/or photographs using the profile tool on FamLy.

Practitioners use observations to support their developing knowledge of individual children. It informs them of children's abilities, needs, interests and learning styles. Observations are evaluated, children's learning priorities are identified, and relevant learning opportunities are planned to support children to make the next steps and progress.

Practitioners encourage parents/carers to share their unique knowledge of their child, providing further insight into the child as an individual (e.g. characteristics, achievements, interests, experiences, likes, dislikes). Informal daily chats with parents and the monthly 'team around the child' meetings allow parents the chance to contribute to the formative assessment of their child. On Friday of each week an A4 page of 'Wow Moments' (appendix 1) are sent home to parents for them to collect evidence of anything significant or relevant they observe over the weekend. The parents are encouraged to complete and hand these into their child's BCBA weekly. This supports practitioners to provide interesting, relevant and stimulating learning experiences, responding to children's needs, achievements and interests. During their induction, parents/carers are asked to give permission for their child to be photographed or videoed for this purpose during their time at First Bridge.

## **Gathering Evidence**

Evidence is collected in the form of ongoing observations, photos and videos, as well as the children's work and parents' 'wow moments'. Preferably two pieces of evidence, for example two observations in different situations or a photo and a piece of work are used to evidence achievement of an EYFS development matters statement. This is due to many children with autism failing to generalise acquired skills across different situations, people and environments.

After reviewing the assessment information on FamLy, the headteacher will set next steps targets for each child for each theme block. Practitioners working with the child should gather evidence for these next steps targets and record this on Family.

The block planning sheet (below) outlines the next step targets that practitioners should be thinking about when supporting a child with their learning in the EYFS environment.

From the next steps targets for the 8-week block, the headteacher will pick one target from each section for practitioners to focus on each fortnight. They should aim to gather at least two observations per next step target (i.e. one per week). These observations can be collected using written, photographic or video evidence observed for the target skills when the child is known to display the skill in an independent and consistent manner when they are engaging in activities across all areas of learning and development. These observations are recorded in the child's profile on FamLy and linked to the appropriate Development Matters statements. If a practitioner doesn't manage to collect evidence for one of the next step targets because either it wasn't observed or the target was too hard, the practitioner must ensure they discuss this with the headteacher so the next step targets can be adjusted as appropriate. When practitioners have gathered two pieces of evidence for a next step target, then this target can be considered achieved.

In addition to the set next step targets, it is also possible to collect and record on FamLy, evidence for previously achieved skills from the EYFS, or anything else you notice the child doing that you feel is worthy of noting.

The Headteacher is responsible for checking the evidence on FamLy. This ensures that there is consistency in data recording for each child when evidencing. If sufficient evidence has been collected, the EYFS development matters statement is classed as achieved.

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FIRST BRIDGE CENTRE: BLOCK PLANNING FOR THE EYFS		Block:	
Name:		Theme:	
Plan start date:			
Area of learning	ABA linked goals	Development Matters Goals	EYFS next steps
Prime PSED			
Prime CL			
Prime PD			
Prime Literacy			
Specific MD			
Specific UW			
Specific EAD			
Specific			

Progress towards each goal in the child's individualised ABA curriculum is tracked daily through manual means (i.e., paper, pencil, and graphic display) and/or through electronic data collection and automatic graphing. Each child's current goals are evaluated on a weekly basis (at minimum) and indicated as mastered once the criterion has been reached across multiple people, a variety of materials, and generalised to novel items/people/environment. These targets are then moved into a maintenance schedule to ensure that the child can continue to demonstrate their learning into the future.

## Summative Assessment

Information from formative assessments of the child will be used to assess which stage of development in all areas of learning best describes the child at that point (using the development matters document) three times a year: in December, April and August. This enables tracking of both individual and cohort progress.

Tracking point 1	Tracking point 2	Tracking point 3
End of Block 2	End of Block 4	End of Block 6
April	August	Dec

### *Two-year progress check*

Between the age of two and three, each child will have a two-year progress check. The views of other professionals, parents/carers and the child will be sought and included in the check.

### *End of EYFS report*

In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS Profile must be completed for each child.

### *Leaver's report*

Practitioners write a summative report on each child during their final term at First Bridge, which is shared with parents/carers. Other professionals, parents/carers and children's views will be sought and included in the report.

### **Reporting to parents**

We strive to keep parents fully informed of their child's progress. We encourage parents to contact the Centre to speak to the Headteacher or BCBA if they have concerns or queries about any aspects of their child's learning and development.

We offer parents the opportunity to formally meet their child's BCBA (key person) monthly at the 'team around the child' meeting. Parents can meet with their child's key person at any time by making an appointment.

Parents receive the following written EYFS summary reports:

- Two-year-old check report
- End of EYFS report (age 5)
- Leaver's report

In addition they receive the following ABA specific reports:

- Intake Assessment Report (within the first 30 days of services)
- Individual Education Plan (within the first 30 days of services)
- Monthly Early Intensive Behaviour Intervention (EIBI) Curriculum report
- 6-month re-assessment reports
- Discharge/Leaver's report

Parents are welcome to look at and contribute to their child's profile on FamLy throughout the year. In addition, practitioners are able to send annotated photos of key pieces of learning to parents directly from FamLy.

When their child leaves First Bridge, parents are given a printed copy of their child's EYFS learning journey profile from FamLy to keep and show to their child's next education setting. Parents will also receive a detailed discharge report outlining their progress on all targeted skills from intake assessment through to the child's last day.

Appendix 1



Write when your child does something amazing!

Full name:

Date \_\_\_\_\_

Wow moment! RainbowSchool

The form is a yellow rectangular card with a decorative border of stars and the word 'WOW!' in large, stylized letters. It contains a section for writing a 'Wow moment' and a date.