

Bristol Early Years Summative Assessment Pathway

This flow diagram shows the pathways for making professional summative assessment judgements about a child's development and learning and the documents that can be used to inform and support summative assessment are listed within the pathway. Assessment should be a collaborative process in partnership with parents and carers.

Summative assessment is a best-fit snapshot of a child's development and progress at a particular point in time and can be used to inform provision and practice, parents and carers and other professionals involved with the child.

Summative assessments indicate whether a child has met, or not yet met key developmental milestones and, or the learning expectations of the setting's unique curriculum.

For children who may not yet have met key developmental milestones it is important to consider the range of possible reasons for this. These may include:

- The setting's provision and practice
- Month of birth
- Life experiences and family history
- Trauma
- Emerging needs

These factors should be explored together with families, practitioners, learning mentors and other professionals working with families before looking to make an early identification of emerging needs. This document is not a SEND pathway but it may inform the process of early identification of need.

Making a Best-fit Summative judgement

Does what we know about a child's learning meet the expectations for this point in time?

In order to make a professional judgement about whether a child has 'Met' or 'Not Yet' met the learning and development expectations, settings will need to make a professional decision about what they expect learning and development might be for a child's age and stage. Settings will draw upon one or more of the non-statutory guidance documents as well as their own curriculum planning, and their knowledge of child development, to inform what they expect at different ages and stages.

'Met' and 'Not Yet' judgements in relation to child's learning and development should be made by making a 'best-fit' decision using professional knowledge of the child. This may be informed by reference to Birth to Five Matters or DfE Development Matters, or settings may choose to use the free OPAL assessment tool. Curriculum learning descriptors, milestones or checkpoints should be considered in their entirety and not as a tick-list.

If a child has 'Not Yet' met learning and development expectations for their age, the 'Not Yet Toolkit' in this guidance signposts practitioners and leaders to further support documents.

Summative Overviews

Settings and schools may record their summative judgements in a simple cohort overview to analyse for trends, patterns and gaps in learning and development, for planning for children's progress, provision, practice and CPD needs of staff. This will provide a clear picture of which children have 'Not Yet' met expectations and support appropriate planning to meet needs. An example of an Excel recording sheet to do this is included in the Bristol Early Years Assessment Guidance 2021 appendices.

Bristol Early Years Summative Assessment Pathway

Ongoing formative assessment in partnership with parents/ carers



Summative assessment at regular intervals.

There are 3 statutory summative assessment points; The Progress check at age two, The Reception Baseline Assessment (RBA) at the start of reception and The EYFS Profile (EYFSP) at the end of reception.

In order to know how children are progressing and if they are meeting developmental milestones it will be useful to make additional regular best-fit summative assessments. B25Ms ranges, DMs check points, or the free [OPAL Assessment Tool](#) (password BEYA2021) could be used to support professional knowledge of child development.



Age related milestones have been met

Carry on looking for opportunities to challenge and deepen development & learning within the curriculum

Carry on looking for opportunities to challenge and deepen development & learning within the curriculum and

Gather more information about possible barriers to learning

- Further conversations with parents, colleagues and other professionals involved
- More closely observe and monitor the child's development & learning
- Review provision and practice (see box 1)
- Use more precise assessment (see box 2)
- Consider early identification and assessment of needs and consult with the SENCO (see box 3)

Not Yet Tools

1

Review Provision and Practice

- Refer to B25M's Positive Relationships and Enabling Environments columns for ideas to enhance provision and practice to support specific areas of learning and development
- Refer to [Bristol Characteristics of Effective Learning](#) positive relationships and enabling environments columns for guidance to support how children learn
- Refer to the [Ordinarily Available Provision](#) (OAP) document for guidance around provision and practice.

2

More Precise Assessment

- Bristol Characteristics of Effective Learning Assessment Tool to help understand HOW a child is learning and to plan appropriate support.
- Refer to C&L assessment documents e.g. [Universally Speaking Ages and stages of Children's Communication Development](#) and Bristol Every Child a Talker Assessment (BECAT)
- For children with EAL, [The Bell Foundation](#) and [NALDIC](#) are useful sources of information

3

Early Identification of Need

Where a child's learning and development is still a cause for concern after reviewing provision and using finer graded assessment tools, the SENCO should be consulted to consider if investigating early identification of need is appropriate.

- Work in partnership with parents/carers and the SENCO
- Consult with the Inclusion Team to develop provision and practice to meet needs
- Use [DEYO](#) (Differentiated Early Years Outcomes) aligned to B25M. The additional small-step red statements along with the black B25Ms statements will support summative assessment, curriculum planning and target setting for children with SEND.
- Refer to section 2 of the Ordinarily Available Provision (OAP) document against identified need for individualised guidance on provision.
- Follow a graduated approach to support achievement of outcomes, using IEPs, BSSP or EHCP as appropriate. Ensure reference is made to the Children and Young People's Outcomes Framework.
- Specific assessment and provision guidance documents where there is involvement from specialist support teams
 - AET (BAT)
 - Developmental Journal for children with Down's Syndrome
 - Visual impairment, etc.

Glossary of terms

B25M	Birth to Five Matters	BCOEL	Bristol Characteristics of Effective Learning
OPAL	Observation of Play & Learning (Password: BEYA2021)	DEYO	Differentiated Early Years Outcomes
OAP	Ordinarily Available Provision	AET	Autism Education Trust Framework
BAT	Bristol Autism Team	BSSP	Bristol SEND Support Plan
EHCP	Education, Health and Care Plan	IEP	Individual Education Plan
		DM	Development Matters