
BRISTOL EARLY YEARS ASSESSMENT GUIDANCE

SUPPORTING PRINCIPLES, PRACTICE AND PROCESSES
in response to DfE Statutory EYFS 2021

JULY 2021



INTRODUCTION AND CONTEXT

This guidance has been written in response to the DfE Statutory framework for the Early Years Foundation Stage (EYFS) Reforms 2021. It draws upon the DfE EYFS statutory framework and non-statutory guidance as well as Birth to 5 Matters guidance to help guide and inform settings about expectations in terms of assessment. This guidance is underpinned by Bristol Early Years set of values and principles.

It gives clarity about what works well, and what might need to be reviewed. Views of providers and schools were sought through learning conversations with the sector.

This is an exciting opportunity to reflect on and collaborate with colleagues across the sector to create a values driven assessment process that supports the learning and development of every child in Bristol. Early years settings can feel empowered to make professional decisions about assessment informed by their own unique communities and children in collaboration with Bristol Early Years.

The Purpose of this Guidance is to:

- Provide clarity about the Statutory EYFS 2021 and its expectations in terms of assessment.
- Establish a set of principles which will inform assessment policy and practice.
- Establish a common understanding on assessment in the Early Years in Bristol.
- Provide examples of good practice.
- Sign-post practitioners and leaders to formative and summative assessment tools.
- Enable settings to review their assessment processes and make changes.

This guidance is relevant to all early years' providers, childminders and early years' provision in schools and considers the following key questions:

1	What is ethical and effective assessment?
2	Why assess?
3	Who assesses?
4	What to assess?
5	How to assess?

1 WHAT IS ETHICAL AND EFFECTIVE ASSESSMENT?

Bristol Early Years is values driven. The key to ethical assessment is that it needs to be inclusive and reflect every child, be purposeful and have a positive impact on a child's learning and development. There are a number of ways to do this that are illustrated in this guidance.

Assessment is:

"The ways in which, in our everyday practice, we observe children's learning, strive to understand it, and then put our understanding to good use."

Mary Jane Drummond Assessing Children's Learning 1993

The DfE Statutory framework for the EYFS 2021 states:



2.1. 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.

Section 2 Assessment page 18

[Guidance hyperlinks\EYFS framework - March 2021.pdf](#)

Birth to Five Matters Non-Statutory Guidance outlines the importance of assessments starting with the child.



Practice starts with the child, and grows in partnership. Effective practice begins with observation, tuning into the child and then building a relationship. Professionally informed knowledge of child development then supports understanding children's interests, development and learning, and planning for next steps. This process should involve the child, parents and carers, and other professionals.

<https://www.birthto5matters.org.uk/wp-content/uploads/2021/04/Birthto5Matters-download.pdf>

Below is an agreed set of key Bristol values that encompass the EYFS statutory requirements in a principled and ethical way.

BRISTOL VALUES THAT UNDERPIN PRINCIPLED ASSESSMENT	
EQUITABLE & INCLUSIVE	<ul style="list-style-type: none"> ❖ Embraces and reflects the diversity of the unique child ❖ Is culturally and experientially relevant enabling every child to participate
COLLABORATIVE	<p>Creating a shared vocabulary for learning that everyone understands informed by:</p> <ul style="list-style-type: none"> ❖ The voice of the child as leaders and co-constructors of their own learning ❖ The perspective of parents as experts, who have a unique insight into the needs and interests of <i>their</i> child. ❖ The practitioner's professional knowledge ❖ Other professionals involved with the child and family
STRENGTHS BASED	<ul style="list-style-type: none"> ❖ Focuses on strengths and what a child can do (a credit, not a deficit model) ❖ Supports metacognition and meta-learning (thinking about learning) so children continually experience success in their own learning, reflect on their learning and grow to understand and express themselves as a learner
AUTHENTIC	<ul style="list-style-type: none"> ❖ Based on trusting, honest relationships that reflect genuine interest and understanding ❖ Underpinned by a sound understanding of child development ❖ Attuned to what is really going on ❖ Based on knowledge not assumptions
PURPOSEFUL	<ul style="list-style-type: none"> ❖ Has the child at the heart of it – the child is central ❖ Informs the richness of the curriculum and meaningful learning experiences ❖ Happens every day as an integral part of provision ❖ Moves learning forward, supports and challenges learning

Margaret Carr, (2001) suggests a number of reasons for assessing children's learning. These are included in the bullet points below which have been extended by Bristol Early Years using the overarching principles of the statutory EYFS:

Unique Child + Positive Relationships + Enabling Environment = Learning and Development

The Unique Child

- ❖ Shines a light on every child.
- ❖ Ensures all children receive attention and no child is excluded.
- ❖ Builds up a holistic view of each child's individual learning journey.
- ❖ Understands each child better so we can be more attuned to their individual needs.
- ❖ Celebrates every child's strengths and shows progress.
- ❖ Identifies where a child may need additional support or a more individual learning path.

Positive Relationships and Enabling Environment

- ❖ Ongoing discussions with the child, parents/ practitioners to gain valuable insights about them as a learner; their life experiences, personal history, interests, family culture, aspirations, attitudes to learning, knowledge and skills across the curriculum.
- ❖ To share information with others including outside agencies.
- ❖ Ensures the provision meets the needs of every child.

Learning and Development

- ❖ Monitors progress and attainment of individual and groups of children.
- ❖ Informs planning and differentiation for groups and individual children.
- ❖ Monitors and evaluates practice and provision to drive quality improvement.
- ❖ Highlights the learning that is valued.
- ❖ Supports planning for transitions.

(Adapted from Margaret Carr, Assessing Children's Learning in Early Childhood Settings Learning Stories 2001)

The Child (We refer here to all babies and young children)

Children express their learning and development in many different ways. They are capable of setting own learning goals, following their own interests and learning lines of enquiry that motivate them as empowered and engaged learners.

Children benefit from regular planned opportunities to review, reflect on and adapt their own learning priorities alongside responsive adults. Learning and development happens best when children are co- constructors of their learning with adults and play an active role in the observation, assessment, planning cycle. This enables the ebb and flow between child-initiated and adult-led learning.



From the earliest age children should be involved in choices about their own learning. The UN Convention on the Rights of the Child Article 12 states the right of the child to express their views and have their views taken seriously.



1.14 Children learn by leading their own play, and by taking part in play which is guided by adults.

Statutory EYFS 2021 - section 1

Parents as partners (We refer here to parents, carers, siblings, kinship, foster carers etc.)

A holistic picture of a child's learning can only be developed through positively recognising parents as the primary educators. Parents are the experts with invaluable insights about their child. Children have different experiences at home and may behave in different ways. Their unique perspectives and aspirations for their children need to be listened to and acted upon by the setting.

This collaborative approach can lead to meaningful relationships and inform planning and the provision of a positive learning environment for every child. Assessment starts at home. It is the responsibility of the setting to find ways to build trusting relationships with families. During the COVID pandemic settings have been innovative in building connections through; regular phone calls, on-line meetings, use of on-line learning diaries. Feedback has shown how parents have felt held and valued through regular communication.



DfE Statutory Framework states:

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, and any relevant professionals.



Parents are their children's lifelong promoters of development and learning.

...families come to early childhood settings with many months and years of fine-grained observations of their children and the most effective ways to support them. **When practitioners**

consider how to harness parents' voices and deep appreciation and understanding of their children, parents' knowledge of their children can be knitted into the fabric of daily practice.

Parents and carers have a rich knowledge of their children's personalities, preferences, interests and skills. Programmes that share how children learn can provide opportunities for parents to deepen their understanding. Partnerships with parents can be truly effective only when parents and practitioners work together to enable children to create meaningful connections to their wider world and to foster a love of learning. No parent or family should be excluded from this process. Parents must feel included, listened to and trusted within their own role supporting their child's wellbeing, development and learning. Page 28

Practitioners

The practitioner/ key person role is to know their children; to observe, interact, seek to understand, interpret what is noticed, and use this to inform their responses and planning. This may occur in the moment or over time. Practitioners are continually tuning in and interpreting, every moment of the day.

Birth to 5 Matters asks:

Reflect on what you have noticed to help you understand the child/children.

Consider the following questions:

- How do you understand me?
- Do you understand how I feel? What I am interested in? What question may be in my mind?
- How am I approaching my learning? (Characteristics of Effective Learning)
- What have I learned and understood? (Areas of Learning and Development)
- What do you think is happening as you listen and engage with me/us? (Assessment-in-action)

of each child's learning and development, how and what they are learning.



Section 2. Assessment.

2.1 It involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge.

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.

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, and any relevant professionals.

EYFS Statutory Framework Page 18

In order to assess effectively practitioners, need a deep professional understanding of child development and the EYFS curriculum. Time for rich dialogue with colleagues, children and families is critical in developing practitioner confidence and expertise when building picture

Responsive pedagogy is needed to recognise what children know, understand, and can do.



Responsive adults tune into their play, interactions and thinking, identifying how best to support their ideas, interests and priorities. Sensitive interactions involve listening, guiding, explaining, asking appropriate questions and helping children to reflect on their learning in a playful, co-constructive partnership. The process of OAP is central to being attuned to children and to understanding what they can do with support, as well as what they know and can do without adult direction. When children apply the skills and concepts they have mastered in a variety of different ways in their independent play and activities, their understanding is clearly embedded.

Birth to 5 Matters Page 39

4 WHAT TO ASSESS?

In light of the reforms, it is important to make informed decisions about what to assess. The new EYFS makes it clear that it is not necessary to collect extensive amounts of data. However, it is important to be able to gather assessments that; are useful, inform planning, enable early identification of need and inform school/setting improvement.

Effective assessment includes:

- **How** a child is learning; ([Bristol Characteristics of Effective Learning](#)) This information can help to inform barriers to learning and developing attitudes and disposition that will empower them as learners.
- **What** a child is learning; (referring to the setting's curriculum, Birth to Five Matters or the DfE Development Matters)
- **Progress** made across all areas of learning.
- **Summative developmental milestones**; to identify whether a child is at a typical stage of development or needs an early intervention
- **Attainment** at a particular point in time. **Strengths and learning priorities**
- **Monitoring** of trends to inform self-evaluation and improvement. Impact of the curriculum on learning and progress.

5 HOW TO ASSESS?

Formative Assessment – This happens all the time and is part of everyday practice. Formative assessment informs how adults respond in the moment and over time; adapting teaching, interactions, the environment and resources.

It is about being curious, wondering, pondering, questioning what is observed and being open to possibilities. It involves being alongside a child in their learning, being present and listening actively.

"Listening is an active verb that involves interpretation, giving meaning to the message and value those who offer it. It does not produce answers but formulates questions."

Project Zero and Reggio Children, (2002) *Making learning Visible* p.80.

Formative assessment informs our interactions with the child about their learning and development, to support their meta-learning (thinking about their own learning). It is important that children have regular, planned opportunities, as well as commenting in the moment, to reflect on and review their learning with an interested adult and each other.



Section 2 – Assessment 2:1 Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement and interests, and then to shape teaching and learning experiences for each child reflecting that knowledge. Page 18

Below is a comprehensive diagram of the Observation, Assessment, Planning cycle which includes a set of questions to support reflective practice.

Learning and Development

Observation, assessment and planning

Formative assessment is an integral part of teaching young children.



Children's development and learning is best supported by starting from the child, and then matching interactions and experiences to meet the child's needs. The observation, assessment and planning (OAP) cycle describes what is frequently called assessment for learning, or formative assessment. On-going formative assessment is at the heart of effective early years practice. It involves observation of children as a part of all activity, which is most often held in the mind of the practitioner but may sometimes be documented, using this rich information to understand how a child is developing, learning and growing, and then planning the next steps for the adults in supporting and extending the learning.

Planning

Decide how best to support, extend and teach children. Based on your observations and assessments, consider the following questions:

- Have you engaged with me/us to co-construct our next steps together?
- Have you considered my/our interests in the planning? (child-led)
- Have you planned a specific experience or activity to teach a skill or knowledge? (adult-led)?
- How does the enabling environment and continuous provision support my/our next steps?
- What have you planned to support meaningful interactions and back-and-forth conversations?
- How will you support, extend and deepen play, interactions and learning in partnership with me/us? (Planning-in-action)

Observation

Observe children as they act and interact in their play, everyday activities and planned activities, and learn from parents about what the child does at home.

- How do you see me?
- Are you observing carefully when I am on my own and when I am with others?
- Am I involved in continuous provision?
- Have you observed while engaging with me/us? (Observation-in-action)

Assessment

Reflect on what you have noticed to help you understand the child/children.

Consider the following questions:

- How do you understand me?
- Do you understand how I feel? What I am interested in? What question may be in my mind?
- How am I approaching my learning? (Characteristics of Effective Learning)
- What have I learned and understood? (Areas of Learning and Development)
- What do you think is happening as you listen and engage with me/us? (Assessment-in-action)



This learning story structure can support the observation, assessment, planning cycle. Learning stories may be documented or used to enable professional conversations about individual or groups of learners.

A LEARNING STORY

Child: Date: Observer:

Characteristics of Effective Learning		A LEARNING STORY
PLAYING & EXPLORING – engagement	Finding out and exploring Playing with what they know Being willing to ‘have a go’	Describing (Context) Observing what is happening. Now and /or over time, try to include the role of the adult or other children to give the full picture Documenting making learning visible in a variety of ways depending on purpose and audience
ACTIVE LEARNING – motivation	Being involved and concentrating Keep trying Enjoying achieving what they set out to do	
CREATIVE & CRITICAL THINKING – thinking	Having their own ideas Making links working with ideas	
EMOTIONAL - WELLBEING	Showing emotional literacy Being connected Demonstrating positive self-esteem & self-worth	

Short Term Review	What Next?
What are the main points of the learning story? <ul style="list-style-type: none"> What else do we know about the child? Are there any patterns in their exploration? What learning do we think went on here? <ul style="list-style-type: none"> What was the adult role? What are we bringing to this interpretation? How does this fit with behaviour and interests at home? Discussing with children, staff and families. Reflecting on, interpreting and making sense of observations and lines of enquiry.	How might we encourage this interest to be more complex, how could we extend it? <ul style="list-style-type: none"> How might we encourage this interest to appear in different areas of the environment/curriculum/ or include other people or things? What have we learnt from the child? Deciding what to do next. Responsive planning to extend this learning or provoke deeper thinking.
Child's Voice Reflect on the story & photos with the child.	Carers Voice Actively seeking out the parent's perspective as the expert in their child's learning. How can we value and co-construct a child's learning journey in partnership with parents?

Adapted from Margaret Carr – Assessing Children's Learning in Early Childhood Settings 2001

Formative assessment should not require extensive documentation as this can often take adults away from high quality interactions with children. This is an opportunity to move away from unnecessary assessments. Barnett Early Years Alliance (BEYA) creators of OPAL suggest, “We believe that if we are **capturing** the moment, we cannot be **part** of the moment.”

The Statutory EYFS states:



Section 2 – Assessment

‘2.2. Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence.’

Page 18

THE ROLE OF DOCUMENTING LEARNING

Although paperwork for assessment should not be excessive, there is still an important role for the documentation of children’s learning to:

- Make learning visible
- Provide opportunities for children to reflect on, review and celebrate their learning, and share with others
- Start professional conversations
- Support professional development
- Demonstrate the learning that is valued

Best practice might take the form of:

- Learning journeys or diaries
- [Learning stories](#)
- [Floor books](#)
- Displays of children’s learning
- Film clips and photographs
- [In The Moment Planning approaches](#)

“Assessment is about noticing what children can do and what they know. It is not about producing lots of data and evidence. Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want their children to know and be able to do. Accurate assessment can highlight whether a child needs extra help and support. Assessment should be useful and not take practitioners away from children for long periods of time.”



Ofsted Early Education Update (Early Years Providers) Summer May 2021

Here is an interesting article written by Andrea Sully titled, ‘The Role and Responsibility of Documentation’. It is an extract from a longer article which can be found in full in the articles section of the Refocus website.

[Guidance hyperlinks\the role and responsibility of documentation - a.sully.pdf](#)

SUMMATIVE ASSESSMENT





Summative assessment is a snapshot overview of a child’s development at a particular point in time. Periodic summative assessment can be useful to keep an overview of children’s progress and stage of development in relation to the EYFS.

There are three statutory summative assessments in the statutory EYFS framework.

- 2 Year Progress Check
- Reception Baseline Assessment
- EYFS Profile

In order to know what progress children are making and if they are meeting developmental milestones it will be useful to make additional best-fit summative assessments. These will provide regular snapshots of a child’s learning and development over time.

Alongside practitioners' professional knowledge of child development and their children's learning, settings might consider using one of the following tools:

	Developmental milestones https://beya.org.uk/wp-content/uploads/2021/03/OPAL-MILESTONES.pdf
	DfE Development Matters non-statutory curriculum guidance check points Development Matters - non-statutory curriculum guidance for EYFS (publishing.service.gov.uk)
	Birth to 5 Matters ranges Birthto5Matters-download.pdf
	Bristol Characteristics of Effective Learning Bristol-EY-CoEL-Final-Document.pdf (bristolearlyyears.org.uk)

Assessment for children with English as an additional language (EAL). When thinking about the assessment of children with EAL it is important to reflect on the Unique Child and develop partnerships with parents. The Bell Foundation guidance on assessment for children with EAL reminds practitioners to consider that:

- Each child with EAL has their own unique linguistic experience and culture
- Children with EAL will each be at their own unique stage of language development and acquisition of English
- High quality ongoing formative assessment together with strong relationships with families will be vital for supporting learning and making summative assessments. It is important to note in the EYFS a child's first language can be used for assessment for all learning areas apart from Communication and Language and the Literacy.

More precise assessment will be needed for some children.

The Summative Assessment Pathway (Appendix 1) includes tools that will support these more precise assessments. For example:

- Bristol Characteristics of Effective Learning assessment tool
[Guidance hyperlinks\Bristol-EY-CoEL-Final-Document.pdf](https://www.bristolearlyyears.org.uk/wp-content/uploads/2021/03/Bristol-EY-CoEL-Final-Document.pdf)
- Universally Speaking Ages and Stages of Children's Communication Development
<https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/universally-speaking/>
- Bristol Every Child a Talker (BECAT)
- Bell Foundation EAL Assessment Framework
<https://www.bell-foundation.org.uk/eal-programme/eal-assessment-framework/>

Assessment for Children with Special Educational Needs and Disabilities (SEND)

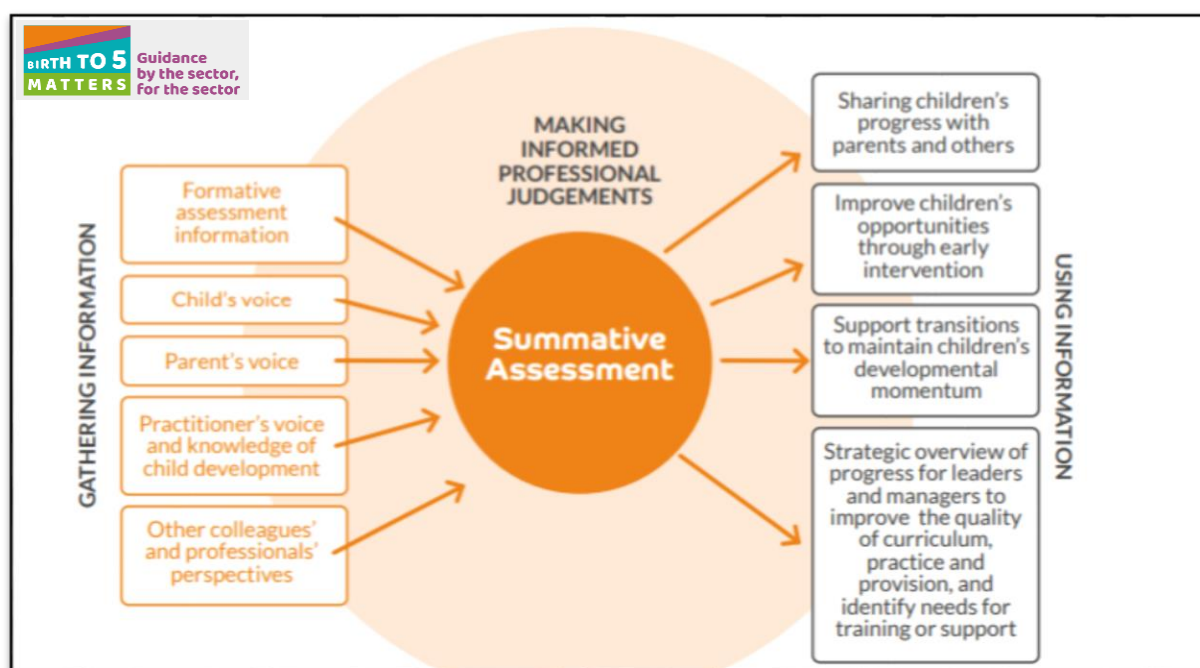
Schools and settings can use [Bristol's Differentiated Early Years Outcomes \(DEYO\)](#) to reflect the achievements of children with Special Educational Needs and Disabilities (SEND) within the EYFS, and to support curriculum planning and target setting. To support the implementation of the EYFS reforms 2021, DEYO has been updated to align with Birth to 5 Matters.

For further reading, Penn Green have also written useful guidance to support practitioners: A celebratory approach to SEND Assessment in the Early Years [A Celebratory Approach to SEND Assessment in the Early Years | Pen Green Children's Centre.](#)

The first guiding principle is, “**That any assessment must honour both the child and their family.**”

The diagram below, outlines the process of **gathering** and **using** information to inform summative assessment.

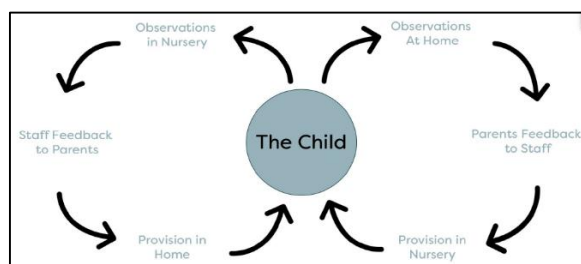
Birth to 5 Matters p.41



USING INFORMATION

Sharing children's progress with parents and others

Good practice includes planned opportunities to share insights into a child's learning and development using a shared language that everyone understands. A collaborative approach that includes everyone's perspective about the child builds the picture, and enables learning priorities to be planned together. The Penn Green Loop illustrates the knowledge sharing process between families and professionals.



[Parental Engagement | Pen Green Children's Centre](#)



Improve children's opportunities through early intervention

Use assessment effectively to identify when a child may need differentiated support to make progress. Provision and practice may need to be reviewed and adapted to meet the needs of the child who may not be at a typical stage of development. Reference to the 'Ordinarily Available Provision' (OAP) Guidance can support this process.

Ordinarily Available Provision is the resources and support we expect to be available for children and young people with SEND in mainstream education settings. This information is for parents and carers of children with SEND, and the professionals who work with them.

[Guidance hyperlinks\BCC Ordinarily Available Provision.pdf](#)

Regular cycles of reflection will support where further specialist advice may be required to make an early identification of need. The Bristol Summative Assessment Pathway (See appendix) provides a clear structure to support the summative assessment process.

Support transitions to maintain children's developmental momentum

Bristol Early Years Unique Transitions Guidance in response to COVID -19 provides practical examples of effective practice, things to consider and further links. [EYFS Unique Transitions Guidance 2020 \(bristolearlyyears.org.uk\)](https://bristolearlyyears.org.uk)

Good practice starts with home visits and getting to know the child in the home with the family. It involves listening to the unique perspective of the family, learning about the child, their needs and interests. Professional conversations that start in the home give the demonstrate that the voice of the parent matters and is valued, building genuine, authentic relationships rooted in respect. Good practice might include starting learning diaries at the child's home giving the family ownership of the documentation process.

Conversations between rooms and settings provide opportunities to share unique perspectives, learning diaries or learning stories, as well as completing and sharing transition documentation. (The Bristol Transfer Record is being updated to align with the 2021 EYFS.)

Planned meetings between early years settings and schools to discuss individual children's learning and development as they transition to school are vital. In addition, the Bristol Lead Teacher area networks facilitate wider meetings to support this process.

Participation in planned moderation meetings with other schools and settings provide professional development opportunities for practitioners to develop knowledge and understanding of child development, and make consistent, reliable judgements about a child's learning.

Strategic overview of progress for leaders and managers to improve the quality of curriculum, practice and provision, and identify needs for training or support.

In order to make decisions about quality improvement it can be helpful for leaders to monitor learning progress of cohorts and individual learners over time.

It is helpful to gather an overview of summative assessments to identify trends and patterns of developmental milestones, progress and attainment over time.

The EYFSP Handbook (2021) has key points that are relevant to assessment for all ages of the EYFS.

When practitioners are evaluating the effectiveness of their assessment processes they should consider:

- *child development, both the biological and cultural aspects, and its impact on how learning may best be supported*
- *planning that ensures a relevant, motivating, flexible and interesting curriculum*
- *provision of an environment that truly enables successful learning by all children in their care*
- *the need for detailed understanding of the EYFS framework for assessment in order to gather accurate, reliable and meaningful information*
- *the importance of high quality adult interaction, which is sensitive and adaptive to the needs of individual children and capable of promoting learning*
- *organisational aspects of provision, resources, curriculum and people*

Successful implementation of these aspects of pedagogy and provision will enable practitioners to make an accurate, reliable and consistent assessment of children's learning. (EYFSP Profile Handbook 2021)

CONCLUDING THOUGHTS



Birth to 5 Matters - Key points

Formative assessment is an integral part of teaching young children. Practice starts with the child, and grows in partnership.

Responsive pedagogy is needed to recognise what children know, understand, and can do.

Children and adults construct the curriculum together. Observation, assessment and planning is part of professional practice.

Summative assessment involves stepping back to gain an overview of children's development and progress. Reliable summative assessment grows out of formative assessment.

An informed professional decision is based on a holistic view of a child's development and learning.

Summative assessment serves several purposes that can enhance development and learning opportunities for children, including by informing improvements to provision and practice in the setting.

Page 41 *Birth to 5 Matters*

Bristol's Key Messages

- Reflect on what is working well and consider what you do now, and how it supports children's learning and partnerships with families.
- Use the EYFS reforms as an opportunity to review assessment practice and avoid unnecessary workload.
- Assessment is part of professional early years practice. The observation, assessment and planning cycle is at the core of our work.
- Ongoing formative assessment is central to effective high quality EYFS practice. It involves skilled observation of children across a range of contexts, which may sometimes be documented. This helps to inform us about what and how a child may be learning and supports us to plan effectively to meet individual needs.
- Summative assessments support professional discussions and provide the opportunity to consider individual and group needs for learning and development. They also support monitoring of the impact of quality improvement initiatives over time.
- Engagement of leaders and practitioners in ongoing CPD will be crucial to ensure teams feel confident to draw upon their professional knowledge to make informed judgements, both formative and summative.



Appendix 1. 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 that 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

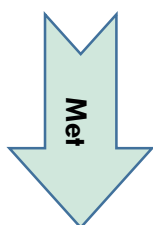
Ongoing formative assessment in partnership with parents/ carers



Summative assessment at regular intervals.

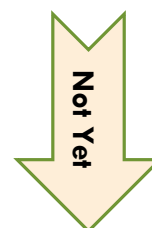
There are 3 statutory summative assessment points; The Progress check at age two, The Reception Baseline Assessment (RBA) at the start of reception and The EYFS Profile (EYFSP) at the end of reception.

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 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 Downs Syndrome
 - Visual impairment, etc.

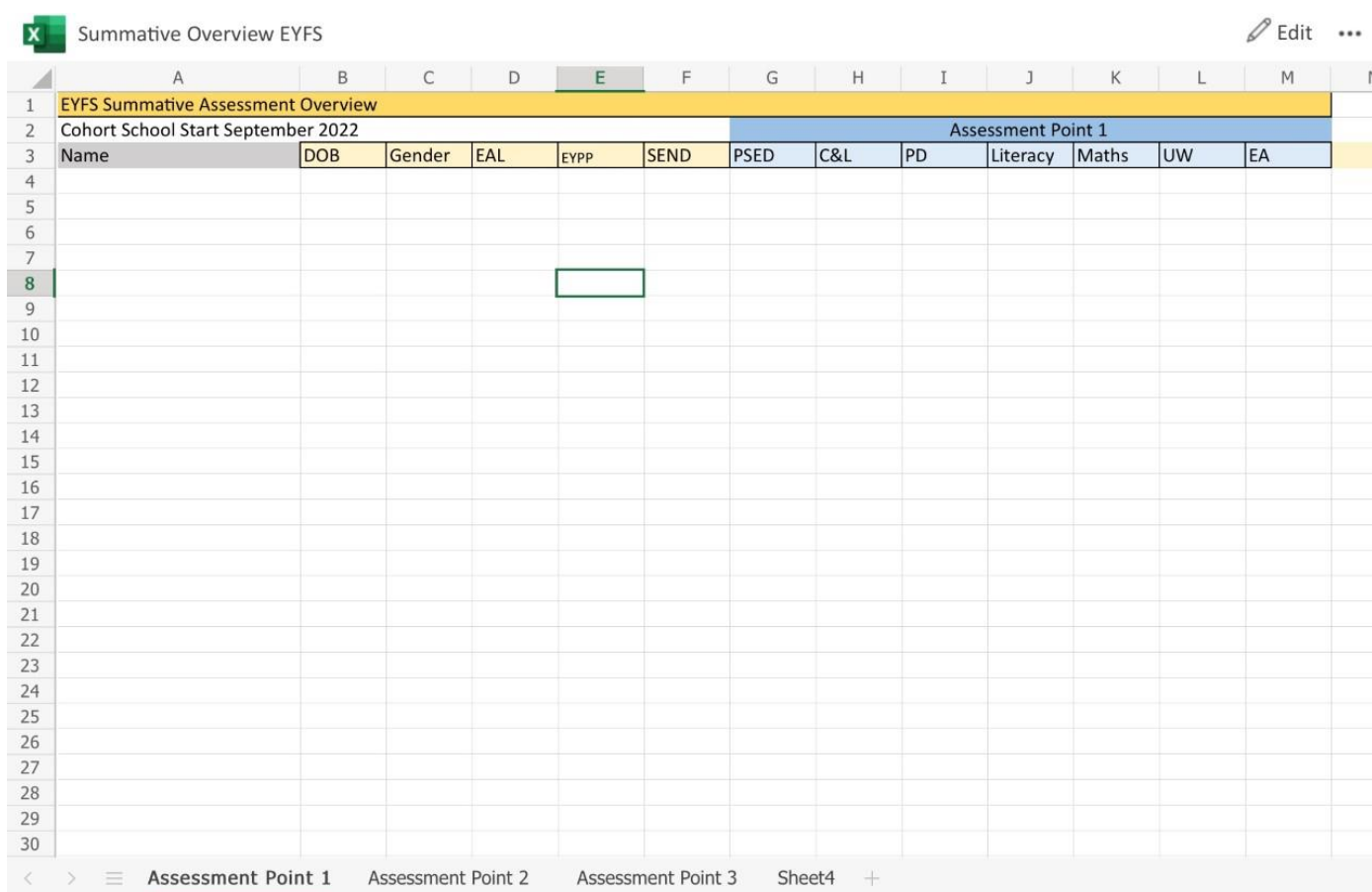
Glossary of terms

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

Appendix 2. Example Summative Assessment Overview

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. A simple Excel overview format is provided on the Bristol Early Years [website assessment page](#) . This can be downloaded and edited to meet individual settings' needs.

The groups suggested for monitoring in columns C to F, such as gender and EAL, are included as examples. Schools and settings can decide which groups are important to monitor in order to support planning to meet the needs of their children, families and community. It is important to reflect on what the information is telling you and what you might do next. A example of a simple analysis and planning format is included in appendix 3.



	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	EYFS Summative Assessment Overview													
2	Cohort School Start September 2022						Assessment Point 1							
3	Name	DOB	Gender	EAL	EYPP	SEND	PSED	C&L	PD	Literacy	Maths	UW	EA	
4														
5														
6														
7														
8														
9														
10														
11														
12														
13														
14														
15														
16														
17														
18														
19														
20														
21														
22														
23														
24														
25														
26														
27														
28														
29														
30														

Appendix 3. Reflective questions to consider when monitoring summative assessment information

Analysis - What do you notice about the summative assessments?

What does the initial overview tell you? What questions does it raise?

Who are the children who may not be at 'not yet'? What are their specific needs?

Intervention - How will you respond? What will you do?

This could be changes to routines or environment, CPD for staff, as well as targeted support for individual children.

What are your priorities and targets for improvement? How will these be supported?

Evaluation (completed at the next summative assessment point) - Did the response or intervention have an impact?

Celebrate achievements. What else might you need to change/ adapt to continue to improve?