



Pupil Assessment and Record Keeping

Foundation Stage (Nursery and Reception)

Rationale

We use several methods of assessment to build up our evidence of how the children have moved forward with their learning and what they understand. It allows us to know where to move them onto next so that we are able to take them forward, keep them motivated and plan lessons that are relevant for them.

Foundation Stage Stepping Stones Entry Record

- We ask ‘feeder’ nurseries (in the summer term preceding entry) to pass onto us any assessment information and pupil records they have on children transferring to our setting. Where appropriate, this information will be included in the children’s individual Foundation Stage pupil and entry records.
- Within the first four to six weeks of starting in the Nursery, we complete the **Stepping Stones Entry Record** with the child’s parents for each pupil. (During the academic year 2006/7, we also completed this entry record for the Reception children since it was our first year of opening and we had no school records to pass to the Reception class.)
- We complete an **Additional Needs Foundation Stage Entry Record** for those children requiring extra support
- Should a child start with us in the Reception class, we complete the **Stepping Stones Entry Record** if we do not receive adequate pupil progress records from the child’s previous nursery.

Foundation Stage Pupil Progress Record Folders and Significant Achievement

- We allocate each child a green Foundation Stage pupil progress record folder. These folders contain evidence and observations on the children’s progress in the six areas of learning as identified in the Foundation Stage Curriculum Guidance (Personal, Social and Emotional Development; Communication Language and Literacy; Mathematical Development; Knowledge and Understanding of the World; Physical Development and Creative Development). They also contain the Stepping Stones Entry Record, records of parent meetings, any Special Educational Needs and/or medical information and copies of the end of year Nursery and Reception reports.
- The green Foundation Stage pupil progress record folder lasts for both the Nursery and Reception year.
- All our staff make on-going daily observations on pupil progress and **significant achievement**.
- They are positive statements.
- These assessments record what the children **can** do according to the Stepping Stones and Early Learning Goals.

- They constitute a record over the year of children's comments and staff observations that show the children's knowledge and understanding, within the six areas of learning. Examples of what we write on the significant achievement stickers are:
 - "a rectangle has two long sides & two short ones but a square is the same"
 - -----managed to cut around a circle with adult support.
 - ----- sat for 5 minutes on the carpet and focused.
 - ----- offered the bike straight away to a friend at change over time.
 -lined up straight away at the end of break.
 - ----- has been talking much more this week, she has started to form a friendship with-----.
 - ----- wrote an 'a' on the whiteboard and said it was the sound 'a'.
 - Whilst measuring a book with her hands, knew that number 11 and 12 follow on from each other.
 - ----- can now throw and catch a ball with confidence.
- **We do not use the professional language of the stepping stones and the early learning goals when we write a significant achievement. We just write the pupil behaviour we observe.**
- We write all the significant achievement stickers using language appropriate for parents.
- We record these observations on white address label stickers and we transfer these into the children's individual Foundation Stage pupil records (green files) on a weekly basis.
- Before transferring the stickers, we photocopy them and keep copies of these stickers in the class planning folder in order to aid future planning. This information is used to plan appropriate future activities that will aid the children's development, and is shared with other staff to ensure continuity of care and learning.
- We also store work samples (including photographic evidence where appropriate) in the green Foundation Stage pupil record files.
- Nursery significant achievement stickers are recorded in the files on white paper.
- Reception significant achievement stickers are recorded in the files on blue paper
- We pass the Foundation Stage pupil record folders to the Year 1 teacher to keep and refer to during the year. They are sent home to the children's parents to keep at the end of Year 1. The Individual Pupil Foundation Stage Record booklet is passed into the new Pupil Record of Achievement file.
- We operate a cyclical system for monitoring the pupil files for accuracy and completeness to ensure there is adequate assessment in all six areas of learning.
- We share the Foundation Stage Pupil Progress Record folders with families at parents' evenings and other meetings.

Reception Key Skills Transition Assessment

- We use this additional Reception assessment to capture the skills of children who are progressing at a fast rate through the Early Learning Goals.
- Pupils complete this assessment at the end of the Autumn term & at Summer half term.

SEN Assessment (Sound Learning - Early Learning Goals Record System)

- We use an additional record of pupil progress for children with Special Educational Needs (Early Years Plus or with a Statement).
- We complete the Sound Learning Early Learning Goals Record System for children with Statements and those at Early Years plus within the first half term of their arrival in school, or within the first half term of them moving to Early Years / School Action Plus.
- We update this document every term or whenever requested and / or required eg as documentation to submit to request statutory assessment.
- We date code the entries so that it is easy to track pupil progress.

Individual Pupil Foundation Stage Profiles

- We have individual Foundation Stage Profile record sheets for each scale within the Foundation Stage profile. These sheets contain the same information as the Barnet Individual Foundation Stage Profile forms, but are in a much more attractive format.
- These individual profiles are filled in over the Nursery and Reception years and note the Stepping Stones and Early Learning Goals that the individual child has achieved.
- The **evidence** that allows us to complete the Foundation Stage Profile is all the Significant Achievement observations and work samples recorded in the green folders.
- These individual profiles are completed at several points during the year:
 - before the end of the Autumn term
 - during the second half of the Spring term
 - before the Summer half term (in time to provide information for the end of year school reports)
 - at the end of the summer term
- We keep the pink booklet Foundation Stage Profile record sheets in the children's green Foundation Stage Pupil Progress Record folders.
- At the end of Reception, they are passed to the Year 1 teacher with the whole file.

Whole Class Foundation Stage Profile and end of year Reports

- We complete a whole class Foundation Stage Profile document at the end of the Nursery and Reception years, towards the end of the summer term.
- We interpret the results of the whole class Foundation Stage Profile document to inform the class teachers about the quality of both the learning and the teaching during the year. We use this information to improve future years' curriculum coverage, planning and teaching.
- We submit the results of the Reception Class Foundation Stage Profile as required.
- At the end of each academic year, each class teacher will produce a written Foundation Stage school report for parents detailing achievement in all of the six learning areas. There will be an opportunity for parents to discuss this report with their child's class teacher before the end of term. We also show the children's parents their child's green Foundation Stage Pupil Progress Record folder at this meeting and explain the results of the Foundation Stage Profile.

Individual Yearly Pupil Progress Tracking Record (N – Y6)

- We transfer results of each individual pupil's Foundation Stage Profile to the ***Annual Tracking Individual Yearly Pupil Progress Record***.
- At the end of Reception, we also use teacher assessment to assign for each pupil, National Curriculum and/or P levels for Speaking and Listening, Reading, Writing and Numeracy.

Summary of Foundation Stage Pupil Assessment and Record Keeping

Pupil Records from Feeder Nurseries	Request them at beginning of July for September
Stepping Stones Entry Record (plus <i>Additional Needs Foundation Stage Entry Record</i> where necessary)	By Autumn half term
Significant Achievement observation stickers	on-going throughout Nursery and Reception
Reception Key Skills Transition Assessment	<ul style="list-style-type: none"> • end of Autumn term • before Summer half term (before reports)
SEN Early Learning Goals Record System (for children at Early Years Plus or with a Statement).	<ul style="list-style-type: none"> • within the first half term of a pupil's arrival in school, or within the first half term of them moving to Early Years / School Action Plus • updated termly unless requested/required
Individual Foundation Stage Profile (pink booklet)	<ul style="list-style-type: none"> • before the end of the Autumn term • during the second half of the Spring term • before the Summer half term (in time to provide information for the end of year school reports) • at the end of the Summer term
Whole Class Foundation Stage Profile	<p>Towards the end of the Nursery and Reception Summer term.</p> <p>The Reception FSP is submitted to the DfES as required.</p>
End of Year Reports	After Nursery and Reception Summer term half term.
Annual Tracking Individual Pupil Progress Record.	<p>At the end of the Nursery and Reception Summer terms.</p> <p>Reception entries include P levels / NC levels for Speaking and Listening, Reading, Writing and Numeracy.</p>

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Signed: **Sara J. Harris** (Headteacher) **Eddy Breuer-Weil** (Chair of Governors) June 2007