



Early Childhood Assessment Policy

Policy Owner:	Early Childhood Manager
Formally Endorsed By:	Council of Trustees
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Human connection in all we do

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1. Aims

This policy aims to:

- Provide clear guidelines on our approach to assessment in Early Childhood.
- Establish a consistent and coherent approach to recording assessment outcomes and reporting to parents/carers.
- Clearly set out how and when assessment practice will be monitored and evaluated.
- Ensure assessment in Early Childhood aligns with the values of Waldorf pedagogy and supports the holistic development of the child.

2. Legislation and Guidance

This policy refers to:

- Statutory requirements for assessment under the Early Years Foundation Stage (EYFS) framework.
- The Education (Pupil Information) (England) Regulations 2005: schedule 1.
- Whole-school assessment guidance and expectations.

3. Principles of Assessment

In Early Childhood, assessment is understood as a continuous, observational process embedded within daily practice. Assessment supports teachers in understanding each child's development, informs planning, and ensures that the needs of individual children are met.

We use two broad forms of assessment:

- Formative assessment (ongoing, observational, responsive).
- Summative assessment (capturing developmental progress at key points).

4.1 Formative Assessment

Formative assessment in Early Childhood is grounded in careful observation and reflection:

- Practitioners observe children's play, interactions, and behaviours for learning.
- Weekly and half-termly planning cycles include "What Went Well?" (WWW) and "Even Better If?" (EBI) reflections.
- Planning is adapted responsively to meet the developmental needs of the group and individuals.
- Observations are shared at faculty meetings and recorded on SharePoint for collaborative reflection.

4.2 Feedback

Feedback in Early Childhood is developmental and nurturing:

- It is communicated verbally and non-verbally through modelling, encouragement, and scaffolding.
- Feedback focuses on effort, engagement, collaboration, and behaviours for learning.

- Practitioners support children in extending play and deepening their learning through questioning, role-modelling, and gentle redirection.

4.3 Summative Assessment

Summative assessment in Early Childhood is designed to capture key developmental milestones rather than measure attainment through tests:

- Starting Points Assessment: completed 2-4 weeks after entry, informed by family information and practitioner observations.
- Starting Points Report: shared with parents at the end of the half term in which the child begins.
- Developmental Descriptors: used at the end of the Autumn and Spring terms to reflect children's progress.
- End-of-Year Report: summarises development across the year.
- Parent Meetings: held twice a year to include parent voice and share assessment outcomes.

5. Collecting and Using Data

- Assessment outcomes are shared with families through reports and meetings.
- Information is used by teachers and teaching assistants to inform planning and identify areas for support or enrichment.
- Assessment is discussed at faculty meetings to ensure consistency and alignment with the whole school's development plan.
- Pupil Progress Reviews focus on behaviours for learning and take place at the end of each half term.

6. Inclusion

Assessment in Early Childhood applies to all pupils, including those with special educational needs or disabilities (SEND).

- Assessment will contribute to early identification of learning needs.
- Teachers will consider a wide range of developmental domains, including communication, social interaction, physical development, imagination, and resilience.
- For pupils working significantly below expected levels, assessment arrangements will reflect progress relative to their starting points.

7. Training

- All Early Childhood staff receive training on assessment processes, including observation, documentation, and use of developmental descriptors.
- New staff are inducted into the Early Childhood assessment framework during their first term.
- Ongoing CPD is provided to ensure consistency of practice across the faculty.

8. Roles and Responsibilities

Trustees are responsible for:

- Ensuring statutory assessment requirements are met in Early Childhood.
- Monitoring the quality of assessment practice.

Head of Early Childhood is responsible for:

- Overseeing assessment practice across the Early Childhood faculty.
- Ensuring staff are trained and supported.
- Reporting outcomes to the Principal and Trustees.

Teachers and TAs are responsible for:

- Carrying out formative and summative assessments.
- Maintaining accurate records.
- Sharing assessment with parents and carers.

9. Monitoring

- The Head of Early Childhood will monitor assessment practices through faculty meetings, learning walks, and review of planning and reports.
- Assessment processes will be reviewed annually as part of the whole-school monitoring cycle.

10. Links with Other Policies

This Early Childhood Assessment Policy is linked to:

- Whole School Assessment Policy
- Curriculum Policy
- Early Years Foundation Stage Policy and Procedures
- Safeguarding and Child Protection Policy