



## Assessment Policy

Date	Review Date	Headmistress	Proprietor
September 2025	September 2026	Mrs Eilish Sleator	Mr Brian Berkery

### Purpose

This policy sets out how assessment is carried out at Broadhurst School for children aged 2–4. The aim is to ensure assessment is purposeful, age-appropriate, and used to inform high-quality teaching, enabling every child to make strong progress across the EYFS framework.

### Principles

- Assessment is formative and developmental, not overly formal or burdensome.
- Children are assessed through play, daily interactions, and observation, with minimal disruption to learning.
- Assessment supports planning next steps, early identification of additional needs, and smooth transition into Reception.
- Parents are engaged as partners in the process.
- Assessment information is used for teaching and learning, not as an end in itself.

### Assessment Practices

#### 1. Baseline Assessment

Completed on entry to establish starting points across prime and specific areas of learning. Informs initial planning and early interventions where needed.

#### 2. Ongoing Observation & Formative Assessment

Staff carry out daily observations of children's learning, interests, and development in real contexts. Notes, photos, and examples of work are captured on ARC Pathways, ensuring progress is documented across the EYFS areas. Staff use this evidence to adapt provision and plan targeted learning opportunities.



### **3. ARC Pathways**

ARC Pathways is used consistently across classes to track progress and attainment. Strengths, gaps, and next steps are clearly identified, supporting responsive teaching. Leaders (Head and Deputy) sample entries regularly to ensure consistent use.

### **4. Pupil Progress Reviews (PPRs)**

Half-termly meetings between class staff and leaders to review children's progress. Interventions are evaluated and next steps agreed. Children requiring additional support are identified early.

### **5. SEND Assessment**

The Deputy Head (SENCO) coordinates assessments for children with additional needs. IEPs are co-produced with parents and reviewed half-termly. External specialists (e.g., SaLT, Michael Palin Centre, Teacher of the Deaf) contribute where appropriate.

### **6. Statutory Assessment**

Two-year progress checks are completed for younger children, in partnership with parents, highlighting strengths and areas where progress is less than expected.

### **Engaging Parents**

- Parents receive half-termly consultation meetings, termly written reports, and access to their child's progress through ARC Pathways.
- Parents are invited to contribute observations from home.
- Parent-and-child mornings provide opportunities to share learning and celebrate progress.
- Termly parents evenings to discuss their child's progress and attainment.
- Written reports in the Autumn and Spring terms.

### **Quality Assurance**

The Head and Deputy oversee assessment as part of the quality assurance cycle, moderating judgements and sampling entries for consistency. Staff receive CPD in assessment, including the effective use of ARC Pathways.

### **Impact**

Children make strong progress from varied starting points, including those with SEND and EAL. Assessment ensures children are well prepared for Reception socially, emotionally,



and academically. Processes are designed to be efficient, purposeful, and focused on outcomes rather than unnecessary workload.