



BROADHURST
SCHOOL

Assessment Policy

Date	Review Date	Headteacher	Proprietor
October 2026	September 2028	Mrs Paula Flindall	Mr Brian Berkery

1. Purpose

This policy sets out how assessment is carried out at Broadhurst School for children aged 2–4. Assessment is purposeful, age-appropriate and used to inform high-quality teaching, enabling every child to make strong progress across the Early Years Foundation Stage (EYFS). It also explains how the school will record and share a clear developmental picture with parents, including the areas currently being worked in in school and practical ways parents can support learning at home.

2. 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.
- Assessment information is used to improve teaching and provision, not as an end.
- Parents are partners in assessment and are given clear, accessible information about strengths, emerging skills and next steps.
- Assessment judgements are based on a range of evidence gathered over time rather than a single test or activity.

3. Assessment Approach

3.1 Baseline Assessment

Assessment begins on entry to establish each child's starting points across the prime and specific areas of learning. Baseline information informs initial planning, provision and any early support that may be required.

3.2 Ongoing Observation and Formative Assessment

Staff observe children's learning, interests and development during play, adult-led activities, routines and everyday interactions. Evidence may include professional observations, photographs, examples of children's work and relevant notes recorded through ARC Pathways. Staff use this evidence to adapt provision and plan targeted learning opportunities.

3.3 The 69-Skill EYFS Developmental Tracker

Alongside ongoing assessment, Broadhurst uses a developmental tracker containing 69 observable readiness skills mapped across the EYFS areas and the Characteristics of Effective Learning. These are not treated as a



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formal test or an entrance examination checklist. They provide a consistent way of identifying what children can do, what is emerging and what should be prioritised next.

The 69 skills are distributed as follows: Communication & Language (9); PSED (12); Physical Development (8); Literacy (13); Mathematics (10); Understanding the World (7); Expressive Arts & Design (5); Characteristics of Effective Learning (5).

4. Assessment Checkpoints and Recording

The 69-skill profile is formally reviewed at three key points. The tracker is supported by ongoing classroom observation; it is not intended to replace day-to-day formative assessment.

Checkpoint	When	Purpose	Parent information
1. End of Nursery	At the end of the child's Nursery year	Establish a clear developmental profile and identify secure skills, emerging skills and priorities for the next stage.	A concise summary of strengths and the key areas that will be developed as the child moves into perception.
2. Pre-Reception Review	October	Reassess the same developmental profile so that progress from the end of Nursery is visible and teaching priorities can be refined.	Parents receive an updated picture of progress, including clear teacher focus areas and suggested ways to support at home.
3. Final Review	February	Provide the final planned checkpoint in this cycle, showing progress, remaining areas for development and readiness for the next stage.	Parents receive a clear strengths-and-next steps summary, including practical home-support suggestions.

5. Recording and Assessment Language

The tracker uses developmental language so that assessment remains supportive and meaningful. Staff should use professional judgement and consider the evidence available across different contexts.

Assessment status	Meaning
Can achieve	The child demonstrates the skill securely and independently in the context assessed.
Nearly there	The skill is emerging or is usually achieved with occasional prompt or support.



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Working towards	The skill is not yet secure or requires significant adult support and further opportunities to practise.
Not assessed	There is not yet sufficient evidence to make a judgement; this is not a negative judgement about the child.

Staff should avoid presenting the tracker to children as a test. Evidence should be gathered naturally through play, conversation, routines, practical experiences and carefully planned activities.

6. Reporting to Parents

Assessment information is shared with parents in a clear, strength-based format. The purpose is to help parents understand their child's progress and to make the partnership between home and school practical. • Parents are given a clear summary of what their child is doing well and the skills that they develop.

- Each checkpoint identifies a small number of priority areas that teachers are currently working on in school.
- Where appropriate, parents are given simple, realistic ideas for supporting the same area at home, for example through stories, conversation, counting during everyday routines, mark-making, physical play or turn-taking games.
- Parents are encouraged to share relevant observations from home so that staff can build a fuller picture of the child's development.
- Assessment information is discussed through parent meetings and reports, with additional communication where a significant concern or emerging need is identified.

7. Using Assessment to Plan Teaching and Support

Teachers use the assessment profile to identify patterns for individuals and groups. The information is used to plan responsive provision, revisit concepts, provide additional practice and identify children who may benefit from targeted support. Assessment should lead directly to action: what will we teach, practise, model or provide next?

- Individual next steps are reflected in planning and provision.
- Class-level patterns inform curriculum planning and the allocation of resources or additional opportunities.
- Where assessment indicates a possible additional need, staff follow the school's SEND and safeguarding procedures and seek advice from the SENCO/DSL or other appropriate professionals.
- Assessment evidence is reviewed over time so that progress is considered in context, including children's individual starting points and circumstances.



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8. ARC Pathways and Assessment Records

ARC Pathways continue to be used consistently across classes to record observations, evidence and developmental progress. Strengths, gaps and next steps should be clear. The 69-skill tracker provides a structured checkpoint profile, while ARC Pathways and professional observation provide a wider evidence base.

Leaders sample assessment records regularly to support consistency and moderation. Staff receive appropriate support and CPD in assessment and in the effective use of assessment systems.

9. Pupil Progress Reviews

Half term pupil progress discussions between class staff and leaders review children's progress, evaluate interventions and agree next steps. Children requiring additional support are identified early. The three formal 69-skill checkpoints complement, rather than replace, these ongoing reviews.

10. SEND Assessment

The Deputy Head/SENCO coordinates assessment for children with additional needs. Where appropriate, individual plans and targets are co-produced with parents and reviewed regularly. External specialists may contribute where appropriate. Assessment arrangements are adapted where necessary so that children can demonstrate what they know and can do.

11. Statutory and Developmental Assessment

The statutory two-year progress check is completed for eligible younger children in partnership with parents, highlighting strengths and any areas where progress may be less than expected. The school's wider assessment process is developmental and is not intended to duplicate or replace statutory assessment.

12. Quality Assurance

The Headteacher and Deputy Head oversee assessment as part of the school's quality assurance cycle. Moderation, sampling and discussion are used to support consistent judgements across classes. Assessment workload is kept proportionate and focused on information that is useful to teaching, learning and families.

13. Impact

Effective assessment enables children to make strong progress from their individual starting points, including children with SEND and EAL. The three checkpoint profiles provide parents and teachers with a clear shared picture of progress, while the identification of current teaching priorities and home-support opportunities strengthens the partnership between school and family.