

Kuwait National English School



**Early Years Foundation Stage
Assessment for Learning:**
How do children learn in Early
Years and how are they
assessed?

**A brief explanation of the
objectives of Pre-school, Kinder-
garten and finally Reception.**

The UK National Curriculum for children ages 18 months to 5 yrs.

The Early Years Program is planned, delivered and assessed according to 6 main areas of student development, considered integral to their success.

1. *Personal, social and emotional growth.*
2. *Communication, language and Literacy.*
3. *Problem solving, reasoning and numeracy.*
4. *Knowledge and understanding of the world.*
5. *Physical development.*
6. *Creative Development.*



The UK National Curriculum has set developmental objectives in each area which students begin working to achieve from their entrance at Pre-school, continuing into Kindergarten, through to the end of their Reception Year.

Early Years Foundation Stage

**WHAT IS ASSESSMENT FOR LEARNING
IN THE FOUNDATION
STAGE?**

**ASSESSMENT FOR LEARNING IN THE
FOUNDATION STAGE INCLUDES:**



**Formative
assessment** based on
observations and other
evidence of learning.

Discussions
with the children about
their learning wherever
possible and involving

them in self-assessment

Assessment used to inform planning

Involving children in planning their next steps.

**Foundation stage assessment for learning is
different from assessment for learning with
other age groups because:**

Given the open ended and play based nature of many of the learning experiences that children encounter within the foundation stage, it may not always be appropriate to share learning objectives with children before they begin activities.

In the Foundation Stage, there should be opportunities for children to engage in activities planned by adults and also those that they plan and initiate themselves.

Best outcomes for children take place in settings with a balance of teacher provided the best opportunities to extend children's thinking and skill sets.

Setting the foundation for successful growth and achievements.

When and What is Assessed?

A term cycle of assessment occurs in effective foundation stage settings and schools. As part of the learning and teaching process within everyday practice

this cycle would include:

Incidental observations; *(when the teacher notices something significant he or she is not involved in.)*

Participant observations; *(where he teacher is fully involved with he children.)*

Carrying out one planned focused observation; *for each child (3-5 minutes) (where the teacher stands back to watch a child in a play-based or independent self-chosen activity inside or outside.)*

Informal discussions with parents.

Informal discussions with the child.

In addition, the cycle must include a time to review the children's records, make summative assessments and **develop learning priorities or targets for the children across the breadth of the curriculum as necessary.**



Providing opportunities for emotional, personal and academic growth.

These learning priorities should cover all areas of learning as appropriate to the individual child, and should not be confined to literacy and mathematics.

Early Years is not only an academic program but one that is meant to develop all aspects of the whole child.

Through careful and accumulative assessment against targets within the 6 areas of the curriculum, each child builds a quantity of evidence overtime towards their final Early Years Assessment.

The expected outcome for a child is not fully reached until the end of the Reception Year and is then recorded in the UK National Curriculum Student Profile.



The following are final statements from the Foundation Stage Student Profile, which reflect the most successful achievements at the end of Reception.

The Student:

1. >Sustains involvement and perseveres particularly when trying to solve a problem or reach a satisfactory conclusion.
>Takes into account the ideas of others.
> Displays a strong, positive sense of self-identity and is able to express a range of emotions fluently and appropriately.
2. > Talks and listens confidently and with control, consistently showing awareness of the listener by including relevant detail. Uses language to work out and clarify ideas, showing control of a range of appropriate vocabulary.
> Uses knowledge of letters, sounds and words when reading and writing independently.
> Reads books of own choice with some fluency and accuracy.
> Communicates meaning through phrases and simple sentences with some consistency in punctuating sentences.
3. >Recognises, sounds, orders, writes and uses numbers up to 20.
>Uses a range of strategies for addition and subtraction, including some mental recall of number bonds.
> Uses mathematical language to describe solid (3D) objects and flat (2D) shapes..
4. > Communicates simple planning for investigations and constructions and makes simple records and evaluations of her /his work. Identifies and names key features and properties Sometimes linking different experiences, observations and events. Begins to explore what it means to belong to a variety of groups and communities.
5. > Repeats, links and adapts simple movements, sometimes commenting on her/his work.
> Demonstrates coordination and control in large and small movements, and in using a range of tools and equipment.
6. > Expresses feelings and preferences in response to artwork, drama and music and makes some comparisons and links between different pieces. Responds to own work and that of others when exploring and communicating ideas, feelings and preferences through art, music, dance, role play and imaginative play.