

## **2024-2025 AHBS Foundation Stage Assessment policy and procedures**

### **Foundation Stage Assessment for Learning (Afl)**

Assessment for learning (formative assessment) looks at how assessment aids a learner; how it helps them understand what to do next and what they want to achieve. Assessment for learning is part of our daily practice as facilitators of learning. We cater for childrens' needs through deep and meaningful approaches to learning. We promote autonomous learning that actively engages children in tasks - so they see the point of what they are doing.

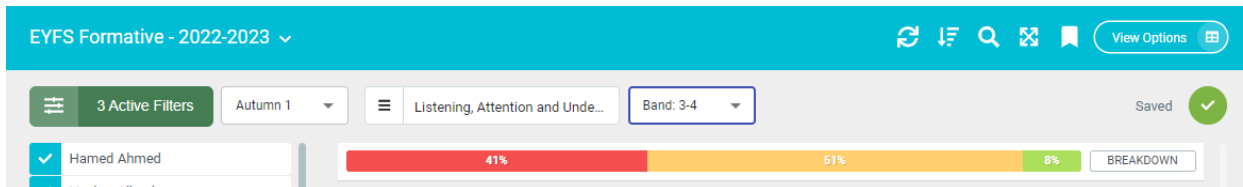
We achieve this by:

- Dialogue and feedback - conversation and interactions with other people's ideas and opinions. Feedback is not a one way transmission process: dialogue helps us to judge our own learning as it is happening. (Questioning)
- Peer assessment - working with friends helps you find your strengths and weaknesses and improves your own judgement of how you learn in different situations. (Wow box)
- Self assessment - to create something good yourself, you need to make judgments about how you can meet criteria and standards. (Learning language)
- Evidence Me Observations - these capture new significant learning moments. A photo of the new learning, along with an explanation and curriculum links is recorded. These are shared with the students and families.
- This feeds into formative assessment judgments at data captures when inputted weekly into Sonar.

### **Sonar**

We employ Assessment for learning (Afl) strategies and observations in our daily teaching practice to inform our future planning on a day by day and week by week basis. This ensures our children have every opportunity to learn what they need to learn. We use Sonar markbook tiles to do this for all areas of the curriculum. Phonics to be updated regularly also using Read, Write, Inc (RWI).

Formative Judgements	Taught	Working Towards	Working Towards +	Achieved	Achieved +	Greater Depth
	Working below age related expectations					Accessing mastery
Summative Judgements	Significantly Below - working developmentally below age related expectations	Beginning - accessing the age related expectations with lots of support and scaffolding	Just At - accessing the age related expectations with some support and scaffolding	At - independently accessing age related expectations in groups and provision	Above - accessing challenges during group work and in provision	Significantly Above - applying their knowledge in different contexts - always accessing challenges in both group work and provision. Child is likely to be supporting/teaching others - G&T Register

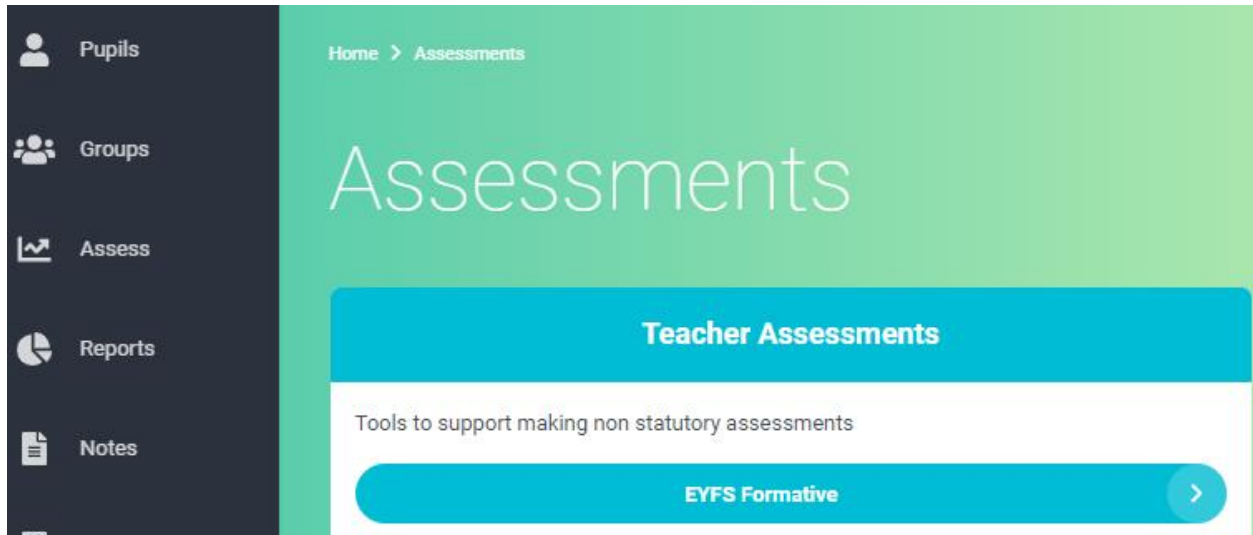


You can see the percentage for each individual child by clicking 'Select None' on the pupil column on the left hand side of the screen and then click by a child's name.

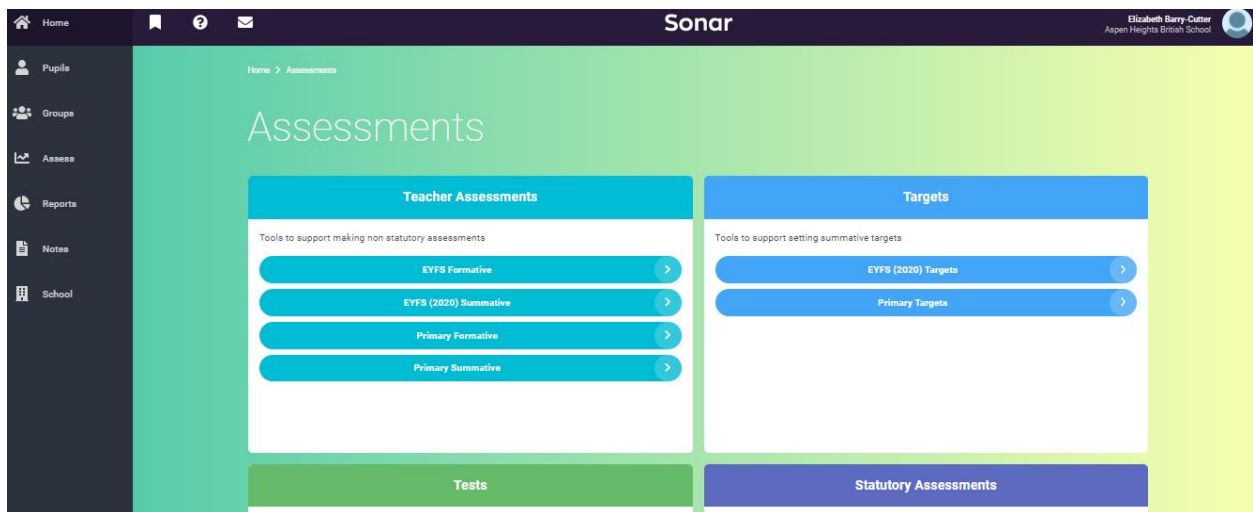
### How to Enter Formative Data

#### Formative assessment - tracking LOs taught/observed

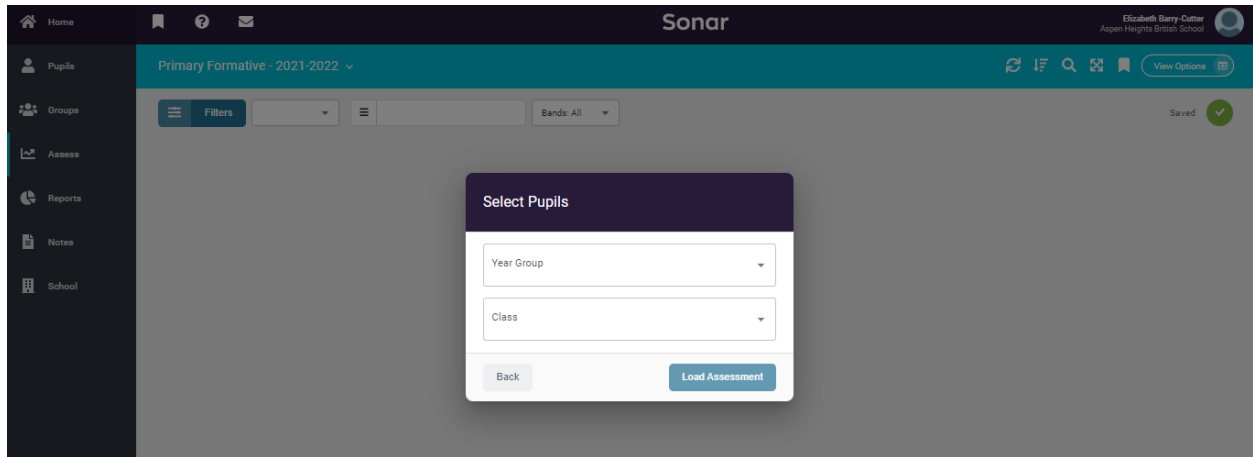
1. Log into Sonar
2. On the Home Page, select 'Assess' from the left hand side of the screen.



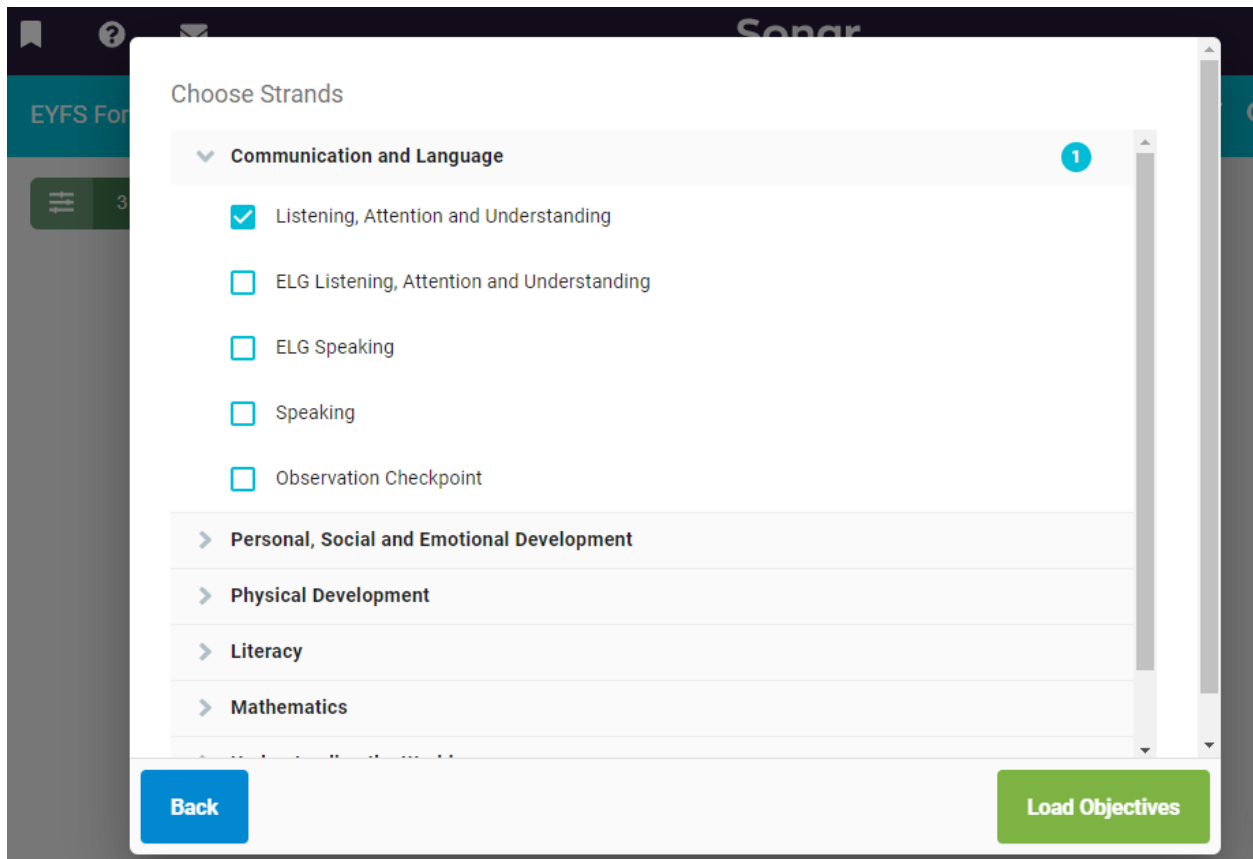
3. Then select 'EYFS Formative' from the 'Teacher Assessments' section.



4. Select your 'Year Group' (either Nursery 2 or Reception) and 'Class' then click 'Load Assessment'.



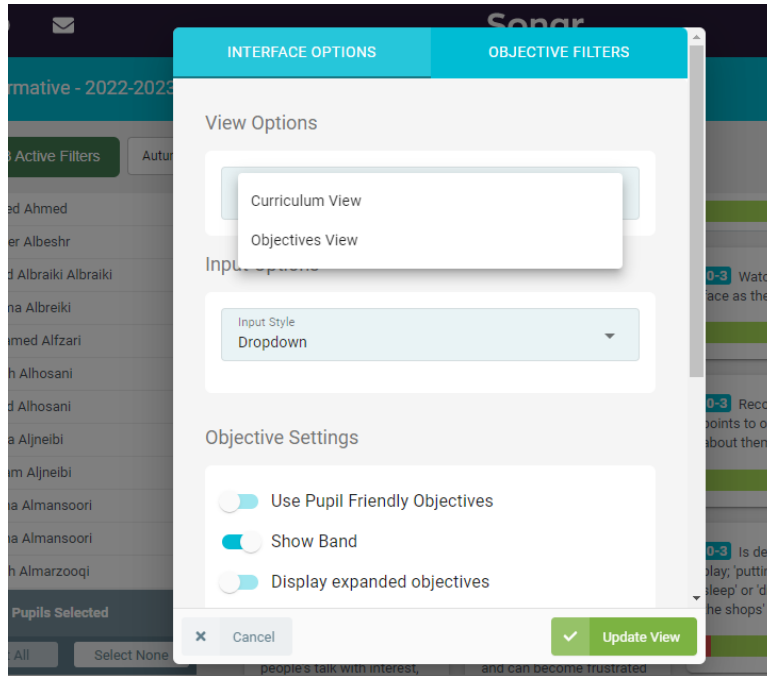
5. Select 'Area of Learning' and the 'Strands' you require. Then click 'Load Objectives'. Do not select ELG or observation checkpoint strands.



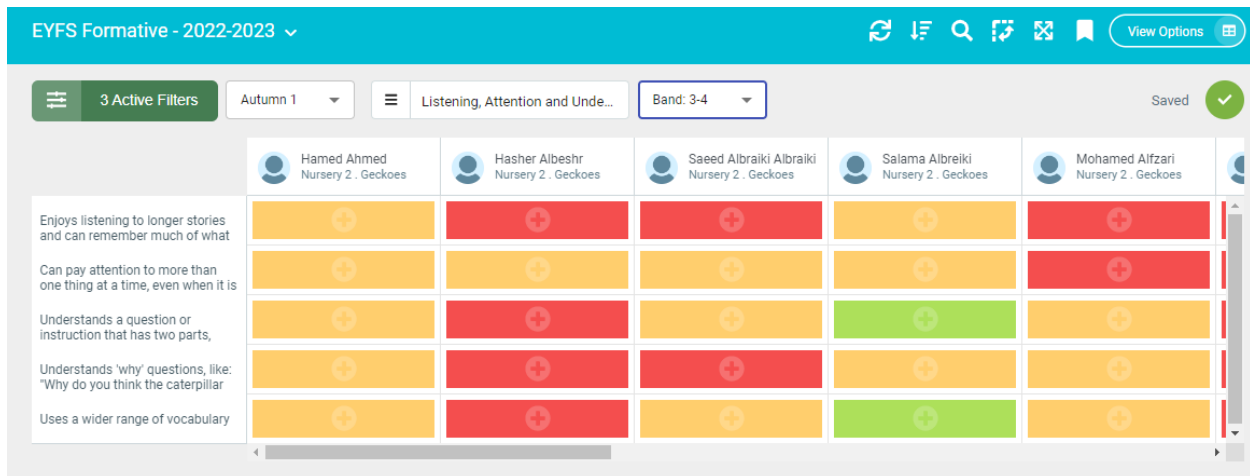
6. You will then see objectives come up as strands. To see tiles click on 'View Options' at the top right hand side of the screen.

The screenshot displays a curriculum management interface for 'Primary Formative - 2021-2022'. On the left, a list of students is shown with checkmarks next to their names. The main area features a grid of objective tiles. Each tile includes a title, a description, and a progress bar. The tiles are organized into categories like 'Mathematics > Measurement' and 'Mathematics > Statistics'. A progress bar at the top indicates completion percentages: 15%, 30%, 45%, and 9%. A 'View Options' button is located in the top right corner.

7. Click on the 'Curriculum View' and the two options shown below will come up. Select 'Objectives View' then the 'Update View' - green button at the bottom right hand side.



8. The 'Tiles View' will then be shown and tiles can be updated.



9. This is shown at the top of the screen active filter options are shown below, you are able to choose the term, change strands within the area of learning you are updating and which band ( year group) you are working on.

EYFS Formative - 2022-2023 ▾

☰ 3 Active Filters Autumn 1 ▾ ☰ Listening, Attention and Unde... Band: 3-4 ▾

### Pupil Filters Clear Filters

Contextual

<p><b>Year</b></p> <p>Nursery 2 ▾</p> <p><b>Birth</b></p> <p>Month ▾ to Month ▾</p> <p>Season ▾</p> <p><b>School Entry</b></p> <p>Date ▾ to Date ▾</p> <p><b>Attendance (0% - 100%)</b></p> <p><input type="range"/></p>	<p><b>Pupil Groups</b></p> <p>Geckoes ▾</p> <p>Group ▾</p> <p><b>Contextual</b></p> <p>Gender ▾</p> <p>First Language ▾</p> <p>SEN ▾</p> <p>SEN Need ▾</p>	<p><b>Focus</b></p> <p><input type="checkbox"/> EAL</p> <p><input type="checkbox"/> Pupil Premium</p> <p><input type="checkbox"/> FSM</p> <p><input type="checkbox"/> In LA Care</p> <p><input type="checkbox"/> Service Children</p> <p><input checked="" type="checkbox"/> Leavers</p>
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Cancel Apply Filters

**Expectations of formative assessment:**

- Updated weekly or when you know you have covered an objective as a team
- Can be used on the go in lessons alongside Evidence Me
- Use to support planning - where are the gaps?
- FS2 - identifying ELG from January by including the ELG objectives.

**New Joiners**

Throughout the year, you will receive new children joining your class. Please see Head/ Deputy Head of EYFS & Primary to look at the child's entry assessment paper and previous school report. As we do PITA, the child can participate in learning as usual and update Sonar formative.

**Summative Data;**

<b>Summative Judgements</b>	<b>Significantly Below - working developmentally below age related expectations</b>	<b>Beginning - accessing the age related expectations with lots of support and scaffolding</b>	<b>Just At - accessing the age related expectations with some support and scaffolding</b>	<b>At - independently accessing age related expectations in groups and provision</b>	<b>Above - accessing challenges during group work and in provision</b>	<b>Significantly Above - applying their knowledge in different contexts - always accessing challenges in both group work and provision. Child is likely to be supporting/teaching others - G&amp;T Register</b>
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**Time Frames:**

	Dates	Areas of Learning	Phonics	Data Analysis Doc
<b>Autumn 1</b> Aut 1 Data -		<b>All Areas of Learning Summative Assessments &amp; Judgements</b>	<b>Aut 1 RWI</b>	<b>Class Profile Class Teacher</b>

Update from Summer 2/ PITA From August - October  <b>No grades below summer 3.2 in the previous academic year, unless discussed and agreed with SLT.</b>	30th September - 4th October - add SA judgements  2nd Oct Moderation  25 October data analysis completed (first Friday back after half term)		<b>Assessments - WB 30.09.24 - 1 Week Only</b>	<b>YGLs - Snips &amp; Commentaries &amp; actions</b>
RWI assessments - WB 30.09.24				
<b>Autumn 2</b>  Aut 2 Data Update	2nd - 6th December Summative Assessment Refresher  4th December Moderation CPD	<b>Prime Areas; Including Literacy, Maths and UTW Refresher</b> <b>Report deadline: Wednesday 11th December</b>	<b>Aut 2 Summative assessments and judgements.</b>  <b>RWI Assessments - WB 30.09.24 - 1 Week Only</b>	<b>YGLs - Snips &amp; actions</b>
RWI assessments - <b>WB 25.11.24</b>				
<b>Spring 1</b> Summative Assessment Judgements	27th Jan - 31st Jan - add SA judgements  YG Moderation 29th Jan - CPD  3rd - 7th Feb data analysis completed	<b>All Areas of Learning &amp; Summative Assessments &amp; Judgements</b>  <b>FS2 ELGs - Summative Assessment</b>	<b>Spr 2.1 RWI Assessments - WB</b>	<b>Class Profile Class Teacher YGLs - Snips &amp; Commentaries &amp; actions</b>
RWI assessments - WB 03.02.25				

<p><b>Spring 2</b></p> <p>Spring 1 Data Update</p>	<p>Refresher SA Data - 10th - 14th</p> <p>12th March Moderation CPD</p>	<p><b>Prime Areas; Including Literacy, Maths and UTW Refresher</b></p> <p>Report deadline: Wednesday 19th March</p>	<p><b>Spr 2.2 summative assessments and judgements.</b></p>	<p><b>YGLs - Snips &amp; actions</b></p>
<p>RWI assessments - 17.03.25</p>				
<p><b>Summer 1</b></p> <p>Summative Assessment Judgements</p>	<p>12th - 16th May add SA judgements</p> <p>Moderation 14th May</p> <p>19th - 23rd May data analysis completed</p>	<p><b>All Areas of Learning - Summative Assessments &amp; Judgements</b></p> <p><b>FS2 ELGs - Summative Assessment</b></p>	<p><b>Sum 3.1 RWI Assessments - WB</b></p>	<p><b>Class Profile Class Teacher YGLs - Snips &amp; Commentaries &amp; actions</b></p>
<p>RWI assessments - 12.05.25</p>				
<p><b>Summer 2</b></p> <p>Sum 2 Data Update</p>	<p>16th - 20th June - enter SA judgements</p> <p>13th h June moderate</p> <p>WB 23rd June - data analysis</p>	<p><b>Prime Areas; Including Literacy, Maths and UTW Refresher</b></p> <p><b>FS2 ELGs - Summative Assessment</b></p> <p>Report deadline: Tuesday 24th June</p>	<p><b>Sum 3.2 summative assessments and judgements.</b></p>	<p><b>YGLs - Snips &amp; actions</b></p>
<p>RWI assessments - 16.06.25</p>				

Data captures happen each half term - 1st half of the term is based on more rigorous processes including testing and moderation and 2nd half is based on teacher judgement. This point in time assessment (PITA) enables pupil targets to be set, progress monitored, and intervention and teaching methods amended as appropriate. Moderation of levels is essential if pupil progress and teacher performance is going to be measured against baseline.

### [PITA explained](#)

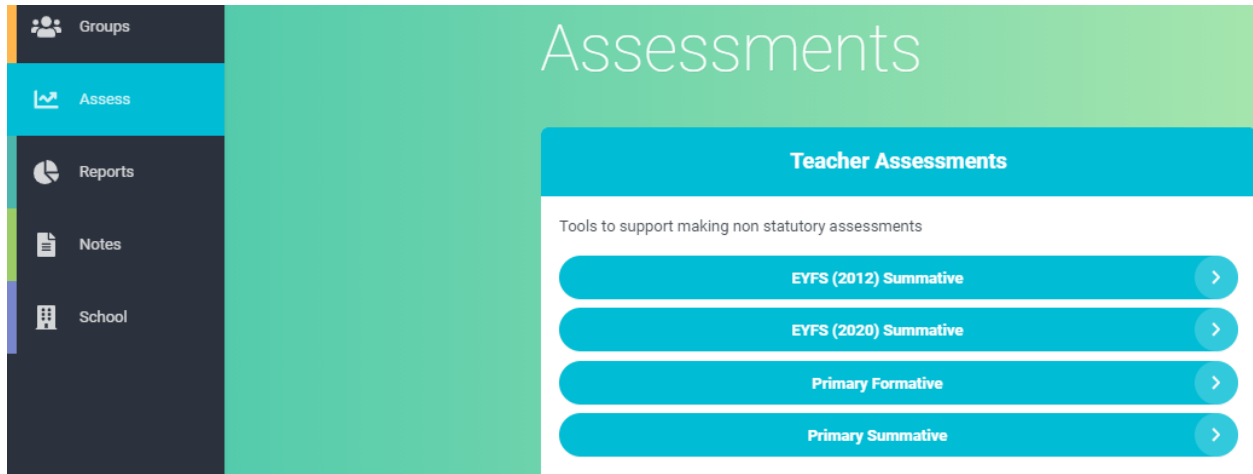
#### **Process of moderation:**

1. CT will select pieces of work/ evidence they are unsure of from their class to review and moderate.
2. All available evidence- from Evidence Me and books (FS2) and Evidence Me and folders (Nursery) to support judgments should be looked at and levels agreed, or amended as necessary.
3. This will take place in phase before each data deadline ( Autumn 1, Spring 1, Summer 1) focusing on the Prime Areas including Literacy, Maths and UTW.
4. Teams will then work together to complete the Sonar SA judgements to ensure consistency across the year group. Training for staff happens throughout the year to support with assessment and moderation processes.
5. SLT will then take a sample to further conclude the outcome of the moderation process.
6. Once this process is completed, data reports can be generated. Pupil Progress will be updated at the 3 main data drops to check on attainment and progress points.

#### **Summative Data Guide:**

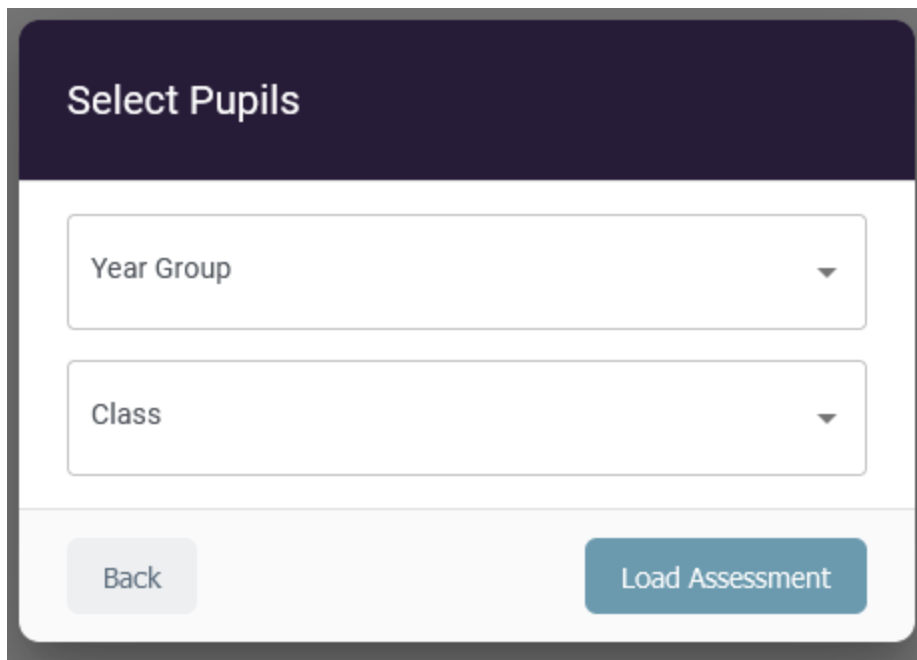
Summative judgements;

To add summative data go to the assess icon on the left sidebar.



From the Teacher assessments list select EYFS (2020) Summative

When the 'Select Pupils' dialogue opens use the drop down menus to select the year group(s) (Nursery 2 or Reception) and/or classes. Then, click 'Load Assessment'.



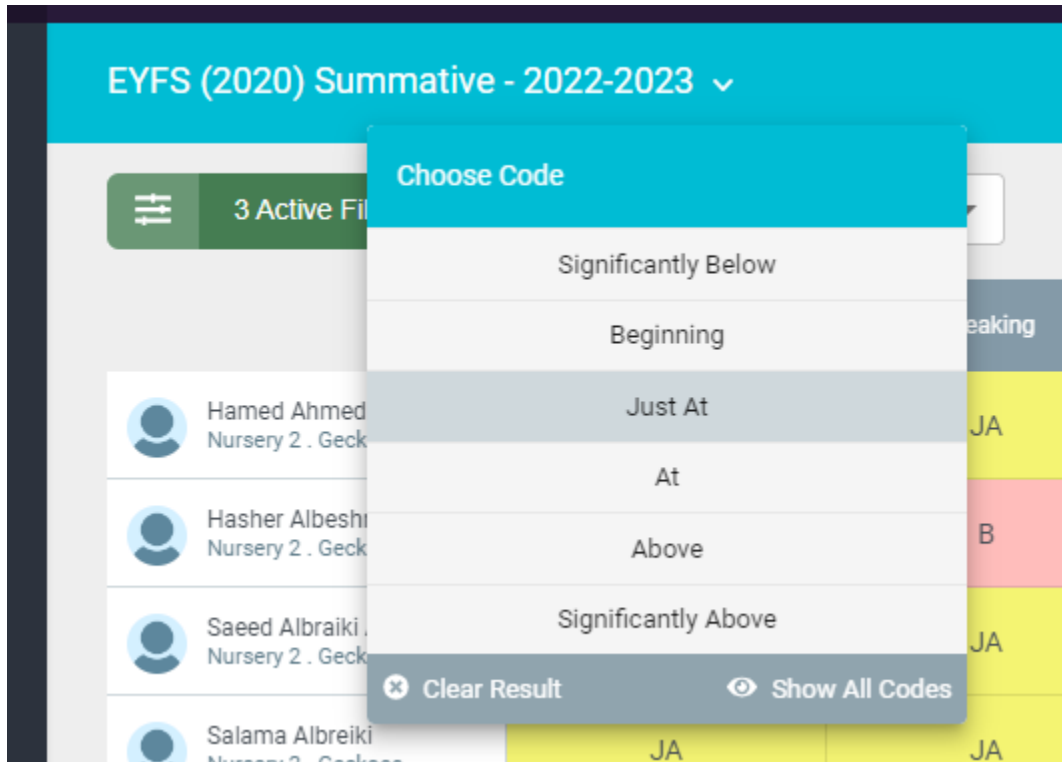
The input page opens with the selected pupils and the subjects for the current time period. The academic year, assessment time period and subject can all be adjusted as by using the drop down menus or the View Options. The pupils can be amended by using the Filters button.

EYFS (2020) Summative - 2022-2023 ▾

3 Active Filters    Autumn 1 ▾    The prime areas ▾

	Listening, Attention and Understanding	Speaking	Self-Regulation
 Hamed Ahmed Nursery 2 . Geckoes	JA	JA	B
 Hasher Albeshr Nursery 2 . Geckoes	B	B	B
 Saeed Albraiki Albraiki Nursery 2 . Geckoes	JA	JA	B
 Salama Albreiki Nursery 2 . Geckoes	JA	JA	B
 Mohamed Alfzari Nursery 2 . Geckoes	JA	JA	B
 Ghaith Alhosani Nursery 2 . Geckoes	N1 At	N1 At	B
 Khalid Alhosani Nursery 2 . Geckoes	JA	JA	B

To add an assessment click the appropriate cell for the pupil and aspect and the Choose Code tool opens.



Here you see the list of possible assessment categories.

The following shows the SA judgements. We will not use the SB (significantly below) category - children who are significantly below will be given a judgement in the year group below. Their mark will appear as the year group below and the colour will automatically be red.

If you click all codes it will show options below that you can choose.

Choose Code							
Pre Entry	SB	B	JA	At	A	SA	
Entry 1	SB	B	JA	At	A	SA	Speaking
Entry 2	SB	B	JA	At	A	SA	JA
Nursery 1	SB	B	JA	At	A	SA	
Nursery 2	SB	B	JA	At	A	SA	B
Rec	SB	B	JA	At	A	SA	JA
<input type="button" value="Clear Result"/> <input type="button" value="Hide All Codes"/>							
			JA				JA

For Reception - select Nursery 2, for Nursery - select Nursery 1 - if child is working below year group standards. Only select B, JA, At for year groups below.

### **Data Analysis Reports for Teachers & Leaders**

Data will be analysed using three statements:

Working within ARE - B, JA, At, A, SA

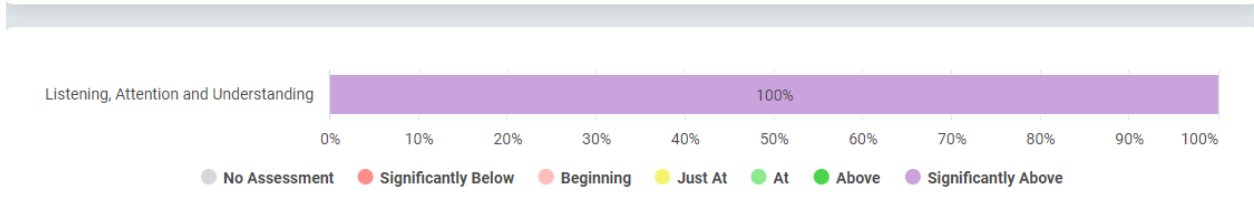
Working above minimum ARE - JA, At, A, SA

Working above ARE - At, A, SA

### **EYFS (2020) Age Related Overview**

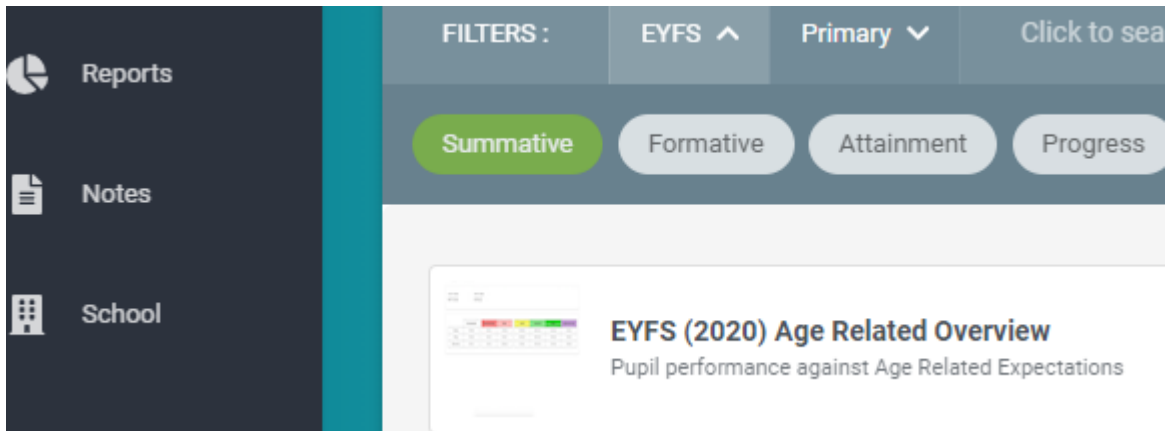
Gives a clear overview of the class. You are able to click on percentages to see the children working in different summative judgements, which can help you to clearly see the children that need intervention or support.

	Significantly Below	Beginning	Just At	At	Above	Significantly Above
Listening, Attention and Understanding						100.0% (26)



This report also shows you a clear overview of attainment in the class by displaying summative judgements as strands for each area of learning.

Select Reports - EYFS - Summative - EYFS 2020 Age Related Overview



Select class:

## Select Pupils

Year Group  
Reception

Class  
Bulbuls

Load Report

Check filters are correct - academic year - term - subjects

## EYFS (2020) Age Related Overview



3 Active Filters

2023-2024

Autumn 2

3 Subjects

### Data Analysis Reports for Leaders

**\* When creating reports - make sure you select year group and all class names so that Oasis children are not included.**

Year group leads to be able to report on each class within a year group and to identify:

- Children who need intervention/ support for each class
- To know within each class who is Sig B, B, JA, At, Ab, Sig Ab
- To use EYFS Age Related Progress for year group data each half term to identify pupils on track or higher and those who are not for each area of learning.

**\* To find UAE National data - select UAE filter in 'Group' Also for SEN - select 'SEN' in 'Group'.**

Pupil Filters


Clear Filters

Contextual

**Year**  
Year 1

**Birth**  
Month to Month  
Season

**School Entry**  
Date to Date

**Attendance (0% - 100%)**  


**Pupil Groups**  
Desert Snakes, Foxes...  
UAE Filter

**Contextual**  
Gender  
First Language  
SEN  
SEN Need

**Focus**  
 EAL  
 Pupil Premium  
 FSM  
 In LA Care  
 Service Children  
 Leavers

	Significantly Below	Beginning	Just At
Reading	78.9% (60)	21.1% (16)	
Writing	89.5% (68)	10.5% (8)	
Mathematics	76.3% (58)	23.7% (18)	
Science	35.5% (27)	64.5% (49)	

UAE Nationals	53.9% 76		78.9% (60)	21.1% (16)				
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Then add over the info on your doc by creating a small table for each subject to add info shown directly.

**EYFS Summative Progress Analysis**

We will measure progress from Autumn 1 to Summer 2 using Point In Time Assessment (PITA). This means that you have assessed children based on the objectives that have been taught.

Expected progress = same attainment level across the academic year eg at - at - at.

Better than expected progress = attainment has risen across the year eg at - at - above

Please see screenshots below on how to access the EYFS progress summative analysis report:



**EYFS (2020) Summative Progress Analysis**  
Identifies pupils progress between two points in time

Select reports then select:

Select class:

Select Pupils

Year Group  
 Reception

Class  
 Bulbuls

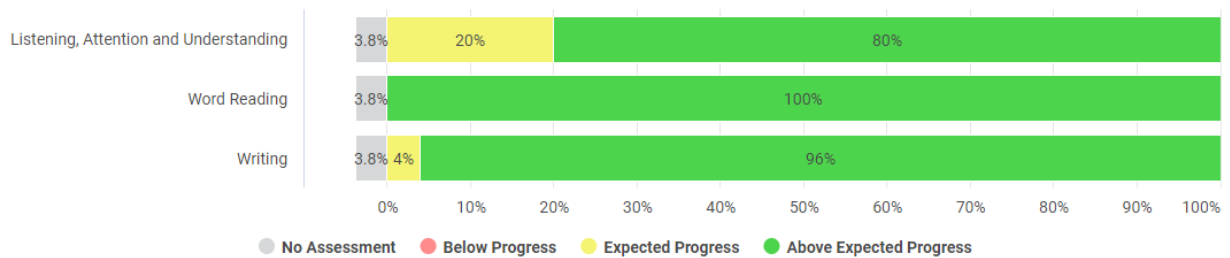
Load Report

You can click on the numbers to see who the children are

Expected progress or higher in all subjects

**100.0% (25)**

	No Assessment	Below Progress	Expected Progress	Above Expected Progress
Listening, Attention and Understanding	3.8% (1)		20.0% (5)	80.0% (20)
Word Reading	3.8% (1)			100.0% (25)
Writing	3.8% (1)		4.0% (1)	96.0% (24)



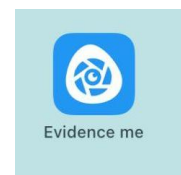
Name	Listening, Attention and Understanding		
	Aut1 22-23	Sum2 22-23	Progress
Abdullah Aldhanhani	N2 B	A	↑
Alanoud Almarri	N2 B	A	↑
Ali Alshehhi	N2 JA	A	↑
Amin Mahsoub	N2 B	A	↑
Fatima Firuz	N2 B	A	↑
Halimah Mia	JA	A	✓



Evidence Me is our online platform for capturing individual children's learning across the year. It is our primary source of evidence collection. The platform is used to take photograph observations, link curriculum objectives, and add comments as to why the picture has been captured. The observations are sent on parent share and accessible by families at home. Evidence Me supports staff with identifying the next steps in learning and, over time, creates unique learning journeys that are personal to each child and their progress.

How to make an observation:

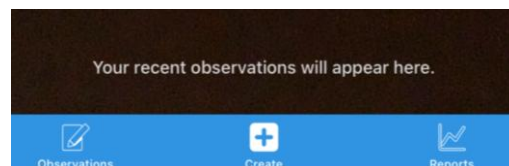
**Step 1** - find the Evidence Me app on an iPad and Login using your teacher and password. If you are using a laptop please go to <https://www.evidence.me/login>.



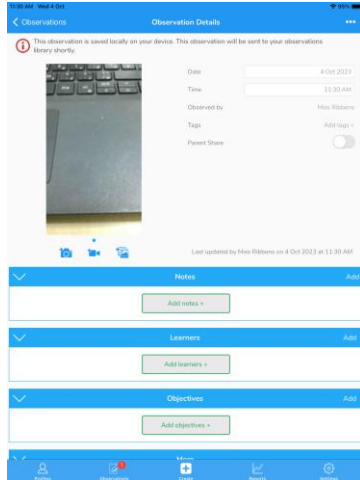
email

**Step 2** - click 'create' to start a new observation.

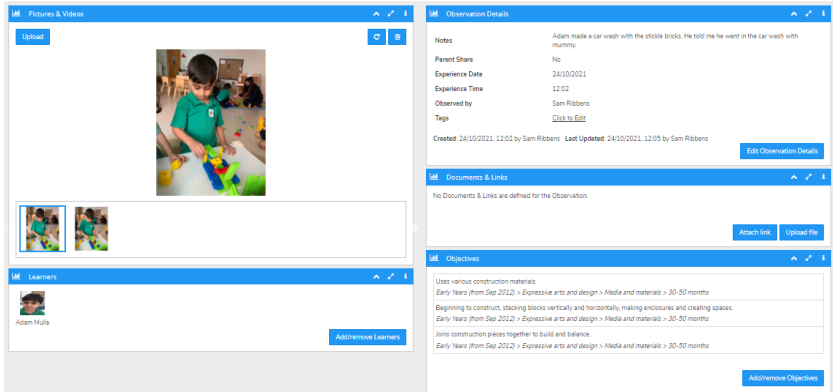
**Step 3** - Take your photograph, add the learner, Objectives and click 'parent share' Automatically your observation is saved.



link the



Example of a finished observation -



### Expectations and how to use Evidence Me -

Each child will have a minimum of 2 observations per week uploaded to their learning journey.

<p><b>Observation expectations per week - Nursery;</b></p>	<p>Rotate between; Mathematics Mark Making WOW Moment (any area of the curriculum)</p>
<p><b>Observation expectations per week - FS2;</b></p>	<p>Rotate between; Mathematics UTW WOW Moment (any area of the curriculum)</p>

Teachers and Teaching Assistants are expected to capture observations throughout the day; during continuous provision, together times, specialist lessons etc. They can be captured alongside children and should not take away from child interactions and co play. The observations must be unique and personal

to the child. *Small group observations are acceptable but whole class pictures should be avoided where possible. Adults often discuss observations with children to support with next steps and extending learning e.g ‘What could you do differently next time?’*

**Expectations of Language Used/ Example Captions**

Evidence Me Phrases & Examples					
<u>Sig Below</u>	<u>Beginning</u>	<u>Just At</u>	<u>At</u>	<u>Above</u>	<u>Sig Above</u>
<i>Is working on developing...</i>  <i>Is working towards curriculum expectations in...</i>  <i>With consistent support</i>	<i>With support</i>  <i>Is working towards</i>  <i>Is beginning to</i>	<i>With encouragement</i>  <i>With some support</i>  <i>Is meeting the objective with little support</i>	<i>Independently</i>  <i>Is able to ___ without support</i>  <i>Has met the objective</i>	<i>Is supporting others to</i>  <i>Independently</i>  <i>Can confidently</i>  <i>Is beginning to challenge herself to</i>	<i>Mastered</i>  <i>Is supporting others to</i>  <i>Can confidently</i>  <i>Is challenging herself to</i>
E.g ‘With consistent support Ahmed is working on developing his fine motor control in class’	E.g ‘With support Lara is beginning to take turns with other children in the class to share. This is something she is still working towards’	E.g ‘With encouragement Zayed can listen attentively during Together Time inputs’	E.g ‘Sara can independently write CVC words, sounding out the words independently’	E.g ‘Mohammed is confidently able to count to 20 and above and enjoys teaching his friends how to do this during provision’	E.g ‘Salama has mastered number bonds to 10. She is now challenging herself to find number bonds to 20’

**Nursery Folders**

In Nursery we also have physical folders that are used to proudly collate children's writing/mark making. Each child has their own folder and these are accessible within the classroom to promote discussions and show progress:

What is the purpose of the folders?

- To display evidence of children's mark making/ literacy across the year to allow children to reflect on their learning. (for the children/ parents/ ADEK)
- The expectation is that each child will have 1 piece of evidence roughly every 2 weeks (no more than 1 each week) - this could be a story map/ piece of independent mark making/drawing/ shopping list from the role play area etc
- Please ensure all child work is dated and named. Annotations e.g Mohamed said 'this is baba he has a black beard' should be stuck on work

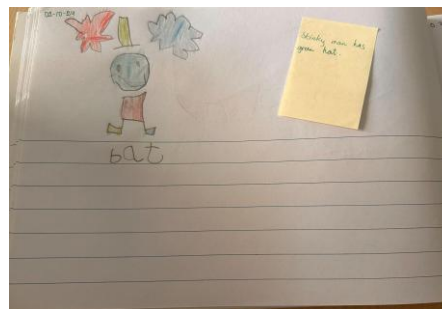
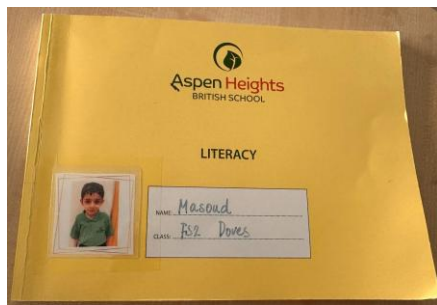


[Folder inserts.docx](#) - Please amend this template for all children in your class and insert on the first and second page.

**FS2 Literacy Books**

In FS2 all children have a Literacy book. The purpose of this book is to collect evidence of writing and mark making and show progress throughout the year. The expectation is that there is 1 piece of work minimum (2 pieces maximum) in the book each week, dated and annotated (if necessary). The book is used to showcase work from 'The Drawing Club' Literacy lessons and follow up work as well as any other evidence from within provision that shows evidence and progression e.g shopping lists, postcards etc.

*Literacy Book Example:*



### **EYFS Evidence Walls:**



Within all Nursery and FS2 classrooms we have WOW Walls. Each child has their own individual Learning Square on a display board to develop a sense of pride in their work and show progression over the term. The children add to their square each time they produce work they are proud of. Children take ownership of showing everybody their amazing learning!



### **Expectations for the Display boards:**

- The expectation is that the evidence squares are kept up to date with recent work/ pictures of the children and their learning.
- Squares should be roughly 50cm by 50cm (large enough to display pictures/ writing and other learning)
- Where possible the learning should be annotated with a short explanation or scribe of what the child is saying/ doing.
- Learning should be dated.

### **Early Learning Goal (ELG) - FS2 End of Year:**

Towards the end of FS2, a judgement is made for each child to check they have met the Early Learning Goal (ELG).

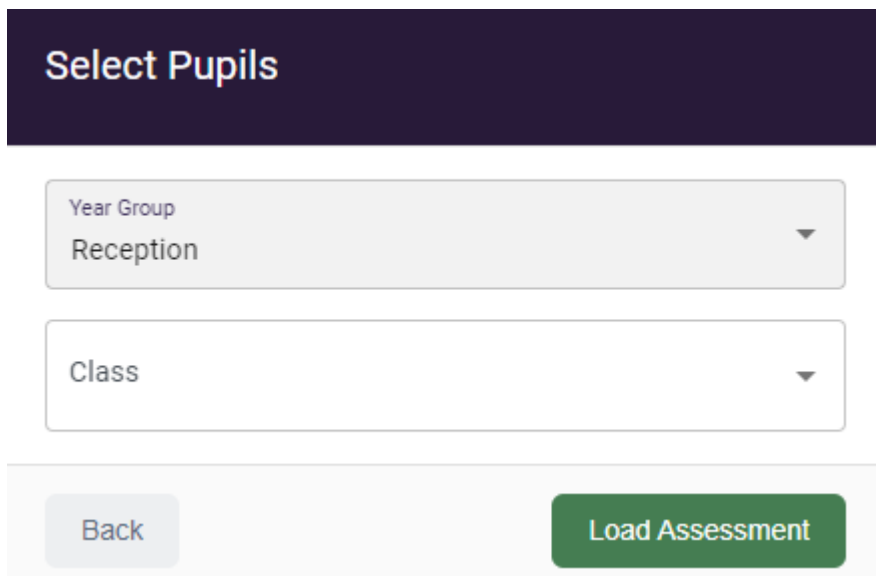
Across the year, teachers should be looking at the formative strands and updating weekly for all areas with a particular focus on the prime areas plus Literacy, Maths and UTW. The achievement of ELG in these areas means that a child will then achieve a good level of development at the end of the Early Years Foundation Stage. A good level of development is how EYFS settings are rated nationally and internationally. At the start of the Spring term (2.1) FS2 teachers should work together to look at the ELG formative strands and update appropriately which will then support finding the gaps and actioning these in their planning and environment for the summer term.

To make the summative ELG judgement towards the end of FS2, there will be time to gather evidence, moderate and make an informed judgement as a year group team. See below for how to enter onto Sonar. 1 = Emerging. 2 = Expected.

Select the assessment page on Sonar and then in statutory assessments select 'Early Learning Goals 2020';



Select 'Reception' and your class.



Enter judgements for both prime and specific areas by selecting on the drop down box.

Children's progress and assessment results are shared regularly with families through weekly Evidence Me updates, termly reports and parent consultations.

 2 Active Filters		ELG Prime areas ▼		
		Listening, Attention and Understanding	Speaking	Self-Regulation
	Raya Abduljaleel Reception . Pipits	2	2	2
	Maitha Abdullah Reception . DOVES	2	2	2

### **Inclusion Assessments**

Please refer to the Head of Inclusion and Inclusion Policy for this information. Wellcomm assessments will be carried out on all children who have been referred in regards to their speech, language and communication needs throughout the year. These results will be shared with you. Adaption and modification support is given throughout the year to support tier children within the classroom setting and during assessment periods.