



Early Years Foundation Stage (EYFS) Assessment, Observation & Planning Policy

1. Policy Statement

At The British School of Tenerife, we recognise that assessment in the Early Years Foundation Stage (EYFS) is an integral part of high-quality teaching and learning. It is based on careful observation of children in order to understand their development, interests, and next steps.

We recognise that children develop at different rates and in different ways. Staff know their children well and use this knowledge to plan learning experiences that reflect individual needs, interests and developmental stages. Children are supported to learn at their own pace within a stimulating, inclusive and nurturing environment.

Assessment is embedded within everyday practice and informs planning, supports individualised learning, and ensures that all children make progress from their starting points.

We are committed to an assessment approach that is:

- Child-centred and developmentally appropriate
- Ongoing and observational in nature
- Responsive to individual learning needs
- Informative for teaching and learning
- Shared effectively with parents and carers
- In line with the EYFS Statutory Framework and Birth to 5 Matters

2. Aims of Assessment in EYFS

We aim to:

- Identify each child's starting points through baseline assessment
- Support learning through accurate and timely observation
- Inform planning and next steps in learning
- Track progress across all areas of learning
- Provide meaningful feedback to parents and carers
- Support early identification of additional needs (including SEND)
- Celebrate children's achievements and progress

3. Baseline Assessment

All children complete a **baseline assessment within the first six weeks** of joining EYFS.

The baseline is used to:

- Identify starting points in learning and development

- Understand each child's interests, strengths and needs
- Inform early planning and provision
- Build strong relationships with children and families

Baseline information is gathered through:

- Staff observation during play and learning
- Interaction with children in provision
- Information shared by parents via enrolment questionnaires
- Early experiences within the classroom environment

4. Observation and Ongoing Assessment

Assessment in EYFS is continuous and based on high-quality observation of children in play and learning.

Staff observe children:

- In continuous provision
- During adult-led activities
- Indoors and outdoors
- In child-initiated learning
- In social and emotional interactions

Observations are recorded using **Tapestry (online learning journal)**.

Assessment is used to:

- Identify achievements and progress
- Understand children's interests
- Inform next steps in learning
- Adapt provision and teaching strategies

Reception Written Evidence

In Reception, in addition to observational evidence recorded on Tapestry, children also complete **work in books** to support and evidence progression over time.

These books are used to:

- Show progression in early literacy, mathematics and other areas of learning
- Provide evidence of independent and supported work
- Complement observational assessment
- Demonstrate the application of skills over time

This ensures a balanced approach to assessment combining both observation and recorded learning evidence.

5. Planning and Next Steps (ENHANCED)

Planning in EYFS is a continuous, responsive process that is directly informed by ongoing assessment and observation of children.

Staff use their secure knowledge of each child, alongside observations recorded on Tapestry and information from the baseline assessment, to plan meaningful learning experiences that reflect individual needs, interests and developmental stages. This ensures that children are supported to learn at their own pace within a carefully structured and stimulating environment.

Planning is flexible and adapts daily in response to children's learning, engagement and emerging interests. It is not fixed in advance but evolves through professional judgement and observation.

Staff ensure that planning:

- Builds on children's prior learning and experiences
- Responds to individual next steps identified through assessment
- Supports progression across all areas of learning
- Provides opportunities for challenge and consolidation
- Enhances continuous provision both indoors and outdoors
- Promotes communication, independence and critical thinking

Planning includes a balance of:

- Child-initiated learning within continuous provision
- Adult-led focused activities
- Small group work and individual support where appropriate
- Enhanced learning opportunities based on children's interests

In Reception, planning also ensures that early literacy and numeracy skills are systematically developed, including phonics, early reading, and writing opportunities, alongside recorded evidence in learning books.

Effective planning in EYFS is therefore dynamic, reflective and closely linked to ongoing assessment, ensuring that learning is purposeful, inclusive and appropriate for every child.

6. Summative Assessment

Summative assessment provides an overview of progress over time.

This includes:

- Internal tracking of development across EYFS areas of learning
- Ongoing review of learning and progress
- EYFS Profile at the end of Reception (statutory requirement)

Reception children are assessed against the EYFS Profile in line with statutory guidance.

7. Use of Birth to 5 Matters

Birth to 5 Matters is used to support:

- Professional judgement
- Identification of developmental stages
- Planning next steps in learning
- Consistency across EYFS practice

8. Parental Partnership in Assessment

Parents are recognised as children's first and most important educators.

We work in partnership through:

- Enrolment questionnaires
- Communication via **Cifra platform**
- Tapestry learning journals
- Notice boards within school
- Parent consultations twice per year
- Additional meetings when requested or deemed necessary

Parents are encouraged to speak with staff at any time, no matter how small the concern, as open communication is essential in supporting children's development and wellbeing.

9. Reporting to Parents

Parents receive regular and meaningful feedback through:

- Annual written reports
- Parent consultation meetings (twice yearly)
- Ongoing Tapestry observations
- Informal daily communication where appropriate
- Celebration events and learning experiences

10. Home Learning and Early Reading (Reception)

In Reception:

- Sounds and action words are sent home to support phonics development
- Reading books are sent home when children are ready to support early reading progression
- Home learning supports consolidation of classroom learning

11. EYFS Events and Parental Involvement

We value strong partnerships with families and provide regular opportunities for involvement, including:

- Half-termly invitations for parents to observe or participate in EYFS learning
- Monthly EYFS assemblies (last Friday of each month) celebrating learning and birthdays
- Annual EYFS family mornings involving classroom activities and sports games
- Opportunities to celebrate children's achievements throughout the year

12. Inclusion and SEND

We are committed to inclusive practice and ensuring all children make progress from their starting points.

Staff support children through:

- Ongoing observation and early identification
- Targeted support and intervention
- Partnership with parents
- External agency involvement where appropriate
- Early Help Plans or Cause for Concern procedures where required

All children are supported in line with the school SEND Policy. Reasonable adjustments are made to ensure full access to learning and participation in school life.

13. Record Keeping and Data Protection

All assessment information is securely stored on **Tapestry** and managed in accordance with GDPR.

We ensure:

- Confidentiality of all records
- Secure storage of data
- Controlled access for staff and parents
- Compliance with school Data Protection Policy

14. Monitoring and Review

The EYFS Leader monitors the effectiveness of assessment practices to ensure:

- Consistency across EYFS
- Effective use of Tapestry
- Assessment informs planning and provision
- Compliance with EYFS statutory requirements

This policy is reviewed annually.

15. Linked Policies

This policy should be read alongside:

- EYFS Curriculum Policy
- Safeguarding and Child Protection Policy

- SEND Policy
- Behaviour Policy
- Teaching and Learning Policy
- Data Protection Policy
- Online Safety Policy
- Parental Engagement Policy
- Health and Safety Policy

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Review Date:	October 2026		