PORG International School

Assessment Policy

EYFS

Prepared by:	Barbora Gazdova, Romana Lewins	August 2024
Last update by:	Barbora Gazdova	August 2026
Approved by:	Dagmar Dluhosova	

Introduction

At PORG International School, assessment in the Early Years Foundation Stage (EYFS) is an integral part of teaching and learning. It is designed to support each child's development by identifying their strengths, interests, and next steps. Assessment is not a separate activity but is embedded within everyday interactions, play, and planned experiences.

This policy is guided by the Statutory Framework for the Early Years Foundation Stage (EYFS) published by the UK Department for Education.

Aims of Assessment

The purpose of assessment in EYFS is to ensure that every child receives the support they need to make good progress. At PORG International School, assessment aims to monitor development, inform teaching, identify additional needs at an early stage, and communicate clearly with parents. It also supports continuity in learning, particularly during transitions to the next stage of education.

Use of Assessment

Assessment at PORG International School supports high-quality teaching and ensures positive outcomes for all children. Information gathered through observations and ongoing assessment is used to inform planning, identify each child's next steps, and adapt teaching to meet individual needs. Assessment also supports the early identification of learning gaps and enables timely intervention where required.

In addition, assessment data is used to monitor progress across groups of children, ensuring equality of opportunity and supporting continuous improvement in teaching and learning. It informs communication with parents and contributes to smooth transitions within the school, particularly from EYFS to Key Stage 1.

Abreviations

EYFS – Early Years Foundation Stage
SENCO – Special Education Needs Coordinator
SEND – Special Education Needs and Disabilities
SLT – Senior Leadership Team
DSL – Designated Safeguarding Lead
BSO – British School Overseas

Principles of EYFS Assessment

Assessment is carried out in a way that is ongoing, inclusive, and child-centred. It focuses on the whole child and recognises that children develop at different rates. Practitioners rely on professional judgement rather than formal testing, using meaningful observations gathered through daily practice. The process is holistic and values both what children learn and how they learn.

Roles and Responsibilities

Clear roles and responsibilities ensure that assessment in the Early Years Foundation Stage (EYFS) is consistent, accurate, and effectively supports children's learning and development.

Senior Leadership Team (SLT)

The Senior Leadership Team is responsible for:

- Ensuring the EYFS assessment policy is implemented consistently across the school
- Monitoring the quality and impact of assessment practices
- Ensuring compliance with the Statutory Framework for the EYFS set by the UK Department for Education
- Supporting staff through training and professional development
- Using assessment data to inform whole-school improvement
- Leading and managing assessment practices within the EYFS
- Ensuring consistency and accuracy through regular moderation
- Supporting staff in planning, observation, and assessment
- Monitoring children's progress and identifying trends or concerns
- Ensuring assessment information is used effectively to inform teaching and learning

EYFS Teachers

Teachers are responsible for:

- Carrying out ongoing observations and assessments
- Maintaining accurate and up-to-date learning journeys
- Identifying next steps for individual children
- Planning learning experiences based on assessment information
- Supporting all children, including those with additional needs
- Communicating effectively with parents about children's progress

Special Educational Needs Coordinator (SENCO)

The SENCO is responsible for:

- Supporting the identification of children with additional needs
- Advising staff on appropriate assessment and intervention strategies
- Monitoring the progress of children with SEND
- Liaising with external professionals where necessary
- Working closely with parents to support children's development

Parents and Carers

Parents and carers play a vital role and are responsible for:

- Sharing relevant information about their child's development and wellbeing
- Contributing to learning journeys and home observations
- Attending meetings and engaging in discussions about progress
- Supporting learning at home in partnership with the school

Children

Children are active participants in their learning and:

- Engage in play and learning experiences
- Share their interests and ideas
- Reflect on their own learning where appropriate

Accountability

All staff are accountable for maintaining high standards of assessment practice. The implementation of this policy is monitored by the EYFS Teacher and Senior Leadership Team to ensure consistency, accuracy, and positive outcomes for all children.

Areas of Learning

Assessment covers all seven areas of learning within the EYFS framework. These include the three prime areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

In addition, the four specific areas are assessed:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Together, these areas provide a complete picture of each child's development.

Assessment Methods

A range of methods is used to build an accurate understanding of each child's progress. Observation is the primary tool, with practitioners watching children during play and structured activities. These observations are supported by professional judgement and interactions such as questioning and discussion. Each child has a learning journey that documents their development through notes, photographs, and samples of work. Each child has a personal portfolio. Parents are also encouraged to contribute information about learning that takes place at home.

Baseline Assessment

When children join PORG International School, an initial assessment is carried out to identify their starting points. This includes gathering information from parents and any previous settings. The baseline assessment helps practitioners plan appropriate learning experiences and ensures that teaching is tailored to each child's needs from the beginning.

Ongoing Assessment and Progress Monitoring

Assessment is continuous throughout the year. Practitioners regularly review children's progress and use this information to guide planning and teaching. Any concerns about development are identified early, allowing for timely intervention and support. Progress is monitored to ensure all children are developing appropriately across the areas of learning.

Progress Check and EYFS Profile

Where applicable, a progress check is completed for younger children to review development in key areas and identify any concerns. At the end of the Reception year, the EYFS Profile is completed. This statutory assessment measures children's attainment against the Early Learning Goals. Each child is assessed as either "Emerging" or "Expected." These outcomes are shared with parents and Year 1 teachers to support a smooth transition.

Characteristics of Effective Learning

In addition to assessing what children learn, practitioners also consider how children learn. This includes observing whether children are engaged in playing and exploring, actively learning, and thinking creatively and critically. These characteristics are essential in understanding each child's approach to learning.

Inclusion and SEND

Assessment plays a key role in identifying children who may require additional support. At PORG International School, all children are supported inclusively. When concerns arise, appropriate interventions are implemented, and individual support plans may be developed. The school works closely with parents and, where necessary, external professionals to ensure children receive the support they need.

Recording and Data Management

All assessment information is recorded systematically and stored securely. Learning journeys and assessment records are maintained for each child and handled in accordance with data protection requirements. Confidentiality is always respected when managing children's information.

Moderation and Quality Assurance

To ensure consistency and accuracy, staff engage in regular moderation activities. This involves reviewing and discussing assessments to maintain shared standards. School leadership monitors assessment practices and provides ongoing training to ensure high-quality provision.

Parental Engagement in Assessment

Parents are key partners in the assessment process. They are kept informed about their child's progress through regular communication, meetings, and reports. Parents are encouraged to contribute to learning journeys and share observations from home, helping to create a fuller picture of the child's development.

Monitoring and Review

This policy is reviewed annually to ensure it remains aligned with EYFS requirements and BSO expectations. Regular evaluation ensures that assessment practices continue to support high-quality teaching and learning.

IMPORTANT CONTACTS

EYFS Teacher	Ruby Oris	oris@porg.cz
DLS	Thabang Lehner	lehner@porg.cz
SENCO	Katerina Mlcochova	mlcochova@porgcz
Pastoral Lead	David Rojas	rivera@porg.cz
School psychologist	Petra Kahankova	kahankova@porg.cz
Principal	Barbora Gazdova	gazdova@porg.cz
Proprietor	Dagmar Dluhosova	dluhosova@porg.cz