



# Assessment and the EYFS Reforms



## What does this look like in practice?



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(on behalf of Hackney Education  
Early Years)



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# Aims of session - participants will have opportunities to:

- 
- Consider the reasons for the changes to the Statutory framework for the EYFS, effective 1<sup>st</sup> September 2021.
  - Develop understanding of the assessment requirements and the principles of assessment as set out in the revised EYFS.
  - Reflect on the purpose of observations and assessment and what effective assessments really mean in practice.
  - Become familiar with the non-statutory guidance documents (Development Matters 2020 and Birth to Five Matters 2021) and consider how these can be used to support everyday practice.
  - Reflect on current assessment systems and what is working well.
  - Identify priorities to implement the new framework from the 1st of September.
- 
- 



# Rationale behind reforms

- '**Word gap**' - these gaps are particularly pronounced in early language and literacy.
- 1 in 4 children who struggle with language at the age of five do not reach the expected standard in English at the end of primary school.
- Children with vocabulary difficulties at age five are 3 times more likely to have mental health problems in adult hood and twice as likely to be unemployed.
- EYFS Profile results for 2019: 72.6% children achieved at least the expected level for Communication and Language and Literacy. (56.9% in 2013)
- Improvements made but we still need to do more to narrow the gap.....

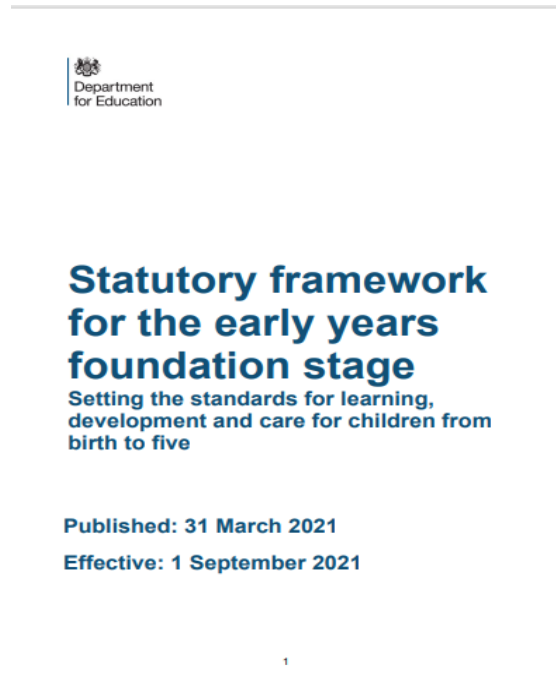


# Rationale behind reforms

- Two key objectives
  - improve outcomes for all children (particularly in language and literacy)
  - reduce teacher/practitioner workload (more time interacting with children)
- Focus on strengthening language and vocabulary development (disadvantaged, 'word gap')
- Strengthen literacy and numeracy outcomes in preparation for year 1
- Early learning goals to be clearer, more specific, easier to make accurate judgements
- Early learning goals to reflect strongest predictors of future attainment

# What is changing and when?

- Revised Statutory framework for the EYFS
- Final version - published 31<sup>st</sup> March 2021
- To be implemented by all schools, settings and childminders from 1<sup>st</sup> September 2021





# Key changes

- Learning and Development requirements
- Educational programmes for the seven areas of learning (the curriculum)
- Minor changes to Safeguarding and Welfare requirements
- Assessment requirements






# Assessment and the EYFS Reforms

What is changing?

What does this mean for you  
and your everyday practice?



# Assessment and the EYFS Reforms

- 
- Two key objectives
    - improve outcomes for all children
    - reduce teacher/practitioner workload
  - Revised assessment requirements - end of reception
  - Principles of assessment (at end of reception and throughout EYFS)
  - What does this mean in practice?
  - Encourage teachers/practitioners to use their professional judgement and reduce reliance on unnecessary evidence and paperwork
  - Focus on what's important to children - what will make the most difference to children
- 
- 





Reduce teacher/practitioner  
workload



Why do you think this was one of  
the objectives?



What does the current EYFS say  
about excessive paperwork?





# Assessment

- *'Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork.'*
- *Paperwork should be limited to that which is absolutely necessary to promote children's successful learning and development.'*

(EYFS Statutory Framework  
2017 page 13)

Planning

Learning journeys

Celebration of  
achievements

Background  
information,  
interests,  
needs

Photos,  
caption,  
samples...

Observations  
(AOL, COEL)  
All adults  
Parents


Children's  
voice

Monitoring  
development  
(DM  
statements)  
Evidence

Formative assessments  
& summative  
assessments  
Starting points,  
transition + ?


Tracking  
progress  
- data  
(individuals/  
cohort)

Next steps.....



# Bold Beginnings Ofsted (2017)

- *'A Reception teacher felt under constant pressure to provide evidence for children's learning. Photographs were taken constantly during day to-day activities to capture children's successes. This was said to stop the flow of teaching and take staff away from working directly with children. It also meant that more time was spent at the end of the day to print the photographs, stick them into individual children's folders and write a summative statement to explain each of the photos.....'*



# Bold Beginnings Ofsted (2017)

- *'One 'learning journey' included 15 photographs of a child putting on their coat, at various times across the year and with varying degrees of success. Some staff thought this was necessary to provide evidence of progress. When the teacher was asked whether they knew themselves, without 15 photographs, whether the child had accomplished this aspect of self-care and independence, they said 'yes' immediately.'*



# Reflect/Discuss your assessment systems

## What do you currently do?



- Does your planning/assessment mean practitioners have 'prolonged breaks' from interaction with children?
- Do you think your paperwork is 'excessive'?
- Who is the paperwork for?
- Is paperwork limited to that which is absolutely necessary to promote children's successful learning and development?
- What works well?
- What are the challenges?
- What could be improved?



PLEASE SHARE USING CHAT



# Assessment and the EYFS Reforms



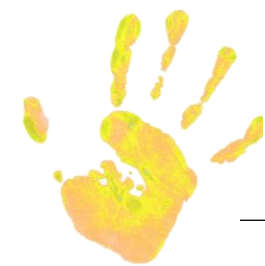
- **Assessment requirements**
- Progress check at age two
- Changes to the assessment at the **end of reception** (Schools - June 2022)



- EYFS Profile (17 new Early Learning Goals)
- Clearer, more specific, easier to make accurate judgements



- Emerging/Expected
- No longer Exceeding judgement



| <b>Aspect/Early Learning Goals<br/>Current</b>  | <b>Early Learning Goals<br/>Reforms</b>  |
|---|--|
| <b>Communication and Language</b> <ul style="list-style-type: none"><li>• Listening and Attention</li><li>• Understanding</li><li>• Speaking</li></ul>  | <ul style="list-style-type: none"><li>• Listening, Attention and Understanding</li><li>• Speaking</li></ul>                |
| <b>Personal, Social and Emotional<br/>Development</b> <ul style="list-style-type: none"><li>• Making Relationships</li><li>• Self-Confidence and Self-Awareness</li><li>• Managing Feelings and Behaviour</li></ul> | <ul style="list-style-type: none"><li>• Self-Regulation</li><li>• Managing Self</li><li>• Building Relationships</li></ul> |
| <b>Physical Development</b> <ul style="list-style-type: none"><li>• Moving and Handling</li><li>• Health and Self-Care</li></ul>  | <ul style="list-style-type: none"><li>• Gross Motor Skills</li><li>• Fine Motor Skills</li></ul>                           |






| <b>Aspect/Early Learning Goals Current</b>  | <b>Early Learning Goals Reforms</b>  |
|---|--|
| <p style="text-align: center;"><b>Literacy</b></p> <ul style="list-style-type: none"><li>• Reading</li><li>• Writing</li></ul>  | <ul style="list-style-type: none"><li>• Comprehension</li><li>• Word Reading</li><li>• Writing</li></ul>                                 |
| <p style="text-align: center;"><b>Mathematics</b></p> <ul style="list-style-type: none"><li>• Numbers</li><li>• Shape, space and measures</li></ul>                                 | <ul style="list-style-type: none"><li>• Number</li><li>• Numerical Patterns</li></ul>  |
| <p style="text-align: center;"><b>Understanding the World</b></p> <ul style="list-style-type: none"><li>• People and Communities</li><li>• The World</li><li>• Technology</li></ul> | <ul style="list-style-type: none"><li>• Past and Present</li><li>• People, Culture and Communities</li><li>• The Natural World</li></ul> |
| <p style="text-align: center;"><b>Expressive Arts and Design</b></p> <ul style="list-style-type: none"><li>• Exploring and Using Media</li><li>• Being Imaginative</li></ul>        | <ul style="list-style-type: none"><li>• Creating with Materials</li><li>• Being Imaginative and Expressive</li></ul>                     |




# Making assessments against the Early Learning Goals


- *'When forming a judgement about whether an individual child is at the expected level of development, teachers should draw on their knowledge of the child and their own expert professional judgement. This is sufficient evidence to assess a child's individual level of development in relation to each of the ELGs. Sources of written or photographic evidence are not required, and teachers are not required to record evidence.'*

*(Statutory framework for the EYFS  
1<sup>st</sup> September 2021, page 11)*




# Assessment and the EYFS Reforms (throughout the EYFS)

- 
- *'Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork.'*
  - *'When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence.'*



*(Statutory framework for the EYFS  
1<sup>st</sup> September 2021 page 18)*





# The purpose of observations and assessments

- To find out about individual children, their development, needs and interests
- To inform plans to support individual children, their learning and development, needs and interests
- To monitor children's development in all areas of learning
- Share information with parents/other professionals
- To evaluate effectiveness of our provision
- To meet the requirements of the Statutory framework for the EYFS



# What the EYFS says about Learning and Development?



- *'Practitioners **must** consider the individual needs, interests, and **development** of each child in their care, and must use this to plan a challenging and enjoyable experience for each child in all of the areas of learning and development'*





(Statutory framework for the EYFS  
1<sup>st</sup> September 2021, page 15)





# What the EYFS says about Assessment?

- 
- *'Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process.'*





(Statutory framework for the EYFS  
1<sup>st</sup> September 2021, Section 2, page 18)






# What the EYFS says about Assessment?

- 
- *'It involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share.'*



(Statutory framework for the EYFS  
1<sup>st</sup> September 2021, Section 2, page 18)





# Assessment and the EYFS Reforms

- 'Parents and/or carers should be kept up to date with their child's progress and development. Practitioners should address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.'




(Statutory framework for the EYFS  
1<sup>st</sup> September 2021, Section 2, page 18)





# How effective are your observations and assessments?




Consider the following:

- 
- Manageable or time consuming/burdensome
  - Quality or quantity
  - Purpose of the information collected (significant events)
- 
- Children's starting points
  - Focus on what a child can do
  - Picture of the child (development, needs, interests, characteristics)
- 
- Do practitioners know where children are developmentally? (on track, need more time, experiences, additional support)



# How effective are your observations and assessments?

Consider:

- 
- Accuracy
  - Useful - How are they used?
  - Inform plans/priorities for individual children/groups?
  - Inform plans/priorities for the setting and practitioners? (CPD, ongoing quality improvement)
  - Impact on children's learning - How?
  - Support the sharing of information with parents/other professionals
  - Do they give you the information you need the most?
  - Not all observations and assessments need to be recorded!
- 
- 



# New Development Matters

## Non-statutory guidance (2020)

- The guidance supports the delivery of the revised early years foundation stage statutory framework.
- *'It sets out the pathways of children's development in broad ages and stages.....to help you assess each child's level of development.....'*



### Development Matters

Non-statutory curriculum guidance for the early years foundation stage

September 2020



# Development Matters (2020)

- Similar 'look' as EYFS Framework
- Non statutory guidance
- Not to be used as a tick list
- Introduction
- Seven features of effective practice
- Characteristics of effective teaching and learning
- Seven areas of learning and development
- Not separated into aspects under each area
- Additional information on EAL
- 3 broad age bands
- Statements of what children will be learning
- Examples of how to support this

# Development Matters 2020

## Introduction






- *'The document is not a tick list for generating lots of data.*
- *You can use your professional knowledge to help children make progress without needing to record lots of next steps.*
- *Settings can help children to make progress without generating unnecessary paperwork.*
- *The guidance can help you check that children are secure in all the earlier steps of learning before you look at their 'age band'.*
- *Depth in learning matters much more than moving from one band to the next or trying to cover everything.'*



# Development Matters - 2020

## - Seven features of effective practice

- 
- The best for every child
  - High-quality care
  - The curriculum: what we want children to learn
  - Pedagogy: helping children to learn
  - Assessment: checking what children have learnt
  - Self-regulation and executive function
  - Partnership with parents
- 
- 

# Assessment: checking what children have learnt





- *'Assessment is about noticing what children can do and what they know. It is not about lots of data and evidence.'*
  - *Effective assessment requires practitioners to understand child development. Practitioners also need to be clear about what they want children to know and be able to do.*
  - *Accurate assessment can highlight whether a child has a special educational need and needs extra help.*
  - *Before assessing children, it is a good idea to think about whether the assessments will be useful.*
  - *Assessment should not take practitioners away from the children for long periods of time.'*
- (Development Matters 2020)*





# Development Matters

## - The Areas of Learning and Development

- 
- Seven areas of learning and development
  - Educational programme for each area of learning (curriculum)
  - 3 broad age bands:
    - Birth to three - babies, toddlers and young children will be learning to: 
    - 3 & 4 year olds will be learning to: 
    - Children in reception will be learning to: 
  - *Examples of how to support this:*
  - Observation checkpoint - questions for under threes, 3 & 4 years for Prime areas only
  - Does NOT include the ELGs







# Development Matters



## Current Development Matters:

- 
- Birth to 11 months
  - 8 - 20 months
  - 16 - 26 months
  - 22 - 36 months
  - 30 - 50 months
  - 40 - 60+ months
  - Early Learning Goal
- 

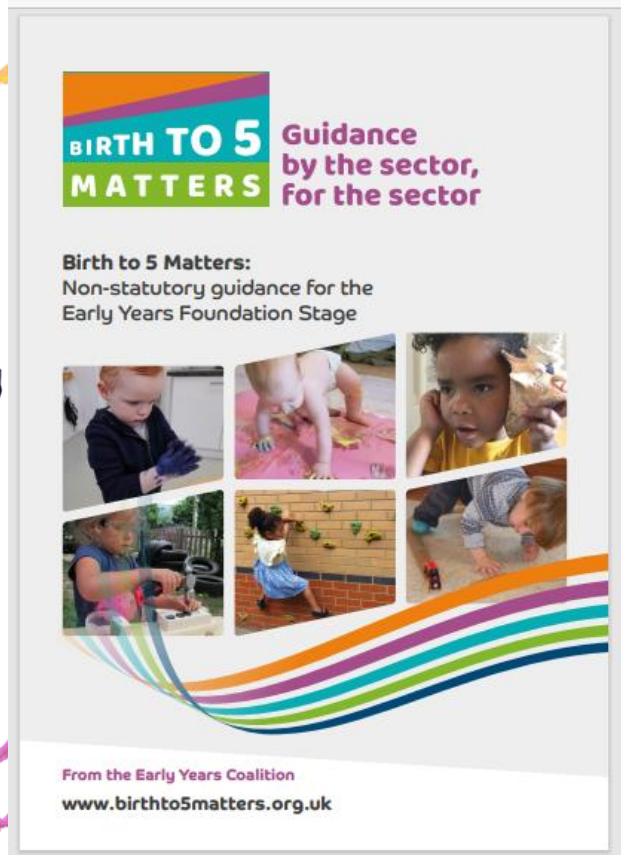
## New Development Matters:

- Birth to three  
- babies, toddlers and young children will be learning to:
- 3 & 4 year olds will be learning to:
- Children in reception will be learning to:



# Birth to 5 Matters (April 2021)

(to support the implementation of the EYFS)



- Birth to 5 Matters - *Guidance by the sector, for the sector.* (<https://www.birthto5matters.org.uk>)
- Coalition of Early Years Sector Organisations working with the sector to develop guidance for the sector, by the sector: Birth to Five Matters.
- To revise existing guidance to develop an evidence-informed document to support practitioners.

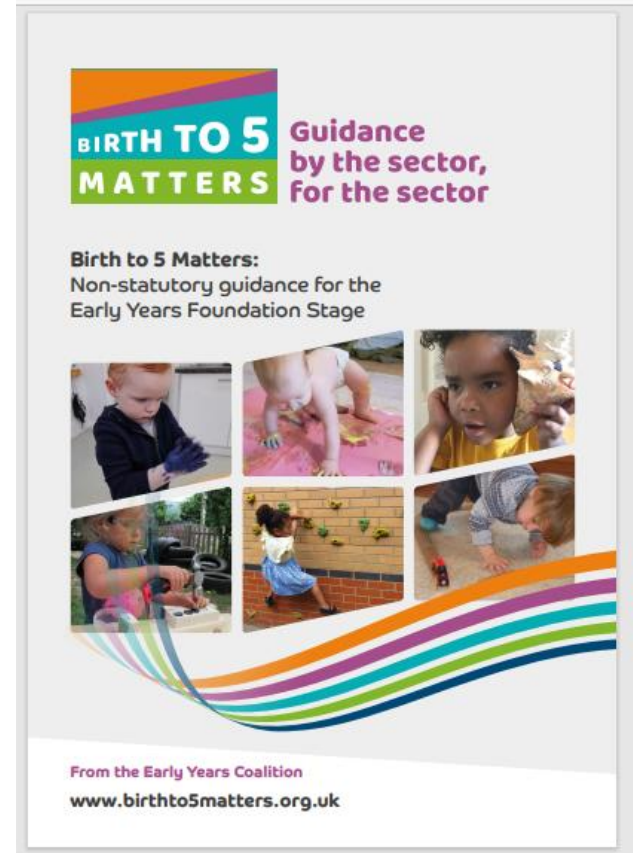


# Birth to 5 Matters




## Contents:

- Foundations of highest quality provision for children
  - A Unique Child
  - Positive Relationships
  - Enabling Environments
  - Learning and Development
- 
- 





# Birth to 5 Matters

- 
- Foundations of highest quality provision for children
    - Principles of the EYFS
    - Promoting voice and inclusion
    - Play
    - Care
    - Quality improvement and leadership
    - Transitions



# Birth to 5 Matters



- **A Unique Child**

- Child development

- Self-regulation

- Learners for life: Characteristics of Effective Learning

- Inclusive practice and equalities



- **Positive Relationships**

- Parents as partners

- Attachment and the role of the key person

- Supporting development and learning

- **Enabling Environments**




- Learning environment

- The wider context





# Birth to 5 Matters

- 
- **Learning and Development**
  - Observation, assessment and planning
  - Overview of Characteristics of Effective Learning and Areas of Learning and Development
- 
- Using Birth to 5 Matters to support development and learning
  - Characteristics of Effective Learning
  - Personal, Social and Emotional Development; Communication and Language; Physical Development; Literacy; Mathematics; Understanding the World; Expressive Arts and Design
- 



# Birth to 5 Matters

## Personal, Social and Emotional Development: Making relationships

|                | A Unique Child:<br>what a child might be doing  | Positive Relationships:<br>what adults might do   | Enabling Environments:<br>what adults might provide  |
|----------------|---|---|--|
| <b>RANGE 1</b> |  <ul style="list-style-type: none"> <li>Enjoys the company of others and seeks contact with others from birth.</li> <li>Shows their readiness to be social through using their sensory abilities; following movement and gazing at faces intently.</li> <li>Moves body, arms and legs and changes facial expression in response to others, e.g. sticking out tongue, opening mouth and widening eyes.</li> <li>Responds to what carer is paying attention to, e.g. following their gaze.</li> <li>Distinguishes between people, recognising the look, sound and smell of their close carer.</li> <li>They will usually calm, smile or reduce crying when they hear their carers/parent's voice, or smell their clothing, for example.</li> <li>Holds up arms to be picked up and cuddled and is soothed by physical touch such as being held, cuddled and stroked.</li> <li>Begins to display attachment behaviours such as wanting to stay near and becoming upset when left with an unfamiliar person.</li> <li>Becomes wary of unfamiliar people or people they have not seen for a while.</li> </ul> | <ul style="list-style-type: none"> <li>Offer warm, loving and consistent care in your interactions with babies and young children, making good eye contact and handling children gently and respectfully.</li> <li>Respond sensitively and quickly to babies and young children's needs, holding and comforting each child as they need.</li> <li>Learn from parents regarding caring practices at home so you can establish predictable and familiar patterns within your own interactions allowing the child to feel safe with you.</li> <li>Tune in to the meaning of babies and young children's communications of crying, babbling, pointing or pulling and respond with interest, watching and understanding the cues they offer so they feel acknowledged and known by you</li> <li>Notice and respect babies and young children's signals that they no longer want to play or engage; pause and be quiet when they turn away.</li> <li>Spend plenty of time with your key children playing interactive games, finger plays and singing familiar songs that engage you both in mirroring movement and sounds, follow the child's lead.</li> <li>Take primary responsibility for your key children's physical care wherever you are both are present.</li> <li>Use care events to build a close relationship with babies and young children through respectful interactions and taking it slowly. Always explain what is going to happen and invite their participation.</li> <li>Be physically and emotionally available to babies and young children to provide a secure base for them to feel secure and supported in their play and independent explorations</li> <li>Accept babies' and young children's need for security, allowing them to stay close by when feeling insecure or anxious. Caregivers may have to focus on regaining the baby or young child's trust by remaining available to them constantly until they feel secure again.</li> <li>Get to know each babies' and young child's separation rituals and support them by being available when they are separating from and reuniting with their parents/carers</li> </ul> | <ul style="list-style-type: none"> <li>The setting offers a welcoming, calm, caring environment that is inviting and will make the babies feel they want to come and play.</li> <li>Implement a Key Person Approach, so that each child and their family have a special person to relate to and rely on.</li> <li>Continuing professional development and supervision to support attachment relationships between key persons and children in the setting</li> <li>Develop close partnerships with parents/carers, learning from their knowledge and expertise about their baby</li> <li>Admissions are phased so that only one new child starts at a time to allow them to settle in gradually.</li> <li>Ensure the Key Person Approach underpins all provision for babies including personal care events, play and daily interactions with parents/carers.</li> <li>Arrange for staff absence to be covered by practitioners who are already familiar to the children</li> <li>Allocate a secondary key person who takes responsibility for the care of babies when their key person is absent.</li> <li>The number of changes children make between groups and key person is reduced to as few as possible during their time in the setting.</li> <li>Organise working patterns and activities to allow the key person or secondary key person to be available to support babies and toddlers and their parents separating and reuniting at the beginning and end of the day.</li> <li>The day is predictable enough to give babies a sense of security but is flexible enough to respond to individual children's patterns.</li> <li>Offer continuity and consistency for babies by the key person undertaking all their key children's care needs; moving through each part of the bathroom, lunch and sleep routine together, rather than children moving from one adult to the next.</li> </ul> |
| <b>RANGE 2</b> |  <ul style="list-style-type: none"> <li>Draws others into social interaction through calling, crying and babbling, smiling, laughing and moving their bodies and limbs</li> <li>Shares interest and attention by looking to where the adult is looking, pointing and using their gaze to direct the adult's attention to something</li> <li>Engages another person to help achieve a goal, e.g. to get an object out of reach</li> <li>Cooperates with caregiving experiences, such as dressing</li> <li>Builds relationships with special people</li> </ul>   |   |  |

In some cases, suggestions for similar support for children's development and learning apply across two ranges. In these cases the Positive Relationships and Enabling Environments columns are shown in the colour of the first range, but apply to both adjacent ranges.

- Familiar layout/content to current Development Matters (2012)
- Unique Child, Positive Relationships, Enabling Environments
- Areas of learning divided into aspects
- 1-6 age bands

# Age bands 1-6 (overlapping)

## A Unique Child

When referring to the guidance for the Areas of Learning and Development, it is important to start with what is observed and understood about the individual child.

A typical progression in development and learning has been grouped into broad ranges in the column for A Unique Child. This is intended to support knowledge of a general pattern of child development.

Practitioners can identify a range that most closely describes the child's development and learning, and then consider the suggestions for adults within that range (or earlier ranges) to plan to support continued progress.

The guidance can also help to identify when children may need additional support, by referring to the key provided here which links the ranges to typical age spans.

In summative assessments, comparing best-fit judgements of ranges with typical age spans can help identify whether children are roughly on track, or are progressing more slowly or quickly. This information can be useful for leaders and managers in planning for the continual improvement of practice and provision in the setting.

## Key to understanding the age ranges:

**RANGE 1**

**BIRTH - 6 MONTHS**

6 - 12 MONTHS

**RANGE 2**

**12 - 18 MONTHS**

**RANGE 3**

**18 - 24 MONTHS**

**RANGE 4**

**24 - 36 MONTHS**

**RANGE 5**

**36 - 48 MONTHS**

**RANGE 6**

**48 - 60 MONTHS**

**60 - 71 MONTHS**

Children develop and learn at their own rates, and in their own ways. The guidance on possible development trajectories should not be taken as necessary steps, nor assumed to be in a particular order, for individual children. The guidance should not be used as a checklist. The age links overlap Ranges because these are not fixed age boundaries but suggest a typical range of development.

Please note: This key is also available for quick view on page 126





## Characteristics of Effective Learning

### Playing and Exploring

#### ENGAGEMENT

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

### Active Learning

#### MOTIVATION

- Being involved and concentrating
- Keep trying
- Enjoying achieving what they set out to do

### Creative and Critical Thinking

#### THINKING

- Having their own ideas
- Making links
- Working with ideas

## Areas of Learning and Development

## Birth to 5 Matters Aspects

### Prime Areas

|  |                         |
|--|-------------------------|
| Personal, Social and Emotional Development | Making Relationships    |
|  | Sense of Self           |
|  | Understanding Feelings  |
| Physical Development                       | Moving and handling     |
|  | Health and Self-care    |
| Communication and Language                 | Listening and Attention |
|  | Understanding           |
|  | Speaking                |

### Specific Areas

|                            |                                  |
|----------------------------|----------------------------------|
| Literacy                   | Reading                          |
|                            | Writing                          |
| Mathematics                | Mathematics                      |
|                            | People and Communities           |
| Understanding the World    | The World                        |
|                            | Technology                       |
|                            | Creating with Materials          |
| Expressive Arts and Design | Being Imaginative and Expressive |

# Non-statutory guidance One or both?



## Development Matters

Non-statutory curriculum guidance for  
the early years foundation stage

September 2020



**Guidance  
by the sector,  
for the sector**

**Birth to 5 Matters:**  
Non-statutory guidance for the  
Early Years Foundation Stage



From the Early Years Coalition  
[www.birthto5matters.org.uk](http://www.birthto5matters.org.uk)



# Non Statutory Guidance

## Development Matters (2020)

- Shorter (77)
- Simpler
- Short introduction
- 3 fixed age bands (specific reception)
- Does not include the ELGs
- Not separated into aspects of learning
- 2 columns only

## Birth to Five Matters (2021)

- Longer (128)
- More detail/content
- Pedagogy and practice
- 6 age bands
- Includes ELGs
- Separated into aspects of learning (not ELGs)
- 3 columns



# Development Matters - 2020



- The characteristics of effective teaching and learning
- Same headings:
  - Playing and exploring
  - Active learning
  - Creating and thinking critically
- Different content
- 2 columns
- Children will be learning to:
- Examples of how to support this:



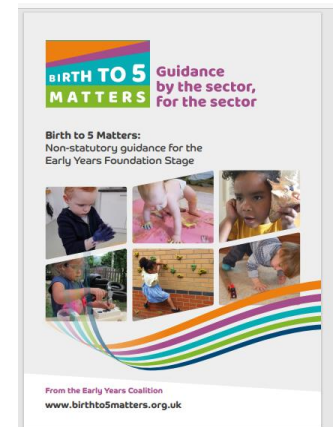
# Birth to 5 Matters (2021)


- 
- Characteristics of effective learning
  - Playing and exploring (engagement)
  - Active learning (motivation)
  - Thinking creatively and critically (thinking)
- 
- Content similar to current DM
  - 3 columns (UC, PR, EE)
  - Additional content



# Non-statutory guidance One or both?

- Development Matters 2020
- Birth to 5 Matters 2021
- Electronic journals updated
- Purpose
- Support assessment
- Support practice
- Improve outcomes
- Audit/self evaluation
- Professional development






# Assessment and the EYFS Reforms


## Implementing the new framework

### - what next?

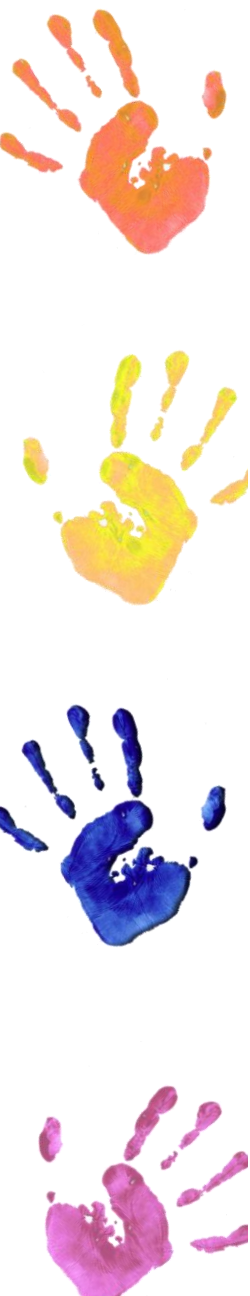
- 
- What are your priorities now/next few weeks/months?
  - What do you need to do?
  - Training and support (now/future)
  - Action plan/timescale
  - You, your team, other professionals
  - Parents
  - Good understanding of the Statutory framework - the requirements (September 2021)
  - Changes and key messages
  - Ofsted



# Assessment and the EYFS Reforms Implementing the new framework - what next?

- 
- Remember reasons for the changes
  - Improving outcomes for all children (C & L, close gap)
  - Educational programmes - review practice
  - Reduce workload (evidence/tracking/data)
  - Celebrate changes - review assessment systems
  - Professional judgements (accurate) and reduce reliance on unnecessary evidence and paperwork
  - Confidence of practitioners
  - Knowledge of child development
  - Time (with children/discussions)
  - Think - who is the paperwork for? (not Ofsted)





# Assessment and the EYFS Reforms

## Implementing the new framework - what next?

- What will your assessment look like?
- What works well? What do you want to continue doing?
- What could be improved?
- Get the balance right
- Two documents to support assessment and practice (Development Matters 2020, Birth to 5 Matters - not to be used for tracking)
- Professional judgement/decision
- Focus on what's important to children - what will make the most difference to children?
- Keep on doing what you know is right for your children

# Assessment and the EYFS Reforms

What are your priorities to implement the new framework from the 1st of September?



1



2



3

