

# Foundation Stage Baseline Assessment Guidance 2016/2017

This document links to:

- Achievement Strategy
- Academy Improvement Strategy
- Foundation Stage Policy
- Teaching and Learning Policy
- Curriculum Policy
- Safeguarding policy
- OEE document

Review Date: August 2017

## Early Years' Baseline

### Context

The [introduction of the reception baseline assessment](#) from 2015 was announced in March 2014 as a new way of measuring primary schools' progress. Schools have been able to choose from 3 providers to suit their **wider approach to assessment** and the results were intended to be used to measure the progress schools make with their pupils from [reception year to the end of key stage 2](#) (KS2) in 2022.

### Purpose

The purpose of the reception baseline is to support the accountability framework and help assess school effectiveness by providing a score for each child at the start of reception which reflects their attainment against a pre-determined content domain and which will be used as the basis for an accountability measure of the relative progress of a cohort of children through primary school.

### In April 2016 the DFE produced a comparability report that stated that ...

"In summary, analysis was undertaken to examine the relationships between the 3 baseline suppliers' overall reported scores. All 3 products were designed to measure literacy and numeracy, but the specifications for the assessments differ. Equipercetile linking between the 3 pairs of reported scores show gender differences. These are not consistent across the score range and can be quite large in places, particularly for the NFER/CEM and the EE/NFER pairing."

"This means that the average KS2 score to be used in the progress measure would be different depending on which baseline the pupil actually took. Although we cannot say how different, the range of scores on the CEM baseline for pupils who scored 90 on the NFER baseline is quite wide (from 82 to 120). Therefore, the CEM baseline does not agree with the NFER baseline that these pupils have a similar starting point, which is the requirement of the progress measure."

"We therefore conclude from this study that there is insufficient comparability between the 3 reception baseline assessments to enable them to be used in the accountability system concurrently to baseline"

### The four baseline tests:

- [Centre for Evaluation and Monitoring, Durham University \(CEM\)](#)
- [Early Excellence](#)
- [GL Assessment](#)
- [National Foundation for Educational Research \(NFER\)](#)

These will therefore no longer form part of a statutory assessment and progress measure from 2016-2017

### The Department for Education stance of assessment post-baseline

Assessment is a key part of the education system and remains crucial to ensuring that every child fulfils their potential. Over the coming months we will be considering options for improving

assessment arrangements in reception beyond 2016 to 2017 and will make an announcement in due course.

### DFE 2015

Many organisations have looked to change the way in which assessments are conducted in early years settings. Below is a joint statement from the organisations:

'We note the DfE intends to begin a process of engagement with 'stakeholders' around issues of early years' assessment. We look forward to participating in these discussions, but will continue to treat with caution any statements that lack an appropriate recognition of the importance of developmentally informed practice and the holistic nature of early childhood development.'

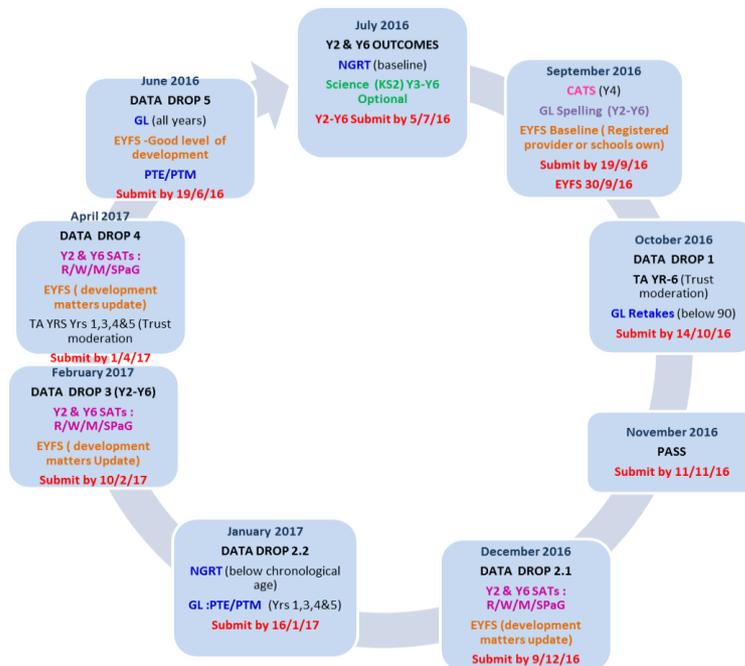
### Aims of Academy Transformation Trust Baseline assessment system

- To provide a consistent and relative progress measure for each cohort and individual child
- To enable practitioners to plan effectively to maximise progress
- To enable practitioners and parents to understand the 'unique child' and put in place systems to support transition into the Reception year
- To ensure each child reaches their full potential
- To support the Trust accountability framework
- To provide one clear system of progress and attainment measure through 'Development Matters'

### Principles of Baseline assessment:



## Trust Assessment schedule: Primary



### Baseline Process 2016-17

1. It is good practice to liaise with all relevant stakeholders in a child's education whilst baselining each child on entry to reception. Therefore we expect practitioners to liaise with all previous settings, who should have assessed children in the prime areas between the ages of 24 and 36 months, with either visits to collate case notes or use assessment notes from previous providers to ensure these are fully taken into account when baselining each child. Furthermore notes, photos and meetings with parents on transition into Reception should also form part of the assessment basis.
2. Assessments 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 on entry to Reception.
3. Baseline assessments should involve practitioners observing children to understand their level of achievement, interests and learning styles, and this should then shape learning experiences for each child reflecting those observations. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress.
4. Baseline assessments should use the 'Development matters' assessment statements to assess children's understanding in each of the seven areas of learning on entry to Reception.

E.g. Reading 30-50 Months 'Development matters' 2012

•Enjoys rhyming and rhythmic activities. •Shows awareness of rhyme and alliteration.  
 •Recognises rhythm in spoken words. • Listens to and joins in with stories and poems,  
 one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key  
 events and phrases in rhymes and stories. •Beginning to be aware of the way stories are  
 structured. •Suggests how the story might end. • Listens to stories with increasing  
 attention and recall. •Describes main story settings, events and principal characters.  
 •Shows interest in illustrations and print in books and print in the environment.  
 •Recognises familiar words and signs such as own name and advertising logos. • Looks at  
 books independently. • Handles books carefully. •Knows information can be relayed in  
 the form of print. • Holds books the correct way up and turns pages. •Knows that print  
 carries meaning and, in English, is read from left to right and top to bottom.

5. Reporting of the baseline assessments will be completed within the Month of September, usually three weeks after full time entry into reception classes. The reporting of initial assessments will be uploaded on the DC PRO system (or equivalent), in line with The Trust assessment schedule.
6. Baseline information should be used to plan for all sub groups of children and provide planned opportunities to promote progress and engagement for each 'unique child'.
7. Moderation of baseline and ongoing formative assessments will be completed either at Trust forum or within academy with a senior member of The Trust improvement team.
8. Baseline assessments will form part of an ongoing formative assessment which feeds into the Trust assessment schedule. Furthermore the Baseline results will form the basis of assessments which will be reported to Parents, Trust and Local authority the end of the Reception year in the form of an EYFS Profile.