Guidelines for completing the EYFS Summative Assessment Record

- On entry to the setting, allocate a Key Person to the child who will compile their Learning Journey. Within the first six weeks of a child’s entry to the setting, the Key Person should complete first EYFS Summative Assessment Record with the child’s parents or carers.

- At least three EYFS Summative Assessment Records are to be completed per child per year and shared with parents on each occasion. The timing/frequency of these assessments may vary according to the level of concern/confidence about the individual child’s progress. When the child is between 2 and 3 years old, one of the EYFS Summative Assessment Records should be replaced by the “Progress check at aged 2”.

- As a result of these records, any concerns about individual children’s development should be raised within your setting and discussed with parents, so that appropriate action can be taken in the setting and at home.

Completing the EYFS Summative Assessment Record

- You may find it helpful to complete the record in pencil initially so that adjustments can easily be made after discussions with colleagues and parents.

- Ensure the child’s Learning Journey is up to date.

- When making judgements, the practitioner should consider all the written and unwritten information about the child including:
  - Practitioner knowledge
  - Information from home
  - Information from the child
  - Discussions with colleagues
  - The learning journey and/or other recorded information
  - Information from other agencies and professionals

- The practitioner should refer to the guidance set out in “Development Matters in the EYFS” in order to:
  - Comment on the Characteristics of Learning
  - Make best fit judgements on the child’s progress within the EYFS
• Using the EYFS Development matters the practitioner should make best fit judgements taking into account that:
  o Children develop at their own rates, and in their own ways
  o The development matters statements and their order should not be taken as necessary steps for individual children
  o The statements should not be used as checklists
  o The age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development

• Only mark one developmental stage per aspect of each area of learning and this must be the most appropriate best fit. These might not match the child’s chronological age, and may vary across the six areas of learning.

• Complete the comments box for each area of learning including considering the child’s current strengths, interests, achievements and areas of concern.

• The key person must consult with parents to gain a clear picture of the child. The setting must clearly communicate with parents where a child is not meeting or is exceeding developmental expectations and agree appropriate action with the parents. It should be clear what will be done in the setting as well as what can be done at home.

• The learning journey and EYFS Summative Assessment Record should be shared with the parents or carer in a way which invites and values their contribution. It is advisable to have available the EYFS development matters for reference.

• Once completed, add the Summative Assessment Record to the child’s Learning Journey.