Henley Green EYFS: Impact

September 2026- July 2027

In the Early Years at Henley Green, we gather assessment information at different stages throughout the year to allow us to sustain a strategic overview of progress to support children to achieve a 'good level of development' in the Early Learning Goals alongside meeting our key outcomes.

These planned assessment opportunities allow us to ensure that we are closing the gap between Henley Green and National and identify strengths and gaps within and across each area of learning. We react to our assessments to improve the quality of our Early Years provision, making necessary adaptations to our curriculum, provision and teaching approaches to achieve the best outcomes for our children.

When gathering evidence, we focus on what the children have learned and the progress they have made. Evidence is collected in a variety of ways including class assessment folders, an online learning journal (Dojo) and daily interactions with the children. This allows us to establish a best fit judgement about each child's stage of development. Staff are encouraged to keep manageable and useful evidence and are not required to collect unnecessary evidence. As part of this process, we involve parents and other professionals such as the health visitor, school nurse and our family support team.

Our judgements are supported by using the Early Excellence assessment tool and adults' professional knowledge of children's development. We have planned team moderation opportunities and regularly reflect on whether additional training and support is needed for staff. These judgements identify whether children are 'on track' or 'not on track' for their stage of development.

To support our children to make a successful transition into Year 1, we ensure our Year 1 teachers have a fully rounded picture of development of each child and use this to plan an effective Year 1 curriculum. This is done through thorough transition meetings between Reception and Year 1 staff where a record of each child's outcomes against the 17 ELGs is shared, alongside additional information including identified barriers to learning and successful strategies to support them to overcome these barriers.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Little Acorns **2 year old checks** carried out throughout the year at approx. 2.5 years	By end of first 6 weeks: Henley Green baseline 12 areas of Prime Wellcomm baseline	Mid Aut 2: Parents' evenings End of Aut 2: Wellcomm assessment Maths skills tracker	Mid Spr 1: Henley Green progress check 12 areas of Prime	Mid Spr 2: Parents' evenings End of Spr 2: Wellcomm assessment Maths skills tracker		End of Sum 2: Henley Green Progress check 12 areas of prime Wellcomm assessments Maths skills tracker Meeting with next teacher End of year reports
Nursery						End of Sum 2: Henley Green Progress check GLD areas Wellcomm assessments Maths skills tracker Meeting with next teacher End of year reports
Reception	By end of first 6 weeks: Henley Green baseline GLD areas **Reception Baseline Assessment** End of Aut 1 – RWI assessment	Mid Aut 2: Parents' evenings End of Aut 2: RWI assessment Maths skills tracker	Mid Spr 1: Henley Green baseline GLD areas End of Spr 1: RWI assessments	Mid Spr 2: Parents' evenings End of Spr 2: RWI assessment Maths skills tracker	End of Sum 1: RWI assessments	By end of June: Maths skill tracker **EYFSP data to LA** End of Sum 2: Henley Green Progress check GLD areas Maths skills tracker Meeting with next teacher End of year reports