**Early Years Assessment in the BGE – Self Evaluation Tool (Education Scotland March 2020)**

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| ***Key Feature*** | ***Discussion Prompts*** | ***Where are we now?*** | ***How do we know? (Evidence)*** | ***Next Steps*** |
| 1. Strong leadership and direction of assessment. Senior leaders have a clear strategy for promoting assessment as an integral part of learning and teaching. | In what ways do staff ensure that our assessment strategy is integral when planning learning & teaching?  How well are our professional learning and moderation activities having an impact on learning, teaching & assessment? |  |  |  |
| 2. Staff use a range of assessment data very effectively to identify children’s needs and plan learning within the playroom. | To what extent do staff use data consistently across the playroom to identify the learning needs of children. How do staff use the information gathered from high quality observations to support children’s progress?  How can we make better use of our assessment evidence to inform our learning pathways and curriculum? |  |  |  |
| ***Key Feature*** | ***Discussion Prompts*** | ***Where are we now?*** | ***How do we know? (Evidence)*** | ***Next Steps*** |
| 3. A range of well-considered and carefully planned approaches to moderation, including those using national benchmark statements within and across Early Years Establishments, supports staff to make confident judgements, increases the reliability of assessment data and is leading to improved outcomes for learners. | To what extent do we have a shared understanding of moderation within our own establishment/across establishments? How well are our approaches to moderation improving the validity and reliability of staff’s professional judgements and having a positive impact on children?  How can we ensure information about children’s progress across all areas are leading to improved outcomes for learners? |  |  |  |
| 4. High quality professional learning is building early learning and childcare practitioners’ confidence and increasing their skills in assessment of children’s progress | In what ways does collaborative professional enquiry feature in and improve our professional learning? How do we use evidence from research and practitioner enquiry to improve outcomes for children?  To what extent is our professional learning leading to improvement? |  |  |  |
| ***Key Feature*** | ***Discussion Prompts*** | ***Where are we now?*** | ***How do we know? (Evidence)*** | ***Next Steps*** |
| 5. Availability and skilled analysis and interpretation of high-quality assessment supports robust tracking and monitoring of children’s progress. It ensures that next steps in learning for individuals are identified accurately | How can we share skills amongst staff to ensure that all are confident in making effective use of data to plan future learning for children?  What steps do we take to ensure all children are making appropriate progress in all areas of the curriculum? |  |  |  |
| 6. Children are fully involved in the assessment of learning. High -quality feedback and learning conversations ensure children have sound knowledge of themselves as learners. They understand what is expected of them, their strengths and the areas where they need to improve. | What are the key features which support our children to have a good understanding of their own strengths and areas for improvement?  What approaches do we use to ensure children experience high quality feedback |  |  |  |