

EYFS Assessment Checklist: From noticing to knowing what to do next

A practical checklist for educators and leaders to reflect on assessment, progress, parent partnership and quality of practice.

1 - What are we assessing against?

☐ We use the EYFS statutory framework as a key reference point. ☐ We use child development knowledge to understand what may come next. ☐ We assess against our own curriculum intentions. ☐ We use recognised guidance, such as Birth to 5 Matters or Development Matters, where appropriate. ☐ We use observations, parent knowledge and professional discussion to build a rounded picture. ☐ We consider adult practice and provision, not only what the child can or cannot do.	Notes:
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2 - Formative assessment

☐ Educators notice what children choose, repeat, avoid, attempt and achieve. ☐ Educators notice what captures children's attention and involvement. ☐ Educators use what they notice to decide whether to step in, step back, model, add language or offer more time. ☐ We do not try to write everything down. We record what matters. ☐ Formative assessment helps us decide what to do now, next or soon.	Notes:
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3 - Summative assessment

☐ We step back periodically to look at the bigger picture. ☐ We consider what the child has achieved and the progress they have made. ☐ We notice whether development is broad, uneven, delayed, advanced or individual. ☐ We bring together what educators have noticed, what parents know and what the child has shown over time. ☐ Parents receive a clear summary of their child's progress, such as the Learning Journey Profile in spark. ☐ Summative assessment brings the picture together. It should not suddenly reveal surprises.	Notes:
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4 - EYFS Progress Check

- ☐ The Progress Check between two and three is treated as a meaningful assessment point, not just a report.
- ☐ It looks carefully at the child's development, especially across the prime areas.
- ☐ Parents are involved in the process.
- ☐ We use it to support early identification of delay or additional need.
- ☐ We consider whether other professionals need to be involved.
- ☐ The check helps the child and family receive support as early as possible.

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5 - Parent response

☐ Parents are part of the assessment picture. ☐ We listen to what parents know about home routines, interests, language, culture, anxieties and achievements. ☐ Assessment information shared with parents feels familiar, because partnership is ongoing. ☐ There should be no surprises for parents, apart from good ones when they see the whole picture brought together. ☐ Parents have opportunities to respond, add information, ask questions and help us understand the child more fully.	Notes:
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6 - Assessing ourselves as educators

☐ We do not only ask, "What can the child do?" ☐ We also ask, "What are we doing to help?" ☐ We reflect on whether we are giving enough time, opportunity, support and challenge. ☐ We consider whether we are stepping in too quickly or not soon enough. ☐ We notice whether children are involved, thinking, communicating, problem-solving and showing the Characteristics of Effective Learning. ☐ We use assessment to improve adult interaction, environment and teaching.	Notes:
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7 - Leadership visibility

☐ Leaders can see whether all children are being noticed. ☐ Leaders can see whether key people are following up. ☐ Leaders can see whether observations are meaningful. ☐ Leaders can see whether next steps are being used. ☐ Leaders can see whether parents are being communicated with. ☐ Leaders can identify whether some staff, rooms, children or groups may need more support.	Notes:
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8 - Using assessment to improve practice

☐ Assessment helps us decide what to offer, change, repeat or strengthen. ☐ We use assessment to improve provision, not just monitor children. ☐ We look at patterns across children, rooms, groups and staff. ☐ We ask whether gaps are about the child, the adult, the room, the environment, the curriculum or the evidence. ☐ Staff support, mentoring and training are informed by what assessment shows us. ☐ Assessment leads to better action.	Notes:
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Final reflection

What are we already doing well?	Notes:
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What feels inconsistent?	Notes:
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Where are educators spending too much time?	Notes:
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Where are leaders relying on guesswork?	Notes:
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What needs to change next?	Notes:
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How spark supports this

spark supports formative assessment, summative assessment, the EYFS Progress Check, the Learning Journey Profile, parent partnership, educator reflection and leadership visibility.

It helps settings move from simply recording learning to using information well.