

## **Assessment, Recordkeeping and Planning Policy**

***'Assessment is the link between observing children and effective planning to support their progress'*** Planning for Quality in the Early Years – Early Education

The 'Creating the Picture' (DFES 2007) document sets out 8 principles for observational assessment which we follow;

1. Assessments must have a purpose.
2. On-going observations of children participating in everyday activities is the most reliable way of building up an accurate picture of what children know, understand, feel are interested in and can do.
3. Practitioner should both plan times for writing observations and be ready to capture the spontaneous but important moments.
4. Judgements of children's development and learning must be based on skills, knowledge, understanding and behaviour that are demonstrated consistently and independently.
5. Effective assessment takes equal account of all aspects of the child's development and learning.
6. Accurate assessments are reliant upon taking account of contributions from a different range of perspectives.
7. Assessments must actively engage parents in developing an accurate picture of the child's development and support learning at home.
8. Children must be fully involved in their own assessments.

### **Observations**

Practitioners observe children to find out about their needs, what they are interested in and what they can do. Children's responses in different situations are noted. Observations are analysed to highlight children's achievements or their need for further support. Observations are also analysed to identify a child's schema, learning style and interests. A judgement is made in relation to the age related expectations set out in the Developmental Matters and Early Support guidance in the Early Years Foundation Stage.

### **Learning Journeys**

Each child has a learning journey book. The book belongs to the child and information from home is gathered during the home visit and the child's family stories and interests are recorded. While at the Centre, practitioners document children's learning and progress through observations, photographs, children's comments and work samples across all areas of learning.

Children's comments are dated to document their language development and termly name writing samples are added to the back of the book. Parents are encouraged to add their own comments and photo's or information about the different things they do together and the learning taking place at home. Parents can also fill in 'Wow' cards to record specific learning and achievements at home. Suggested home learning activities are included in the book. Each key person ensures there are planned opportunities to discuss the books as well as encouraging the children to independently access their books and share with others. Observations, planning and assessments are added to the children's learning journey book. This ensures children's learning is visible to parents.

### **Possible Lines of Direction**

Possible Lines of Direction (PLOD's) are drawn up using the information gathered from observations and discussions with parents or carers. These PLOD's feed into the planning to ensure the provision meets the needs and interests of the children. These are reviewed regularly.

### **Planning**

Practitioners use their observations to inform their planning. The planning is responsive to the children's individual needs, interests, schemas and enthusiasms. The link between observations and planning is clearly shown. There is coverage of all the areas of learning and development and the characteristics of effective learning.

"Each area of learning and development must be implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. Play is essential for children's development, building their confidence as they learn to explore, to think about problems, and relate to others. Children learn by leading their own play, and by taking part in play which is guided by adults." (Statutory Framework for the Early Years Foundation Stage 2012)

### **Continuous Provision**

Each room has resources and experiences that are constantly available. They reflect all seven areas of learning and development. The continuous planning sheets are displayed at each area where possible. The continuous provision resources will be reviewed regularly and rotated to reflect the interests and needs of the current cohort of children. Practitioners support the children in accessing the resources and putting them away. Planning is flexible to allow for different interests and needs as well as adult-led activities and experiences. To respond to children's individual interests the continuous provision is enhanced daily according to observations taken by the practitioners. This enables children's learning to be developed and extended.

### **Assessment**

Assessment on entry

Parents know their children intimately. For practitioners, therefore, building a close trusting and reciprocal relationship with parents needs to begin before a child starts in a setting. Parents need to be involved as part of the ongoing assessment process, sharing their views and observations about their child's development with practitioners. It is important that they are involved in planning what opportunities and experiences to offer the child next.

During the home visit or admission interview parents and carers share the knowledge they have of their child with the key person. Observations are made during their first 2 weeks at the Centre. The key person will then undertake an initial assessment of the child which includes whether they are working towards, above or have met the age related expectations in 'Developmental Matters & Early Support.'

The nursery school, day-care, 2 year olds and specified crèches assessments are entered onto the assessment data tracker.

The school assessments are carried out by the deputy head and class teachers to enable accurate moderating of assessments across the 3-5's. For children aged 0-3 the deputy for day care enters the assessment data once it has been moderated by the room leaders. The data is analysed the information used to ensure all children make good progress from their starting points and reach a good level of development by the time they leave the nursery. This information is used to inform practitioners planning and ensure interventions are put into place if needed.

Governors are informed of pupil attainment and progress through the curriculum committee.

If a child has additional needs a pre-CAF checklist is completed and if the criteria are met a CAF is written with the parents. The child will also be referred to the Pupil Development Centre (PDC) if appropriate and with permission from the parents. Specific planning and profession may be made for children with special educational needs and/or disabilities. (Please see the special educational needs policy)

### **Summative Assessment**

To provide information about the progress of individuals and groups of children class teachers in the 3-5's complete a summative assessment for each child. Children's progress is mapped against 'Developmental Matters'. These take place termly.

In the 0-3's a summative assessment is made prior to their transition to the next room.

Senior room leaders support the assessments of the children attending Crèche.

When a child is aged between two and three, we review their progress, and provide parents and/or carers with a short written summary of their child's development in the prime areas. This progress check identifies the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability we provide appropriate support and interventions as outlined in our SEND policy.

For children of reception age we complete the Early Years Foundation Stage Profile.

### **Monitoring**

- Class teachers and room leaders monitor the learning journey books for the other practitioners in their teams
- The senior leadership team monitor learning journey books
- Teachers and room leaders meet termly to moderate assessments
- Planning is monitored by the deputy heads
- There is a link governor for achievement

### **This policy links with:**

- Special Educational Needs policy
- Learning and Teaching policy
- Extended Services Policy
- Equality, Disability and Diversity Policy
- Child Protection and Safeguarding Policy

# Kintore Way Nursery School & Children's Centre

## Policy Name

Assessment, Recordkeeping and Planning Policy

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## Adopted and signed on behalf of the Centre by the Governing Body at the meeting on

Curriculum Committee - 13<sup>th</sup> February 2014

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## Name of Governing Body Representative

Claire Gager, Chair of Curriculum Committee

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## Signature of Governing Body Representative

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Date signed \_\_\_\_\_

Date to be reviewed: Autumn 2016