

Observation, Assessment, Planning and Record Keeping Policy

We believe that children are individuals, each with a unique profile of abilities. We will get to know the child through observations of their play and conversations with the child and family. We plan from the child's interests, recognizing and assessing their current learning and development. A key part of this is building strong relationships with the child and parents.

We believe that the enabling environment, including adults, resources, equipment and learning space supports every child's learning. This may be through planned experiences and activities that are challenging but achievable. We encourage planning for motivation, curiosity, and joy in learning.

We track children's progress and attainment. We endeavour to ensure that we do not generate unnecessary record keeping. Our focus is on teaching and developing children's skills and knowledge in every moment that they are with us. We ensure that our records (learning stories) are clear and easily accessible to parents so that they can monitor their child's learning and development and have their own and their child's voice recorded in their learning journey.

Observation and Notice

Principles

- Through strong relationships observation enables us to value children as individuals and therefore plan to meet developmental and learning needs.
- By working in partnership with parents we can gain a full and holistic picture of the child's learning and development.

We use observation to:

- Get to know children as individuals building up an accurate picture over time
- Notice the involvement and well-being of children
- To inform our planning
- To document children's learning mainly in the form of learning stories
- To support judgements made against developmental descriptors
- To ensure appropriate opportunities and possibilities are provided for in children's learning and development
- To reflect and modify our teaching
- To share children's learning and development with parents
- To share children's learning with team members and other professionals
- To understand how each child learns best

Planning and Responding

Principles

- We believe that planning enables us to respond and meet the needs of children, planning opportunities and provoking possibilities for learning and development.

- We plan the provision to ensure that it reflects the interests of the children in a supportive, stimulating and challenging way.
- We consider the well-being and involvement for each child when planning to ensure learning at a deep level.
- We believe that when adults and children plan and learn together it leads to sustained shared thinking and high quality interactions which maximises learning.

We use planning to:

- Ensure that individuals and groups learning is identified
- Ensure that vulnerable children are a focus of planning sessions
- Ensure that the most able are stimulated and challenged
- Ensure that the environment reflects the needs and interests of the children
- Ensure that we offer a wide variety of learning opportunities and real experiences
- Ensure that all areas of learning and development in the EYFS are equally covered, acknowledging that children learn in a holistic way
- Stimulate children's curiosity developing their interests and passions
- Develop, deepen, provoke, and embellish learning opportunities
- Support children's Spiritual, Moral and Social and Cultural development

Assessment and Recognising and reporting

Principles

- We believe that formative assessment enables us to respond to children and effectively plan for learning.
- We believe that summative assessment informs us of children's progress and enables us to plan and develop our teaching practice.

We use formative assessment to:

- Identify developmental and learning needs through: incidental observations, structured observations, the analysis of narratives (learning stories) and video observations
- All analysis of learning will indicate the child's level of development.
- Plan for opportunities and possibilities (next steps for learning)
- Ensure all children make progress and accelerated progress for identified children.
- Identify additional learning needs and able, gifted and talented.
- Ensure children are challenged
- To share how to learn with children (Language of learning)
- Parents and children can also voice their opinions

We use summative assessment to:

- Inform the self-evaluation and support continuing professional development.
- Ensure we are offering a broad, balanced and inclusive curriculum
- Generate reliable data which can track children to identify progress of individuals and groups

- Generate reliable data that identifies areas for development as part of Self evaluation and make plans for improvement
- Use analysed data to plan for future needs both medium and short term
- To identify children at risk of making poor progress and focus planning to meet their needs.
- To identify the more able children (assessed as being ahead of the expected levels of development in EYFS Development Matters) to ensure that we plan rich and stimulating experiences to extend their learning
- Use analysed data to inform the School Improvement Plan
- Parents are involved as partners in celebrating children's learning, assessing children progress and identifying needs – during home visits, 1st consultation, two year checks and at third and final termly reviews. Each child has specific targets, which are the joint responsibility of the parent and nursery to support.
- We provide a written report on learning to parents and schools at transition.

(Progress data is entered into OPT on entry, at the end of the first term, and then each term until the child leaves. We moderate our assessment through internal meetings between key people and teams including our childcare and through moderation meetings with the receiving primary schools or with other settings).