

# Ashfield and All2gether@Ashfield Nursery School

## **OBSERVATION, ASSESSMENT AND PLANNING POLICY**

*The Early Years Foundation Curriculum states:*

‘Practitioners need to observe children and respond appropriately to help them make progress.’

‘They need to make systematic observations and assessments of each child’s achievements, interests and learning styles.’

‘Use these observations and assessments to identify learning priorities and plan relevant and motivating learning experiences.’

‘Match their observations to the expectation of the early learning goals.’

### **General Principles based on the above**

Our general principles are that:

- assessment, planning, record keeping and evaluation are part of a continuing cycle involving the whole team
- assessment will be observation based
- records will be kept of significant achievement which will be unique to the individual child
- planning is to support the provision of the best possible learning experience for each child
- any assessment will be conducted in a sensitive and supportive manner
- evaluation will take place daily, weekly and termly.

### **Observation**

We aim to:

- collect evidence-based observations covering all seven areas of learning. These may be short statements recorded on stickers, extended observations / learning stories or tracking.
- collect annotated photographs recording significant achievement
- ensure that **all** adults who see anything of note on a child endeavour to record the information and pass it on to the appropriate Key person
- build up our professional knowledge of the children across all seven areas of the curriculum
- encourage parents to share observations from home.

We acknowledge that much valuable informal discussion takes place between staff members and that sometimes information will be passed on verbally.

We use these observations to:

- get to know children as individuals, building up an accurate picture over time
- collate a Learning Journey for each child
- inform judgements made against developmental descriptors and the Early Learning Goals, which are then recorded as Termly Summaries
- ensure that we provide appropriate ‘next steps’ for children’s learning and development
- share children’s learning with them and their families
- share children’s learning with team members and other professionals
- understand how children learn best

### **Assessment**

We aim to:

- assess daily, weekly and termly to inform short and long term planning
- modifying learning opportunities, supplement resources or modifying adult’s role as a result of assessment

- monitor progress
- identify needs.

We use **formative assessment** to:

- identify developmental and learning needs through the analysis of observations
- write a termly summary of achievement and plan next steps for learning
- ensure all children make progress
- identify additional learning needs
- ensure children are challenged
- ensure appropriate provision and effectiveness of resources

We use **summative assessment** to:

- ensure we are offering a broad and balanced curriculum
- generate reliable data which can identify progress of individuals and groups
- generate reliable data that identifies areas for development in the School Development Plan and Continuous Professional Development
- inform parents of progress. Learning Journeys will be shared at termly meetings, and are available to be looked at in the classroom.

As a result of ongoing observation s/assessments children will be grouped for particular activities to develop particular skills, eg turn-taking, attention, social skills. Particular resources will be used to reinforce the development of these skills, eg role play boxes, games.

## Planning

We aim to:

- start from the child, recognising that each child is unique
- focus on their needs, development and interests
- provide an enabling environment, that allows for spontaneity
- provide children with experiences and opportunities so that they can learn practice and develop their skills and knowledge
- provide interesting, varied and stimulating learning opportunities that covers all area the curriculum
- observe and listen to the child, to their parents / carers
- involve all practitioners working in the setting

We use planning to ensure that we provide a balanced curriculum.

In our planning our learning opportunities are weighted towards child initiated activities but also include adult led learning and adult supported activities.

## *Child Initiated Activities*

**Child initiated** activities are those that children choose and pursue independently, either individually or in a group. These can be developed by us through resources planning but the nature of what happens is decided by the children. e.g. role play in the home corner, building with large blocks, using the writing area. Child initiated learning can be supported by adding extra resources, extending play, challenging children's thinking through carefully framed questions and teaching a specific skill for them to use during their child initiated learning, for example how to use equipment and resources.

### *Adult led learning*

**Adult led** learning is those activities that are planned for and directed by an adult. They include whole class or small group activities. Sometimes these include activities devised by an adult that children are directed to undertake independently.

### *Adult supported activities:*

**Adult supported** activities are activities chosen independently by the children but where an adult observes that their support will help scaffold the child's learning and move them on.

This intervention takes the form of extending the child's language through talk. For example the adult asking open ended questions to develop the child's thinking such as when examining a minibeast together that has been found by a child

Adult supported activities include:

- modelling appropriate social interactions eg playing with the children in the home corner
- assisting physical skills. For example giving assistance with cutting tape when a child is making a model.

*We use both long term and short term planning.*

### **Long term planning**

This concerns the overall guidance for the children in the EYFS. Our long term plan informs our short term planning.

### **Short term planning**

This is where we set out what is to be included on a day to day basis depending on the needs of the children based on our observations. This enables much more focus on what specific needs the children have and how these will be met.

To be reviewed October 2021