



## **KILLOWEN NURSERY UNIT**

### **Assessment for Learning Policy**

#### Rationale

In Killowen Nursery Unit we believe that observation and assessment form an integral part of our nursery education provision and the delivery of the pre-school curriculum. We wish to maximise the range of learning opportunities that our children should have through play and other relevant experiences. As a Nursery team, all adults will observe, assess and record to inform planning thus addressing children's interests, mapping children's progress and enabling us to judge how effectively we are building learning over time.

#### Aims and objectives –

The overall aim is to observe, review and evaluate regularly and maintain appropriate records. Within this overriding aim our objectives are that:

- the staff, through careful observation and interaction with the children and appropriate consultation with parents, monitor effectively and consistently all aspects of each child's development and learning;
- the information from monitoring is recorded systematically and contributes to a profile of each child's progress and achievements;
- the staff use the assessment information effectively to identify the needs of individual children and to meet these needs through the planned educational programme;
- the staff provide regular and comprehensive information to parents about their children's progress and achievements, including, when appropriate, written reports. (Evaluating Pre-school Education p28)

#### Types of assessment

Our assessment

- is based on ongoing observations of children participating in everyday activities
- includes spontaneous and planned observations (key workers sticky notes)
- takes account of all aspects of the child's development and learning
- staff become aware of areas of interest, weaknesses or strengths to inform planning
- planning is evaluated to assess learning
- highlights individual needs

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What we do:

- assess daily, weekly, termly to inform short and long term planning
- modifying learning opportunities, supplement resources or changing adult's role as a result of assessment
- monitor progress
- identify needs

How we do it

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

Why we do it

- ensure we are offering a broad and balanced curriculum
- identify progress of individuals
- inform parent of progress (parent meetings offered twice a year and informal daily meetings)
- identify specific individual needs
- develop individual learning profiles to assess the 'whole child' throughout the year.

Planning; - The Northern Ireland Pre School Curriculum is used to guide our planning.

We aim to:

- start from the child recognising that each child is unique
- focus on their needs, development and interests
- provide children with experiences and opportunities so that they can learn, practise and develop their skills and knowledge

- provide interesting, varied and stimulating learning opportunities that cover all areas of the curriculum
- observe and listen to the child, to the parent/carer
- involve all adults working in the setting
- provide learning opportunities geared towards child initiated activity but also include adult led learning and adult supported activity

#### How we do it

The learning experiences provided for the children are based on what we know about them and the way in which they learn. We ensure their needs are met and that learning is age and ability appropriate providing challenge where possible.

- All adults in the room have input into planning activities for the week based on their observation.
- The children's efforts and achievements are recognised, shared with them and recorded.
- The team will meet weekly to review, evaluate and reflect on the learning of that week and plan for the needs of the class the following week
- Staff set out what is to be included on a day to day basis, depending on the needs of the children, which are based on the recorded observations
- Focus is then directed on the specific needs that the children have and how these will be met.

#### Why we plan

- The programme is appropriate to the assessed needs of the children and takes account of individual differences
- Suitable attention is given to all aspects of the children's development, in line with agreed guidance on the pre-school curriculum
- The learning potential of the activities is identified clearly, understood by all of the staff and informs effectively their work with the children
- Each area of play and other organised experiences are planned to ensure progression in learning throughout the year
- The activities are designed to provide the children with stimulating experiences and an appropriate sense of challenge and success
- Careful evaluation of the children's experiences and their progress in learning is seen by the staff as an integral part of their work and informs their plans for future provision. (Evaluating Pre-school education p 26)

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