

Lane Head Nursery School
"Building a Picture of Every Child"
ASSESSMENT POLICY September 2018



On entry to Nursery :

- Gather information from **parents / carers**

It is crucial that any system for helping practitioners get to know and understand children includes, and values, contributions from parents and carers. Effective practice includes:

- (1) *Effective methods for including and welcoming all parents. In this context, "all parents" means, for example, parents who may speak more than one language at home, fathers and mothers with busy working schedules and/or unsocial hours, same-sex parents, traveller parents and single parents, and should include, where appropriate, parents who live separately from their child*
- (2) *Regular opportunities, both formal and informal, where information is shared and parental contributions are sought.*

Sources include home visits, questionnaires, ongoing dialogue and knowledge of the family.

- Gather information from **previous setting**
Sources include transition documents, ongoing dialogue, visits to feeder settings.
- Share **"Home Visit" information** in weekly reflection meetings with all staff
- Gather information from **"Tell me about your Child" pack** (Home Visit pack) to include in Learning Journeys
- **Observe** children during initial induction visits
- **Observe** during settling in period

"On going assessment is an integral part of the learning and development process. It involves practitioners observing children to understand their level of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations." (EYFS Statutory Framework 2012)

- Reflect on information gathered in "Reflection Meetings"

Practitioners should use all of the evidence gathered during the induction period to make judgements as to the stages of learning and development that the child "falls" within. This involves dialogue with other colleagues in order to build an accurate picture of the child from a range of perspectives. Use the information gained from observations to inform planning.

- Group leaders to use SPTO to record observations of all children into an individual electronic Learning Journey
- SLT/ Group Leaders to use the SPTO tracker to record ENTRY information

The developmental overviews are organised under the broad bands of ages and stages outlined in the EYFS and must not be used in isolation as a check list of children's achievement. Children develop at their own rates; the age/stage bands overlap because these are not fixed age boundaries but suggest a typical range of development. Judgements of children's development and learning must be based on skills, knowledge, understanding and behaviour that are demonstrated consistently and independently. Assessments cannot be reliable or accurate if they are based on one off instances or information gleaned solely from adult led activities.

The purpose of a Learning Journey is to record significant moments in a child's development and show progress. It is also a celebration of the child's uniqueness, strengths, interests, personality and achievements and should reflect the

characteristics of effective learning.

Ongoing :

- Gather a **"Two way flow"** of information from parents / carers

Parents / carers should be encouraged to engage through daily dialogue, induction events, parents notice board, home/setting link newsletters, observational 'Proud Cloud' slips, displays, questionnaires, website, digital photos, daily information board, parental workshops, parent consultations, social events, fundraising, home visits, newsletters, etc. The parents voice should be represented in their child's Learning Journey (Building a picture/ Sharing Learning), which should be accessible to them on a regular basis (K.I.T).

- Include **contributions from children**

Children must be fully involved in their own assessment, discussing their own activities and how they feel about them from the beginning of their time in their setting. Practitioners should encourage children to respond using the communication method with which they are most comfortable, including where appropriate their non-verbal response. In practice, children could take their own photographs, choose significant evidence of learning from home and the setting to personalise their Learning Journey. Time for children to share their Learning Journey's with their key person and parents / carers needs to be prioritised.

- Make **"Spontaneous"** observations and upload these into a child's online Learning Journey
- Carry out **"Planned"** longer observations on every child (incorporating next steps for learning)
- Make **"Group observations"** or overviews of small group teaching and upload onto electronic Learning Journey

Practitioners should both plan observations and be ready to capture the spontaneous but important moments.

Everyday experiences and activities will provide an almost complete picture of the child's learning, but particular planning is needed to capture important aspects of learning that may not arise everyday. Other opportunities may occur that are unplanned but nevertheless should not be missed.

- Evaluate and reflect on information gathered

Judgements of children's development and learning must be based on skills, knowledge, understanding and behaviour that are demonstrated consistently and independently. Assessments cannot be reliable or accurate if they are based on one off instances or information gleaned solely from adult led activities. Use the information gained from NEXT STEPS in observations to inform planning

- Record progress against the statements on the "Development matters" **detailed tracker** (on going using SPTO)
- SLT to **track progress on SPTO** tracking system every half term based on pupil progress meeting outcomes
- Continue the **child's Learning Journey** throughout the year (using SPTO electronic learning journey systems)
- **Regularly share information with parents / carers / child**

As well as ongoing methods of sharing information practitioners should identify specific times where information is shared on a formal basis, ensuring they engage all parents / carers.

On exit :

- Record progress against the statements on the "Development matters" SPTO detailed tracker
- Share the "Development Matters" overview for transition to Reception with new teachers
- SLT to complete SPTO exit data and share with Reception staff

Deb Walton September 2018

References: 'The Early Years Foundation Stage' 2012