



ASSESSMENT AND RECORDING POLICY

"Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative 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. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress, and observations that parents and carers share." EYFS 2012 pg 10

"All effective assessment involves analysing and reviewing what you know about each child's development and learning. You can then make informed decisions about the child's progress and plan next steps to meet their development and learning needs. This is called assessment for learning." EYFS 2012 pg 10

Formative assessment is the type of assessment based on observations, photographs, videos, things children have made or drawn and information from parents. It informs and guides everyday planning.

Summative assessment is a summary of all the formative assessment done over a long period and makes a statement about a child's achievements.

Context

We believe the value of assessment is to:

- Acknowledge previous experience and learning
- Recognise every child's present stage of development
- To inform future teaching at group times and through projects and resource enhancements and to highlight specific individual learning needs/next steps
- To acknowledge children's interests and learning styles
- To involve and inform parents/carers
- To provide indications of progress
- To highlight children not making expected progress so that measures can be put in place

- To ensure early intervention takes place and the gap is closed between those who achieve and those who do not
- Analyse data in order to improve performance of the school and benefit all children

Cycle of recording progress

Our initial/on-entry assessment takes place during the first three weeks of a child starting nursery in all 17 aspects of the curriculum. Assessments are recorded using our on-line system (currently Classroom Monitor) and are completed by teachers and key workers.

On-going assessment and recording takes place throughout each term and is recorded on our tracker system by teachers and key workers. Data in all 17 aspects of the curriculum and on the Characteristics of Effective learning is collected at the end of each term by the teaching staff to monitor the progress of individuals and groups and also to inform the next term's planning and target lists for each curricular area. Key workers must have up to date and accurate data available for the end of each term.

Assessment

The basis of all our assessment is through observations of children and their learning.

Our process of assessment & monitoring relies upon evaluation, reflection and notes of how children are learning.

Assessments may take the following formats:

- Photographic observations with annotations of the learning observed, links to Early Years Outcomes, Characteristics of Learning, Well-being and Involvement and next steps contributing to children's Learning Journeys (using the 2Simple application on i-pads) and our Learning and Planning Displays. The Learning Journeys are shared each term with parents by e-mail. The Planning Learning Displays are available for parents and carers daily.
- Observations from group time focused activities
- Specific assessment activities/situations
- Talking with the children about their learning to include their own self-assessment

- Work samples
- On-going discussions between team members, parents or carers
- Professional judgement over time

Our assessment system allows:

- Practitioners to follow child progress carefully and accurately
- The contribution of all the staff team to children's Learning Journeys and summative records
- The early identification of weaknesses in teaching and learning provision in a curricular area or area of learning within the nursery.
- 'More-able' pupils are identified quickly and effectively.
- All children, regardless of attainment level, are represented within our assessment system.

Our data analysis assessment system allows:

- Cohort comparison of progress and attainment
- Group comparison of progress and attainment e.g. gender, Looked After Children etc
- Our setting to monitor the quality of our provision based on annual data analysis.
- Practitioners to monitor levels of expectation for all children.
- ALL children to be represented fairly and monitored effectively, to ensure continuity of provision.

Monitoring of assessment and recording

- Moderation of the meaning of statements for Early Years Outcomes and Characteristics of Learning is undertaken at staff meetings to ensure consistency amongst the staff team
- Moderation is undertaken with reception staff from receiver schools to ensure consistency across schools
- Staff training and discussion on levels of Well-being and Involvement
- In addition to being in key worker groups, children are in class groups and the class teacher is responsible for monitoring the electronic profiles and learning journeys of their classes
- The headteacher undertakes sample monitoring of electronic profiles and learning journeys