



Assessment 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. On-going assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their levels 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 Statutory Framework 2012 p10*)

1. Principles for Early Years Childhood Observational Assessment

Assessment should be:

- based on on-going observation of children participating in everyday activities
- include spontaneous and planned observations
- take equal account of all aspects of the child’s development and learning
- actively engage parents in developing an accurate picture of a child’s development
- based on judgements of children’s development and learning including skills, knowledge, understanding and behaviour, demonstrated consistently and independently

Assessment should not:

- entail prolonged breaks from interaction with children
- require excessive paperwork; paperwork should be limited to that which is absolutely necessary to promote children’s successful learning and development

2. The Assessment Cycle

- **Formative assessment**

On entry to Hardmoor Early Years Centre, staff will offer a Home Visit in order to build relationships with the child and family and to obtain general information. A Home Visits form will be completed by staff, and parents are encouraged to let staff know about their child’s needs and interests on the form.

On-going formative assessment is central to early years practice. Our staff:

- Observe children within the first three weeks of their starting date to form a baseline assessment
- Observe children at play, in everyday activities and in communication with parents/carers to learn about what the child does at home

- Know the Early Years Foundation Stage (EYFS) well so that they can observe and judge what children can do, identifying where a child may be in their own developmental pathway
- Consider ways to support children and deepen their current learning and development
- **Summative assessment**

We use Tapestry to record children's observations and to track progress. We also track children's communication and language using Every Child a Talker.

Assessments are entered:

- As an initial baseline three weeks after starting at the centre
- Before the end of the Autumn term
- Before the end of the Spring term
- Before the end of the Summer term

Summative data will be transferred between bases at the centre and passed on to primary schools

2 Year old assessment progress check (the integrated review)

All two year olds that attend our day care provision will be assessed in collaboration with their parents/carers.

The child's Key Person will:

- complete a written summary (2 Year Development Review) for any child in their key group aged between 24 and 36 months.
- complete the 2 Year Development Review as an integrated process to the ongoing observations of the Learning and Development of the child
- reflect on the child's development in relation to the three prime areas of the Early Years Foundation Stage (EYFS) and the five areas outlines in the integrated review. The Key Person will also reflect on the current interests and curiosities of the child.
- work in collaboration with the parent/carer to complete the review, gaining the parent's insight into their child's learning and development.
- ensure the parents are involved in the process and they have a clear picture of their child's development.
- complete the review to help them understand the child's needs. The information gained will assist the Key Person in planning experiences to support the child's learning and development.
- ensure the assessment is signed by the parent/carer, the Key Person and head of centre
- complete the progress check in addition to the health visitors 2½ year assessment.

If a child is working well below the expected stage of development in any area the Nursery SENCO and Pre - School SENCO will share this information with parental permission and the child may be included on the Special Needs Register or

intervention strategies/activities will take place. Other professionals may be involved: E.g. Speech and Language Therapist, Health Visitor or Educational Psychologist, if the child's Key Person, SENCO and Head of Centre think this is necessary to aid the child's development. All information will be shared with parents.

Information will be shared with governors via the Headteacher's report to governors and using data from Tapestry.

Parent Partnership

- All children have an initial 'Home Visit'
- Parents are offered a parent consultation in the Autumn, Spring and Summer Terms when their assessments can be shared and discussed. Parents can contribute towards setting their child's next steps in their development

Managing Assessments

- The Assessment Manager will monitor and analyse children's learning and progress effectively to identify specific priorities for example where assessments are secure and areas for development
- The Assessment Manager will meet with base leaders to discuss data anomalies and interventions in place to support those children who fall short of their developmental milestones
- The Assessment Manager will ensure that all assessments are accurate and fit for purpose and that all practitioners have a common understanding of assessment across the centre
- The Assessment Manager will monitor the quality of observations on a termly basis
- The Assessment Manager will report to the Head of Centre, Headteacher and Governors on children's progress

Confidentiality

- All assessment records are kept in a locked cupboard within the base, and I-pads are locked in a secure trolley in the main office
- All staff are aware that information on children is kept strictly within the nursery (to include students)
- Information is passed between bases, school and other professionals on a need to know basis
- Students do not use children's names in observations or reports
- Reports are only given to other professionals and marked strictly confidential

Cohort data analysis will be used to inform school development plan priorities

This policy was adopted/reviewed at a meeting of the Governing Body of Hardmoor Early Years Centre, held 18 September 2018.

Date to be reviewed: Autumn 2021

Signed: *Vikki Maxwell*
(Chair of Governors)

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