



# Rosemary Nursery School & Children's Centre



## Assessment Policy

### RATIONALE

To ensure that we are meeting the needs of our children as well as possible, staff keep records. These are regularly evaluated and used to plan for pupil progress and development. This document sets out to explain the ways in which we do this.

### WHAT DO WE MEAN BY ASSESSMENT?

'Early childhood teams work together to gather accurate information about children to guide their daily interactions and plans . . . They watch and listen closely to children as they work and play with them to find out what interests them, what holds their attention and what they understand about their world.'

*Hohmann, M & Weikart, D (1995) Educating Young Children High/Scope Press, P97-99*

### PURPOSES: WHY DO WE ASSESS CHILDREN'S LEARNING?

- To find out more about the children as individuals and identify their strengths, needs and fascinations
- To monitor the learning and development of individuals and groups of children, ensuring equality of opportunity
- To share information with parents, families and other professionals and use this shared understanding to plan together for and with the child
- To reach mutual understanding within teams, sometimes known as moderation
- To inform planning in the short, medium and long term
- To support strategic planning through the setting's Improvement Plan
- To communicate with other settings and support effective transition

### KEY PRACTICES: HOW DO WE ASSESS CHILDREN'S LEARNING?

1. All families are offered at least one visit to the setting prior to their child starting at Rosemary Nursery School and Children's Centre. This includes a meeting with a member of the Teaching Team to discuss any social, emotional, health or learning needs.
2. All families are offered at least one home visit prior to their child starting at Rosemary Nursery School and Children's Centre. This is carried out by the child's key person,

along with their cover person or a member of staff who shares the family's cultural heritage, where possible.

3. Prior to the child starting in nursery, the parent is asked to complete a Communication and Language Screen about their child with the key person or senior member of staff.
4. Induction is tailored to meet the needs of individual children and families.
5. Practitioners use information gathered during this period to make their first plans for the child's learning and first 'assessment' records in the child's learning journal.
6. Parent Partnership: Parents are the child's first and most important teacher and, from the start, we work to build strong partnerships with parents to support children's learning and development.
7. Daily Responsive Planning: Teaching teams meet daily to reflect collectively on their observations and use them to plan for children's further learning, with a particular focus on the next day. This ensures a timely and meaningful response to children's interests.
8. Individual Next Steps: Key persons highlight individual next steps for learning for each child in their key groups at least every month. Strategies to support this progress in learning are planned and evaluated at least monthly too. In this way, we ensure each child is held in mind.
9. First assessments are completed within about four weeks of the child starting at Rosemary. Careful observations of the child's play are 'mapped' against the descriptors in "Development Matters" of the EYFS framework.
10. Well Being and Involvement: All practitioners are trained to use Ferre Laevers' Process-Oriented system of Child Monitoring to reflect upon children's well being and involvement and help them intervene wisely.
11. Well Being and Involvement: Key persons carry out a longer 'tracking' observation of each child in their key group at least twice during each academic year. Some children may be tracked more often if this is necessary to plan effectively for their individual learning needs.
12. Well Being and Involvement: Longer tracking observations may be carried out by using video footage of children's interactions and learning experiences, or by a written tracking observation that is then photographed and uploaded to the *Tapestry* Online Learning Journal for that child. Lead Practitioners are currently researching the use of video for the purpose of planning and assessing children's learning.
13. Language Screening: Key persons screen children in language and communication at age two and three. Our Somali Learning Support Assistants screen Somali speakers in their home language. Working with parents, our Children's Centre Speech and Language Therapist and interpreters as necessary, we aim to identify difficulties in early language development of all our children, whatever their home language.
14. Information gathered through processes outlined above is used to form a "Baseline Assessment" and to plan interventions to support children's identified learning needs.

15. These processes are repeated in February/March and June/July. Cohort data is used to inform priorities in our School and Centre Improvement Plans.
16. Key persons meet individually with our Inclusion Leader three times a year, to consider each child and to identify any emerging needs for additional support.
17. Practitioners have regular non contact time to maintain, update and evaluate children's records.
18. After a period of trial and research, Rosemary Nursery School and Children's Centre now uses the *Tapestry* Online Learning Journal to record, plan for and assess children's learning and as one of the means to communicate this to families.
19. Individual education and behaviour support plans are developed for children who need additional support. These are shared with parents and other professionals to ensure that the child and family are kept central to this process and all agencies are working towards the same targets (see Inclusion Policy).

This policy was developed through a process of staff consultation and was adopted by the Governors in February 2007.

Reviewed 15<sup>th</sup> July 2019  
Next review July 2021