



ASHGATE NURSERY SCHOOL

ASSESSMENT POLICY

This Assessment Policy was approved by the Governing Body on: May 2015

Chair of Governors: Chris Merrick _____

Headteacher: Janet King _____

To be reviewed: June 2018

At Ashgate Nursery School we follow the principles and commitments of the EYFS in our approach to observation, assessment and planning.

“All planning starts with observing children in order to understand and consider their current interests, development and learning.”

We therefore:

- Observe children to find out about their needs, what they are interested in and what they can do
- Note children’s responses in different situations
- Analyse observations and highlight children’s achievements or their need for further support
- Involve parents as part of the ongoing observation and assessment process

From the EYFS Commitment 3.1

Assessment on entry:

Before starting in the nursery the child’s key person meets with the parent/carer to find out about their child. Information received on transfer from other settings is also taken into consideration.

During the first five sessions a daily note is made about the child which forms the basis of a dialogue with parents on how the child is settling and their needs and interests.

An initial assessment is made in the first few weeks by practitioners of each child against the EYFS ages and stages of learning and development so the child’s needs and next steps can be planned for as soon as possible.

Supplementary assessments:

- Children’s language development is assessed using the ECAT screening system during the child’s first term and then continued termly if necessary. A full language screen is carried out in their second half term. Speech samples are

collected for each child termly. A vocabulary screen is carried out for all two year olds and for those three year olds where the speech sample raises concerns. The WellComm speech and language assessment is also used for children whose language causes concern.

- Children with English as an Additional language may be assessed with a relevant language screen.
- Children's physical gross motor skills also are assessed with a physical literacy check in the first term and developmental next steps are planned if necessary.
- Mark Making samples are collected each term and analysed to identify child's support needs.
- Each term every child's well-being and involvement is assessed using the Laevers scales as we believe these underpin a child's ability to access the curriculum and are crucial in supporting learning and development.

Learning Journeys

A Learning Journey folder is kept for each child throughout their time at the nursery. These are a celebration of a child's learning and development and capture the significant steps and progress a child makes during their time at nursery. They are attractive and well presented documents which value the individual child. They contain narrative and photographic observations of the child at play which are analysed to capture the complexity of a young child's learning. All observations are referenced to the EYFS Areas of Learning. Learning Journeys may also contain samples of drawings and paintings. The Learning Journeys are available for children and parents to view at all times and parents may contribute to them if they wish.

Observations:

Observations of children's learning take place on an ongoing basis. Short informal notes are made while playing alongside children to note any significant achievements towards next steps, understanding or interactions. Children's language is always recorded as this gives insight into a child's thinking and understanding.

Longer narrative observations are made for the Learning Journeys, accompanied by a photograph(s). These are sometimes planned for but often take place when a longer significant learning experience is observed and followed. They are analysed using the EYFS areas of learning and characteristics of effective learning.

Planned observations are also made from focussed adult led activities. These may be documented as a group activity observation.

Summative assessments

Each term a summary of each child's learning and development is made based on the evidence in the Learning Journey and practitioner's knowledge of the child. The summary considers areas of learning and development and the child's well-being and involvement. These are shared with parents and children's learning at home is discussed and noted. The final summary of learning and development is shared with schools or other settings on transfer.

Next steps in learning and development:

Next steps in learning are first identified for each child following discussions by the staff team in the first few weeks after entry and then on a termly basis. These next steps inform the planning of enhanced provision and the adult focus activities. Smaller steps in learning are identified from individual observations and followed up by key person in supporting the child's interests.

Tracking progress:

Every child is assessed against the EYFS ages and stages on a termly basis and their progress is recorded and monitored by the teaching staff. This also informs children's next steps in their learning. Individual child tracking sheets are kept by their key person. The Headteacher keeps a whole group monitoring spreadsheet which also shows the achievements and progress of vulnerable groups and other categories of children. The learning and development needs of the whole group can then be analysed with target groups identified for specific areas of learning.

Partnership with parents

At Ashgate Nursery School we recognise parents are equal partners in a child's learning and development. We aim to share their child's achievements, progress and next steps at all stages. The partnership with parents begins before entry when all parents are invited to share their knowledge of their child with us. We then meet with parents soon after the child has started to share the settling in process and the child's first steps in learning and development at the nursery.

The child's learning Journey is available at all times for parents to view and they can contribute to it with events from home. The child's key person is also available to discuss progress at any time. Also small achievements at any time are shared with our 'Wow' cards.

Termly summative assessments are shared with parents and transfer summary assessments that are passed on to school are shared with parents beforehand. Copies of all summative assessments are given to parents.

May 2015