

University Of Warwick Nursery

Assessment of children's learning and development Policy

We believe that all children should be given opportunities that support their learning and development in age and stage appropriate ways so that they can reach their full potential.

We believe that undertaking assessments that are based on the child's voice, parents/carers knowledge of the child, the key person's knowledge of child and their development, in line with the statutory regulations, is the most effective way of supporting children's learning.

We also believe that the child and parents, who know their child best, are at the heart of all decision making and are always included in their children's assessments.

Our aim is to ensure that the starting point for any assessment is based on what the child can do, not what they can't do. The child's views, wishes and feelings are at the centre of all assessments together with the parents' knowledge and input.

Children should be observed as part of their daily routines. Children are observed in play and self-chosen activities as well as planned, adult directed activities. Observations should be used to highlight achievements, needs for further support and planning for next steps.

Parents' contributions are used and valued as a central part of the assessment process. Parents are asked to contribute by posting information, observations and wishes on the Parent Zone App. Discussions with parents and key person as to how best to support the child at nursery as well as at home will give continuity to the support the child receives.

Staff members should address any learning and development needs in partnership with parents and any relevant professionals.

The effectiveness of our assessment system rests on the quality and significance of the observations and not the quantity. A child will have one formal observation every six weeks.

Observations can be gained from:

- ❖ When the adult is involved in play with the children
- ❖ When the child is involved in a planned practitioner led activity
- ❖ When practitioners notice something significant that they are not involved in
- ❖ Conversations with children
- ❖ 'Interviewing' children about their own learning and interests.

We record observations by:

- ❖ Taking photographs/videos of children carrying out a particular activity or involved in play with annotated notes describing the learning process.
- ❖ Samples, drawings, emergent writing, photos of models, art work, etc.
- ❖ Planned focussed observations, where the observer deliberately stands back to observe and does not become involved in the activity.
- ❖ Written observations

Observation should include:

- ❖ The length of time the child is engaged in the activity. Recording exactly what they are doing and the language they are using.

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- ❖ Staff are to use their knowledge of child development to understand what they are observing. Use their knowledge to understand all aspects of learning that is taking place and understand the differences between noticing and observing.

After the observation

- ❖ Staff to use their knowledge about children's learning and development to decide how best to support and challenge the child based on the observation.
- ❖ Consider the next steps for that child and implications for future planning and reflecting.

Assessments within the EYFS

Baseline

- ❖ An initial baseline assessment against developmental matters should be carried out on every child entering the nursery to establish the correct stage the child is at and what they can do. This could be/should be done in partnership and consultation with the parents. This is to be completed within 6 weeks of the child's entry into the nursery.

Learning Journals

- ❖ Every child's observation and information of time in nursery will be recorded on Parent Zone for parents to view and contribute to. This will include meals, nappy changes, sleeps record and snapshot of activities.
- ❖ Parents should be encouraged to add to their child's information via Parent Zone by adding observations and photographs of the child at home, on holiday or any activities of interest that the parent's wish to share.

Reporting to Parents

- ❖ Every parent has the right to always have access to their child's observations and information.
- ❖ Parents have the opportunity to meet with their Key Person for a private meeting as often as they need as well as a formal meeting twice a year either face to face or via Microsoft Teams to discuss the child's progress.
- ❖ Parents are the nursery's partners when it comes to their child's learning and development. Staff must work with parents for the best outcomes for their children. Staff must communicate fully with parents, informing, listening to parents and planning together for a consistent and engaging approach to their child's learning and development goals.