

Kay Rowe Nursery School

Assessment and Record Keeping Policy

What is Assessment?

We believe that assessment should be carried out in a range of contexts over time, is mainly curriculum based and uses approaches that minimise bias and enable the child to demonstrate positive aspects of their learning.

Assessment is the process by which a picture of each child and his\her developing abilities is formed.

There are many factors which contribute to this process:

- information given to the school by the parents\carers
- the experience of staff interacting with the child in various activities
- staff observations of the child whilst at Nursery
- evidence in the form of children' s " work"
- evidence from other agencies involved with the child
- information that children give about themselves and their perceptions
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To:

Form a clear picture of a child' s developing abilities

Inform the planning of activities in order to meet children' s needs

Show each child' s progression and to monitor any difficulties

Enable the school to pass on accurate information to other agencies where required, and to the child' s next school

Use as a basis for discussion with parents about their child' s progress

Assessment Records

Assessment Records should:

- be based on objective assessment
- cover all aspects of the child' s development
- involve all adults (including parents) concerned with the child' s care

- show positively a child' s individual progress
- acknowledge previous experience
- be clear, concise and free of jargon
- be written objectively, avoiding subjective judgements and assumptions
- only include information relevant to the child' s progress
- be regularly updated, signed and shared with parents and carers
- show sensitivity to the confidentiality of the family concerned
- take account of environmental factors and other factors (if known)

Observations

Key workers are responsible for co-ordinating their key children' s records but all staff may observe all children when appropriate and give to keyworker

Observation is the most objective way of gathering information. It is a part of the Nursery' s routine. Informal observations are made by staff every day and these often result in immediate decisions being made as to how to extend an activity appropriately for the child or what further help is needed. Formal written observations will be kept on keyworker children and used to monitor choices and progress.

Records of observations should indicate what the child actually says and does in the time that they are being observed. It is important that a specific focus is agreed for the observation e.g. the child' s interaction with peers, or the child' s use of English etc.

Observations should be written at the time, and the date, should be recorded. Observations should be shared with other staff and evaluated. Staff acknowledge that single observations can not give a true picture of the child but will contribute to an overall picture of the child' s developing abilities. Observations should be used in planning for the child' s future needs.

1. Before starting at the Nursery

When a home visit is undertaken or when a family come for an initial visit to the Nursery, the Keyworker talks to the parent\ carer and fills in an Entry Interview form. This contains the statistical information required by the school and any other information that the parent wishes to give about their child. It is the basis for initial personal, emotional, moral and spiritual records and planning for settling.

2. Throughout the child' s time at the Nursery

Every child has a Profile Book. Records of significant achievement are kept (children' s work, observation notes, photos etc) Parents may also add to the Profile Book. During the week staff collect written observations of targeted children as well as recording unplanned spontaneous and significant achievements.

Staff also collect evidence of each child' s work across the curriculum e.g. drawings, emergent writing, photos, a tape recording etc. These are dated and annotated as necessary.

Each term every child will be observed for a longer period of time. This is called a learning journey. Learning journeys are undertaken when children are fully engaged in play or an activity. After every learning journey, the key-person will talk to the child about their learning, speak to the parent and decide on a next step for the child.

The Profile Book is used as a way of forming a picture of the child' s overall development.

At three points in the year (on entry- after 15 sessions, at mid point- or termly if a child is staying longer than three terms) the key- person assesses, by using " best fit " judgements where they think the child is in all of the areas of learning. The assessment is made against the Development Matters statements (EYFS Curriculum 2012)

On Entry and Exit assessments are made to assess children' s well being and involvement (Leuven' s scales).

3 When a child transfers to Infant School

When a child is about to transfer to Infant School the Transfer Record Sheet is completed by the class teacher using the information collated by all staff on the Record of Achievement sheets. Parents are invited to read them and add their comments before they are forwarded to the feeder school. Parents are given a copy of the Transfer Record to keep.

Reporting to Parents

Staff acknowledge the need to keep in close contact with parents and to share information about the child' s developing abilities. Keyworkers meet parents termly to discuss targets and update records. Parents are also welcome to talk with staff at any time about specific issues that concern them and are available at one story time per week to meet with any parents who wish to talk to them about their child. Records of Achievement are available at this time for parents to see if they wish.

Moderation of Assessments

After each assessment period class teachers work with each key- person in their team to ensure that assessments are accurate (January 2012)

Class teachers then work with each other to ensure consistency across the classes.

One assistant head attends moderation meetings within the local authority to ensure consistency of approach (January 2012)

Moderation across the Forest Gate Cluster (June 2013)