

## Assessment Policy

At Flying High 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

Involve parents as part of the ongoing observation and assessment process *From the EYFS Commitment 3.1*

(All assessments are now on the FAMLY App)

### 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 Birth to 5 matters so the child’s needs and next steps can be planned for as soon as possible.

### Learning Journeys

We are currently using the FAMLY app learning journey for all children 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 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 birth to five matters. All Parents/Carers will receive a link to the FAMLY app. Parent/Carers and children are able to view and contribute at all times.

### 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. They are analysed using the Birth to Five matters and characteristics of effective learning.

## Summative assessments

The summary considers areas of learning and development and the child's wellbeing 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. Transition Documents will also be completed when a child moves from one room to another to ensure the new Key Person is updated.

## 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 half 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 Birth to five matters on a half termly basis and their progress is recorded and monitored by the teaching staff. This also informs children's next steps in their learning.

## Two-Year-Old Progress Check

When a child is aged between two and three, practitioners must review their progress, and provide parents and/or carers with a short-written summary of their child's development in the prime areas. This progress check must identify the child's strengths, and any areas where the child's progress is less than expected.

Aims of the EYFS progress check at age two:

- review a child's development progress in the three prime areas
- ensure that parents have a clear picture of their child's development
- enable practitioners and parents to understand the child's needs and plan activities to meet them
- note areas where a child is progressing well and identify any areas where progress is less than expected
- describe actions the setting intends to take to address any developmental concerns (including working with other professionals where appropriate).

## Integrated Health Check

The purpose of the review is to:

- Identify the child's progress, strengths and needs at this age in order to promote positive outcomes in health and wellbeing, learning and behavior
  - Facilitate appropriate intervention and support for children and their families, especially those for whom progress is less than expected
- Generate information which can be used to plan services and contribute to the reduction of inequalities in children's outcomes.

<b>This policy was adopted on</b>	<b>Signed on behalf of the nursery</b>	<b>Date for review</b>
1 <sup>st</sup> October 2020	Z.Khatoun	1 <sup>st</sup> October 2021

