



Sutton Outdoor Preschool

Observation and Assessment Policy

Reviewed September 2021

Reviewed by Elizabeth Leddy - Preschool Manager

Introduction

At Sutton Outdoor Preschool we follow the principles and commitments of the EYFS in our approach to observation and assessment -

Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share.

At Sutton Outdoor Preschool all assessment is carried out through observation of and discussion with the child. In this way assessment is non-obtrusive, informal and part of the child's everyday learning and development. As part of our daily practice we continually observe and informally assess children's development. Staff are encouraged to participate in Professional Discussion as a team and use professional judgement get a clear idea of the level of development the child is at and ways to move the learning on.

Observations are recorded using a secure online software system. This forms the child's individual Learning Journal and is shared with parents through a password protected software system. Parents are encouraged to view and comment on their child's learning and can also contribute pictures of their own and discussions between practitioners and families take place frequently. (see Learning Journal Policy for more detail).

Assessment on entry

During the child's initial weeks at preschool, staff will work with the child to form good relations. They will talk with the parents/carers and take into consideration any information received on transfer from other settings including any information from the Progress Check at age two if previously completed. Staff will also consider how the child is settling in and any specific needs and interests. An initial assessment is made in the first few weeks for each child. This is recorded and shared with parents through Tapestry.

Supplementary assessments

We continue to assess children's learning and development on a daily basis through observations of and informal discussions with the children. These are recorded and shared with parents/carers through photographs, video and observational notes using Tapestry. Children's language is also recorded as this gives insight into a child's thinking and understanding. All observations are analysed using the EYFS areas of learning and characteristics of effective learning to chart progress and inform future planning.

Summative assessments

Twice a year a summary of each child's learning and development is created based on the evidence in the Learning Journey and practitioner's knowledge of the child. The summary considers the child's initial assessment to show progress made in each of the seven areas of the EYFS learning and development and the Characteristics of Learning. The child's progress and any areas of concern are discussed with parents/carers, and inform the planning of enhanced provision and the adult focus activities.

The Preschool Manager oversees monitoring to ensure the learning and development needs of the whole group are met and target groups identified for specific areas of learning as appropriate. The final summary of learning and development is shared with schools or other settings on transfer.

Partnership with parents

At Sutton Outdoor Preschool we recognise parents are equal partners in a child's learning and development. We aim to share their child's achievements, progress and any areas of concern at all stages. The partnership with parents begins on entry when all parents are invited to share their knowledge of their child with us. We have an open-door policy and encourage parents to view and contribute to Learning Journals and discuss any concerns, issues or achievements with key persons during daily handover or through an appointment if more time is required.

Policy last reviewed on September 2021	Signed on behalf of the preschool <i>E.Leddy (Elizabeth Leddy)</i>	Date of next review September 2022
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