



Sutton Outdoor Preschool

Observation and Assessment Policy

Reviewed October 2020

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, assessment and planning.

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

Aim

To know each child’s level of development to ensure that planning meets the diverse needs of all the children;

- To fully support learning and development;
- To celebrate progress in learning and development;
- To value the contributions of and work in partnership with parents.

Method

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. These observations and assessment help staff get a clear idea of the level of development the child is at and ways to move the learning on. As part of our daily practice we continually observe and informally assess children’s development and learning to inform future plans. Observations are recorded using a Tapestry - 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 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. This is recorded and shared 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 informal notes using Tapestry to note any significant achievements towards next steps, understanding or interactions. 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 check for any gaps in learning, this informs future planning.

Summative assessments

Each term 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 four Characteristics of Learning. The child's progress and next steps are discussed informally with parents/carers as appropriate, 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 next steps 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 <i>October 2020</i>	Signed on behalf of the preschool <i>E.Leddy (Elizabeth Leddy)</i>	Date of next review <i>October 2021</i>
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