

McMillan Nursery School

Assessment Policy



Aims:

- To know each child's level of development to ensure that the curriculum meets the diverse needs of all the children.
- To fully support learning and development.
- To celebrate progress in learning and development of each unique child.
- To value the contributions of and work in partnership with parents.
- To identify children's needs and SEND.

Principles:

'Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. 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' (Early Years Foundation Stage Statutory Framework 2021)

Learning Journals

Learning journals are created through an online platform 'Tapestry'. Consent is gained from parents prior to using Tapestry. If a parent/ carer does not give consent, a paper journal will be used.

All children have an individual learning journal and all practitioners contribute.

At McMillan Nursery School, we recognise that our skilled practitioners are our most valuable resource. We therefore ensure that learning journals do not require gathering excessive amounts of evidence and practitioners having to take prolonged breaks from interaction with the children.

Observations recorded are short and used as prompts for discussion to discuss learning, development and progress.

Practitioners record the following observations onto Tapestry:

- Evidence of progression of Key Skills in Continuous Provision
- Special events
- Settling in observations
- 'Wow moments' that show progress and children's interests.

Parental Involvement

At McMillan Nursery School we recognise that parents make a crucial difference to children's outcomes. We therefore ensure that parents contribute to their child's assessments.

This is achieved through:

- Home visits
- Discussions with their child's Key Person
- Contributing to their child's learning journal.
- Parent Meetings
- Progress summary meetings
- Parent and child workshops

Observations are shared with parents through Tapestry. Parents are encouraged to comment on their child's observations.

Parents are also encouraged to upload observations from home. 'Home Learning' is included in the weekly newsletter to encourage parents to upload observations.

Formative Assessment (ongoing assessment for learning)

Formative assessment is an integral part of teaching young children.

Ongoing formative assessment is at the heart of our practice. We follow the cycle below to understand how a child is developing, learning and growing, and then plan the next steps for the practitioners in supporting and extending the learning. Practitioners use formative assessment to inform planning, ensuring that planned activities and the environment build on children's prior knowledge and skills and interests.

Planning

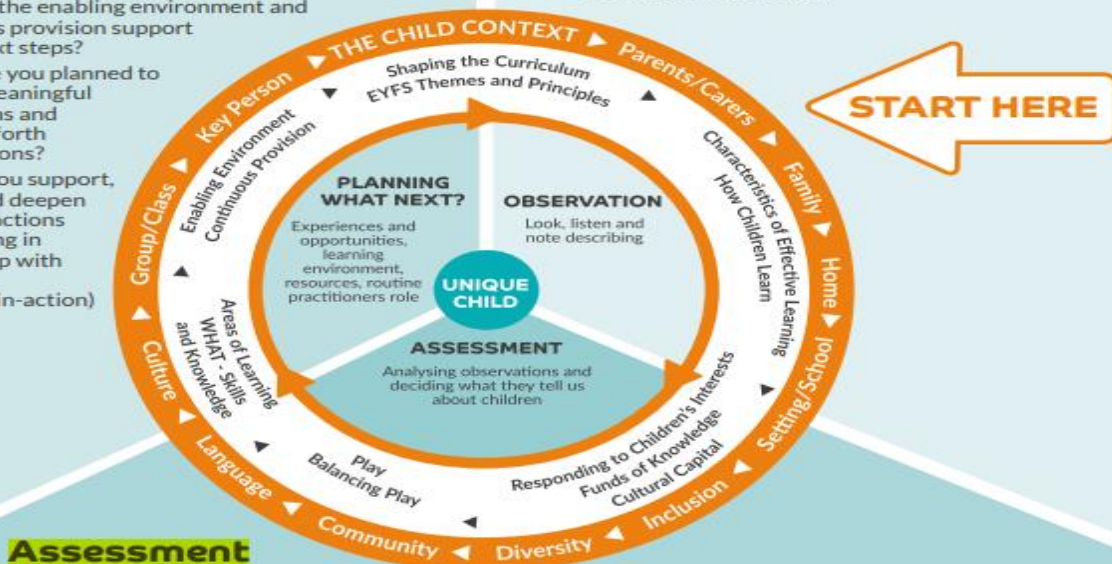
Decide how best to support, extend and teach children. Based on your observations and **assessments**, consider the following questions:

- Have you engaged with me/us to co-construct our next steps together?
- Have you considered my/our interests in the planning? (child-led)
- Have you planned a specific experience or activity to teach a skill or knowledge? (adult-led)?
- How does the enabling environment and continuous provision support my/our next steps?
- What have you planned to support meaningful interactions and back-and-forth conversations?
- How will you support, extend and deepen play, interactions and learning in partnership with me/us? (Planning-in-action)

Observation

Observe children as they act and interact in their play, everyday activities and planned activities, and learn from parents about what the child does at home.

- How do you see me?
- Are you observing carefully when I am on my own and when I am with others?
- Am I involved in continuous provision?
- Have you observed while engaging with me/us? (Observation-in-action)



Assessment

Reflect on what you have noticed to help you understand the child/children.

Consider the following questions:

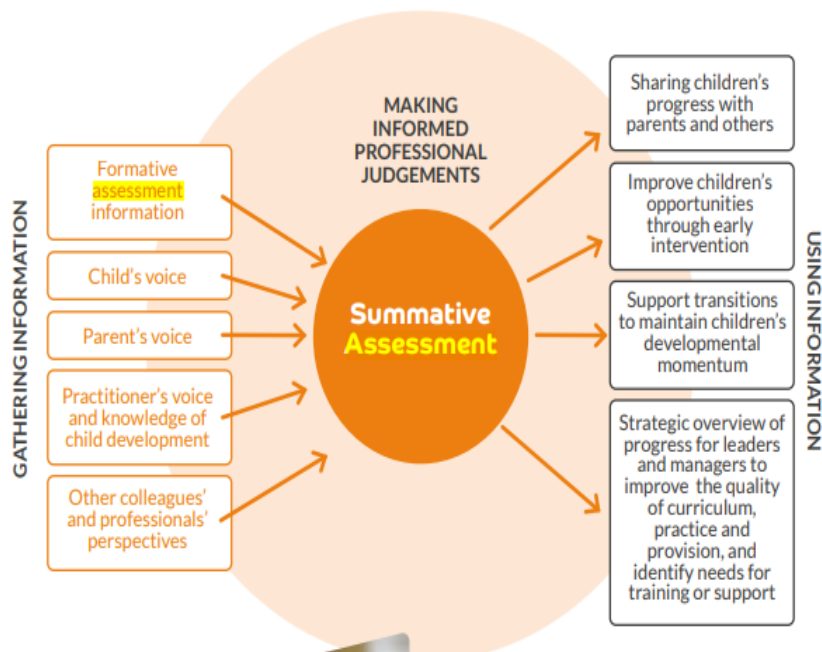
- How do you understand me?
- Do you understand how I feel? What I am interested in? What question may be in my mind?
- How am I approaching my learning? (Characteristics of Effective Learning)
- What have I learned and understood? (Areas of Learning and Development)
- What do you think is happening as you listen and engage with me/us? (**Assessment**-in-action)

'Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence'. (EYFS 2021)

Practitioners observe the children daily to identify children's interests, needs, level of development, knowledge and skills, wellbeing and levels of involvement and characteristics of effective learning. This is a central role in our practice. However, all observations are not recorded in order to ensure that practitioner can have quality interactions with the children.

Practitioner respond to formative assessments 'in the moment' and also to inform planning for extending children's learning and development.

Summative Assessments (an overview of children's development and progress)



Summative assessments are a holistic overview of the child's development, learning and progress. Summative assessments are completed by all practitioners who work with the child. This ensures that the assessment is accurate and considers all aspects of learning.

Summative Assessments will be collected:

- Baseline – when a child starts nursery (aim to be completed in the first three weeks).
- Spring Term (January)
- Summer Term (June)

Assessments are used to identify if children are 'on track' in each area of learning. The Progression and Knowledge in Skills – Sequences of Learning are used to make judgements. The progressions of learning are divided into three sections: nurture (age 2 -3)- highlighted in orange, 3-4 (white) and 4+ - highlighted in purple. The sequences of learning are used to inform a 'best fit' judgement if children are 'entering', 'developing' or 'secure' within the age phase.

Data is analysed to identify target children who are 'not on track' and are not making expected progress.

Pupil Progress meetings will take place with the Headteacher/ SENCO and Key Persons to discuss children who are not on track and/ or not making expected progress, and planned intervention will be put in place. Regular reviews will take place and the SENCO will meet with parents where necessary to discuss how to further support the child's learning and development and any support that might be required from external agencies.

Leaders use summative assessments to inform improvements to provision and practice, to enhance children's development and learning and to identify gaps in learning and/or SEND.

2 Year Old Progress Summaries

2 Year Progress Summaries are a statutory summative assessment.

The EYFS Statutory Framework states that “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”.

The aim of this Progress Check at age two is “to enable earlier identification of development needs so that additional support can be put into place”.

At McMillian Nursery school we aim to complete the 2 Year Progress Summary during the second term (or earlier if required).

The progress summary highlights areas in which a child is progressing well; areas in which some additional support might be needed; and focus particularly in any areas where there is a concern that a child may have a developmental delay which may indicate a special educational need or disability.

The summary describes strategies that will be used to address any issues or concerns. These are discussed with the SENCO who will contribute to the summary of children where there are developmental concerns.

Practitioners meet with parents to discuss how the summary of development can be used to support learning at home.

Consent is obtained to share information with external agencies such as health visitors where necessary.

Parents are provided with a copy and encouraged to share the summary with their Health Visitor for the development review at age 2.

Where there are developmental concerns, the SENCO will meet with parents to discuss how to support the child’s learning and development and to discuss referring to other agencies for support where necessary.

Assessment for Children with SEND

After initial assessments have been completed where there are developmental concerns, the SENCO will meet with parents to discuss how to support the child’s learning and development and to discuss referring to other agencies for support where necessary. If a child is due to start nursery and parents are already aware of concerns or additional needs they are encouraged to discuss these with the SENCO prior to the child starting nursery or as part of their transition.

In nursery children who have additional needs are assessed using The Progression and Knowledge in Skills – Sequences of Learning that we use for all pupils as a starting point and then the Early Years SEND Toolkit – Assessment, Tracking and Target Setting (ATTS) as appropriate which breaks down learning into much smaller steps. This document is also used to set targets for individual children as part of their Targeted Learning Plans which are reviewed on a regular basis