EHTM Nursery Assessment, Recording And Reporting Policy

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Why Assess?

Assessment plays an important part in helping parents, carers and the teachers at Eaton House the Manor Nursery to recognise children's progress, understand their needs, and to plan activities and support learning and development. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves teachers observing children to understand their level of progress, interests and Characteristics of Effective Learning, and to then shape learning experiences for each child reflecting on those observations. In their interactions with children, teachers should respond to their own day-to-day observations about children's progress as well as observations that parents and carers share.

Observation and assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. Paperwork should be limited to that which is necessary to promote children's successful learning and development. Teachers should address any learning and development needs in partnership with parents and/or carers, and any relevant professionals. Parents and/or carers will be kept up to date with their child's progress and development.

How do we plan?

The Early Years Foundation Stage is the mandatory framework for all Early Years providers including Eaton House the Manor Nursery.

Medium Term Plans are written each half term these are based around the topic chosen and the seven areas of development of the Early Years Foundation Stage.

Daily plans are completed in advance to include learning objectives, activities, differentiation, evaluations and next steps as applicable. Evaluation and next steps are used to inform planning. Class planning and evaluating generally takes place daily, this is a working document.

Also included within the teacher's files are:

- Class Lists
- Names and addresses of Form (on ISAMS)
- Term Dates
- Copy of timetable(s)
- Copy of Medical/Dietary information sheet (on ISAMS)

Arc Pathway is an online tracker and assessment profile. A pathway is created for each child. The following are kept:

- Observations on Arc Pathway
- Arc Pathway profiles
- Two Year Checks on Arc Pathway
- End of year reports on Arc Pathway
- Termly Summative Reports, saved on TDrive or handwritten to inform Parents' Evening
- Toilet and accident chart (to report to parents)

The online learning profiles are used to track learning and as well as developmental progress. The learning pathways are regularly checked by the Headteacher.

Differentiation

Differentiation is a planned process of intervention in the classroom to maximise potential based on individual needs.

At Eaton House The Manor Nursery we actively involve children in as wide range of activities as possible to develop flexibility in their own learning approaches. We are aware that there are a range of differences between children, not just 'ability', and build on what individual children know and can do.

Assessment

Each child is assessed on-entry following the Arc Pathway Profile, this includes the Early Years Foundation Stage. On-entry assessment is done in the first half of term.
The child's progress is reviewed every term using the Arc Pathway Profile. This will generate a summative report of development in the prime and specific areas. The profile checks and identifies the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners should develop a targeted plan to support the child's future learning and development involving the parents or carers and other professionals (for example, the Head of Learning Enrichment) as appropriate.
Children in the Bears class, age 3-4 years old, will be assessed using Quest assessment. This will be completed in Autumn, Spring and Summer.

Assessment, recording and reporting in the Nursery

- Regular observations made using Arc Pathway for the seven areas of the Early Years Foundation Stage
- Verbal feedback is given to each individual child
- Occasional annotations are made, when meaningful for the child and their family as well as the class teacher
- Discussion with the children, gaining teacher knowledge
- Individual sound and number tick sheets when required
- Tick lists for focus groups following whole class input when required
- Informal conversations between teacher and parent regarding work
- Quest assessments
- Yearly written reports to parents
- Termly Parents' Evening

Transfer of Records

At the end of each academic year or term (where applicable), each child's online learning journal is allocated to their new class teacher on Arc Pathway. In addition, observations, relevant records and samples of work not stored on Arc Pathway are also passed up. A transition meeting is held to discuss all relevant information.

IEPs

IEPs are written if needed. See the SEND Policy for further details

Marking

Work in individual workbooks or scrapbooks is marked using a visual encouraging mark. This can be a tick, stamp, sticker or a written smiley face. Comments from the child, reflecting on their learning are also included.

Written Reports

Our summative reports provide information on children's progress and achievements throughout the school year. The reports cover all seven areas of the EYFS and general comments from the class teacher. Written formal reports are sent home at the end of the academic year, this is done via Arc Pathway.

Verbal Reports

Parents' Evenings are held every term. Parents' Evenings give Parents the opportunity to discuss their child's progress with the class teacher in a more formal manner.

Reporting to parents in both formal and informal ways is seen as important by the teaching staff at Eaton House The Manor Nursery. Daily contact with parents supports the development of a partnership with parents. It means we are able to give a holistic view of their child and the curriculum provision and learning opportunities provided by school.

Evaluation

Our assessments also help teachers to evaluate and plan learning experiences for individuals, groups and classes.