



Merry Poppets Nursery

OBSERVATION, ASSESSMENT AND PLANNING

Assessment

There are two main types of assessment in the EYFS -on-going assessment which is what practitioners do on a daily basis to make decisions about what the child has learned or can do already. This will help the child move on in their learning-this is sometimes called 'formative' assessment, because it informs the next steps that are planned with the child and the parent. Another type of assessment known as 'summative' assessment takes place twice in the revised EYFS. Firstly, when a child is between (24 and 36 months). At Merry Poppets the toddler room will usually complete the two year progress check when the child is 30 months old and parents can view it on the tracking overview via Parentzone on iconnect and add comments. The outcomes of this assessment are recorded and parents and practitioners use the information gained to identify a child's strengths and their learning needs; the second assessment takes place towards the end of the Early Years Foundation Stage when the child is in the final term of the reception class at school. This 'sums up' all the different information from on-going assessments that have been made about the child. This information is added to a record of the child's achievement which is related to the Early Years Foundation Stage Profile (EYFSP) – showing the levels the child has achieved in the seven areas of learning and development.

The EYFS Profile summarises and describes children's attainment at the end of the EYFS. It is based on on-going observation and assessment in the three prime and four specific areas of learning, and the three characteristics of teaching and learning, set out below;

The Prime Areas of Learning:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

The Specific Areas of Learning:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

The Learning Characteristics:

- Playing and Exploring
- Active Learning
- Creating and Thinking Critically

Our assessment has several purposes:



- To inform the planning of work so that the child's existing knowledge and skills can be taken into account.
- To identify children who may need specialist help as early as possible.
- To build up a profile of the child's development for parents and the schools that the children will move onto.
- To provide a reliable, valid and accurate assessment of individual children at the end of the EYFS.
- To support a smooth transition to key stage 1 by informing the professional dialogue between EYFS and key stage 1 teachers.
- To evaluate the quality of the provision provided for the children in our care.
- In addition, the Department considers that a secondary purpose of the assessment is to provide an accurate national data set relating to levels of child development at the end of the EYFS which can be used to monitor changes in levels of children's development and their readiness for the next phase of their education both nationally and locally.

Our assessment is developed by observing the children across the whole Nursery environment: Free play, outside play, planning/groups activities, story time, small group work, 1-1 work etc.

Observations

Observation is referred to in several places in the Early Years Foundation Stage. Put simply observation is the practice of looking at and listening to children to find out how they are developing, what they like doing and what they are learning through their play and the experiences on offer. It is important that parents and practitioners share what they know about these three things so that they can decide whether the child's development is at the expected stage, whether the resources such as toys and equipment are suitable for the child and to focus them on what to provide in future to support the child to develop new interests, learn new skills and acquire new knowledge. Observations of children are vital because each child has a unique set of abilities and talents. Observations in different situations capture these first hand, the starting point is always with the child. Observing what children choose to do, what their interests are and who and what resources they enjoy playing with, provides adults with reliable information about children as individuals. The observing what a child is learning approach in the Development Matters in the Early Years Foundation Stage document can support developing systematic observations. Observation also provides opportunities to gauge children's needs and so more accurately plan next steps in their learning. Observations take place on a regular basis as part of daily routines. Discussing these with the child, their parents and practitioners gives a starting point for a holistic approach that will ensure that the child is always central to what is planned.

We use a variety of methods of observations:

- By setting up specific activities and observing the children's response to them.
- By observing the children during free play activities e.g. Social interactions whilst playing with their peers.
- By observing individual children at specific activities.
- By following a child's EHC and addressing through observation and assessment the targets set.



In our recording of children's progress, we have the following purposes:

- To find a child's stage of development so that appropriate aims and objectives can be set through planning.
- To monitor children regularly and check on their progress.
- To identify strengths and weaknesses.
- To help us to provide a balanced curriculum.
- To enable us to provide continuity and progression between home, Nursery and receiving primary schools.
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- To monitor the provision and organisation of resources supporting the classrooms.
- To evaluate the teaching and learning and to communicate the information to other staff, parents and outside agencies that support us in our work.

Planning

Planning in the early years is about meeting young children's needs so that they can play and learn happily in ways which will help them develop skills and knowledge across the Prime and Specific areas of learning in the EYFS. Planning is different from setting to setting because each one is different from the next for all sorts of reasons. However, some settings and schools will plan certain things in a similar way – these might be events that happen every year, such as religious festivals, celebrations, seasons, and various topics. In some ways these sorts of events and topics provide a rhythm to the year – a pattern that is variable and flexible depending on many factors but is also fairly predictable – many people describe this as long term planning. Between long term planning and the experiences that are planned for children on a daily and weekly basis are the medium – term plans that are made to ensure that over 12 weeks certain areas of learning are addressed – for example focusing on particular stories to help children to think about 'friendship'. These types of plans need to be in place so that all the necessary resources such as books and props can be gathered. However, all planning should be flexible and used as a guide rather than followed slavishly. The most important planning is the short-term daily/weekly planning that arises from discussions with the children and their parents and is based around their current interests. The child whose Nana has come to visit will have lots to tell the practitioners and their peers and may even want to make something for 'Nana', just as the child who is having lots of building work done at their house, arriving full of excitement eager to talk about the huge crane or bulldozer at their house. This is the stuff of short-term planning – the fleeting but compelling interests of this child on this day.

How we record/document all this information

All the information that is obtained on a child, such as observations (snap shots), Assessments (learning stories), Baselines, Two year checks, and transitions are recorded on iconnect using iPads that the practitioners have in their rooms. Iconnect is a digital learning journey log application that each individual child has and it feeds into a parent zone app so parents/carers can access up to date information on their child's learning and development as well as using it to share information with the setting/keyperson including contributing to their own children's learning journey using home images/videos. Activities can be recorded and viewed anywhere and anytime by parents/carers via Parent Zone.



Iconnect is secure and safeguards the child's data with robust, industry-leading security. It ensures data can only be accessed by those with a professional need with role-based permissions, it also has added extra layers of security with out-of-hours approvals from the safeguarding officers. For current parents and staff, there is a secure login area, accessed via the homepage. The secure login area, which is protected in the same way as online banking using SSL Certificate enabled encryption, allows parents and staff to have a two-way conversation and view photos of children taking part in activities.

Confidentiality

- All confidential records are kept in a filing cabinet, which is kept locked and secure.
- All staff are aware that information about children is kept strictly within nursery.
- Information is passed onto other professionals on a need to know basis.
- Reports that are sent to other professionals are password protected and marked strictly confidential.