



## Recording and Assessment Policy

We believe the value of assessment is to:

- Acknowledge previous experience
- Recognise the child's present stage of development
- Inform future teaching
- Highlight specific learning needs
- Involve parents and carers
- Provide an indication of progress made

On entry to Nursery, parents fill in an admission profile to share with their child's key worker. Our initial/ on entry assessment takes place during the first few weeks of a child's first term in Nursery, and covers all areas of learning. This is completed via a paper copy of the Birth to 5 Matters document, which allows the Nursery Teacher and Head Teacher to monitor the children's attainment from the comprehensive records kept by staff. This Progress Tracker is then completed again the following term. Progress is recorded in terms of 'emerging, developing and secure' within each development stage. This tracker is used to identify individuals and groups to aid in the monitoring of provision/teaching and learning. Data is collected to inform on the overall rate of progress of each cohort and also of individuals. The progress tracker is completed in all 16 areas of development for every child, every term.

The analysis of data is based around monitoring how much progress children make during their time in school. Comparisons are made against national expectations. Data taken from the Progress Tracker is used to compare attainment on entry and on leaving, term on term progress and subject development. It is also used to compare annual data year on year and to inform curriculum provision. Individuals are monitored within the system to identify children who have SEN or who belong to any groups that may require specific monitoring and possible intervention, e.g. Pupil Premium, Traveller children.

Staff continuously assess children informally through the Evidence Me programme, taking photographs of the children playing, and writing about what they have done before giving them a target or 'next step' for their learning.

Alongside these digital observations, children have photographic evidence and samples of work in their paper learning journey. Children also have a formal observation on their entry to Nursery, and in their third term, which focuses on their development in Nursery. Parents are invited to meet their child's keyworker following this formal observation to discuss their child's learning and how they are able to support their child at home.

**Our assessments are mainly based upon:**

- Observation by whole school team of the children's learning and application of learning.
- Data analysis
- Talking with the children about their learning to include their own self-assessment
- Looking at children's work
- Specific assessment activities/situations
- On-going discussions between team members, parents or carers
- Professional judgement over time
- Photographic records of achievement
- Work samples

Our process of assessment & monitoring relies upon evaluation, reflection and analysis of outcome. The culmination of individual achievement is collated as a profile and progress is monitored through individual and cohort tracking - target setting etc. On entry and exit data is used to show value added.

**Our assessment system allows:**

- Practitioners to follow child progress carefully, through the attainment of small steps leading towards the end of the foundation stage.
- Any consistent problems, which may highlight issues within teaching and learning provision, to be indicated clearly.
- Academically more able pupils to be identified quickly and effectively. .
- All children, regardless of attainment level to be represented within our assessment system.
- Our school results to be compared with attainment expectations nationally.
- Moderation between our Nursery and other schools and practitioners.
- Group comparison of attainment
- Issues to be highlighted in terms of gender, attendance duration etc.
- Practitioners to monitor levels of expectation for all children.
- ALL children to be represented fairly and monitored effectively, to ensure continuity of provision.

### **How we record progress:**

- Children are assessed in all areas of learning while they attend Nursery.
- Children are constantly assessed by their key worker to support planning.
- The criteria against which children are assessed is set out in the Birth to 5 Matters document.
- Within the steps children are assessed as being emerging, developing or secure. This allows children to be given appropriate recognition for attainment within each assessment step.
- The ECAT assessment system, which operates in school, also provides a detailed assessment package.

### **Target Setting**

- During each term targets are established by the key worker in order to raise standards across the curriculum.
- Each targeted area will include individually specific objectives aimed at challenging ability and extending skills within the nursery environment, e.g. an early target could be hanging their coat on their peg and greeting staff.
- Adult input encourages the children to work daily on their targets through the usual nursery provision.
- Parents/Carers are encouraged to play an active role in supporting their children towards achieving their targets. They are kept informed of progress and simple tasks are sent home to be shared.

### **Monitoring.**

- Formal and informal monitoring occurs regularly by and for all practitioners and children.
- Formal observations are conducted by the Head Teacher.
- Internal practitioner monitoring observations take place and INSET days are incorporated into the school year to share our practice with each other.
- Curriculum evaluations are carried out by governors to monitor the effectiveness of resource provision.
- The data analysis procedure provides an evaluative tool to use in order to monitor attainment.
- We receive external feedback from other Early Years Practitioners, consultants, advisers etc which enables us to monitor our practice.