



ASSESSMENT AND OBSERVATIONS

EYFS 2020 states:

'Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understanding their needs, and to plan activities and support.'

Ongoing assessments (also known as formative assessments) are an integral part of a child's learning and development process. It involves practitioners knowing children's level of achievement and interests, and then to shape 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.

Formative assessments are:

- Practitioners' day-to-day judgements about what the child can do.
- Regular informal observations about whether the child has learned something new or grasped a new concept
- Assessments of children's ongoing, developing skills and knowledge

All children between the age of two and three must have a formal written assessment (2 year progress check) completed by their keyworker. The progress check must identify the child's strengths, and any areas where the child is less than expected in the prime areas.

All children that are in the final year of the Early Years Foundation Stage (EYFS) need to be assessed in line with the Early Learning Goals, and have the EYFS profile as a record of achievement. These need to be completed in the final term of the year in which the child reaches the age of 5.

The profile will provide parents/carers, practitioners and teachers with a well-rounded picture of children's knowledge, understanding and abilities, their attainment against expected levels, and their readiness for year 1. The profile must reflect the practitioner's own knowledge and professional judgement of a child.

When a child moves to a new provider during the academic year, we at Little Professors Nursery should send the following information to the new provider within 15 days of a request:

- o The child's 2 year old progress check.

Practitioners are responsible for completing a weekly observation for parents, which identifies the learning opportunities their child has experienced during that week, any achievements they have made, along with how the parents can continue supporting their child's learning within their home environment.

All observations and assessments that are carried out on children within Little Professors Nursery are added onto the EyLog, and shared with parents. Parents are also encouraged to input into these on a regular basis.

Practitioners will need to assess children's engagement with the nursery curriculum. If a child is not engaging in the nursery curriculum i.e. showing lack of engagement, poor behaviour, practitioners will need to go back to the characteristics of effective teaching and learning in Development Matters 2020, and look at the ideas for teaching and consider how you can re-engage the child.

Practitioners should use a number of different tools to support them with their observations (observation tool kit). This comes from a variety of sources, including:

- Parent starting points – What is the child doing/saying at home? These need to be in place at the start so keyworkers can start planning for the child's individual learning from day 1
- Children's current interests – What drives the child's thinking? Where do they prefer to play? What are their favourite toys and games? What do they do when practitioners are not interacting with them? What books and songs do they enjoy?
- Watching and listening to the child – Practitioners should be watching and listening as children play, and interact with them, and their peers constantly.
- Talking to the children – Having conversations with children, asking them, questions and challenging their thinking through interactions will give practitioners a window into what the child is thinking.
- Children's schemas and learning styles – When practitioners are observing children, think about how you can develop them to support their learning.
- Practitioners knowledge of typical child development – Practitioners should be able to recognise what children should be achieving at their age, and if there are any concerns with a child's development, they need to know where to go to find information to check something.
- Ongoing communication with parents – This will help keyworkers to have an up to date knowledge of the child's home learning, and how this can be supported within the setting.
- On the spot observations – Set up invitations to play and learn for the children to use, chat to them and engage with their play. From this practitioner's will be able to observe, assess and plan 'on the spot'. This is a powerful way of observing children's play as you are deeply involved in learning with children, and you can immediately scaffold the children's knowledge by introducing new skills, information, or vocabulary.

- Close working partnerships with other settings and professionals – Sharing information, and learning opportunities to work collaboratively for children’s individual needs.
- Discussions with staff – This can help to assess how well each child is progressing from their starting points. For example, one practitioner may have observed a child doing or saying something that the key worker has not yet observed.

All of these tools should enable a practitioner to support each child’s individual development, and identify any areas where children need additional help.