

# Early Years Observation, Planning and Assessment Policy and Procedure

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## Observation, Assessment and Planning Documents

### Developing a Picture of the Child through the Year

#### Interview and Arrival

During the admission meeting we gain our first picture of the child through the parents and also by observing the child in the kindergarten environment. The **Early Years Foundation Starting Points Statement**, filled in at the admission meeting, begins our information gathering for the EYFS areas of learning and development. This is important because it shows a starting point. It is shared with parents. **Reports** are also gathered from nurseries or other settings, including the **EYFS Progress Check at Age Two**. **Kindergarten teachers call the child's previous school/setting of new children joining kindergarten to facilitate a successful transition and gather further information using student transfer form in place**

#### Autumn Term: Formative and Summative Assessment and Planning

**Termly and Half-termly Plans:** these are discussed at the early years meetings. Half termly plans will incorporate any significant issues from last year's half term plans.

**Weekly Plans:** these respond to the needs of the group and individuals, which have been observed in the previous week and noted in the evaluation and forward planning section. These observations may also feed into the children's individual plans and plans for groups of children; 3-5yrs and 5-6yrs.

**Child Record Sheets** are used from the first day and throughout the year. On average each child is a focus child once per term. During each child's focus week they will noticeably have more observations in their child record sheet on which quality interactions and learning experiences are recorded. For SEN children this will be higher. They will include: progress in the seven areas of EYFS learning and development; observations from other sources such as parents/carers, afternoon care etc and will sometimes accurately record the child's own words.

Rising class 1 (RC1) children's (5-6yrs) observations will record some of the particular developmental areas for this group. The EYFS learning and development areas are still relevant, especially if the child has not yet achieved the early learning goals.

**Individual Planning Forms:** are used when the children have settled into the rhythm (usually after the first half term break). They set objectives and strategies for every child against the early learning goals/RC1 (5-6yrs) expectations. For the youngest children this will be focussed on the prime areas; for the middle year children this will encompass all seven areas of learning and development and for RC1 children they will also record RC1 development. Plans are reviewed at half term. A new individual plan will be created at the beginning of the next term.

**Personal Learning Plans (PLPs):** are written for children with additional needs. They are shared with the SENCo, parents and other agencies if appropriate. A meeting is held between the teacher and parents (and possibly the SENCo) to discuss the PLP and the parents sign it.

**Steiner Waldorf Profile (Summative assessment):** this is completed during the autumn and summer terms to record progress against the areas of learning and development. For RC1 (5-6yrs) children it will refer to the RC1 development.

**Child Study:** Teachers, and sometimes assistants, undertake an intense study of one child in their kindergarten and present this at an Early Years Meeting for two consecutive weeks. The other teachers and assistants bring their observations to the meetings and all meditate on that child and their family, and focus on any difficulties or needs they may be experiencing at that time.

### Spring Term

Continuation of **Termly, Half-termly and Weekly Plans, Child Record Sheets, Child Study, PLPs**

**Profiles:** information in the profiles will be shared with parents during a parent conversation: their comments will be recorded.

**Individual Planning Forms** will be recreated for each child although they may carry over areas from last term. Reviewed at half term.

**PLPs:** will continue to be reviewed and revised half termly.

**Child Study:** will continue in two weekly cycles at Early Years Meetings.

**Eurythmy:** the eurythmy teacher will begin observations of the RC1 and SEN children and feedback to kindergarten teachers.

### Summer Term

Continuation of **Termly, Half-termly and Weekly Plans, Child Record Sheets, PLPs, Child Study, Profiles, End of Year Reports.**

**Individual Planning Forms:** new plans, reviewed at half term.

**Steiner Waldorf Profile:** this is completed for the year and judgements shared and moderated at a moderation meeting between all teachers.

**Eurythmy:** The eurythmy teacher's observations will be included in the Steiner Waldorf Profile.

**PLPs:** will continue to be reviewed and revised half termly.

**Child Study:** will continue in two weekly cycles at Early Years Meetings.

**End of Year Reports:** these will include reference to all Areas of Learning and Development for 3-4 year old children with the focus on the Prime Areas and 4-5 year old children with the focus on specific areas. For 5-6 year old children reference will be made to RC1 (5-6yrs) development.

**Through the year: Parent Conversations:** Teachers meet with parents/carers once a term, or more frequently on request, for a two way exchange and sharing of information about their child. An hour is set aside for each conversation.

**Through the year: Photographs:** labelled and used as another tool of observation and assessment: it can be easier to see physical development in a photo rather than looking at a child too intently. The photographic journal goes home with the child at the end of their time in kindergarten.

**Home Visits:** The teacher may visit the child in their home to make observations of how the child interacts in their home environment. A short report will be written and put on the child's file.