

POLICY TITLE	Kindergarten Observation and Assessment Policy
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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 EYFS assessment form for each child also contains a column to note baseline summative assessments, this begins our information gathering for the EYFS areas of learning and development. This is important because it shows a starting point.

Reports are also gathered from nurseries or other settings if the child has attended a previous setting. The Headteacher meets with the family and the child and the child spends a taster or taster sessions with the class to ensure a smooth transition.

Termly Planning: Formative and Summative Assessment and Planning

Termly and Half-termly plans: these are discussed at the Kindergarten 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 5-6+yrs.

Planning sets objectives and strategies for all children against the early learning goals expectations. For the youngest children, this will be focused on the prime areas; for the middle year children this will encompass all seven areas of learning and development and for older children they will also record their development.

Specific Child Record Sheets are used from the first day and throughout the year. On average each child is a focus child once per half 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.

Daily observations will record some of the particular developmental areas for each class. The EYFS learning and development areas are still relevant, especially if the child has not yet achieved the early learning goals.

SEND Concern/ Support plans 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 (5-6+yrs) children it will refer to the RC1 development.

The EYFS assessment is completed each term for each child.

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 (5-7yrs) development.

Throughout the year

Parent-Teacher Conferences: Teachers meet with parents/carers twice a year, or more frequently on request, for a two-way exchange and sharing of information about their child.

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.