

27. Observation, Planning and Assessment

Statement of intent

Observation, planning and assessment forms an integral part of our Playschool education provision and the delivery of the Early Years Foundation Stage Curriculum. We view observing, planning and assessing as a holistic cycle that allows us to reflect on the learning outcomes and children's interests, mapping their progress, and enabling us to judge how effectively we are building learning over time. This cycle begins with careful observation and assessment, undertaken by staff working closely with the parent/guardians. Through observation we assess each child's motivation, interest and progress. We celebrate achievements and plan an effective differentiated curriculum to meet needs.

Aim

Our aim at Polesden Lacey Playschool is to:

- offer a differentiated curriculum which supports and extends their individual needs and interests;
- encourage children to make progress and achieve their full potential;
- ensure children feel valued as individuals whose achievements, needs and interests are known and respected;
- offer children new, stimulating and thought-provoking challenge;
- promote effective teaching and learning by increasing understanding of children's interests, development and characteristics as a learner; and
- provide a planned coherent, sequenced and differentiated curriculum

Staff will:

- seek opportunities for reflective practice in order to address gaps in learning and ensure progress;
- identify children's specific needs including those with special educational needs and disabilities as defined in the SEND Code of Practice;
- provide activities specific for children where English is an additional language;
- identify and plan for the needs of more able children, and
- listen to and respect parents/guardians knowledge of their child as the child's first educators.

Practice

We use observations and other assessment information to:

- identify children's specific needs and interests in order to plan a curriculum which builds upon their interests and fascinations
- inform planning to offer the opportunity to all children to make expected, or better than expected, progress
- 'track' a child, when the need arises, and use this information to gain specific insight into the child's learning experience in our setting and provide effective learning support
- identify gaps in skills, knowledge and concepts in preparing children for what comes next their learning journey
- contribute to the SEND, EAL, and other profiles of children on entry and update as appropriate
- review specific child targets
- inform parent/guardians about progress and achievements and help them support their child's development
- encourage parents/guardian to record on Tapestry their child's learning at home, achievements and experiences from a wider social context

When undertaking observations:

- staff share significant observations with the appropriate key person;

- staff endeavour to observe their children across all curriculum areas and enter this on Tapestry; and
- staff record the interactions of the children **not** the activities.

When undertaking planning we intend to:

- close gaps in learning;
- use observations gained from children's fascinations or interests;
- focus on individuals or small groups of children who share an interest to build skills and close learning gaps;
- extend interests, stretch and teach new skills;
- ensure a balance between high level adult taught activities and child-initiated activities;
- inform next steps for individuals and / or groups of children who participated in the activity. On a daily basis, teams will discuss, monitor and if necessary modify the provision on offer to allow for the children's needs and interests;
- monitor children's engagements through our observations; and
- record the children's wellbeing, involvement levels and characteristics of effective learning alongside observations.

Moderating Progress

Staff will:

- discuss examples of key children's progress at their supervision meetings;
- reflect and consider transition meetings appropriate to individual children;
- conduct parent/guardian consultation meetings bi-annually;
- complete statutory development reports in the prime areas of learning and prepare transition report from our setting (if applicable);
- encourage parent/guardians to look at / contribute to Tapestry profile throughout the year, and particularly when a child has had a 'special day'; and
- give parent/guardians leavers the Tapestry profile to download
- prepare a transition report for all leavers to other settings and onwards to school

Tapestry Profile

Tapestry Profile enable us to celebrate and capture the journey each child has been on during their time with us in Playschool. They enable a dialogue with parent/guardians which helps all of us to understand the logic of what children are doing and why, and their drive to learn and develop. Through our planning we support emerging behaviour, and extend pretend, imaginative and creative free flow play.

We plan to support the child's growing awareness of their body and emotions, their ability to think in more abstract and complex ways, and to express more difficult ideas and communicate at greater length (e.g. through speech and making marks).

The profile allows us to:

- record the child's learning.
- build an effective plan for a child's next steps
- share knowledge of the child between home and Playschool.
- have a reference tool for parent/guardians.
- have a common and readily available document that parent/guardians can contribute to
- engage with parent/guardian in their child's learning and development.

Policy Review

As part of Polesden Lacey Playschool monitoring of observation, planning and assessment this policy will be subject to periodic review.

Policy adopted by: Ellie Pragnell (Chair), Caroline O'Leary (Manager)

Date: September 24

Policy Review Date: September 25