



Assessment Policy

Introduction

Assessment is a continuous process. It is how we gain knowledge of children's needs, achievements and abilities. It enables our planning and delivery to be more effective. It is how we find out where children are in their learning, and helps us to judge what they need to do to next. Assessment is the key in raising the attainment of every child.

Principles of Assessment

- To provide information to support progression, within planning
- To provide targets for individual children
- To enable pupils to make progress
- To raise standards
- To identify children for intervention
- To inform interested parties of pupil progress
- To contribute to school self evaluation

How we assess children

- The home visit and information gathered on this provides the key person with a starting point from which to start the assessment process. Parents contribute to this by telling us what children are interested in / like to play with / how they communicate etc. This information is gathered at verbally and via the "All About Me" sheet on the home visit. We also ask the parent / carers to provide a folder which is used to record their child's time at nursery. This then ensures that the child takes ownership of their own portfolio which are stored where the children can access easily.
- Information from the integrated 2 year old progress/health check is gained from parents or the previous provision (where applicable). Any identified areas for development will be supported.
- The portfolio is built up from the home visit where the key person takes a photograph of themselves with the child. Parent / carers are also encouraged to bring in photographs of their child now and as a baby. Staff and children add to the folder during the child's time at nursery. This may take the form of photographs, observations, children's own pictures / writing, things from home etc.
- The key person begins to observe the child from their first day. He / she will use this information to feed into the planning format which is based upon observations of children as a starting point. Observations are recorded in a



number of ways – in the children’s files, as annotations on children’s work, as photographs, by video, in paper form (on planning grids, on daily planning sheets, on observation proformas).

- The key person will also set personal targets for each child based on their observations.
- The key person uses all this information to track the child’s progress through the Areas of Learning and Development. This information is entered into the school data programme (on SIMS system) to enable senior staff to analyse the cohort of children, identifying any trends, and then to feed this back into the Federation Improvement Plan. Staff are also able to track groups of children eg SEN to ensure progress is appropriate.
- On transition to another school / setting the key person completes a report for individual children which are shared with parents and their new school.
- Reception teachers are encouraged to visit children prior to their start to talk to staff and to see the child in this setting. This also helps to provide a smooth transition.
- Multi agency transition meetings are held for children who may require further support on transition.
- Nursery staff pass assessment information to the next setting on transition.

How we assess children who have special educational needs

Prior to starting nursery some children have already been identified as having special educational needs. With other children, nursery staff identify child’s needs and intervene with appropriate support as early as possible.

- Home visit is again the starting point for assessment, providing an opportunity for staff to gather valuable information, seeing the child in their own familiar environment, observing how the child interacts with the parent/carer in the home setting, how the child responds to other adults, giving an initial insight into the child’s level of development, behaviour and language skills. Outside agencies already involved with the family are noted.
- Portfolio built up from home visit as above.
- The key person begins to observe the child from their first day. Evidence is recorded through written observations, photographs, discussions with parents/carers and other staff. Key person and Senco work together to identify needs of child and implement strategies which will best support the child. These are informed by any multi agency reports and individual support plans (eg. from.Speech and Language Therapist; physiotherapists; Educational Psychology Consultations, Child Development Centre etc)
- Nursery follows Halton’s Graduated Approach using the assess, plan, do, review cycle. Children access differentiated quality teaching to support their needs. Discussion with parent/carer is ongoing throughout each stage of process so that information can be shared to support the best interests of child. When appropriate SEN support plans are put into place.



- Key person and Senco use information gathered from observations and SEN support targets to analyse and track child's progress through the Areas of Learning and Development. Data is collected via the SIMS program to measure progress made by children with special educational needs.
- Transition meetings are arranged in the Summer term. Parents, reception teachers, other professionals involved with child key person and senco meet to discuss child's progress, specific requirements and needs in preparation for starting school. Transition package is arranged.
- For children with an exceptional level of need, an application for an Education, Health Care plan is made. Based on all evidence from parents, nursery staff and outside agencies an appropriate level of support is provided for when child starts school
- Nursery staff pass assessment information to the next setting/school on transition.

Parent partnership

We encourage parent/ carers to take an active role in the assessment of their child from the outset. We aim to develop positive relationships starting with the new parent / carer meeting and then the home visit. The information they provide for us is extremely valuable in helping us to initiate our assessment process.

Parent / carers are invited to take home their child's portfolios as they wish.

Working collaboratively can help to ensure a consistent approach between the setting and home, which is beneficial to the child. Parents are invited to 'stay and play' sessions termly.

We support parents/carers of children with special educational needs, in a number of ways, sharing strategies, signposting to other services, attending review meetings.

Monitoring

- Senior staff monitor the content of files, ensuring that all staff are maintaining the portfolios for this key group. This is carried out both informally and via focused file audits.
- Staff meetings are used to monitor and moderate assessments, ensuring a consistency of approach and content.
- Staff meetings are used to moderate the EYFS assessment sheets. Senior staff take responsibility for looking at Early Years Outcomes ensuring that staff have a common understanding.
- Senior staff support staff on an individual basis.
- Senco supports staff with observing/assessing/recording progress of children with additional needs.
- Senco supports staff in setting, monitoring and reviewing child's progress with SEN Support Plans



- Senco supports staff in devising strategies, monitoring and reviewing how child responds to them to ensure progress is made. Staff are signposted to further training to develop their skills when required.

Evaluation of Assessment Processes:

- Senior staff evaluate the effectiveness of the systems and impact of interventions through monitoring of planning, observations, assessment cycle and individual assessments. This can be identified through attainment levels and amount of progress made by individuals and specific groups.
- Progress of groups is analysed and any gaps identified. Interventions and individual plans are put in place to address this, so that children can make accelerated progress to reach the expected level of development
- Senior leaders identify where any previously identified gaps have diminished following interventions, particularly for disadvantaged groups.
- Children eligible for Early Years Pupil Premium are tracked as an additional group and the impact of this funding on children's development in particular areas of learning is reported to parents, staff and governors.
- Senior leaders consider the progress and attainment of children within the nursery school compared to national expectations.