

HINDLEY SURE START NURSERY

Assessment Policy

"Supporting our Community to enable a positive start for children."

Rationale

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which next steps for learning can be identified and children's learning and development can be monitored. This should be done in partnership with parents and other agencies involved with the child.

Assessment in the Early Years helps practitioners to strengthen their knowledge of their key children and enhance learning opportunities across the EYFS.

Our assessment procedures are free from bias, stereotyping and generalisation in respect of gender, class, race, disability, family background or ability.

Principles

- Monitor progress and support learning and development
- Recognise the achievements of pupils
- Guide future planning, teaching and EYFS delivery
- Inform parents about their child's progress and provide opportunities for parents to share information
- Ensure early identification of children who need support or children with SEN
- Comply with statutory requirements

Children's Well being and Involvement

At Hindley Sure Start we recognise that it is important to ensure that each child is settled to ensure that their baseline information is as accurate as possible.

Practitioners make an initial judgement on levels of Well Being and Involvement and children who are demonstrating high levels are recognised as the children who are baseline ready. Children who are not displaying high levels are provided further time to settle but then it is recognised that a baseline must be completed by the deadline detailed in the management planner.

Levels of Well being and Involvement are measured on the following scale:

Well Being

Low - Child is showing signs of discomfort, does not respond to the environment.

Medium - Neutral posture little expression or emotion.

High - Child is happy, relaxed accessing the environment. Child has good self confidence and self assurance.

Involvement

Low – Passive and displays no energy. Absence of cognitive demand.

Medium – Busy but at a routine level, energy and concentration is lacking.

High – Intense moments, high concentration, creativity, energy and persistence.

Hindley Nursery School recognises the importance of high levels of well being and involvement as a key indicator of deep level learning.

Two Year Old Check

During the age of two and three the keyperson completed a review of the children's progress and provides the parents a short written summary of their child's development in the prime areas. If any significant concerns emerge a targeted plan will be put in place and a referral to the SENCO will be made. Whenever possible the progress check will be completed as an integrated check with the health visitor.

Strategies for Assessment

At nursery we use the following assessment tools:

- Observations recorded through ORBIT. Observations can be recorded during child initiated, focussed, group time and targeted intervention activities. All observations will be recorded in a chronological order to facilitate easy access to assessment evidence.
- The Mapping and Attainment Grid help to give practitioners an overview of the attainment level / age band that the children are working within and use this information to deliver activities and interventions that move children forward in their learning and development.
- Assessment tracker which links to the Foundation Stage developmental ages and stages of development. This is a summative assessment that is completed at four points in the year. Observations, teacher judgements, record sheets and photos are cross referenced on the tracker as evidence of children's attainment.
- The termly data analysis identifies Baseline results, predicted and actual summative targets and end of year predicted and actual targets for each strand of learning within the Prime Areas and Letters and Sounds. This enables next steps in learning to be identified in medium term planning and intervention planning.

The Role of the Key Person

On entry to the nursery the children are allocated a key person. It is the role of the key person to complete all assessments and observations for their key children under the guidance of the class teacher.

The key person ensures that information gathered about their key children is reported to the class teacher at planning meetings so that the learning needs and interests of their children can be catered for.

The Role of the Class Teacher

It is the role of the class teacher to guide and support all key persons in undertaking planning and assessment. They are expected to have an overview of the progress and achievement of all children in their class. They must ensure that they monitor the quality of assessment for the children in their class. The class teachers must verify the assessment judgements made by all key persons, collate and analyse the termly tracker information which they will present to the Headteacher at the dates specified in the monitoring and scrutiny plan. Their report must include the following:

- i. Numbers / percentage of children who have achieved or are on track to achieve termly targets

- ii. Numbers / percentage of children who have not achieved or are not on track to achieve termly targets
- iii. Strategies / practice that has been effective and why
- iv. Strategies / practice that has not been effective and why
- v. Proposed interventions that will bring children back on track to planned targets during the next assessment period

The class teacher has overall responsibility for all assessment and record keeping for their class. Key person records will be monitored twice per half term by the class teacher.

Standardisation / Moderation

Moderation takes place each term. The Headteacher selects 1 child from the LAP, MAP & HAP group from each key group and moderates the judgements made against the tracker. They will discuss the child with the key person and then look at evidence available.

A programme of staff meetings will be arranged each year to provide moderation activities to support all key persons in making accurate judgements on attainment and progress against the development matters and the EYFS developmental age bands.

Data Analysis and Target Setting

At key points in the year the information on the assessment tracker is analysed by the class teacher and the Headteacher to monitor the progress and attainment of the children in the nursery against the national expectations. It is the responsibility of the Headteacher to complete the final data analysis for the full cohort of children. Cohort data will be reported each term to staff at Inset training days or staff meetings. The data analysis will be used to identify next steps in learning, curriculum coverage and target setting for each class. Vulnerable groups such as boys, girls, SEN, EAL, 5 & 6 term children, summer born and High Attaining Children are also analysed to identify rates of progress. Children who are not achieving expected levels of progress will be provided with appropriate interventions to bring them back on track.

Each key person has a mapping and attainment grid, of all their key children which allows them to see at a glance which age band they are working within or have achieved. This grid will be brought to weekly planning meetings and will enable key persons to monitor the children's progress and attainment on a weekly basis. The mapping and attainment grid will be updated as evidence is collected.

Assessment Records and Record Keeping

Practitioners use a variety of assessment procedures that help them to gather information about the progress and attainment of their key children. These assessment procedures help staff to make judgements against the EYFS areas of learning and the EYFS developmental age bands.

The assessment that we use in nursery are:

- The EYFS tracker which allows the practitioner to closely monitor the children's progress across all areas of learning including the aspects within each area.

- ORBIT assessment tool to link observation and evidence to the development matters statements from the EYFS
- Teachers planning which details learning objectives for Higher, Middle and Lower Attaining Pupils (HAP, MAP & LAP).

Reporting

Each child is allocated a key person who interacts on a daily basis with the parent or carer. Regular parents meetings are held during the year where key persons are able to update parents on their children's progress.

Cohort analysis of progress and attainment is shared on a termly basis at Governing Body Meetings and uploaded on to the schools Self Evaluation Form at the beginning and the end of each academic year.

Monitoring and Evaluation

The Headteacher ensures that monitoring and evaluation takes place on all aspects of assessment throughout the year. Key dates for monitoring are provided for staff on the annual management planner.

All judgements made on the assessment tracker will be verified by the class teacher before they collate and analyse the data. The assessments are completed on a termly basis. Following the completion of the assessment tracker the Headteacher carries out Moderation to ensure assessment judgements are accurate. All data analysis is then monitored and evaluated by the Headteacher and the Deputy Headteacher.

Orbit records are monitored by the teachers on a termly basis. This is reported back to staff who would need to demonstrate progress in any areas of concern over an agreed period of time.

For more detail on the monitoring and evaluation that takes place in nursery please refer to the Monitoring and Evaluation Policy.

Progress in our Nursery

In our nursery we aim for our children to make outstanding progress in their pre school year, this is tracked using the assessment tracker. We use the following guide to judge levels of progress from children's starting points:

- 3 steps progress = Satisfactory Progress
- 4 steps progress = Good Progress
- 5 steps progress = Outstanding Progress

September 2015

Signed on behalf of Governing Body Date.....

Hindley Sure Start Nursery - Progress Rationale for children in nursery school:

E0-11
WW0-11
S0-11
WW0-11
E8-20
WW0-11
S8-20
E16-26
WW0-11
S16-26
E22-36
WW22-36
S22-36
E30-50

WW30-50
S30-50
E40-60
WW40-60
S40-60
Emerging ELG
Expected ELG
Exceeding ELG

When defining progress over a child’s time in nursery it is important to remember that progress in the early years is over time. Consolidation is every bit as important as extension, therefore, progress in the early years is learning that goes deeper not always higher.

Hindley Sure Start Nursery School
Progress Report from Class Teachers

Name of Class:

Date:

Numbers / percentage of children who have achieved or are on track to achieve termly targets:

Numbers / percentage of children who have not achieved or are not on track to achieve termly targets:

Strategies / practice that has been effective and why.

Strategies / practice that has not been effective and why.

Proposed interventions that will bring children back on track to planned targets during the next assessment period.

