



ROEDEAN MOIRA HOUSE NURSERY - PLANNING AND ASSESSMENT POLICY 2018-2019

Planning and Assessment Policy

The Nursery understands that good planning and assessment is vital for each child to reach their full potential.

Planning and assessment go hand in hand and inform each other, without one the other cannot happen effectively.

We need to understand what each child knows, can do and what interests them, in order for planning and assessment to begin.

For this process to happen we observe the children regularly and record our findings. We use this data to monitor their progress and help to plan the next steps for learning. Alongside this there is also the need for a clean, safe and stimulating environment and good quality resources.

To ensure that we have a well-balanced learning environment both indoors and outdoors our planning is based on following the child's interests and is comprised of child initiated, adult initiated and adult focus activities.

We follow 'The Early Years Foundation Stage' framework.

The staff need to know their children well in order to provide the best possible experiences in the child's early years. Everybody involved in supporting a child's development should learn as much about the child as possible. In order to gain that knowledge we send home an 'All About Me book' for the parents to complete with their child at home. In the baby room the parents are asked to fill out a care plan with their child's key person. This gives the key worker a starting point in gaining a picture of that child. Parents and carers are also given an information sheet about the room that their child will be joining. This tells the parents and carers what is expected in each room, how their child will learn and the key people in the room.

During the child's first sessions at nursery the key person will carry out a selection of observations to acquire a greater understanding of what interests that child has. Once these observations have been made and assessed, the key person along with the parents and carers will identify what that child's specific interest is. The key person will then use this interest to enable them to plan for that child's learning. Each child's interest is added to the planning board and this is used daily to inform the indoor provision planning. This ensures the setting will have something for all children to be interested in. When planning we ensure we plan for the seven areas of learning set out in the Early Years Foundation Stage. We also encourage the development of the Characteristics of Effective Learning; playing and exploring, active learning and creating and thinking critically.

Formative Assessment

Formative assessments are the regular judgements that are made following observations and like observations these will be made moment by moment, over a day or as part of analysing a longer observation. These are recorded in different ways through photographing, videoing, written and practitioner's knowledge of each child.

Summative Assessment



ROEDEAN MOIRA HOUSE NURSERY - PLANNING AND ASSESSMENT POLICY 2018-2019

We also carry out summative assessment within the nursery and this provides an opportunity for the staff to step back from the detailed day to day focus on observation and formative assessment and undertake periodic systematic reviews to see the bigger picture. We use Tapestry to record these judgements based on observation and the key person's knowledge of the child.

Long Term Planning

To enable purposeful play, learning and development, staff need to plan and provide an effective continuous provision/environment. This is made up of:

- an emotional environment that is safe and secure to enable children to thrive and develop confidence to explore, take risks, overcome difficulties and begin to understand the importance of boundaries, taking responsibility and social rules;
- a physical environment which children can access independently as and when they choose;
- routines that are developmentally appropriate, support extended periods of play;
- staff deployment that is responsive to the needs of all children and supports free-flow between the indoor and outdoor environments.

Within our physical environment we ensure that we have available to the children at all times the following: role play area, sand/ water, messy activities, book corner, the computer and writing and numeracy table.

Short Term Planning

Effective short term planning is based on the principles and themes of the EYFS and the seven areas of learning and development, both indoors and outdoors. This is divided into 3 prime areas and 4 specific areas. The youngest children will have their learning strongly focused on the 3 prime areas, which form the foundations for the 4 specific areas to be built on. As the children develop in confidence and ability with the 3 prime areas the focus will become more equal for all the areas of learning. However, if at any point a child's progress and development in any of the prime areas gives cause for concern then the key person will discuss this with the child's parent/carer and discuss a way forward to support the child.

The children have free choice learning experiences out throughout the whole day. Planning is carried out daily so that is evaluative. Planning considers the interests of the children attending the sessions and rich learning opportunities. Each day is evaluated based on how well activities and resources worked and what can be changed.

Role Play Planning

We understand the importance that role play has in our nursery. When it comes to planning the role play area we look at all seven areas of learning and make sure that we cover all of them in some way. The role play area may be linked to an underlying theme as set out in the long term plan, or may link to the interest of the children within the room. The role play area, wherever possible is informed by the children and props are provided in order to enhance the area. The role play area is noted on the parent board so that parents and carers can add to the props and children's learning and development.



ROEDEAN MOIRA HOUSE NURSERY - PLANNING AND ASSESSMENT POLICY 2018-2019

Progress Check at Age Two

Parents of the child are contacted by the health visitor to explain the process of the progress review. The parents are then given a questionnaire, leaflet and appointment date. The setting is informed of this and await the completion of the progress review from the health visitor.

The health visitor sends the progress review to the setting via secure email. The setting then arrange for the parents of the child to attend a face to face meeting with the child's key person. The parents are asked to bring their child's red book along with them.

The parent, child and key person discuss child's progress using the ASQ (Ages & stages questionnaire) questionnaire, and red book entry as a discussion document.

The key person then completes the progress review and the parents sign this. The key person also completes the relevant page in the red book. The key person then sends the copy of the progress review via secure email or recorded delivery back to the health visitor. If additional support is required then a 3 way meeting is arranged between parents, health visitor and key person to plan next steps. A review date will be set for these next steps and any future support will be undertaken collaboratively.

Tapestry

In the Nursery we use Tapestry. This is an online learning journal which holds each child's observations and assessment. Parents and carers have a login and password which enables them to gain access to their child's account. From here parents and carers are able to view and add to their child's progress, learning and development. Tapestry records all children's play, learning and development and enables the setting to track progress and produce next steps for each child. Tapestry can be accessed via a computer or through an app on a smart phone or tablet. If parents do not have access to internet or a suitable device then the nursery will arrange for parents and carers to view their child's learning journal within the setting.

Located on the parent board is information regarding what the children have done at nursery that day, what the interest table is, what the role play area currently is and the home links suggestion. It is important that the parents know what their child is doing at nursery and how they can scaffold their child's learning at home. Having this information enables the parents to be able to do this if they so wish.

Baby MoHo parents have a daily sheet completed and sent home which includes more detail regarding carer procedures as this is a high priority for the under 2's.

Outdoor Planning

The outdoor environment is a rich and valuable learning environment. In the Nursery we recognise this and we take learning outside wherever possible. The outdoor learning is planned for daily and added to by the whole nursery. Children are asked what they would like to take outside and where they would like to go. Children are given choices according to appropriate conditions such as the weather. This is recorded on a spider diagram for patterns of learning.



ROEDEAN MOIRA HOUSE NURSERY - PLANNING AND ASSESSMENT POLICY 2018-2019

All of our planning is easily accessible for our parents to read, the room planners are located in each room and the parent board contains information for the parents about daily activities and how to help at home.

Related policies and documents

This policy should be read in conjunction with the following policies and documents:

- Employee Handbook
- Staff Handbook
- Code of Conduct for Employees
- Health Safety Handbook
- Boarding Staff Handbook
- National Minimum Standards for Boarding Schools
- ISI Handbook for the Inspection of Schools, Regulatory Requirements
- Teachers' Standards
- Departmental Handbook
- Keeping Children Safe in Education
- Safeguarding Policy
- Nursery Policies
- Complaints Policy (Parents)
- Complaints Policy (Pupils)

POLICY REVIEWED BY SCHOOL: May 2018

POLICY REVIEWED BY SCHOOL COUNCIL: June 2018

NEXT REVIEW: May 2019