

OBSERVATION, MARKING & ASSESSMENT POLICY



POLICY STATEMENT

At BEST Preschool, we plan to meet the diverse needs of all children and to support their development and learning. This policy outlines the principles upon which we base our observations and assessment of children, and the procedures used to put these principles into practice.

AIMS:

- To enhance teachers' understanding of children's interests and what they know and can do and then shape teaching and learning experiences for each child, reflecting that knowledge.
- To ensure that planning meets the diverse needs of all the children based on day-to-day observations of children's progress in learning.
- To celebrate progress in learning and development, as BEST recognises **ongoing assessment** (formative assessment) as an integral part of the learning and development process.
- To value the contributions of and work in partnership with parents.
- Support for teachers assessing whether an individual child is at the expected level of development, using their knowledge of the child and their expert professional judgement.

PRINCIPLES:

- Good relationships between a child's parents/carers and their teachers in the setting to ensure that information about the child is shared effectively.
- Learning is an active shared process – children learn most effectively when, with the support of a knowledgeable and trusted adult, they are actively involved and interested.
- Ensure that schedules and routines flow with the child's needs.
- All children feel included, secure and valued at all times.
- Build on what children already know and can do.
- Develop the expertise of teachers so that they know how to respond effectively to the observations they make.

PROCEDURES

Parental Liaison

Information is gathered from parents before their child starts at the Preschool and in an ongoing way throughout a child's time in the school. Observations made by practitioners are shared with the parents in both formal and informal ways.

The mechanisms used to facilitate this two-way sharing of information are listed below:

- **Registration form**

This collects information regarding the child's health, linguistic heritage and additional needs.

- **Initial parental liaison**

Information is gathered regarding the child's interests, likes and dislikes. This supports practitioners in ensuring a smooth transition into the nursery and helps the child to feel known to those caring for her/him.

- **Parental Review Meetings**

Parents will be invited into the Preschool to talk with their child's teachers about the progress made by their child and to celebrate their achievements. At this meeting, the parents will be invited to look at the child's learning journey, discuss their progress, and make comments to add to the records.

- **Parental Stay and Play Days**

Parents will be given the opportunity to come into the setting and share learning experiences with their children.

Ongoing assessment

Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves teachers understanding children's interests and what they know and can do, and then shaping teaching and learning experiences for each child, reflecting that knowledge. In their interactions with children, teachers should make and act on their day-to-day observations about children's progress and observations that parents and carers share. However, there is no requirement to keep written records about this; still, when teachers consider it important, they use the Tapestry platform to record their observations for a child.

Ongoing Observations

This will be the most productive form of information gathering. All practitioners are responsible for recording, in an ongoing way, the significant steps forward taken by children in their learning and development.

These observations will be recorded in the Tapestry profile of the child as soon as they are made and, where appropriate, linked to the Early Years Foundation Stage, so that they can be used effectively to inform planning. The child's key person will be responsible for maintaining records of the observations in their

teaching file or the child's learning journey.

Planned Observations

Teachers will allocate time in their planning to carry out planned observations of individual children when necessary. This will give an opportunity for them to focus on what that child already knows and can do, and plan the next steps in their learning (under the section of Focus Children in the weekly planning). These next steps will be built into the planning for the environment, planning for the key worker group of children, and/or specific planning for the child's individual needs.

Learning Journeys

Each child within BEST Preschool has a **Learning Journey**. This is their celebration of the developments that they have made and the experiences that they have enjoyed throughout an educational year. It is contributed to by teachers, other practitioners, and the children themselves. Similarly, it is shared and enjoyed with the children and their parents at the end of the educational year.

Meeting Diverse Needs

Children with additional needs or English as an additional language are supported within our observation and assessment system. Where necessary, additional planned observations are carried out, and more finely differentiated scales of monitoring are used. These observations and assessments are then used to provide appropriately differentiated learning experiences or used in formal assessment of SEN to provide extra support for individual children, if necessary.

Links to Planning

All learning experiences provided for children are based on what we know about them and the way in which we observe they learn. Our comprehensive procedures described above demonstrate the commitment of staff within the preschool to ensure children's needs are met and that at every level, experiences are as developmentally appropriate and challenging as possible for our children. Information gathered through the observation system in place, inform immediate and medium term plans, so to be able to implement any change in the activities that could benefit more to a child and group of children. Our weekly planning contains a dedicated '**focus children**' section, where, in turn, based on past week findings, differentiated tasks or activities are designed and customised for identified special needs.

Marking and feedback on children's work

EYFS promotes active engagement, observation, and communication to support children's learning and development through **four guiding principles shaping practice** in early years.

- Every child is a **unique child** who is constantly learning and can be resilient, capable, confident, and self-assured.

- Children learn to be **strong and independent through positive relationships**.
- Children learn and develop well in **enabling environments** with teaching and support from adults, who respond to their interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.
- Importance of **learning and development**. Children develop and learn at different rates.

Marking and feedback for children's work in BEST Preschool has an emphasis on **constant verbal praising** of achieving milestones against individual personal starting points or set targets for the short-term or medium-term. It can also be seen on the children's workbooks in the form of a **smiley face, praising stamps, and teachers' comments on the worksheets**.

Where the progress is not yet so visible for some children, **encouragement statements and feedback from teacher-child talk** are held as close as possible to the moment of observation.

BEST Preschool believes that for some children it takes longer to show visible progress, as they might have a different learning schema, so any small effort of the child to follow instructions and gain knowledge and skills is valuable and worthy of praising, so we do our best **to 'catch children doing good'** as much as reasonable possible.

Monitoring and Evaluation

Our **teaching staff** will:

- Monitor the range and quality of observations made.
- Evaluate the effectiveness of planning, considering observations made.
- Prioritise time for observations of children in order to monitor, support and assess their learning.
- Management will support practitioners in making ongoing and planned observations.
- Take account of the needs, interests and knowledge of all children when planning.

Our **Educational Coordinator** will:

- Ensure that all practitioners within teams are familiar with this policy and the procedures outlined in it.
- Support teachers in the implementation of this policy through regular training and staff development meetings.
- Ensure adequate time/opportunity is allowed within planning for observation and assessment.
- Ensure that parents/carers have opportunities to be actively involved in the observation and assessment process.

ASSESSMENT

Tracking progress

Termly, we are **tracking the progress of each child** and groups of children by recording the **current attainment against the EYFS targets** of each age-band and the set targets for that term (Autumn Term,

Spring Term, Summer Term), using the Tapestry platform functions to spot the discrepancies in standard performances and address them in future steps of planning. Additionally, we set specific targets for some children where a more targeted learning approach is required to address their special needs, in the section on next steps to follow at home and in school.

Biannually, assessment recordings are entered into a Tapestry online spreadsheet, which enables us to track the progress of individuals and groups of children. The system also facilitates the evaluation of provision for each age group by comparing the range of learning noted. The system looks at each area of learning within the Early Years Foundation Stage, so that progress can be identified in any one area or areas can be compared. Data is fed into the system on an ongoing basis from observations, feedback from parents, and the teacher's knowledge of their children's progress and achievements. This includes name, date of birth, attendance percentage, start and finish date. Additionally, we set specific targets for some children where a more targeted learning approach is required to address their special needs, in the section of 'next steps' to follow at home and in school.

REPORTING

Reporting is about communicating what children know, understand and can do. It describes the progress of the child's learning and identifies areas for growth. Reporting takes several forms, including **Parent Conferences**, **Written reports**, the **Children's Portfolio** and **Shared Learning Days**. We report on children's progress and learning, subject areas and essential elements of the programme. We believe that good communication between teachers, children and their parents plays an important part in improving children's learning and growth.

An intermediate assessment report on each pupil's progress and attainment in each main subject area from each area of learning is shared with parents of White Oaks, Red Oaks and Green Oaks at the end of January and discussed in the Parent Teacher Meetings in February. For Catkins and Acorns, there is a Progress Check at the age of 2, on the Prime Areas of Learning, shared with parents.

An annual written report on each pupil's progress and attainment in each main subject area from each area of learning is delivered to parents and enables them to understand the child's performance in the context of the school's aims.

However, receiving this annual written report on all areas of learning may be conditioned by the **attendance percentage** a child might have. **We require children's attendance:**

- **not to drop under 50%** for the curricular activities in the school provision, to receive a detailed written annual report;
- to be **at least 75%** to ensure *reasonable progress against the educational objectives* of a school

year and avoid accumulating gaps;

- to be **at least 85%** for the curricular activities set by the BEST Preschool provision to ensure ***a good level of development and attainment against the ELGs at the end of Reception.***

As required by the EYFS framework, **formal assessments** will be delivered at **2 specific times**:

- **at age two**, progress will be reviewed and provided to parents and/or carers with a short written summary of their child's development in the prime areas;
- **at the end of the year in which children turn five**, a formal written assessment known as the EYFS profile. Effective reporting:
 - Involves parents, children and teachers as partners.
 - Reflects what the preschool community values.
 - It is clear and understandable to all parties.

Children's Portfolios

Each child has a portfolio on paper and online in Tapestry, which captures the child's learning and development over time and is designed to demonstrate successes, growth, higher-order thinking, creativity and reflection. A portfolio should be thought of as an exhibition of an active mind at work. The portfolio contains a collection of different types of learning that have been gathered regularly for individuals. The information gathered within the portfolio is shared with the family at the end of each term.

Shared Learning days:

Shared Learning days are held twice per year, face-to-face on-site presence, as a way for parents to share in and communicate with children about their learning and for children to reflect on their learning with parents. Shared learning days also support the parent community to develop a greater understanding of the BEST Preschool curriculum and pedagogy.

Last Review: December 2024

Name of signatory: DAN NICULAIE-FARANGA

Role of signatory: permanent representative of the governor ITH MANAGEMENT OFFICE SRL

Name of signatory: ANCA ILIE

Role of signatory: Head of Preschool