



At Caverstede Nursery School we recognise the children's parent/carers as their first and constant educators. Consequently, the assessment process begins with consultation with the children's parent/carers. Throughout the children's time at the Nursery we initiate formal and informal methods of assessment enabling us to have a detailed picture of the children's learning and development. Observations and assessments inform our future planning for individual children and groups of children.

IMPACT

Why do we assess?

Assessment plays an important part in helping parents, carers and practitioners to recognise children's progress, understand their needs, and to plan activities and support. We assess to review the impact of our teaching on children's learning.

We assess:

- to identify what children can do and understand, their thinking and interactions with each other
- to inform future planning and enhance children's future learning; what children might learn next and how the adults can support and extend this
- to highlight and identify children who are making more than, or less than expected progress so that measures can be put in place to support those children
- to contribute to the development of a quality learning environment that matches children's interests
- to communicate information to parents, practitioners, other settings, and/or outside agencies
- to contribute to data analysis about the attainment and progress of groups of children's learning, the quality of teaching and the performance of the school
- to comply with statutory requirements

How do we assess?

At Caverstede Nursery School we use a variety of strategies for assessment and recording.

Observation forms the basis of our assessment process. These observations inform judgements which are recorded and evaluated. The teachers at Caverstede support the practitioners in making assessments from observations with reference to our curriculum.

All children at Caverstede Nursery School have an online Learning Journal to show their individual progression and development within the Early Years Foundation Stage. We also observe and assess children's levels of well being, involvement and engagement using the Leuven Scales and the Characteristics of Effective Learning.

We value the importance of creating a holistic picture of each child and incorporate children's interests, style of learning, sensory integration and dispositions to learning. Children learn best when they are happy, relaxed, stimulated and involved. The observations should be in a variety of contexts which can be adult or child led. The Early Years Foundation Stage profile is completed, where relevant, in accordance with statutory requirements for children completing their Foundation Stage at the Nursery.

Evidence for Assessment

We collect evidence for assessment through:

- Home visits and discussions with parents/carers and liaison with other providers/settings which the child attends.
- All About Me: the parent and child fill this in together and share with the key person on the child's introduction to the setting.
- A Key Person system: enables a close relationship to be built with children and their families. This allows one person to be responsible for co-ordination of assessments for the child, although all practitioners will contribute to the assessments and the class teacher has overall responsibility for the Learning Journal's and assessment for individual children. Informal discussions with children, parents and other practitioners occur on a daily basis.

- Photographs: are annotated to record children's achievements.
- Videos: provide evidence for us to analyse.
- Assessment Grids: completed throughout the children's time at the nursery to show attainment in our curriculum and whether the child is generally meeting age related expectations. This data is collated and inputted onto our whole class assessment system to analyse trends and patterns in children's learning. Where it is appropriate the pre-school checklist is used to gain a picture of children's acquisition of skills and a developmental profile. For some children with SEND Early Support Developmental Journals can be used alongside or instead of the assessment grids
- Phonic Grids: completed half termly, alongside the assessment grid
- SEN Support documents: record targets and measure progress for children with additional needs. Where appropriate these assessments are made and reviewed in consultation with other professionals from health and social care and with parents/carers.
- Wellbeing and involvement: whole class screening is completed 36 times per year using the Leuven Scales
- Two year old progress check: completed for children who enter the nursery between the ages of 2 and 3. The Child's key person completes this after the child's settling period and reports on the child's progress and whether the child is meeting age related expectations. Links are made with the Health Visitor and the key person works closely with the parent/carer.
- ASQ progress checks: these are completed between 27- 30 months, parents can choose to have these with their health visitor or at Caverstede. This data is then reported to the Health Visiting team, who then monitor and assess the outcome and will make referrals to relevant professionals where needed.
- 'Settling In' Reports: are completed based on how the children have settled into the nursery. These are given to parent/carers after the first half term at Caverstede.
- End of year reports are completed. They contain progress and attainment in areas of learning and any significant strengths or areas for development. These are completed at the end of each academic year.
- Other methods may be used when appropriate. For example:
 - Teddy Bear Kit (Speech and Language)
 - Boxall Profile (Social, emotional)

Record keeping

The Class Teacher has overall responsibility for the Learning Journals (Tapestry). Their role is to support the key person in the completion of the journal and to monitor progress. It is the responsibility of the key person to ensure the assessment process is continuous.

SEN Support documents are completed for all children on the SEND register.

Moderation and Monitoring

- The Head Teacher, Senior Teacher and Teachers have moderation sessions for the assessment evidence. Moderating sessions ensure consistency of attainment and practitioner awareness.
- Assessment/impact is moderated by Head Teacher, Senior Teacher and Teachers.

Sharing and Reporting

- Records, both online and paper copies are shared with the children and parents/carers.
- Parents are invited in the spring term and summer term to share children's progress more formally.
- Assessment data is reported in detail to the Curriculum Committee, with a summary report to the Governing Board