

This observation, assessment and record keeping policy forms part of the overall policy for delivering the Early Years Foundation Stage (EYFS) curriculum at St. Scholastica's Primary School.

## **Rationale**

Observation, assessment and record keeping form an integral part of our early years education provision and the delivery of the Early Years Foundation Stage Curriculum. We view observing, assessing and recording as a holistic cycle that allows us to reflect on the planned curriculum and children's interests, maps children's progress, and enables us to judge how effectively we are building learning over time. This cycle begins with careful observation and assessment, undertaken by staff working closely with the parents. Tina Bruce (1987) summarises this as 'observe, support, extend', an approach which is developed in the guidance of the Early Years Foundation Stage. Through observing and recording, we can assess each child's motivation, interest and progress. We can celebrate achievement as well as find out where the gaps are and plan an effective differentiated curriculum to meet needs.

## **Aims**

*For children to:*

- Have access to a differentiated curriculum which supports their individual needs
- Make progress and achieve their full potential
- Feel valued as individuals whose achievements, needs and interests are known
- Be offered new challenges

*For staff to:*

- Promote effective teaching and learning by increasing understanding of children's interests, development and characteristics as a learner
- Plan a differentiated curriculum
- Allow opportunities for reflective practice in order to address gaps in learning and ensure progress
- Identify children's specific needs including those of special educational needs as defined in the Code of Practice, English as an additional language, the needs of our more-able children, and the needs of children with low well-being
- Respect parents / carers knowledge of their child as their first educators

## **Objectives**

We use observations, record keeping and other assessment information:

- To identify and record children's specific needs and interests in order to plan a curriculum which builds upon current interests and fascinations
- To inform planning and ensure all children make expected, or better than expected, progress
- To 'track' a child and use this information to gain specific insight into the child's learning experience in our setting and provide effective learning support
- To target the assessment of specific skills, knowledge and concepts when appropriate e.g. when gaps in observations / Tapestry Online Learning Journeys have been noticed, or for completing an SEN assessment etc
- To contribute to the SEN, EAL, Able Child and Well Being profiles of children on entry and update as appropriate
- To screen, set up and review Support Plans, Well Being and Able Child targets in early morning staff meetings
- To review Support Plans, Well Being and Able Child targets
- To inform parents about progress and achievements and help them support their child's development
- To encourage parents / carers to contribute to Tapestry Online Learning Journey process from their knowledge of the child at home and in the wider context

## **Guidelines for implementation:**

We think carefully about how, when and where we observe, record and assess children's learning and development. We follow these guidelines to ensure consistency across the setting:

## **Observations**

- All staff are responsible for observing all children
- All staff are responsible for ensuring children have observations across all curriculum areas and enter them into each child's Tapestry Online Learning Journey
- All staff use objective led planning developed from observations of children's fascinations, interests and schemas
- Learning is planned for individuals or small groups of children who share an interest to build skills and close learning gaps
- Planning is carefully planned to extend interests, challenge children and teach new skills, and to ensure a balance between high level adult taught activities and child initiated activities
- Planning evaluations inform next steps for individuals and / or groups of children who participated in the activity. On a daily basis, class teams will discuss, monitor and if necessary modify the provision on offer to allow for the children's needs and interests
- Child engagements are observed and monitored through our observations and staff record the children's well being, involvement levels and characteristics of effective learning alongside observations
- The well-being and involvement levels noted on observations inform the termly screening of well being and involvement, and children with low levels are discussed at the relevant meetings

## **Tracking progress**

- Staff complete observations during allocated PPA time
- The Headteacher and Early Year Leader track progress across the Early Years and looks at progress within specific groups
- The Early Year Leader has professional discussions with the Headteacher to discuss how to address the learning gaps of children not making expected progress
- Additional support is available for children with higher ability, SEN, EAL and low well-being
- Children's termly assessment summaries are tracked and reported to the Headteacher

## **Moderating Progress**

- The Early Years Leader will moderate planning using evidence from completed planning proformas each term and action plan from their findings
- Staff will carry out peer observations in class teams to share and moderate good practice – one each per term
- Staff will share video clips and samples of work to moderate good practice
- The Early Years Leader will moderate our progress tracking procedures with EYFS staff in the cluster at an annual meetings

## **Reporting to parents – annual cycle**

- July: New families meeting for families starting Reception the following term
- Visits and completion of paperwork before children start
- During visits parents share their hopes and dreams for their child
- November (or 6 weeks after child starts if later start date): Parent / staff consultation day focus - settling in and baseline progress
- February: Parent / staff consultation day focus - progress and attainment
- June: End of year reports in July focus - progress, attainment and effort
- Parents welcome to look at / contribute to Tapestry Online Learning Journeys throughout the year

## **Child's Self – Assessment**

- On nursery visit child points to pictures / talks about what they are looking forward to in nursery
- When the child leaves at the end of a year a reflection evaluation is completed including their hopes and dreams for their next class
- Throughout the year children reflect on their learning through class discussion

## **Tapestry Online Learning Journeys**

Learning Journeys, illustrated with photos and drawings and samples of work, enable us to celebrate and capture the journey each child has been on during their time with us. They enable a dialogue with parents / carers which helps all of us to understand the logic of what children are doing and why, and their drive to learn and develop. Through our planning we support complex, emerging symbolic behaviour, and extended pretend, imaginative and creative free flow play. We plan to support the child's growing awareness of their body and emotions, their ability to think in more abstract and complex ways, and to express more difficult ideas and communicate at greater length (e.g. through speech, making marks and using sign). Tapestry Online Learning Journeys enable us to reflect on our planned curriculum and track children's capacity to become deeply involved in their learning.

### **Objectives**

- We are using the electronic Online Learning Journey Tapestry
- Children's interests, along with samples of work, observations and other evidence of progress and achievement, are recorded in the children's 'Learning Journeys' to capture significant progress
- Staff refer to Tapestry Online Learning Journeys to effectively plan next steps and have evidence of children's progress
- Tapestry Online Learning Journeys form the basis of a common language and professional dialogue between staff and parents in order to share knowledge of the child between home and nursery
- Parents are encouraged to look at them to track how their child's learning is progressing and contribute their own pieces of evidence
- Tapestry Online Learning Journeys form part of our evidence for inspectors
- They are a tool to share good practice e.g. with students / visitors
- Tapestry Online Learning Journeys are a tool for children to use to self evaluate
- Tapestry Online Learning Journeys are used for moderation in our setting / and with other settings
- Tapestry Online Learning Journeys form part of an up-to-date snapshot of Early Years learning

### **Guidelines for implementation**

- Tapestry Online Learning Journeys follow a careful structure based on the EYFS Curriculum, Characteristics of Effective Learning and Leuven Scales
- Staff must ensure that each child has at least one observation per curriculum area per each half term
- Staff must ensure they complete all observations one week before the end of the half term
- Staff must ensure that observations are fully completed with a title, date, EYFS Curriculum area, Characteristics of Effective Learning and Leuven Scales
- Staff must ensure that they refer to EYFS Development Matters language when writing about children's achievements / observations
- Observations may be cross referenced to other areas of learning where appropriate
- Staff must ensure that children's work is dated and annotated so that the key person uploading photos into the Tapestry Online Learning Journey knows the context and what the child said or wanted us to know about it
- Parents should be told about Tapestry Online Learning Journeys during their visit – please show them this as part of the child's induction
- Staff must ensure they remind parents they can contribute online

### **Confidential and Safeguarding Information**

- Staff must ensure that confidential and safeguarding information must be stored safely, confidentially and appropriately
- Staff must ensure that sensitive information, whether face to face or by phone call, is discussed in a private space

### **Equal Opportunity**

- We will actively promote a celebration and respect of the diversity of our families.
- Staff will differentiate observations, assessment and record keeping through resources, paperwork, support or expectation to meet the needs of the individual children.

- The Senior Leadership Team will make decisions about how best to implement interventions to support targeted children to reach their learning potential.

## Resources

- Policies are kept centrally. These are updated by our admin staff.
- Adult information books about observation, assessment and record keeping are kept in the staff room library.

## Staff CPD opportunities

We want to ensure that staff feel confident and comfortable to observe and assess. We will do this by providing:

- Staff training opportunities in meetings and INSET days
- Staff can conduct joint observations and support each other during PPA time
- Relevant EYFS curriculum documents and books, early years professional magazines to borrow are available
- Staff can visit other settings to observe experienced EYFS staff observing children
- An environment that expects staff to work together as a team and to be supportive, respectful and caring to each other

## Responsibilities, management and coordination

- The overall responsibility for planning and progress lies with the Headteacher
- The Headteacher reports about planning, assessment and children's progress, and shares information gathered from the curriculum coordinators, in reports to Governors
- Class teachers have responsibility for the progress of a class of children, as well as the development of a curriculum area, and report on this progress to the Headteacher
- Class teachers are responsible for ensuring observations, assessment, record keeping and Tapestry Online Learning Journeys are kept to a high standard and to let the Headteacher and Early Years Leader know if there is a problem
- Class teachers are responsible for ensuring the written records and written reports of children's progress are passed on during primary school transfers, and that Tapestry Online Learning Journeys are completed to a high standard
- Key Persons will take responsibility for ensuring their key group of children's observations, assessment, record keeping and Tapestry Online Learning Journeys are up to date and reflect the child's progress across the curriculum
- All staff are responsible for contributing to the observations, assessment, record keeping for all children regardless of the child's key group
- Annually, the Early Years Leader observes all staff and gives feedback
- Bi – annually the Senior Leadership Team observes staff across the Early Years and gives feedback
- The SENCo is responsible for ensuring all staff are aware of how to differentiate for the needs of children with SEN

Agreed by Governors: July 2021

Presented to staff: July 2021

Signed by Chair of T&L Committee \_\_\_\_\_ Date \_\_\_\_\_

Signed by Head teacher \_\_\_\_\_ Date \_\_\_\_\_

Review date: Summer 2023