



Comet Nursery School and Children's Centre

Assessment Policy

Rationale

The DFE has implemented a new EYFS framework (September 2021) for all schools and settings for children aged birth to five years of age. To ensure that each child is making developments in their learning by either making good progress and/or achieving expected levels of attainment we have designed an assessment procedure to support this. This policy is designed to provide a clear pedagogical map to ensure that we know and work with the child's interests and support their ongoing learning and achievements in a holistic manner. The term parent includes parents, carers and guardians.

Curriculum - 'Explore, Create & Learn Together'

Working within the Early Years Foundation Stage Statutory Framework 2021 the children at Comet are offered an opportunity to be curious, creative and independent in their learning. Our experienced nursery school team work with the children and families to provide inclusive learning opportunities that are open and inspired by children's interests and 'funds of knowledge'. Our philosophy and ethos is rooted in research and reflective practice and knowing the children well and identifying progress allows the teaching team to support and extend individual children's learning.

What the EYFS 2021 says

"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. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children's level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share."

Assessment at Comet

In assessing children we recognise the importance of teaching and learning and that our practice incorporates the EYFS core principles (*a unique child, positive relationships, enabling environments, partnership with parents and learning and development*) as well as focusing on the Characteristics of Effective Learning. At Comet we believe that these characteristics provide the basis of all learning and promote independence in learning within our holistic approach.

"Children learn and develop more from birth to five years old than at any other time in their lives. If children are at risk of falling behind the majority, the best time to help them to catch up and keep up is in the early years. Every child can make progress, if they are given the right support." Development Matters 2021

Assessment procedure at a glance

What we will do			
First term	Further terms	Last term	Parent partnerships
Welcome story of the child's first week for all children Children are observed during play and while participating in other experiences such as outings Assessment profile at 6 weeks Special Book monthly input with child and key person Half termly school awareness and pupil progress meetings	Individual Learning story for all children in Sun & Star Rooms Termly assessment profile for all children	Individual Learning story for all children in Sun & Star Rooms Summative report for children transitioning to primary school Goodbye story for children moving from Moon Room to the main nursery	Home/nursery visits before start date Termly parent consultation meetings with key person Special books to go home on a regular basis, encourage parent voice

Special Educational Needs & Disabilities (SEND)

When supporting pupils with additional needs it is important that small steps are identified to ensure progression. At Comet we adopt the 'graduated approach' to assessing our pupils with SEND. The cycle of action is to *assess, plan, do* and *review*. We work closely with parents, staff and multi-agencies to identify and agree the following:

- the outcomes being sought for the child
- agreeing SMART targets
- the interventions and support to be put in place
- the expected impact on progress, development, behaviour
- date for review

Children identified with SEND will have personalised support plans which are reviewed termly in order to evaluate the impact and identify further next steps.

Progress Check at Age Two

When a child is aged between two and three, we review progress and provide parents with a short written summary of their child's development, focusing in particular on communication and language, physical development and personal, social and emotional development.

If there are significant emerging concerns (or identified SEN or disability) we develop a targeted plan to support the child. This summary highlights areas where:

- good progress is being made
- some additional support might be needed
- there is a concern that a child may have a developmental delay (which may indicate SEN or disability)

Special Books

All children have a Special Book, this is a visual and tangible assessment tool to outline the children's learning journey throughout their time at Comet. Each month the key person will add between 2-4 pages of evidence of the child's learning and participation at nursery. Annotated comments highlight the child's learning including the child's voice and any learning questions. The key person will complete this activity with the child, encouraging the child to talk about their learning. This also works as a self-assessment tool for the children as they revisit work/photos and notice what they can do now!

Learning Stories

Moon Room – all children will have a Welcome and Goodbye Story. These will focus on the children's interests, what they enjoy doing and their learning journey.

Sun & Star Room – children have a Welcome story and then a Learning Story each term.

Learning stories should reflect the child's learning and be focused on a significant piece of learning that the practitioner has noticed that the child has been interested or involved in. Learning Stories are based on the work of Margaret Carr and Wendy Lee and were developed in New Zealand. At Comet we use this Learning Story approach as a form of observation that is written in a narrative story format. Both the Learning Stories and the Special books are written to the child and create a narrative story format.

Key person file

The keyperson file is where all observations are collated in the area of learning. These incidental observations provide a snapshot of the child's learning, language used and interactions. They build to provide a picture of the child and will be used to inform the practitioner as well as used in parent consultations as part of the discussions process.

Pupil Progress and School Awareness meeting

Half termly pupil premium team discussion of each child within the class. Any concerns are brought to the School Awareness meeting the following week. These meetings provide an opportunity to talk about the child's development and challenges. It will also focus on early intervention to support children who may need extra support, during this time we will also discuss any family/home concerns, SEND support, signposting to the children's centre and other services as well as attendance.

Tracking children's developments and progress

Every term the teachers will complete the 'Children's Termly Summary' this will provide information on the children's progress in line with the revised EYFS framework. Based on teacher knowledge and all of the assessments procedures stated above a best fit judgement of 'not yet' or 'on track' will be attributed to the child's termly progress. A short review will also be part of this process and will be linked to the Characteristics of Effective Learning providing an overview of the child's learning and development for that term. Within this summary there is a section for next steps and parental information.

We will use our knowledge of the children to reflect and report on groups of children and their progress. The groups may include Early Years Pupil Premium (EYPP), gender, ethnicity, languages spoken, SEND, LAC as well as our children who are eligible for 2 year old funding.

We may report our findings to the Governing Body, Hackney Education and will use internally to provide a deeper understanding of individuals and groups. ,

End of nursery summative reports

These reports are written by the teacher with input by the key person and any Learning Support Assistant that has supported the child. The reports are shared with the parents and also the new primary school.

Our pedagogy and learning ethos

At Comet we recognise that children learn in many different ways and will show strengths and talents in different areas. Our pedagogical approach allows children to learn at their pace and for practitioners to understand the starting point of the individual child. Each child comes to Comet with their one experiences from home and it is our expertise and skill that helps us to scaffold and extend children's learning and recognise where further support may be needed. We are passionate about working with children to become active independent and lifelong learners.

Links to:

- Teaching and Learning policy 2021
- SEND policy 2021
- M. Carr & W. Lee (2012) Learning Stories: Constructing Learners Identities in Early Education
- [Development Matters - Non-statutory curriculum guidance for the early years foundation stage \(publishing.service.gov.uk\)](https://www.gov.uk/early-years-foundation-stage)
- <https://www.gov.uk/early-years-foundation-stage>

Monitoring

It is the responsibility of the Governing Body to monitor the effective deployment of this policy. This responsibility has been delegated to the Learning and Development Committee. This policy will be reviewed on a three year basis.

Chair of Governors

Name _____ Signature _____

Date _____

Headteacher

Name _____ Signature _____

Date _____

Date for Review _____