

## STAMPERS PRE-SCHOOL

### **Planning, Observations and Assessment Policy (reviewed 30.3.16)**

#### **Statement of intent**

Quality observations are at the centre of the Early Years Foundation Stage, and enable staff to:

- Celebrate each child's achievements
- Share information with parents
- Plan for a child's interests
- Plan for a child's priorities for learning
- Ensure every child accesses a broad range of activities

#### **Aim**

To use quality observations of children in the pre-school to inform and determine the direction of future planning. To ensure children are offered appropriate opportunities for learning and development.

#### **Observations**

- Staff will make observations of the children whenever appropriate.
- Short written observations will be made from spontaneous child-initiated activities.
- "Post-it/sticker" notes will show particular interests of children. These are put on a weekly sheet, which is used to inform planning.
- Each key worker will make a more formal observation every half term during child-initiated learning, with staff noting a child's abilities and achievements. These are usually taken before a half termly summary evaluation is made.
- Relevant observations will be noted during adult-lead small group work on communication and language, and personal, social and emotional development - depending on the focus of the group.
- Observations will be added to a child's 'Learning Journal', on an online system called Tapestry. (unless permission is not granted for this, in which case a folder with observations etc will be kept.
- In the case of long term staff absence, a backup staff member will maintain the records until the Key person returns.
- Parents/carers are encouraged to contribute observations outside of the setting.

#### **Evaluation**

- All children are tracked from entry. All children will be given a baseline assessment within a month of starting at Stampers. Children of 2 will receive statutory '2 year developmental check', towards the end of their first half term in Stampers. This forms our baseline for the children.
- Children are tracked and assessed using the Early Years Foundation Stage (EYFS), along with an online system called Tapestry, which tracks development (based on the EYFS) on an ongoing basis. A hand written paper evaluation is also carried out, and Tapestry checked against this, once a half term. Staff use their knowledge, both of child development, and of the child - built up through spending time with and observing children, and information provided by parents/carers, which is highlighted in/added to our evaluation booklet. At least once per year, at least 2 members of staff (including the keyworker) will complete the evaluation booklet, giving a chance to discuss the child, as different staff members notice different things. Information and any issues from these will also be discussed during staff meetings, and information from evaluations is used to inform medium term planning.

The evaluation booklet is shared with parents/carers at Check in meetings or by request, and can be added to by parents/carers.

### **Early Years Foundation Stage Progress check at the age of 2 years**

It is a statutory requirement for this check to be carried out on every child. Unless a child has already had this check in another setting, it will be carried out at Stampers.

The 2 Year Check is carried out after a child has had a chance to settle in to Stampers, and we have had a chance to get to know a child. This will probably be in the half term after the one in which a child starts OR the half term in which they are to turn 3 years old - depending on which comes first. The 2 Year check will follow the same procedure as evaluation and check-in meeting - with a chance for parents/carers to talk about what their child likes to do at home, and any worries they may have. The setting will talk about how the child is doing in Stampers, and any worries they may have. The Learning Journey will be looked at, and an 'evaluation' booklet - which summarises a child's achievements, and which helps Stampers to track your child through their time at preschool. Parents/carers can contribute to this evaluation with their knowledge of their child. A summary of a child's progress in the Early Years Foundation Stage in the Prime areas of learning, along with comments on the 'Characteristics of Effective Learning' will have been written and shared with the parents/carers. Parents/carers are invited to contribute to this. This will be photocopied, and a copy given to the parents/carers. A copy will also be sent, with a parent/carers permission, to the child's health visitor.

The purpose of this check is to be an 'early warning system' for if there are any issues that we need to be addressing for a child. The earlier issues are picked up, the more effectively they can be addressed, with better outcomes for a child.

### **Parent/carer Involvement**

Parents/carers will be asked to provide baseline information on their child's stage of development on entry to the pre-school.

They can add information at any time to their child's Learning Journey using Tapestry online, or by talking to staff or writing down an observation.

Children's Learning Journals are available to look at online, by using a password personal for each parent/carer. If permission has not been given for an online journal, a paper journal will be kept in the child's draw which is always available to parents/carers to look at and/or add to.

### **Check-in Meetings**

A child's keyworker will aim to meet more formally with parents/carers a few weeks after a child starts at Stampers. (new family check-in/2 year check - depending on the age of child). The keyworker will meet with a parent/carer at least once, sometimes twice, during the year. We aim to meet with all parents/carers of children who will be starting school in the following year in the spring term, to discuss any worries and reassure parents/carers that a transition process will take place. We aim to meet with any parents/carers who have not already had a meeting, in the summer term. This is a chance to share information between the setting and the home, and will include a chance to discuss - and add to - the evaluation booklet. This is a good time to further discuss any issues arising for the child, or questions parents/carers may have. Anything discussed will be briefly noted. Information

from these meetings will be shared, if relevant, at staff meetings so that issues are addressed, and planning informed if necessary.

## **Planning**

Planning is guided by the Early Years Foundation Stage (updated Sep 2014).

### **Long term planning**

Stampers uses 'Development Matters in the Early Years Foundation Stage (EYFS) as the basis for our long-term planning. The most relevant parts of this for the ages and stages of development of the children; the time of year; the length of time children have been attending the setting; and children's interests, are taken into account when planning for the medium and short term. This is reviewed termly.

### **Medium term planning**

Using the long term planning targets, and by evaluating all the children's progress from the previous half term, focus objectives are set for the following half term. These take into account areas of learning that most need focussing on as a whole group, and also pick out any concerns about individual children. The medium term plan shows the priorities for learning for all children, with 'target children' shown for the focus areas, determined by evaluation. Focus objectives will also take account of any seasonal events eg religious festivals, likely weather etc. They may also take account of a known school or preschool event, or outing. They will also incorporate any programmes being used, eg 'Letters and Sounds', a programme for communication and language development. They also take in to account any feedback from children's evaluations and check-in meetings. The preschool leader will broadly list items to be included in the planning, and then map these out in more detail over the weeks of the term, dividing them between different areas of learning. The items for each area of learning for any one week are then added to a 'weekly overview' (to include learning intentions), which is displayed on the planning wall. Staff will add to this as the need arises.

### **Daily Planning**

Daily planning is carried out at a fortnightly staff meeting, and on-goingly as needed. This will use the daily timetable, the diary, and the medium term planning, as a guide as to what will happen when. It will use both observations on children's interests, and discussions by staff - both every day and in staff meetings, to inform which activities/resources are planned, as well as the overview for that week from the medium term planning. The daily plan in conjunction with the timetable, will guide staff deployment. It will also inform of other items during the day to be aware of - eg extra children, meetings, long observations, evaluation meetings, outside professionals visiting, pre-visits by soon-to-start children and parent/carers etc