



## **Dorking Nursery School and Children's Centre**

### **ASSESSMENT OF CHILDREN'S LEARNING** **2-3s and 3-5s Nursery**

At Dorking Nursery School and Children's Centre we value each child as an individual with the right to the best quality education and care, tailored to meet their specific needs and interests.

#### **AIMS**

- a) To ensure we build on the learning and experiences the child has already acquired and ascertain the current level of the child's development and understanding
- b) To monitor the progress and attainment of each child in all areas of learning
- c) To gain information to facilitate the planning of appropriate, relevant and developmental activities on a daily basis
- d) To share information with parents and work closely with them in order to gain a full picture of the child
- e) To diagnose actual or potential difficulties in particular areas, and to ensure that obstacles to learning are identified and worked upon
- f) To monitor and improve our provision
- g) To identify whole school needs as well as individual needs

#### **THE ASSESSMENT PROCESS**

Wherever possible we carry out our assessments on the children through observation during every day activities. We will conduct the activity so that it is enjoyable and relaxed and the child is not threatened or pressured in any way. There may be occasions where an activity or situation is set up to assess the child's ability in a specific area.

In both Nursery's each key person keeps a developmental record of their children's progress in the seven areas of learning of the Early Years Foundation Stage: Personal, Social and Emotional Development, Communication and Language, Physical Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design. There is also an emphasis on the Characteristics of Effective Learning.

The records are based around ongoing observations of the children throughout their time at the Nursery. Key Workers continually monitor their records and understanding of each child's development, and will address any concerns or gaps in their information by consulting fellow team members or requesting specific information.

Children with special educational needs in the SNSC, PSLCN and main classroom have more detailed assessments. They are assessed on an ongoing basis through their individual education plans, and other assessments as required.

In both Nursery's approximately 4 children per week are the focus of observation by all members of the team. The observations are shared and discussed by the team, including the child's interests, particular strengths and any areas of concern. The team then discuss possible 'next steps' for the child. The information gathered in a written report which forms information for the consultation meeting with the parents, who add their observations of their child at home. The meeting also provides an opportunity for a discussion of the Characteristics of Effective Learning to take place. The meeting concludes with parents and staff agreeing 'next steps' for the child based on their shared understanding of the child's needs. This process is repeated at a later date in the academic year following a review of the child's progress in their previous area of focus.

In both Nursery's each child has a "special folder" which contains examples of work and photographs, this is shared with parents at consultation meetings. These give a chronological overview of the child's time at the nursery. The photographs are used to describe the Characteristics of Effective Learning to parents. These are given to parents when a child leaves the Nursery.

Progress is monitored against the Development Matters age bands on entry and at various intervals throughout the year. This is moderated within teams and then analysis of this data is carried out by the Senior Leadership Team to inform future developments in the Nursery and Children's Centre.

When all children leave the Nursery a report is written by the key worker for the parents and new setting. The report shows the progress the children have made in the prime areas of learning as well as a written dialogue relating to the Characteristics of Effective Learning. This ensures all necessary information is passed on to the next setting to enable the reception teacher to know where each child is at and be able then to build on the child's knowledge and understanding. The reports are positive and emphasise what the child can do rather than what they cannot do. They are given to the parents first so that, if the parents wish it, we can discuss the report before sending them onto the receiving school.

**Approved by the Governing Body:** January 2017

**Review by:** January 2020

This policy is relevant to:

<b>Nursery staff</b> - yes	<b>Centre staff</b> - no	<b>Parents</b> - yes
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