



Foundation Stage Observation, Assessment & Planning Policy

Beam County Primary School

Approved by:

Date:

Last reviewed on: March 2019

**Next review due
by:** March 2020

TABLE OF CONTENTS

| | |
|---|---|
| 1. Rationale | 1 |
| 2. Keeping Records (See: "Summary of records to be kept") | 1 |
| 3. Observations..... | 2 |
| 4. Informal discussion | 3 |
| 5. Adult led activity observations | 3 |
| 6. Assessment | 3 |
| 7. Nursery | 3 |
| 8. Reception | 4 |
| 9. End of Year- Judgement against ELG's..... | 4 |
| 10. Mid-Year Reports | 4 |
| 11. Transition record | 4 |
| 12. Planning | 5 |
| 13. Adult-led activities | 5 |
| 14. Weekly planning for play and learning..... | 5 |
| 15. Medium term review | 5 |
| 16. Record of skills and exciting experiences (Long term planning overview) | 6 |

1. Rationale

In our setting all planning and provision is based on our knowledge of the needs and interests of our children. Observations of the children form the basis for our knowledge.

This knowledge is gathered through

- partnership with parents and carers and other professionals
- observing what children do
- observing how children respond to the environment and routines
- assessing their development, needs and interests

This knowledge is used to

- plan the environment
- plan routines
- plan experiences
- plan for individual needs and interests
- plan for transitions
- review children's achievements and track children's progress

2. Keeping Records (See: "Summary of records to be kept")

2.1. Pupil profiles

The individual pupil profiles are designed to show pupils' progress and achievements in the EYFS. They are to be shared with the child, parents/carers and other professionals working with the child. Parents and children have free access to their profiles at the beginning of the session in Nursery. Parent evenings are organised to share teaching and learning in EYFS with parents and this is also an opportunity to share pupil profiles with Reception parents. To gather the holistic profile of a pupil we use the Early Excellence EEXAT program to assess each pupil at 6 month age stages to track progress, monitor levels of well-being and involvement and development of the characteristics of effective learning. EEXAT allows practitioners and parents to add photographs, videos and comments about a child's learning and development, therefore developing the school's home and school partnership.

2.2. EEXAT online learning journal includes:

- Photo/ video evidence and annotations/ learning stories about the learning and processes the pupil is displaying. Pertinent conversations should be recorded as part of the observation to assess the child's language understanding and speaking. Document processes over outcomes.
- Parent login to view observations made at school. Parents can also upload photos and observations of activities and special events they explore at home to share with the child's keyworker or class teacher.
- Assessment tracker that tracks each pupil's progress and attainment through 6 monthly statements. Children are assessed against 'age related expectations' not Early Years Outcomes. The tracker allows practitioners to track progress towards the Early Learning Goals.

- Reports- each practitioner can access reports about pupils in their class in order to identify trends, gaps and next steps. This tool should be used frequently in order to inform planning so gaps can be impacted on promptly.

These profiles are printed and sent to the parents and the new setting if a child moves to a new childcare provider.

2.3. Each child's learning journey folder should contain:

- *All About Me*- booklet completed from home visit outlining the child's favourite toys, stories, songs, etc. Language map completed on the home visit. Child's drawing from the home visit/ school interview.
- *Look What I Can Do* – evidence from children's self-initiated tasks; writing examples, maths examples, creative creations (paintings, drawings)
- *WOW Moments*: All parents receive a WOW star each half term in order to share their child's achievements and progress. Children are also invited to look at their learning profile and make suggestions about their next steps each term which are recorded by a practitioner.

3. Observations

3.1. Learning and development observations (Self-initiated play)

Learning and development observations are snap shots of children's achievements that can be noted throughout the day by all adults who care for every child.

All observations should be dated and indicate why the observation is significant for a child's learning and development

Observations may include photographs and work samples with written explanation as to their importance as a record of a child's learning and development.

Observations can be recorded by all practitioners and added to the child's profile by the key person/ class teacher.

Observations should be recorded onto EEXAT and should include:

- anything significant that a child does independently
- anything significant that child says in conversation with you or peers in their play
- links to characteristics of effective learning.

3.2. Observation analysis

The Class Teacher will use all observations and consider their knowledge of the child to analyse what a child has learnt and how he/she is developing on a daily basis. When a child has met the *whole* statement on the EEXAT Tracker it can be highlighted as achieved. Assessment is ongoing and not completed on key dates within the year.

Next steps will be transferred to the weekly planning, observation/ideas planning sheet to develop adult initiated activities and provision and some will be followed up individually with the child and key person.

All observation analyses are to be shared informally with parents/carers.

3.3. Planned observations and learning stories

Planned observations are to be completed if a key person has concerns about a child's learning and development in a particular area or if there are insufficient observations to complete the observation analysis. Key persons need to plan with colleagues when it will be possible to complete a planned observation or learning story.

- Key persons need to decide what s/he wants to observe – is it to gain more knowledge about a child's strengths, area of concern, interest, concentration, involvement and perseverance or relationships.
- The observer stands back and observes the child at play alone, with peers or other adults for 5 to 10 minutes and records a narrative of what the child is doing.
- This is then used to plan what is next for this child (next step) and to develop the weekly planning and provision.

4. Informal discussion

All observations do NOT need to be recorded. Discussions with colleagues and children sharing ideas and information can be used to plan next steps, future activities or make changes to the environment.

5. Adult led activity observations

- Adult led activities will usually have a specific learning objective which will form the basis for observing children's responses and achievements
- Only significant observations will be recorded in a child's profile in the areas of Learning and Development

Practitioners may need to record a list of which children have taken part in an activity and monitor which children rarely take part in certain areas. This evaluation will be used to inform future planning, including taking activities outside or adding objects of interest to gain a child's participation.

6. Assessment

Assessment and the tracking of progress starts with daily observations of children's learning and development, relationships with others and how they explore and interact with the learning environment. Assessment is based on observation of predominately self-initiated activity. Judgements are based on consistent, independent behaviour.

7. Nursery

During 4 to 6 weeks of a child's arrival in our setting the key person/CT will observe and complete the on-entry assessment format using the *statements of EEXAT Tracker*. Levels of well-being and involvement are scored using the Leuven Scales. Assessments are made through an observational approach.

8. Reception

All children in Reception are assessed against the EEXAT statements appropriate for the age. Data from Nursery and other settings will be used to inform this assessment. Baseline information is gathered through an observational approach as levels of well-being and involvement are also observed.

Children's data is analysed by the class teacher when it is pertinent to do so in order to build a picture of the child's progress and attainment.

Group data is analysed by the EYFS Lead and shared during pupil progress meetings and moderations. Though Class Teachers are encouraged to use data in order to track the progress of significant groups within their cohort.

9. End of Year- Judgement against ELG's

At the end of the year: data has to be submitted to the LA via Integrus. Children are assessed as having:

1= Emerging (working towards ELG's)

2= Expected (achieving ELG's)

3= Exceeding (working beyond the ELG's)

Before final judgements are made, moderation is held between Reception and Year 1 Teachers to agree judgements and discuss the child's characteristics of effective learning.

Tracking pupil progress:

- Live data on EEXAT. Children should achieve each statement on EEXAT as soon as the whole statement is achieved.
- Regular school-based moderation meetings are held to ensure consistency and accuracy for judgments made across the statements.
- During the Spring term, Attainment meetings are held (CT and EYL) to discuss pupil progress between on-entry and mid-year.
- For children starting at different times in the year: Assess pupils within 2 weeks of their starting date. Their individual progress will then be assessed and added to his/her's class' overall performance
- EYFSP overviews are passed onto Year 1-teachers and pupils' progress are discussed at transition meetings.

10. Mid-Year Reports

In preparation for high quality discussions at parents evening, each child has a mid-year overview written which records the child's progress, current attainment, effort and target within PSED, PD, Literacy and Maths.

An overview is given to how the child learns against the Characteristics of Effective Learning, building evidence to report at the end of the academic year.

11. Transition record

- To be completed for all children as they transfer in to another school nursery or reception class.

- Copies to be given to the new setting, parents/carers and a copy retained by the setting.
- Summative assessments, Learning Journeys and any individual books will be given to the parents as well.

12. Planning

Good planning is the key to making children's learning effective, exciting, varied and progressive. Effective learning builds on and extends what children know and can do. Our planning shows how the principles of the EYFS are put into practice and is always informed by the observations of children's interests, development and learning.

13. Adult-led activities

There should be a balance between adult- initiated activities and those initiated by the children's needs and interests. Some adult-led activities will be based on children's needs and interests, some will be designed to develop new experiences and observe children's responses and some will be designed to provide children with opportunities to consolidate learning opportunities.

All activities should be monitored to assess children's learning and development and then reviewed to decide if the activity is to be repeated, extended or changed to in order to support children's learning and development. These activities will take place with differing groupings, in a range of contexts, indoors and outdoors. The children's responses and interests are used to plan what is next (next step) and to develop the weekly planning and provision.

14. Weekly planning for play and learning

We identify specific learning objectives, activities, differentiation, deployment of adults and resources to meet the learning needs of the children on a weekly and day-to-day basis. It allows for flexibility in response to individual children's needs and interests and for revision and modification, informed by on-going observational assessment.

15. Medium term review

Towards the end of each half-term every year group meet to review children's learning and plan for next steps. This meeting involves:

15.1. Evaluation of assessments and long-term planning

- reflection on the current interests and needs of the group
- an evaluation of observation and assessment across 6 areas of learning and development
- a review of the long term planning framework outline in EYFS Development Matters

15.2. Planning: What are the next steps? What should be the foci for learning and development?

- the identification of intended learning and development for the next term (to remain flexible)

15.3. Planning: How could this learning and development be facilitated?

- An outline of experiences and opportunities
- Possible provocations or interesting ideas
- Adaptations to provision and resourcing

16. Record of skills and exciting experiences (Long term planning overview)

This provides a forecast of learning and development opportunities that may occur throughout the year and be planned in advance. This will ensure that plans, for example, links to festivals, visits, seasons, transitions etc.

However, this record remains flexible and can be adapted to meet the needs of the class, groups and individual children.