



Early years Foundation Stage Observation, Assessment and Planning Policy 2015-16

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

Keeping Records

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. Coffee morning are organised to share teaching and learning in EYFS with parents and this is also an opportunity to share pupil profiles with Reception parents. Having trialled new apps last year, to further enhance home / school links for parents to access and contribute to profiles at home or at work, we have chosen to use the Orbit app. Folders are also kept for examples of children's child initiated learning, annotated and dated, summaries of progress and characteristics of effective learning, as well as transition records and information from previous setting and home visits.

Orbit on line pupil profile includes:

- Photo evidence and annotations about pupil progress and characteristics of effective learning. Video evidence will also be used for joint assessment with Phase group colleagues and will be available to share with parents.
- Parent or carer's comments Parents are able to view and to add photos and text to their own child's Orbit profile. This is a space for parents and carers to add their observations about their child's achievements, learning and development. Parents /carers are invited to add their observations. These profiles may also be printed for parents and are sent on if a child moves to another setting.

- Parents who do not have internet access are encouraged to attend Coffee mornings and Parent workshops where internet access is made available. All parents receive a WOW star half termly in order to share their child's achievements and special moments at home. These will form a display in each classroom. These include a space for children's comments.
- This is a space for a child to contribute his/her ideas about his/her achievements and progress. Children can be invited to add their marks or practitioners can record the children's ideas.

Observations:

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.

Observations should be recorded onto sticky labels, post-its or straight into the child's profile using Orbit app.

- anything significant that a child does independently
- anything significant that child says in conversation with you or peers in their play
- next steps when appropriate and use these to inform weekly planning and provision or children's individual next steps
- Link to characteristics of effective learning.

Observation analysis

The key person and 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 each half-term.

One or two sentences will summaries each area of learning and development as well as the child's characteristics of effective learning. This is used to plan exciting, challenging and achievable experiences and next steps for the child.

Some of the 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.

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 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.

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 session, future activities or make changes to the environment

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.

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.

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 Ages and stages of development & Early Years Outcomes.

Nursery children will also be assessed at the end of, Spring ii and Summer ii. Nursery teachers will also complete EYFSP overviews for Nursery children going into Reception during the Summer term transition meetings. We are currently developing our own excel tracking system for EYFS.

Parents are invited to Progress Meetings throughout the year and are given Learning and Development Summaries, which include observations of characteristics of effective learning. An end of Nursery report is also discussed

and given to parents, discussing children's progress across the 7 areas of learning and the child's characteristics of effective learning.

Reception

Reception teachers will use the data from previous setting and observations from the first few weeks of children's starting date in Reception for the on-entry scores. Having trialled other baseline assessments as part of the accreditation process, we have opted to use **EEXBA –R**, Early Excellence Baseline Assessment, starting September 2015. EYFS leads to attend training for analysis of baseline data, as well as the Early Excellence National conference, in November 2015.

Reception data will be analysed: On-entry, Autumn ii, Spring ii and Summer ii. Practitioners record children's scores using our Aspirational Progress Grids and EYFSP Excel Tracker, to plot children's individual progress and to gather cohort information. This data will be used in moderation meetings and will be used to help the Class teacher to plan for individual children's needs and to ensure that there are no gaps in children's profile and learning. It will inform planning, provision and resources.

Tracking pupil progress:

- Pupils' progress will be assessed on-entry, Autumn ii, Spring ii and at the end of the year. Nursery and Reception: **Ages and stages of development & Early Years Foundation Stage Profile.**
- Regular school-based moderation meetings are held to ensure consistency and accuracy of judgments made across all areas.
- Pupils will be placed into small intervention groups according to the needs of the cohort. These will also include support to develop PSED & Speech & Language skills.
- During the Spring term, Attainment meetings are held to discuss pupil progress between on-entry and mid-year.
- For children starting at different times in the year: EEXBa baseline to be completed if a baseline assessment hadn't been undertaken at previous setting. Their individual progress will then be assessed and added to his/her class' overall performance
- EYFSP overviews are passed onto Year 1-teachers and pupils' progress and characteristics of effective learning are discussed at transition meetings.
- Yr 1 to track pupils who did not achieve GLD and the needs of these pupils should be reflected in Yr1 Autumn Term planning.

Summary of progress: Parents evenings and Nursery Review meetings

The summary of progress must be completed during the Spring term and shared with parents /carers at the parents evenings. It briefly summarises a child's achievements, learning and development as well as characteristics of effective learning.

- Parents/carers and child to add their comments
- Copy of the review to be photocopied and given to parents/carers

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 also be passed on.

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.

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 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.

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.

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:

- 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 7 areas of learning and development
 - a review of the long term planning outlined at the beginning of the year.
- 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)

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

Long term planning overview and curriculum maps

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.

G Smallldridge
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