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## **Assessment policy**

Early years' experience should build on what children already know and can do. At St Thomas' Playgroup we value working closely with parents who are the child's first and most enduring educators. The information which parents share with us in the early stages is vital in forming a basis for further learning.

Observation, assessment and record keeping are an important part of the educational process which begins as soon as the child starts at Playgroup and sometimes earlier when parents share vital information with staff at the home visit.

### **Observation**

Observation involves watching children closely and then noting down what is seen and heard in order to:

- gain a detailed understanding of the child.
- plan for children's needs and interests, including specialist advice and support when required.
- plan for progression and differentiation.
- share the child's development with parents/carers.
- provide information on transfer to the next stage of education.
- give staff a greater insight into how children learn.

Observations are made by adults, who are involved with the child, including:

parents/carers, Key person, students and other professionals (e.g. health visitor, speech therapist, physiotherapist and educational psychologist) as well as the children themselves. Observations, samples of work, pictures and quotes are just some of the things we collect which help build up a detailed picture of the child's development over time

### **Assessment**

Assessment is the process of reflecting, analysing and making a judgement on a child's learning. At the playgroup an initial assessment

is based on information from the home setting shared by parents and carers with staff, in addition to information from other settings and agencies (e.g. child minders, speech and language therapist, health visitor and others).

Making assessments against the EYFS supports practitioners to be able to monitor and track learning and development and be able to celebrate the achievements of individual children.

### **Observation, Assessment & Record Keeping Policy**

We use a combination of formative and summative assessment – formative assessment where the emphasis is on planning the next stages to be taken by the child, and summative assessment, which provides a snapshot of the child's achievements and abilities at a particular stage.

Formative assessment is the regular recording of children's learning experiences, which informs appropriate planning to allow for progression in learning.

#### **Record Keeping**

We keep a variety of records including emergency contacts, addresses, parental consent for outings, video and photographs, information on health and safety, and individual records of learning.

#### **Records of development and learning**

All children are regularly and continually observed and assessed and notes are kept in individual files which contribute to a record of development and learning over time. These anecdotal records are on-going and inform planning throughout the year. Records cover all aspects of a child's development, covering the 7 areas of learning Early Years Foundation Stage Framework.

#### ***Prime Areas***

1. Personal, Social & Emotional Development.
2. Communication & language Development
3. Physical Development.

#### ***Specific Areas***

4. Literacy Development.

5. Mathematical Development
6. Understanding the world.
7. Expressive Arts and Design

At St Thomas's Playgroup, children under 3 will only be assessed in the 3 prime areas, although evidence will be gathered across all 7 areas of learning for future assessments.

All new children will be assessed against the 3 prime areas in their first term, regardless of their age. Subsequent assessments if they are over the age of 3 will be conducted across all 7 areas of learning.

For further information please see your child's key worker or the manager.

## Legal Framework

- EYFS statutory requirements – Section 2 Assessment
- Observation, Assessment and Planning

This policy was adopted by St Thomas' Playgroup in March 2016 and will be reviewed in March 2017