

**Assessment Policy**

At Woodlands Day Nursery & Preschool, a range of formative and summative data is collected. To use each form of assessment to its best effect, staff and nursery mangers have a clear view of the purpose of each of these assessment types, why pupils are being assessed, what each assessment type is intended to achieve and how the assessment information will be used. The nursery places a great deal of emphasis, not upon the assessment processes, but on the actions taken in response to the information they provide. The curriculum and assessment systems are designed to meet the children’s needs and help them to overcome identified barriers to learning. The curriculum is built around developing and applying basic skills, promoting independent learning, and fostering aspiration, resilience and a readiness to learn. All assessments feed into and derive from these key areas.

**Purpose of Assessment at Woodlands Day Nursery & Preschool**

* To align purpose, form and processes of assessment with aspects of the curriculum and develop curriculum cohesion
* To develop high quality in depth teaching, supported by a range of assessment , which result in the best possible outcomes for children.
* To collect data to be used for institutional and individual performance
* To track progression
* To narrow gaps in learning

It is the managers responsibility to know where children’s gaps are and to support staff appropriately to narrow gaps.

**Formative Assessment**

Formative assessment is used by staff to evaluate pupils’ knowledge and understanding on a day to day basis and to tailor teaching accordingly.

**Summative Assessment**

Summative assessments at Woodlands Day Nursery & Preschool enable staff to evaluate how much a child has learned at the end of a teaching period.

**Form**

**Read Write Inc/ Phonics**

Read Write Inc and phonics assessments are completed quarterly for all pupils who are on the programme. This data is summative and comes at the end of a 12 week teaching block. From this data, children are grouped according to need.

**Maths**

The skills, knowledge and understanding identified in the previous quarterly gap analysis are tracked. Findings are used to inform future provision

**Resilience/Social and Emotional**

 Identified children are profiled using the Boxall assessment materials. All children are observed for involvement and emotional well being using the Leuven Scales and this is updated termly.

**Speech And Language**

Children are assessed quarterly using the ELKLAN materials.

**Staff Assessment**

**Reading:**

Staff assessment information is a gathered through rich questioning, focused adult activities, observation, and pupil voice. ELKLAN questioning is used and is appropriate to children’s BLANK level

**Writing**

Assessment information is gathered through independent writing / mark making evidence, observations, focused observations and rich questioning.

**Maths**

Staff assessment information is gathered through rich questioning, observation, focused observations and maths challenges and displaying and using numbers and language throughout the nursery,

**Process**

Assessment and monitoring at Woodlands Day Nursery & Preschool operates over a quarterly period. Children progress meetings are held quarterly. A gap analysis is conducted to inform children’s next steps

Progress is discussed is staff. Progress over time is mapped using EYFS Essex target Tracker. Targets are set on an individual basis in order to close the attainment gap. Pupils should make 6 steps progress over the year.

Pupils making insufficient progress or for whom attainment has dipped below the expected levels are considered for intervention programmes on site.

Teaching, planning and children’s learning stories are monitored quarterly for experienced staff and every two months for inexperienced (new staff).

**The Management of Assessment**

Assessment is the responsibility of the nursery managers. The nursery managers are responsible for maintaining an overview of assessment at the nursery and staying abreast of curriculum developments, statutory requirements and good practice. The nursery managers are responsible for ensuring that the data collection cycle and systems are fit for purpose and link to other elements of nursery life such as the curriculum, inclusion and staff appraisal. Nursery managers are responsible for analysing data and are responsible for tracking identified groups of children. These include’

* Boys
* Girls
* SEN
* EAL
* White British
* Summer Born
* Looked After Children

Room Leaders are responsible for ensuring that the day to day running of their room includes completing all necessary assessment tasks. They support staff in conducting assessments and entering their data into Essex target Tracker. They liaise with the Nursery Managers regarding standards and moderation and with their staff in ensuring staff training is targeted and effective.

**The Evaluation of Assessment**

**Quarterly**

Termly scrutiny of staffs’ planning and children’s work ensures that identified gaps are being targeted and that the agreed ‘must do’s’ are being systematically and consistently implemented. Support plans are created to provide any required support for staff. These are monitored over a 12 week / quarterly period. Support plans link to appraisal objectives.

**Access to Professional Development**

* In house training
* Externally provided training
* Partnerships with other settings
* On line
* Starting Life Well Team

**Communicating Assessment Data to Staff**

* Quarterly staff meeting
* Room leaders at a phase meeting – held monthly to discuss standards, the curriculum, staffing, behaviour
* All staff have access to Essex Target Tracker
* Quarterly pupil progress meetings

**Feedback from lesson obs, learning story and planning scrutiny**

* Staff receive verbal and written feedback. Observations are carried out in pairs to ensure impartiality and a consistent approach.
* Peer Observations will also take place

**Through appraisal and performance management**

* Targets are set annually for appraisal, which are linked to a whole setting objective and a personal objective.
* Children’s performance is tracked against statements of attainment from the age bands in Development Matters. Staff can update this as they see fit across the quarter and a snapshot of standards is taken at an identified date quarterly. Data reports are then produced by the nursery managers.

**Communicating Assessment Data to Parents/Carers**

**Interim and annual reports**

* Stay and Play sessions will take place throughout the year
* Parent comments box
* Learning Journeys
* Parents take advantage of the nursery open door policy to talk to staff about how well the children are doing throughout the year
* Where there is a specific need, parents/carers are invited to be in contact with the nursery on a regular basis, so that bespoke support and early intervention can be provided.
* Play plans are put into place for identified pupils. They work through a cycle of ‘Plan, Do, Review’, over a quarterly period, in line with the settings monitoring cycle. Play plans are shared with parents and carers, who are provided with a copy of all paperwork. Progress towards these targets is discussed at pupil progress meetings.

**Assessment and Pupils With Special Educational Needs And Disabilities.**

At Woodlands Day Nursery & Preschool, assessment is inclusive of all abilities. It is used diagnostically to contribute to the early and accurate identification of pupils’ special educational needs and any requirements for support and intervention. High expectations apply to all children. Assessment systems for SEND pupils also include measuring aspects of progress including communications, social skills, resilience, emotional wellbeing and physical dexterity. Access to quiet spaces

Where appropriate, assessment information is shared between professionals, in order to meet the needs of pupils. Assessment materials, resources and training are shared to provide a standardised approach.

Multi agency cooperation ensures that pupils with SEND make effective transition between different stages of their education and between organisations. The setting works hard to ensure effective transitions through:

* Multi agency meetings
* Meetings with parents prior to and during transition
* Liaison with previous/receiving setting
* CAF

Pupils with SEND are assessed and monitored as part of the setting assessment and monitoring cycle. Other assessments are completed to track progress through children’s social and emotional and language development. These include:

* Leuven Scales – signs of wellbeing and involvement
* ELKLAN blank levels – stages of language development
* Renfrew Tests and BVPS test – expressive language assessment
* SALT /TALC assessments – speech and language assessments
* Observations evidenced through photographs, annotations
* Boxall profiling – social and emotional diagnostic tool