

## Assessment, Observation and Record Keeping Policy

### Introduction

At Cambridge Nursery Federation the task of all staff is to work in the interests of the children seeking to understand and articulate those interests and to serve them well. We believe that assessment is a process that must enrich their lives, their learning and development.

We believe that assessment encompasses the approaches we use everyday in our practice; by observing children's learning, understanding it and using this knowledge to plan next steps and learning outcomes for children.

### Assessment has several purposes:

- To inform the planning of work so that the child's existing knowledge and skills can be taken into account
- To identify children who may need specialist help as early as possible
- To build up a profile of the child's development for parents and the schools that the children will move onto
- To evaluate the quality of the provision provided for the children in our care

The combination of formative and summative assessments in the context of the levels of well-being and involvement will provide appropriate and meaningful information to enable staff to identify, plan for and support significant aspects of children's learning and development towards the early learning goals

### Assessment may be:

#### Formative

On-going formative assessment is central to early years practice. Our staff:

- Observe children at play, in everyday activities and in communication with parents/carers learn about what the child does at home
- Know the Early Years Foundation Stage (EYFS) well so that they can observe and judge what children can do identifying where a child may be in their own developmental pathway
- Consider ways to support children to strengthen and deepen their current learning and development, using the EYFS and other related guidance to reflect on individual development

#### Summative

We use OPAL (Observation of Play and learning) to track children's progress.

Their well-being and involvement is also tracked using the Leuven Scales and entered onto the tracker.

Assessments are entered:

1. As an initial baseline before October half-term
2. Before 31 December
3. Before 31 March
4. Before 30 June

Summative data will be passed on to primary schools

### **Parent Partnerships**

- All children have an initial 'Home Visit'
- Parents are offered a parent consultation in the Autumn and Spring Terms when their assessments can be shared and discussed. Parents can contribute towards target setting
- Parents receive a summative record of their child's time at nursery

### **Confidentiality**

- All confidential records are kept in the pupil record filing cabinet, which is locked at the end of office hours
- All staff are aware that information about children is kept strictly within the nursery (and students)
- Information is passed between schools and other professionals on a need to know basis
- Students do not use children's names in observations or reports
- Reports are only given to other professionals and marked strictly confidential

Cohort data analysis will be used to inform School Development Plan priorities.

The Cambridge Nursery Federation Governing Body is committed to promoting quality and diversity, providing an inclusive and supportive environment for all. We are committed to equal opportunities and the promotion of non-discriminatory practices in all aspects of work undertaken within the Federation.

The Governing Body is committed to safeguarding and promoting the welfare of children. We expect and require all members of the school community to share this commitment.

Date: Summer 2017

Review: Autumn 2021