

Assessment and Recording Policy

The assessment of children is an integral part of our Nursery. We need to know what children understand and can do in order to plan effectively for their development. We feel that good early years practice is based on:

- a) Observation of children in action
- b) Conversations with children as they reflect on their actions

Our skill is to match these identified developmental needs of children with the provision made in the Nursery rooms in partnership with parents and the child:

- We acknowledge and share the principal that time spent on observation and conversation is time well spent and, therefore, an integral part of our planning process
- We will use a workable, user-friendly, confidential but accessible system of recording significant observations and conversations, which are used to inform and influence future planning
- We base our assessments on what children can do or nearly do and encourage children to make their own self-assessment
- We collect evidence of process as well as product by using photos
- We develop trust and partnership between staff member, children and parents
- We keep two main types of record:

Formative records (generally kept on the Family App):

- Dated
- Written in narrative form - what children say and do
- Based on observation and conversation
- Contributions from parents, children and all adults who work with the child
- Incorporate analysis with some next planned steps for progress

Summative records:

- Settling in forms on the child's first day and weeks at Nursery
- Transition forms filled in by Key Person with parent contribution
- Usually written as brief summaries, e.g. entry profile
- Regular profile assessment, transition records to Primary School
- They are based on the information gained through formative record keeping
- Designed to inform others, e.g. parents, next Nursery or School, outside agencies

Both include appropriate test results and reports from outside professionals whose help has been requested by parents and Nursery staff through the Code of Practice.

Our system of developmental records is based on:

- Opportunity for parents to see and discuss the child's development with the relevant Key Person
- Regular team analysis of the child's progress and any particular concerns plus significant needs for the child's future education
- Developmental records are completed on the child to transfer to Primary School
- Confidentiality and sensitivity of access to records will be observed

- Close links, where necessary, to Individual Education Plans for children with specific needs
- We welcome and encourage parents to view and discuss with the Key Person, the developmental records of their children at a pre-arranged time that is convenient to both parties

Last updated January 2022