



ASSESSMENT RECORDING & REPORTING POLICY

Date Reviewed: Jan 2025		
Period: Jan 2025 – Jan 2027		
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Assessment is an essential part of everyday early years practice. Our curriculum is based on our detailed knowledge of the unique child and child development. This knowledge is informed by our observations, assessment and evaluations of children’s learning and development in the moment and over time. The learning environment supports and scaffolds learning facilitated by experienced staff and appropriate resources that are accessible to the children in the indoor and outdoor learning environment. It is vital that all practitioners understand how children learn in order to assess where they are in their learning and what they need next. Parents are updated regularly on our curriculum intent and implementation. This is communicated regularly via Tapestry and newsletters. Parents are encouraged to talk to their child about what they are doing at nursery, ‘like’ Tapestry entries, comment and participate by sharing what their children are doing at home.

Our curriculum is ambitious for all and is planned progressively to ensure all children make appropriate progress, reach their potential and are ready for the next stage in their education.

Day to Day Assessment Strategies

We make assessments of the children’s learning on a daily basis through observations of play, engagement in play and noticing how children access the learning on offer, listening to the children, talking to them about what they are doing, asking open ended questions and checking understanding. These assessments are used to inform our responses and actions in the moment and in daily and weekly planning to support, enhance and extend learning.

Planning for assessment

Interactions and observations of children throughout the nursery session are used to plan and inform the learning and teaching in the moment and for the next day/session/week. Observations and professional judgements of development and Characteristics of Effective Teaching and Learning are then used to feed into pupil progress meetings every term.

Pupil progress meetings

Assessment is an ongoing and continuous process throughout a child's time at Lanterns Nursery School. Each term pupil progress meetings take place and involve the Headteacher, SENDCo/Class Teacher and the child's key person.

The meeting involves professional discussions regarding children's strengths and interests, typical development, child development, curriculum progression, barriers to learning or areas of concern. Concerns and/or barriers to learning are identified and together decisions are made regarding further assessment and/or adaptations to the environment, role of the adult and interventions that may be needed. Next steps are discussed and identified.

Ongoing professional discussions between SEYP's, EYP/A's, SENDCo assistant and the SENDCo/Class Teacher take place to group the children for focus groups e.g. listening and attention, communication and language groups and differentiated story groups. Further assessments and referrals will also be planned and put into place.

Recording

Following pupil progress meetings, the Headteacher uses the information gained to track and monitor children throughout their time at Lanterns Nursery School. This information is analysed to identify cohort trends, attainment and progress of specific groups and cohorts for example EAL, EYPP, boys and girls and areas of need can be targeted and monitored. This information is reported to the governing body.

Reporting to parents

We have a range of strategies that keep parents informed of their child's progress in school as parental involvement in their child's learning is vital. We encourage parents to contact the school if they have concerns about any aspect of their child's school life and encourage parents to meet with us if we have concerns ourselves.

At the beginning and end of each session the key person keeps parents informed through informal chats with them.

Parents are able to arrange to meet their child's Key Person at any time during the school year where additional time may be needed to talk through learning and development more thoroughly. These may be initiated by the Lanterns team in order to gain further information around a child's development, to understand the parent's perspective and to discuss future planning.

We share initial settling in entries with parents via Tapestry so that parents can see that their child is happy and the kind of experiences they like to access through their session. Parents receive fortnightly or weekly information to inform them of the learning and experiences that their children have been part of during that period. This information is shared via class newsletters on the school website. Parents are encouraged to use the information shared to inform the conversations and interactions that they have with their children about their day and the experiences they have had supporting the development communication and language.

At the end of a child's time at Lanterns Nursery School a report in the form of a passport is written and shared with parents and feeder schools. In this we identify children's strengths and play interests, play and learning, communication and language, physical/sensory, self-help and social skills. In each area we share information on each individual child's development, skill, style and preferences. Parents are given the opportunity to comment through Tapestry.

Liaison between Lanterns and the feeder school is actively encouraged to support a smooth transition to school. Feeder schools are encouraged to visit in the summer term to observe and discuss children. Where appropriate, a transition meeting is held to share information with school and parents.

Feedback to children

We believe that feedback to children is important, as it tells them what they have done well and what they need to do next. Feedback is given verbally, usually through commentary and the use of Makaton, at the time when learning is observed by an adult. Feedback includes all areas of the EYFS as well as the Characteristics of Effective Teaching and Learning.

Progress check at age 2

When a child is aged between two and three, practitioners must review their progress and provide parents and/or carers with a short-written summary of their child's development in the prime areas. This is a statutory requirement of the Early Years Foundation Stage (EYFS). This progress check must identify the child's strengths, and any areas where the child's progress is less than expected. If there are significant emerging concerns, or an identified special educational need or disability, practitioners will inform the SENDCo and/or the SENDCo assistant and together they will develop a targeted plan to support the child's future learning and development involving parents and/or carers and other professionals as appropriate. Discussion, planning and targeting usually forms part of pupil progress meetings.

Monitoring and review

Monitoring and reviewing of this policy and the assessment practice within school is undertaken regularly in senior professional development meetings throughout the year. This is to ensure standards are maintained and school improvement is successful.

SEND

There are some areas where our practice differs for children with SEND. Please refer to the SEND policy