



## OBSERVATION AND ASSESSMENT POLICY

### **Policy**

During your children's time at our setting, we will make observations and assessments to help develop their learning.

**Observation** is the process of understanding and addressing children's learning needs and interests. This can be done by:

- observing free play
- scaffolding children's play (giving specific resources for them to use)
- participating in their play

**Assessment** is the analysis of the observation information which is then used to affect planning for the children to meet their individual needs.

Key child is given a keyworker when they commence Pre-School who is responsible for analysing any observations which have been made. Wingle-Tye uses the EYFS Profile, which divides learning and development into 7 areas:

### **Prime Areas**

Personal, Social and Emotional Development  
Communication and Language  
Physical Development

### **Specific Areas**

Literacy  
Mathematics  
Understanding the World  
Expressive Arts and Design

Staff are aware that children learn in different ways and will adapt observations accordingly. They are also aware of the Characteristics of Effective Learning:

### **Playing and Exploring**

Finding out and exploring  
Playing with what they know  
Being willing to 'have a go'

### **Active Learning**

Being involved and concentrating  
Keeping trying  
Enjoying achieving what they set out to do

## **Creating and thinking critically**

Having their own ideas

Making links

Choosing ways to do things

## **Procedure**

Keyworkers produce on-going assessment figures for their children every half term, which is analysed by the Director to ensure that children are meeting their developmental norm. This analysis can set out those areas where children or groups of children may be struggling or indeed where there may be gifted children. Individual targets are then set for each child – relevant to their learning needs.

Each term parents are invited via an observation sheet to observe their children at home and return the information to their keyworker to analyse alongside their own assessments.

Where a child may go to another provider as well as this setting, with the parent's permission, we will send a copy of the data analysis each term and ask that they also share their findings with us.

When the children leave the setting, we will give parents their children's profile to take along to reception class.