

Our Lady Star of the Sea Catholic Nursery Assessment Policy

Mission Statement

"You are precious in my eyes" - Isaiah 43

- *Our Lady Star of the Sea Catholic Nursery is committed to the widest and fullest education of all pupils in a partnership between home, nursery, parish and community.*
- *Our nursery aims to create a happy, ordered environment where all members feel secure, valued and respect each other.*
- *Our nursery aims to be a positive force within the Catholic Church inspired by the life of Christ in the Gospels*

Introduction

This policy document reflects the aims, values and philosophy of Our Lady Star of the Sea Nursery. These are described in detail in the Nursery Development plans. The policy sets out the framework within which the whole staff operates and provides information on the strategies for the assessment of children's work, the records which are kept and the ways in which reports on children's achievements are made. It applies to all children and ensures all children have equal opportunities including those with Special Educational Needs.

Policy documents are intended to inform all staff, the Management Committee, parents and other interested parties of the practice of the setting. Copies are available in the Nursery office.

The Nursery management committee, Nursery Supervisor and all Nursery staff have particular roles and responsibilities in relation to the implementation of this policy. These include the evaluation of how effective the teaching of the different elements of the Early Years Foundation Stage (2017) has been, and the identification of any necessary modifications (see later section 'Roles and Responsibilities').

Rationale and Aims

At Our Lady's Nursery we believe assessment should:

- inform future planning for each child;
- inform next steps in learning and provide the basis for the planning of activities which will develop each child's learning;
- highlight strengths and weaknesses of each child and build on those experiences;
- identify and monitor progress giving a clear picture of where the children are in their learning;
- raise expectations and celebrate achievements;
- provide reliable information and aid staff when reporting children's progress to their parents;
- help the early identification of children with special needs with the support of the Nursery SENCO.

On Entry Information

Prior to entry at Our Lady's Nursery information is collected about each child through:

- Parent meetings;
- Admissions form
- Induction programme
- All about me booklet

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- Transitional documents

The aim is to gather as much information as we need to make informed decisions when planning for the child's entry into the nursery.

Planning for Assessment Strategies

Staff / key persons work together to use assessment information to;

- plan activities that reinforce and personalise learning for each child;
- ensure that all assessment procedures are manageable, consistent and informative;
- support teaching and learning;
- help each child to achieve their potential;
- ensure reliable data is collected for each child.

In our nursery we have a key person system in place. This allows for each child to be closely monitored in their learning by their key person who observes and works daily with that child. Each key person carries out formative assessment processes which allows for continuity, progression and consistency of learning. This information is shared with parents informally on a sessional basis and more formally each term— where parents are invited to comment and be involved in their child's learning. This ensures consistent application of standards and expectations throughout the setting. Daily observation records are kept by the child's key person which details the forthcoming week/individual planning. Half termly planned observations take place using Ferre Laevers Involvement/Wellbeing scales.

Planning

Long term

Assessment is used to monitor and review and to ensure a broad and balanced coverage of the Early Years Foundation Stage. An annual plan is made of events that occur naturally each year.

Medium term

Assessment is used to review progress at the end of planned experiences/activities to identify areas for further development as next steps in learning. An integral part of these plans is the assessment of particular activities and children. Plans are annotated and evaluated following activities. Key persons keep their own formal and informal evaluations of assessments and work undertaken. Weekly assessment sheets completed to inform planning; these are reviewed weekly at staff meetings.

Short term plans (completed fortnightly)

Each key person discusses their children's progress during weekly staff meetings. This shared reflexive approach towards individual and personalised learning informs of the following weeks planning. Assessment is part of the cycle of teaching and learning and is based on key person's observations of their children.

Assessment Strategies

At Our Lady's nursery effective assessment arises from the setting of clear intended learning objectives at the planning stage. This is implemented through the use of formative assessment strategies. We believe that focused and positive feedback given to the child proves to be a motivational tool which enhances learning and indeed encourages further learning to take place. The assessment strategies that we use at Our Lady's Nursery include:

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- Formal observation e.g. Ferre Laevers Wellbeing and observation methods
- Informal observations e.g.
 - Providing an emotionally safe learning environment for the whole community
 - Building positive relationships via effective key person system
 - Asking appropriate, relevant and challenging questions
 - Interacting with the children
 - Listening to children
 - Celebrating achievements
 - Asking children to talk about what they have done
 - Giving children feedback about what they have done and what they are going to do next.

Our children are involved in the assessment process and are encouraged to develop their self-evaluation skills. Strategies to include children in this process include:

- Questioning and discussing what they have learned
- Talking about ways of improving their skills
- Encouraging the children to try again and not be deterred by failure
- Praise and celebration of mastering a new skill.

Record Keeping

A variety of assessment evidence is collected to form the basis of assessment records, which in turn are used for an assortment of purposes. Records are kept on an informal and formal basis. We aim to utilize record keeping which is useful (i.e. to the staff, parents and outside agencies where appropriate) and manageable.

INFORMAL RECORDING

Key persons keep daily records of their key children to remind them of assessments they have made and help them to plan the next step. Some of the ways we keep informal records at Our Lady's Nursery include:

- weekly evaluation notes on short term plans
- key person writes quick observations on child's observation sheets
- Monthly e-newsletters
- Learning stories
- Learning journey file
- USB (provided by the parents) of images

FORMAL RECORDING

The nursery maintains formal records for individual children related to the Early Years Foundation Stage (2017). These records are used to inform each child's 'learning journey' and 'learning stories' for parents and are also used by the setting to monitor the progress and achievements of each child. Staff use the records to help inform their planning for the next stage of learning. Formal curricular records are transferred to the Reception teacher at the end of the Summer term.

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Individual Records include:

- Monthly e-newsletters; where key persons share information and learning
- The key person records achievements to monitor progress and inform planning.
- Each child has their own 'Learning Journey' portfolio, completed by the child and their key person and shared on an ongoing basis. Parents are invited to contribute towards their child's learning and celebrate their achievements.
- ICT allows key persons to record children's learning in diverse and creative ways
- Each child's key person will keep detailed tracking documents to show progress and the support given.

Reporting

At Our Lady's Nursery we inform parents/carers of their child's progress in the seven areas of learning by:

- Parent meetings and appointments
- Home visits
- Informal discussions with parents/carers. We see these as being a vital part in maintaining an open dialogue between all the important people in the children's life. Parents are encouraged to visit at the beginning/end of sessions if they have something to discuss. Parents can also make an appointment to discuss something of a more sensitive nature with key persons or with the Supervisor.
- Parents/carers are kept informed about the life of the setting and our planned curricular activities and experiences. We have an informative website which is updated regularly with EYFS information and leaflets and learning.
- Each child's key person makes a summative assessment of each child learning at the end of each academic year, this is shared with the parents/carers.
- Parents and carers are involved in their children's learning by contributing to the children's' learning portfolio at the end of each term
- Nursery operates an open door policy.
- Parents are encouraged to become parental volunteers.

Transfer

Information from Nursery will be passed to the next setting (with parental consent). This information comprises:

- Assessment/tracking information
- SEN information
- Medical information

In addition, meetings take place in the summer term between Nursery and Reception staff. As part of the Induction process the Reception Class teacher is involved in nursery activities during the year. The Nursery regularly participates in school activities, and has a class link with year 3.

Special Educational Needs

The policy of Our Lady Star of the Sea Nursery is that all children are entitled to equality of access to the full range of educational experiences available. It is the responsibility of all staff to ensure that children are taught and assessed appropriately according to their needs. In addition to the principles and

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practice described in this policy the nursery undertakes the procedures recommended by the DfEE Special Educational Needs Code of Practice to ensure that parents and children are fully involved in all decision making and support programmes in accordance with the Disability Discrimination Act 2004. Nursery's Local Offer is available on our website www.ourladystarofthesea.lancs.sch.uk

Roles and Responsibilities

Nursery Supervisor is the nominated person and has the responsibility to: -

- to oversee the day to day running of the Nursery
- to lead teaching and learning
- to develop and ensure the policies and practices are updated regularly and adhered to
- to arrange and attend Committee meetings
- to make sure there are smooth financial arrangements of the nursery
- to guide and support staff in their professional development
- to guarantee the safety of the children
- to maintain the building according to health and safety standards
- to employ and interview staff and ensure appropriate staff/child ratios.
- to chair weekly staff meetings
- to deliver training when appropriate and identified
- to monitor the appropriate planning, learning and resources
- to ensure good standards of teaching and learning for all the children

Nursery staff:

- to contribute the day to day running of the Nursery
- to plan activities based on key person's observation
- to plan long term to ensure full coverage of the EYFS
- to have full knowledge of the statutory framework for the EYFS (2017)
- to ensure the safety of the children in their care
- to guarantee good standards of teaching learning for the children
- to plan and assess children's work.

Committee/Nursery Management Team:

- to hold committee meetings
- to make good use of Nursery funds
- to ensure good value for money for parents.

SENCO:

- support the staff for early identification of children with additional needs
- inform and work in partnership with outside agencies of any SEND children within the setting.

Evaluation and Review

It is the responsibility of all staff members of committee/nursery management team to monitor adherence to this policy. This policy is reviewed bi-annually by the Nursery Supervisor and Management Committee. The outcomes are evaluated by the members of the committee and targets for action and improvement are included within our Development Planning process.

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Signature of Chair of Committee members: _____ **Date:** _____

Signature of Nursery Supervisor: _____ **Date:** _____