

**Assessment and Observation Policy**

**Rationale**

Selsdon Park Pre-School will assess the learning and development of children to track progress and plan individual learning journeys to enable to make the optimum amount of progress and achieve more.

Selsdon Park Pre-School has written this policy to ensure that the best practise and procedures are carried out at the Pre-School. This policy complies with principles and requirements of the Early Years Foundation Stage Framework.

**Aims**

* To use assessment to gain a full picture of each child’s skills, strengths and weaknesses.
* To track progress of learners to ascertain the impact of services and activities at the Pre-School.
* To identify the steps the child needs to take to ensure sustained and continued progress.
* To identify children who require extra support because they have an additional need or require extra challenge because they are gifted or talented.

**Implementation of policy**

Assessment of children in the Early Years Foundation Stage is ongoing and drives the teaching and learning process in the Pre-School.

The Pre-School will adopt the following strategies to assess the children;

1. Observation – Children will be assessed and notes made and recorded in their EYFS folder.
2. Questions and Discussions – Members of staff will question children to ascertain and evaluate their progress.
3. Video and Photos – Images will be recorded of children’s work and achievements and filed in their EYFS folder.
* On the basis of strengths and weakness observed by the key worker futre goals will be set on Termly basis.
* The results will be complied and recorded which allows a comparison of individuals across the six areas of learning.
* The nursery will share children’s assessment records and observations with the parents on a regular basis.
* The EYFS folder will be sent to the child’s next childcare setting or school and shared with the child’s new teacher to ensure a smooth transition into school.

*Signed on behalf of the setting:*

*Date:*

Date written 5/10/16

To be reviewed 5/10/17