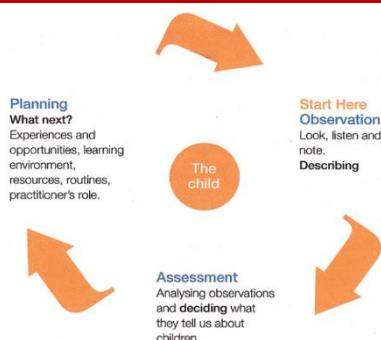


## Planning, Observation, Assessment Policy

In our Nursery School, we believe that Planning, Observation and Assessment should be embedded in every day practice, in order to build up an accurate picture of each unique child. We recognise that each element form part of a cycle, put in place, to ensure that each child has the maximum opportunity to reach their full potential and to be the best possible version of themselves.

*'The planning process allows all staff to think about what, how and why children should learn and enables them to create a successful learning environment. All staff working with children should be involved in the planning process and have a clear idea of how they can promote learning through activities that are child-centred, varied and progressive. As time goes on, staff will have a picture of how individual children are responding and developing. This can inform the plans for future learning'.*

Refreshed Curricular Guidance for Preschool Education, CCEA, 2018



### Purpose and Scope

It is the Policy of this Nursery School that Staff involved with the children will make careful observations and assessments in order to record each child's individual progress throughout the year.

Observations and assessments will inform our provision, resourcing, organisation and planning.

### Planning

Well planned play, based on appropriate developmental milestones and the learning as detailed within the Refreshed Curricular Guidance for Preschool Education, CCEA, 2018, will be central to each child's learning at Ashgrove Nursery School. Activities and experiences will be planned and organised to incorporate all six areas of learning providing opportunities for children to be creative, enabling children to be able to choose resources, follow routines, and enabling children to take the initiative in seeking information, finding help and interacting with others.

A balance between child-initiated and adult-initiated learning activities will be provided according to the child's age and stage of development. Indoor and Outdoor Planning will be incorporated into our provision.

### Long Term Planning

Our Long term planning:

- Is based around topics and themes which are wide enough to provide scope to develop children's needs and interests
- Offers an overview which includes suggestions for visits and visitors

- Includes the six areas of the curriculum
- Encompasses various areas of play which are available in the Nursery School
- Incorporates developmental milestones
- Suggests possible resources
- Details the potential adult role and;
- Sets the context for Medium Term Planning.

### Medium Term Planning

Our Medium-term plans cover approximately 4 weeks and bridge the gap between our Long Term and our short-term plans.

Our Medium-Term Planning:

- Identifies the learning potential that the staff intend to promote in each area
- Includes indoors and outdoors
- Suggests activities which could support the learning
- Details the possible Adult Role to develop the learning opportunities
- Our plans for the month are shared through our News Bulletins and through seesaw
- Encourages the contribution of parents through providing suggestions of further Visitors and resources to support monthly topics and themes.

### Short Term Planning

Short term plans are put in place on a fortnightly basis and strongly reflect the observations made by all staff regarding the current interests and development needs of the children. It transfers our medium-term planning into manageable steps, by including sequences of experiences and activities, and the introduction of specific resources, which have the potential to promote new learning or reinforce previous learning;

Our Short-Term Plans:

- Are built on previous experiences
- Responds to the children's ideas and spontaneous play
- Ensure challenge within play activities to ensure that all children have opportunities to progress
- Informs Staff on their Adult Role to ensure that the best use is being made of time, space and resources
- Are flexible enough to alter in the light of spontaneous responses from the children

- Provides for individuals, Small Groups or Large Groups, depending on observations made and resulting needs and;
- Are evaluated on a daily and weekly or fortnightly basis to form the context for staff meetings which inform future planning.

### Observations and Assessment

At Ashgrove Nursery School, all knowledge about children's learning and development starts with information from the parents. This is provided for us through:

- The Induction Evening for Parents where information forms are returned and there is the opportunity for further discussion
- Open Days for new children and their parents/guardians
- The completion of individual 'My journey so far' Booklets and:
- The Nursery School Home Visits process. [ Not year 25-26]

And continue throughout the year through:

- Daily informal 'Meet & Greet' opportunities
- Written responses to SeeSaw Observations and Assessments of the children's learning
- Parent Evaluation responses
- Twice yearly and when required Parent Consultation opportunities.

### Staff Role

All staff are responsible for on-going observations which occur throughout the sessions.

Strategies will include:

- Using the SeeSaw App and one note to record daily observations of the children at play throughout all six areas of the curriculum, both planned and spontaneous. These will include relevant, pertinent comments, photographs and video clips where they enhance understanding of a child's learning and development
- Targets being set for each child to work towards on a monthly basis
- Children's responses to the programme provided being detailed on the Weekly Evaluation forms. This approach will also provide scope for detailing possible Actions for Specific Children and suggestions for planning

for the following week, based on the children's response and interests

- Compiling targets to share with Parents at Consultations held during the first and second term, where Staff suggestions for support at home and parents' views and knowledge are valued and included as appropriate
- Collating an End of Year Report detailing the child's progress across all six areas of the curriculum throughout the Nursery Year. A copy of this End of Year Passport will be provided for parents/carers and for the Principal of the School to where each child transfers.

### Use of Technology to support Observations and Assessments

- All Teaching Staff and Nursery Assistants make use of the SeeSaw App and one note
- Nursery Assistants may also make use of One note to record further observations
- Dictaphones are used after home visits
- The Nursery School Clerical Officer is responsible for the transferring and managing of some of the records which are held on dictaphone to one note if applicable eg. After home visits
- Parents only have access to their own child's photos on SeeSaw and have signed an agreement to maintain the integrity of this approach to Observation and Assessment. This use of a third party facility for observations and assessments is GDPR Compliant.

### Children with Special Educational Needs

In our Nursery School, children who are identified as having specific special educational needs which require provision that is 'additional to' or 'different from' other children may require additional planning and assessment tools to be put in place. These could include:

- Individual Education/Personal Learning Plans; these will be drawn up in consultation with the parents, the teacher, the SENCo/Learning Support Co-ordinator and any other relevant professionals involved in the child's life as relevant

- Individual Tracking tools for children with additional needs if agreed to be a possible useful tool
- Screening tools where there is a concern about any area of their development
- Additional information with reference to Parents' views and feedback being sought, and the information recorded on file
- Information and relevant discussions /records from other Agencies/Professionals may also be retained and held on record.
- Communication /link books used between home and school if deemed necessary to further enhance communication

### Children for whom English is not their first language

Some children for whom English is not their first language may need additional approaches to teaching and learning. Should this be the case Staff will:

- Liaise with the EA Inclusion and Diversity Service to seek support, advice and guidance
- Adapt or plan relevant learning experiences to meet each child's needs
- Offer 1:1/Small Group Work where possible and practicable
- Use photographs and videos to share the learning at home
- Provide written planning materials for parents in shortened and clear formats
- Use Interpreting Services where required, to share information for parents on progress in learning and how they might help to support learning.

### Child Protection/Safeguarding

In line with GDPR requirements, children's individual records will be stored in a lockable cabinet and are kept secure by the Principal (who is also the Designated Officer for Child Protection/Safeguarding).

Electronic records held on the Office PC will also be password protected.

Staff will not discuss personal information given by parents/carers with any member of staff beyond the Class Teacher.

Staff Training includes GDPR and Child Protection/Safeguarding on at least an annual basis.

## How this Policy will be achieved

Staff will work to achieve this Policy by:

- Noting the child's stage of development and level of attainment upon admission and throughout the Nursery Year
- Consistently planning a programme based upon observations of the child's needs and capabilities
- Collating evidence on the development of individual children
- Reflecting on classroom practice
- Identifying approaches to be taken with individual children
- Working with other professionals, building constructive and meaningful interactions and sharing of information and expertise
- Establishing positive relationships with parents, valuing their contributions and partnership and seeking their permission at all relevant junctures.

## Monitoring and Evaluating

This Policy and supporting procedures will be monitored within the self-evaluative culture of the Nursery School.

Other relevant Nursery Policies:

- Confidentiality Policy
- Child Protection/Safeguarding Overarching Policy
- GDPR Policy and associated documentation
- Safe Use of the Internet and other Digital Technologies Policy
- Records Retention and Disposal Policy
- Special Educational Needs and Inclusion Policy
- Staff Code of Conduct
- Child Information/Parental Agreements /consent forms

**This Policy was initially adopted by the Governors on 02/06/17.**

**It was last reviewed on 15<sup>th</sup> May 2024 and will be further reviewed on an annual basis or as required.**