

## **COLLEGES NURSERY SCHOOL**

### **OBSERVATION, ASSESSMENT AND RECORD KEEPING POLICY**

"Throughout the foundation stage, as part of the learning and teaching process, practitioners need to assess each child's development in relation to the stepping stones and early learning goals that form part of the *Curriculum guidance for the foundation state*. These assessments are made on the basis of the practitioner's accumulating observations and knowledge of the whole child."

*-Curriculum guidance in the foundation state – QCA/DfEE 2000*

"Assessment is 'observing children's learning, trying to understand it and putting our learning to good use.'"

*Mary Jane Drummond - Making Assessment Work, 1993*

Early years experience should build on what children already know and can do. At Colleges Nursery School we value working closely with parents who are the child's first and most enduring educators. The information which parents share with us in the early stages is vital in forming a basis for further learning.

Observation, assessment and record keeping are an important part of the educational process which begins as soon as the child starts at nursery school - sometimes earlier at a home visit when important information may be shared between parents and nursery staff. (See appendices 1A and 1B.)

#### **OBSERVATION**

Observation involves watching children closely and then noting down what is seen and heard in order to:

- ◆ gain a detailed understanding of the child
- ◆ plan for children's needs and interests, including specialist advice and support when required
- ◆ plan for progression and differentiation
- ◆ inform curricular planning
- ◆ share the child's development with parents/carers
- ◆ provide information on transfer to the next stage of education
- ◆ give staff a greater insight into how children learn

Observations are made by many people, who are involved with the child, including parents/carers, nursery staff, students and other professionals (e.g. health visitor, speech therapist, physiotherapist and educational psychologist) as well as the children themselves.

Anecdotal observations are noted down on Foundation Stage Profile sheets which build up a detailed picture of the child's development over time (see Foundation Stage Profile Document File).

## **ASSESSMENT**

Assessment is the process of reflecting, analysing and making a judgement on a child's learning.

At the nursery an initial assessment is based on information from the home setting shared by parents and carers with staff, in addition to information from other settings and agencies (e.g. playgroups, speech and language therapist, health visitor and others). (See Appendices 1A and 1B.)

We use a combination of formative and summative assessment - formative assessment where the emphasis is on planning the next stages to be taken by the child, and summative assessment, which provides a snapshot of the child's achievements and abilities at a particular stage.

Formative assessment is the regular recording of children's key experiences, which informs appropriate planning to allow for progression in learning. This information also provides evidence for summative assessment, namely targets set at a consultation during the first term and a written profile at the end of the child's third term in the nursery (see Appendices 2B and 2C). Evidence from these are found in:

- ◆ two observed drawings - first and third terms prior to writing profile (see Appendix 2D)
- ◆ photo's and work in Special Books
- ◆ anecdotal Foundation Stage Profile Years records
- ◆ other information (e.g. speech therapist, occupational therapist, physiotherapist, educational psychologist).

Progress is also shown in summative assessment through the comparison between first/second profiles and observed drawings.

Verbal and written information is gathered during initial consultations in September and November. Parents are also encouraged to reflect on how their child has settled into nursery and again their progress over the year – contributing written assessments to that of the staff (See Appendices 2A and 2C).

Each year data extracted from Foundation Stage Profile Year 1 records provides a record of children's basis skills on entry to nursery and on transfer to the next setting. The data collected provides a comparison of skill levels from year to year. Children's progress is measured by comparing the entry data, mid year and end of year data (See Foundation Stage Profile Document File)

## **RECORD KEEPING**

We keep a variety of records including emergency contacts, addresses, parental consent for outings, video and photographs, information on health and safety, and individual records of learning.

Record keeping is a compulsory process. 'Schools are required to keep records on every child, including academic achievements, other skills and abilities and progress made in school.' (QCA 1997)

**Records of development and learning**

All children are regularly and continually observed and assessed and detailed notes are kept in Foundation Stage Profile Records, contributing to a record of development and learning over time (see Foundation Stage Profile Document File).. These anecdotal records are ongoing and inform planning throughout the year. Records cover all aspects of a child's development, covering the six areas of learning in the Foundation Curriculum -

- |  |  |
|--|--|
| 1 personal, social & emotional development | 4 knowledge & understanding of the world |
| 2 communication, language & literacy       | 5 physical development                   |
| 3 mathematical development                 | 6 creative development                   |

**Special Books**

Each child has a Special Book, which is a record of interests and achievements over the year. Special Books are a partnership between the parents and the nursery. Parents contribute by offering information verbally and in written form (see Appendix 1B). Parents are also encouraged to provide photos, drawings, anecdotes, in fact anything they want, to celebrate their child's interests and achievements at home.

Special Books and Foundation Stage Profile records are available for parents to look at whenever they wish.

Dated observational drawings, photographs and other work showing significant progress are kept in the child's special book, which is given to the child at the end of their year at the nursery.

*September 1996*

*Reviewed June 1999*

*Reviewed November 2002*

*Reviewed February 2006*

## **APPENDICES**

### **Appendix 1**

On Entry to Nursery: Parents' initial information forms about child:

- (A) Contact information for Parents/Carers
- (B) Initial form for Parents/Carers

### **Appendix 2**

Profiles of Child/Parents' Comments Forms

- (A) Settling into Nursery School
- (B) Foundation Stage Profile targets (1<sup>st</sup> term)
- (C) End of Year Profile (3<sup>rd</sup> term)
- (C) Observational Drawings

**COLLEGES NURSERY & FAMILY CENTRE**

Please fill in the following form and bring it with you on your introductory visit to the Nursery, together with a photograph of your child for the front of his/her Special Book.

Child's full name .....

Date of birth .....

Address (including postcode) .....

..... Telephone no. ....

Please give the name and telephone number of someone other than a parent who we may contact in an emergency, in case your child is ill at Nursery and you cannot be contacted.

Name ..... Telephone no. ....

Relationship to child (e.g. grandparent, uncle, neighbour etc.) .....

**It is most important that we have an up to date telephone number and contact name.**

Name, address and telephone number of family doctor .....

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Name & telephone number of health visitor .....

Medical/Dietary Information (allergies, illnesses, special dietary requirements etc.) .....

.....

**I give permission for the health visitor or doctor to see my child in an emergency.**

Signed .....

*Please be aware that in the event of a medical emergency appropriate information will be given to the health professionals involved. The nursery operates a policy of confidentiality with families, copies of which are available on request.*

**I give permission for my child to be taken on a short walk or small outing accompanied by a member of staff, during the Nursery session.**

Signed .....

Is your child registered with a local primary school? YES / NO (If yes, which one?) .....

.....*If you have not registered, please go along to your local school(s) now. It is your responsibility to register your child.*

Initial Form for Parents and Carers

My name is _____ I was born on _____	
At home I am called _____ I am a boy/girl _____	
My mother's name is _____	Languages: At home I speak _____
My father's name is _____	I understand _____
I live at home with _____	
I will be coming to school and going home with _____	
My religion is _____	Names of my family's Key Worker/s:

Favourite activities and special interests
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Getting on with other people - children & adults
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Speaking more than one language
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Language – talking and listening, foundations for reading & writing	
In English	In other language/s

Things I can do for myself

Physical development (including medical information)

Thinking and Learning

In English	In other languages
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Individual/Specific needs

I agree that my child can go on supervised outings YES / NO  
I agree that my child can be photographed/videoed in the school for special books,  
curriculum activities and training purposes YES / NO

Signed:  
Parent or carer \_\_\_\_\_

Key Worker/s \_\_\_\_\_

**Tell us about your child**

**Special Interests**

Does s/he have a favourite toy, game or activity?  
Is there anything s/he is particularly good at?

What does your child spend a lot of time doing?

**Getting on with other people**

Does your child know anyone already in the nursery?  
Has s/he had a chance to play with other children?

Is there anyone your child is especially close to?  
Does s/he enjoy playing alone?

**Children with more than one language**

Which is your child's first or strongest language?  
tongue?

With whom does your child speak his/her mother

With whom does your child use/speak English?

When did your child start learning English?

**Language -**

Talking

Can you always understand what your child is saying? Do you have any worries about your child's speech?

Does your child chatter or make up stories when playing with toys?

Does your child use special names for things we ought to know about? (e.g. A special word for the toilet)

Listening

Can s/he follow simple instructions like "Find your wellies"?

Will your child sit with you and listen to a story, in English or another language?

Foundations for Reading

Does your child:

- enjoy looking at books or pretend to read?
- notice things like shop names, adverts, labels on food packets?
- remember stories or rhymes?
- recognise his/her name (or the first letter of his/her name)?

Foundations for Writing

Does your child:

- enjoy drawing or pretend to write?
- ask you to write his/her own name or to write things down?
- prefer to use the right, left or both hands?

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Would you like to be involved in some way in the nursery?

If so, please complete the reverse of the form and hand it to your keyworker.

Thank you

Your Name \_\_\_\_\_

### **Things I can do for myself**

Can s/he undress and dress him/herself without help?  
 Can s/he feed her/himself?  
 Is your child toilet trained in the day/in the night?

### **Physical Development**

Does your child have any problems walking, running or climbing?  
 Does your child enjoy doing things like cutting, drawing, playing with Lego?  
 Does your child have any particular health problems - things like asthma, ear-ache, lots of coughs and colds?  
 Does s/he suffer from any allergies?  
 Does s/he take any regular medication?  
 Has s/he spent any periods in hospital?  
 Does your child hear well/see well?  
 Are there any foods your child doesn't like or shouldn't eat?  
 Does your child still need a bottle or dummy?

### **Thinking & Learning**

Is your child alert, curious and interested in what's going on around him / her?  
 e.g. asks how things work, why things happen  
 Does s/he try to operate things independently like the T.V. remote control, video/DVD player?  
 Is your child willing to try new things and take risks?  
 Is your child interested in numbers or counting? e.g. lay the table counting the knives and forks  
 Does your child recognise any numbers? e.g. numbers on birthday cards, fridge magnets  
 Does your child have access to a computer at home? ( use the mouse, select a program or use the printer)

### **Individual Needs**

Does your child have any particular problems, difficulties or worries not mentioned so far?  
 May s/he need any particular help in the nursery?  
 If something goes wrong, how does your child react?

### **Partnership**

Your child has already learned much at home during his first three years -  
 What do you hope s/he will gain from coming to nursery?

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Please tick any activities that you would like to be involved with or skills, which you would like to share with the nursery. Thank you

Help in nursery session	Help with the Storysack Library	DIY	Play a musical instrument
Be on the Friends fundraising group	Be a parent governor	Sewing Knitting	Look at books with children
Help on educational visits and local walks	Share and interest or skill – e.g. speak or write another language, beekeeping, bring a pet into school etc	Gardening	Any other suggestions?

Please find your child's settling in profile attached. If you would like to make any comments about your child's progress please write in the box below. The profile and your comments will be placed in your child's Special Book.

## **Settling into Nursery School**

### **Parents/Carers Views**

**Written by** .....

**date** .....

Child's name .....

Previous setting .....

**Keyworker discussion with parents (1)**

Signed: Parent/Carer .....

Keyworker .....

Date .....

**Keyworker discussion with parents (2)**

Signed: Parent/Carer .....

Keyworker .....

Date .....

**COLLEGES NURSERY SCHOOL**  
**END OF YEAR PROFILE**

**NAME:** ..... **D.O.B.** .....

**Personal, Social and Emotional Development** (including self help and independence).

**Communication, Language and Literacy**

**Mathematical Development**

**Knowledge & Understanding of the World**

**Physical Development**

**Creative Development**

**Signed: ..... Date .....**

**Colleges Nursery & Family Centre**

We would very much value your views on your child's progress during the last year. If you would like to write something (however short) please do so in the space provided below.

You may prefer to do this with your keyworker. If you need help, please ask.

Some things you might like to comment on might be –

Your child's development in:-

talking & listening

concentration

getting on with other children and adults

playing alone/with other children

doing things for him/herself

fine motor skills e.g. drawing

gross motor skills e.g. climbing, riding a bike

interest in words/numbers.

***Parents comments on child's progress during year at nursery school.***

Please write anything you consider important or interesting about your child's development during the last year – progress at home or at school.

You might like to look back at what you wrote when your child started at nursery and use those headings to prompt your thoughts (to be found at the front of your child's special book – do ask for it).

You may like to talk with your Key Worker(s) if you have any queries or need any help.

We can arrange an interpreter if necessary.

## **Colleges Nursery School**

### **OBSERVATIONAL DRAWINGS**

Two during year -      one during first term  
   one just before child leaves nursery  
   (one mid-year if time allows)

For each observation children should be asked to draw a person.

Each drawing and observational comments should be dated and named, also signed by the observer.

Comments should include right/left hand, type of pencil grip (e.g. palmer, pincer), child's attitude to activity, language used, length of concentration and length of activity.

Use a black biro/pen for writing comments and child should use a thick, dark pencil or a Berol Handwriting Pen to allow for successful photocopying. Do not use coloured pens or pencils.

Drawings and comments should be photocopied immediately. A copy should be placed in the child's County Folder. The original copy should be placed in the child's Special Book.