



Waterton Pre-Schools

Assessment Policy




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“Assessment plays an important part in helping parents, carers and practitioners to recognise children’s progress, understand their needs, and to plan activities and support. Ongoing assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners knowing children’s level of achievement and interests, and then shaping teaching and learning experiences for each child reflecting that knowledge. In their interactions with children, practitioners should respond to their own day-to-day observations about children’s progress and observations that parents and carers share.

Assessment should not entail prolonged breaks from interaction with children, nor require excessive paperwork. When assessing whether an individual child is at the expected level of development, practitioners should draw on their knowledge of the child and their own expert professional judgement and should not be required to prove this through collection of physical evidence.

Parents and/or carers should be kept up-to-date with their child’s progress and development. Practitioners should address any learning and development needs in partnership with parents and/or carers, and any relevant professionals.”


(Statutory Framework for the Early Years Foundation Stage 2021 p.18)  [Early Years Foundation Stage Framework](#)

At Waterton Pre-Schools we use our observations of children as part of our assessment processes to respond to each individual child in the setting ‘in the moment’ as they are actively learning. We monitor the learning and development of each child and note where they are not ‘Working At’ the typical expectations for their age so that we can devise activities to support children’s learning as we move through our curriculum.

Assessment Processes

Parents and Carers

Parents are the primary educators of their children. Our assessment of our children starts with them. We listen to them and note what they tell us about what their children know and can do. Parents can expect:

- A home visit or initial visit to setting where our practitioners will observe and discuss what children can do with parents and carers. This is the starting point of our ‘On Entry Assessment’.
- Practitioners to share and discuss the relevant age-related expectations outlined in the ‘What to Expect When . . .’ document.  [What to expect in the EYFS](#)
- To be informed if through the assessment process any issues have arisen and any difficulties that the child may be experiencing have been identified and what we are planning to do to support this.
- A parent consultation in which their child’s key worker will share with them the progress that their child is making.
- A report at the end of the year detailing their child’s progress in Pre-School.

Practitioners

Observing, assessing and monitoring children's progress is an integral part of the role of the EYFS Practitioner. Our practitioners make judgements all the time about what children can do and what they are learning. It is these judgements which inform how they interact with the children, whether they need to challenge misconceptions, provide practical support, scaffold learning, provide commentary etcetera to what children are doing. There are also a plethora of assessment points throughout each term that practitioners are involved in. Practitioners will:

- Complete an On Entry Assessment at age 2 for our 2 year old children. This is completed within six weeks of the child starting to provide time for them to settle in.
- Will complete the statutory '2 Year Old Progress Check' at around 30 months
- Gather parent's and carer's views and complete a Parental Views form
- Complete an On Entry Assessment at age 3 for our 3 year old children. This is completed within six weeks of the child starting to provide time for them to settle in.
- Make note of observations of their own Key Children and other's children to record "Wow Moments".

Key Workers

Key workers are responsible for assessing and monitoring the progress of their Key Children. They will spend time with their children and take care to get to know them well as they build up their special relationship. Key workers will be able to articulate with examples, how each of their children are learning and developing and the progress they are making through the EYFS. Key workers will:

- Record all noted 'Wow Moments' on to the online system '2Simple' for parents to see.
- Complete a detailed observation and gather evidence to add to 2Simple one per half term per child.
- Add notes on to the weekly planning document to indicate children's involvement, well-being, progress and achievement and where a child has not made progress or achieved the learning objectives. This will be used to inform weekly planning.
- Be prepared to discuss their children's learning and development with the Manager or Deputy Manager at half termly progress meetings and when asked.
- Prepare an end of year annual report on progress for each child to be given to parents/carers in July.

Managers

Managers are accountable for the learning and development that takes place in their Pre-School. They will quality assure the assessments made by their staff and ensure that practitioners have the knowledge and skills required to make accurate judgements about children's learning and development. Managers ensure that all required assessments take place accurately and in a timely manner and monitor children's progress throughout their time in Pre-School. Managers will:

- Ensure that 'On Entry' Assessments are completed for each child within six weeks of them starting Pre-School.

- Ensure that the mandatory '2 Year Old Progress Check' is completed for each eligible child within the required time frame and that this is shared with parents/carers.
- Ensure that all children are noticed and recorded in both a detailed observation and a 'Wow Moment' at least once per term.
- Hold weekly senior team meetings to check that children are on track and are 'Working At' the expected level for their age and are keeping up with the curriculum. They will ask Key workers "Have your children learned and demonstrated what we wanted them to learn and are they on track?"
- Facilitate children's learning and development meetings with each key worker to ascertain children's progress and development in all areas of learning and development; to be held in the last week of each half term.
- Input information from curriculum monitoring sheets and 2simple on to OTrack termly.
- Provide an overview of children's learning and development to the Executive Headteacher using OTrack, with samples of evidence from 2Simple and weekly planning documents termly and be prepared to articulate the assessment processes and children's development when asked.
- Engage in termly moderation activities with the EYFS teams across the trust using OTrack and the Trust Milestones document to discuss the progress made by a sample of children in a selected area of learning.
- Prepare documents to show summative data to be shared with Committee Members and Trustees annually.
- Quality assure and contribute to the end of year report to be provided to parents/carers commenting on the children's learning and development.
- Share end of year cohort and individual children's data with Reception Teachers as part of transition to schools.

Pre-School Executive Headteacher

The Executive Headteacher has overall responsibility for the teaching and learning in the Pre-Schools and will monitor the assessment processes in place. The Executive Headteacher will:

- Meet with Managers termly to discuss the progress children are making
- Support Managers to shape the curriculum in response to progress data
- Share summative data with Trustees
- Meet with Trust school Reception teachers to check for accuracy in data
- Support Trust EYFS moderation processes
- Ensure that the curriculum offer enables children to make progress in all areas of learning and development and provides opportunities for children to demonstrate what they know and can do.

There is no reportable data within the nursery year however we acknowledge the integral role that quality observation and assessment has on children's learning and development. It enables us to plan effectively to support each step of children's learning and development and provides a valuable insight into the effectiveness of our curriculum.