

Stradbroke Primary Foundation Stage Observation and Assessment Policy

Supporting the achievement of all children



<u>Written By</u>	<u>Written Date</u>	<u>Review Date</u>	<u>Approved by</u>
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Aim

Observation of young children is the main means of assessment within the Foundation Stage (FS) and is used to assess children's learning and progress and inform planning. As a FS unit we need to ensure all practitioners have an understanding of the different observation formats and how it leads into assessment and planning. Observation and assessment within the FS needs to be carried out with a uniform approach to ensure smooth transitions between groups and classes.

Methods of observation

- Snapshots using labels for instant recognition of a child's achievements.

These should include the child's name, date observed, area of learning and be initialled by the practitioner.

- 5 minute observations (or longer if appropriate) of individuals or groups of children

Every child should have the minimum of a five minute observation each term allowing for a picture to develop of that child. Some children (e.g. SEN) may need more.

It is good practice to inform the child/children you are observing and these to be shared with the child/children and parents afterwards.

These observations should be a positive record, dated, signed by the practitioner. Learning taking place should be identified in the evaluation and next steps recorded and fed into planning.

- Teacher focus

Each week there are an appropriate number of focus activities. Records of these activities should be minimal allowing for the practitioner to concentrate on working with the children. Tick lists are adequate to record progress.

- Target child for a week

Using observations from the previous week as a way of informing which child needs targeting, practitioners target children for a week using any of the observation formats available.

- Photographs, video, voice recordings

All of the above can be used as evidence to support written observations and for children to talk about what they have been learning. Video, in particular of role play allows time for practitioners and children to look back at and 'spot' children's learning and development not seen during the 'live' session.

- Parents and carers

We recognise the important role parents and carers have in their child's development and record relevant contributions to add to their child's record. They will be invited to record WOW events at home on postcards; these will be shared with the class at school, displayed and then placed in the learning journey.

Opportunities to share observations with parents/carers through parents evening or 1:1 meetings should be used.

- Children's learning journey

Each child will have their own learning journey as evidence of learning. These will contain positive snapshots and 5 minute observations, photos, samples of emergent writing, creative and numeracy. Work from home including WOW cards may also be added.

Key workers (In FS1 teacher and TA's, in FS2 teachers) need time to ensure they are kept up to date.

The learning journey is available for parents to look at, at any time.

The learning journey should be available for senior management to scrutinize without notification.

Planning

Using the observations planning can include

- Changing the lay out of areas following practitioners observing an area not being used to its full potential.
- Changing topic planning to include child initiated learning.
- Adding enhancements to areas to further develop child initiated learning.
- Deciding on the following weeks target children.
- Changing anything that isn't working.

Assessment

Initial assessments are used at the beginning of the term when a child begins in nursery to establish entry level. In Little Teds the 2 year check is completed.

Practitioners should use the observations and their own professional knowledge of a child to make judgements against the 'Development Matters' and the early learning goals at the end of the reception year.

Next steps need to be discussed to ensure children continue to develop at their own pace.

Assessment needs to be fed into planning meetings to ensure progress.

Language screenings take place for Foundation stage children as necessary.

Opportunities for moderation involving staff from our own school and other schools from our trust should be developed to allow for discussion and agreement on what each statement means.

Opportunities provided by the LEA for moderation courses should be taken up.

Marking

As children's written work develops refer to the school marking policy as to how to feedback to children using methods such as simple marking symbols.