



All Saints Nursery School

Assessment Policy

Date written: [November 2022](#)

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Assessment Policy

All Saints Nursery School

“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. On-going assessment (also known as formative assessment) is an integral part of the learning and development process. It involves practitioners observing children to understand their levels of achievement, interests and learning styles, and to then shape learning experiences for each child reflecting those observations. 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.” EYFS Statutory Framework 2022 p18

Principles for Early Years Childhood Observational Assessment

Assessment should be

- based on on-going observation of children participating in everyday activities
- include spontaneous and planned observations
- take equal account of all aspects of the child’s development and learning
- actively engage parents in developing an accurate picture of a child’s development
- based on judgements of children’s development and learning including skills, knowledge, understanding and behaviour, demonstrated consistently and independently

Assessment should not:

- entail prolonged breaks from interaction with children
- require excessive paperwork; paperwork should be limited to that which is absolutely necessary to promote children’s successful learning and development

The Assessment Cycle at All Saints Nursery School

Formative assessment

On entry to All Saints Nursery School staff will observe and assess the child’s stage of development referring to the “Development Matters in the Early Years Foundation Stage” (EYFS) document. Parents are encouraged to let staff know about their child’s needs and interests on our entry form. Informal discussions will also take place during the settling in period.

All children will be observed regularly using Tapestry. Evaluation of the observation will note evidence of learning in the different areas of the curriculum and evidence of the characteristics of effective learning.

Information from these observations will be used to inform planning for future activities: on the weekly plans (planned activities and group activities), and individual learning plans as appropriate.

Informal targets are set termly in Communication and Language, Literacy and Maths, also in Physical Development if necessary. These are shared with the child, using appropriate language.

Daily observations of children’s achievements will be recorded using i-pads and “Tapestry” software which will then form part of the child’s learning journey. Parents are encouraged to contribute to their child’s Tapestry profile learning journey so they can share their child’s achievements and development at home with staff.

A portfolio of work will also be collected for each child and will include a piece of work from the following areas of the curriculum three times a year: name writing, fine motor (physical development), self-portrait, creative (expressive arts and design), maths, ICT (understanding the world).

Informal daily chats with parents and formal parent consultations three times a year allow parents the chance to contribute to the formative assessment of their child. Planning is based on assessment of children and used as a tool to ensure children's progression.

Summative Assessment

Information from formative assessments of the child will be used to assess against Kent Milestones, looking at which stage of development best describes the child at that point (using the development matters document) three times a year: in Autumn, Spring and Summer Terms.

Entry assessments for each child will be entered in their first or second term depending on their date of entry and age. This information will be kept on the Kent Milestones Toolkit Tracking document which is kept in school electronically.

Teachers will write a summative report on children during their final year in the summer term which will be shared with parents/carers and school. Parents/carers and children's views will be sought and included in the report.

If a child is working well below the expected stage of development in any area, a School Support Plan will be written and shared with parents. The child will be included on the special needs register. Other professionals will be involved: e.g., Speech and Language Therapist, Health Visitor or Educational Psychologist if the SENCO thinks this is necessary to aid the child's development. All information will be shared with parents. Information will be shared with Trustees via the annual Managers report to Trustees and using data from the MAT tracker in July.

Two-year progress checks

All children entering All Saints Nursery school at the age of two will have a two-year progress check before their 3rd birthday (except rising threes: those turning three in their first term).

The views of the parent and child will be sought and included in the check. Any significant delay recorded will be shared with the appropriate professional partner: e.g., Speech and language therapist, Health Visitor.

Children showing a delay in areas will be supported with individual interventions. These intervention groups will be monitored termly and individual targets re-set.

All information from formative and summative assessments will be passed on to the child's primary school, including their All About Me document.