

ASSESSMENT, RECORDING AND REPORTING

The nursery assesses children using a system based on EYFS. Staff record children's progress on a tracking sheet which is updated on entry and at the end of each term.

Progress Matters is used to identify which age band children are in on entry and at the end of each term. This provides a record through the year and can be used to identify progress and ensure that planned activities are appropriate to the needs of the children.

Staff assess children using observations of children during child choice and adult-focused times as they work and play. It is part of the daily routine and planned activities. No specific assessment tasks are set up, although on occasion observations may have a specific focus.

"Assessment needs to be based on observations of the children in the full range of activities, provisions and experiences available. The DfEE, QCA and Ofsted all recommend that assessment is based on active observation." (Hutchin 1999)

Staff use their professional judgement to analyse evidence collected to record which age band each child has reached and which statements they have achieved in the Early Years profile. There will be a written observations, photographs or dated paper-based evidence such as a drawing or example of emergent writing to support the conclusion reached. The key worker is responsible for keeping up to date records of the children in their group and tracking progress. The data is entered on a tracking system for the whole nursery which is updated each term and analysed to identify gaps in attainment or provision.

Information to parents

- Daily dialogue with staff
- Open sessions are held twice a year for parents to have an informal talk with staff on their children's progress during the term.
- Profoles are available to parents at any time and they are encouraged to contribute using 'WOW' stars to record achievements at home.
- 'Next steps' sheets which share children's achievements, what they are aiming to achieve and how parents can help.