



Wentworth Nursery School and Children's  
Centre

# Assessment Policy October 2017



To be reviewed February 2020

## Wentworth Nursery School and Children's Centre Assessment Policy

### Aims:

The aim of this policy is to provide a structure in which the school is best placed in enabling all children to flourish in their learning by providing a rich, interesting and stimulating learning and teaching environment. At Wentworth Nursery School and Children's Centre we believe that for effective learning to take place the interactions by staff and parents are crucial along with a learning environment that stimulates, provokes and challenges children's thinking.

The objective of this policy is to establish a consistent approach to high quality learning and teaching which inspires all children and enables them to become confident and engaged learners.

We want this policy to:

- Value every child as an individual with specific strengths, interests and needs
- Foster a harmonious atmosphere which supports and promotes self esteem
- Build confident communicators
- Recognise value of assessment in moving young children's learning on
- Support children's development in all areas of the EYFS
- Highlight the importance of children leading their learning
- Contribute to partnership working with parents/carers

### Ethos:

At Wentworth Nursery School and Children's Centre we believe every child is entitled to an **inspiring, motivating, broad, balanced and challenging curriculum**.

At Wentworth Nursery School our assessment and teaching approaches are directly linked to research and pedagogy.

At Wentworth Nursery School we recognise for children to learn effectively it is crucial that they are provided with **meaningful, active and relevant experiences combined with high expectations, access to aspirational vocabulary and opportunities for the learning to be developed over a period of time, (Dowling, 2012)**. The school therefore is committed to developing its approach in utilising sustained shared thinking; (learning taking place over a period of time, where the depth, breadth and challenge of learning for a group of children is enhanced), EPPE, 2014.

The school also notes that high quality learning is one where children are involved in adult directed learning as well as learning initiated by the child; (Bruce, 2012, REPEY, 2002). **Consulting** with children is recognised as an important process, where children are given as much opportunity as possible to contribute/lead their respective learning journeys. (Carr, 2013, Dowling 2012). Therefore, staff will liaise with children, using observations, to ensure the voice of the child is clear and where possible children to attend termly

reviews to celebrate their successes and contribute to the formation of their future priorities in conjunction with the keyworker and parent/carer.

## **Assessment**

The school rigorously and robustly uses assessment to drive children's learning. Below is a summary of the key steps.

### **Baseline Assessment**

A baseline of all our new children is formed within six weeks of children starting, utilising the following strategies:

- Home visits of all children
- Observations: running observations/focused observations
- Interactions with children
- Discussions with parents/carers
- Multi-disciplinary professional meetings

### **On going assessment**

Every child has learning priorities which are reviewed every half term  
Children's learning is reviewed and developed on a daily basis incorporating the following points:

1. Adult directed learning
2. What was the learning intention
3. What evidence do I have that the learning intention was achieved/developing
4. In light of the evidence what are my next steps to move the learning on:  
extension/consolidation
5. Child initiated play
6. What was the play telling me about the child's learning?
7. How am I going to move the learning on: play partnering/provision/adult directed learning

At the end of every term there is a formative assessment of all children which provides information on groups of children including: cohorts, EYPP, SEN, gender, and EAL. This information is used to inform our planning and provision.

### **Summative assessment**

At the end of the child's time at Wentworth nursery school we create a summative assessment of both the individual child and cohort groups. This information is used to support the school in further developing its provision and practice to drive learning on. Our aim is for all our children to be thoughtful, considerate and confident life long learners!

## **Procedures in place to promote high quality learning and progression**

### **Planning approach**

#### **Medium Term planning and monitoring**

At the end of each term the child's keyworker, parent and where appropriate the child will attend a termly review where previous learning priorities are reviewed and new ones are set for the child for the following term. These priorities are monitored reviewed and addressed by the keyworker during the term.

All the learning priorities are compiled into the medium term planning which provides a clear structure for ensuring children's learning priorities are addressed.

The termly priorities for children with SEND may be those priorities set at the Support Plan reviews, but may also include additional priorities based on the entitlement of the child to a broad, balanced and challenging curriculum.

Children's learning priorities are reviewed on a half termly basis to establish a clear momentum for learning. If they have been achieved, new priorities are identified for the child so continuing the progression for learning.

At the end of each term, the teachers in conjunction with the Early Years Educators, assess children's learning against the Early Years Foundation Stage (EYFS) curriculum. This assessment in turn influences the additional learning priorities that are identified for the subsequent term; which contributes to the following medium term plans. This illustrates how formative assessments are clearly impacting on planning as well as ensuring each individual child is receiving a broad, balanced, challenging and in-depth curriculum.

Additionally, the Deputy Head Teacher and Head Teacher will add additional learning priorities to ensure both breadth and depth of learning within the Statutory Framework for the EYFS as well as any key issues that may have presented themselves when reviewing the outcomes of children at the end of each respective term.

#### **Weekly planning**

On a weekly basis eight children are identified where observations were previously taken. Children are identified on a rolling basis; consequently all children are observed during the term. The keyworker will identify one of the child's learning priorities and use the observation coupled with professional knowledge of the child to incorporate effective strategies to ensure the learning priority is addressed. Equally the school reviews the learning that took place in that week and any aspects of the curriculum that require further development are also incorporated into the following weeks planning. In so doing, assessment is continuously feeding into the planning process and so ensuring a rigorous in depth drive for learning.

### Daily planning

On a daily basis, the nursery team meets to evaluate the learning within the following context:

#### Adult directed learning

What was the learning priority?

What evidence do I have that the learning priority was achieved?

In light of this what are my next steps to consolidate or extend the learning?

#### Child initiated learning

What does the play tell me about the learning?

What role should the practitioner under take to move the learning forward; e.g. play partnering, adding further provision, finding out more or moving the experience into an adult directed learning.

During the above process (end of day evaluation) keyworkers will identify children to be targeted for specific learning experiences based on their needs and interests as well as with reference to the Medium Term planning.

### Planning for new children

For new children starting a term, the school would have identified learning experiences based on the child's interests and needs gathered from the home visit. These areas combined with learning points from the EYFS curriculum which the school believes are important in supporting the transition from home to school will initially be the key priorities for all children. Assessments will be taken over a six week period; (for both Prime and Specific areas of learning); to establish a baseline of learning within the Early Years Foundation Curriculum.

The child's keyworker (see below) will identify new priorities for the latter part of the term. All keyworkers will meet parents/carers after the six week settling period has lapsed.

### **Sustained learning**

At Wentworth Nursery School and children's centre we recognise that for children to be robustly challenged, learning experiences should provide opportunities for learning to take place over a period of time. Within this context the learning should illustrate:

- Progress of over a period of time
- How children's depth of learning has been developed
- The breadth of curriculum coverage
- The child's voice

### **Keyworkers**

All children will have a keyworker. A keyworker is a member of staff who will establish a secure relationship with a number of key children. At Wentworth Nursery school, the

keyworker has primary responsibility for all her/his key children with the class teacher having overall responsibility.

The aim of the keyworker is to:

- ensure all children make substantive progress
- **contribute to children being exposed to an inspiring, motivating, broad, balanced and challenging curriculum.**
- Contribute to children feeling safe and secure within the nursery
- make assessments of children's learning to ensure a momentum of learning
- ensure all key children are challenged and enabled to reach their full potential by being an advocate for their key children
- establish effective partnerships with parents/carers to move their children's learning forward
- maintain up to date records (including the use of Tapestry) of their key children's learning during their time at Wentworth Nursery School

All keyworkers should have the following information that enables them to effectively move young children's learning on:

- Complete list of all learning priorities (Teachers & Keyworkers)
- Medium Term planning (Teachers & Keyworkers)
- Support plans for all one's key children (Teachers & Keyworkers)
- Support plans for all children within one's base room (Teachers)
- Ethnicity and language break down for all children (Teachers)
- Termly and settling reviews Teachers & Keyworkers)

#### Keyworkers for our two year old children

Keyworkers for our two year old children will use special books in conjunction with tapestry. Special books will include the following:

- Picture of the child on the front and name
- Parent voice
- Child's significant interests and learning priorities evidence through images and where appropriate next steps which are followed up.
- Settling and termly reviews.
- It should be clearly evident within a child's special book the clear progress she/he has made along with reference to settling and termly reviews.

#### **Observations**

When making judgments of children, we recognize such judgements need to be:

- Over time
- Primarily child initiated

- In a variety of contexts.

Wentworth Nursery School recognises that using observations enables the school to note children's interests, strengths and possible areas for development as an important strategy in moving children's learning forward.

We focus on what the child can do to initially build on children's development; we additionally will use children's interests as strategies to further develop those areas of learning that require further development. Observations are regularly used in daily and weekly planning, where observations feed directly into the planning process. Key observations are noted at the end of day evaluations.

Significant achievements/experiences by the child are recorded and further developed with such achievements being recorded in the child's Tapestry File.

### Tapestry

All keyworkers, including keyworkers of two year olds, should use Tapestry to record significant observations and collate evidence that is meaningful and purposeful to the child. Tapestry is one tool that enables staff to have an effective understanding of where children are in their learning, however, it should not be used where it in anyway interrupts the flow of learning.

The following should be collated with the aim of contributing to robust assessments of children in order to move learning on:

- Evidence of learning priorities being addressed
- Evidence of progress in mark making and reading
- Evidence of progress in mathematics
- Evidence of other curricular areas as significant

Next steps should be identified and followed through by either the keyworker or practitioner who is working with that child(ren) over time.

### Interactions

Throughout our interactions with children all practitioners focus on:

- listening to children,
- using open ended questions that promotes thinking such as 'I wonder?', what do you think
- **Motivating and inspiring** children through the use of concrete learning experiences.
- Development of either a skill (what we want a child to be able to do), a concept (understanding), knowledge (what we want a child to know) or disposition (a quality to be fostered such as curiosity/confidence/perseverance

- Enhancement of language; through the provision of meaningful and adventurous vocabulary in context to children's learning; for example explaining the term hypothesizing when children are making hot chocolate on an open fire, '*xxx said the chocolate would melt because the fire will make the milk hot*'.

### **Working in partnership with parents to enhance their child's learning.**

Parents are key to young children's learning and at Wentworth Nursery school and children's centre this recognition is embedded in our practice in the following ways:

- Home visits: listening to parents about key information they are sharing about their child.
- Settling/Termly reviews; where priorities are jointly agreed and parents are provided with strategies they can undertake at home in partnership with the nursery to support their child's learning.
- Home learning: the school provides a range of learning experiences for children and parents to engage within a hands on context to promote both talk and enjoyment for learning.
- Using information gleaned from workshops
- Termly reviews and Leavers reports where the child's progress is celebrated and shared
- Parents coming into the nursery to work with children within a variety of ways including: story telling, cooking, and supporting local trips.

### **Special Educational Needs and Disability**

At Wentworth Nursery School we value and respect every child. We recognize that some children may require additional support during their time at the nursery. We will work in partnership with parents/carers and other professionals (where appropriate); to ensure a holistic approach to the child. Children with SEND may have a Support Plan and such plans will be reviewed at least termly, to ensure children are making substantive progress. Support Plans focus on both the child's strengths and areas for developments, identifying actions to be undertaken both at home and in nursery.

### **More able children**

Children will be determined 'more able' in terms of children making more than expected progress. At WNS we expect every child to make one level of progress per term that is moving from emerging to working within or secure to emerging in the next developmental age phase as outlined in the Development Matters Framework (2012). We do however, equally recognize that children do not necessarily develop in this linear fashion; but what is key is children making substantive progress over time.

Structures that will support additional challenge for our more able children include:

- Story groups
- Specific learning priorities
- Home learning opportunities
- Keyworker time
- Workshops for parents/carers to further enhance the learning of their children.

### Breadth of Curriculum

Curricular area	Key areas of learning What we want children to learn:	What we will provide
<b>Personal, Social and Emotional Development</b>	<p><b>Dispositions:</b></p> <ul style="list-style-type: none"> <li>• To be confident, caring and thoughtful individuals.</li> <li>• A display a desire to learn; a fascination for learning.</li> </ul> <p><b>Making relationships:</b> Being able to take turns, listen and respond to others, work collaboratively</p> <p><b>Managing feelings &amp; behaviour:</b> respecting and valuing others, taking turns, adhering to requests, modeling expectations to others; understanding our feelings and expressing such feelings appropriately.</p> <p><b>Self confidence and self esteem:</b> being able to make choices, sustain concentration, express ideas, having a willingness to have a go and persevere.</p>	<p>Learning will focus on developing secure relationships through following children's interests, working in partnership with parents and carers.</p> <p>To engage in children's play through play partnering.</p> <p>To model ways of interacting through small groups and in one to one situations where appropriate.</p>
<b>Communication Language Development</b>	<p><b>Disposition:</b> To be motivated to communicate. To express one self, utilizing a myriad of strategies including adventurous, inspiring and challenging vocabulary</p> <p><b>Listening &amp; attention:</b> To listen to others and respond appropriately, To listen attentively to stories and anticipate what might happen next.</p> <p><b>Understanding:</b> Comprehend what is said and follow instructions.</p>	<p>A range of communication strategies that most effectively elicits language and an excitement for language.</p> <p>Body language that promotes engagement</p> <p>Story props and role play</p> <p>Books and stories which promote discussion and inspire listening and responding</p>
<b>Physical Development</b>	<p><b>Disposition:</b> A desire to be active and understand what it means to be healthy</p> <p><b>Movement:</b> To be able to move, balance and travel in a range of ways. To be able to use a range of bats and balls. To be able to throw and catch.</p> <p><b>Health and self care:</b> To know what it means to be healthy</p> <p>To be able to attend to own personal needs, including: bathroom needs &amp; hand washing.</p> <p>To be able to dress oneself independently.</p>	<p>Challenging and differentiated climbing, and travelling experiences.</p> <p>Opportunities to cycle using a range of provision.</p> <p>Opportunities to use a range of tools including: scissors, saws, mark making tools.</p> <p>Opportunities for large mark making using a range of mediums</p> <p>To cook a range of foods,</p> <p>To plant, harvest, cook and compost a range for fruits and vegetables.</p>

<p><b>Literacy</b></p>	<p>Disposition: To have an enjoyment for literature  <b>Reading:</b> To be able to listen and contribute to familiar stories  To choose books independently  To know how to handle books and how they work.  To continue a rhyming string  To hear the initial phoneme and write some words phonetically  To be able to read simple words  <b>Literacy:</b>  To draw and talk about their illustrations  To be able to write their name  To understand marks carry meaning</p>	<p>A range of adventurous motivating books and stories.  To provide children with books of different genres including stories, poetry and factual books.  To use role play and story props to bring books to life.  To read books with empathy.  To promote parents/carers sharing books with children,  To provide opportunities to mark make on a range of mediums.  To value all mark making  To scribe children's marks where appropriate.  To encourage children sounding out words in context when appropriate.  To implement the 'Letters and Sounds programme in context to children's learning</p>
<p><b>Mathematics</b></p>	<p><b>Disposition:</b> To have a fascination for numbers, shape space and measure.  <b>Numbers:</b> To be able to count with 1:1 correspondence. To be able to recognize numerals 1-20.  To be able to solve simple addition and subtraction  <b>Measure:</b> Children to be able to have an understanding for the need to measure  Shape &amp; Space: Children to be able to recognize and describe properties of some 2d and 3d shapes.</p>	<p>A curiosity and excitement for mathematics.  To deliver mathematical curriculum for concrete and purposeful experiences including:  laying the lunch tables,  Weighing pumpkins to understand concepts of weight,  making a dolls bed to develop the concept of length.  Playing ball games to develop number recognition and counting skills.</p>
<p><b>Understanding of the World</b></p>	<p><b>Disposition:</b> To be curious and respectful about their world  <b>People &amp; communities:</b> To respect and value others,  <b>The World:</b> To know there are similarities and differences in many cultures. To be able to observe differences and talk about them. To be able to make predictions and begin to hypothesize. To understand how plants grow. To understand the importance of treating living things with care.  <b>Technology</b>  To be able to use technology for a specific purpose: To be able to follow a simple programme. To be able to programme a 'beebot' to implement a two step instruction; move forward two movements. To be able to use a digital camera safely and independently</p>	<p>To plan and implement learning experiences which incorporate festivals and cultural experiences that are specific to British Culture including: Christmas, St George's Day, Easter as well as cultures that are representative within our community.  To implement key community events which promote community cohesion such as: International week, Black History Week &amp; Comic Relief.  To implement learning experiences that enable children to explore their world including fostering their understanding about: scientific exploration through doing: conducting experiments.</p>

		<p><b>forces</b> (e.g ramps,friction, floating and sinking, magnetism)</p> <p><b>Life and living things;</b> opportunities to observe and explore living things through planting and growing, pond dipping, observing the life cycle of a chick and caterpillar.</p> <p><b>Observations:</b> To plan learning experiences that promote children to observe, make predictions and hypothesize such as through cooking, use of fires such as in exploring the concept of melting, magnetism. Posing questions, would a magnet work in water, how can we find out.</p>
<b>Exploration, art and design</b>	<p><b>Disposition:</b> To be willing to explore a range of art mediums</p> <p><b>Art mediums:</b> To be able to use a range of art mediums purposefully and effectively. To be able to hold a paint brush/pencil and make controlled marks. To be able to create some secondary colours. To know how to join materials together using tape and glue. To be able to plan, design, build and reflect. To be able to sculpt with clay. To be able to use some wood work tools effectively. To be able to listen and respond rhythmically to a range of sounds. To be able to use some instruments effectively.</p> <p><b>Being imaginative</b> To create a narrative in their play. To engage in symbolic play. To create props for their play To engage in role play demonstrating empathy.</p>	<p>Opportunities for children to engage with a range of art mediums including: wood, clay, paint, natural materials including plants, stones and features. Children to be modelled how to mix their own paints. Children to be taught how to sculpt with clay using appropriate vocabulary including such terms as slip, clay, sculpt, sculptor. Opportunities for children to be taught how to use tools safely and effectively. Practitioners to promote reflection, through use of open ended comments/questions as appropriate. Opportunities to explore music and movement including weekly drumming by a professional musician Role play provision provided to motivate learning which is altered at least half termly according to children's interests and entitlement to a challenging curriculum.</p>

### Educational Visits

During each term keyworkers will plan educational visits based on both children's interests as well as contributing to inspiring children's learning. Such visits may include: The Royal Academy, The Golden Hind, or The Science Museum.

The following pages set out:

- Provision Map 2016/2017
- Learning Priorities for new children starting nursery
- Summary of learning opportunities across the nursery
- Garden provision
- Settling review template
- Termly review template

**Provision Map 2016/2017**

Academic Year	Enrichment Experiences	Main Curriculum focus from such enrichment experiences
Autumn 1	Visits from Local Police Stables Drumming	(UW People & Communities) (UW People & Communities) (PSE Making relationships) (UW People & Communities)
Autumn 2	Educational visits Leaver's concerts Drumming Christmas	Across the curriculum (UW People & Communities)
Spring 1	Visits from Local Police Stables Drumming	PSE Self confidence CLL: (Listening, attention and speaking) (UW People & Communities) CLL: (Listening, attention and speaking)
Spring 2	Educational visits Drumming	Across the curriculum PSE: self confidence and self esteem, CLL (Listening and speaking)
Summer 1	Life cycle of a chick School International Week Drumming Educational visits	(UW world strand) Across the curriculum UW: (World strand)
Summer 2	Life cycle of a butterfly Drumming Leaver's concert	(UW world strand) PSE all strands CL: all strands

#### Learning opportunities across the Nursery

Fire Room	Air Room	Water Room
Learning opportunities transcend all areas of learning which includes addressing <b>Characteristics of Effective Learning</b> , which move through all areas of learning.		
Playing and exploring	Finding out and exploring Playing with what they know Being willing to 'have a go'	
Active learning	Being involved and concentrating Keeping trying Enjoying achieving what they set out to do	

Creating and thinking critically	Having their own ideas Making links Choosing ways to do things

<b>Learning priorities for new children starting nursery</b>		
<p><b>PSE</b></p> <p>To separate from main carer with confidence To be motivated to take part in experiences indoors and outside To know the setting's expectations To be able to select and return resources To be able to attend to own personal hygiene and self-help skills including eating and drinking. To begin to recognise the need to share and take turns</p>	<p><b>CL</b></p> <p>To want to communicate To be able to express feelings and needs To know some vocabulary of the setting (including names of adults and children)</p> <p><b>L</b> To show interest/ enjoyment in books, stories, rhymes and songs</p>	<p><b>PD</b></p> <p>To be willing to explore the environment through gross and fine motor activity To be willing to take a risk To manage their own basic hygiene and personal needs</p>
<p><b>Understanding the World</b></p> <p>To know their way round the environment To know the daily routine To be curious and use senses to explore</p>	<p><b>Mathematics</b></p> <p>To show an interest in sorting, counting and classifying when playing and tidying up To be able to sort and match when tidying away</p>	<p><b>EAD</b></p> <p>To be motivated to try new creative experiences To be able to represent ideas using a range of media</p>

### Garden Provision

Within the garden there should always be planning/provision to support the following:

**Being able to move safely and effectively:** including balancing, jumping, climbing, using hand eye co-ordination.

**Large climbing apparatus,** trampolines, ball games including using bats, basket ball hoop, bikes (a challenging course should be provided for the children)

**Mark making opportunities:** using large decorating brushes, recording how many hoops scored, using large chalks

**Counting and number opportunities:** including games such as basket ball, football and collating the score, hop scotch, group games such as what time it is Mr. Wolf.

**Fostering curiosity and observational skills:** digging, pond dipping, making fires, responding to children's interests finding of mini-beasts, talking and looking at the world around them; pointing out the shoots coming from the trees, wildlife that is seen.

**Fostering an interest in books:** provision of baskets of books to support children's interests, role playing stories e.g.: we are going on a bear hunt is a wonderful story that lends itself to the outside area.

**Fostering creativity:** consider the use of creating dens, role play opportunities, mud kitchen, working on a large scale with boxes, large pieces of natural materials (consider the work of Andy Goldsworthy), painting on a large scale

Name of child

Date

Date started

Attendance:

**Personal Social and Emotional Development**

- To separate from main carer with confidence; To be motivated to take part in experiences indoors and outside
- To know the setting's expectations; To be able to select and return resources; To begin to recognise the need to share and take turns.
- To be able to attend to own personal hygiene and self-help skills including eating and drinking.

**Physical Development**

- To be willing to explore the environment through gross and fine motor activity
- To be willing to take a risk
- To manage their own basic hygiene and personal needs

**Communication and Language Development**

- To want to communicate
- To be able to express feelings and needs
- To know some vocabulary of the setting (including names of adults and children)
- To show interest/ enjoyment in books, stories, rhymes and songs

Parent/Carer Comments

**Learning priorities**

Include children's interests and strengths

**Strategies:** including what the child will be doing at home

**Child's comments:**

Name of parent/carer  
Headteacher's signature

Keyworker

child's signature

date

## Termly Review

Name of child

Date

Date started

Attendance:

### Review of previous learning priorities

How did I achieve my priorities?

What can I demonstrate to illustrate how I achieved my learning priorities?

### Parents/carers comments

### Child's comments

### New Learning priorities

Include children's interests and strengths

**Strategies:** including what the child will be doing at home

Name of parent/carer

Keyworker

child's signature

date

Head teacher's signature