**Assessment Policy**

At Windmill Pre-School, Assessment plays an important part in helping parents, carers, and practitioners to recognise children’s progress, understand their needs, identify any gaps in their development/learning and to plan activities and support development. The practitioners respond to day-to-day observations about children’s progress and observations that parents and the Key Persons share.

Our curriculum supports children to develop in all areas of the Early Years Foundation Stage, with emphasis on the characteristics of effective learning. Each child has the opportunity to explore all areas of the curriculum, through play and individual interpretation, both indoors and outdoors through child led and adult led activities. Windmill Pre-School celebrates these individualistic approaches and creates opportunities for all children to progress holistically.

Windmill Pre-School uses ‘Tapestry’ software to record all observations and assessments where parents can access their child’s information and contribute and share their child’s learning and development. Both summative and formative assessments are recorded and stored on ‘Tapestry’. These can be in the form of written observations, photos and videos. At times it may be necessary to make hand written observations. These will be stored in accordance with our Data Protection Policy and will be added to the child’s folder when they leave the setting.

When planning and guiding children’s activities, practitioners reflect on the different ways that children learn and reflect these in their practice. The learning and development requirements take into account the fact that children develop and learn in different ways and at different rates, and that all areas of learning and development are inter-connected and are equally important in contributing towards children’s development.

Practitioners respond to the child’s investigations wherever and whenever they occur. Practitioners observe not only what the child learns but also how, in order to appreciate the different learning styles (Characteristics of Learning) in the early years.

**Summative Assessments:**

When assessing children’s learning and development, Windmill Pre School will adhere to the guidelines set out in the Statutory framework for the Early Years Foundation Stage.

***Starting point***

At the end of the first 2 weeks of starting at Pre-School the child’s key person will complete the Leuven scale of wellbeing form which will help the key person decide if the child has settled in the new setting enough to begin to assess their development. If a child is assessed at level 4 or 5 the key person will then complete a **starting point**. If the child is showing wellbeing at less than a level 4, the key person will review the child’s using the Leuven scale on a weekly bases until they reach a level 4 or 5. The starting point is to be completed by the key person, using the formative observations, their knowledge of the child and comments and observations provided by the parents. The child’s learning and development will be assessed in the prime areas. The key person will use the information obtained from the starting point to provide for the child in the setting, to ensure their needs are met and to ensure they continue to develop and be challenged in their learning journey.

***2 year check***

When a child is aged between two and three, practitioners review the child’s progress, and provide parents and/or carers with a short written summary of their child’s development in the Prime Areas. This progress check helps identify the child’s strengths and any areas or gaps in their learning and development. At Windmill Pre-School we aim to complete this in the half term before the child turns 3. If a child attends a second setting the child’s key person will contact the setting to decide which setting will complete this check. It is usually the setting that the child attends the most that will complete it. Both settings can inform the 2 year check using their knowledge of the child. Both settings will have a copy of the 2 year check. It is also helpful for parents/carers to provide us with a copy of the health visitor 2 year check.

***Termly development tracking***

At the end of each term the child’s key person will complete a review of the child’s development. They will use their knowledge of the child, the formative observations and comments and observations from the parents to complete this. The key person will decide if they ‘have no concerns’ or ‘concerns’ over the child’s development in the relevant areas of learning. For children under 36 months this is in the prime areas and for children 36 months and over this is in the prime and the specific areas. If the key person has ‘no concerns’ it is taken that the child has made development in that area of learning as would be expected for their age. Reflections can be made on ‘Tapestry’ to further expand on their reasoning for this. If the key person has ‘concerns’ over a child’s development in that area of learning they will also add comments using the reflection box to expand on this. It will be the responsibility of the key person to follow this up and ensure that the needs of the child are met to ensure the child makes progress. This will involve talking to parents/carers and if needed the SENCO.

At the end of each term the manager and room leaders will assess the children’s development by cohorts, eg, rooms, sex, key person. Each room will meet to produce an action plan to ensure that the cohorts are making progress in all areas of development.

***Class 2 end of year reports***

At the end of the summer term the child’s key person will write a summary of the child’s development in the prime areas. This will be shared with parents/carers who can also share with School.

This policy was reviewed on 12th December 2022

Bryony Smith – Chair of Windmill Pre-School Management Committee

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Claire Baker – Manager of Windmill Pre-School

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