



Regent House Preschool

Assessment, Observations and Record Keeping Policy

We believe that it is essential to treat each child as an individual and to help him/her to reach his/her full potential. To achieve this, we must be actively engaged in observing the children at all levels and all assessments and observations should be carefully recorded and shared with Parents/Carers.

Experience in the early years should build on what children already know and can already do. Observation, assessment, and record keeping are an important part of the educational process which begins as soon as the child starts at Regent House Preschool. We value working closely with Parents/Carers, as they are the child's first and most enduring educators. The information which Parents/Carers share with us during the induction process (June Intake and August settling-in days) is crucial in forming a basis for further learning, assessment, and observation.

Our rationale for this policy is:

- to increase our understanding of development of each child
- to assess the progress of each child
- to provide the appropriate play opportunities for each child
- to help plan for progression in the play activities
- to help in the evaluation of activities provided
- to share with Parents/Carers any progress/issues observed
- to assist staff in meeting the needs of each child

We operate a key worker system for observing children. Class Teachers will share observations and progress with Parents/Carers.

We hope to achieve this by completing the following types of records which will be kept in confidence and shared with Parents/Carers.

Daily Observations

The children are involved in our planning process and direct our learning plans through their individual needs, interests, and levels of development. Carrying out daily observations and working closely with Parents/Carers supports us with meeting the needs of all children as much as possible.

Daily observations will be recorded on sticky labels, discussed with other staff members, transferred to individual observation sheets, and reported orally to Parents/Carers. A child's progress is observed, planned, and recorded using the individual observation record sheets, covering learning outcomes across the six areas of the Curriculum (Preschoolers only). Adapted observation record sheets are used for Pre-Preschoolers attending the Preschool.

A child's progress is indicated by a colour key:

Yellow - Beginning to make progress

Blue - Making reasonable progress

Red - Achieved competency

Tracking Observations

This is an individual monitoring sheet to record the activities/behaviour of an individual throughout a short period of time (hour/session). This will be used to monitor any child whom staff or Parents/Carers have specific concerns about.

Transition Reports

Transition reports will be completed by the Class Teachers in the final month of the academic year. They will be sent to Parents/Carers to sign their permission for forwarding this document on to their child's Primary One Teacher in any school to which a child may transfer.

Preschoolers transitioning on to P1 will receive a report detailing learning outcomes across the six areas of the Preschool Curriculum and whether he/she is 'making reasonable progress towards achieving this competency' or 'has achieved this competency.'

Pre-Preschoolers transitioning on to Preschool will receive a report with a short paragraph on his/her progress throughout the year.

Observation

Observation involves watching children closely and then noting down what is seen and heard in order to:

- gain a detailed understanding of the child including patterns of behaviour
- plan for children's individual needs and interests, including specialist advice and support when required
- plan for progression and differentiation
- inform curricular planning
- share the child's development with Parents/Carers
- provide information on transfer to the next stage of education
- give staff a greater insight into how children learn

Observations are made by adults, who are involved with the child, including: Parents/Carers, Preschool staff, students and other professionals (e.g. health visitor, speech and language therapist, physiotherapist and educational psychologist) as well as the children themselves. Parental permission will be obtained before observations are taken. Anecdotal observations are recorded on sticky labels and filed in the Observation Folders. This focused observation allows target areas for development to be identified and this information is used to inform transition reports and to build up a detailed picture of the child's development over time.

Assessment

Assessment is the process of reflecting, analysing, and evaluating a child's learning. At Regent House Preschool, an initial assessment is based on information from the home setting shared by Parents/Carers with staff, in addition to information from other settings and agencies (e.g. speech and language therapist, health visitor and others).

Preschool staff use a combination of formative and summative assessment – formative assessment where the emphasis is on planning the next stages to be taken by the child, and summative assessment, which provides a snapshot of the child's achievements and abilities at a particular stage.

Formative assessment is the regular recording of children's learning experiences, which informs appropriate planning to allow for progression in learning. This information also provides evidence for summative assessment and for discussion at Parent/Teacher Consultations. Parents/Carers are invited to attend Parent/Teacher Consultations twice a year.

Record Keeping

Staff keep a variety of records including emergency contacts, addresses, parental consent for outings, video and photographs, information on health and safety, and individual records of learning.

All children are regularly and continually observed and assessed and notes are kept in individual pupil sections in the Observation Folders which contribute to a record of development and learning over time. These anecdotal records are ongoing and inform planning throughout the year. Records cover all aspects of a child's development, including all six areas of learning in the Preschool Curriculum Guidance (Preschoolers only):

- Personal, Social & Emotional Development
- Language Development
- Early Mathematical Experiences
- The World Around Us
- Physical Development and Movement
- The Arts

Staff will take photographic evidence to accompany the observations that are made (with Parental permission). These images are collated and presented with examples of the child's work in an end of year scrapbook and on staff planning files to evidence observations. Photographs/videos will also be used to share learning on Seesaw/Facebook. This serves as a personal record of the children's time at Regent House Preschool and a celebration of learning.

Please see the Social Networks, Mobile Phone and Photography and Videography Policy for more information.

Parental Permission

I agree to the Preschool staff recording observations of my child to monitor his/her progress and development.

Sign: _____

Date: _____

Monitoring and evaluation

This policy will be reviewed and monitored in line with the Preschool's policy review schedule.

Reviewed:
14/05/23

Approved by BOG:

30/05/23

21/09/23