

Assessment policy

Initial Meeting: All parents are shown around the setting and introduced to the setting's policies and procedures. Parents are given information on the setting and an opportunity to ask questions.

Settling in visits: These are arranged so that information can be shared between the parent and the keyworker and as an opportunity for the child to become familiar with the setting and staff.

All About Me: This document is completed upon starting at Summertime and is designed to gather information on the child's likes and dislikes as well as their family/home routines and is completed by the parent/carer.

Baseline Assessment: Staff spend time observing and getting to know the child during the first 4 -6 weeks to form a summative of their learning and ability on entry to Summertime. This is Highlighted in Green on the child's paper development matters statements.

Formative Assessments: These are ongoing and are completed through observations and used to inform planning and progress through the EYFS development statements.

Summative Assessments: These are completed by the keyworker and are discussed with the parent/carer once each term. This form a picture at a point in time of the child's capabilities.

All about me, Transition Sheets: These are completed as a child moves from one group/setting to another. Baby room > Ducklings > Ducks > school/other setting.

Two Year Checks: Babies moving from baby room to Ducklings will have their 2 Year check completed at 2 years 3 months when they have had time to settle in the preschool room. New two-year olds starting at the setting will be observed and a two-year-old check completed within 4 -6 weeks of them settling at the setting. We will review progress and provide parents with a short written summary focusing in particular on communication and language, physical development, and personal, social and emotional development. This will identify the child's strengths and any areas where the child's progress is slower than expected. If there are significant emerging concerns these will be discussed with parents and the setting SENCo including professionals such as the set outside agencies where appropriate.

Parents/carers: Information received from parent/carers is very important and can be exchanged every time the child attends nursery. These exchanges can be through face to face meetings and through Tapestry feedback. We hold regular parent meetings but these can be also be arranged upon parent request. Parents are actively encouraged to add observations regarding their child's achievement through the Tapestry on line learning journal or paper copies. We view daily communication as a vital source of information sharing and this helps us to form our observations and steps toward the EYFS development statement assessments.