Solihull MBC

Fordbridge Childcare Plus

Observation and Assessment Policy

Approved by Governors

Signed: Samantha Spencer

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Date		**Review Date**
Autumn 2025	Mrs M Barlow	Autumn 2026

Observation and Assessment Policy

Fordbridge Childcare Plus

At Fordbridge Childcare Plus, we believe that formative assessment is one of the most effective ways to develop and deepen a child's understanding of their own learning journey. Children should be involved in their own assessment. They are given frequent positive praise and verbal feedback as this leads to high involvement and well-being, resulting in children wanting to learn.

Observation

Observing children gives a real insight into their lives; their thinking and learning; their emotions and their unique personalities. Observations are a practitioner's window into a child's development and an invitation to play alongside, joining in as play partners, co-constructors and as teachers.
There is a strong emphasis on '**The Characteristics Of Effective Learning'** as understanding HOW children learn, helps practitioners to see WHAT the children are learning and HOW they are thinking.

Triangulation

Triangulation involves using more than one method of determining a child's development and progress. Using multiple methods to inform decisions about a child's development and progress ensures they are robust, reliable and objective. Children's progress is viewed from different perspectives making sure that everything is covered and nothing is missed.

Schema Play

Schemas are patterns of behaviour that children choose to apply repeatedly in their play. They first apply them because they are a novelty- something new that they can do but, as they develop confidence with a particular schema, we can help them to build upon what they enjoy doing to support new schemas and a breadth of learning experiences across the curriculum.
Here at Fordbridge Childcare Plus, we work together to identify children's schemas and schema. Through adult and child interactions, we can understand how to create 'flow' for children to support their learning. We will use resources and the learning environment to support children's schemas and schema.

Formative Assessment

Formative assessment is the documentation and information that is gathered over time that supports learning and teaching and children's next steps. A range of professional strategies are used such as:

- Observation in the moment
- Learning stories
- Photographs
- Paintings, drawings, mark making
- Conversations and discussions with children
- Conversations and discussions with parents and carers
- Play experiences of children
- Feelings, emotions, well-being and behaviours of children

Summative Assessment – mapping progress

Termly, children's learning and development is summarised, reflecting on all the formative information that has been gathered. Practitioners use their **professionally informed judgement** based on what they know about a child's development. The **best-fit approach** is used as it acknowledges that although not every child will have moved along in the same way, there is typical movement. Identifying the band which most closely describes the child, based on what we know and have observed, enables us to describe the child's development in terms of whether or not it is typical for their age in the various areas of the EYFS.

Every child is baselined within four weeks of entry and then termly assessments are completed by keyworkers, moderated and submitted on to internal mapping sheets. This accumulated data is analysed and reflected upon in **Achievement Meetings** and is used to inform targeted support for groups of children or individuals. This summative assessment then becomes the baseline for children who transition to the School Nursery

Professionally informed judgements

Practitioners making professionally informed judgements ensures that we take a broader look at children's development and not just 'Development Matters'. Other child development theories help to inform this process. These include: schematic development, Well-being, Involvement levels, Sustained shared thinking, Characteristics of Effective Learning. It is essential that practitioners see what children know, understand and repeat without constant adult direction.

Moderation

Moderation processes are an integrated part of observation and assessment. **Triangulation** is a key factor to ensuring that judgements are as objective as possible and professionally informed.

All practitioners have an 'observation buddy'. This system allows us to have an ongoing shared understanding of child development and HOW children learn and a time for reflection.

CPD enables practitioners to build on the knowledge and skills in their 'Tool kits'.

Moderation sessions are also undertaken in collaboration with Phase 1 School Practitioners.

Early Years Log (eyLog)

Early Years Log is the electronic **Learning Journal** that is used to record some formative assessments. This is an on-going assessment throughout the year. Early Years Log is also used as a system to map children's summative progress.

Involving Parents/Carers

As part of the induction process children are invited into setting with a parent/carer for a short stay and play session. This allows parents/carers the opportunity to meet the team and ask any questions. Following this initial meeting as a parent/carer/ setting collaborative, we can offer further stay and play sessions if your child needs them.
A Unity questionnaire has been adapted to share with parents/carers, as this assists us with developing a partnership with parents and carers in supporting their child's development.

Parents/Carers are actively encouraged to contribute to their child's learning journal – Early Years Log.

Communication between keyworkers and parents/carers happens on a daily basis and this effective communication provides parents and carers with a broad picture of where their children's strengths and weaknesses are and how we can best support them.

Parent/Carer consultations focus on working together with parents and carers so that children's achievements are celebrated and next steps are identified.

Two-year-old checks are completed by Keyworkers and Parents/Carers receive an end of year written report.