



## Assessments

Assessment links to our children's learning and to our curriculum.

To plan appropriate activities, staff carry out assessments. Our assessments start with careful observation. These observations inform planning and in turn are used to support the children's wellbeing, development and learning. Practitioners are skilled in deciding when it will be helpful to step in and support, and when it is best to be encouraging but not interfere. It is important that children are secure in what they know and can do, before introducing them to something new.

### Assessments help with:

- Completing the statutory 2-year check
- The early identification of children who need support, and children who may have special educational needs
- Celebrate children's achievements with parents and share focus for learning
- Discussions with other professionals who may be involved with a child and family. For example, a health visitor or social care worker.
- Sharing information with receiving schools in the summer so that children can continue their learning journey through the Early Years Foundation Stage as seamlessly as possible.

### We complete:

- A baseline assessment of the child's development shortly after they start with us (typically between 2-3 weeks). This is completed in partnership with parents through informal discussions.
- Termly summative assessment of where the child's development is in relation to typical milestones and the characteristics of effective learning.
- **2 Year Checks**

The progress check at age two aims to:

- review a child's development
- celebrate areas where the child is making good progress
- identify any areas of concern or where progress is not as expected, so that parents, practitioners and other professionals such as speech and language therapists, physiotherapists or dieticians can put appropriate support in place
- help parents to understand their child's needs and enhance their child's development at home

- invite parents to share their unique knowledge about their child, family and culture

Both the setting and the family benefit from sharing information and resources. As practitioners, we can deepen our understanding of children's lives, families and communities and use this understanding to celebrate diversity through the resources and play activities we offer.

The child's key person, who usually knows the child best, should take the lead in completing the progress check at age two, which will be informed by:

- professional judgement and careful observation
- the voice of the child
- the views of the child's parents – parents are experts on their own child
- views of any other professionals such as GPs or health visitors, if appropriate

All children have the right to be listened to and valued in the setting. With the right support, children can identify what they have enjoyed or found difficult and assess their own progress. Very young children, including children with SEND, may tell us what they are thinking and feeling through words, or they might use gestures, actions and body language.

### **School Leavers**

- Transition information is shared with the child's infant school. This information includes where a child's development is in relation to typical milestones, the characteristics of effective learning, child's interests and any other comments about the child's time with us.



We record observations in a secure online journal called Tapestry. This is shared with parents and family members can add their observations too.