

## OBSERVATION, PLANNING & ASSESSMENT

### **Aim:**

To ensure every child receives high quality play and learning experiences, tailored to meet their individual needs, and to offer children the opportunity to fulfil their potential.

### **Rationale:**

To follow the EYFS, using the Unique Child, Positive Relationships, Enabling Environment and Learning and Development principled approaches. To use the six areas of learning to support individual children's learning and development.

### **Procedure:**

The *Enabling Environment* will support and guide all children - staff will ensure the environment reflects the diverse cultures and needs of children e.g. appropriate equipment, music and images throughout the areas of provision.

Staff will ensure the environment will promote inclusive practice e.g. all children having physical access and choice to all activities both indoors and outdoors.

Staff will value linguistic diversity and support children to use their home language in play. They will also provide a range of meaningful opportunities in which children can develop English.

The whole staff team will have regard to, uphold and promote the Equality of Opportunity Policy.

Observation, assessment and planning are part of the same cycle. The following statements apply to all developmental stages- Staff will start with the child - observations will help us:

- To find out about their needs,
- To find out what they are interested in,
- To find out what they can do and note children's responses in different situations.

Observations will reflect the 'can do' approach to development and be sensitive to individual needs of children. This will then support staff to plan, guide and support children to the next stage of learning and development as they progress towards the Early Learning Goals using the six areas of learning (i.e. personal, social and emotional development, communication, language and literacy, problem

solving reasoning and numeracy, knowledge and understanding of the world, physical development and creative development.)

Staff will keep records to monitor and evidence how children are progressing towards the Early Learning Goals e.g. observations and children's recordings (pieces of work).

Planning is a layered system with continuous provision area plans, enhancements to provision areas and adult directed / focused activities or experiences. There will be a balance of child initiated and adult led activities. Assessments will be based upon knowledge of the child and observations of the children made up of 80% child initiated and 20% adult led activities or experiences.

Children attending a pre-school environment will have a summative assessment record REFSP, (Rochdale Early Foundation Stage Profile) completed regularly and used in the transition from day-care to the school environment.

To involve parents as part of the ongoing observation and assessment process. We share our 'Star activity sheet' with the parents and include them in the learning journeys. Parents response sheets, these are given out at the parents evening. We encourage all the staff to discuss their child's day with the parents daily. The children take home 'Apple's' diary and the parents record their experiences together, using written words and pictures.

The setting will foster 'positive relationships' with the family and each child will be assigned a key person to support the unique child, promoting self-confidence and self-esteem.

The nursery will foster 'positive relationships' with the family and each child will be assigned a key person to support the unique child, promoting self-confidence and self-esteem

**Links:**

Equality of Opportunity Policy  
Parents as Partners Policy  
Key Person Policy  
Documentation Policy

This policy will be reviewed in 12 months.  
Date: January 2011    Date of Review: January 2012

## KEY PERSON

### **Aim:**

The aim of this policy is to offer guidance on the purpose and role of a key person within the settings.

### **Rationale:**

The rationale behind the policy is to support key workers in their duties as key persons. Explain expectations and the working partnerships between the settings and the family. In the case of some children who may attend more than one setting the partnership may extend to other settings.

### **Procedure:**

Key persons may be selected in various ways. The child may show a preference to a particular adult or the setting may arrange a named key worker.

A key person must be identified for every child who attends the setting. The named key person is responsible for building a bond of trust and confidence between the child, the parents, other adult family members and other professionals who may be associated with the child.

When a child is new to the setting the key person must be identified to the child and parents in an appropriate way. Time must be invested in speaking to the parents and observing the child to gather information which may be used later to help the child feel confident and develop. This in turn will enhance the parent's confidence in the care that is offered.

When a child is attending the setting on a regular basis the key person must take a lead role in supporting the development of the child emotionally, socially, physically and educationally. They must ensure observations are carried out, and organised so that planning can be relevant and focused. They must communicate with parents so that all the child's preferences and achievements are acknowledged and responded to in the appropriate manner.

During the session the key person, whenever possible, should meet the child's needs. E.g. this may be one to one time, nappies, feeding or toileting so that there is continuity whenever possible.

Key persons should report to the parents any significant progress that a child makes and this should be celebrated in the appropriate way.

There may be instances when the key worker is absent from the setting. Whenever possible arrangements should be made, in advance, to overcome as many difficulties as possible. This may include informing the family that an absence is going to occur. Planning with colleague's information about the needs of the child. In the event of unforeseen absence, the close communication and record keeping of the whole team should serve useful to ensure that the smooth quality of care can continue. It should be the responsibility of the setting manager to ensure that the child has an adult to temporarily act as a key person.

**Links:**

Suitable Person Policy

Observation Assessment and Planning Policy

Documentation Policy

Parents as Partners Policy

Sleep and Care Needs Policy

This policy will be reviewed in 12 months.

Date: January 2011      Date of Review: January 2012