



Kilcreggan Early Learning and Childcare Centre



Planning and Assessment Policy



UNCRC:

Article 12: I have the right to be listened to and taken seriously

Article 13: I have the right to find out and share information

Article 17: I have the right to get information in lots of ways, so long as it's safe

Article 28: I have the right to an education

Article 29: I have the right to an education which develops my personality, respect for others' rights and the environment

Rationale

Assessment should be an integral part of the daily routine in the early years setting. It occurs as adults listen, observe and interact with a child or group of children. Assessment is a process involving the collection of information about children's learning and development and, wherever possible, staff should involve children in the process. Valid and reliable evidence of children's abilities and developmental needs is the basis of learning and teaching. It influences both short and long term planning, recording, reporting and evaluating next steps.

Purpose

This policy for assessment is based on the principles that:

- Children's learning is promoted through planning, observing and interacting with children during play
- Assessment is an integral part of learning and teaching
- The development of manageable and effective assessment practices involves team work by staff and parents
- Children's learning is enhanced when staff reflect on learning

Aims

Kilcreggan ELCC aim to:

1. Plan clear goals for learning which are designed to match the needs and achievements of each child
2. Carry out focused and selective observations and assessments of children at play to ascertain how and what they learn
3. Use observations and assessments to help plan learning experiences which take into account children's needs and development

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4. Report next steps in a child's learning and development as a means of promoting partnership with parents and of sharing information with children, colleagues and other professionals
5. Use observation and assessment evidence gathered to moderate and review practice

Principles

Our assessment adheres to the following principles:

- All children have a comprehensive assessment profile compiled prior to going to school which details their journey of achievements through Early Level
- This profile will cover key aspects and include information regarding progress through a Curriculum for Excellence, Developmental Milestones and Literacy and Numeracy Trackers
- The assessments/observations will be carried out mainly by CEWs under the guidance of the Head Teacher. In the case of children who have an additional support need, other professionals, such as OT, Educational psychologists and Speech and Language colleagues may also observe. Parents will agree to and be informed of external agency observations
- No child will be observed without parental consent
- Parents will be involved in the assessment process through ongoing dialogue and regular parent meetings. Children with additional support needs will also be subject to Child Plan Meetings
- The child's key worker will be responsible for collating information and reporting to parents
- The recording of progress will be ongoing formally and informally through the anti pre and pre school years
- Reports and assessment evidence will be sent to, and discussed with the receiving Primary School staff prior to children starting school
- Parent reports will be sent home annually. Parents will have the opportunity to discuss these with their child's key worker
- The need for confidentiality of all information gathered on children will always be respected. Assessment information should not leave the establishment



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Procedures

Effective planning is central to effective learning for children. It is also the key to making learning and teaching manageable. Systematic planning is essential in order to provide appropriate learning opportunities within Curriculum for Excellence based on the individual needs, abilities and interests of each child. Effective planning establishes clear goals for learning that are designed to match the needs and achievements of children. Planning will be most effective when it:

- Sets out clear expectations to support children's learning
- Enables staff to focus their involvement on effective learning and teaching
- Uses the insights and experiences of staff
- Involves children, reflects their ideas and values their individuality
- Involves parents
- Is directly linked with assessment, celebrating children's learning and achievements and looks forward to the next steps in learning

Planning should be manageable for staff within the day to day demands of the ELCC. To achieve this in practice involves long, medium and short term planning.

Long Term Planning

At Kilcreggan ELCC our long term planning will:

- Ensure children have a breadth of learning opportunities and a balance is achieved in all curricular areas. This will span over a 3 year cycle
- Be responsive to seasonal themes and festivals
- Be flexible enough to prepare for interests and events which emerge during a year

The long term plan overview is updated at the beginning of each session and outlines the themes to be covered over the session. It also notes the curriculum focus for each theme.



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Medium Term Planning

At Kilcreggan ELCC our medium term planning will:

- Build on observations and assessments of previous learning
- Set out clearly the learning outcomes to be covered during the themes
- Show where observation and assessment will be used
- Be flexible to include opportunities for learning that addresses identified next steps in learning
- Systematically plan formal observations of all key aspects in learning and development over a session
- Reflect children's ideas and interests for leading their learning context and content

The staff use a thematic approach to planning. The theme is a useful starting point for planning and will provide relevance and coherence for the context for learning.

Short Term Planning

At Kilcreggan ELCC our short term planning will support the medium term planning. It should:

- Reflect the weekly/daily programme for the group
- Focus on the learning opportunities/play activities for adult and child led activities
- Be clear and provide a useful guide for each session - helpful in case of staff absence
- Provide evidence of the organisation of the week
- Be flexible to enable children's interests to be developed
- Identify 50% outdoor activities across the week

Reflection

At Kilcreggan ELCC we continually evaluate the quality of our planning process. As a staff - moderating between school and ELCC to ensure progression of learning and

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skills, we discuss the following questions to identify the strengths and weaknesses of our planning:

1. Do our plans provide a curriculum that has breadth, depth and balance across the 6 Developmental Milestones?
2. Do they ensure relevance of learning experiences?
3. Are they flexible and responsive to children's needs and interests?
4. Do they provide opportunities to assess each child's development in a systematic and progressive way?
5. Are children progressing well and at a good pace?

Observation and Assessment

The purpose of assessment through observation and interaction is to systematically build up knowledge and understanding of each child. Observations should tell us what the children can do, not just what we think they have learned. It is not possible to observe everything that is happening in the ELCC, so it is therefore necessary to be focused and selective in what is being observed and assessed. Observations can focus on a variety of things such as:

- How children respond in play
- What they choose to do
- Who they play or talk to
- The level of adult support required
- Level of involvement in play/activities
- Range of play in a short period of time
- Whether specific targets have been met
- Significant achievements in a particular area of the curriculum

The staff decide which observations lead to action so that observation influences what we do and improves the quality of learning. Our formal observations provide clear statements about:

- What the child is expected to do - a skills target
- Any differentiation required to allow the child to access the activity
- Any extra challenge required to extend thinking
- Assessment of the child's ability
- Any specific and significant observations
- Next steps in learning

Observations and assessment is used to influence the planning of new learning experiences, highlighting the need to practise a skill and also direct staff support in the short term. It also highlights where additional support or challenge is required, thus allowing immediate action by staff. Staff may also make brief, informal notes on their observations which may also be used for discussions and planning with other staff members.



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Recording

As stated above, day to day records of observations are used to plan learning experiences.

Records also provide an outline of each child's progress in all areas/aspects of the Curriculum for Excellence. Records are used to inform parents and other professionals/external agencies prior to meetings or transitioning to Primary 1. Profiles are used in conjunction with folios/Seesaw posts showing children's work.

Resources

The most valuable resource in the ELCC is staff observation. At Kilcreggan ELCC we are committed to support staff development in planning and assessment research and developments to enable them to provide effective learning experiences and reliable assessment evidence to maximise children's progress.

National Care Standards

1.6 I get the most out of life because the people and organisation who support and care for me have an enabling attitude and believe in my potential.

1.27 I am supported to achieve my potential in education and employment if this is right for me.

1.30 As a child, I have fun as I develop my skills in understanding, thinking, investigation and problem solving, including through imaginative play and storytelling.

1.31 As a child, my social and physical skills, confidence, self-esteem and creativity are developed through a balance of organised and freely chosen extended play, including using open ended and natural materials.

1.32 As a child, I play outdoors every day and regularly explore a natural environment.

2.2 I am empowered and enabled to be as independent and as in control of my life as I want and can be.

2.19 I am encouraged and supported to make and keep friendships, including with people my own age.

Local and National Policies

Curriculum for Excellence Experiences and Outcomes - Early Level
Curriculum for Excellence Benchmarks

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Our Children, Their Future, Argyll and Bute Council
HGIOELCC
Developmental Milestones
Learning and Development Toolkit

Monitoring and Review

It is the responsibility of the Head Teacher along with the staff to monitor, evaluate and review the above arrangements and to adjust them according to need.