

Central Bristol Nursery Schools



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Assessment Policy

Date adopted: September 2022

Reviewed: September 2023 (Changes made to reflect the federation of The Limes, Rosemary and St Werburghs Park Nursery Schools)

1. Our approach to assessment.

- We believe that formative and summative assessment are key to providing the best possible learning experiences and outcomes for children.
- We believe that assessment in the early years should be manageable, meaningful, and based on sound principles of child development.
- We will not spend unnecessary amounts of time. Recording children's activities. Instead, we will focus our energies on scaffolding children's learning through sensitive and intelligent interactions.
- We will use what time we spend on assessment to create a meaningful, characterful summary of an individual child as a learner.
- This summary will be created through an honest, reflective and respectful conversation with parents.
- We believe that the best outcomes are achieved for children where skilled teachers and practitioners spend the significant majority of their time working and playing

alongside children. We do not want assessment to be unnecessarily burdensome or to take practitioners away from children for long periods of time.

- To make this possible, we have made the decision to assess what we believe will make the most difference. We have made some difficult decisions, reducing the breadth of our assessment for most children. We have selected what we believe matters most and what we believe is clear and meaningful to parents.
- In addition, we have selected tools for assessing e.g. Where we have concerns about a child's learning and development or where the curriculum area requires the teacher to have detailed knowledge of specific steps in learning to plan their teaching.
- Where we have concerns about a child, we will provide focused, in-depth assessment so that we are clear about the barriers for that child's learning as well as what strategies we can best use to support their progress.
- Our assessment will complement and inform our 'in the moment planning' which we explain in more detail in our teaching and learning policy.
- We aim to involve children in assessing their own learning, talking to them about their play and learning and recording their words and ideas.
- We aim to make children's learning visible to them, their peers and parents and carers through meaningful, quality, displays of on-going projects and experiences.
- Through our principled approach, based on strong early years pedagogy we will use the information we have about each cohort of children to self-evaluate and work towards continual improvement. Through this we will also consider our objectives under the Equalities Act.

2. Our assessment processes.

- We use a secure online learning diary through which we share information called tapestry.
- Your child will be assessed within the first three weeks or 15 attendances at nursery.
- Your child will have a focused observation week three times a year.
- We will write to you the week before your child's observation week, asking you to make your own contribution – photos or observations of what your child is doing at home.
- We will upload an observation of your child's week at nursery, with photos or videos.

- The following week, we will meet with you or talk to you on the telephone to talk about your child, sharing our week's observations with you.
- We will include a summary of our assessment about your child's learning and development, letting you know whether your child is on track and or whether they need further support in any particular area. If we have concerns, we will share them.

We will jointly plan your child's future learning priorities and discuss them at your next parent meeting.

We have based our assessment on a combination of the following tools.

1. Development matters.
2. Leuven Involvement and well-being scales.
3. Additional specific. Assessment tools for example. Where there is a speech or language delay.
4. Additional specific assessment tools for literacy and mathematics.