



OBSERVATION AND ASSESSMENT POLICY



At Newton International Academy EYFS we plan to meet the diverse needs of children and to support their development and learning. This policy outlines the principles upon which we base our observations and assessment of children, and the procedures used to put these principles into practice.

Aims of the Policy

- To know each child's level of development to ensure that planning meets the diverse needs of all the children
- To fully support learning and development
- To celebrate progress in learning and development
- To value the contributions of and work in partnership with parents.

Principles

The principles of the Early Years Foundation Stage Guidance emphasise the importance of observation and assessment:

'In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and observations that parents and carers share'

- Statutory Framework for the Early Years Foundation Stage

Objectives

- To develop good relationships between a child's parents/carers and their teacher in the setting in order to ensure that information about the child is shared effectively.
- To track that all characteristics of learning are being incorporated into lessons to benefit each child on their developmental stage.

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- To ensure that learning is a shared process – children learn most effectively when, with the support of a knowledgeable and trusted adult, they are actively involved and interested.
- To ensure that schedules and routines flow with the child's needs.
- To ensure that all children feel included, secure and valued.
- To make sure that we build on what children already know and can do.
- To develop the expertise of practitioners so that they know how to respond effectively to the observations they make.

PROCEDURES

1. *Parental Liaison*

Information is gathered from parents before their child starts in Foundation One and in an ongoing way throughout a child's time in the school. Observations made by practitioners are shared with the parents in both formal and informal ways.

The mechanisms used to facilitate this two-way sharing of information are listed below:

- **Registration form**

This collects information regarding the child's health, family circumstances, cultural background, linguistic heritage and additional needs.

- **Initial parental liaison**

Information is gathered regarding the child's interests, likes and dislikes. This supports Practitioners in ensuring a smooth transition into the school setting and helps the child to feel that s/he is known to those caring for her/him.

- **Parental Teacher Meetings and Written Reports**

Formal written reports are compiled at the end of each term. These contain a comment for each of the seven areas of learning as well a general comment and targets. A judgement is made for each learning area. The Development Matters statements are used as a guide when determining whether a child is **Working At**, **Working Towards** or **Working Below** their age related outcomes.

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Parents will be invited into the school to talk with their child's teacher about the progress made by their child and to celebrate their achievements. This happens three times per year after reports have been issued. At this meeting the parents will be invited to look at the child's learning journey, discuss their progress, and make comments to add to the records.

2. Ongoing Observations

This will be the most productive form of information gathering. All practitioners are responsible for recording, in an ongoing way, the significant steps forward taken by children in their learning and development.

These observations will be recorded as soon after they are made as possible and, where appropriate, linked to the Early Years Foundation Stage, so that they can be used effectively to inform planning. The child's teacher will be responsible for maintaining records of the observations in their Files/trackers or the child's learning journey. Teachers and teaching assistants meet weekly to discuss observations, plan next steps and devise how to move individual children's learning forward.

3. Planned Observations

Teachers will allocate time in their planning to carry out planned observations of individual children when necessary. This will give an opportunity for them to focus on what that child already knows and can do and plan the next steps in their learning.

These next steps will be built into the planning for the environment; planning for the teacher, assistants or group of children; and/or specific planning for the child's individual needs.

4. Learning Journeys

Each child within the EYFS has a Learning Journey. This is their own Personal celebration of the developments that they have made and the experiences that they have enjoyed.

It is contributed to by teachers, other practitioners, parents and the Children themselves. Similarly it is regularly shared and enjoyed with the children. At the end of the academic year the Learning Journeys are presented to parents.



5. Assessment

Each term, assessments are entered into a spreadsheet which enables us to track the progress of individuals and groups of children. The system also facilitates the evaluation of provision for each gender, ethnic or age group, by comparing the range of learning noted. The system looks at each area of learning within the Early Years Foundation Stage, so that progress can be identified in any one area or areas can be compared.

7. Meeting Diverse Needs

Children with additional needs or English as an additional language are supported within our observation and assessment system. These observations and assessments are then used to provide appropriately differentiated learning experiences.

6. Links to Planning

All learning experiences provided for children are based on what we know about them and the way in which they learn.

Our comprehensive procedures described above demonstrate the commitment of staff within the school to ensure that children's needs are met and that at every level experiences are as developmentally appropriate and challenging as possible for our children.

7. Monitoring and Evaluation

The staff will:

- Monitor the range and quality of observations made.
- Evaluate the effectiveness of planning in light of observations made.
- Support practitioners in the implementation of this policy through regular training and staff development meetings.
- Prioritise time for observations of children in order to monitor, support and assess their learning.
- Ensure that all practitioners within their team are familiar with this policy and the procedures outlined in it.

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- Management will support practitioners in making ongoing and planned observations.
- Take account of the needs, interests and knowledge of all children when planning.
- Ensure adequate time/opportunity is allowed within planning for observation and assessment.

Parents can:

- Participate in scheduled Open Class sessions (during Term 3) to observe their child's learning first hand and be part of their daily learning routine.
- Have the opportunity to assess their child's interests in their classroom environment during these sessions.

Dissemination

This policy is available for all parents, staff and prospective parents.

Review Procedure

This policy will be reviewed annually.