



Policy and Procedure for Assessment for Learning

Induction

Before the child attends the setting the child and family will be invited to an induction. At the child/ family induction we offer parents the opportunity to discuss and indicate whereabouts their child is in their learning and development. This will provide the practitioners with an idea of what the child is able to do for themselves and what they may require support with.

Parents will be shown Tapestry- our online learning journal. This will allow parents to communicate with us and enable us to communicate with them about their child. On Tapestry there is an 'All About Me' section which we ask parents to complete on their child. This gives the practitioners a details overview of the child and what their likes/ dislikes/ ability and interests are.

Equally important is the need to gather as much background information as possible about the child and family. In the baby room, the childrens own routine will be printed and put up on the wall for everyone to see and use as a guide for sleep times/ bottles/ medications.

Key Person responsibilities

Each key person will have a list of key children that they are responsible for. It will be their job to ensure focus sheets are completed and uploaded every full term. They will mainly communicate with the parents when required and will flag the childrens progress on Tapestry.

Focus sheets

At the start of every term, key practitioners must spend 10 minutes with the key childrens parents discussing the child's next steps and development. Parents are required to write a small comment in the box to share the child's interests or any worries/ concerns they may have.

Every term, a list will go up on the wall showing all the key children under their own key person, with a list of dates for the weeks that each child will be the focus child. Each child will have at least one full week of being the focus child. The focus child means, that the key person will plan activities around the child's interests and all practitioners will make observational notes and record teaching moments.

This will identify any areas that the child may need additional support in. For example, if it is observed that a child is missing numbers out when counting, practitioners will then, throughout the term ensure that when the child is engaging in activities they will be modelling counting in order, counting items, playing games with numbers, adding pictures of numerals into the child's play so they begin to count reliably.

Each practitioner is responsible for uploading their key childrens focus sheet to Tapestry for parents to view. Over a full term, each child will be the focus child for a minimum of 1 week (possibly 2 weeks)

depending on numbers. All practitioners must add comments to every child's focus sheet highlighting teaching moments. Focus sheets must be uploaded by 30th Nov 2021 ,1st April 2022 and 11th July 2022.

Special Educational Needs (SEN)

- Education, Health and Care Plan (EHCP)

Children who have a SEN may require an EHCP to support their vast range of needs. Every 6 months this must be reviewed with the parents/ professionals and key person and new targets set or amend the previous ones. Children who have an EHCP will have a key person responsible for planning for that child to ensure their targets are being reviewed weekly.

- Individual Play Plan (IPP)

Children who have additional needs such as speech and language will have an IPP. This will show small targets to work on over a 6–12-week period. Activities will be shown to promote the additional needs, and this will be reviewed each term.

- My Plan (MP)

My plans are for children who require some additional support but at present do not have any outside agencies or professionals involved. A My plan shows some areas of need with suggested targets/ activities to try at the setting and at home. This will be reviewed each term and updated if required by the SENDCO.

2-year check

This must be completed on all 2-year-olds, 10 weeks after their second birthday. This is to identify any additional support they may require so that any referrals can be made to outside agencies.

3–4-year check point/ And so, to School

All children who are in the Dragonflies room in the May/ June must have a report written on them.

Those children who are 4 and who will be starting school in the September will have a And So To School completed, which will be sent directly to the child's school for the teacher to see where they child is at developmentally and if any additional support is required.

All children who will not be starting school will still need a check point report on them in the May/ June. This is to check the childrens learning and development is where it should be and to highlight any areas for concern.

October Review

In October we will have a whole setting meeting to discuss all children's level of development and practitioners will highlight and discuss those children they have any concerns about. These children will be observed, and all relevant referrals made after discussions with the parents.