

# **BROADWAY+TOWERVIEW PLAYSCHOOL ASSESSMENT POLICY**

- We are committed to the protection and well being of all children in our care: first and foremost.
- We are committed to ensuring inclusive practice and play.
- Our assessment procedure follows a cycle of 'plan –do- review 'and in line with current EYFS guidance.
- We assess in order to provide relevant activities and to ensure children are making progress and developing well. The system can highlight difficulties or issues which can often be quickly solved or activities provided to further support a child.
- We use different types of assessment to establish each child's individual requirements and stage of development - photos – annotated, short quick observations, ½ A4 observations, tick sheets, SLCN pathway tick sheet which are all related directly to the EYFS development stages. We also refer to early support guidance and SLCN pathways to check for any extra support children may need.

## **PROCEDURE**

### **BROADWAY PLAYSCHOOL**

1. Admission forms and HOME PLAYSCHOOL forms help us to settle your child into playschool routine. Our observations, photo evidence and continual dialogue with parents and carers provide ongoing information.
2. Baseline observations are done initially with daily observations. These provide staff with possible next steps for the children.
3. Tracy B is key co-ordinator of the key persons at Broadway Playschool 2-3s group.
4. All the observations are kept in a folder called a 'LEARNING JOURNEY.'
5. Term tick sheets are done to provide clear data to inform the staff and Ofsted of progression.
6. On leaving Broadway Playschool a TRANSITION DOCUMENT OR TRANSFER RECORD is completed to aid transition to Towerview Playschool or new setting.

### **IF the child attends 2 SETTINGS- EITHER a home playschool setting/childminder book is provided to take to each setting OR email contact between settings is set up.**

This book is a daily record of 'wow' moments or areas of achievement or concern to be read by the parents and other carers and is taken from playschool to home to setting/childminder OR playschool and childminder share weekly email information that has been verbally shared with parents – trying to ensure info is carried across settings.

### **TOWERVIEW PLAYSCHOOL**

1. On entry the admission forms, TRANSITION DOCUMENT and Learning Journey are transferred to Towerview Playschool or the new setting.
2. Daily observations (sticky obs), photos and half term rotated observations are made on each child.
3. These observations feed into the term IEP = individual education plans with their next steps and areas for development. The observations also provide information for the next weeks planning.
4. Key persons are decided upon in the first term of a child's entry.
5. IEPs = individual education plans are made for each child and updated 3 times a year based on the observations.
6. Term meetings with parents provide us with extra information and enable playschool and home to share a child's progress.
7. A daily PROGRESSION sheet is completed which feeds into the weekly planning.
8. Staff follow a ½ term theme – which is a loose theme to provide structure.
9. SEN observations are under taken if staff are concerned about a child's development. Parent's permission is sought to engage the Local Authority LA SENco or SaLT team (special education needs or Speech and Language Team).

- **Review date**  
**signed...../.....**