

ASSESSMENT, RECORDING AND REPORTING POLICY

Rationale

Day-to-day records of observations and assessments help staff to plan learning experiences that take account of children's needs and development. Records should also provide a profile of each child's progress in different aspects of their development and learning. Profiles will provide the information required to report to parents, colleagues and other professionals.

This guidance will help providers and staff to take into account the relevant Health and Social Care Standards:

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

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.

2.22 I can maintain and develop my interests, activities and what matters to me in the way that I like.

2.24 I make informed choices and decisions about the risks I take in my daily life and am encouraged to take positive risks which enhance the quality of my life.

2.25 I am helped to understand the impact and consequences of risky and unsafe behaviour and decisions.

2.27 As a child, I can direct my own play and activities in the way that I choose, and freely access a wide range of experiences and resources suitable for my age and stage, which stimulate my natural curiosity, learning and creativity.

3.14 I have confidence in people because they are trained, competent and skilled, are able to reflect on their practice and follow their professional and organisational codes.

This guidance will help providers and staff to take into account the relevant Quality Indicators from How Good is our Early Learning and Childcare: https://education.gov.scot/nih/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf

2.2 Curriculum

2.3 Learning, teaching and assessment

3.2 Securing children's progress

This policy will be monitored by/through: local and national guidelines, policy review

This policy will be reviewed in:	6 months
Review Date:	August 2022

Reviewed By:	Management
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AIMS	OUTCOMES	IMPLEMENTATION
<ul style="list-style-type: none"> • To ensure staff consistently and effectively assess all aspects of each child's development • To ensure relevant information is kept for each child. • To ensure assessment information is used to support the planning process. • To provide up to date reports on children's progress • To promote continuity of learning between settings. 	<ul style="list-style-type: none"> • Planning and assessment tools reviewed. • Formative and summative profiles reviewed • Feedback received from parents/carers, children, staff/other professionals • Plans and reporting procedures monitored • Procedures reviewed 	<ul style="list-style-type: none"> • Take a systematic approach. • Identify the focus of any observation • Use a range of assessment tools to gather evidence. • Ensure plans are fully evaluated. • Ensure next steps in learning are identified and incorporated in the planning process. • Meet regularly to discuss assessment information. • Record significant learning. • Keep individual records on each child's learning and development. • Keep folios of children's work. • Involve the parents and children in collecting and evaluating assessment information. • Use assessment information to produce up to date reports. • Record information on Local Authority systems • Share reports with children, parents and other professionals where applicable. • Send copies of the reports to receiving nursery classes/primary schools. • Follow guidance in Health and Social Care Standards 2017 (Standards 1.27, 1.31, 2.22, 2.24, 2.25, 2.27, and 3.14) Health and Social Care Standards (2017) • How Good is Our Early Learning and Childcare Quality Indicators – 2.2, 2.3, and 3.2