

## **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: How Good Is Our Early Learning and Childcare**

2.2 Curriculum

2.3 Learning, teaching and assessment

3.2 Securing children's progress

#### **This guidance will help providers and staff to take into account the relevant articles from the UN Convention on the Rights of the Child: [A Summary of the UN Convention on the Rights of the Child](#)**

Article 12 – respect for the views of the child

Article 29 – goals of education

Article 31 – leisure, play and culture

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

This policy will be reviewed in:	12 months
Review Date:	August 2025
Reviewed By:	Management

AIMS	OUTCOMES	IMPLEMENTATION
<ul style="list-style-type: none"> <li>• To ensure staff consistently and effectively assess all aspects of each child's development</li> <li>• To ensure relevant information is kept for each child.</li> <li>• To ensure assessment information is used to support the planning process.</li> <li>• To provide up to date reports on children's progress</li> <li>• To promote continuity of learning between settings.</li> <li>• To ensure children's rights are upheld in accordance with the UNCRC</li> </ul>	<ul style="list-style-type: none"> <li>• Planning and assessment tools reviewed.</li> <li>• Formative and summative profiles reviewed</li> <li>• Feedback received from parents/carers, children, staff/other professionals</li> <li>• Plans and reporting procedures monitored</li> <li>• Procedures reviewed</li> <li>• Within and beyond our setting there is a shared understanding of wellbeing and children's rights</li> </ul>	<ul style="list-style-type: none"> <li>• Take a systematic approach.</li> <li>• Identify the focus of any observation</li> <li>• Full account is taken of children's rights and is considered in respect of their stage of development including when planning learning across the curriculum</li> <li>• Use a range of assessment tools to gather evidence.</li> <li>• Ensure plans are fully evaluated.</li> <li>• Ensure next steps in learning are identified and incorporated in the planning process.</li> <li>• Meet regularly to discuss assessment information.</li> <li>• Record significant learning.</li> <li>• Keep individual records on each child's learning and development.</li> <li>• Keep folios of children's work.</li> <li>• Involve the parents and children in collecting and evaluating assessment information.</li> <li>• Use assessment information to produce up to date reports.</li> <li>• Record information on Local Authority systems</li> <li>• Share reports with children, parents and other professionals where applicable.</li> <li>• Send copies of the reports to receiving nursery classes/primary schools.</li> <li>• 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) <a href="#">Health and Social Care Standards</a></li> <li>• How Good is Our Early Learning and Childcare Quality Indicators – 2.2, 2.3, and 3.2</li> </ul>

FORFAR EARLY LEARNING AND CHILDCARE CENTRE

DATE AGREED: August 2024