

## **Observation and Assessment Policy and Procedure**

Observation and assessment is an important part of good educational practice, and reflects the Steiner Waldorf philosophy and educational approach to viewing the child as a unique, active and developing human being. The progress of each child is monitored and supported by staff in collaboration with parents/carers of the child. Assessment is based on the adult's knowledge of child development, and in line with statutory regulation, e.g. the statutory Early Years Foundation Stage (EYFS) for children from birth to 5 and the Developmental Descriptors devised by the Steiner Waldorf Fellowship for children up to 6 years.

### **Aims**

- 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 value the contributions of and work in partnership with parents/carers
- To provide diagnostic verbal/written feedback

### **Objectives**

- To develop good relationships between a child's parents/carers and their key worker in the setting in order to ensure that information about the child is shared effectively.
- 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 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.

The assessment and reports are compiled by the Kindergarten Teacher/the child's key person.

***The regular assessment of each child's development rests upon the following procedures:***

- **Initial Meeting/Starting Points Assessment:**

On entry to the kindergarten, there is a meeting with parents/carers to discuss development in prime areas and to establish background information, including a brief biography forming a picture of the child.

After 6 weeks of observations the child's key person completes the 'Starting points report'. This includes information provided by the parents/carers during the initial meeting. The report highlights the child's development and the next steps to be taken.

- **Observations from all staff in contact with the child**

Adults in contact with the child observe their development and progress and make notes. These on-going observations together with photos, drawings and parent/carer contributions, as well as the child's own comments if applicable, contribute to a twice yearly 'Summative Assessment' using the 'Developmental Descriptors' document.

When necessary all staff in contact with the child record unusual incidents or behaviour in the incident/behaviour book in order to assess whether there is any pattern to incidents.

- **Twice yearly consultations with parents/carers:**

Teachers and parents discuss together the child's development and progress. Suggestions may be made to support the child's learning and development in the home and next steps at Kindergarten will be planned in partnership with parents/carers.

- **Child Study:**

A more detailed study may be undertaken of individual children which is shared between all teaching staff.

*End of year reports:*

- **Kindergarten/Transition Reporting**

The report is written for children under the age of 5. This report is shared with parents/carers and the child's next setting, if applicable.

- **End of the EYFS Reporting for 5-year-olds:**

The report is written and given to the parents when the child is 5. The areas of learning and development will reflect the EYFS in line with statutory requirements.

- **End of Year/Transition Reporting for 6-year-olds:**

A summative report is written for the parents/carers and also passed on to the child's next teacher or school. There is a celebration to mark the 'journey to school' and the child and parents/carers will take home a portfolio which highlights the child's achievements during their time in the kindergarten and may contain drawings, paintings, photos and the child's special 6-year old projects.

**Special Educational Needs:**

There may be times where the child may need extra support if there are questions around their learning and development or well-being.

We ask parents to sign a parental consent form in order that we may share information with other agencies, speech therapist, doctor etc. Parents will always be informed and consulted should this be necessary.

Reviewed: September 2014/November 2016/January 2019/February 2021

This policy was adapted and reviewed in May 2023 by:

Gabriele Woelfle .....and Angela Rynne.....

Roles: Manager and Deputy Manager

Signed on behalf of the trustees: Dr Sue Peat

Role: Chair of Trustees