

Under amendment  
26/1/16



## Observation & Assessment Policy

Updated 11th October 2014

### Introduction.

Lollipops is committed to following the Best Practice Guidance for the Early Years Foundation Stage to meet the needs of the individual children in our care and goals laid down in the Early Years Foundation Stage (EYFS) 2014.

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### Rationale.

The statutory early learning goals establish expectations for most children to reach by the end of the EYFS (reception), some children with SEND may take longer. They provide the basis for planning alongside children's interests throughout the EYFS so laying secure foundations from birth for future learning. There are seven areas of Learning and Development.

These are as follows:-

Three Prime Areas

#### 1. Personal, Social and Emotional Development

- Making Relationships
- Self-confidence and self-awareness
- Managing feeling and behaviour

Children must be provided with experiences and support which will help them to develop a positive sense of themselves and of others; respect for others; social skills; and a positive disposition to learn. Providers must ensure support for children's emotional well-being to help them know themselves and what they can do.

#### 2. Physical Development

- Moving and Handling
- Health and Self-care

The physical development of young children must be encouraged through the provision of opportunities for them to be active and interactive and to improve



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their skills of coordination, control, manipulation and movement. They must be supported in using all of their senses to learn about the world around them and to make connections between new information and what they already know. They must be supported in developing an understanding of the importance of physical activity and making healthy choices in relation to food.

#### 3. Communication and Language

- Listening and attention
- Understanding
- Speaking

Children's learning and competence in communicating, speaking and listening, being read to must be supported and extended. They must be provided with opportunity and encouragement to use their skills in a range of situations and for a range of purposes, and be supported in developing the confidence and disposition to do so.

#### Four Specific Areas

##### 1. Literacy

- Reading
- Writing.

Children must be supported in developing their Literacy skills by being read to and beginning to read by recognising stories and words from memory. Using phonic knowledge to decode words and be able to read them aloud. To have



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opportunities for linking letters to sounds, mark making and giving meaning to the marks they make.

### 2. Mathematics

- Numbers
- Shape, space and measure

Children must be supported in developing their understanding of Numeracy, Shape, space and measure in a broad range of contexts in which they can explore, enjoy, learn, practise and talk about their developing understanding. They must be provided with opportunities to practise and extend their skills in these areas and to gain confidence and competence in their use.

### 3. Understanding the World

- People and communities
- The World
- Technology

Children must be supported in developing the knowledge, skills and understanding that help them to make sense of the world. Their learning must be supported through offering opportunities for them to use a range of tools safely; encounter creatures, people, plants and objects in their natural environments and in real-life situations; undertake practical 'experiments'; and work with a range of materials. They must be supported in using all of their senses to learn about the world around them and to make connections between new information and what they already know.

### 4. Expressive Arts and Design

- Exploring and using media and materials



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### •Being imaginative

Children's creativity must be extended by the provision of support for their curiosity, exploration and play. They must be provided with opportunities to explore and share their thoughts, ideas and feelings, for example, through a variety of art, music, movement, dance, imaginative and role-play activities, mathematics and design and technology.

The Characteristics of Effective Learning are as follows

#### 1. Playing and Exploring - engagement

- Finding out and exploring
- Playing with what they know
- Being willing to 'have a go'

#### 2. Active learning - motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

#### 3. Creating and thinking critically - thinking

- Having their own ideas
- Making links
- Choosing ways to do things

Aims 1 A

Our aim is to plan for, support and observe children in all these areas as follows



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*Method. Aims + Obj* **Lollipops**  
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All staff and parents will contribute towards children's observations and evidence gathered. The Key person will supervise any trainees whilst involved in observations. Observations will consist of narratives on pre-existing forms, tracking sheets, tick lists, snap shots and photographs. The Key person will then match these observations to the expectations of the early learning goals.

### *Methods*

*Our objectives are to:*

- Make systematic observations and assessments of each child's achievements, interests and learning styles.
- Use these observations, assessments and child's interests to identify learning priorities (next steps) and plan relevant and motivating learning experiences for each child.
- Match their observations to the expectations of the EYFS and use these and our knowledge of each individual child to complete their learning journey/transitions.

### *Methods*

These observations will be kept by the Key person in the child's individual folder in a locked cupboard. These files are confidential but are available to the child's parent/carer at any time upon request. All staff sign confidentiality forms to ensure details/information about a child are kept confidential.

Signed by *[Signature]*

Date 13/10/14

Role of signatory **MANAGER**

Witnessed by *[Signature]*

Date 13.10.2014.

Role of signatory