



**Playhouse Pre-school
Broadwater**

Planning, Observations and Assessment Policy

Statement of intent

Quality observations are at the centre of the Early Years Foundation Stage, and enable staff to:

- Celebrate each child's achievements
- Share information with parents
- Plan for a child's interests
- Plan for a child's next steps of development
- Ensure every child accesses a broad range of activities

EYFS Key Themes and Commitments

A Unique Child	Positive Relationships	Enabling Environments	Learning and Developing
1.1 Child Development		3.3 The learning environment	4.1 Play & Exploration
1.2 Keeping safe			4.2 Active learning
1.4 Health and well-being			4.3 Creativity & Critical thinking

Aim

To use quality observations of children in the Pre-school, to inform and determine the direction of our future planning. To ensure children are offered appropriate opportunities for development.

Method

- Staff will make observations of the children whenever appropriate.
- A focus, adult directed activity will be offered every session to the children in appropriate groups.
- All observations will be referenced to the seven areas of learning and the Early Learning Goals (ELG) stipulated in the Early Years Foundation Stage (EYFS).
- Observations will be used by a child's Key Worker to inform future planning.
- Children's achievements will be recorded in Learning Journals, guided play/adult lead activity plan and transitions reports.
- Observations, assessments and other parts of the records described in this policy will be kept in the child's learning journal.

Parental Involvement

Parents/carers can add to their child's Learning Journey via the Eylog at any time. We value the different languages children bring to pre-school. Staff teams identify which children are using a community language as their main spoken language. Appropriate training will be sought for staff if necessary. The purpose of this is to develop the child's community language alongside English.

We acknowledge that some parents may not feel able to contribute in writing to the records of their child. For all parents, time is available for speaking with their child's Key Worker, and parents can ask for details of their conversations to be added to their child's records to inform observations and planning.

Parents/carers always have access to their child's records via their Eylog accounts.

Observation and Assessment Guidelines

Daily planning sheets – these will be completed by all staff and will correspond to all other planning and observations.

Settling in sheets – completed within the first two weeks by the key person and will be followed by a discussion with parent/carer within.

Two year old check – parents' permission will be gained and check completed within the first half term of child's start date.

Observations – these will be started from the child's start date. One observation minimum will be carried out per child per week on the Eylog system.

Guided play/adult led activity plan – these will be completed for at least three planned activities per half term. Each individual key child will be featured in the plans (target child) at least once per half term.

External Transition Sheets - registration forms should be reviewed and transition sheets to be completed ready for new setting visits.

Internal Transition Sheets – registration forms should be reviewed and transition sheets to be completed and handed to appropriate member of Butterfly room.

This policy was agreed by the staff of Playhouse Pre-School Broadwater.

Adopted on 26th March 2015 and will be reviewed annually.

Reviewed on 10th July 2023 by Z. Munford