



## **Adventure Pre-School – Observation, assessment and planning policy**

At Adventure we believe that children learn best through play and playful experiences. We support these experiences by planning their environment based around their interests and their individual needs. This is supported through careful observation, informed assessment and dynamic planning.

### **Observation**

At Adventure we prioritise spending time with children so that we know them well. We observe to know more about a child, how they play, how they learn and to understand them better. It helps us to identify what they can do and therefore what they might be ready to do next. It also helps us to learn the way in which they play, and which ways of playing interest them.

We observe children at every moment of play and keep the memorable, significant and amazing things in mind. Key carers use these observations to report to families by:

- Daily postcards
- Two-weekly Family posts with photographs

Each key carer has an allocated day for each key child to complete a summary observation. This rotates over a two-week period so that each child must have a summary observation every two weeks. These must be uploaded daily by Duty Managers with accompanying photographs of the children. Key carers must ensure that their key children have photographs taken of them in a variety of play experiences throughout their time at Adventure.

It is important that as observations are gathered and reported, a picture is created of the child and thought is given to how what is being observed matches with expectations for that child. This helps with assessing how children are progressing over time.

### **Assessment**

Each observation leads to an element of assessment as adults can reflect on what a child can do and what might help them improve, gain confidence or broaden their learning. Every sixth observation (12 weeks or 3 months) must reflect on wider development and learning and provide a full picture of the child's learning. This must be benchmarked against the Early Years Outcomes which track development across the areas of learning within the EYFS. An additional 'baseline' snapshot should also be completed within the first few weeks of a child starting at Adventure to give an initial picture of a child's overall developmental profile. These form the basis of medium-term planning analysis, formal reporting to external agencies and reporting to children's families. For children who are not yet three, one assessment of this type must be allocated status as the statutory Two-Year Old Check.

If a concern about a child's development is identified within assessments or observations then the principles and protocols in the Early Identification Policy must be followed.



## Planning

Our long-term planning sets out our aims for the overall experience of the children. Each area has its own long-term plan displayed but they all build on three common principles:

- supporting our ethos as set out in our position statements
- ensuring coverage of the Early Years Foundation Stage
- providing flexible opportunity for things to emerge through serendipity

Our medium-term planning identifies what we are focusing on over the next month or two to help children achieve our long-term plan; which skills, themes, concepts and experiences do the children need to move towards our long-term goals? This focus comes from our experience working with children, from assessments and from understanding how the 'pre-school year' works.

The skills, trends, concepts and experiences identified in the medium and short-term planning must be drawn from the long-term planning and trends identified within assessments. They must also fit within the position statements relating to play, understanding children's behaviour and our view of the child.

Our short-term planning works across three strands:

- Environmental enhancements (in the Beehive and the Burrow)
- Regular routines (in all play spaces)
- Planned play (in the Studio, the Camp and the Beehive Sensory Table)

These set out how we are currently encouraging children to engage in the current focus.

Planning is developed each morning by the two Play Leads in conjunction with the Manager. They must complete the planning formats and delegate responsibilities for resourcing the plans to other staff. Play Leads must ensure other staff understand the planning during the daily briefing. Play Leads must take on board feedback from colleagues about the engagement of children in the planned experiences.

Planning for Georgie's Den reflects the Agreed Plans of Action for the allocated children. It also considers Care Plans and experiences and activities in which the children can and will independently engage.

Planning is then evaluated by reflecting on four aspects:

- engagement of the children
- engagement of the adults
- presentation of the environment
- progress that the children make towards our aims

This evaluation then feeds into the focus of the next observations, assessments and plans.

The observation, assessment and planning cycle is recorded on paper; but it is enacted through the interactions with children by adults who care about them and are genuinely interested in their development and learning.