

# Rosemary Lane Nursery School



## Assessment Policy

*“Anna Freud, who advised educators to go with the child says that if the child goes somewhere without you, and is lost, you need to be able to find them. That is what assessment is for – to enable educators to gain a thorough understanding of what children know, feel and can do.*

*Observation can provide a means of getting to know children well, in a way that influences our teaching and our developing relationship with them, giving us insight into their interests, abilities, strengths, knowledge and skills so that we are then more able to support, extend and embed their learning. ‘ (Dr Stella Louis article for Early Education Journal no.94)*

Assessment forms part of the cycle of observing, planning and assessing in the Early Years. At Rosemary Lane Nursery School assessment is not our focus. The child is our focus. Assessment supports the development of our child led curriculum and ensures equality for all children in our school. We recognise children first and foremost need to feel safe and secure in our care, to be confident to play in our environment. When children have high levels of wellbeing and involvement, we will be able to truly observe their current level of development and plan how to further this. We use the Leuven wellbeing and involvement scales to monitor children who identify as being low in wellbeing and involvement (appendix 1)

Most of our assessment is formative and allows practitioners to continuously adapt practice and offer children opportunities. We also need to have an overview of children's progress to allow us to take further action where needed to ensure all children thrive.

Assessment goals at Rosemary Lane Nursery School:

- Focusing upon each child across each term, to see how they learn.
- Developing partnerships with parents and carers to support the sharing of learning from nursery and home.
- Checking that individual children and groups of children are making progress and where necessary, taking prompt action.
- Early identification of children who may require additional support for a special educational need or disability
- Developing relationships with local schools and settings to share information and provide children with seamless transitions

### **Our formative assessment is embedded in our “Focus Child Assessment System”**

We will not spend unnecessary time writing observations or gathering evidence for all children. Instead, we want to be with the children scaffolding and extending learning opportunities in the moment. Each child will be a focus child for one week each term. This will be their week for practitioners to spend time observing their play and learning.

Professional dialogue with colleagues in school supports first-hand sharing of observations from the focus child system. Our practice is structured to allow practitioners to meet weekly to discuss each child. During this discussion we will make a judgement about the child's learning and identify new outcomes for them to move onto based upon observations.

To support with a consistent approach to understanding age related expectations we encourage practitioners to be familiar with Birth to Five Matters guidance (created for the sector by the sector), to be able to make judgements, informed by observations. (Appendix 2) Children are not tested in our school, they are respected for who they are.

### **Our summative assessment is embedded through our curriculum goals**

We have written our own termly curriculum goals for each of our rooms in school. These goals identify where we want our children to be each academic term, across the Prime areas. As our children grow and learn more, we have identified goals to concur with our phonological awareness planning and maths planning. Having defined curriculum goals helps practitioners with consistency of understanding. They can then identify children who may need a different approach, or areas of the curriculum that may need to be taught differently. We can share this information with our families to ensure we are all working together to support our children at their level.

We recognise the key role of early communication.

*The centre for inclusive education evidence that... approaches to early education which support developing children's communication, not only help them with their communication (and then early literacy), they are one of the most successful ways to improve children's emotional wellbeing. **Children that can talk about how they are feeling, children who can solve conflicts through discussion rather than getting really angry or becoming really withdrawn, children who can say what they want and need and make choices; are happier children with better emotional wellbeing.***

To be able to support and develop early communication skills Rosemary Lane Nursery School has received an Elklan accreditation as a Communication Friendly Setting. Our everyday practice is steeped in strategies which support and promote early language development.

Our nursery practitioners use WellComm assessment tools to help monitor Speech Language and Communication needs.

To develop consistent approaches to assessment we work together as a team discussing the ranges within Birth to five matters for the Prime areas of the EYFS. We make judgements, informed by our observations, to agree if children have "met" or "not met" developmental milestones. (Appendix 4) Children are not tested; they are respected for who they are.

"Guidance emphasises that our viewpoint should not only be fixed upon typical development, but we should also "observe, question and consider why a child may be developing differently". This knowledge of the child should support and extend their learning rather than purely judging whether they present with SEND." (Kerry Payne article for Early Education Journal no.94) We respect our children and strive for all children to reach their full potential. We are an inclusive school.

Sally Neaum (*Child Development for Early Years Students and Practitioners*) defines inclusion as “putting into practice the moral and political choices that have been made to create a society which values every child and offers every child the opportunity to flourish”. “Inclusive practice can build communities where all people are accepted, where difference is an everyday part of life, and where provision is organised and constructed to enable all children and their families to participate”.

We work within the SEN Code of Practice (2015) and write Early Years support plans based upon individual children’s starting points. Outcomes from plans are monitored and reviewed with families and professionals over time.

Our assessments of children are shared (in an anonymised form) with the Learning, Teaching and Achievement committee of our school governing body who ensure our processes are robust and aligned with our curriculum and school vision.

PSED

- Go to familiar adults to seek help
- With the reassurance of a key person separates from main carer
- Develop a relationship with a trusted nursery adult to seek out to share experiences with
- Will contently engage with resources independently for short periods of time (Solitary play)
- Recognises that others have emotions and observes other children who are experiencing emotions with curiosity

WILLOW/MAPLE ROOM Curriculum checkpoints

COMMUNICATION AND LANGUAGE

- Says single words to name provision and ask for something
- Point and use non-verbal communication as required to make needs known
- Understand and respond to simple spoken language e.g. snack time, coat on, home time
- Understand and respond to a simple adult request – where is to spoon? Can I have a train?
- Recognise and anticipate key parts of the nursery routine
- Sings the friends song as part of a group

PHYSICAL DEVELOPMENT

- Drink from open cup without much spilling
- Navigate obstacles on the floor by stepping around and over
- Sit without back support on the floor to share snack
- Lift finger foods to mouth and eat without much spillage.
- Manipulate objects using hands to post, stack, hang.
- Can stop, squat to pick something up, stand and continue on without falling
- Engages with exploration of big movements in the nursery hall.

Factors to consider on entry

The environment is unfamiliar, the staff are unfamiliar, and children are often unsettled and upset initially. This impacts upon their ability to communicate and engage with adults. We have taken this into consideration at transition points in our assessment system.



PSED

- Confidently access resources alongside peers and observe what peers do (Onlooker play)
- Share space happily without conflict
- Bring familiar people into their play
- Show concern for peers who are hurt or upset offering comfort or seeking out others
- Recognises self
- Beginning to manage own emotions, with the support of adults, when others have something they want.
- Recognises when they have a soiled or wet nappy. Will acknowledge this when as adult asks them. May point to their nappy, pull at the nappy or tell an adult something has happened.

WILLOW/MAPLE ROOM Curriculum checkpoints

COMMUNICATION AND LANGUAGE

- Put 2-3 words together to make simple sentences
- Ask questions and talk about **what** they are doing or **who** is doing something
- Uses pronouns **me**, **I**, and **you** accurately most of the time
- Understands spoken language and will be able to find an object in the nursery or respond to a question about a book by finding something in a picture.
- Can listen and follow a simple instruction in a group situation as well as independently.

PHYSICAL

- Climb confidently up the narrow routes to the top of the climbing frame, independently.
- Navigate the outdoor environment independently with confidence to access chosen resources
- Shows interest in engaging in using tools for their purpose such as jugs, rolling pins, mark making equipment. Holds tools in dominant hand and uses with some accuracy
- Uses a whole hand palmer grip when making marks
- Find own coat and make an attempt to dress in it.



PSED

Play in areas with the same resources alongside peers but not interacting in play (Parallel play)

On some occasions, are able to stop and wait when they cannot have a resource straight away.

Showing awareness and interest in using the toilet or potty. May initially be apprehensive in a different environment to home and require the reassurance of a familiar adult.

Go to familiar adults to seek support when required, e.g. if tired, hurt, upset

Will try new foods with encouragement from a familiar adult.

Show awareness that their key person is there for them and other children.

WILLOW/MAPLE ROOM Curriculum checkpoints  
COMMUNICATION AND LANGUAGE

Speak using clear language that can be understood by all adults.

Use a range of nouns and some verbs to communicate in short sentences.

Enjoy sharing a story and can concentrate and attend throughout this. (Children do not have to sit still and be crossed legged to attend).

Enjoy talking to familiar adults about home.

Is familiar with the routine and able to independently recognise and follow key transitions.

PHYSICAL

Start to use the repetitive grasp - release motion in fun play activities (e.g. clothes pegs/water spray) Stage 1 scissor control.

Show interest in using easy grip, palmer grasp scissors to snip paper.

Pencil grasp moves to digital /digital pronate grasp.

Can move in a range of different ways – rolling, crawling, walking, running, jumping, slithering, stepping etc

Can balance objects, e.g. bean bags, on their body.

Can balance and climb over, under and through low level obstacle courses indoors and outdoors.

Find and dress in own coat using assistance from the magic chair.

Ask for help with a runny nose.



PSE

Plays independently only requiring adult reassurance when upset or hurt.

Developing a sense of own identity. Having favourite areas and resources.

Beginning to express emotions and feelings using words, not just actions.

Maple Room

COMMUNICATION AND LANGUAGE

Asks and understands **what, where** and **who** questions.

Will engage in back and forth conversation / commentary with familiar adults and peers in play.

Understands sentences with two key words e.g. dolly's feet, mummy's hands.

Will listen and understand a simple story with pictures.

PHYSICAL

Will jump, climb steps, move in different ways and balance on low equipment with accuracy, independently in the nursery environment.

Will engage in heavy weight pushing and pulling activities (jabadao/rocking boat/ large wheeled toys).

Holds and uses writing tools to make marks in play.

Will handle and eat a range of different healthy foods and healthy drinks (milk and water).

MAPLE Spring / Summer children and OAK Room

PSE	C&L with LITERACY	PHYSICAL	PHONOLOGICAL AWARENESS	MATHEMATICAL DEVELOPMENT
<p>Is aware of and uses emotional regulation feeling language from policy.</p> <p>Is able to recognise feeling and respond to these by seeking support from an adult to validate emotions and provide techniques for support</p> <p>Developing peer relationships and aware of their peers' feelings. Will talk to them about emotions and show empathy.</p> <p>Able to take turns and tolerate short delays for example waiting for an adult's attention.</p> <p>Talk about what foods are healthy and unhealthy.</p> <p>Manage personal hygiene with minimal support including using the toilet (stopping an activity to come to the toilet independently) with few accidents.</p> <p>Recognise they are part of a group within the nursery.</p> <p>Understand everyone is unique e.g. we have different eye colours, we are different heights, we all look different.</p>	<p>Uses a range of nouns, verbs adjectives and adverbs</p> <p>Enjoys talking about recent experiences with familiar adults, confidently talking in sentences using word endings (ing, ed...).</p> <p>Frequently asks adults why questions and are able to answer who and what questions</p> <p>Can understand simple instructions.</p> <p>Enjoys reading core stories and will be able to retell these stories.</p> <p>Draw circles with marks in and around for figures</p> <p>Joins in with singing and will repeat new rhymes after an adult.</p> <p>Will engage in simple make believe in home corner.</p>	<p>Fine motor - use tools to mark make effectively, connecting the mark with the movement while beginning to use a static tripod grasp -Children can perform planned movements with mark making tools - use tools with accuracy and precision to pour, hammer, press, roll, stamp etc</p> <p>Hold children's safety scissors with correct grasp to make some snips in paper. (Stage 2)</p> <p>Gross motor... Be confident to access some or all of the climbing frame independently.</p> <p>Develop balance and coordination in basic football skills- stop a ball with one foot, kick a ball from standing, move a ball around the hall with some control using feet.</p> <p>Developing spatial awareness and able to negotiate space successfully by adjusting body speed and movements.</p> <p>Independently take shoes and socks on and off. Able to independently dress in outdoor clothing – waterproofs, wellies, coats, hats. Attempt to fasten a range of fasteners – zips, buttons, Velcro...</p> <p>Recognise they have a runny nose and seek a tissue independently</p>	<p><b>Environmental sounds</b></p> <ul style="list-style-type: none"> <li>Notices <u>sounds</u> around them.</li> <li>Can sit to listen carefully for different environmental sounds.</li> <li>Can <u>recognise</u> that different objects make different sounds</li> <li>Starting to identify sounds and name them.</li> <li>Starting to talk about the sounds they hear.</li> </ul> <p><b>Instrumental sounds</b></p> <ul style="list-style-type: none"> <li>Is able to explore the sounds that instruments make.</li> <li>Has an awareness that you have to act upon an instrument to make a sound/ that how you act upon an instrument affects the sound it makes.</li> <li>Starting to identify the sounds of familiar instruments and name them.</li> <li>Can follow instructions to recreate a sound using an instrument, e.g. Tap the drum loudly. Shake the tambourine quietly.</li> <li>Can talk about the sounds the instruments make.</li> <li>Can describe sounds.</li> <li>Can compare sounds.</li> </ul> <p><b>Body percussion</b></p> <ul style="list-style-type: none"> <li>Is able to explore the sounds our bodies can make.</li> <li>Joins in and copies actions with familiar songs.</li> <li>Joins in with a body percussion pattern.</li> <li>Copies a body percussion sequence.</li> <li>Creates own sequences of body percussion.</li> </ul> <p><b>Rhythm &amp; Rhyme</b></p> <ul style="list-style-type: none"> <li>Joins in with songs and rhymes.</li> <li>Recognises familiar rhythms and rhymes.</li> </ul>	<p><b>Cardinality &amp; counting</b> Use language of noticing</p> <p>Subitise 1, 2 and 3 objects without counting.</p> <p><b>Comparison</b> Beginning to understand and use language of size – big, little</p> <p><b>Shape and Space</b> Selects objects for their properties e.g. to fit a space, to make a roof...</p> <p><b>Measure</b> -Recalls a sequence of events in everyday life and stories</p>



MAPLE Spring / Summer children and OAK Room

PSE	C&L with LITERACY	PHYSICAL	PHONOLOGICAL AWARENESS	MATHEMATICAL DEVELOPMENT
<p>Recognises feelings using language. Shares with adult and sometimes implements taught mindfulness techniques independently.</p> <p>At associative play stage – children are directly engaging in activities with other children.</p> <p>Recognise themselves as part of a group with their own key person.</p> <p>Talk about right and wrong. Know that some actions and words can hurt others.</p> <p>Enjoy spending time in their key person group, feeling safe and secure to talk openly and try new experiences.</p>	<p>Asks why and how questions frequently. Is beginning to understand how to answer why questions asked of them.</p> <p>Enjoys reading core stories and will be able give opinions, talk about likes and dislikes and begin to think about what could happen next.</p> <p>Understands questions or instructions with two parts e.g. get your coat and stand by the door</p> <p>Understands sentences containing 3-4 key words</p> <p>Draw circles with facial features and protruding arms and legs for figures.</p> <p>Copies adults singing songs and listens intently to unknown rhymes remembering and joining in with parts of these.</p> <p>Will engage in make believe alongside peers in a similar theme.</p>	<p>Talk about how to keep our teeth healthy and what happens if we have too much sugar.</p> <p>Observe and talk about the impact physical activity has on the body.</p> <p>Experiment with ways of using the climbing equipment.</p> <p>Make snips in paper, moving scissors forward across a narrow page. (stage 3)</p> <p>Mark making beginning to show formation of figures and letters etc Now using a</p> <p>Show awareness of the need for different ways of moving and different speeds for different spaces and tasks and implement this knowledge e.g. adjusting speed in racing and chasing games, walking through indoor environment...</p> <p>Access the hydration station independently as required throughout the day.</p>	<p><b>Environmental sounds</b></p> <ul style="list-style-type: none"> <li>Can identify different sounds and name them.</li> <li>Can talk about the sounds they hear.</li> <li>Can describe sounds they can hear.</li> <li>Can compare sounds.</li> </ul> <p><b>Body percussion</b></p> <ul style="list-style-type: none"> <li>Has an awareness of how you can change body percussion sounds.</li> <li>Follows instructions to recreate a body percussion sound, e.g. Stamp your feet loudly. Clap your hands softly.</li> <li>Joins in with longer sequences of body percussion.</li> <li>Describes body percussion.</li> </ul> <p><b>Rhythm &amp; Rhyme</b></p> <ul style="list-style-type: none"> <li>Recognises that words rhyme.</li> <li>Copies and keeps to a simple beat.</li> <li>Joins in and copies breaking words into syllables with a beat.</li> <li>Plays with rhyme.</li> <li>Makes up their own rhyming words.</li> <li>Completes sentences with their own rhymes orally.</li> <li>Breaks words down into syllables with a beat.</li> <li>Creates their own beat.</li> </ul> <p><b>Alliteration</b></p> <ul style="list-style-type: none"> <li>Explores the initial sounds of words.</li> <li>Selects objects with a given initial sound from a choice of two.</li> <li>Identifies initial sounds of words.</li> <li>Matches two objects with the same initial sound.</li> <li>Plays with alliteration.</li> </ul>	<p><b>Cardinality &amp; counting</b> Subitises one, two, three and four objects (without counting) Explores a 5 frame.</p> <p><b>Composition</b> -Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers to 4 -Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same</p> <p><b>Pattern</b> Recreate spatial patterns showing some organisation or regularity. Explores and adds to simple linear patterns of two repeating items, e.g. stick, leaf (AB) Joins in with simple patterns in stories, predicting what comes next.</p> <p><b>Shape and Space</b> -Responds to and uses language of position and direction. -Begins to respond to and use common shape names – circle, square, triangle. -Shows awareness of shape similarities and differences</p>



PSE	C&L with LITERACY	PHYSICAL	PHONOLOGICAL AWARENESS	MATHEMATICAL DEVELOPMENT
<p>Recognises feeling and independently implements mindfulness techniques. Using language of emotions to talk to peers and adults to regulate.</p> <p>Has a strong connection and relationship with another child/children in nursery to be able to work together to take on board others' ideas and develop their play and learning.</p> <p>Strongly self-willed and enjoys completing tasks independently.</p> <p>Will adopt the standards of behaviour of adults and understand why we have boundaries</p> <p>At cooperative play stage – children are learning to understand the perspective of others and how to play together.</p> <p>Talk about what foods are healthy and unhealthy.</p> <p>Have confidence to try new activities and experiences independently, sharing these with their key person.</p>	<p>Understands instructions given to a group.</p> <p>Understands instructions with sequencing language e.g. first/after/last</p> <p>Can give a response when asked a why question.</p> <p>Uses a range of vocabulary to reflect their experiences.</p> <p>Enjoys reading core stories. Understands there are a different type of books (fiction / non-fiction). Understands how books are structured e.g. blurb / front cover / index...</p> <p>Handles books with confidence and understands some print e.g. repeated words/letters of significance/sounds/their names</p> <p>Enjoys singing familiar songs and reciting familiar rhymes.</p> <p>Begin to draw a head circle and body circle with protruding arms and facial features.</p> <p>Will engage in make believe using appropriate language alongside this.</p>	<p>Understand the impact physical activity has on the body.</p> <p>Understand about a healthy lifestyle including food and exercise.</p> <p>Use hands and feet to navigate the whole climbing frame with an awareness of safety.</p> <p>Can hold scissors effectively to be able to cut along a line, moving the paper and holding scissors with thumb up. (Stage 4)</p> <p>Make attempts to write some significant letters such as those from their name, with clear formation.</p>	<p><b>Voice Sounds</b></p> <ul style="list-style-type: none"> <li>• Explores different mouth movements and sounds.</li> <li>• Copies different voice sounds and mouth movements.</li> <li>• <b>Recognises</b> different voice sounds.</li> <li>• Makes a variety of different voice sounds, including animal sounds.</li> <li>• Says speech sounds clearly.</li> <li>• Talks about voice sounds.</li> <li>• Describes voice sounds.</li> <li>• Compares voice sounds.</li> <li>• Creates their own ideas for voices of characters/imitating voices.</li> </ul> <p><b>Oral blending and segmenting</b></p> <ul style="list-style-type: none"> <li>• Identifies the initial sounds of words.</li> <li>• Has an awareness that words can be broken into phonemes.</li> <li>• Chooses the correct object when hearing the word broken into phonemes.</li> <li>• Says a simple CVC and VC word after hearing it broken into phonemes.</li> <li>• Joins in with segmenting CVC and VC words into phonemes.</li> <li>• Segments CVC and VC words into phonemes.</li> <li>• Starting to blend the phonemes of longer words.</li> <li>• Identifies how many phonemes are in a CVC or VC word.</li> </ul>	<p><b>Cardinality &amp; counting</b></p> <p>Subitises one, two, three, four and five objects (without counting)</p> <p>Uses a five frame effectively.</p> <p><b>Comparison</b></p> <p>Compares two small groups of up to five objects, saying when there are the same number of objects in each group</p> <p><b>Composition</b></p> <p>-Through play and exploration, beginning to learn that numbers are made up (composed) of smaller numbers to 5.</p> <p>-Separates a group of five objects in different ways, beginning to recognise that the total is still the same</p> <p><b>Pattern</b></p> <p>Create spatial patterns and linear patterns.</p> <p>Joins in with simple patterns in sounds, objects, games and stories dance and movement, predicting what comes next</p> <p><b>Shape and Space</b></p> <p>-Responds to and uses language of position and direction.</p> <p>-Begins to respond to and use common shape names – circle, square, triangle, rectangle, pentagon.</p> <p>-Shows awareness of shape similarities and differences</p>



LUNCH Curriculum Checkpoints

**Lunch – Willow room**

- Be confident to access lunch without anxiety and upset.
- Tolerate sitting in a lunch chair alongside peers to eat some of their packed lunch.
- Understand what is their lunch and what is their friends and only eat their own food.
- Make a choice to an adult, between milk and water for their drink.
- Show awareness of lunch routines and anticipate these e.g. find seat, eat some lunch, have a drink, pack away, go outside

**Lunch – Maple Room**

- Find their lunch bag independently.
- Find a seat at the correct table.
- With some support begin to understand about eating savoury foods first and treats last.
- Place used dishes and cups in the appropriate basin for washing
- Pack away unfinished items and boxes into own lunch bag and return to the correct place for storage

**Lunch - Oak room**

- Select a clean plate and independently place lunch items onto the plate to eat.
- Select a clean beaker and pour own drink without much spilling
- Open packets independently or use equipment such as lunch scissors to open packaging.
- Source cutlery as required for yoghurts etc
- Drink effectively from an open cup without much spilling
- Eat with good pace, not too fast or too slowly
- Sort recyclable items from the waste – e.g plastic yoghurt pots, soft plastic crisp packets ...



# Assessment wheel for children with identified special educational needs

Name:

DOB:

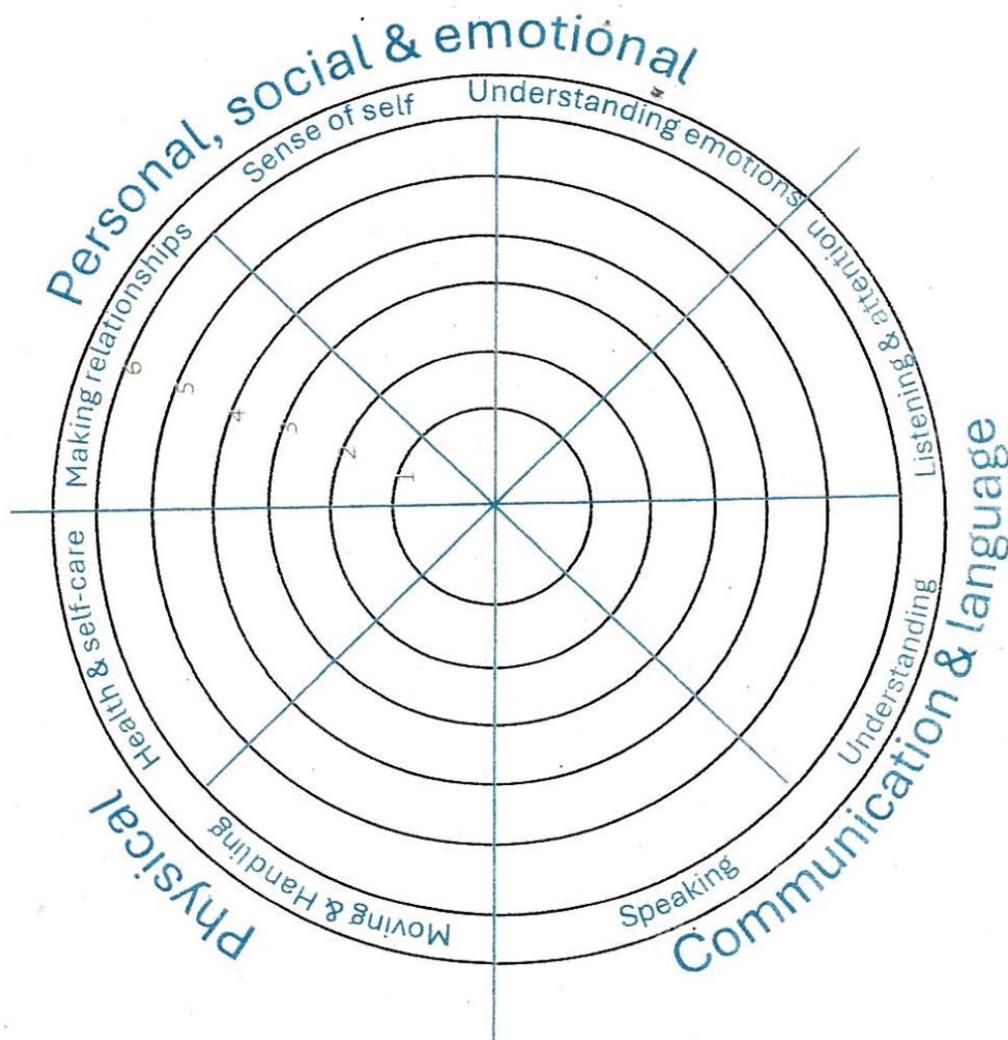
AGE IN MONTHS:

ROOM:

Additional notes:

Date completed:

- working within
- achieved



Assessment ranges to be used alongside Birth to Five Matters document when assessing children with identified special educational needs on the school assessment wheel for the prime areas.

Key to understanding the age ranges:

