

## ASSESSMENT POLICY

### **Intent**

Hopes and Dreams Montessori Nursery School's curriculum is to provide a safe, secure nurturing and stimulating environment where every child is unique. Hopes and Dreams Montessori Nursery Schools' ethos strongly promotes that every child deserves the best possible start in life and support to develop independence and confidence to reach their full potential.

At Hopes and Dreams Montessori Nursery School, Assessment plays an important part in helping parents, carers, and practitioners to recognise children's progress, understand their needs, and to plan activities and support development. The practitioners respond to their own day-to-day observations about children's progress and observations that parents and the Key Persons share.

Our program supports children to develop in all areas of the Early Years Foundation Stage, with emphasis on the characteristics of effective learning. Each child has the opportunity to explore all areas of the curriculum, through play themes and individual interpretation, both indoors and outdoors through child led and adult led activities. The Nursery School celebrates these individualistic approaches and creates opportunities for all children to progress holistically at their own desired level.

This includes the three Prime Areas:

- Personal, Social and Emotional development
- Communication and Language
- Physical development

As well as these Prime Areas of learning, we also ensure children have daily opportunities to explore the Specific Areas of:

- Mathematics
- Understanding the World
- Literacy
- Expressive Arts and Design.

### **Implementation**

Through careful observations and planning, the children enjoy free access to a rich, varied resourceful environment, which is stimulating, motivating, safe, secure, challenging and age appropriate with secure attachments with their Key Person, 'Buddy' and practitioners.

Hopes and Dreams Montessori Nursery School implements themes and principles of EYFS and Montessori Method of education to achieve the learning outcomes. Practitioners continually observe the children in the Nursery School, assess and plan a holistic curriculum using the Montessori materials and linking it to the Early Learning

## Goals.

The Early Years Foundation Stage guidance sets out in 'Development Matters' the likely stages of progress a child makes along their learning journey towards the early learning goals. Hopes and Dreams Montessori Nursery School has regard to these matters when we assess children and plan for their learning.

Hopes and Dreams Montessori Nursery School uses 'My Montessori Child' software to record all observations and assessments where parents can access their child's information and contribute and share their child's learning and development. The EYFS Profile report generated by the 'My Montessori Child' is shared with parents and the EYFS Checklist is shared with parents, the Primary School or Early Years setting the child will transition to, with parent's permission. This EYFS Checklist will be shared when a request is made for assessments for entry to Primary School or transition to another Early Years setting.

The Nursery School provides learning opportunities for mixed age groups of children, from three months to five years of age.

Practitioners use the observations to decide where children are in their learning and development to plan the next step in the child's learning and development.

When planning and guiding children's activities, practitioners reflect on the different ways that children learn and reflect these in their practice. The learning and development requirements take into account the fact that children develop and learn in different ways and at different rates, and that all areas of learning and development are inter-connected and are equally important in contributing towards children's development.

The Unique Child reaches out to relate to people and things through different learning styles of the Characteristics of Effective Learning, which move through all areas of learning.

This is through:

Playing and exploring – Engagement

Active learning – Motivation

Creating and thinking critically – Thinking

Practitioners respond to the child's investigations wherever and whenever they occur. Practitioners observe not only what the child learns but also how, in order to appreciate the different learning styles (Characteristics of Learning) in the early years. The activities in the Montessori classroom have clearly defined aims and so contribute to the child's development as well as the content of the child's learning, they represent the curriculum. This curriculum is led by the needs of the child. These observations are used to plan the next step in learning and development.

Practitioners will note down a child's achievements and actions they may make whilst playing or interacting with them. These observations are recorded in the child's profile and is shared with the parents via the 'My Montessori Child' software. Journey Books are used to record child's learning which includes photographs and artwork.

Hopes and Dreams value parents and they are included in their child's learning journey. Parents are welcome to share and contribute towards their child's learning and development with the practitioner on a daily basis, they can do this through 'My Montessori Child', talking to practitioners at drop off and pick up time, through journey books, weekly planning and parents evenings.

### **Assessments:**

Within a few weeks of starting at the Nursery School, a settling in review is organised for parents with the Key Person to discuss the child's settling in process, starting point as to where the child is in his/her development stage and plan the next step.

Two types of assessments are carried out:

#### **Formative assessment:** (Ongoing assessments.)

Practitioners observe children to understand their level of achievement, interests and learning styles, and shape the learning experiences for each child reflecting on those observations. Practitioners respond to their own day-to-day observations about children's progress and observations that parents and carers share. These are recorded on the 'My Montessori Child' for parents to access and contribute.

#### **Summative assessment**

The EYFS requires early year's practitioners to review children's progress and share a summary with parents at two points:

- Progress Check At Age Two (In the Prime Areas between 24 and 36 months)  
When a child is aged between two and three, practitioners review the child's progress, and provide parents and/or carers with a short written summary of their child's development in the Prime Areas. This progress check helps identify the child's strengths and any areas or gaps in their learning and development.
- Early Years Foundation Stage Profile (EYFSP)

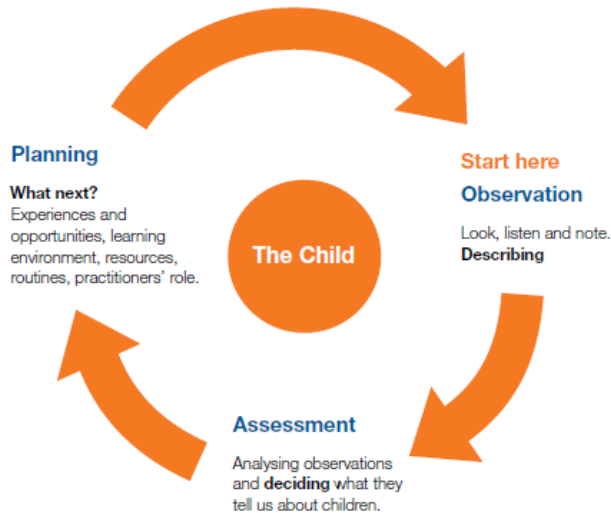
This is carried out in the final term of the year in which the child reaches age five, and no later than 30th June in that term, the EYFS Profile is completed for each child. It summarises children's progress towards the early learning goals.

#### **Impact**

Children's progress is tracked from the starting point till the time the child leaves the Nursery School to monitor progress and development. These assessment records (The EYFS Checklist) is shared with the Primary School or Early Years setting during transition. The practitioners prepare the children for Primary School after offering a 'Primary School Readiness Questionnaire' to parents. Parents are offered a meeting to discuss the 'Primary School Readiness' with the Key Person to support the child for this

transition. The Nursery School often organises visits to pre-school for settling in or welcoming staff from schools to visit the children at the Nursery School.

At Hopes and Dreams Montessori Nursery School the impact of the curriculum is that all children make good progress from their individual starting points. All children get the best possible start to their school life and develop knowledge and skills to reach their full potential, develop confidence in themselves and nurture strong positive attitudes which will make them lifelong learners and valuable future citizens.



Reviewed: October 2019

Signed on behalf of the Nursery School: .....*Candice Dorrain*.....

Next review date: October 2020

