

Monitoring and Evaluation of Learning Policy

Each child at Hazeldene Nursery and Foundation stage is assigned to a key worker; the key worker takes primary responsibility for monitoring that child's development under the direction of the nursery and foundation stage teacher. The method of assessment used at Hazeldene Nursery and Foundation is observation and focus activities. All practitioners contribute to assessment by passing on observations they have made on children to class teachers who are then responsible for recording the information via Development Matters documents, hibernation sheets, i-pads (Target Tracker) and data analysis documents.

There are 6 main ways that children's learning is recorded, these are;

- Individual profiles to track children's progress through the Early Years Foundation Stage Curriculum
- Portfolios
- Group documentation of Learning Journeys
- Base lining
- Use of Target Tracker to track and analyse progress.

Individual Profiles

Hazeldene Nursery and EYFS has adopted the Target Tracker system to monitor children's progress through the Nursery and Early Years Foundation Stage. This enables staff to track progress in each seven areas of learning. Each key worker has the profiles for their group of children on the class i-pad.

Baseline Assessment

As of September, both FS and Nursery will be baselining children on entry recording of each child's knowledge, skills understanding and learning behaviours on entry to Nursery and Year R. It will provide a recognised starting point for measuring development and progress through YN, YR and into KS1; this will demonstrate a clear link to outcomes at the end of KS1. The base-line will also allow assessment of each child's well-being and involvement. Data of individual baseline judgements will be submitted in early October.

Portfolios

Each child has a portfolio, or individual "learning journey". This is a collection of photographs, written observations and pieces of work, which document their particular interests, relationships and learning as they progress through nursery. They also contain Effective Early Learning observations. These not only provide evidence of individual children's learning and levels of involvement but are used collectively and analysed by the Headteacher to monitor the effectiveness of the Nursery and EYFS curriculum. The portfolios are the property of the child and are shared with them and their parent/carer as they progress through Nursery and Foundation stage. When the child leaves our Nursery or Foundation, they take their portfolio home to keep.

Group documentation of learning journeys

Staff at Hazeldene Nursery and Foundation plan for children's learning by developing projects evolved from children's interests, needs and learning styles that have been observed. Photographs and written observations show the starting point of projects and show children's thinking and learning as they have progressed. These photographs and written observations are displayed on the nursery walls or in books that are assessable to children and their parent/carers. In this way children are able to revisit and review their learning.

Additional to this formative assessment children's development is assessed on entry and exit using the Development Matters documents. This assessment is recorded in a hibernation sheet and updated throughout the year. Also when children leave nursery or foundation an individual summative report is written for parents/carers.

Target Tracker:

Target Tracker is used throughout Nursery and FS to record achieved statements on a termly basis. Using Target Tracker staff are able to track individual children in all 7 areas of learning. This information is then used at PPM (Pupil Progress meetings) to discuss progress of each child in Prime and Specific areas.

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