



The Willows
Children's Centre
for Early Childhood
Development and Parenting



THE WILLOWS CHILDREN'S CENTRE ASSESSMENT AND REPORTING POLICY

Belonging, Being & Becoming (The Early Years Learning Framework), Reflect Respect Relate documents and Literacy and Numeracy Indicators form the foundation for ensuring that children in all early childhood education and care settings experience quality teaching and learning to attain their Learning Outcomes. Use of these documents indicate and reflect children's current abilities, needs and interests. Information on children is collected via:

- Parent comments including questionnaire at beginning of kindergarten.
- Documented anecdotal observations
- Photographs
- 'Work' samples
- Assessment tools (eg language of problem solving)
- Input from support agencies (ie Adelaide Hills Community Health Service, private and Department of Education Speech Pathologists, Psychologists, Occupational Therapists, Disability S.A., Inclusive Directions, Novita, Child Development Units)

Our programme/planning cycle is fortnightly. The programme/curriculum is reported to parents and community via:

- Curriculum notice board at entrance and curriculum book.
- Newsletters and Emails
- Director's Report – presented at each Governing Council Meeting
- Informal and formal conversations
- Displays around centre including photographs of children's work, children's 'work' samples etc.

Individual children's progress is reported to parents via:

- Informal conversations - a time can always be set aside for formal conversations
- Three way conversations offered to families at the end of first term to establish individual learning goals
- Children's learning journals
- Picture/photographic displays
- One Plans
- A written Summative Report at the end of the child's time at kindergarten

Children with Additional Needs:

All children who have been identified as having additional needs (receiving 8 or more hours of support) have a One Plan that is regularly reviewed with families, centre staff, support workers/agencies and Student Support Services personnel. Children with complex needs and those attending the Inclusive Preschool Programme will have a One Plan that is developed in kindergarten and continues to be part of their support planning during the school years.

Reviewed and revised June 2019