



ASSESSMENT AND REPORTING POLICY

Assessment and reporting are integral to teaching and learning programs and are one way of enhancing the curriculum. Early childhood educators have a professional responsibility to ensure assessment and reporting practices are appropriate and contribute constructively to the continuity of learning and development and the transition of all children.

Early childhood educators in preschools work together with families and children to support learning. One way they do this is by using assessment and reporting strategies.

There are Five DECD Principles in relation to Assessment and Reporting:

1. Early childhood educators support children to become skilled and knowledgeable participants in the process of assessment and reporting.
2. Effective teaching practices rely on strategic assessment and reporting.
3. Effective assessment and reporting of children's learning and development requires a coordinated staff approach.
4. Effective assessment and reporting practices are equitable.
5. Effective assessment and reporting uses a comprehensive range of strategies and methods.

Definitions

Assessment - This is the process of gathering and analysing information about what each child knows, understands and can do. We call this data. This information is used to make decisions about ways to build on each child's learning and development. This process needs to be monitored and reviewed to ensure consistent assessment of each child's development.

Reporting - The sharing of information about children's learning and development with:

- Families
- School (with permission from families attending non DECD schools)
- Other professionals such as psychologists, speech therapists etc who may be working with the child

Reporting happens in a range of ways including:

- Ongoing formal and informal discussions
- Written information about the child's learning and development
- Learning Stories and the collection of work samples.

Evidence / data: early childhood educators should ask the following questions about the evidence on which they are making assessment decisions:

Is it reliable?

Is there sufficient evidence?

Is the evidence valid?

Is the evidence authentic?

Is the evidence current?

Does the evidence allow you to see progression in children's learning?

Professional Judgement: Judgements made by early childhood educators about children's learning and development are made from observations of children engaging in a range of activities and experiences and from the use of a number of different strategies for assessing skills. Valid and reliable assessment depends on collaboration between educators to share information.

Play: "Play provides opportunities for children to learn as they discover, create, improvise and imagine. When children play with other children they create social groups, test out ideas, challenge each other's thinking and build new understandings" (The Early Years Learning Framework for Australia; Belonging, Being & Becoming, 2009). Observations of children's play provide a valuable insight into children's learning and development in all areas.

Assessment and Reporting Policy Aims

This policy will:

- Be based on a coordinated staff approach with practices developed and implemented collaboratively.
- Acknowledge the special knowledge families have of their child and the important role they have in the assessment/reporting process.
- Recognise and value children as individuals within the context of their family and be sensitive to each child's diversity.
- Be ongoing throughout the child's attendance and provide a view of their progress.
- Determine how well children are achieving in relation to the outcomes and indicators identified in EYLF (Early Years Learning Framework).
- Inform staff to plan for individuals and groups of children.
- Monitor children's learning and development.
- Assist in determining the effectiveness of the program, teaching methods, record keeping and assessment strategies.
- Support continuity between care/preschool/school such as through the provision of the written 'Statement of Learning' as children move from preschool to the school of their choice.

Procedures and Strategies:

Whilst it is acknowledged that information is gathered informally from the moment of first contact with the family and on an ongoing basis, the following procedures/strategies will occur:

ASSESSMENT WITHIN THE PRESCHOOL PROGRAM:

Observations:

- Staff write observations/anecdotal notes in relation to individual development. These are aligned with the Early Years Learning Framework (EYLF), and Numeracy and Literacy Indicators.
- These observations/anecdotal notes guide the activities and experiences we provide in our learning program.
- Staff analyse and discuss observations/anecdotal notes and establish individual goals for each child in collaboration with families.

Photographs:

- Are taken to create learning stories for children based on learning that has taken place both incidentally within the program and also as an evaluation of planned experiences.

Work Samples and Workbooks:

- Various work samples are collected throughout the year, both formally and informally, and during free play, small group and large group times.
- Upon enrolment, each child is given their own workbook where staff and children keep work samples. The workbook is given to the child at the end of their kindergarten year for the family to keep.
- Parents are invited to look at their child's workbook whenever they wish. We encourage parents to take some time every term to look through their child's workbook and discuss the work samples with their child.

Literacy and Numeracy Indicators:

- Staff observe children within the learning program and begin to track children's development in Literacy and Numeracy.
- During term 4, staff discuss the observations made and the data collected, in order to write a Statement of Learning.

Learning Journey Floor book:

- Every child will be included in our floor book. Our floor book represents a snapshot of our learning journey over the year and shows anecdotal evidence of learning and discoveries over time.

"Our Learning Wall" – Program Wall:

- The program wall is a visual display of our current program. This wall highlights what we will be providing as learning experiences and a visual evaluation of the experiences we have provided. This display allows parents the opportunity to engage their children in discussions around what s/he has been learning.

Wall Displays:

- All work and photographs of learning on our walls have a description of the experience provided and our intended outcomes for learning. By reading the description and looking at their child's work/photos, we are able to help parents assess their own child's learning and development over time.

REPORTING WITHIN THE PRESCHOOL PROGRAM:

Term 1:

- Individual Learning Plan's (ILPs) will be developed for each child in consultation with families. The development of these ILPs will form the basis of Parent/Teacher discussions in term 1.

End of Term 2 and start of Term 3:

- Parents and Teachers will meet again to review ILP goals and update or set new goals as required.

Term 4:

- A Statement of Learning is written for each child.

ASSESSMENT WITHIN THE OCCASIONAL CARE PROGRAM:

Enrolment/Induction

- Information gathered from parental discussion and on enrolment form.
- Observation cards set up for individual children.

During child's attendance

- Informal discussions with parent about individual progress.
- Observations occur which may include taking photos.
- Anecdotal notes written.
- Examples of children's work collected.
- EYLF document may be used.

Confidentiality and storage of data collected

Original information that has been gathered is archived for an extended period of time. All information collected is kept on site and used for a planning, assessment and reporting cycle only.

This policy will be reviewed and evaluated every two years by both staff and the Governing Council and modified as required to ensure continued relevance for the centre.

This policy was endorsed by the Governing Council on:

Date: 27/9/16

Chairperson: Lecia Wood

Director: Aaron Selway

Last updated 27/9/2016