



## KATHLEEN MELLOR COMMUNICATION AND SHARING

### Assessment and Reporting Policy Statement

Early childhood educators in preschool work together with the families and children to support learning and development in the best possible way. This page provides you with some information about how we use assessment and reporting to do this.

**"When children view themselves, their family members and educators as partners, there is a positive effect on their learning and motivation"(Arthur et al 1996)**

#### What is assessment?

Assessment involves

- Collecting information over time to find out what your child can do, what they know and what they understand
- Using this information to make decisions about ways to build on your child's learning and development so he or she can achieve his/her personal best
- Keeping track of your child's progress and achievements

Families, children and early childhood educators all have a very important role in assessment.

#### We collect information for assessment by:

- Talking with you and your child about their interests, skills and abilities
- Encouraging children to be involved in assessing their own learning
- Observing, listening and interacting with your child daily as she or he plays or is involved in group activities
- Collecting samples of children's work eg drawing, language, pastings etc.
- Talking, with your permission, to other professionals working with your child eg speech pathologists, psychologists, social workers etc.

#### Families are an important part of the assessment process

You have very special knowledge of your child and family. When you talk with us you might want to discuss things like:

- What your child is good at and interested in
- What your child is learning at preschool and what might help them to learn better
- Any concerns you have
- Your child's progress and ways you could help your child
- What happens at preschool



## What is reporting?

Reporting happens throughout your child's preschool year when we share information about your children's learning and development with

- You and your child
- The school of your choice (with your permission)
- Other professionals such as psychologists, speech pathologists and social workers who may be working with your child (with your permission)

## Formative reporting

Formative assessments and reports provide ongoing information about what children know, understand and can do and are used to plan for each child's ongoing learning and development. At this centre formative reporting happens in a variety of ways including:

Ongoing formal and informal discussions

- Parent interviews by invitation or on request

Collections of your child's work

- Have a look around the walls for displays of children's work
- Photographs of children at play
- Portfolios, containing work children have done, photos, learning stories etc.

Written information

- Newsletters
- Weekly program
- Day book

## Reporting – Statement of Learning

When you enrol your child in a preschool program you will be asked to sign the following "I give permission for information to be transferred to the school of my choice and for this data to be used for statistical, planning and similar purposes"

As your child moves from preschool to school you will be provided with a written Statement of Learning which you will be asked to sign. A copy of this report will then be given to the school. This report is developed to help families, children and early childhood educators in the preschool and school setting to work together to support children's learning and development in the best possible way. It will form part of the school entry assessment process.

The Statement of Learning for Kathleen Mellor includes:

- Areas of strength, interest, confidence
- Future learning goals
- Brief summary of development of time, friendships, learning styles etc.

We use the **Australian Early Years Learning Framework (EYLF)** as the basis for these reports.



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### Choosing a school

Choosing and enrolling your child in a school is your responsibility. You may like to visit local schools before making your choice, or talk with parents whose children attend that school etc, to help with this. All our local schools have a transition (or visiting) program for children in the term prior to their beginning school term. Each school will contact you directly regarding dates/times for these. Parents are responsible for accompanying your child on these visits. If your child has special needs, kindy staff may be able to help you choose a school and negotiate a suitable transition plan.