

Settlers Farm Campus Kindergarten ASSESSMENT AND REPORTING PROCESS

ASSESSING

- All learners participate in the construction of a planned learning and teaching program, based on the *Early Years Learning Framework (EYLF)* and implementation guidelines for indicators of preschool numeracy and literacy which responds to learners needs, interests, prior experiences and achievements.
- Assessment and reporting practices:
 - Promote the ongoing development of dispositions, knowledge, and skills of all young children
 - Use a variety of strategies which respond to the diversity of children and families
 - Reflect the holistic nature of young children's learning, development and the professional judgement of Educators.
- Assessment information will be used to inform decision-making about learning programs and priorities for curriculum development.
- The development of a *One Plan* for learners with extensive needs adjustments, are in care, identify as Aboriginal or access a special option setting that specifically addresses learner access, participation and achievement within the context of the outcomes in EYLF and pre-school literacy and numeracy indicators.

RECORDING

- In the curriculum all educators contribute to:
- recording evidence of learner achievement
 - analysing learner achievement data to inform planning, practice and waves of intervention
- Record keeping takes the form of:
- Learning journals —available for children and families to access at all times.
 - Anecdotal observations of children—dated and recorded
 - Learning notes reporting to parents about their child's progress, strengths and areas of development in Numeracy and Literacy within Department for Education guidelines during Terms 1, 2 and 3. This information informs the Statement of Learning on exit from kindergarten.
 - Preschool speech and language Screener (2015).
 - Photographs
 - Literacy—PASM (Phonological Awareness Skill Mapping) tool.
 - Numeracy—'Four Top 5' of numeracy (subitising focus).
 - Yakka tracker– monitoring children's communication skills
 - Wellbeing checklist– to monitor children's wellbeing
 - Early Intervention—speech/language, numeracy, literacy, motor skills
 - One plans -Aboriginal children and Preschool Support recipients.
 - Work samples and Learning stories—displayed or filed in learning journals.
 - Programming suggestions which reflect children's voice/interests and used in termly program or programming and planning. Continuous planning
 - Literacy groups.
 - Tracking and monitoring children's achievement and progress through 'MiniMarkIt' (secure online program) and Group time jottings
 - Preschool Quality Improvement plan– observations, documentation and rubrics are implemented to track and monitor children's progress and teachers and educators practice to inform improvement in the curriculum.

REPORTING

- All teachers:
- prepare a 'Statement of Learning', based on the five Learning Outcomes of the *Early Years Learning Framework* and *DfE Indicators of Preschool Numeracy and Literacy*, which is provided to the child's parents/carers and passed on to the school the child will attend.
 - report on an ongoing basis, both planned and informal— parents receive information about their child's progress through conversations and written (learning notes and 'Statement of Learning').