

SEACLIFF COMMUNITY KINDERGARTEN CENTRE POLICY



TITLE : Assessment and Reporting Policy

REVIEW AND REVISION

Policy Date	Revision No.	Revision Date	Author
08/2020	3	10/2022	Sharon Jaensch

Context

At Seacliff Community Kindergarten we believe quality assessment & reporting enables us to

- Construct a curriculum responsive to our diverse learners.
- Assess individual children's strengths, interests and areas for further development with the view to implementing appropriate learning resources, programs, interactions and interventions.
- Support, monitor & enhance each individual child's progress.
- Share knowledge with the child, family and feeder school.

Early Childhood Educators have a professional responsibility to ensure that each individual child has the opportunity to develop their skills, knowledge and dispositions while at kindergarten. Assessment for and of children's learning refers to the process of observing, gathering and analysing information as evidence about what children know, can do and understand. It is important because it enables educators in partnership with families, children and other professionals to plan effectively for children's current and future learning. Educators use this information to determine the learning goals for and with children against the Early Years Learning Framework. This framework outlines learning outcomes that are important for children and provides the educators with a framework to build on children's current learning and to foster new learning within the kindergarten environment. By identifying children's current learning, interests and motivations, staff are better equipped to plan for new learning that is relevant to the child. Professional knowledge of the educators at Seacliff Kindergarten is acknowledged and valued as an important part of the process of Assessment and Reporting.

This policy has been developed using the National Early Years Curriculum Framework (EYCF) & the Department for Educations Assessment & Reporting Operational Guidelines for preschools and schools.'

Policy

At Seacliff Community Kindergarten assessment & reporting will:

- be developed and implemented collaboratively and include educators, parents/caregivers and children.
- address the requirements of curriculum accountability as defined in the National Early Years Curriculum Framework (EYCF) and other Departmental Accountability requirements.
- implement the Assessment & Reporting Policy for Department Preschools.
- recognize the special knowledge families have of their child and the important role they have in the assessment/reporting process.
- be both formative and summative as well as ongoing throughout the child's attendance.
- provide the staff with information to plan for and with individuals and groups of children.
- enable staff to monitor children's learning and development.
- provide children and families with a view of progress and an opportunity to provide feedback about their child's learning needs.
- recognize and value children as individuals within the context of their family and be sensitive to each child's diversity.
- support continuity between care/preschool/school such as through the provision of written Statement of Learning for all children as they move from the preschool for both parents and the school of choice.
- assist in determining the effectiveness of the program, teaching methods, record keeping and assessment strategies used.

Confidentiality

The confidentiality of families and children must at all times be protected. As such:

- records relating to individual children and families will be stored securely and used for the purpose of informing staff planning and curriculum development only.
- information will be used to improve children's learning outcomes and not for any other reason.
- families must be informed about the purposes for data collection, its uses, and availability of access to that information

Procedures

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 occur routinely.

On Enrolment

Information will be gathered from parental discussion & in completing the enrolment forms.

- Parents will be directed to the kindergarten website for information about the curriculum, reporting and assessment procedures.
- Parents will be requested to complete a parent questionnaire to provide the staff with information about their child’s needs and interests.
- Parents will have an opportunity to have a parent conversation early in their child’s preschool year.
- Parents will be invited to join See Saw to access learning documentation.

During the child’s year of Preschool

Curriculum information will be shared through established communication platforms eg newsletters, See Saw, parent facebook page.

The staff will routinely assess, report and reflect on children’s learning and utilize research based evidence to guide their reflection and planning.

The following strategies will be implemented to record and report on children’s development and progress. This information will be made available to parents.

- Educators will engage in formative assessment routinely throughout the children’s days to assess and plan.
- Educators will regularly discuss the current learning of individual children based on observations and professional knowledge. These observations will support the development of learning goals for the children.
- Educators will engage in individual observation and recording of children’s interests, wonderings, learning needs and play skills during sessions. These observations may take the form of anecdotal records, photographs or videoed recordings that can be used to assess and reflect upon children’s engagement and growth in learning.
- Individual learning documentation will be written for children to reflect areas of growth and development. They will include teacher reflection about the learning and identified opportunities for further learning. Parents and children will be encouraged to provide feedback to the learning documentation and to contribute to the goal setting for their child’s learning.
- Specific assessments and documentation relating to children with additional needs may be instigated in consultation and collaboration with individual children’s parents, e.g. one plans for aboriginal children and those children who access additional funding through the access assistance program, psychology assessments for children being considered for special options placements, and articulation profiling for children with speech and language needs.
- A Statement of Learning (a summary of children’s learning over the year) will be developed at the end of each year for parents and schools to support continuity of learning.

Director	Governing Council Representative
Print Name	Print Name
Signature	Signature
Date	Date