



Uraidla and Hills Community Kindergarten

Assessment and Continuity of Learning Policy and Practices

Assessment is the process that we use to build up a picture of your child's learning and development to support our curriculum planning and early learning. Assessment provides us with information that we use to make decisions about how we respond to each child, building on their individual strengths, interests and knowledge and to support them in their learning. Every time we interact or observe your child we are making an assessment about their learning and wellbeing.

Some specific times when we are assessing include the following;

Information received from families at enrolment

Parents are asked to share their child's strengths and interests before the child begins. This provides us with some background knowledge of your child and enables us to plan some experiences that will support the child's start at kindergarten.

Conversations and celebrations

We aim to foster belief in our children that they can be and are successful learners. In their interactions with children staff support them to acknowledge their learning and self-assess their development.

Prior to kindergarten experiences

Where children have accessed additional care other than their parent, we will seek your approval to share a conversation with their carer. This additional information provides another avenue for us to understand how best to support your child as they begin their kindergarten year.

Collection of children's drawings, ideas for learning and brainstorming ideas.

Copies of these documents are kept at kindergarten (in their learning folders) showing children's progression of ideas, skills, strengths and interests through the year.

Staff reflections about children.

Throughout the year kindergarten staff observe and record children's interactions, learning, strengths, interests and progress. These observations are shared informally and at staff meetings and are the foundation for designing a curriculum for individuals and cohorts of children. These observations are recorded in our Observation Book and are confidential.

Planned interviews

Throughout the year we invite families to meet with us and discuss their child's progress. We chat about the child's strengths and interests, home life and kindy life. Together we establish some learning goals to support the development of the whole child (physical, social, emotional, and cognitive) both at home and at kindy. Interviews are made outside of session time, after 3.10pm. These may be requested by staff or parents. Every family is offered an opportunity for this interview. It is the parent's choice to take up the offer or not. Across the year we may have one or several meetings of this nature depending on the wishes of the family and the staff.

Summative Statement of Learning

At the end of their kindy year we create a Statement of Learning about your child. This statement is a report of your child's progress and highlights what we have seen and our understanding of your child's development in these areas- Cognitive, Health & Physical, Literacy and Language, Numeracy, Self, Social and Wellbeing.

This report is passed on to your child's school, a copy goes to you and a copy stays at the kindergarten.

Handover Meeting

We meet with our local schools and provide a synopsis of the child's year at kindergarten with both the school principal and where possible the reception teacher. The school then receives a copy of your child's summative report.

Policy ratified by Governing Council 2021 and reviewed in 2023 or as required.