



Observation, Assessment, Planning and Evaluation

Statement of Intent:

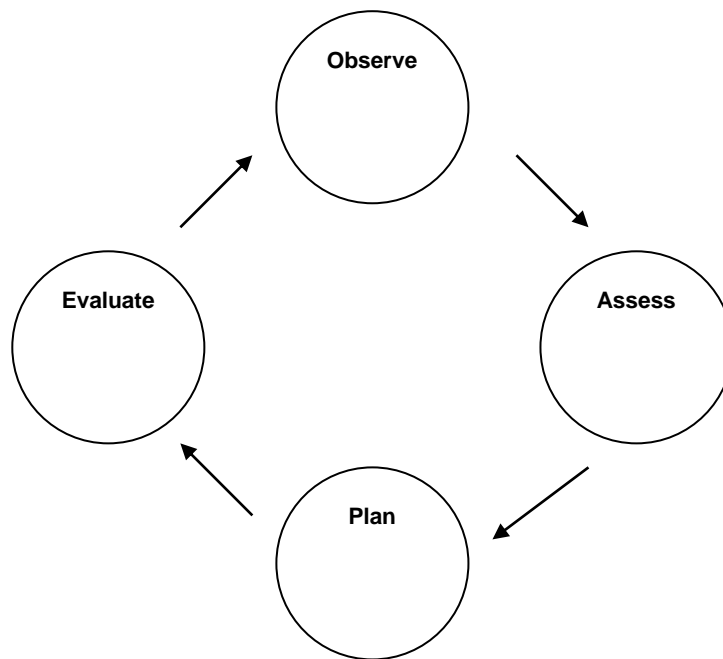
To support every child in reaching their development and learning potential within the Early Years Foundation Stage.

Policy Aims:

- To observe the unique child's interests, development and learning
- To provide a child focused learning environment which reflects children's current interests.
- To observe interactions and learning whilst playing with/alongside children in order to identify their next steps of learning.
- To plan for their next steps through play based experiences.
- To regularly summarise children's development and learning to ensure progression is being made across all seven areas of learning and development.
- To provide and plan a holistic environment which supports development and learning across the 3 prime areas and 4 specific areas of learning and development and the Characteristics of Effective Learning.

OAPE Cycle:

1. Ongoing observations on all children such as tracking, snap-shot or focused
2. Assess next steps of learning from observations
3. Use next steps to inform planning of the environment and experiences
4. Evaluate the learning opportunities that were available
(The cycle starts again)



- Planning should support practitioners in meeting each child's unique needs and ensure next steps/current interests are provided for.
- There should be a balance of child initiated and adult led experiences within an enabling environment.
- Planning should not be heavily paper based and should focus on enhancements to continuous provision and/or additional provocations/experiences.
- Sometimes practitioners respond spontaneously to children's interests or events and this can be recorded retrospectively.

Procedures:

It is the key person's responsibility to:

- Collate the significant information gathered on a child.
- Document information in the child's unique Learning Journey including:
 - observations
 - photos
 - achievements
 - next steps
 - child's voice
 - parent/carers voice
 - and other relevant information.
- Share information in the Learning Journey with colleagues, the child and their parents/carers.
- Regularly review the child's development, learning and progression (summative assessment)

Definitions:

Formative assessment – ‘is what you do every day when you observe children and note their interests or abilities’ EYFS 3.1 Observation, Assessment and Planning card

Summative assessment – ‘a summary of a child’s achievements at a particular point in time so that their progress can be tracked’ EYFS 3.1 Observation, Assessment and Planning card

Continuous Provision – resources that support all areas of learning that children can access freely and independently throughout their session

Links to:

- EYFS Principles into Practice cards (2007) DCSF
- Statutory framework for early years foundation stage (2017) DfE
‘The learning and development requirements’
- National strategies ‘Progress Matters’ publication (2009) DCSF
- National strategies ‘Learning, playing and Interacting’ publication (2009) DCSF