

Early Years Foundation Stage (EYFS) Policy

Rationale

On-going formative assessment is at the heart of effective early years practice. This policy, embedded within the EYFS policy, supports the process towards creating a personalised learning journey that tracks children's learning through 'systematic observational assessment'. Documenting each child's learning is used to inform planning and next steps that support each child individually.

Any assessments completed by the practitioner alone will offer only a partial picture of a child's attainment. Practitioners must actively engage children, their parents and carers, and other adults including other providers who have significant interaction with the child in the assessment process.

Learning Journeys highlight children's significant moments of learning which build a true picture of each unique child through materials which illustrate the child's learning journey and the child's view of his or her learning.

Purpose

- The purpose of this document is to define school policy and provide guidelines for the use of Learning Journeys

Aims

- We aim to use our Learning Journal to capture through pictures, the progress our children are making.
- Encourage parents to work in partnership with us to capture special moments, which they can become part of the journal.
- Engage children in developing the learning journal to ensure they have ownership of their learning journal.
- Plan for progress through the learning journal (next steps)
- Ensure the learning journal is accessible to children, parents, professionals who may want to enjoy the journey.
- Ensure the learning journal is a treasure for parents to keep for years to come.
- To capture the significant development pupils make in a photographic record.
- To create a record of the journey annotated with observations, relevant development matters and next steps to be planned for progression.

Learning Journeys.

General Presentation

- All about me sheets are completed with the parents and placed in the front of each child learning journey.

- All evidence is dated, linked to the areas of learning, ages, stages and characteristics of learning.
- A range of children's work across all areas of learning and development are included in the learning journeys.
- Hand written evidence and annotations should be clearly written.

Observations

- Ensure that the correct observation format is being used.
- Spontaneous/ incidental observations clearly define next steps.
- Focused observations (one per half term for each child) clearly define next steps.
- All photographic evidence is annotated and linked to the development matters and outlines children next steps.
- Evidence from indoors and outdoors in appropriate proportions.
- Characteristics of effective learning are linked to all observations and included in the next steps.
- Generic observations must also include a personalised comment, which then creates an individual observation and highlights the individual learning that has taken place and next steps.

Progress

- The learning journeys must show evidence of progression(including basic skills)

Contribution to Learning Journeys

- Observational contributions from a range of adults who work with the child should be evident within the learning journey and initialled by the adult.
- Verbatim quotes from the child wherever possible and evidence of children's contributions to their individual learning journey.
- Promote and encourage parents/carers to contribute and make comments about the child learning, play and development outside school. Parents are to be sent home 'wow moment' sheets on a regular basis.