



GRACE DIEU  
MANOR SCHOOL

## **PRE-PREPARATORY DEPARTMENT**

### **Policy for Planning, Recording, Assessment and Reporting in the Foundation Stage**

*School Mission Statement:*

***“Learning and growing in  
the light of the gospel.”***

#### **WITHIN THE POLICY:**

- Aims and Objectives
- Operating Policy

## **AIMS AND OBJECTIVES**

### **Planning**

Planning is completed termly (medium) and weekly (short term) for each of the seven areas of learning which is taken from the EYFS profile document. RE is also included in the planning as part of our school syllabus “Come and See”, and also as part of the UTW strand.

We plan taking into account the development matters monthly outcomes, eg. 40-60+ months. Within our curriculum planning framework there are opportunities for children to be involved in activities that are both planned by adults and child initiated. **Child initiated activities are recorded on the planning and outdoor learning is highlighted on the planning. Characteristics of Effective learning are planned for and Independent investigations encouraged and observed.**

### **Recording**

Records of children’s progress are kept on file and dated. A pupil profile is ongoing and regular additions are made to the child’s Learning Journey, through photos, post-it notes and observations. **These are shared at Parent Consultation evenings along with termly targets (Swans) and Progress Summaries (Cygnets).**

### **Assessment**

Assessment is used to inform us of children’s interests, achievements and possible areas for improvement in their learning, from this, next steps in teaching and learning can be planned. Continuity and progression is thereby promoted. **We keep parents informed about their child’s progress by providing both written and verbal feedback in the form of parent consultation evenings and by a written report at the end of the Reception year (Swans) and Transition summaries (Cygnets).**

## **OPERATING POLICY**

### **Planning**

Topic planning takes place on a termly basis. Weekly planning informs what activities and organisation is required; the level of development, the learning objectives, the assessment opportunities, the children’s ideas and the resources needed. **Plans are annotated in red at the end of the week to evaluate and record the next steps for groups of children or individual needs, and to highlight activities that need reinforcement. They are marked in green where the learning has taken place outdoors.**

Children are given the opportunity to choose a topic and plan their own activities. **This may form part of an ‘Independent Learning Week’ or child initiated learning activities.**

## **Recording**

In Swans, targets are discussed at Parent Consultation evenings and are reviewed termly. Targets are set for each of the 7 areas of Learning. These are written down on the 'Termly Target Sheets' and parents are given a copy to take away. 'Points to be discussed' are also recorded during the Parent Consultation evening and are kept on file for future reference. Parents are encouraged to discuss these and work on them at home.

In Swans and Cygnets, daily observations are recorded on post-it notes and photographs are taken to provide evidence for the Learning Journeys and children's attainments. Spontaneous observations are completed as 'wow' moment sheets. **Once in Cygnets, parents are given an 'All About Me' proforma which informs staff about the child's personal likes and dislikes. The 'Parental Contribution form' to the Early Years Foundation Stage gives parents the opportunity to record any achievements in the 7 areas of learning that take place at home.**

In Swans, parents record achievements in the 'Home Book of Achievement'. This is given to parents during the Autumn term consultation evening. Guidance is given to parents by providing them with a copy of the 'Assessment Scales' reference sheet. Staff read and initial entries made in the 'Home Book of Achievement'. This information, along with their own teacher assessments, inform future planning. **On occasions, parts may be photocopied, dated and added as individual entries in the child's Learning Journeys.**

## **Assessment**

### **Swans**

Staff undertake a 'Baseline Assessment' in the first few weeks of term. This provides evidence for the 'Profile Individual trackers' and shows overall cohort trends. It identifies the scales for boys and girls and highlights weaknesses and strengths in the different areas of learning. This evidence targets areas for future planning and assessment. The tracker is completed termly and coloured dots highlight where they are in relation to the developmental matters in months. **A cohort tracker is then completed using the data each term.**

The 'Baseline Assessment' forms a baseline for target setting for each child. The termly attainment summary identifies the ongoing attainment level for every child. The Assessment tracker is updated termly and provides vital information about the 7 areas of learning and affects future planning and assessment criteria.

The tracker is completed in June and the data is collated and this provides Leicestershire Education Authority and Grace Dieu Manor School with a cohort analysis. Each child is assessed against the three E's (Emerging, Expecting and Exceeding) and a Score of 1, 2, 3 awarded. This final score is totalled and entered into the whole year data sheet. The data is then used to inform future predicted grades at the end of KSI.

## **Cygnets**

In Cygnets the 'On Entry Profile' informs staff about each child's experience in the 7 areas of learning. Each half term staff complete a 'Progress Summary' for each child. At the end of each term, the Cygnets progress is recorded on the 'Early Assessment Review' proforma (The Child's Story).

These assessment reviews are passed on to the child's next teacher as a record of their ongoing level of achievement.

## **Reporting**

At the end of the Foundation Stage the Swans have a detailed written report identifying progress and achievement in the 7 areas of learning and identifies through the Characteristics of Effective learning how a child learns, this is also commented on.

At the end of the year, Learning Journeys are passed on to the Year 1 Teachers as a record of the children's interests and achievements. These are then given to parents at the end of the Autumn term.

(Reviewed ND August 2017)