KNOWLEDGE – EQUALITY – DETERMINATION – ACHIEVEMENT

Oakwood Nursery Observations and Assessment Policy

Policy Adopted for: **Oakwood Primary Academy**

Date of this Policy: **January 2026**

Date reviewed: **January 2027**

Aims of the Policy

At Oakwood Nursery, we are committed to understanding and supporting every child's unique learning journey. Our aims are to:

- Identify each child's stage of development to ensure planning meets their individual needs.
- Support and extend children's learning and development through meaningful experiences.
- Celebrate each child's progress and achievements.
- Value and build positive partnerships with parents and carers.

Principles

The principles of the Early Years Foundation Stage (EYFS) highlight the importance of observation and assessment:

"In their interactions with children, practitioners should respond to their own day-to-day observations about children's progress and to observations that parents and carers share."
 – Statutory Framework for the Early Years Foundation Stage

Observations and assessments form the foundation of our practice, helping practitioners to plan effectively, support learning, and understand each child as an individual.

Objectives

- Develop strong, trusting relationships between each child's Key Worker and their parents/carers to ensure information is shared effectively.
- Recognise that learning is most effective when children are actively engaged and supported by knowledgeable, caring adults.
- Ensure all children feel included, secure, and valued.
- Build on what children already know and can do.
- Develop the skills and confidence of practitioners so they can respond effectively to their observations.

Procedures

Parental Liaison

- Information is gathered from parents before a child starts nursery and continues throughout their time with us.
- Practitioners share ongoing observations and updates with parents via **Tapestry**, encouraging shared understanding of each child's development.
- Before starting, parents complete an **'All About Me'** form outlining their child's interests, likes, and dislikes. This helps ensure a smooth transition and allows practitioners to plan for the child's comfort and confidence.

Parental Review Meetings

- Parents are invited to meet with their child's Key Worker to discuss progress and celebrate achievements. These meetings provide valuable opportunities to share next steps for learning and development.

Ongoing Observations

- Practitioners continuously observe children during play and daily routines, recording significant moments of progress and development on **Tapestry**.
- Observations are used to identify next steps and plan experiences that extend each child's learning.

Assessment

- Each term, assessments are entered into Tapestry, enabling progress tracking for every child across all areas of the EYFS.
- These assessments help identify strengths and areas where additional support may be needed.
- For **2-year-olds**, assessments also contribute to the statutory *Progress Check at Age 2*, which is shared with parents and supports early identification of any additional needs.
- Where necessary, observations and assessments are used to inform SEN support plans to ensure all children reach their full potential.

Monitoring and Evaluation

Staff and management will:

- Monitor the range and quality of observations made.
- Evaluate the effectiveness of planning in response to observations.
- Provide regular training and support to develop staff confidence and consistency in observation and assessment.
- Ensure dedicated time is available for observations, reflection, and assessment.
- Make sure all practitioners are familiar with and implement this policy effectively.
- Plan for children's individual needs, interests, and developmental stages.
- Involve parents and carers actively in the observation and assessment process.

Dissemination

This policy is available to all parents, carers, staff, and prospective families. Copies are accessible on request from the nursery office or via the nursery website.